

**THE ANALYSIS OF CODE-SWITCHING USED BY STUDENTS IN
SMALL GROUP DISCUSSION**
(A Descriptive Qualitative Research at the Ninth Grade of SMPN 2 Sungguminasa Gowa)



A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Part Fulfillment of the Requirement for the Degree
of Education in English Department

ISNAWATI

10535599214

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

2019



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**








LEMBAR PENGESAHAN

Skripsi atas nama **ISNAWATI**, NIM **10535 5992 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **0018 Tahun 1440 H/2019 M**, tanggal 22 Jumadil Awal 1440 H/28 Januari 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jumat tanggal 01 Februari 2019.

26 Jumadil Awal 1440 H
Makassar, 01 Februari 2019 M

Panitia Ujian :

1. Pengawas Umum : Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M.
2. Ketua : Erwin Akib, M.Pd., Ph.D.
3. Sekretaris : Dr. Baharullah, M.Pd.
4. Dosen Penguji : 1. Dr. Syamsiarna Nappu, M.Pd.
2. Ardiana, S.Pd., M.Pd.
3. Prof. Dr. H. M. Basri Dalle, M.S.
4. Maharida, S.Pd., M.Pd.


.....

.....

.....

.....

.....

.....

.....

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar


Erwin Akib, M.Pd., Ph.D.
NBM : 860934



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : **The Analysis of Code-Switching Used by Students in Small Group Discussion**
Name : **ISNAWATI**
Reg. Number : 10535 5992 14
Programmer : English Education Department Strata 1 (S1)
Faculty : Teacher Training and Education

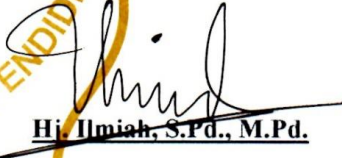
Makassar, Februari 2019

Approved by:

Consultant I


Dr. Syamsiarna Nappu, M.Pd.

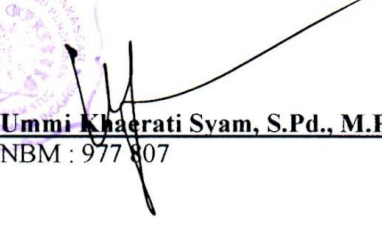
Consultant II


Hj. Ilmiah, S.Pd., M.Pd.

Dean of FKIP
Makassar Muhammadiyah University


Erwin Akib, M.Pd., Ph.D.
NBM: 860.934

Head of English
Education Department


Ummi Khaerati Syam, S.Pd., M.Pd.
NBM : 977.807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Nama : **Isnawati**
Stambuk : 10535599214
Jurusan : Pendidikan Bahasa Inggris
Dengan Judul : **The Analysis of Code-Switching Used by Students in Small Group Discussion**
Consultant I : **Dr. Syamsiarna Nappu, M.Pd**

Day / Date	Chapter	Note	Sign
Monday 17-12-2018		- Revise the discussion part - Revise the conclusion	f
Friday 28-12-2018		- Revise the abstract - Reorganize the conclusion	f
Tuesday 8-1-2019		Acc	f

Makassar, December 2018

Approved by:
Head of English Education
Department



Ummi Khaerati Syam, S.Pd., M.Pd
NBM: 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Nama : **Isnawati**
Stambuk : 10535599214
Jurusan : Pendidikan Bahasa Inggris
Dengan Judul : **The Analysis of Code-Switching Used by Students in
Small Group Discussion**
Consultant II : **Hj. Ilmiah, S.Pd., M.Pd.**

Day / Date	Chapter	Note	Sign
14/12/2018		- Abstract - letter - Conclusion	f
19/12/2018		- Revised chapter 3 - Abstract	f
31/12/2018		- Fix the discussion	f
4/1/2019		Acc OK final exam	f

Makassar, December 2018

Approved by:
Head of English Education
Department

Ummi Khaerati Syam, S.Pd., M.Pd
NBM: 971 807



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Sultan Alauddin Telp. 866972 Kota Makassar



SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : Isnawati
Stambuk : 10535599214
Jurusan : Pendidikan Bahasa Inggris

Dengan ini menyatakan *Perjanjian* sebagai berikut:

1. Mulai dari *penyusunan proposal* sampai selesainya *skripsi* saya. Saya akan *menyusun sendiri skripsi* saya (tidak dibuat oleh siapapun).
2. Dalam penyusunan skripsi saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan Fakultas.
3. Saya tidak akan melakukan *penjiplakan (plagiat)* dalam penyusunan skripsi saya.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1, 2, dan 3, maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian saya buat dengan penuh kesadaran.

Makassar, Desember 2018

Yang Membuat Pernyataan,

Isnawati



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Sultan Alauddin Telp. 866972 Kota Makassar



SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Isnawati

Stambuk : 10535599214

Jurusan : Pendidikan Bahasa Inggris

Dengan Judul : **“The Analysis of Code-Switching Used by Students in
Small Group Discussion”**

Dengan ini menyatakan bahwa:

Skripsi/proposal yang dilakukan di depan Tim Penguji adalah asli hasil karya saya, bukan jiplakan dan tidak dibuat oleh siapa pun.

Demikian pernyataan ini saya buat dengan sebenarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, Desember 2018

Yang Membuat Pernyataan,

Isnawati

MOTTO

*Fear only limited to thought,
While courage is a real action.*

I dedicated this thesis to :
My beloved parents, my siblings,
and my bestfriends, for the sincerity and support to do this
thesis.

ABSTRACT

Isnawati. 2018. *The Analysis of Code-Switching Used by Students in Small Group Discussion at the Ninth Grade of SMPN 2 Sungguminasa Gowa* under the thesis of English Education Department and Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. Supervised by Syamsiarna Nappu and Hj. Ilmiah.

The aimed of this research were to finding out the types and functions of code-switching used by students in small group discussion.

This research was conducted through descriptive qualitative method. The researcher decided to choose four group discussions at the ninth grade of SMPN 2 Sungguminasa as the research subject. In collecting the data the researcher used observation and interview. The researcher used data reduction, data display and conclusion drawing or verification in analyzing the data.

The researcher found that there were three types of code-switching used by students in small group discussion process namely; inter-sentential code-switching, intra-sentential code-switching and tag-switching. The data had shown that there were four functions of code-switching used by students in small group discussion. They were to emphasize the important point, to suit the domain of knowledge, to reinforce the request, and as a social interaction. Moreover, there were two languages involved in the discussion process of code-switching namely English and Bahasa Indonesia.

The research data analysis showed that most of students used code-switching in small group discussion to make other members understand the idea from speaker than easy to be response and help students to be easier interact with other.

Keywords: Code-Switching, Small Group Discussion, Descriptive Qualitative Method.

ABSTRAK

Isnawati. 2018. *Analisis Penggunaan Alih Kode Pada Siswa Dalam Diskusi Kelompok Kecil di Kelas Sembilan SMPN 2 Sungguminasa Gowa*. Skripsi untuk Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Syamsiana Nappu dan Hj. Ilmiah.

Tujuan dari penelitian ini adalah untuk menemukan tipe dan fungsi code-switching yang digunakan oleh siswa dalam diskusi kelompok kecil.

Penelitian ini telah dilakukan dengan menggunakan metode deskriptif kualitatif. Peneliti memutuskan untuk memilih empat kelompok diskusi pada kelas sembilan SMPN 2 Sungguminasa sebagai subjek penelitian. Dalam mengambil data peneliti menggunakan observasi dan wawancara. Peneliti menggunakan data reduksi, data tampilan, dan gambar kesimpulan atau verifikasi dalam menganalisa data.

Peneliti menemukan tiga tipe dari code-switching yang di gunakan siswa dalam proses diskusi kelompok kecil yaitu; inter-sentential code-switching, intra-sentential code-switching dan tag-switching. Data menampilkan ada empat fungsi dari code-switching yang di gunakan siswa dalam diskusi kelompok kecil. Hasilnya adalah menekankan hal yang penting, sesuai dengan pengetahuan, untuk memperkuat interaksi dan sebagai interaksi sosial. Selain itu ada dua bahasa yang terlibat dalam proses diskusi yaitu Bahasa Indonesia dan Bahasa Inggris.

Data analisis penelitian menunjukkan sebagian besar menggunakan code-switching dalam diskusi kelompok kecil untuk membuat anggota kelompok mengerti ide dari pembicara kemudian mudah untuk merespon dan membantu siswa untuk lebih mudah berinteraksi dengan yang lainnya.

Kata Kunci : Alih kode, Diskusi Kelompok Kecil, Metode Deskriptif Kualitatif.

ACKNOWLEDGMENTS



The researcher delivered her high gratitude to Allah SWT because of the blessing and mercies upon him, so the researcher could finish this thesis under the little “**The Analysis of Code-Switching Used by students in Small Group Discussion**”. Shalawat and salam are addressed to our beloved and chosen messenger prophet Muhammad SAW peace be upon him.

In writing this thesis, the researcher found many difficulties, so the researcher realized that the thesis has a lot of mistakes and weakness. In order to become perfect. The researcher needs correction and suggestion. The researcher would like to say thank you very much for the people who gave spirit, advice, suggestion, and helping to the write as follows:

1. Abdul Rahman and Hasnawati, as parent’s researcher who always be side and all of beloved family for their attention, prayers, financial, support and their love.
2. Dr. Syamsiarna Nappu, M.Pd as the first consultant and Hj. Ilmiah S.Pd., M.Pd as the second consultant. For her supervision, advice, and guidance from the very early stage of this research as well giving extraordinary, and correction until the completion of this thesis. Also this thesis would not have been possible without their help, support and patience.
3. Prof. Dr. H. Abd. Rahman Rahim, S.E, M.M as the rector of Makassar Muhammadiyah University.

4. Erwin Akib., M.Pd., Ph.D. as the Dean of FKIP Unismuh Makassar and also all lecturers who gave taught the researcher during studying at Makassar Muhammadiyah University.
5. Ummi Khaerati Syam, S.Pd.,M. Pd, as the head and Ismail Sangkala, S.Pd., M.Pd, as the secretary of English Education Department Faculty of Teachers training and Education Muhammadiyah University of Makassar for their clear academic guidance.
6. The researcher special gratitude and extended to all beloved friends freedom class for their kindness, help, and understanding.
7. The last for my beloved friends namely; Desri, Windi, Marwah, Ramli, Herfin, Wiwit, Indah and Waddah.

Finally, the researcher realized this thesis still have not been perfect yet and still need more suggestion and critics. Thus, more improvement for this thesis is strongly needed. Hopefully, this thesis would be useful for many people who need it.

May almighty, Allah SWT blesses us all now and forever, Aamiin.

Makassar, December 2018

The researcher

Isnawati

TABLE OF CONTENTS

COVER	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
COUNSELING SHEET.....	iv
SURAT PERJANJIAN	vi
SURAT PENYATAAN	vii
MOTTO.....	viii
ABSTRACT	ix
ACKNOWLEDGEMENTS	xi
TABLE OF CONTENTS.....	xiii
LIST OF FIGURE.....	xv
LIST OF APPENDICES	xvi
CHAPTER I INTRODUCTION	
A. Background	1
B. Problem Statement	4
C. Objectives of the Research	5
D. Significance of the Research.....	5
E. Scope of the Research	5
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous Related Research Finding	6
B. Some Pertinent Ideas	8
1. Classroom Interaction	8
2. Small Group Discussion	9
3. Code-Switching	10
4. Types of Code-Switching	12
5. Functions of Code-Switching	16
C. Conceptual Framework	20
CHAPTER III RESEARCH METHOD	
A. Research Design	22
B. Subject of The Research	22
C. Research Instrument	22
D. Procedure of Data Collection	24
E. Technique of Data Analysis	25

CHAPTER IV FINDINGS AND DISCUSSION	
A. Findings	27
B. Discussion	41
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	46
B. Suggestion	46
BIBLIOGRAPHY	48
APPENDICES	51

LIST OF FIGURE

Figure 2.1 Conceptual Frameworks 20

LIST OF APPENDICES

Appendices	Page
1. Transcribed Types of Code-Switching Group 1	51
2. Transcribed Types of Code-Switching Group 2	58
3. Transcribed Types of Code-Switching Group 3	65
4. Transcribed Types of Code-Switching Group 4	70
5. Table Types of Code-Switching	76
6. Transcribed Function of Code-Switching Group 1	83
7. Transcribed Function of Code-Switching Group 2	89
8. Transcribed Function of Code-Switching Group 3	95
9. Transcribed Function of Code-Switching Group 4	99
10. Table Function of Code-Switching	104
11. Transcribed of Interview Group 1	113
12. Transcribed of Interview Group 2	115
13. Transcribed of Interview Group 3	117
14. Transcribed of Interview Group 4	119
15. Documentation	121
16. Curriculum Vitae	132

CHAPTER I

INTRODUCTION

A. Background

Language is the source of communication. Communication takes place when there are two people or more involved in interaction. This interaction is facilitated by language. In this case language plays an important role. Language must be produced in order to convey our ideas towards the subjects matter in the interaction. It is the way through which we shared our ideas and thought with others. There are uncountable languages in this world. Every country has its own national language to communicate. Then they have different local language languages spoken and understood by their people different regions. By using language, they can communicate between one another.

In the classroom interaction, language users in conversation are very often bilingual in as much as, in addition to use the sign language of their community, they also learn and used the spoken language of their community, they also learn and use the spoken language of the surrounding community. And in foreign language classrooms the language to be learned is both the target and as the instruction, so it leads to a situation in which code are switched. Therefore, code-switching is usually a natural part of language classroom interaction because two languages exit in the classroom.

Jacobson in Iqbal (2011) stated that by code-switching in the classroom students will acquire subject-appropriate vocabulary in first language

and second language, and none of the practical problems of other approaches will be present. However, this switching may not be done haphazardly or randomly. In order for it to be educationally effective, four criteria must be met; the first is the language must be distributed at an appropriate ratio of 50/50, the second is the teaching of content must not be conscious of his/her alternation between the two languages, and the third is the alternation must accomplish a specific learning goal. Code-switching instruction which does not meet these criteria Jacobson calls the “Unstructured Approach”.

Code-switching is an important discourse strategy in both monolingual and bilingual communities and classroom. It often marks a change in context, formality, or mood. In monolingual situations, code-switching involves a change in register, dialect or modality rather than a change in language. Beside that monolingual also utilize switches in body posture, movements, and eye gaze to make transition from one context to another. In bilingual context use all of these strategies, and also have the option of changing languages (Rieglhaupt, 2000).

Communication in the classroom sometimes we found in discussion each of the students or between teacher and students. Discussion is mostly use of the teacher in speaking class. In this way, the students talk to the other in some group. But nowadays, many students who learn English can not use it for oral communication, because they do not master in English well, mainly structured and vocabulary.

Allen in Center for Teaching Excellence (2001) stated that student are able to maximize their own ideas in learning with friends when using discussion in

English learning. Interaction between students can be formed through the use of small discussion in English learning. He further says that small discussion can be applied not only for speaking class, but also be used in all language skills. In SMPN 2 Sungguminasa, most of their strategy in learning use discussion, especially in English subject. The use of small group discussion in English is one of the strategies in which the students can express their own idea and work together in the group.

Code-switching is common practiced by the bilingual society as well as the students who are learning the foreign language from their surroundings. Code-switching could be allowed and used such the way to enrich the skill of communication. According to Skiba (1997), he suggests that code, or language, switching occurs when an individual who is bilingual alternates between two languages during his/her speech with another bilingual person. A person who is bilingual may be said to be one who is able to communicate, to varying extents, in a second language.

Some researcher have conducted a research in the previous they are Murtafiah (2017), Harmilawati (2016), Retnawati and Mujiyanto (2015), Hikmah (2015) and Aisyah (2013). From the result above researchers focused on the interaction between the teacher or lecturer and students interactions in the classroom. Whereas in learning classroom is not only the teacher have an important role, however interaction of the students also have an important role to be activeness in learning in the classroom. One of is small group discussion is an effective interaction in learning. In discussion the students try to arrange their

ideas, opinion, or point of view, problem solving, and improve communication skills. So the researcher was focused on the small group discussion.

The bilingual society like SMPN 2 Sungguminasa generally practices code-switching to conceal their second language deficiency and to express their attitude and feeling toward the interlocutor, these intention could be appeared in the language classroom too. Based on the preliminary observation that was conducted by the research in SMPN 2 Sungguminasa especially the ninth grade, most of the material in learning process use in discussion which is very potential to find out the student preference towards the use of code-switching in their speaking performance.

Considering to the phenomenon that was found, so the researcher was inspired to investigate and analyzes code-switching as one of the types of interaction at SMPN 2 Sungguminasa. Therefore, the researcher was interested to conduct a research under the title “**The Analysis of Code-Switching Used by Students in Small Group Discussion**”.

B. Problem Statement

Based on the background, the researcher formulates the problem statements as follows:

1. What types of code-switching are used by the students in a small group discussion at ninth grade of SMPN 2 Sungguminasa?
2. What functions of code-switching are used by the students in a small group discussion at ninth grade of SMPN 2 Sungguminasa?

C. Objectives of the Research

Covering to the problem statement above, the objective of this research are to find out:

1. The types of code-switching used by the students in small group discussion at ninth grade of SMPN 2 Sungguminasa.
2. The functions of code-switching used by the students in small group discussion at ninth grade of SMPN 2 Sungguminasa.

D. Significance of the Research

Theoretically the research is significant to provide some information about code switching of the students in a small group discussion for those who are interested in the research of code-switching of the students in small discussion.

Practically, the result of the research will be beneficial for those who want to deal with understanding the use of code-switching of the students in small group discussion.

E. Scope of the Research

In this research, the researcher focus on the use of code-switching. It was conducted at the ninth grade of SMPN 2 Sungguminasa in small group discussion in the classroom. The discussion was emphasize on the use of code-switching, the researcher limited this research on types of code-switching, and functions of code-switching in small group discussion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

Many researchers have conducted studies related to this research they are as follows:

1. Murtafiah (2017) in her research "*An Analysis of Teachers Code-Switching Practice In The Process Of Teaching English at SMAN 2 Padang Cermin*" found the teacher use code-switching to make the explanation or instruction comprehensible for the students. In another word, the use of code-switching some how builds a bridge from unknown to know and may be considered as an important element in English teaching when used efficiently.
2. Retnawati and Mujiyanto (2015) in they journal "*Code Switching Used in Conversation by an American Student of the Darmasiswa a Program*" found that Code Switching gives impact to the abilities of involved languages in conversations. In the loss of English language ability and the gain of indonesian language ability.
3. Hikmah (2015) in her research "*Code Switching Used by Lecturelers in Study Program of English Literature of Universitas Brawijaya*" found the lecturer's easier to be explained in English and to make the discussion in the classroom run smoothly. And also the lecturer's switching give positive effects, however the students can enchance their understanding of the material taught through the lecturer's code switching.

4. Harmilawati (2016) in her research *Code Switching on Students' Group Presentation in EFL Classroom at STKIP Muhammadiyah Bone*. Found The lecturer and the students need code switching in teaching and learning English because it can make them easy to understand and comprehend from the material given. Code switching also effective in enlarging the students' vocabulary, in translation practice, helped them to learn English, made them be more active in classroom interaction and influenced their fluency in speaking english.
5. Aisyah (2013) in her research *Code Switching in ELT Classroom (A Case Study at SMPN 3 Palangga)*. The result of the research showed that were Functions of code switching were reiteration, topic switching, checking student's understanding, translation, asking to do or not to do something, grammar explanation, correcting students' mistake, giving examples, and expressing humor. The main reasons of the teachers to use code switching are to clarify meaning, to active the conversations, and to make the students understand..
6. Suwandi (2016) in his research *Teacher's Code Switching in Classroom Interaction At SMKN 1 Makassar*. His found the factor causes used code switching by the teacher in classroom interaction have several reasons, they are lack of vocabulary, to help student understanding, to introduce a new topic

Based on the six researchers above, the differences are the researcher in previous analyzed the teacher and students interactions in the classroom. Most researcher focused on the reasons and statement of the teacher and students

code-switching in bilingual/multilingual class. However, the researcher focused on students interactions in small group discussion. The similarities is purpose to analyzed the used of code switching.

B. Some Pertinent Ideas

1. Classroom Interaction

According to Brown (2001) relates interaction to communication, saying, "... interaction is the heart of communication; it is what communications is all about". Then, Ellis (1999) also points out that interaction is generally used refer to the interpersonal activity that arises during face-to-face communication. However, it can also refer to the intrapersonal activity involved in mental processing. The formal place which people used to receive the knowledge and attitude is school where the teaching and learning process take a part. Interaction is one of the factor to make the process of dominate of the class time, students' participation will be limited and classroom interaction will be diminished.

Defined by Quirk (1987), classroom interaction is the patterns of verbal and non-verbal communication and the types of social relationship which occur within classroom. The study of classroom interaction may be a part of studies of classroom discourse. Classroom interaction covers classroom behaviors such as turn taking, questioning and answering, negotiating of meaning and feedback.

Based on the definition above, the researcher concludes that classroom interaction is an act or action that held by two or more people

in the classroom that involved in mental processing. In addition, interaction is the considered as the main factors in facilitating on teaching and learning process especially in English subject. The teacher should not dominate all the communication, therefore it can create the situation that make student share each other.

2. Small Group Discussion

Small group discussion is one of the cooperative learning techniques in which students work in groups of three or four. According Kenz and Greg (2000). A small group is a small member of human, work together through interaction whose interdependent relationship allows them to achive a mutual goal.

Defined by Sagala (2007), group discussion team is more effective if the group consists of 3-4 students, enable students gives their opinions or ideas to other students easily. Using group discussion could help students to develop relationship through accumulated information. Effective communication guides students to solve problem. It is a group discussion, children from attitude and value may influence them from their entire life and may affect their behavior inside and outside of schooll. Group discussion provides opportunities that one is not alone.

In small group discussion, teacher usually divides the whole class into groups (perhaps five or fewer students for each group) that is students are to discuss a topic given by the teacher. Every students in each group must give his/her opinion about the topic.

Discussion in a small group is an activity in which the students try to arrange their ideas, opinion, or point of view. To make this activity runs well, teacher should create some topics to be discussed by students. These topic must have strong differences, so that there will be afew groups or students who have different opinions. At the end of this activity, the teacher explains some important things relating to the topic talked about.

From the definition above the researcher conclude small group discussion is a small member of human, work together through interaction whose interdependent relationship allows them to achive a mutual goal. This technique provides opportunities for students' initiation, for face to face, give and take, for practice in negotiation of meaning for extended conversation exchanges.

3. Code-Switching

According to Poplack (1980), Code switching is the alternation of two languages within a single discourse, sentences or constituent. In a society where communication events conducted by its members able to speak more than one language, bilinguals can code-switch and use their languages as resources to find better ways to convey meaning. It means that code-switching is not only one possible phenomenon in society, but it could also be a need for communication.

According to Myers-Scotton in Cantone (2007), code-switching is the selection of bilinguals or multilingual of forms from an embedded

language (or languages) in the utterance of matrix language during the conversation. Meisel in Cantone states that code-switching is the ability to select the language according to the interlocutor, the situational context, the topic of conversation, and so forth, and to change languages within an interactional sequence in accordance with sociolinguistics rules and without violating the specific grammatical constraint (Cantone, 2007).

While Choloros (2009) states that code-switching refers to the use of several languages or dialects in the same conversation or sentence by bilingual people. It affects practically everyone who is in contact with more than one language or dialect, to a greater or lesser extent.

In addition, Code-switching is considered as a sociolinguistic phenomenon, a linguistic product of language contact, determined in various ways by the social circumstances in which it occurs and it is often considered that the code-switching patterns found in any given context represent a choice among grammatical options, which are themselves defined by the contributing languages (Chloros, 2009).

Grounded on several definitions from the experts above, it can be concluded that code-switching is the phenomenon that exists in bilingual/multilingual societies where people have the opportunity to use or alternate several languages in one utterance or conversation in a community that is used as a strategy to express social meaning without violating the specific grammatical constraint. In other words, to communicate.

4. Types of Code-Switching

The speaker may speak one language in one situation and another in a different situation. In terms of situational switching, each point of switching corresponds to a change in the situation. In other words, one speaker may speak a different language depending on the situation, but the language spoken in that particular situation does not vary Mujiono (2013). It means, in this situation, many features relating to social factors are involved in determining which language is to be used.

Since code-switching is said to occur during conversation, from sentence to sentence, or with in a sentence, there are a lot of different opinions about which types of code-switching exist and what they mean. The latter is called intra-sentential code-switching, the former inter-sentential code-switching, and the term of tag-switching refers to a mix involving an utterance and interjection (or a tag) (Cantone, 2007).

In addition, many linguists such as Poplack and Appel and Muysken in Schmidt, generally agree on classifying three main types of code-switching in their studies: inter-sentential switching, intra-sentential switching and tag-switching (Schmidt, 2015). Poplack in Hamers and Blanc (2004) identifies three different types of switching which, more often than not, bilinguals will find themselves switching or mixing between languages that they are familiar with regularly while engaging in a conversation daily. He categorized code-switching into the following three types: inter-sentential, intra-sentential, and tag-switching.

a. Inter-Sentential Switching

This type takes place between sentences, the switch occurs at a clause or sentence boundary where each clause or sentence is in a different language. Occurring within the same sentence or between speaker turns. Furthermore, inter-sentential switching may take place between turns. In short, in inter-sentential switching, the switching occurs after a sentence in the first language has been completed and the next sentence starts with a new language.

b. Intra-Sentential Switching

Intra-sentential switching is possibly the most complex type among the three. In intra-sentential switching, code switching occurs within a clause or sentence boundary or even word. It means that speakers switch from one language to another within the same sentence. This type also involves the greatest syntactic risk as words or phrases from another language are inserted into the first language within one sentence or utterance.

c. Tag-Switching

Tag-switching involves inserting a tag or short phrase in one language into an utterance that is otherwise entirely in another language. Tag-switching sometimes also called as emblematic switching because the tags serve as an emblem of the bilingual character of an otherwise monolingual sentence. This type of code-switching occurs the most easily for the reason being that tags

typically contain minimal syntactic restrictions thus not violating syntactic rules when being inserted into monolingual sentences. Common English tags such as (*I mean, you know and right, etc*) are some of the examples that fit into that category. In short, Tag-switching is the switching of either a tag phrase or a word, or both, from language-B to language A.

Based on Poplack in Hamers and Blanc, it can be concluded that there are three types of code-switching. They are: inter-sentential switching, intra-sentential switching, and tag switching. In inter-sentential switching, the codes are switched between sentence or clause boundaries. While in intra-sentential switching, the codes are switched within the sentence boundaries. Then, in tag switching, there is inserting a tag phrase or a word, or both, from language-B to language A.

Meanwhile, Wardaugh (1986) has explained two types of code-switching, as situational code-switching and metaphorical code-switching.

a. Situational Code-Switching

Situational code-switching occurs when the languages used to change according to the situations in which the conversant find themselves. They speak one language in one situation and another in a different one. No topic change is involved.

b. Metaphorical Code-Switching

Metaphorical code-switching occurs when the speakers switch the code to signal identities or a change of relations in the roles of the

participants in the conversation. Wardaugh states that metaphorical code switching has an affective dimension. He explains it more that the people change the code as they redefine the situation; formal to informal, official to personal, serious to humorous, and politeness to solidarity. However, metaphorical code switching used by the people to show how speakers employ particular language to convey information that goes beyond their actual words, especially to define a social situation (Wardhaugh, 2006).

In line with Wardaugh, Gumperz in Mujiono has also stated those two types of code-switching, but he adds one type that he calls conversational code-switching. This type occurs when the speaker may switch within a single sentence, one sentence is expressed in one variety, and next sentence in another variety (Mujiono, 2013).

Grounded the theory from Wardaugh and Gumperz in Mujiono, it can be stated that there are three types of code-switching. While Wardaugh only mentioned two types, Gumperz adds the third one. Those three types are: situational switching, metaphorical switching, and conversational switching. Situational code-switching occurs when the languages used to change according to the situations. While metaphorical code-switching occurs when the speakers switch the code to signal identities or a change of relations in the roles of the participants in the conversation. Then, conversational code-switching occurs when the speaker may switch within a single sentence.

To reduce the investigation of the types of code-switching in this research, derived from some theories that have been referred, the researcher conducted to use Poplack's as the reference theory, there are three types of code-switching that commonly happen in bilingual communities. There are tag-switching, inter-sentential switching, intra-sentential switching.

5. Functions of Code-Switching

According Baker (2006) there are nine functions of code-switching, as follows;

a. Emphasize

One reason why some switches his language is for stressing one important point. For example he speakers Indonesia, then in his talk he think anything is very important, sometimes he change his language to English to show his interlocutor the important point in the new language he use.

b. Suit the Domain of Knowledge

If person does not know a word or a phrase in a language, that person may substitute a word in another language. Someone does not know the word because of different domain of knowledge. In the class of content based, for example, a teacher may not know a new of the subject in second language, so that he switched to another language to get the appropriate term.

c. Unequivalence

Code-switching may occur because of unequivalence word or phrases in two language, it may not correspond exactly and the bilingual may switch to one another language.

d. Reinforce a Request

Code-switching sometimes used to reinforced a request. A teacher for example say "open the window!" Buka Jendela!. The teacher switches from English to reinforce his request. Beside that, Code-switching also can clarify a point. Some teachers in the classroom explain a concept in one language, and then explain it again in another language, believing that the repetition adds to reinforcement and completeness of understanding.

e. Communicate Friendship or Family Bonding

A person may deliberately use code-switching to indicate need, so it will be accepted by a peer group. And someone with a rudimentary knowledge of a language may inject words of the new language into sentences to indicate a desire to identify and affiliate.

f. Suit of the Language

Someone may switch his language in relation to previous language used in conversation. For example, two people speak Indonesia, then one of them report his conversation with someone else previously which was conducted in English, he then change his language to English to suit his previous conversation.

g. Interject a Conversation

To inject into a conversation, a code-switching is occasionally used. A person attempting to break into a conversation may introduce a different language to send a message to the speakers from the listener.

h. Ease Tension and Inject Humor Into a Conversation

If discussion are becoming tense in a committee, the use of a second language may signal a change in the “tune being played”. Code-switching also can show a change of attitude relationship. When two people meet, they may use the common majority language. As the conversation process and roles, status and ethnic identity are revealed, a change to regional language can indicate that boundaries are being broken.

i. Exclude People from a Conversation

When two people talk in Indonesian in a public space, in a bus for example, then switch to a local language when they talk a private matters, by this situation, they exclude other people from their conversation. Code-switching use talk certain topic. In some bilingual situation, code-switching occurs regularly when certain topics are introduced.

From Baker (2006), it can be concluded that there are nine functions of code-switching . They are; Emphasize (code-switching can stressing important point), suit the domain of knowledge (if students lack

of vocabularies), show unequivalence (the different of culture of the speaker, sometimes causes some unequivalence in those language), reinforce a language (to give an instructions), communicate friendship or family bonding (to identify a new language to indicate need), suit of the language, interject a conversation (To send a new language in message from speakers send to listener), code-switching can be ease tension and inject humor into a conversation, and exclude people from a conversation,

C. Conceptual Framework

To make the concepts or theory of code switching briefly and clear enough, the writer formulated the teoretical framework of code switching in small group discussion:

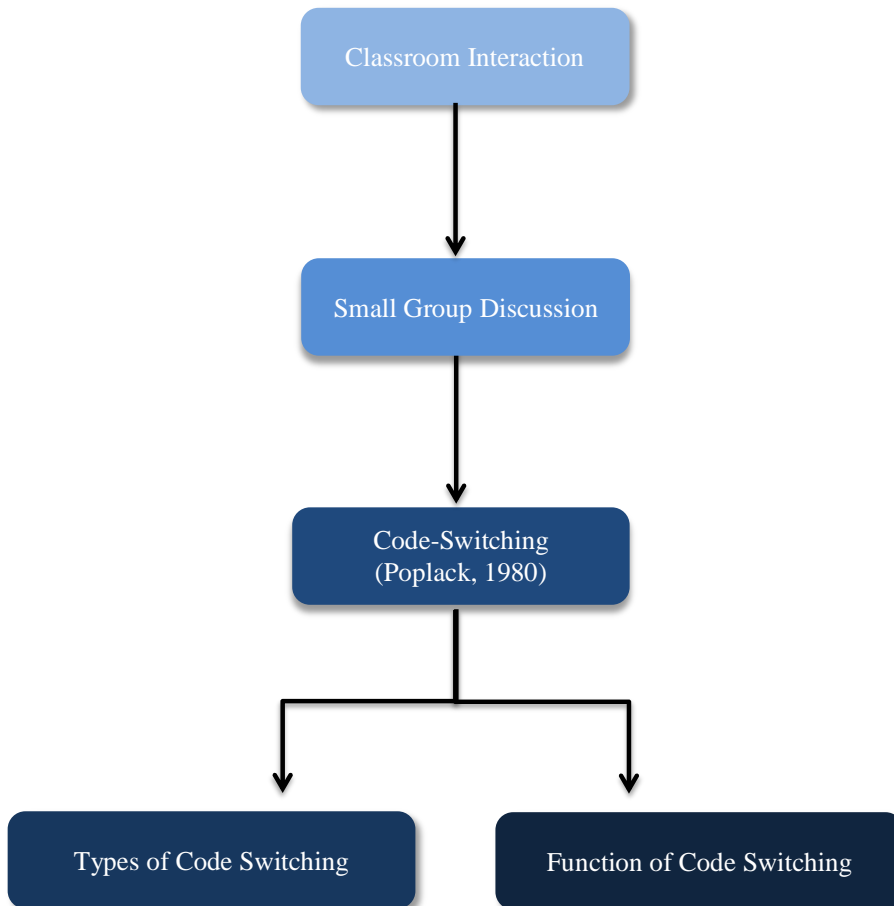


Figure 2.1 Conceptual Framework

The conceptual framework is the basic from this research. The conceptual framework was how the use of code switching in English classroom by the students in small group discussion. Interaction between teacher and students is fundamental to the learning process. During teaching and learning process,

teachers and students or student between students interaction in classroom. In learning process most of strategy using Small group discussion in learning English. Small group discussion involves students between students, so the group discussion is very potential to find out students utterances in use of code switching. The researcher was observation and interview and than was conducted this research in SMPN 2 Sungguminasa Gowa at ninth grade. The research was focused and to know on types any function of code switching use by students in small group discussion.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research the researcher was used descriptive qualitative method. Here, the researcher was describe about what are the types and what are the functions of code switching used by the students in small group discussion.

This research start with pre-observation class to select subject of the research. after determining the subject, the researcher carried out class observation about “The Analysis of Code Switching used by students in small group discussion”. After observing, the data was collect to identify, classify, and analyze based descriptively.

B. Subject of the Research

The subject of the research are the students at SMPN 2 Sungguminasa. The researcher was focus on ninth grade because most of the material in learning process used small group discussion which is very potential to find the students preference towards the use of code-switching in their speaking performance. There are 28 students of ninth grade, and the researcher focuses to observation and interview the students that is used code-switching in small group discussion.

C. Research Instrument

For this research, the researcher as the main instrument. To collect data, the researcher was conducted video tape or audio recording, observation checklist

and interview which are described as follows:

1. Observation

Observation can be define as a research instrument in which the researcher write down or record certain behaviors of the sample being study as they watch and listen. The type of observation that was used in this research is observation checklist and observation tool utilized to indicate the types and functions that lead to code switching. It creates an opportunity for the researcher to observe the classroom environment in person.

Video recorder and audio recorder was used to record all the conversation and situation in the small group discussion in classroom. Video recorder and audio recorder in the classroom convey by record the discussion process by using a camera. This record was help the researcher in attaining complete data regarding the classroom interaction of students during small group discussion.

2. Interview

Interview was conducted to get data besides use video recording. It is conduct after doing the observation. Therefore, it aimed to clarify and emphasize the result of the observation. In this case, that was find out further information about types and the functions of code-switching practice by the students in small group discussion.

D. Procedure of Data Collection

The researcher was done some steps in collecting the data, they were, as follow:

1. Observing and recording the use of code switching by the students in small group discussion.

The researcher was found the information of the class schedule at first. Then. The observation time can be determined. The observation was conducted during the lecturing process. In this case, the researcher observes all the student's utterances. The researcher also use the audio or video recorder to support the observation so that the best outcomes can be gain optimally. The numbers of observation meeting are determined. The observation meetings are ended if the collected data have been saturated.

2. Transcribing the utterances of the students from the discussion process.

If the data has been record using technical media, the transcription is a fundamental stage on the way to their interpretation. Therefore, the data of utterances are collect from the observation that is transcribed in the form of transcriptions. This stage was conducted to facilitate the researcher to analyze the types and function of code switching uttered by the students during the small group discussion in the classroom.

3. Interviewing the students.

In the interview, the researcher was used the list of questions that used for interviewing. Then, the students' answer are record by using tape recorder,

and then the researcher transcribe the data. The data is code and select referring to the purpose of this research.

E. Technique of Data Analysis

In analyzing data from classroom observation and interview, the researcher was used qualitative data analysis based on Miles and Huberman's theory (1994) which consist of three stages: data reduction, data display and conclusion drawing/verification.

1. Data Reduction

At this stage, the data from audio and video recording was transcribed into the written transcript firstly. Then, the transcript was identified to determine the utterances which considered as the code switching phenomenon and the utterances which were not contained code switching. The utterances which were not contained code-switching was omitted, so that the utterances which to contained code switching left. By the data reduction, the researcher and chose the data or the utterances which considered as code switching, which was relevant to the research topic, so that the analysis was focused into the data which was suitable to the research questions which have been formulated, the types of code switching used by students in small group discussion. The same with classroom observation data, the data from interview also transcribed into the written transcript firstly. Then, the transcript was identify to determine students' statement concerned the students' perception towards the use of code switching by students in small group discussion.

2. Data Display

After doing data reduction, the researcher was draw the data in data display. The data display was show based on the research focus. The research focus refers to types and functions of code switching used in small group discussion.

3. Draw Conclusion/Verification

In this stage, the researcher was draw conclusions based on data display. The researcher concluded the types of code switching based on Poplack's theory, the functions of code switching used by students in small group discussion based on students confirmation.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This part discusses the result of the observation and interview which is based on the problem statements of the research. These problem statements are: (1) The types of Code-Switching used by students in small group discussion at the ninth grade of SMPN 2 Sungguminasa, (2) The function of Code-Switching used by students in small group discussion at the ninth grade of SMPN 2 Sungguminasa.

1. Types of Code-switching

The data had shown that there were three types of code-switching found by the researcher during the discussion process in the first and the second meetings. Those were inter-sentential code-switching, intra-sentential code-switching and tag switching. In this case, the researcher would like to provide the description of the sample analyzed.

a. Inter-Sentential Code-Switching

This kind of code-switching which involves which at clause or sentence boundary, where each clause or sentence in one language or another. In this case one clause is in one language and the other in another language. This type of code-switching occurred in some discussion activities. The following extracts are the example of inter-sentential

switching type of code-switching in different phase of discussion activities:

Extract 1
"Expressing Compliment"

S2 : *So, Kapan kita menggunakan Compliment? Kalau memuji seseorang sajakah*

S1 : ***Kurang lebih seperti itu sih. Yang lebih tepat itu seperti ini. Compliment is express of to praise about the way people look, something people say, something people read.***

Appendix 1:57

Extract 1 shows the inter-sentential type of code-switching used by one of the member in group one. It was because the student switched her idea by using Indonesia then later she altered to English in one sentence by saying, "*kurang lebih seperti itu sih. Yang lebih tepat itu seperti ini. Compliment is express of to praise about the way people look, something people say, something people read*". This extract shows how inter-sentential switching was used within one turn.

Extract 2
"Expressing Wishes "

S2 : *Last week we have write about Expressing Wishes and Hopes. **Siapa yang bisa menjelaskan sedikit lagi tentang ini?***

S1 : *Me,expressing wishes adalah mengekspresikan keinginan .*

Appendix 2:63

Extract 2 shows inter-sentential type of code-switching used by the second group. At the time the material was discussed the topic about "Expressing Wishes". The second group discussed about the material they learning, exactly the material learn are expressing wishes and expressing

hopes but in first meeting they was discuss about expressing wishes. All of the group members explained their ideas and their knowledge. The type inter-sentential of code switching that used by one of group member when she said “*Last week we have write about Expressing Wishes and Hopes. Siapa yang bisa menjelaskan sedikit lagi tentang ini?*”. She used bilingual in discussion process, in the first clause she used English then continued in Indonesian in one utterance. So, the other group members especially for the first speaker could put an idea.

Extract 3

“Expressing Disagreement”

GL : Well, because all of you have writing it. Siapa yang bisa menjelaskan apa yang di maksud Expressing Disagreement?

Appendix 4:75

Extract 3 shows the inter-sentential type of code-switching used by the fourth group. It was because the student switched his opinion by using English then later he altered to Indonesia in one sentences by saying “*Well, because all of you have writing it*”. Then, the group leader continued speaking in front of their friends by asking a question “*Siapa yang bisa menjelaskan apa yang di maksud expressing disagreement?*”. In this case, group leader start the discussion by using English in question session. So all the members of the group can explore their idea to continue the discussion process.

Three extracts above indicates inter-sentential type of code-switching. Extract 1 shows the student in the first group switched her

language in explaining about “Expressing compliment”. Extract 2 shows that the second group also switched language in gave an explanation about expressing wishes, and in extract 3 the group leader in group three ask a question by using code-switching. Each group used code-switching in discussion process in the same form, sometimes they repeat their utterance from English language to Indonesian language. It is to make the other member of the group easy to understand the idea from the speaker and easy response.

b. Intra-Sentential Code-Switching

Intra sentential code-switching was code-switching which occurred within the sentences. This kind of code-switching involves switches different types occurring within the clause boundary, including within the word boundary, or translations of words or phrase substitution within a sentences.

Extract 4
”Expressing Hopes”

S3 : Saya, Expressing hopes is used when there is a good chance of something happening.

*GL : Mmm, I agree with your opinion, expressing **hopes adalah mengekspresikan harapan** and hopes used when we make a hope in future.*

Appendix 2:66

Extract 4 shows that the intra- sentential type of code-switching used by first group in second meeting. At the time, the material about expressing hopes. The group leaders agree the opinion from third speaker

then she switched the language into Indonesian “*expressing hopes adalah mengekspresikan harapan*”, and then continues again his idea into English by saying. “*And hopes used when we make a hope in future*” in one utterance. Her utterance was in English but he inserted an Indonesian phrase “*expressing hopes adalah mengekspresikan harapan*” in her utterance. This single phrase switching is inter-sentential because it happened inside a sentence.

Extract 5
“Expressing Hopes”

S2 : Ee, how about you plan?setelah tamat SMP. Do you want chose sekolah apa?

S1 : I'm SMK Negeri 2 Gowa.

Appendix 6:67

Extract 5 shows that the intra-sentential type of code-switching used by the second group in second meeting because code-switching happened inside sentences. In this extract second student asked her friends by using English “how about you plan and switch in Indonesian translation by saying “*sekolah apa*”, after that the second student continue question into English by saying “Do you want chose” then switched again in Indonesian by saying *sekolah apa?*”, which is gave their friends question.

Extract 6
“Must and Have to”

*S3 : Have to can be used to express **perlunya sesuatu itu di lakukan di waktu sekarang, tomorrow, or yesterday.***

GL : Iya, so have to using when do something karena terdesak atau pengaruh orang lain let's see the example. We have to go now atau bisa juga Do you have to speak?

Appendix 4:78

Extract 6 shows the intra-sentential type of code-switching used by the fourth group. In this case, the student switched explanation by using Indonesian then she continued in English but still in one sentence by saying “*Have to can be used to express **perlunya sesuatu itu di lakukan di waktu sekarang, tomorrow or yesterday***”. She used it to make clear purpose of idea because she think that opinion is very important to know.

Extract 4, 5, 6 above indicate intra-sentential type of code-switching. The student uses this type in different form. The first group in extract 4 switched her opinion from Indonesia then continued to English, because she believed that those words were familiar for their friends in the group. The second group in extract 5 switched from English then later she altered to Indonesian and continue to English again. And the four groups in extract 6 switched an idea from English then continued to Indonesian. The students said that she switched the language because idea is very important to know.

c. Tag-Switching

This type of code-switching involves the insertion of a tag, example “you know”, “I mean”, from one language into a clause or sentences in a different language as the following text:

Extract 7
“Expressing Compliment”

GL : Ok guys, dapat di simpulkan expressing compliment adalah mengekspresikan pujian dimana seseorang yang mendapatkan penghargaan atau suatu kelebihan kita memujinya. And we use compliment to butter up somebody in order to increase good will dan juga compliment dapat di ucapkan pada teman dan family. Are you understand?

Appendix 1:57

Extract 7 shows tag switching types of code-switching used by the first group. It was because the student inserted of a tag in English by saying, “*Ok guys, dapat di simpulkan expressing compliment adalah mengekspresikan pujian di manas eseorang yang mendapatkan penghargaan atau suatu kelebihan kita memujinya. And we use compliment to butter up somebody in order to increase good will dan juga compliment dapat di ucapkan pada teman dan family.* And later her switch again in English by saying “*Are you understand?*”. She uses tag switching in the last sentence to ask her friend agreement about the conclusion.

Extract 8
“Expressing Agreement”

S1 : Saya, Expressing is mengekspresikan dan Agreement adalah persetujuan, so Expressing agreement is mengekspresikan persetujuan.

S2 : Ok, nah. Expressing agreement is to use when we sependapat dengan orang lain dalam satu hal . For Example “ Menurut saya acara jumat ibadah kita setiap hari jumat sangatlah bagus” terus Harits agree dan mengatakan saya sependapat dengan kamu.

Appendix 3:70

Extract 8 shows tag switching type of code-switching used by third group in the first meeting. In this case, the students talked about their explanation. In this extract, the first students explain her explanation about Expressing Agreement, then the second students response by inserted tag switching in Indonesian, “*ok, nah expressing agreement is to use when..*” in Indonesian should be “*so*” in English.

Extract 9
“Expressing Congratulation”

*S1 : Me, compliment is an expression that we show or say to express or give praise. And then congratulation is an expression that we use to give the congratulation utterance when he/she success in doing something. **Bagaimana ?***

Appendix 2:61

Extract 9 shows that the tag switching type of code-switching used by first group in the second meeting. In this case, before closing the meeting, the first students concluded the discussion about expressing wishes and expressing hopes, in her explanation inserted a tag in Indonesian at the last utterance, “*Me, compliment is an expression that we show or say to express or give praise. And then congratulation is an*

expression that we use to give the congratulation utterance when he/she success in doing something. Bagaimana?. Word “*bagaimana?*” is a yes no question types in English, so it should be so “is it right?” in English.

Extract 7, 8 and 9 above indicate tag switching type of code-switching used in the discussion process. Most of them give insertion tag in their utterance in the same form. The students use tag switching in the beginning and the end of their utterances. By using this type of code-switching the students expected that their friends were more certain about their explanation.

2. Functions of Code-switching used by the students

The data had shown that there were four functions of code-switching found by the researcher during the discussion process in the first and the second meetings. Those were to emphasize, to suit the domain of knowledge and to reinforce a request. In this case, the researcher would like to provide the description of the sample analyzed.

a. Emphasize

Emphasize is one reason why someone switches his language, it is for stressing one important point. For example he speaks Indonesia, then in his talk he think anything is very important, sometimes he change his language to English to show his interlocutor the important point in the new language he use.

Extract 10
“Expressing Compliment”

S2 : For example I am very proud of you .jawabannya tu thanks

GL: Ok guys, dapat di simpulkan expressing compliment adalah mengekspresikan pujian di mana seseorang yang mendapatkan penghargaan atau suatu kelebihan kita memujinya. And we use compliment to butter up somebody in order to increase good will dan juga compliment dapat di ucapkan pada teman dan family.

The expressing compliment is express of to praise you know!

Appendix 6:89

Extract 10 shows ones function of code-switching that used by the first group. In this case, the students explain his opinion “*Ok guys, dapat di simpulkan expressing compliment adalah mengekspresikan pujian di mana seseorang yang mendapatkan penghargaan atau suatu kelebihan kita memujinya. And we use compliment to butter up somebody in order to increase good will dan juga compliment dapat di ucapkan pada teman dan family*”. And he switch the language into English by saying, “*The expressing compliment is express of to praise you know!*”. Based on this situation, the students switch his language to emphasize his opinion in discussion process.

Extract 11
“Expressing Wishes”

S2 : Mmm, Expressing wishes bisa untuk menyatakan keinginan untuk mengungkapkan keinginan untuk sesuatu yang mungkin saja terjadi dan sepertinya tidak terjadi. For important point wishes a desire or hope for something to happen.

Appendix 7:94

This code-switching used by the second group in the first meeting. It is another example of the function of code-switching. In this case the

student switched the language from Indonesian into English, “*Mmm, Expressing wishes bisa untuk menyatakan keinginan untuk mengungkapkan keinginan yang mungkin saja terjadi dan sepertinya tidak terjadi...*”. And he used code-switching again the language from English her explanation by saying “*...For important point wishes a desire or hope for something to happen*”.

Extract 12
“Expressing Agreement”

GL : Maksudnya asking for opinion?

contohnya: what do you think? Apa yang kamu pikirkan

Jadi bertanya pada seseorang tentang pendapatnya. Ada juga

Stating opinion contohnya In my opinion you're so smart

*S2 : iya, so bukan hanya mengekspresikan persetujuan ya guys. **There is a stating opinion and asking for an opinion.***

Appendix 8:100

Extract 12 shows that the emphasize function of code switching used by third group in the first meeting. In this case, the students switched her language for stressing the important point about expressing agreement, in explanation she used code-switching in Indonesian at the last utterance, *iya, so bukan hanya mengekspresikan persetujuan ya guys. There is a stating opinion and asking for an opinion*“.

b. To Suit the Domain Knowledge

Code-switching as a suit the domain of knowledge in discussion process is shown in the following extract:

Extract 13
“Expressing Disagreement”

GL : Good Morning Everybody

Members : Good Morning too

GL : Today we will discuss about expressing disagreement yang sudah di catat mem di papan tulis beberapa minggu yang lalu.

Appendix 9:103

Extract 13 to suit the domain knowledge as a function of code-switching used by the fourth group in first meeting. At the time, the material about expressing disagreement. In this case, the group leader used code-switching because her did not know the word in English language, “*Today we will discuss about expressing disagreement yang sudah di catat mem di papan tulis beberapa minggu yang lalu*”.

Extract 14
“Expressing Hopes”

S3 : Saya, Expressing hopes is used when there is a good chance of something happening.

*GL : Mmm, I agree with your opinion, expressing **hopes adalah mengekspresikan harapan** and hopes used when we make a hope in future.*

Appendix 7:96

Extract 14 shows another example of the function of code-switching that occurs in discussion process, where it is used by the second group in the second meetings. This type shown in the group discussion part, “*Mmm, I agree with your opinion, expressing hopes adalah mengekspresikan harapan and hopes used when we make a hope in future.*”

In this extract, the group leader switch from English to Indonesian then switched in English again, it is because she was difficult to explain.

Extract 15
“Must and Have to”

*GL : Good Mutia, that’s right
And you Nafira how about have to?*

*S3 : Have to can be use to express **perlunya sesuatu itu di lakukan di waktu sekarang, tomorrow, or yesterday.***

Appendix 9:106

Extract 15 shows the function of code-switching when the students in the third group suit the domain knowledge. It was because students switched opinion in English to Indonesian then later she altered to English again by saying “*have to can because to express **perlunya sesuatu itu di lakukan di waktu sekarang, tomorrow or yesterday***”. In this case the student used code switching by saying “*perlunya sesuatu itu di lakukan di waktu sekarang*”, it was because she did not know the word in English.

c. Reinforce a request

Code-switching is sometimes used to reinforce a request. A teacher for example say “open the window!” buka jendela!. The teacher switches from English to reinforce his request.

Extract 16
“Expressing Wishes”

S1 : *Kalau hopes adalah harapan contohnya begini eeee. For example I hope you will pass mathematics test.*

S4 : *Oh begitu ya*

GL : *Kita lanjutkan ya ,kita diskusikan expressing wishes lagi. **Please be quiet Wiwi! Tolong diam dulu e Wiwi***

Appendix 7:94

Extract 16 shows function of code-switching to reinforce a request used by the second group. In this case, the group leader switched his code to make the explanation or instruction comprehensible for the group member, he switched the language from Indonesian to English by saying “*kita lanjutkan ya ,kita diskusikan expressing wishes lagi, please be quiet Wiwi! Tolong diam dulu e Wiwi.*” Thus, the group member was expected to be able to understand the instruction better, and then they were also expected to be able to do the instruction correctly.

Extract 17
“Expressing Agreement”

S2 : *Iya, so bukan hanya mengekspresikan persetujuan ya guys. There is a stating opinion and asking for an opinion*

GL : *Untuk lebih jelasnya lihat buku catatan masing – masing. **lets see the example in your book.***

Appendix 8:100

Extract 17 shows function of code-switching used by the third group. It was because the group leader used an instruction in English by saying “*let’s see the example in your book!*” He used code-switching in

the last sentences to reinforce a request for the group members, so they were explained and gave instruction clearly in discussion.

B. Discussion

This research focuses on the types and functions of code-switching used by students in small group discussion process. To make discussion clear, the researcher would like to describe the result of data analyzed as follow:

1. Types of Code-Switching Used by the Students

Based on the findings there were three types of code-switching used by students in small group discussion process. Those types are intra-sentential code-switching, inter-sentential code-switching and tag-switching. The discussion presented as follows:

a. Inter-Sentential Code-Switching

The first type called inter-sentential code-switching. The data was collected through observation and tape recording in English classroom. According Poplack (1980) this kind of code-switching involves switch at clause or sentences boundary. In this case one clause is in one language and the other is in another language as the extract 1, 2, and 3.

In extract 1 the student switched language from English to Indonesia, as Jack and Richard (2002) stated that code-switching is a change by a speaker from one language or language variety to other one. Extract 2 shows that the second group also switched the language in giving an explanation about eexpressing wishes, the student used Indonesia-English bilingual. So, the other members in the second group understand

the explanation. This is similar as Cook (2001) referred code-switching in the classroom as natural response in a bilingual situation, and in extract 3, the fourth group discusses about expressing disagreement, they switched language too. All of them used code-switching in discussion process in the same form, they repeat the utterance from English language to Bahasa when explain their idea and opinion, or asking something to their friend in discussion process. It is to make the other member of the group easy to understand what the speaker said in this explanation.

b. Intra-Sentential Code-Switching

The second type is called intra sentential code-switching. This type used when students switched the language in one sentences. It is shown in the extract 4, 5, and 6. Poplack (1980) stated this kind of code-switching involves switching of different type occurring within the clause boundary, including within the word boundary, or translations of words or phrase substitution within a sentence.

The students used this type in different forms. It shown in extract 4 one of the members switching explanation in English then continued to Indonesia because does not know to say the sentence in English. The member in the second group in extract 5 also switched from English then later her altered to Indonesian and continued to English and in the last sentence her switched in to Indonesia again. And the member in the third group in extract 6 switched explanation form English then continued to Indonesian, the students said that friends would be easy to get the point if

he gave explanation in Indonesia, as Von (2004) states that code-switching is a phenomenon of language contact that is generally defined as the alternative use of two or more languages within single conversation, usually marked by a clear break between the languages.

c. Tag Switching

The third type is called tag switching. Students used tag switching when switching of either a tag phrase or a word. It is shown in the extract 7, 8 and 9. According Poplack (1980), this kind of code-switching involves the insertion of a tag, e.g. “you know”, “yes”, and form one language into a clause or sentence in a different language.

All of the group inserted tag in their utterance in the same form. The students used tag switching in the beginning, in the middle and the end of their utterance. By using this type of code-switching the student expected that the students more certain about their explanation of topic. Code-switching exclamation and certain set phrase in one language are inserted into utterance otherwise in another (Jack and Richard, 2002).

2. Functions of Code-Switching Used by the Students

Based on observation and interview used tape recording, there were three functions of code switching used by the students in small group discussion process found by the researcher. Those functions are emphasize, to suit the domain knowledge and reinforce a request . This findings difference from Harmilawati (2016:86) her found five functions was used by students in

group presentation namely emphasize the important, to suit the domain knowledge, reinforce a request, attitude relationship and self correction. The students applied code switching in small group discussion for some functions they were as follow:

a. Emphasize

In discussion process all of groups always explained their opinion. So that they were stressed the point to emphasize the important one. This condition is similar with Baker (2006) who stated one reason why someone switches his language, maybe for stressing one important point. It shown in extract 10 one of the member in first group switch the language when emphasize an opinion in discussion process to make the conclusion clear. Extract 11 shows the students used code-switching to explaining about the material than switched their language by emphasize the important point, and in extract 12 shows the students in third group stressing the important point used Indonesian than switched the explanation in English. In addition the students speaks Indonesia, then talk what they think anything is very important, sometimes their change language to English to show interlocutor the important point in used new language.

b. Suit the Domain Knowledge

In extract 13, 14, 15 indicate the second function of code-switching. It is to suit the domain knowledge. In the classroom discussion process, lack of vocabularies was often occurred as the students could not

find proper words in English to explain what their meant. So, the students substituted a word in Indonesian. Baker (2006) stated if the person does not know a word or a phrase in a language, that person may substitute a word in another language.

c. Reinforce a Request

In discussion process, the group leader usually gave instruction to do the activity in English, but sometimes, some of the students did not understand so the leader switched to Indonesia. Gulzar (2010) stated some other functions of code-switching in the classroom discourse they are; code-switching used for translation, for procedurs, for instruction, for clarification, and for checking understanding. It can be seen in extract 16 and extract 17 shows the leader in third group gave instruction to other members used Indonesian than switched in English, so the students easy to responses from speaker. The second and the fourth group used code-switching as a means to highlight the key of discussion point and important task requirements.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Conclusion is drawn based on the objective of the research which consists of two issues. The first is concerned with types of code-switching used by students in small group discussion. The second refers to the functions of code-switching used by the students in small group discussion. Based on the result of the data analysis, the conclusions of this research are presented in the following:

1. There are three types of code-switching, namely; inter-sentential code-switching, intra-sentential code-switching, and tag switching that used by the students in small group discussion process. Intra-sentential code-switching is the most frequently used by the all groups in discussion process.
2. There are three functions of code-switching used by students in small group discussion process namely; emphasize the important point, to suit the domain knowledge and to reinforce a request.

B. Suggestion

Based on the conclusions above, the researcher addresses the following suggestions and recommendation:

1. Group discussion is a good strategy to use in learning English because by communicating to others, the students can train and improve their English language, especially, in speaking.

2. Students can use code-switching to lubricate the communication with their friends in order to maintain the discussion situation. And as the result, it is expected that the students will be able to be accustomed to communication in the classroom.
3. For further research, it may be interest to investigate further analysis of code-switching in the student's habit toward the use of code-switching in the foreign language classroom.

BILBIOGRAPHY

- Allen, D. E. 2001. "Minimizing the Perils of Group Discussion" *Center for Teaching Exceleence*. Accessed on July 19th, 2018. From <http://www.vcu.edu/cte/reasorrces/nfrg/1404>.
- Baker, C. 2006. *Foundations of Bilingual Education and Bilingualism*. Canada: Multilingual Matters Ltd.
- Brown, D.H. 2001. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. White Plains, NY: Pearson Education-Longman.
- Cantone, K. F. 2007. *Code-Switching in Bilingual Children*. Dordrecht: Springer.
- Chloros, P. G. 2009. *Code-Switching*. New York: Cambridge University Press.
- Cook, V. 2001. *Second Language Learning and Language Teaching*. London: Arnold.
- Drekurs, R & B. Gunawan. 1982. *Mainttaining Sanity in the Classroom: management Technique*. New York: Harper Collins Publishing.
- Edi Suwandi. 2016. *Teacher's Code Switching in Classroom Interaction At SMKN 1 Makassar*. Thesis Not Published. Makassar: State University of Makassar.
- Ellis, R. 1999. *Learning A Second Language Through Interaction*. Amsterdam: Jhon Benjamins.
- Gulzar, M. A. 2010. *Classroom Discourse in Bilingual Context: Effects of Code switching on Language Learning in Pakistani TEFL Classroom*. Dissertation. Islamabad: National University of Modern Language
- Hamers, J. F. and M. H. A Blanc. 2004. *Bilinguality and Bilingualism* (2nd Ed). New York: Cambridge University Press.
- Harmilawati. 2016. *Code Switching on Students' Group Presentation in EFL Classroom at STKIP Muhammadiyah Bone*. Thesis Not Pulbished. Makassar: State University of Makassar.
- Hikmah, E, F. 2015. *Code Switching Used By Lecturers In The Study Program of English Literature of UniversitasBrawijaya*, *Journal IlmiahMahasiswa FIB* Vol 3, No.4 (2015).
- Hoffman, C. 1992. *Introduction to Bilingualism*. New York: Longman.

- Iqbal, L. 2011. *Linguistic Features of Code-Switching: A Study of Urdu/English Bilingual Teachers' Classroom Interaction*. International Journal of Humanities and Social Science, Vol. 1 No.14.
- Jack, C. R & Ricard S. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics*, (Third Edition). London :Longman.
- Kenz, M. A.& Greg, J. B. 2000. *Effective in Theory and Practice*. Massachusetts: A Person Education Company.
- Miles, M. B. and A. M. Huberman. 1994. *Qualitative Data Analysis*. Thousand Oaks: Sage Publications.
- Mujiono. 2013. *Code-Switching in English as Foreign Language Instruction Practiced by the English Lecturers at Universities*. International Journal of Linguistics, Vol. 5(2). Accessed on July 19th, 2018, from <http://www.macrothink.org/journal/index.php/ijl/article/view/3561>.
- Murtafiah, E. 2017. *An Analysis of Teachers' Code-Switching Practice In The Process Of Teaching English at Sman 2 Padang Cermin*. Thesis of State University Of Islamic Studies Raden Intan Lampung. Accessed on July 24th 2018, from <https://www.google.co.id/url?repository.radenintan.ac.id>.
- Myers-Scotton, C. 1995. *A Lexically Based Model of Code-Switching*. In Milroy, L., & Musyken, P. (Eds.), *One Speaker, Two Language: Cross Disciplinary Perspectives on Code-Switching* (pp. 233-256). Cambridge: Cambridge University Press. Accessed on July 18th 2018. From <http://dx.doi.org/10.1017/CBO9780511620867.011>.
- Poplack, S. 1980. Sometimes I'll start a sentence in English y termino~ enespan~ol" *Toward a typology of code-switching*. *Linguistic 18*, 581-616.
- _____. 1980. *Syntactic Structure and Social Function of Code Switching*. In R.P Duran (Ed.), *Latino language and Communicative Behaviour*. New Jersey: Ablex Publishing Corporation, 169-184.
- Quirk, R. 1987. *Longman Dictionary of English Contemporary*. England: Longman Group UK Limited.
- Retnawati, S, & Mujiyanto, Y. 2015. *Code Switching Used In Conversations By An American Student of The Darmasiswa Program*, (Online) Journal of Language and Literature X/1 (October 2015), Accessed on July 19th, 2018. <https://journal.unnes.ac.id/nju/index.php/LC/article/viewFile/4156/3690>
- Rieglhaupt, F. 2000. *Research on Spanish in the U.S.*, ed. Ana Roca, 204-217, Somerville, MA: Cascadilla Press.

- Sagala, S. 2007. *Konsep dan Makna Pembelajaran*. Bandung: Alfabeta
- Schreiber, J., & Asber-self, K. 2001. *Educational Research. The interrelationship of Questions, Sampling, Design, and Analysis*. USA: John Wiley & Sons, Inc.
- Sert, O. The function of code switching in ELT Classrooms. The internet TESL Journal, Vol. XI, No. 8, August 2005. Retrieved on Dec, 11, 2018. From <http://iteslj.org/Articles/Sert-CodeSwitching.html>. Retrieved
- Sitti Nur Aisyah. *Code Switching in ELT Classroom (A Case Study at SMPN 3 Palangga)*. Thesis Not Published. Makassar: State University of Makassar.
- Skiba, R. 1997. Code Switching as a Countenance of Language Interference. *The Internet TESL Journal*, Vol.III, No.10, October 1997. Accessed on July 19th, 2018. From <http://iteslj.org/Articels/Skiba-Codeswithing.html>.
- Verplaetse, L.S. 2000. Mr. Wonderful: Potrait of a Dialogic Teacher. In J. K. Hall & L.S. Vepleatse (Eds.), *Second and Foreign Language Learning Through Classroom Interaction*. Mahwah, NJ: Lawrence Erlbaum Publisher.
- Von, V. 2004. *"I Can Speak German-Und Deutsch" The Development and Use of Code-switching Among Simultaneous and Successive English-German Bilingual Children*. Hannover.
- Wardhaugh, R. 1986. *An Introduction to Sociolinguistic*. New York: Basil Blackwell, Publishing Ltd.
- _____. 2006. *An Introduction to Sociolinguistic*. New York: Basil Blackwell, Publishing Ltd.
- Wolfgang, C.H. 2011. *Solving Discipline and Classroom Management Problems*. (7.ed). Wiley, Jhon& Son, Inc.

APPENDICES

Appendix 1. The Transcribed Types of Code-Switching from the Data First and Second Meeting of the Discussion Process.

Group : 1

Name : GL (Group Leader) : Anun Lomban
S1 (Student 1) : Nur Adawiyah
S2 (Student 2) : Nurul Hikmah P
S3 (Student 3) : Fahira Ridha Saworsih
S4 (Student 4) : Muh Rahmadhani

First Meeting**Place : IX.6****Day & Date : Friday, 9 November 2018****Topic : Expressing Compliment**

-
- GL : Assalamualaikum
- Members : Waalaikumsalam
- GL : Hallo guys, how are you today?
- Members : I am fine.
- GL : Ok, well guys we will study about **apa yang akan di bicarakan sekarang?**
- S1 : Tema hari ini adalah Expressing Compliment and Congratulation.
- S3 : That's right but **yang akan di bahas terlebih dahulu adalah Expressing Compliment.**
- S2 : Wait, wait . what is the Expressing?
- S4 : I am forget last week we have explain.
- S3 : mmm.. terus apa itu expressing?
- GL : I will explain, **dengarkan ya.**
Expressing is how to express something.
- S1 : **Oh ya mengekspresikan in Indonesia. Ok I understand.**
- Members : Yes
- S4 : How about compliment?

Comment [W11]: Intra-sentential**Comment [W12]:** Intra-sentential**Comment [W13]:** Intra-sentential**Comment [W14]:** Intra-sentential

- GL : Compliment itu pujian sedangkan Expressing adalah mengekspresikan , So Expressing Compliment itu mengekspresikan pujian.
- S2 : **So**, kapan kita menggunakan Compliment? kalau memuji seseorang saja kah?
- S1 : **Kurang lebih seperti itu sih , yang lebih tepat itu seperti ini.** Compliment is express of to praise about the way people look, something people say, something people read, apa lagi? Ada yang ingat?
- S4 : **Me**, something people have juga.
- S3 : Next guys, **anu lagi kalau mau di jawab itu pujian apa lagi namanya?**
- S2 : Responding to a compliment. Contohnya thank you atau thanks.
- S1 : Ya betul juga, tapi biasanya di tambahkan really? Thanks guys untuk lebih di pahami coba kita contohkan.
- S2 : For example I am very proud of you . **Jawabannya itu thanks.**
- GL : Ok guys, dapat di simpulkan expressing compliment adalah mengekspresikan pujian dimana seseorang yang mendapatkan penghargaan atau suatu kelebihan kita memujinya.
And we use compliment to butter up somebody in order to increase good will dan juga compliment dapat di ucapkan pada teman dan family. The expressing compliment is express of to praise you know! Are you understand?

Comment [W15]: Tag- Switching

Comment [W16]: Inter-sential

Comment [W17]: Tag- switching

Comment [W18]: Inter-sential

Comment [W19]: Inter-sential

S3 : Oh iya cukup di mengerti, yang jelas untuk mengekspresikan
pujian

GL : Suda mengerti semua?

Members : Yes

GL : **Ok**, sampai di sini pembelajaran kita saya akhiri dengan
Wassalamualikum wr wb.

Comment [W110]: Tag-switching

Second Meeting

Place : IX.6

Day & Date : Tuesday , 13 November 2018

Topic : Expressing Congratulation

GL : Assalamualaikum Wr, Wb

Members : Waalaikumsalam Wr,wb

GL : Good morning guys.

Members : Good morning too.

GL : Who still remember apa topik diskusi kita minggu lalu?

Comment [W111]: Intra-sential

S1 : Expressing compliment, right?

S2 : Of course, and now about Expressing Congratulation.

S4 : Mmmm, jadi teman teman masih ingat kan apa itu Expressing
Compliment.

S1 : Iya, mengekspresikan tujuan.

S3 : Benar sekali saudara-saudara.

Members : Hahaha, saudara lo aja kali.

GL : Lansung saja ya guys, what is the Congratulation?

Comment [W112]: Inter-sential

S1 & S4 : Ucapan Selamat.

GL : What else?

S1 : Congratulation is an expression that we use to give the
congratulation utterances when she success in doing something.

Jadi congratulation itu ucapan yang di berikan kepada seseorang
apabila dia telah sukses dalam melakukan sesuatu, jelas?

Comment [W113]: Inter-sential

S2 : **Jelas**, and the kinds of congratulation is: congratulation for someone's success seperti, Happy Birthday, Happy New Year, and Happy Anniversary.

Comment [W114]: Tag-switching

S1 : Ohhh jadi congratulation itu ucapan selamat seperti ada happy happy nya and congratulationnya di.

S4 : Yes of course, for example.

S2 : Misalkan temanmu mengikuti olimpiade matematika terus kamu bilang "Congratulation for your result mathematics test".

Comment [W115]: Intra-sentential

S1 : Oh begitu, itu kan tadi kata pertamanya ada congratulation.

GL : Sampai di sini ada yang mau di tanyakan?

Now I want Fahira and Ramdan give Example, **buat saja dalam bentuk percakapan**.

Comment [W116]: Inter-sentential

S3 : Tunggu dulu Wiya we searching-searching dulu, hehe.

S4 : Lihat contoh di buku saja nah.

GL : **Iya**, its up to you.

Comment [W117]: Tag-switching

S3 & S4 : Ramdan : Fahira , I heard you joined the English speech contest last Tuesday.

Fahira : I did and I won it. I got the first winner.

Ramdan : Really? Congratulation Fahira.

Fahira : Thank you . I practiced hard for the contest and all was paid off.

GL : **Good job guys**, jadi itu tadi contoh percakapan Expressing Congratulation. Di mana ramdan memberikan ucapan congratulation kepada fahira.

Comment [W118]: Inter-sential

GL : So far do you understand guys?

Members : **Yes**, kami sudah mengerti.

Comment [W119]: Tag-switching

GL : Kalau begitu siapa yang bisa menyimpulkan hasil diskusi kita? Oh iya langsung di simpulkan dengan diskusi minggu lalu ya yang expressing compliment?

S1 : Me, compliment is an expression that we show or say to express or give praise. And than congratulation is an expression that we use to give the congratulation utterance when he/she success in doing something. **Bagaimana ?**

Comment [W120]: Tag-switching

GL : **Ok** berarti semua suda mengerti.

Comment [W121]: Tag-switching

S1 : Diam itu ada dua arti, diam karena tahu dan diam karena tidak tahu.

GL : Saya harap semua dapat mengerti, saya akhiri.

Assalamualaikum Wr Wb

Members : Waalaikumsalam Wr Wb

Appendix 2. The Transcribed Types of Code-Switching from the Data First and Second Meeting of the Discussion Process.

Group : **2**

Name : GL (Group Leader) : Syalwa Shabila
 S1 (Student 1) : Wiwi Damayanti
 S2 (Student 2) : FirdaTriana
 S3 (Student 3) : Fadhila Salsabila
 S4 (Student 4) : Zerlina Zsazsa Edita

First Meeting**Place : IX.6****Day & Date : Friday, 9 November 2018****Topic : Expressing Wishes**

GL : AssalamualaikumWr Wb

Members : WaalaikumsaamWr Wb

GL : Good morning, how are you today?

Members : I'm fine.

GL : Last week we have write about Expressing Wishes and Hopes.

Siapa yang bias menjelaskan sedikit lagi tentang ini?

Comment [W122]: Inter-sentialS1 : **Me**, expressing wishes adalah mengekspresikan keinginan.**Comment [W123]:** Tag-Switchng

S3 : For the example, i wish you all the best.

GL : Good, but today **kita akan membahas wishes.****Comment [W124]:** Intra-sential

Siapa yang bias membedakan wish dan hopes.

S4 : I think wishes dan hopes same.

S2 : No, wishes adalah keinginan sedangkan hopes adalah harapan.

S3 : **Seperti itu**, how about hopes?**Comment [W125]:** Inter-sentialS1 : **Kalau hopes adalah harapan.** For example I hope you will pass mathematics test.**Comment [W126]:** Inter-sential

S4 : Oh begituya

GL : **Kita lanjutkanya, kita diskusikan expressing wishes lagi.** Please be quiet Wiwi!**Comment [W127]:** Inter-sential

Siapalagi yang punya pendapat ?

S2 : Saya, expressing wishes to express a desire for something that is impossible or unlikely happen.

Comment [A28]: Tag-switching

S4 : Maksudmu?

S2 : Maksudnya atau artinya?

S4 : Iya artinya apa?

S2 : Mmm, Expressing wishes bias untuk menyatakan keinginan untuk mengungkapkan keinginan untuk sesuatu yang mungkin saja terjadi dan seperti yang tidak terjadi. For important point wishes a desire or hope for something to happen.

Comment [W129]: Inter-sentential

S4 : Contohnya apa?

GL : Wiwi and Salsa? Can you give Example .Coba yang terjadi dalam kehidupan sehari-hari.

Comment [W130]: Inter-sentential

S1 & S3 : Ok, jadi buat conversation?

GL : Yes.

S1 & S3 : Wiwi : Do you have a plan for your holiday?

Salsa :Yes, of course, that's why I really can't wait. My family and I are going to go Japan.

Wiwi : Really? Ah I wish I were your sister so I could go to Mountain Fuji.

G1 : Iya, it is example conversation from Expressing wishes.

Comment [W131]: Tag-switching

GL : Any question? Tanyakan saja yang belum mengerti.

Comment [W132]: Intra-sentential

S2 : Time out guys, tutup saja diskusi kita Syalwa.

Comment [W133]: Inter-sentential

GL : Ok, Karena waktu sudah habis kita tutup saja diskusi kita pada hari ini. Saya harap teman-teman belajar lagi di rumah tentang yang akan di diskusikan Expressing Hopes.
WassalamualikumWr Wb.

Comment [W134]: Tag-switching

Second Meeting

Place : IX.6

Day & Date : Tuesday , 13 November 2018

Topic : Expressing Hopes

GL : Assalamualaikum Wr Wb

Members : Waalaikumsaam Wr Wb

GL : Hi, how are you?

Members : I'm fine.

GL : Hari ini kita akan membahas tentang **expressing wishes and hopes.**

Comment [W135]: Intra-sential

S1 : Sudah mi di bahas Expressing wishes minggu lalu.

G1 : **Oh iya,** I am sorry , I am forget that.

Comment [W136]: Tag-switching

S2 : Iya sekarang kita bahas Expressing hopes lagi.

GL : Ok, our topic is Expressing hopes, hopes adalah harapan and who have opinion about expressing hopes?

S3 : **Saya,** expressing hopes is used when there is a good chance of something happening.

Comment [W137]: Tag-switching

GL : Mmm, I agree with your opinion , **expressing hopes adalah mengekspresikan harapan and hopes used when we make a hope in future.**

Comment [A38]: Inta-sententia

S2 : Iya, jadi expressing wishes keinginan dan hopes adalah harapan.

GL : Yes, good . how about you salsa? **Ada yang mau di tambahkan?**

Comment [W139]: Inter-sential

S3 : I think no.

- GL : **Guys**, apakah kamu sudah merencanakan sesuatu untuk kedepannya?
- S3 : Ya, aku rasa sebentar lagi kita selesai di sekolah menengah pertama.
- S2 : Ee, how about you plan **setelah tamat SMP?** Do you want chose **sekolah apa?**
- S4 : I'm Salis SMK Negeri 1 Gowa.
- S1 : I'm SMK Negeri 2 Gowa.
- GL : I'm Salis.
- S4 : Wow sekolah itu cukup bagus.
- S2 : Iya kamu benar.
- S3 : We don't do i like junior high school for the senior high scholl.
- S4 : Iya dan sebentar lagi kita akan berpisah.
- GL : Pasti semua akan terasa berbeda.
- GL : Mmm, hehe itu tadi semua contoh dari kalimat hopes. Bagaimana untuk lebih jelasnya kita buat conversation.
- S1 : Salsa mo dengan Zasa yang peragakan.
- S3 : Of course, we can make a conversiation. **Dengarkan ya dan simak kalau ada yang salah.**
- S3 & S4 : Salsa : Why you don't come last night in my home to do home work?
Zasa : I am sorry Salsa my mother go to party, and I must stay at home.

Comment [W140]: Tag-switching

Comment [W141]: Intra-sential

Comment [W142]: Intra-sential

Comment [W143]: Inter-sential

Salsa : owh, don't worry Zasa I hope you can join this night.

GL : Jelas ya guys contoh yang di peragakan teman kita. Masih ada yang mau berikan contoh?

S1 : I think enough to give example, because we have understand.

Lebih baik kita simpulkan saja hasil diskusi kita.

Comment [W144]: Inter-sential

GL : Mm, from the discussion we can conclude expressing hopes untuk mengekspresikan harapan dan juga expressing wishes untuk mengekspresikan keinginan.

Comment [W145]: Intra-sential

Sampai di sini any question guys?

Members : No.

GL : Ok, karena sudah tidak ada yang bertanya lagi. Saya langsung saja tutup diskusi ini.

Comment [W146]: Tag-switching

Wassalamualaikum Wr Wb.

Appendix 3. The Transcribed Types of Code-Switching from the Data First and Second Meeting of the Discussion Process.

Group : 3

Name : GL (Group Leader) : Harits Rozaan. P
S1 (Student 1) : Muh. Ferdi Adriansyah
S2 (Student 2) : Muh Akram AZ
S3 (Student 3) : Muh Fardhen Alfaeza
S4 (Student 4) : Muh Nur Alim Yusuf

First Meeting**Place** : IX.6**Day & Date** : Friday, 9 November 2018**Topic** : Expressing Aggrement

GL : Assalamualaikum Wr Wb , Good morning everybody.

Members : Good morning.

GL : Hari ini kita akan belajar Expressing Dissagrement.

Who know? Apa yang di maksud Expressing Agreement

S1 : Saya, Expressing is mengekspresikan dan Aggrement adalah persetujuan, so Expressing aggrement is mengekspresikan persetujuan.

S2 : Ok, nah.. Expressing aggrement is to use when we sependapat dengan orang lain dalam satu hal . For Example “ Menurut saya acara jumat ibadah kita setiap hari jumat sangatlah bagus” terus Harits agree dan mengatakan saya sependapat dengan kamu.

Comment [W147]: Tag- switching

S2 : Ok, Expressing aggrement is to use when we sependapat dengan orang lain dalam satu hal . For Example “ Menurut saya acara jumat ibadah kita setiap hari jumat sangatlah bagus” terus Harits agree dan mengatakan saya sependapat dengan kamu.

Comment [W148]: Intra-sential

Comment [W149]: Tag-switching

Comment [W150]: Tag-switching

Comment [W151]: Intra-sential

S3 : Oh, jadi kalau sama - sama ki setuju begitu?

S4 : Yes, hampir seperti itu.

Comment [W152]: Tag-switching

S4 : Mmm, lanjut lagi diskusi nah.

GL : Oh iya, contoh kalimatnya in aggrement begini. I agree with you 100% or bisa juga that’s so true (itu sangat benar) and many others.

Comment [W153]: Inter-sential

S1 : Itu kan tadi kalimat agreementnya, how about kalimat pertanyaan?

GL : **Maksudnya asking for opinion**?

Comment [W154]: Intra-sential

Contohnya: what do you think? Apa yang kamu pikirkan.

Jadi bertanya pada seseorang tentang pendapatnya. Ada juga

Stating opinion contohnya In my opinion your so smart.

S2 : Iya, **so bukan hanya mengekspresikan persetujuan ya guys**. There

Comment [W155]: Inter-sential

is a stating opinion and asking for an opinion.

GL : **Untuk lebih jelasnya** lets see the example in your book.

Comment [W156]: Intra-sential

S2 : Mm, lumayan di mengerti.

GL : Jika belum di mengerti, silahkan bertanya saja.

Mungkin tidak ada lagi yang bertanya.

Members : No.

GL : Well, if there is not question I will close **diskusi kita pagi ini,**

Wassalamualaikum Wr Wb.

Comment [W157]: Intra-sential

Second Meeting**Group** : 3**Place** : IX.6**Day & Date** : Tuesday , 13 November 2018**Topic** : Must and Have to

GL : AssalamualaikumWr Wb

Members : WaalaikumsalamWr Wb

GL : Baiklah, **To the point** saja ya.**Comment [W158]:** Intra-sential

Apakah kalian tahuapaperbedaan must and have to?

GL : Dede can you tell me, contoh Have to?

S3 : I have to do something.

GL : How about you Alif? Can you give me one example dari have to?

S2 : Exampelenya, I have to four glasses for you to recommended.

GL : And You Farden can you give me one example from must?

S3 : We must study hard.

GL : Dede, do you know **apa itu** have to?**Comment [W159]:** Intra-sentialS4 : Have to **adalah kata lain dari harus****Comment [W160]:** Intra=senial

GL : And Rifky Do you can tell me apaitu must?

S1 : Kata lain dari harus.

GL : And do you know **apa perbedaan atau** different nya have to and must?**Comment [W161]:** Intra-sential

S1 : Jadi have to sesuatu yang harus di lakukan?

GL : Ya begitulah.

GL : Jadi apakah kalian tau perbedaan have to and must?

- S1 : Tunggu dulu, have to bersifat tidak terlalu memaksa dan must bersifat harus atau penting.
- GL : Yes, please listen to me guys, I will explain about must and have to. Jadi must itu di gunakan ketika seseorang memutuskan bahwa perlu untuk melakukan sesuatu, dan juga have to ketika seseorang membicarakan kebutuhan untuk melakukan sesuatu yang umumnya merupakan tanggung jawab sehari-hari yaitu yang biasa di sebut daily responsibility for example : I have to do something.
Sampai di sini yang mana kalian belum mengerti?
- Members : Iya , we understand
- GL : Because kalian semua have understand our material, I will close diskusi kita hari ini.
- WassalamualikumWr Wb

Comment [W162]: Inter-sential

Comment [W163]: Tag-switching

Comment [W164]: Intra-sential

Appendix 4. The Transcribed Types of Code-Switching from the Data First and Second Meeting of the Discussion Process.

Group : 4

Name : GL (Group Leader) : Riska Dwiyanti
S1 (Student 1) : Muthi'ah Nurfatimah. M
S2 (Student 2) : Rina Melinda Putri
S3 (Student 3) : Nafira Septiani
S4 (Student 4) : Mutia Aszahrah

First Meeting**Place : IX.6****Day & Date : Friday, 9 November 2018****Topic : Expressing Disagreement**

GL : Assalamualaikum Wr Wb

Members : Waalaikumsalam Wr Wb

GL : Good Morning Everybody.

Members : Good Morning too.

GL : Today we will discuss about expressing disagreement yang sudah di catat mem di papan tulis beberapa minggu yang lalu. Apakah kalian semua catat?

Comment [W165]: Inter-sential

Members : Yes.

GL : Well if all of you have writing, we will discuss about that. Siapa yang bisa menjelaskan apa yang di maksud Expressing Disagreement?

Comment [W166]: Inter-sential

S4 : Saya, Expressing of disagreement is expression where as express tidak setuju dengan pendapat orang lain atau seseorang.

Comment [W167]: Tag-switching**Comment [W168]:** Intra-sential

GL : Nah, we have get definition from disagreement.

Now, coba kita cari contoh kalimatnya.

S2 : Eitss, nanti dulu guys bukannya di catatan Expressing Agreement and Disagreement.

GL : Yes, that's right but mem give group three to discuss about agreement.

Members : Oh begitu.

S4 : Makenaya perhatikan kalau ada nah bilang mem.

GL : Ok, ok guys back to topic.

GL : The Example is I don't agree.

Untuk lebih jelasnya lets see the book guys, catatan.

Comment [W169]: Intra-sentia

S1 : Kalau di buku catatan di sini ada Indirect Disagreement and direct Disagreement.

S2 : Oh iya, ini contohnya guys dengarkan ya, if indirecet I am not sure I can't agree. And than if direct disagreement for the example is I am sorry but I have to disagree.

Comment [W170]: Inter-sentia

GL : What is different from direct and indirect?

S2 : Kalau direct itu kalimat yang langsung di ucapkan jadi itu tadi. Contohnya saya tidak yakin, saya tidak setuju dan kalimat direct ini terkesan sedikit kasar beda dengan indirect yang tidak langsung kalimat ini bersifat sopan liat saja example sentences nya I am sorry , saya minta maaf.

S4 : Iya, iya, mengerti.

GL : Sampai di sini ada yang mau bertanya? Any question?
Jika tidak ada pertanyaan lagi, saya akhiri.

Wassalamualaikum Wr Wb

Second Meeting

Group : 4

Place : IX.6

Day & Date : Tuesday , 13 November 2018

Topic : Must and Have to

GL : AssalamualaikumWr Wb, Good Morning.

Members : WaalaikumsalamWr Wb, and good morning too.

GL : How are you today, I hope you good.

GL : Siapatahu ? What's the topic.

Comment [W171]: Inter-sentia

S4 : I think the topic materi yang sudah diajarkan Mem.

Comment [W172]: Intra-sentia

S2 : Yang mana itu?

GL : Its about Must and have to.

S1 : Oo, yang itu. Ok

Comment [W173]: Tag-switching

But I sedikit forget about it.

GL : Who remember about must and have to?

S4 : Kalau Must itu yang menggunakan present and future, dan tidak bisa di gunakan dalam bentuk past.

GL : Good Mutia, that's right.

And you Nafira how about have to?

S3 : have to can be use to express perlunya sesuatu itu di lakukan di waktu sekarang, tomorrow, or yesterday.

Comment [W174]: Intra-sentia

GL : Iya, So Have to using when do something karena terdesak atau paengaruh orang lain lets see the example. We have to go now atau bisa juga Do you have to speak?

Comment [W175]: Intra-sentia

S1 : Oo, I am understand.

GL : Mm, so far any question? **Ada yang mau di tanyakan Nafira?**

Comment [W176]: Inter-sential

S3 : No.

GL : If there is any question, kitatutupsja discussion kita today, and I hope kalian belajarlagi di rumah, Ok.

Karena waktupelajaran juga sudahabis, See you next time guys

Comment [W177]: Intra-sential

WassalamualaikumWr.Wb.

Appendix 5. The Table Types of Code-Switching

Firts Meetings

No.	Students Utterence	Type's of Code Switching		
		Intra-Switching	Inter-Switching	Tag Switching
GROUP 1				
1.	Ok, well guys we will study about apa yang akan bicarakan sekarang?	√		
2.	That's right but yang akan di bahas terlebih dahulu adalah Expressing Compliment	√		
3.	I will explain, dengarkan ya.		√	
4.	Oh ya mengekspresikan in Indonesia. Ok I understand.	√		
5.	So, kapan kita menggunakan Compliment? kalau memuji seseorang saja kah?			√
6.	Kurang lebih seperti itu sih, yang lebih tepat itu seperti ini. compliment is express of to praise about the way people look, something people say, something people read, apa lagi? Ada yang ingat?		√	
7.	Me,something people have juga.			√
8.	Next guys, anu lagi kalau mau di jawab itu pujian apa lagi namanya?		√	
9.	For example I am very proud of you . Jawabannya itu thanks.		√	
10.	Ok guys, dapat di simpulkan expressing compliment adalah mengekspresikan pujian dimana seseorang yang mendapatkan			√

	penghargaan atau suatu kelebihan kita memujinya. Di mengerti?			
11.	And we use compliment to butter up somebody in order to increase good will dan juga compliment dapat di ucapkan pada teman dan family.	√		
12.	Ok, sampai di sini pembelajaran kita saya akhiri dengan Wassalamualikum wr wb.			√
13.	GROUP 2 Last week we have write about Expressing Wishes and Hopes. Siapa yang bisa menjelaskan sedikit lagi tentang ini?		√	
14.	Me, expressing wishes adalah mengekspresikan keinginan.			√
15.	Good, but today kita akan membahas wishes.	√		
16.	Seperti itu, how about hopes?		√	
17.	Kalau hopes adalah harapan. For example I hope you will pass mathematics test.		√	
18.	Kita lanjutkan ya, kita diskusikan expressing wishes lagi. Please be quiet Wiwi!		√	
19.	Saya, expressing wishes to express a desire for something that is impossible or unlikely happen.			√
20.	Wiwi and Salsa? Can you give Example . Coba yang terjadi dalam kehidupan sehari-hari.		√	
21.	Iya, it is example conversation from Expressing wishes.			√
22.	Time out guys, tutup saja diskusi kita Syalwa.		√	
23.	Ok, Karena waktu suda habis kita tutup saja diskusi kita pada hari ini. Saya harap teman-teman belajar lagi di rumah tentang yang akan di diskusikan Expressing Hopes.			√

	Wassalamualikum Wr Wb			
	GROUP 3			
24.	Ok, Expressing agreement is to use when we sependapat dengan orang lain dalam satu hal . For Example “ Menurut saya acara jumat ibadah kita setiap hari jumat sangatlah bagus” terus Harits agree dan mengatakan saya sependapat dengan kamu.		√	√
25.	Ok, Expressing agreement is to use when we sependapat dengan orang lain dalam satu hal . For example “Menurut saya acara jumat ibadah kita setiap hari jumat sangatlah bagus” terus Harits agree dan mengatakan saya sependapat dengan kamu.	√		√
26.	Yes, hampir seperti itu.			√
27.	Oh iya, contoh kalimatnya in agreement begini. I agree with you 100% or bisa juga that’s so true (itu sangat benar) and many others.		√	
28.	Maksudnya asking for opinion?	√		
29.	iya, so bukan hanya mengekspresikan persetujuan ya guys. There is a stating opinion and asking for an opinion.		√	
30.	untuk lebih jelasnya lets see the example in your book.	√		
31.	Well, if there is not question I will close diskusi kita pagi ini, Wassalamualaikum Wr Wb.	√		
	GROUP 4			
32.	Today we will discuss about expressing disagreement yang sudah di catat mem di papan tulis beberapa minggu yang lalu.	√		

33.	Today we will discuss about expressing disagreement yang sudah di catat mem di papan tulis beberapa minggu yang lalu.	√		
34.	Iyaa, of course the first we will discuss about what is the Expressing Disagreement.			√
35.	Saya , Expressing of disagreement is expression where as express tidak setuju dengan pendapat orang lain atau seseorang.			√
36.	Saya , Expressing of disagreement is expression where as express tidak setuju dengan pendapat orang lain atau seseorang.	√		
37.	The Example is I don't agree. Untuk lebih jelasnya lets see the book guys, catatan.	√		
38.	Oh iya, ini contohnya guys dengarkan ya , if indirecet I am not sure I can't agree.		√	

Second Meetings

No.	Students Utterence	Type's of Code Switching		
		Intra-Switching	Inter-Switching	Tag Switching
1.	GROUP 1 Who still remember apa topik diskusi kita minggu lalu?	√		
2.	Lansung saja ya guys, what is the Congratulation?		√	
3.	Congratulation is an expression that we use to give the congratulation utterances when she success in doing something. Jadi congratulation itu ucapan yang di berikan kepada seseorang apabila dia telah sukses dalam melakukan sesuatu, jelas?		√	
4.	Jelas, and the kinds of congratulation is: congratulation for someone's success seperti, Happy Birthday, Happy New Year, and Happy Anniversary,	√		
5.	Misalkan temanmu mengikuti olimpiade matematika terus kamu bilang "Congratulation for your result mathematics test.		√	
6.	Sampai di sini ada yang mau di tanyakan? Now I want Fahira and Ramdan give Example, buat saja dalam bentuk percakapan.			√
7.	Iya, its up to you		√	
8.	Good job guys, jadi itu tadi contoh percakapan Expressing Congratulation. Di mana ramdan memberikan ucapan congratulation kepada fahira.			√
9.	Yes, kami sudah mengerti.			√
10.	Saya, compliemtion is an expression that we show or say to express or give praise. And than congratulation is an expression that we use to give the			√

	congratulation utterance when he/she success in doing something.			
11.	Ok berarti semua sudah mengerti.			√
12.	GROUP 2 Hari ini kita akan membahas tentang expressing wishes and hopes.	√		
13.	Oh iyaa, I am sorry, I am forget that.			√
14.	Ya sudah, to the point saja guys, who can explain Expressing hopes?	√		
15.	Saya, expressing hopes is used when there is a good chance of something happening.			√
16.	Saya, expressing hopes is used when there is a good chance of something happening.			√
17.	Guys, apakah kamu sudah merencanakan sesuatu untuk kedepannya?			√
18.	Of course, we can make a conversiation. Dengarkan ya dan simak kalau ada yang salah.		√	
19.	I think enough to give example, because we have understand. Lebih baik kita simpulkan saja hasil diskusi kita		√	
20.	Ok, karena sudah tidak ada yang bertanya lagi. Saya lansung saja tutup diskusi ini, Wassalamualaikum Wr Wb.			√
21.	GROUP 3 Baiklah, To the point saja ya.	√		
22.	Dede, do you know apa itu have to?	√		
23.	Have to adalah kata lain dari harus.	√		
24.	And do you know apa perbedaan atau different nya have to and must?	√		
25.	Yes, please listen to me guys, I will explain about must and have to . Jadi must itu di gunakan ketika seseorang memutuskan bahwa perlu untuk melakukan sesuatu, dan juga have to ketika seeorang membicarakan kebutuhan untuk melakukan sesuatu		√	

	yang umumnya merupakan tanggung jawab sehari-hari yaitu yang biasa di sebut daily responsibility for example : I have to do something. Sampai di sini yang mana kalian belum mengerti?			
26.	Iya, we understand.			√
27.	Because kalian semua have understand our material, I will close diskusi kita hari ini. Wassalamualikum Wr Wb	√		
28.	GROUP 4 Siapa tahu? What's the topic.		√	
29.	I think the topic materi yang suda diajarkan Mem.	√		
30.	I think the topic materi yang suda diajarkan Mem.	√		
31.	Have to can be use to express perlunya sesuatu itu di lakukan di waktu sekarang, tomorrow, or yesterday.	√		
32.	Iya, so have to using when do something karena terdesak atau paengaruh orang lain lets see the example. We have to go now atau bisa juga Do you have to speak?	√		
33.	If there is any question, kita tutup sja discussion kita today, and I hope kalian belajar lagi di rumah, ok. Karena waktu pelajaran juga suda habis, See you next time guys. Wassalamualaikum Wr.Wb	√		

Appendix 6. The Transcribed Function of Code-Switching from the Data First and Second Meeting of the Discussion Process .

First Meeting

GROUP : 1

Place : IX.6

Day & Date : Friday, 9 November 2018

Topic : Expressing Compliment

-
- GL : Assalamualaikum.
- Members : Waalaikumsalam.
- GL : Hallo guys, how are you today?
- Members : I am fine.
- GL : Ok, well guys we will study about apa yang akan di bicarakan sekarang?
- S1 : Tema hari ini adalah Expressing Compliment and Congratulation.
- S3 : That's right but yang akan di bahas terlebih dahulu adalah Expressing Compliment.
- S2 : Wait, wait . what is the Expressing?
- S4 : I am forget last week we have explain.
- S3 : Mmm.. terus apa itu expressing?
- GL : I will explain about expressing Compliment, please listen to me dengarkan ya.
- Expressing is how to express something.
- S1 : Oh ya mengekspresikan in Indonesia. Ok I understand.
- Members : Yes.

Comment [W178]: Suit domain knowledge

Comment [W179]: Suit the domain knowladg

Comment [W180]: Reinforce a request I

- S4 : How about compliment?
- GL : Compliment itu pujian sedangkan Expressing adalah mengekspresikan , So Expressing Compliment is mengekspresikan pujian.
- S2 : So, kapan kita menggunakan Compliment? kalau memuji seseorang saja kah?
- S1 : Kurang lebih seperti itu sih, yang lebih tepat itu ,compliment is express of to praise about the way people look, something people say, something people read, apa lagi? Ada yang ingat?
- S4 : Me,something people have juga.
- S3 : Next guys, anu lagi kalau mau di jawab itu pujian apa lagi namanya?
- S2 : Responding to a compliment. Contohnya thank you atau thanks
- S1 : Ya betul juga, tapi biasanya di tambahkan really? Thanks guys untuk lebih di pahami coba kita contohkan.
- S2 : For example I am very proud of you. Jawabannya itu thanks
- GL : Ok guys, dapat di simpulkan expressing compliment adalah mengekspresikan pujian dimana seseorang yang mendapatkan penghargaan atau suatu kelebihan kita memujinya.
- And we use compliment to butter up somebody in order to increase good will dan juga compliment dapat di ucapkan pada teman dan family. The expressing compliment is express of to praise you know! . Are you understand?

Comment [W181]: Emphasize

Comment [W182]: Emphasize

Comment [W183]: Emphasize

Comment [W184]: Emphasize I

Comment [W185]: emphasize

S3 : Oh iya cukup di mengerti, yang jelas untuk mengekspresikan
pujian

GL : Suda mengerti semua?

Members : Yes.

GL : Ok, sampai di sini pembelajaran kita saya akhiri dengan
Wassalamualikum wr wb.

Second Meeting**GROUP : 1****Place : IX.6****Day & Date : Tuesday , 13 November 2018****Topic : Expressing Congratulation**

GL : Assalamualaikum Wr, Wb.

Members : Waalaikumsalam Wr,wb.

GL : Good morning guys.

Members : Good morning too.

GL : Who still remember apa topik diskusi kita minggu lalu?

Comment [W186]: Suit domain knowledge

S1 : Expressing compliment, right?

S2 : Of course, and now about Expressing Congratulation.

S4 : Mmmm, jadi teman teman masih ingat kan apa itu Expressing Compliment.

S1 : Iya, mengekspresikan tujuan.

S3 : benar sekali saudara-saudara.

Members : Hahaha, saudara lo aja kali.

GL : Lansung saja ya guys, what is the Congratulation?

Comment [W187]: Suit domain knowledge

S1 & S4 : Ucapan Selamat.

GL : What else?

S1 : Congratulation is an expression that we use to give the congratulation utterances when she success in doing something.

Jadi congratulation itu ucapan yang di berikan kepada seseorang apabila dia telah sukses dalam melakukan sesuatu, jelas?

Comment [W188]: Emphasize

S2 : **Jelas, and the kinds of congratulation is: congratulation for someone's success seperti: Happy Birthday, Happy New Year, and Happy Anniversary.**

Comment [W189]: Suit domain knowledge

S1 : Ohhh jadi congratulation itu ucapan selamat seperti ada happy happy nya and congratulationnya di.

S4 : Yes of course , for example

S2 : **Misalkan temanmu mengikuti olimpiade matematika terus kamu bilang "Congratulation for your result mathematics test.**

Comment [W190]: Suit domain knowledge

S1 : Oh begitu, itu kan tadi kata pertamanya ada congratulation.

GL : Sampai di sini ada yang mau di tanyakan?

Now I want Fahira and Ramdan **give Example, buat saja dalam bentuk percakapan.**

Comment [W191]: Reinforce a request

S3 : Tunggu dulu Wiya we searching-searching dulu. Hehe

S4 : Lihat contoh di buku saja nah.

GL : Iya, its up to you.

S3 & S4 : Ramdan : Fahira , I heard you joined the English speech contest last Tuesday.

Fahira : I did and I won it. I got the first winner.

Ramdan : Really? Congratulation Fahira.

Fahira : Thank you . I practiced hard for the contest and all was paid off.

GL : Good job guys, jadi itu tadi contoh percakapan Expressing Congratulation. Di mana ramdan memberikan ucapan congratulation kepada fahira.

GL : So far do you understand guys?

Members : Yes, kami sudah mengerti.

Comment [W192]: Suit domain knowledge

GL : Kalau begitu siapa yang bisa menyimpulkan hasil diskusi kita? Oh iya langsung di simpulkan dengan diskusi minggu lalu ya yang expressing Compliment?

S1 : Me, compliment is an expression that we show or say to express or give praise. And than congratulation is an expression that we use to give the congratulation utterance when he/she success in doing something. Bagaimana?

GL : Ok berarti semua sudah mengerti.

S1 : Diam itu ada dua arti, diam karena tahu dan diam karena tidak tahu.

GL : Saya harap semua dapat mengerti, saya akhiri Assalamualaikum
Wr Wb

Members : Waalaikumsalam Wr Wb

Appendix 7. The Transcribed Function of Code-Switching from the Data First and Second Meeting of the Discussion Process .

First Meeting

GROUP : 2
Place : IX.6
Day & Date : Friday, 9 November 2018
Topic : Expressing Wishes

GL : Assalamualaikum Wr Wb.

Members : Waalaikumsaam Wr Wb.

GL : Good morning, how are you today?

Members : I'm fine.

GL : Last week we have write about Expressing Wishes and Hopes.

Siapa yang bisa menjelaskan sedikit lagi tentang ini?

Comment [W193]: Suit domain knowledge

S1 : Me, expressing wishes adalah mengekspresikan keinginan.

S3 : For the example, i wish you all the best.

GL : Good, but today kita akan membahas wishes.

Siapa yang bisa membedakan wish dan hopes. Hello anyone can explain?

Comment [W194]: Emphasize

S4 : I think wishes dan hopes same.

S2 : No, wishes adalah keinginan sedangkan hopes adalah harapan.

S3 : Seperti itu saya juga setuju dan mmm yang dari hasil yang saya baca seperti itu. Kalau hopes , how about hopes?

Comment [W195]: Emphasize

S1 : Kalau hopes adalah harapan contohnya begini eeee. For example I hope you will pass mathematics test.

Comment [W196]: Emphasize

S4 : Oh begitu ya.

GL : Kita lanjutkan ya, kita diskusikan expressing wishes lagi. Please be quiet Wiwi! Tolong diam dulu e Wiwi.

Comment [W197]: Reinforce request

Siapa lagi yang punya pendapat?

S2 : Saya, expressing wishes to express a desire for something that is impossible or unlikely happen.

S4 : Maksudmu?

S2 : Maksudnya atau artinya?

S4 : Iya artinya apa?

S2 : Mmm, Expressing wishes bisa untuk menyatakan keinginan untuk mengungkapkan keinginan untuk sesuatu yang mungkin saja terjadi dan sepertinya tidak terjadi. For important point wishes a desire or hope for something to happen.

Comment [W198]: emphasize

S4 : Contohnya apa?

GL : Wiwi and Salsa? Can you give Example. Coba yang terjadi dalam kehidupan sehari-hari.

Comment [W199]: Suit domain knowledge

S1 & S3 : Ok, jadi buat conversation?

GL : Yes.

S1 & S3 : Wiwi : Do you have a plan for your holiday?

Salsa : Yes, of course, that's why I really can't wait. My family and I are going to go Japan.

Wiwi : Really? Ah I wish I were your sister so I could go to Mountain Fuji.

GI : Iya, it is example conversation from Expressing wishes.

GL : Any question? Tanyakan saja yang belum mengerti.

Comment [W1100]: Emphasize

S2 : Time out guys , waktu habis guys tutup saja diskusi kita Syalwa

Comment [W1101]: Emphasize

GL : Ok, Karena waktu suda habis kita tutup saja diskusi kita pada hari ini. Saya harap teman-teman belajar lagi di rumah tentang yang akan di diskusikan Expressing Hopes. Wassalamualikum Wr Wb

Second Meeting**GROUP : 2****Place : IX.6****Day & Date : Tuesday , 13 November 2018****Topic : Expressing Hopes**

GL : Assalamualaikum Wr Wb.

Members : Waalaikumsaam Wr Wb.

GL : Hi, how are you?

Members : I'm fine.

GL : Hari ini kita akan membahas tentang expressing wishes and hopes.

S1 : Suda mi di bahas Expressing wishes minggu lalu.

G1 : Oh iyaa, I am sorry, I am forget that.

S2 : Iya sekarang kita bahas Expressing hopes lagi.

GL : Ok, our topic is Expressing hopes, hopes adalah harapan and who have opinion about expressing hopes?

S3 : Saya, Expressing hopes is used when there is a good chance of something happening.

Comment [W1102]: Suit domain knowledge

GL : Mmm, I agree with your opinion, expressing hopes adalah mengekspresikan harapan and hopes used when we make a hope in future.

Comment [W1103]: Intra-sential

S2 : Iya, jadi expressing wishes keinginan dan hopes adalah harapan.

GL : Yes, good .how about you salsa? Ada yang mau di tambahkan?

Comment [W1104]: emphasize

S3 : I think no.

- GL : Guys, Apakah kamu sudah merencanakan sesuatu untuk kedepannya?
- S3 : Ya, aku rasa sebentar lagi kita selesai di sekolah menengah pertama.
- S2 : Ee, how about you plan setelah tamat SMP? Do you want chose sekolah apa?
- S1 : I'm SMK Negeri 2 Gowa.
- GL : I'm Salis.
- S4 : Wow sekolah itu cukup bagus.
- S2 : Iya kamu benar.
- S3 : We don't do i like junior high school for the senior high scholl.
- S4 : Iya dan sebentar lagi kita akan berpisah.
- GL : Pasti semua akan terasa berbeda.
- GL : Mmmm, hehe itu tadi semua contoh dari kalimat hopes Bagaimana untuk lebih jelasnya kita buat conversation.
- S1 : Salsa mo dengan Zasa yang peragakan.
- S3 : Of course, we can make a conversiation. Dengarkan ya dan simak kalau ada yang salah.
- S3 & S4 : Salsa : Why you don't come last night in my home to do home work?
Zasa : I am sorry Salsa my mother go to party, and I must stay at home.
Salsa : owh, don't worry Zasa I hope you can join this night.

Comment [W1105]: Intra-sential

Comment [W1106]: Intra- sential

Comment [W1107]: Suit domain knowledge

GL : Jelas ya guys contoh yang di peragakan teman kita. Masih ada yang mau berikan contoh?

S1 : I think enough to give example, because we have understand.
Lebih baik kita simpulkan saja hasil diskusi kita.

Comment [W1108]: Suit domain knowledge

GL : Mm, from the discussion we can conclude expressing hopes
untuk mengekspresikan harapan dan juga expressing wishes untuk
mengekspresikan keinginan.

Comment [W1109]: emphasize

Sampai di sini any question guys?

Members : No.

GL : Ok, karena sudah tidak ada yang bertanya lagi. Saya lansung saja tutup diskusi ini, Wassalamualaikum Wr Wb.

Appendix 8. The Transcribed Function of Code-Switching from the Data First and Second Meeting of the Discussion Process .

First Meeting

GROUP : 3

Place : IX.6

Day & Date : Friday, 9 November 2018

Topic : Expressing Aggrement

GL : Assalamualaikum Wr Wb , Good morning everybody.

Members : Good morning.

GL : Hari ini kita akan belajar Expressing Dissagrement.
Who know? Apa yang di maksud Expressing Agreement.

S1 : Saya, Expressing is mengekspresikan dan Aggrement adalah persetujuan, so expressing aggrement is mengekspresikan persetujuan.

S2 : Ok, nah. Expressing aggrement is to use when we sependapat dengan orang lain dalam satu hal . For example “ Menurut saya acara jumat ibadah kita setiap hari jumat sangatlah bagus” terus Harits agree dan mengatakan saya sependapat dengan kamu.

Comment [W1110]: Suit domain knowledge

S3 : Ohhh, jadi kalau sama-sama ki setuju begitu?

S4 : Yes, hampir seperti itu.

S4 : Mmm, lanjut lagi diskusi nah.

GL : Oh iya, contoh kalimatnya in aggrement begini. I agree with you 100% or bisa juga that's so true (itu sangat benar) and many others.

Comment [W1111]: Suit domain knowledge

Comment [W1112]: emphasize

S1 : Itu kan tadi kalimat aggrementnya, how about kalimat pertanyaan?

GL : **Maksudnya asking for opinion** ?

Comment [W1113]: suit domain knowledge

Contohnya: **what do you think? Apa yang kamu pikirkan.**

Comment [W1114]: emphasize

Jadi bertanya pada seseorang tentang pendapatnya. Ada juga

Stating opinion contohnya In my opinion your so smart.

S2 : Iya, **so bukan hanya mengekspresikan persetujuan ya guys. There**
is a stating opinion and asking for an opinion.

Comment [W1115]: Emphasize

GL : **Untuk lebih jelasnya liat buku catatan masing – masing. lets see**
the example in your book.

Comment [W1116]: Reinforce a request

S2 : Mm, lumayan di mengerti.

GL : Jika belum di mengerti, silahkan bertanya saja.

Mungkin tidak ada lagi yang bertanya.

Members : No.

GL : **Well, if there is not question I will close diskusi kita pagi ini,**
Wassalamualaikum Wr Wb.

Comment [W1117]: Suit domain knowledge

Second Meeting

GROUP : 3

Place : IX.6

Day & Date : Tuesday , 13 November 2018

Topic : Must and Have to

GL : Assalamualaikum Wr Wb.

Members : Waalaikumsalam Wr Wb.

GL : **Baiklah, To the point saja ya.**

Comment [W1118]: Suit domain knowledge

Apakah kalian tahu apa perbedaan must and have to?

GL : **Dede can you tell me, contoh Have to?**

Comment [W1119]: Suit domain knowledge

- S3 : I have to do something.
- GL : How about you Alif? Can you give me one example dari have to?
- S2 : Exampelnya, I have to four glasses for you to recommended.
- GL : And You Farden can you give me one example from must?
- S3 : We must study hard.
- GL : Dede, do you know apa itu have to?
- S4 : Have to adalah kata lain dari harus
- GL : And Rifky do you can tell me apa itu must? Jelaskan pada kami.
- S1 : Kata lain dari harus.
- GL : And do you know apa perbedaan atau different nya have to and must?
- S1 : Jadi have to sesuatu yang harus di lakukan?
- GL : Yaa begitulah.
- GL : Jadi apakah kalian tau perbedaan have to and must?
- S1 : Tunggu dulu, have to bersifat tidak terlalu memaksa dan must bersifat harus atau penting.
- GL : Yes, please listen to me guys, I will explain about must and have to. Jadi must itu di gunakan ketika seseorang memutuskan bahwa perlu untuk melakukan sesuatu, dan juga have to ketika seseorang membicarakan kebutuhan untuk melakukan sesuatu yang umumnya merupakan tanggung jawab sehari-hari yaitu yang biasa di sebut daily responsibility for example: I have to do something
Sampai di sini yang mana kalian belum mengerti?

Comment [W1120]: Suit domain knowladge

Comment [W1121]: Suit domain knowladge

Comment [W1122]: Emphasize

Comment [W1123]: Intra-sential

Comment [W1124]: Emphasize

Comment [W1125]: Suit domain knowladge

Members : Iya, we understand.

GL : Because kalian semua have understand our material, I will close diskusi kita hari ini. Wassalamualikum Wr Wb.

Comment [W1126]: Suit doamian knowledge

Appendix 9. The Transcribed Function of Code-Switching from the Data First and Second Meeting of the Discussion Process .

First Meeting

GROUP : 4
Place : IX.6
Day & Date : Friday, 9 November 2018
Topic : Expressing Disagreement

GL : Assalamualaikum Wr Wb.

Members : Waalaikumsalam Wr Wb.

GL : Good Morning Everybody.

Members : Good Morning too.

GL : Today we will discuss about expressing disagreement yang sudah di catat mem di papan tulis beberapa minggu yang lalu.

Comment [W1127]: Suit domain knowledge

GL : Apakah kalian semua catat?

S1 : Well if you all have writing Well if all of you have writing, we will discuss about that. Siapa yang bisa menjelaskan apa yang di maksud Expressing Dissagreement?

Comment [W1128]: Suit domain knowledge

GL : Siapa yang bisa menjelaskan apa yang di maksud Expressing Dissagreement?

S4 : Saya , Expressing of dissagrement is expression where as express tidak setuju dengan pendapat orang lain atau seseorang.

Comment [W1129]: Suit domain knowledge

GL : Nah, we have get definition from disagreement.
 Now, coba kita cari contoh kalimatnya.

S2 : Eitss, nanti dulu guys bukannya di catatan Expressing Agreement and Disagreement.

GL : Yes, that's right but mem give group three to discuss about agreement.

Members : Oh begitu.

S4 : Makenaya perhatikan kalau ada nah bilang mem.

GL : Ok, ok guys back to topic.

GL : The Example is I don't agree.

Untuk lebih jelasnya lets see the book guys, catatan.

Comment [W1130]: Suit domain knowledge

S1 : Kalau di buku catatan di sini ada Indirect Disagreement and direct Disagreement.

Comment [W1131]: Suit domain knowledge

S2 : Oh iya, ini contohnya guys dengarkan ya , if indirecet I am not sure I can't agree.

Comment [W1132]: Suit domin knowledge

And than if direct disagreement for the example is I am sorry but I have to disagree.

GL : What is different from direct and indirect?

S2 : Kalau direct itu kalimat yang langsung di ucapkan jadi itu tadi. Contohnya Saya tidak yakin, saya tidak setuju dan kalimat direct ini terkesan sedikit kasar beda dengan indirect yang tidak langsung kalimat ini bersifat sopan liat saja example sentences nya I am sorry , saya minta maaf .

S4 : Iya, iya, mengerti.

GL : Sampai di sini ada yang mau bertanya? Any question.

Comment [W1133]: Reinforce a request

Jika tidak ada pertanyaan lagi, saya akhiri Wassalamualaikum Wr
Wb.

Second Meeting**Group : 4****Place : IX.6****Day & Date : Tuesday , 13 November 2018****Topic : Must and Have to**

GL : AssalamualaikumWr Wb, Good Morning.

Members : WaalaikumsalamWr Wb, and good morning too.

GL : How are you today, I hope you good.

GL : Siapatahu ? What's the topic.

Comment [W1134]: Suit domain knowledge

S4 : I think the topic materi yang sudadiajarkan Mem.

Comment [W1135]: Suit domain knowledge

S2 : Yang mana itu?

GL : Its about Must and have to.

S1 : Oo, yang itu. Ok.

But I sedikit forget about it.

GL : Who remember about must and have to?

S4 : Kalau Must itu yang menggunakan present and future, dan tidakbisa di gunakandalambentuk past.

GL : Good Mutia, that's right.

And you Nafira how about have to?

S3 : Have to can be use to express perlunya sesuatu itu di lakukan di waktu sekarang, tomorrow, or yesterday.

Comment [W1136]: Suit domain knowledge

GL : Iya, So Have to using when do something karena terdesak atau paengaruh orang lain lets see the example. We have to go now

Comment [W1137]: Suit domain knowledge

ataubisa juga Do you have to speak?

S1 : Oo, I am understand .

GL : Mm, so far any question? Ada yang mau di tanyakan Nafira?

Comment [W1138]: emphasize

S3 : No.

GL : If there is any question, kitatutupsja discussion kita today, and I hope kalian belajarlagi di rumah, ok.

Karena waktu pelajaran juga sudah habis, See you next time guys

Comment [W1139]: Suit domain knowledge

WassalamualaikumWr.Wb.

Appendix 10. The Table Functions of Code-Switching

First Meeting

No.	Students Utterance	Functions of Code Switching		
		Emphasize the important point	Suit the domain of knowledge	Reinforce a request
GROUP 1				
1.	Ok, well guys we will study about apa yang akan di bicarakan sekarang?		√	
2.	That's right but yang akan di bahas terlebih dahulu adalah Expressing Compliment		√	
3.	I will explain about expressing Compliment, please listen to me dengarkan ya.			√
4.	Compliment itu pujian sedangkan Expressing adalah mengekspresikan , So Expressing Compliment is mengekspresikan pujian.	√		
5.	Kurang lebih seperti itu sih , yang lebih tepat itu,compliment is express of to praise about the way people look, something people say, something people read, apa lagi? Ada yang ingat?	√		
6.	Ok guys, dapat di simpulkan expressing compliment adalah mengekspresikan pujian di mana seseorang yang mendapatkan penghargaan atau suatu kelebihan kita memujinya. And we use compliment to	√		

	butter up somebody in order to increase good will. Dan juga compliment dapat di ucapkan pada teman dan family. so, the expressing compliment is eexpress of to praise you know!			
GROUP 2				
7.	Last week we have write about Expressing Wishes and Hopes. Siapa yang bisa menjelaskan sedikit lagi tentang ini?		√	
8.	Good, but today kita akan membahas wishes. Siapa yang bisa membedakan wish dan hopes. Hello anyone can explain?	√		
9.	Seperti itu saya juga setuju dan mmm yang dari hasil yang saya baca seperti itu. Kalau hopes , how about hopes?	√		
10.	Mmm, expressing wishes bisa untuk menyatakan keinginan untuk mengungkapkan keinginan untuk sesuatu yang mungkin saja terjadi dan sepertinya tidak terjad. For important point wishes a desire or hope for something happen.			
11.	Kalau hopes adalah harapan contohnya begini eeee. For example I hope you will pass mathematics test.	√		
12.	Kita lanjutkan ya , kitadiskusikan expressing wishes lagi. Please be quiet Wiwi! Tolong diam dulu e Wiwi			√
13.	Wiwi and Salsa? Can you give Example . Coba yang terjadi dalam kehidupan sehari - hari.		√	

14.	Any question? Tanyakan saja yang belum mengerti.	√		
15.	Time out guys , waktu habis guys tutup saja diskusi kita Syalwa.	√		
GROUP 3				
16.	Ok, Expressing agreement is to use when we sependapat dengan orang lain dalam satu hal . For Example “ Menurut saya acara jumat ibadah kita setiap hari jumat sangatlah bagus” terus Harits agree dan mengatakan saya sependapat dengan kamu.		√	
17.	Ok,nah expressing agreement is to use when we sependapat dengan orang lain dalam satu hal . For Example “ Menurut saya acara jumat ibadah kita setiap hari jumat sangatlah bagus” terus Harits agree dan mengatakan saya sependapat dengan kamu.		√	
18.	Oh iya, contoh kalimatnya in agreement begini. I agree with you 100% or bisa juga that’s so true (itu sangat benar) and many others		√	
19.	Maksudnya asking for opinion ? contohnya: what do you think? Apa yang kamu pikirkan Jadi bertanya pada seseorang tentang pendapatnya. Ada juga Stating opinion contohnya In my opinion your so smart.	√	√	
20.	Iya, so bukan hanya mengekspresikan persetujuan ya guys. There is a stating opinion and asking for an opinion.	√		
21.	untuk lebih jelasnya liat buku			√

	catatan masing – masing. lets see the example in your book.			
22.	Well, if there is not question I will close diskusi kita pagi ini, Wassalamualaikum Wr Wb		√	
GROUP 4				
23.	Today we will discuss about expressing dissagrement yang sudah di catat mem di papan tulis beberapa minggu yang lalu.		√	
24.	Well if you all have writing (semua sudah catat kan), kita akan coba untuk diskusikan ini	√		
25.	Iyaa, of course the first we will discuss about what is the Expressing Dissagrement.		√	
26.	Saya , Expressing of dissagrement is expression where as express tidak setuju dengan pendapat orang lain atau seseorang		√	
27.	The Example is I don't agree Untuk lebih jelasnya lets seethe book guys, catatan		√	
28.	Kalau di buku catatan di sini ada Indirect Disagrement and direct Disagrement		√	
29.	Oh iya, ini contohnya guys dengarkan ya , if indirecet I am not sure I can't agree.		√	
30.	Sampai di sini ada yang mau bertanya? Any question Jika tidak ada pertanyaan lagi, saya akhiri wassalamualaikum Wr Wb.			√

Second Meeting

No.	Students Utterance	Functions of Code Switching		
		Emphasize the important point	Suit the domain of knowledge	Reinforce a request
GROUP 1				
1.	Who still remember apa topik diskusi kita minggu lalu?		√	
2.	Lansung saja ya guys, what is the Congratulation?		√	
3.	Congratulation is an expression that we use to give the congratulation utterances when she success in doing something. Jadi congratulation itu ucapan yang di berikan kepada seseorang apabila dia telah sukses dalam melakukan sesuatu, jelas?	√		
4.	Me, compliment is an expression that we use to give the congratulation utterance when he/she success in doing something. Bagaimana?			√
5.	Jelas, and the kinds of congratulation is : congratulation for someone's success seperti: Happy Birthday, Happy New Year, and Happy Anniversary.		√	
6.	Misalkan temanmu mengikuti olimpiade matematika terus kamu bilang "Congratulation for your result mathematics test.		√	
7.	Sampai di sini ada yang mau di tanyakan? Now I want Fahira and			√

	Ramdan give Example, buat saja dalam bentuk percakapan			
8.	Yes, kami sudah mengerti.		√	
GROUP 2				
9.	Ya sudah, to the point saja guys, who can explain Expressing hopes?		√	
10.	Saya, Expressing hopes is used when there is a good chance of something happening.		√	
11.	Yes, good . how about you salsa? Ada yang mau di tambahkan?	√		
12.	Mmm, I agree with your opinion, expressing hopes adalah mengekspresikan harapan and hopes used when we make a hope in future.		√	
13.	Of course, we can make a conversation. Dengarkan ya dan simak kalau ada yang salah.		√	
14.	I think enough to give example, because we have understand. Lebih baik kita simpulkan saja hasil diskusi kita		√	
15.	Mm, from the discussion we can conclude expressing hopes untuk mengekspresikan harapan dan juga expressing wishes untuk mengekspresikan keinginan. Sampai di sini any question guys	√		
GROUP 3				
16.	Baiklah, To the point saja ya Apakah kalian tahu apa perbedaan must and have to?		√	
17.	Dede can you tell me, contoh Have to?		√	

18.	Dede, do you know apa itu have to?		√	
19.	Have to adalah kata lain dari harus		√	
20.	and Rifky Do you can tell me apa itu must? Jelaskan pada kami	√		
21.	And do you know apa perbedaan atau different nya have to and must?	√		
22.	Yes, please listen to me guys, I will explain about must and have to . jadi must itu di gunakan ketika seseorang memutuskan bahwa perlu untuk melakukan sesuatu, dan juga have to ketika seseorang membicarakan kebutuhan untuk melakukan sesuatu yang umumnya merupakan tanggung jawab sehari – hari yaitu yang biasa di sebut daily responsibility for example : I have to do something Sampai di sini yang mana kalian belum mengerti?		√	
23.	because kalian semua have understand our material, I will close diskusi kita hari ini. Wassalamualikum Wr Wb		√	
GROUP 4				
24.	Siapa tahu ? What's the topic		√	
25.	I think the topic materi yang suda diajarkan Mem		√	
	have to can be use to express perlunya sesuatu itu di lakukan di waktu sekarang, tomorrow, or yesterday.		√	
26.	Iya, So Have to using when do something karena terdesak atau paengaruh orang lain lets see the example. We have to		√	

	go now atau bisa juga Do you have to speak?			
27.	mm, so far any question? Ada yang mau di tanyakan Nafira?	√		
28.	If there is any question, kita tutup sja discussion kita today, and I hope kalian belajar lagi di rumah, Ok Karena waktu pelajaran juga suda habis, See you next time guys Wassalamualaikum Wr.Wb		√	

Appendix 11, 12, 13 and 14. The Result of Students' Interview

Name :

Place :

Time :

1. What code switching that you use in class activities? What for?
2. How is the process of discussion activity in the classroom?
3. What are the languages do you often use besides English in the classroom?
4. When do you think you need to use code switching in English speaking class?
5. What are the functions of switching the language in the classroom for the students? is there/ are there any beneficial for the students?

Appendix 11. Transcribed of Interview Group 1

GROUP 1

Name : Anun lomban

Place : IX.6

Time : 13 November 2018

1R : Permissi dek, bisa saya Interview?

S : Iya

2R : Siapa nama ta?

S : Anun Lomban

3R : Apakah kamu sudah mengetahui apa Code-Switching?

S : Adalah pencampuran Bahasa di mana Bahasa Indonesia di campur dengan Bahasa Inggris

3R : Kalau saya bertanya dalam Bahasa Inggris bisa dimengerti?

S : Bisa kak, sedikit

4R : My question is : What Code-Switching that you use in class activities? What for?

S : Biasanya Code-Switchingnya itu campuran dan yang biasa yang di campur Inggris Indonesia dalam pelajaran Bahasa Inggris

5R : Untuk apa itu biasanya itu dek Code-switching ta?

S : Untuk belajar, misalnya toh kak untuk translate kasi mengerti teman?

6R : Question number two? How is the process of discussion activity in classroom?

S : Biasa ambur adull, biasa sempurna karena biasa ada yang tidak mau di atur dan ada yang tidak aktif

7 R : Jadi memang dalam proses diskusi ta itu selalu menggunakan Code-Switching?

S : Biasanya, karena kalau tidak pakai Code Switching kak, nda di tau apa itu Bahasa Indonesia, apa itu Bahasa Inggrisnya?

- 8R : What are the languages do you often use besides English in the classroom?
- S : Bahasa Indonesia ji kak
- 9R : When do you think you need to use code-switching in English speaking class?
- S : Kalau diskusi pi toh kak, karena biasa itu ada teman ta yang tidak mengerti dan ada juga yang kurang paham apa Bahasa inggrisnya jadi kami campur Bahasa nya
- 10 R : The last question is what are the function of switching the language in the classroom for the students? Is there/are there any beneficial for the students?
- S : Membantu dalam pembelajaran supaya mengerti toh kak terjemahannya . karena kalau tidak di pakai Code switching dia tidak mengerti apa artinya
- 11 R : Terus ada tidak manfaatnya untuk teman – teman ta dan kalian semua
- S : Manfatatnya membantu pembelajaran kak, jadi manfaat lainnya kalau di perguruan tinggi ki ambil sastra Bahasa di tau mi apa itu Code Switching
- 12 R : Ok dek, Terim kasih nah

Appendix 12. Transcribed of Interview Group 2**GROUP 2**

Name : Firda Triana

Place : IX.6

Time : 13 November 2018

1 R : Bisa saya interview sebentar?

S : Bisa kak

2 R : Jadi interview saya itu tentang Code switching, kita suda tahu apa itu code-switching?

S : Belum kak

3R : Jadi Code-switching itu adalah campue campur Bahasa . atau Bahasa yang di gunakan itu bahasa inggris dulu atau dalam bahasa indonesia itu alih Bahasa jadi misalkan saya menggunakan Bahasa inggris saya alihkan ke Bahasa Indonesia.

Jadi Code-switching itu apa?

S : Code-switching itu alih Bahasa, jadi pencampuran Bahasa misalkan menggunakan Bahasa inggris ke Bahasa Indonesia

4R : Jadi sudah tau kan Code-switching itu apa? Saya bisa bertanya dalam Bahasa inggris atau bahas Indonesia?

S : Indonesia saja kak

5R : Code-switching apa yang sering kalian gunakan dalam aktivitas kelas ?

S : Bahasa Inggris ke Bahasa Indonesia

6R : Jadi, untuk apa?

- S : Untuk mengetahui apa yang kurang di ketahui, jadi untuk membicarakan apa yang belum di ketahui
- 7R : Bagaimana proses diskusinya kalian dalam kelas ketika menggunakan Code-switching?
- S : Seperti tadii, ada yang biasa mengadakan satu orang, ada yang kurang aktif
- 8R : Sering menggunakan Code – Switching dalam berdiskusi?
- S : Iya kak, sedikit sedikit
- 9R : Pertanyaan saya yang ke tiga. Bahasa apa yang kalian gunakan setelah menggunakan Bahasa Inggris?
- S : Campur – campur ji kak, biasa ada Bahasa Indonesia biasa juga ada Bahasa Makassar, tapi lebih sering Bahasa Indonesia kak
- 10 R : Pertanyaan saya yang ke empat, kapan kamu butuh menggunakan Code - switching dalam berbicara Bahasa Inggris?
- S : Pada saat diskusi, wawancara begitu dan persentase
- 11 R : Pertanyaan saya yang terakhir Apa fungsi dari Code-switching dalam pembelajaran di kelas untek teman – teman dan siswa dan apakah ada manfaatnya untuk kalian semua?
- S : Ada, kita dapat membantu yang kurang mengerti , karena kalau satu Bahasa ji kak misalnaya Bahasa Inggris. Banyak yang belum paham
- 12 R : Terima kasih atas waktunya.

Appendix 13. Transcribed of Interview Group 3**GROUP 3**

Name : Harits Rozaan. P

Place : IX.6

Time : 16 November 2018

1R : Bisa saya ganggu waktu ta? Bisa saya wawancara sedikit?

S : Bisa

2R : Jadi kita sudah tahu apa itu Code-Switching?

S : Sudah

3R : Apa itu Code-Switching?

S : Code-Switching adalah penggabungan Bahasa atau alaih Bahasa atau biasa juga campur – campur Bahasa

4R : Ok, bisa saya menggunakan Bahasa Inggris?

S : Bisa

5R : My question number 1 : what codeswitching that you use in class activities? And what for?

S : Upaya yang lain mengerti apa yang saya bicarakan

6R : Code-switching apa yang biasa kalian gunakan dalam kelas?

S : Contohnya?

7R : Contohnya Bahasa apa yang di gunakan? Alih Bahasa apa?

S : Bahasa Indonesia dan Bahasa Inggris

8R : Next, how is the process of discussion activity in the classroom?

S : Tidak terlalu baik, karena kayak tadi kurang kompak

9R : Terus dalam dikususnya ada Code-switchingnya ?

S : Ada dan sering

10 R : Number three What are the languages do you often use besides English in the classroom?

S : Bahasa Indonesia

11 R : Number four when do you think you need to use code-switching in English speaking class?

S : Saat saya tidak tahu Bahasa Inggris apa yang akan saya gunakan atau saya bicarakan

12 R : My last question, What are the function of switching the language in the classroom for the students? Is there/are there any beneficial for the students?

S : Ya, Code-switching sangat bermanfaat karena teman saya bisa mengerti apa yang saya bicarakan

13 R : Terus fungsinya apa dek?

S : untuk lebih di mengerti .

14 R : terima kasih banyak atas waktunya dek.

Appendix 14. Transcribed of Interview Group 4**GROUP 4**

Name : Riska Dwiyanti

Place : IX.6

Time : 17 November 2018

1R : Permissi dek, bisa saya Interview?

S : Bisa

2 R : Siapa nama ta?

S : Riska Dwiyanti

3 R : Pertama – tama kakak mau tanya sudah tahu apa iti Code-switching?

S : Belum tau

4 R : Terus kalau kalian campur campur Bahasa di dalam kelas itu Namanya apa?

S : Nda tau

5 R : Itu Namanya Code-switching. Jadi pertanyaan pertamanya saya itu

Code-switching apa yang kalian gunakan dalam aktivitas di kelas? Dan untuk apa?

S : Saya pakai Bahasa Inggris dan Bahasa Indonesia

6 R : Dan untuk apa itu?

S : Supaya mudah di mengerti teman pada saat berbicara dan supaya mudah bercakap – cakap dengan teman

7 R : Pertanyaan saya yang kedua. Bagaimana proses diskusi kalian di dalam kelas pada saat berdiskusi?

S : Prosenya lancar, semua mengabdikan dan saya juga selalu berharap untuk selalu bisa berdiskusi dengan teman-teman

8 R : Dan apakah ada Code-switching ketika anda berdiskusi?

S : Ada pasti, di pembukaan, intinya penutupnya. Pasti di switching ke Bahasa Indonesia dan Bahasa Inggris.

9 R : Oh iya Pertanyaan saya yang selanjutnya. Bahasa apa yang kalian biasa gunakan setelah Bahasa Inggris?

S ; Bahasa Indonesia juga kak saya tambahkan

10 R : Pertanyaan yang ke empat. Kapan kira-kira kalian butuh menggunakan Bahasa Inggris dalam kelas Bahasa Inggris?

S : Pada saat diskusi dan bercakap

11 R : Apa saja fungsi dari campur-campur Bahasa dalam kelas dan apa saja manfaatnya ke teman-teman dan siswa yang lainnya

S : Fungsinya

itu supaya kita bisa berdiskusi lebih baik lagi

12 R : Manfaatnya apa?

S : Manfaatnya supaya menambah-nambah ilmu dan untuk teman supaya mengerti saya bercakap dengan dia.

13 R : Hanya itu?

S : Iya

14 R : Terima kasih.

Appendix 15. Documentation



First Meeting of Observation



Second Meeting of Observation



The Discussion Process of Group 1



The Discussion Process of Group 2



The Discussion Process of Group 3



The Discussion Process of Group 4



Interview With Group 1



Interview With Group 2



Interview With Group 3



Interview With Group 4



Class IX.6 SMPN 2 Sungguminasa



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Kantor: Jl. Sultan Alauddin No. 259 Telp. (0411) 860 837 Fax (0411) 860 132 Makassar 90221/http://fkip-unismuh.info

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 1279/FKIP/A.I-II/X/1440/2018
 Lampiran : 1 Rangkap Proposal
 Hal : **Pengantar LP3M**

Kepada Yang Terhormat
Kepala LP3M Unismuh Makassar
 Di –
 Makassar

السلام عليكم ورحمة الله وبركاته

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa Mahasiswa yang tersebut namanya di bawah ini:

Nama : **ISNAWATI**
 N I M : 10535599214
 Jurusan : Pendidikan Bahasa Inggris
 Alamat : Jl. Talasalapang 2

Adalah yang bersangkutan akan mengadakan penelitian dalam penyelesaian Skripsi.

Dengan Judul : **The Analysis of Code – Switching Used by Students in Small Group Discussion**

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

والسلام عليكم ورحمة الله وبركاته

Makassar, Oktober 2018

Dek

Erwin Akib, M.Pd., Ph.D
 NBM. 860.93



UNIVERSITAS MUHAMMADIYAH MAKASSAR
 LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT-
 Jl. Sultan Alauddin No. 259 Telp. 866972 Fax (0411)865588 Makassar 90221 E-mail : lp3munismuh@ptasa.com



Nomor : 167/Izn-5/C.4-VIII/X/37/2018
 Lamp : 1 (satu) Rangkap Proposal
 Hal : Permohonan Izin Penelitian

16 Safar 1440 H
 25 October 2018 M

Kepada Yth,
 Bapak Gubernur Prov. Sul-Sel
 Cq. Kepala UPT P2T BKPMMD Prov. Sul-Sel
 di -
 Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 1279/FKIP/A.1-II/X/1440/2018 tanggal 25 Oktober 2018, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **ISNAWATI**
 No. Stambuk : **10535 599214**
 Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
 Jurusan : **Pendidikan Bahasa Inggris**
 Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Analysis of Code- Switching Used by Students in Small Group Discussion"


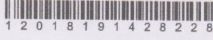
Yang akan dilaksanakan dari tanggal 27 Oktober 2018 s/d 27 Desember 2018.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
 Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.
 NBM 101 7716

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 8213/S.01/PTSP/2018
 Lampiran :
 Perihal : Izin Penelitian

Kepada Yth.
 Bupati Gowa

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 167/Izn-5/C.4-VIII/X/37/2018 tanggal 25 Oktober 2018 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : **ISNAWATI**
 Nomor Pokok : 10535 5992 14
 Program Studi : Pend. Bahasa Inggris
 Pekerjaan/Lembaga : Mahasiswa(S1)
 Alamat : Jl. Slt Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" THE ANALYSIS OF CODE-SWITCHING USED BY STUDENTS IN SMALL GROUP DISCUSSION "


Yang akan dilaksanakan dari : Tgl. **30 Oktober s/d 30 November 2018**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.


Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
 Pada tanggal : 29 Oktober 2018

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU
PINTU PROVINSI SULAWESI SELATAN
 Selaku Administrator Pelayanan Perizinan Terpadu


A. M. YAMIN, SE., MS.
 Pangkat : Pembina Utama Madya
 Nip : 19610513 199002 1 002

Tembusan Yth
 1. Ketua LP3M UNISMUH Makassar di Makassar;
 2. Perlinggal.




UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU
PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
 Telp : 0411-860837/860132 (Fax)
 Email : fkip@unismuh.ac.id
 Web : www.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN



A 9 0103-18 86

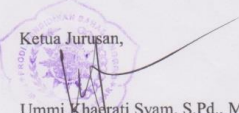
Nama Mahasiswa : **ISNAWATI**
 NIM : **10535599214**
 Judul Penelitian : **"THE ANALYSIS OF CODE-SWITCHING USED BY STUDENTS IN SMALL GROUP DISCUSSION"**
 Tanggal Ujian Proposal : **19/10/2018**
 Tempat/Lokasi Penelitian : **SMPN 2 SUNGGUMINASA**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Friday 09/11/2018	Observation	Hj Retna Iswari, S.Pd	
2	13/11/2018	Observation and interview	Hj Retna Iswari, S.Pd	
3	16/11/2018	Observation and interview	Hj Retna Iswari, S.Pd	
4				
5				
6				
7				
8				
9				
10				

Sungguminasa, 29 November.....2018


Mengetahui,

Ketua Jurusan,




Ummi Khaerati Syam, S.Pd., M.Pd
 NBM. 977 807

Pimpinan/Kepala sekolah,



Muhammad Irfan Mahmud, S.Pd
 NIP. 19770424006041013





PEMERINTAH KABUPATEN GOWA
BADAN KESATUAN BANGSA DAN POLITIK
 Jln. Mesjid Raya No. 30. Telepon. 884637. Sungguminasa – Gowa

Sungguminasa, 01 November 2018

K e p a d a

Nomor : 070/ 1093 /BKB.P/2018
 Lamp : -
 Perihal : **Rekomendasi Penelitian**

Yth. Ka.SMP Negeri 2 Sungguminasa

Di-
T e m p a t

Surat Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sul-Sel
 Nomor: 8213/S.01/PTSP/2018 tanggal 29 Oktober 2018 tentang Rekomendasi Penelitian..

Dengan ini disampaikan kepada saudara bahwa yang tersebut di bawah ini:

Nama : ISNAWATI
 Jenis kelamin : Perempuan
 Pekerjaan/Lembaga : Mahasiswa (S1)
 Alamat : Jl. Kartini Rt 003 No. 79

Bermaksud akan mengadakan Penelitian/Pengumpulan Data dalam rangka penyelesaian Skripsi/Tesis di wilayah/tempat Bapak/Ibu yang berjudul ***“THE ANALYSIS OF CODE-SWITCHING USED BY STUDENTS IN SMALL GROUP DISCUSSION”***

Selama : 30 Oktober s/d 30 November 2018
 Pengikut : Tidak Ada

Sehubungan dengan hal tersebut di atas, maka pada prinsipnya kami dapat menyetujui kegiatan tersebut dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan kepada yang bersangkutan harus melapor kepada Bupati Cq. Badan Kesatuan Bangsa dan Politik Kab.Gowa;
2. Penelitian/Pengambilan Data tidak menyimpang dari izin yang diberikan.;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) Eksemplar copy hasil penelitian kepada Bupati Gowa Cq. Kepala Badan Kesatuan Bangsa dan Politik Kab.Gowa.

Demikian disampaikan dan untuk lancarnya pelaksanaan dimaksud diharapkan bantuan seperlunya.

An. **BUPATI GOWA**
KEPALA BADAN,



DRS. BAHARUDDIN.T
 Pangkat : Pembina Utama Muda
 N I P : 19600124 197911 1 001

Tembusan :

1. Bupati Gowa (sebagai laporan);
2. Ka. Dinas Pendidikan Kab. Gowa;
3. Ketua LP3M UNISMUH Makassar;
4. Yang bersangkutan;
5. Pertinggal.-



PEMERINTAH KABUPATEN GOWA
DINAS PENDIDIKAN
SMP NEGERI 2 SUNGGUMINASA

Alamat : Jalan Andi Mallombasang No. 1 Telp. 0411-865571 Sungguminasa
website : www.smpnegeri2sungguminasa.net, Email : smpnduasungguminasa@yahoo.com
NSS : 201190301002., NPSN : 40301060



SURAT KETERANGAN SELESAI PENELITIAN

Nomor: 227 /DISDIK-GW/SMPN.02/PL/XI/2018

Yang bertanda tangan di bawah ini :

Nama : **Muhammad Irfan Mahmud, S.Pd**
NIP : 197704242006041013
Pangkat/Gol. : Penata TK. I, III/d
Jabatan : Kepala SMP Negeri 2 Sungguminasa

Menerangkan Bahwa :

Nama : **ISNAWATI**
Tempat Tanggal Lahir : Nunukan, 16 September 1995
NIM : 10535599214
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Asal Perguruan Tinggi : Universitas Muhammadiyah Makassar

Telah selesai melaksanakan penelitian di SMP Negeri 2 Sungguminasa, terhitung mulai tanggal 09 November s/d 29 November 2018 dalam rangka penyelesaian Tugas Akhir (Skripsi) yang berjudul **"THE ANALYSIS OF CODE-SWITCHING USED BY STUDENTS IN SMALL GROUP DISCUSSION"**

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Sungguminasa, 29 November 2018

Kepala Sekolah



Muhammad Irfan Mahmud, S.Pd
NIP. 197704242006041013

CURRICULUM VITAE



The researcher, Isnawati was born on September 16th 1995 in Nunukan, North Kalimantan. She is the fourth of eight siblings of the sons of Abdul Rahman and Hasnawati. She began his study at Elementary Scholl namely SDN 018 Nunukan in 2002. She continued his education at SMPN 5 Nunukan in 2008. She registered her Senior High School in 2011 at SMAN 1 Nunukan and finished in 2014. Afterwards, she continued her study in College Muhammadiyah University of Makassar. She registered as a student of English Education Department in 2014. He could finished her study in 2019 with the thesis under title “THE ANALYSIS OF CODE-SWITCHING USED BY STUDENTS IN SMALL GROUP DISCUSSION (A Descriptive Qualitative Research at the Ninth Grade of SMPN 2 Sungguminasa Gowa)”.