A DESCRIPTIVE ANALYSIS OF ENGLISH INDONESIAN CODE SWITCHING SPOKEN BY ENGLISH TEACHER IN THE EIGHTH GRADE OF MTS MUHAMMADIYAH LEMPANGANG

(A Descriptive Qualitative Research)

A THESIS

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

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ABSTRACT

Muchlisa Awaluddin. 2017. *A Descriptive Analysis of English Indonesian Code Switching Spoken by English Teacher at the Eighth Grade of MTs. Muhammadiyah Lempangang*. Thesis English Education Department, Faculty of Teacher Training and Education. Muhammadiyah University of Makassar, (Supervised by Syamsiarna Nappu and Radiah Hamid)

The research objective to analyse the English Indonesia Code Switching Spoken by English teacher in Eighth Grade of MTs Muhammadiyah Lempangang. The principal issue into several subproblems or research questions such as 1) What are the kinds of English-Indonesian code switching used by English teacher in the Eighth Grade of MTs, Muhammadiyah Lempangang ?, and 2) What is the function of code switching in English-Indonesian used by English teacher in the Eigtht Grade of MTs Muhammadiyah Lempangang?.

The study was designed in the form of Qualitative Descriptive study. The subject in this study was one of English teachers in the Eighth Grade of MTs Muhammadiyah Lempangang who teach the VIII.a Class. The data were collected by using the methods of recording and writing on note of what teacher said in teaching learning process, then collected it and classified based on sociolinguistics aspect, and the function (phatic function) of code switching. A sociolinguistics approach is concerned with the role of social factors of code switching.

The result of this research showed that the sociolinguistics aspects of code switching are situational and metaphorical switching. The function of code switching are referential function, directive function, phatic function and metalingustic function. However this thesis only focused on phatic function to clarify or emphasize a message. The achievement of this research can be used to make easier in teaching foreign language and can be used as additional source and also can develop code switching field in the next research.

Keywords: *Descriptive analysis, code switching*

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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CHAPTER I

INTRODUCTION

A. Background

A language is a system of conversation vocal signs by means of the which human a social creature, live in their community within language, culture and also tradition thus the interaction can be done by understanding their language, people are able to share and convey their thought and feeling to the others. Using Language in social life is studied in sociolinguistics. Holmes (1992: 2) states that sociolinguistics is the study of relationship between language and society. Holmes also states that sociolinguistics is concerned with the relationship between language and the contexts and language in interaction, so the fluency of communication influenced by social factor like what Holmes states in his book, that some relate to the users of language of the participant and others relate to its user the social setting or social context and then the purpose of communication.

Many people used more than one language in communication with people around them. For the effect, people more often use many languages in one conversation. Most of the English Teachers in Indonesia still used two languages in their conversation with their students when teaching English in the classroom. However code switching and code mixing often occur in their conversation

According to Hymes in Chaer and Agustina (2004: 103), code switching has become a common term for alternate use of two or more language, varieties of

language or even speech style. In some situations, Indonesia people switch from one code to another when they speak with other people. A certain code is usually selected for a certain purpose and another code for another purpose. People choice of codes are based on some factors for example age, gender, and level of speakers' education and of the person with whom he or she speaks. Therefore, switching from one code to another based on the social dimensions above is a common phenomenon.

Moreover, English switching is done by English teachers toward their students in order to make easier in understanding what teacher convey. It is also helps students who still have a few vocabularies, especially in early English learner. In Junior High School of Indonesia very appropriated. After doing the observation, the researcher found that English teachers in MTs Muhammadiyah lempangang mostly used code switching in teaching process well consciously or unconsciously.

Here, the researcher observed English Indonesian Code switching spoken by English Teacher in learning process in the classroom. The researcher chooses the context of sociolinguistics in education field not in other public field because the research interest to find and analyze English code switching in context of Education by observing directly.

For this reason, the researcher conducted the study of English Indonesian code switching spoken by English teacher in the Eighth Grade of MTs. Muhammadiyah Lempangang cause in this case the researcher analyze it

according to sociolinguistic aspect and the function of used code switching in teaching learning process in the classroom, by the tittle "*A Descriptive Analysis of English Indonesian Code Switching spoken by English Teacher at the Eighth Grade of MTs. Muhammadiyah Lempangang Gowa*"

B. Research Problems

Based on the previous background, the study limited the discussion by stating research questions as follows:

1. What are the kind of English-Indonesian code switching used by English teacher at the Eighth Grade of MTs. Muhammadiyah Lempangang?
2. What is the function of English-Indonesian code switching used by English teacher at the Eighth Grade of MTs. Muhammadiyah Lempangang ?

C. Research Objectives

The research aims to analyze English-Indonesian code switching in order to give descriptive about it. Therefore the research formulates the following objectives:

1. To analyze what are the kinds of code switching in English-Indonesian used by English teacher at the Eighth Grade of MTs, Muhammadiyah Lempangang.
2. To analyze what is the function of English-Indonesian code switching used by English teacher at the Eighth Grade of MTs, Muhammadiyah Lempangang.

D. Research Significance

Research Significance explains the benefit of this research. In this case, the researcher discusses the significance of the research theoretically and practically.

Theoretically, this research can give knowledge about sociolinguistics aspect and the function of code switching that spoken in English teaching learning process. This research can help the teacher to know the use of code switching in education community with sociolinguistics aspect and functions of using code switching especially when teachers interact with their students who still lack of vocabularies.

Practically, this research is expected encourages or will give solution to English teacher to face students who still lack of vocabulary or English young learners though application of code switching in teaching learning as an effort to drill the students to listen and comprehend utterances that are conveyed by teacher. Reference of this research can be also useful resource about code switching for the students of English department who conduct a research.

E. Scope of the Study

The scope of this study focused on analyzing the aspect of code switching such as sociolinguistics and the function of code switching spoken by English teacher of MTs, Muhammadiyah Lempangang. Sociolinguistics aspect of code switching focuses on metaphorical switching and situational switching used by

Gumperz theory. Function of code switching used by Appel and Musyken's focuses on phatic function which orientation on communication itself.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Research Findings

There are some researchers have been conducting studies related to this research, there are as follow:

1. Ayeomoni, (2006) in her journal entitle "*Code-Switching And Code-Mixing: Style of Language Use in Childhood in Yoruba Speech Community.* He analyzed that the types of languages acquired at different periods in the lives of members of the education elite in a speech community. He found that the implication is that, since both phenomena correlate positively with the educational attainment of individuals, English language teachers should devise the means of preventing the demerits of code-switching and code-mixing from adversely affecting the language acquisition process of the child.

2. Hamin and Nadiah, (2016) in her journal entitled *Functions of Code-Switching: A Case Study of a Mixed Malay Chinese Family in the Home Domain.* She found that code-switching in interracial marriages in Malaysia occurs in informal settings in the home domain especially in verbal communication regardless of the family's ethnic background, be it Malay, Chinese or Indian. This research focusses on the types and functions of code-switching in a mixed Malay-Chinese family in the home domain.

3. Yulyana, (2015) in her journal entitle *Code Switching Analysis in Classroom Interactions in Husnul Khotimah Islamic Senior High School.* She discuss

about study types, functions, teacher's reasons and students' responses of code switching in classroom interactions. This study concludes that the teacher used code switching in order to give particular purpose in delivering the teachers' feelings during teaching and learning process. The language change often makes the teacher and the students feel better and more meaningful in conveying and obtaining their feelings. Concisely, code switching not only represents teachers' competence but also shows particular purposes.

The previous researches above have similarity with this research. They mostly describe about used of the use code switching and code mixing in the classroom, while the differences are based on language interaction that switched. All the researchers above agree that the existence of code switching in the classroom should not be evaded or denied. It can be a good device in maintaining classroom interaction and developing the students' awareness about the similarity and difference between the mother tongue and foreign language. Meanwhile, this research is focus on English- Indonesian code switching use by English teacher in the classroom. This research try to arise the aspect of code switching such as sociolinguistic and to find out the function of code switching focuses on phatic function which orientation on communication itself.

B. **Some Pertinent Ideas**

1. **The Nature of Language**

Language is purely human non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols. So, language is symbol made by human to communicate with each other. They must be deal with those symbols, so they have not misunderstanding with each other. "When two or more people communicate with each other in speech, we can call the system of communication that they employ a code. In most cases that code will be something we may also want to call a language (Wardhaugh 1992: 17).

Communications is defined as a process by using assign and convey meaning in an attempt to crate shared understanding. This process requires a fast repertory of skill in interpersonal and interpersonal processing in Listening, observing, speaking, questioning, analyzing, and evaluating. And there is a set of universal constraints on all communication. Actually, there are some aspects to study of the language, one of them is sociolinguistic.

2. **Sociolinguistics**

Sociolinguistics actually does not focus on structure of language, but it focus on how language is used. Sociolinguistics here gives contribution as regulator on how language is used in society. Sociolinguistics also deals with why people speak differently in different

social contexts and identifying the social function of language as well as describing the ways it is used to convey social meanings.

Whitman (1981) cited in Falahiyah (2012: 22) states that sociolinguistics is concentrate on analyzing the diversity of language. There are many ways of describing the diversity of language: we can look at changes over geographical areas, at the various dialects of a language at special forms of language. The sociolinguistics concerned not only with the description of such diversity but also with the analysis of how linguistic differences are related to sociological differences among individuals for example to differences in socioeconomic class or ethnic groups.

According to Wardhaugh (1986: 12) the term sociolinguistics is focused in investigating the relationships between language and society in order to be better understanding of the structure and society and how language functions in communication. The same purpose in sociology of language is trying to find out how social structure can be better understanding though the study of language.

Trudgill (1974: 32) states that sociolinguistics is part of linguistics which is concerned with language as a social and cultural phenomenon. People speak determined by social context which speaking take palace. People also select language which suitable with situation in which they are talking, who they are speaking to, and how close their

relation with the hearers. From this factor, people may use different ways or different varieties in conveying the massage.

In addition, sociolinguistics includes every aspect of language which is related to social context or interaction, social class, education, immigration and bilingualism, nationalism, language planning, and varieties of language.

3. Language and Society

According to Holmes (1992: 96) science learns about relationship between human life with the society it is called sociolinguistics because sociolinguistics is the study of language as part as culture and society. sociolinguistics highlights the overall of the problem of related to social organization of language, not only including just using of language attitudes, behavioral to language this definition wish to draw sociolinguistics to sociology classifier than linguistics, in study of sociolinguistics it is true there is possibility of people start from social problem correlate with language, but can also go into effect on the contrary: starting from language than hook with symptom society.

Gumperz (1977: 223) states that sociolinguistics is an attempt to find correlations between social structure and linguistic structure and to observe any changes that occur. Even more direct: 'Sociolinguistics is the study of the social uses of language, and the most productive studies in the

four decades of sociolinguistic research have emanated from determining the social evaluation of linguistic variants.

According to Wardhaugh (1986: 10) considerable variety of ways in which language and society are related. The possible relationship has long intrigued investigators. Look back at the history of linguistics it is rare to find investigation of a language which are entirely cut off from concurrent investigation of either the history of that language or its regional and social distributions, or its relationship to objects, ideas, events speakers and listeners in the real world.

Human even use language (silent) in talking of their selves (thinking or internal speech) there are of course social activities in which speaking is prohibited or restricted. Explore some of the relation of language to human social behavior a pattern or culture. Indonesian community has the different and especially language and dialect though their mother tongue to recognize and identify when some of them made a conversation from their voice.

4. Bilingualism and Multilingualism

Enama (2016: 3) cited in Perecman (1989) states that the main difference between monolinguals and bilinguals is that the two language channels of bilinguals are constantly available during speech, and interact to some extent at all times, even when the context requires the use of one language only. The consequence of this joint activation is that bilinguals

have an attention problem which monolinguals do not have: linguistic selection. Choosing a language depends on the knowledge of the context and participants, and requires that the bilingual mind inhibit the non-target language to some extent. However, the success of inhibition of the no target language depends on the degree of fluency of bilinguals. Then, fluent bilinguals have better executive control at inhibition, either globally, i.e. by suppressing an entire language system, or locally, by suppressing a specific element of the non-target language, such as refusing to translate a concept from its original language to the target language (see de Groot & Christoffels, 2006) in Enama (2016: 3). Meanwhile, low-achieving bilinguals have lesser executive control, which reduces their ability to inhibit the non-target language, leading to code-mixing, code-switching, and sequences of dominance of each language.

Additionally, people who are multilingual speak a number of language and individuals may not aware of how many difference languages they speak. They do it because they need to do so in order to live their lives: their knowledge is instrumental and pragmatic in such situation language learning comes naturally and is quite unforced. Bilingualism or multilingualism is not at all remarkable. (Wardhaugh.1986: 98).

5. Speech Community

The term "speech marker" in speech community which is as a marker of social categories. This is important to discriminate. Social categorize like age, sex, ethnic, social class and situation will be easy to be marked in the base of cases. Meanwhile Gumperz (1977: 101) uses the term linguistic community rather than speech community. Proceeds linguistic community as follow: "Social group which may be either monolingual/multilingual, held together by frequency of social interaction pattern or set off from surrounding areas by weaknesses, in the line of communication.

Gumperz (1977: 219), also defines speech community as "any human aggregate characterized by regular and frequent interaction by means of a shared body of verbal sign and set off from similar aggregates by significant in language usage". Most permanent member is a small group that bounded by face to face contact, modern nation that can be divided into smaller group, occupational associations or neighborhood gangs that may be is need as a community. Gumperz (1977: 220) adds that member community must not share grammatical rules, but they must relate regular or frequent between language usage and structure social which the norm may vary by sub -group and social setting.

Then Gumperz in Giglioli (1972: 220) say that the sociolinguistic study of speech community deal with the linguistic similarities and differences among varieties; distinct dialect, styles, and occupational or other special parlances. Then those varieties occur in speech community where relationships between language choice and rules of social appropriateness can be formalized. In addition, Auer (March 1998) said in particular types of bilingual speech community code can be used as an indicative group membership and also can be related to its group memberships. It likes the regularities of the alternating use of two or more languages within one conversation may vary to a considerable degree between speech communities.

6. Code Switching

Defining code switching, code itself refers to a language or a variety of language Wardhaugh (2006: 88), he defines code switching as a switch process from one code to another or to mix codes even within sometimes very short utterances and there by create a new code.

According to Romaine (1992: 110), code switching can be defined as the use of more than one language, variety, or style by a speaker within an utterance or discourse, or between different interlocutors or situations. This phenomenon can be observed in the following example:

If you have an exam next week, *şimdiden çalışmaya başlamalısın*.

Code switching occurs mostly in bilingual communities. Speakers of more than one language are known for their ability to code switch or mix their language during their communication.

As Aranoff and Miller (2003: 523) state that many linguists have stressed the point that switching between languages is a communicative option available to a bilingual member of o speech community on much the same basis as switching between styles or dialects is an option for the monolingual speakers.

7. Approach of Code Switching

According to Van (2007: 9) the code switching study has two approaches: grammatical perspective and sociolinguistic perspective. Grammatical approach focuses on the structural aspects of code switching, the aim being to determine syntactic and morphological characteristics of code switching constructions. Meanwhile, sociolinguistic approach is concerned with the role of social factor in the occurrence of code switching, the aim being to determine pattern of occurrence of code switching and how these may be affected by social factors such as context and speaker role relationships.

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affected by social factors such as context and speaker" role relationships Van (2007: 9).

a. Code-Switching Classifications by Gumperz

There are some two kinds of code-switching have been explored by Gumperz (1977), explain the kinds of code-switching, namely situational code-switching and metaphorical code-switching.

1. Metaphorical Switching

Metaphorical According to Li Wei in Auer (1994: 156), Metaphorical switching referred to change in the speakers' language choice when the situational remained the same. For some people switch in this case was thought to convey special communicative intent.

Romaine (1992: 161) also states that Metaphorical code-switching, however, concerns the communicative effect the speaker intends to convey. Then Gumperz (1977) adds that rather than claiming that speakers use language in response to a fixed, predetermined set of prescriptions, it seems more reasonable to assume that they build on their own and their audiences abstract understanding of situational norms, to communicate metaphoric information about how they intend their words to be understood.

Gumperz (1977: 409), states that where alternation enrich a situation, allowing for allusion to more than one social relationships within the situation. The term metaphorical switching also reflects the fact that this kind of switching involves rhetorical skill. Skillful code-switching operates like metaphor to enrich communication. People use it to represent complex meaning (Holmes, 1992: 49).

According to Wardhaugh (1986: 103), metaphorical code switching happens when there is a change of the topic influencing in the using of different codes. The codes are always changing because of the topic. it depends on the perceptions change formal to informal, official to personal, serious to humorous, and politeness to solidarity. The following is the example of short dialogue which describes metaphorical code switching occurrence from English to Bahasa Indonesia to affect a serious dialog to be a bit humorous.

Made : We want to take it, to where.... *Ya itu tempat kita biasa memancing (fishing)*, and we are drinking, singing, having fun, ok

Ali : And, there we are surfing, swimming,....*terus, kita jadi pusing-pusing (feeling dizzy)* dah....ha..ha..ha...

Made : are you joining, Jim ?

Jim : okey, then (Fitriyah 2012: 27).

From the dialogue above, the switching happens because of the changing topic. The first topic is talking about activities which can do

there. Then, he switches his language to Bahasa Indonesia by saying *Terus, kita jadi pusing-pusing* (feeling dizzy) *dah..ha,ha,ha..* to make a joke.

In conclusion metaphorical code switching occurs when the speaker switches from one language to another without signaling any changes in situational and the 5 change of topic requires a change language use. Metaphorical code switching involves only a change in topical emphasis.

2. Situational Switching

According to Li Wei in Auer (1994: 156) Situational switching, as the term implied, was triggered by a change in situation. The assumption is that only one of the available language or language variety was appropriate for special situation and the speaker need to change their language choice to keep up with the change in social factor in order to maintain that appropriateness. Then Gumperz and Bloom, situational code switching, where alternation between varieties redefines a situation, being a change in governing norms. Wardaugh (1986: 107) adds the explanation redefine the situation formal to informal, official to personal, serious to humorous, and politeness to solidarity.

Wardaugh adds that situational code switching occurs when the languages used change according to the situational in which the

conversanted find themselves (Wardaugh, 1986: 106). On the other hand, in situational code switching, people may be aware that they have switched their code from high variety to low variety. The following is an example of a short dialogue which describes situational code switching occurrence from Bahasa Indonesia to English because of the presence of an English Native speaker friend.

Agus : *Menurutku, Semuanya karena mereka tidak tahu persis artinya,De,..*

Mark : Hi, Agus

Agus : Eh, How are mark? Mark, this made, our friend from Mataram.

Made : Nice to meet you Mark.

Mark : Nice to meet you too. what are you two talking about ?

Agus : *Nah, ini dia kita bisa..Mark, can you help us ?*

(Fitriyah 2012: 29)

From dialogue above, we can see that Agus switches from Indonesia to English after the presence of the third person, Mark. the switching happened because there is new participant.

In conclusion, situational code switching occurs when there is change in situational then causes the participant switches her/his code from one code in one situation and another one in another situation.

b. The Function of Code Switching

One of the first categorizations of code-switching was provided by Appel and Muysken (1987). They propose a number of social functions of code switching, namely: referential function, then directive function, expressive function, and the phatic function. However for this research, the researcher only focus on one function. There is phatic function.

Phatic function is used to show a change in tone and emphasize parts of conversation that are of importance. Appel and Musyken (1987 : 29-30) also say the phatic function is orientation on communication itself, by using conventionalized opening, closing, and ways to signal turn-taking also by using language from that identify the group in within which interaction is taking place.

Example as in Rosyidi (1999: 134-135):

(The utterance below occurs in the meeting of villager. The Italic is Indonesian language with its regional language i.e. Javanese. The Bold is Javanese and the Underline show code switching then English translation).

Bapak-bapak, ibu-ibu yang kami hormati, ___**langsung mawon**___ ___**nggih, omong kemiren niki.**___ ___**Dados mestine dalu niki dipimpin langsung oleh pak waluyo nggih niku mboten saget**___ *hadir.* **Dados** *rapat* **niki** *sepenuhe diserahke* **teng kulo** *termasuk pak Urip, juga pak* **Babinsa teng kemiren kangge** *persiapan-persiapan* **dinten minggu tanggal wolulas niki, ngoten**.

English Translation

(<u>honorable mr and mrs, to the point, talking about kemiren,</u> **so in this night this meeting should be lead by mr. waluyo directly, but he can't** come. **so this** meeting entirely is given **to me**, include mr. urip, mr. **babinsa also go to kemiren to** prepare **next sunday, 18th, like that**) (rosyidi, 1999: 134-135).

8. **Differences between Code switching and Code Mixing**.

The phenomenon that occurs in bilingual or multilingual society not only code switching but also code mixing. Code mixing can happen when speakers use one language then speakers mix to another code. According to Wardhaugh (2006: 108) a switch of code within a simple utterance without any associated topic change called as code mixing.

However, some indicators related to the differences of these two sociolinguistics terms, code switching and code mixing, in code mixing, bilingual speakers seem to apply some word or phrases from foreign language (pieces of one language smaller than clause), while the other language function as the base language. Second, bilingual speakers are not said to mix codes when there is no topic that changes, nor does the situation. In addition, Mayershoff (2006: 120) adds that code mixing generally refers to alternations between varieties, or codes, within a clause or phrase. So, code mixing occurs when the speakers use code in theirs simple utterance.

9. Reasons for code switching

According to Hoffman (1991: 116) there are a number of reasons for bilingual or multilingual person to switch or mix their languages. Those are:

a. Talking about a particular topic

People sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express his/her emotional feelings in a language that is not his/her everyday language.

The case can be found in Singapore, in which English language is used to discuss trade or a business matter, Mandarin for international "Chinese" language, Malay as the language of the region, and Tamil as the language of one of the important ethnic groups in the republic.

b. Quoting somebody else

A speaker switches code to quote a famous expression, proverb, or saying of some well know figures. The switch involves just the words that the speaker is claiming the quoted person said. The switch like a set of quotation marks. in Indonesian, those well-known figures are mostly from some English speaking countries. Then, because many of the Indonesian people now a day are good in English, those famous expressions or sayings can be quoted intact in their original language.

c. Being emphatic about something (express solidarity)

As usual, when someone who is talking using a language that is not his native language suddenly wants to be emphatic about something, he either intentionally or unintentionally, will switch from his second language to his first language. Or, n the other hand, he switches from his second language to his first language because he feels more convenient to be emphatic in his second language rather that in his first language.

d. Interjection (inserting sentence fillers or sentence connectors)

Interjection is word or expressions, which are inserted into a sentence to convey surprise, strong emotion, or to gain attention. Interjection is a short exclamation like: Darn!, Hey!, well!, Look!, etc. They have no grammatical value, but speaker uses them quite often, usually more in speaking than in writing.

e. Intention of clarifying the speech content for interlocutor.

When bilingual or multilingual person talks to another bilingual/multilingual, there will be lots of code switching and code mixing occurs. it means to make the content of his speech runs smoothly and can be understood by the listener. A message in one code is repeated in the other code in somewhat modified form.

C.   Conceptual Framework

Figure 2.1

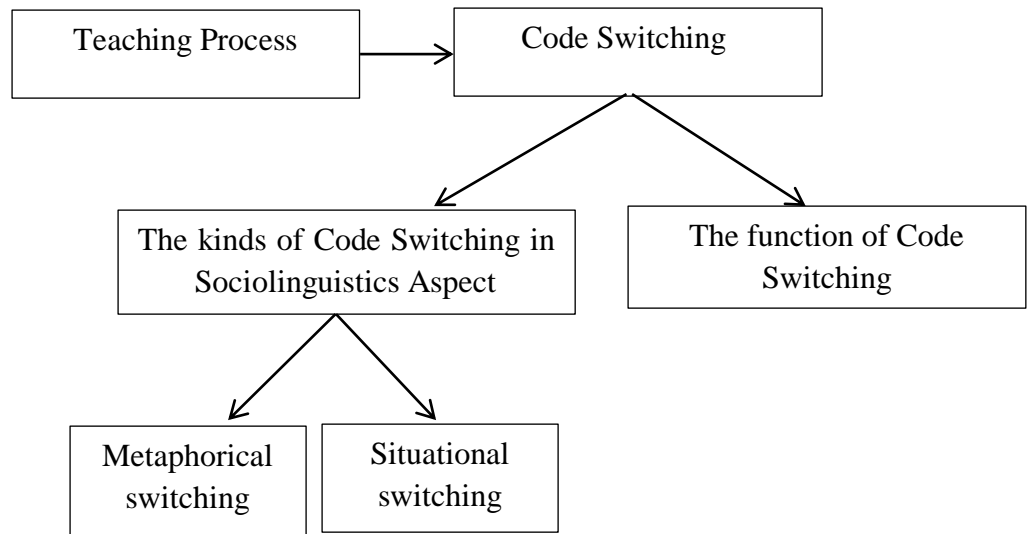The conceptual framework above shows that the researcher concerns in code switching. The purpose of this research are the research want to find out the sociolinguistic aspect of code switching which the researcher will focus on the metaphorical switching and situational switching. The research will be further focus on the function of code switching that spoken by English teacher in learning process.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

A Descriptive Qualitative Method was employed in this study. Furthermore, the purpose of qualitative research focused with promoting a deep understanding of particular phenomenon, such as enviroment, a process, or even belief. Qualitative was designed to out all phenomenon along the process of teaching and learning. The researcher employed this method collect and analyzed data which suitable with the porpuse of this research in to get the description about the kinds of sociolingustics aspect in code switching used by English teacher and also the function of code switching explain the realities associate the search of a ground theory.

B. Population and Sample

1. Population

   The population of this researcher used the English teacher in MTs, Muhammadiyah Lempangang. Total populations of this research are two English teachers.

2. Sample

   Some considerations to take the sample that the researcher used are as follow:

   a. The subject which taken as the sample in this research should be the Eighth Grade English teacher of MTs, Muhammadiyah lempangang.

The researcher took this qualification because in the Eighth grade class teacher is able to observed and communicate with English than the seventh grade.

b. The researcher took Ms. St Sahdana Husain S. Pd as a sample because she teaches English in VIII Grade in MTs, Muhammadiyah Lempangan, furthermore the researcher found that her class is fulfilled the qualification to be observe after seeing the classroom situation which mostly code switching use in learning process

From the consideration sample of this research the English teacher in VIII.A Class of MTs, Muhammadiyah Lempangang is Ms. St Sahdana Husain S. Pd.

C. Research Variables & Indicators

The variable of this research code switching spoken by English teacher in the eighth grade of MTs, Muhammadiyah Lempangang and indicators of this research to find out aspect sociolingustics of code switching focuses on metaphorical switching and situational switching. Function of code switching focuses on phatic function which orientation on communication itself.

D. Research Instruments

In this research the researcher used instrument such as:

1. Observation sheet

Oberservation sheet/field note to write down, analyzed and classifed every code switching that appear in teaching learning process spoken by English teacher.

2. Audio recording

Audion recording used by researcher to collect the data when the English teacher convey in teaching process. The transcript from audion recording used to find out the socilingutics aspect and the function of code switching used by English teacher.

E. Data Collection

In collecting data, there were some steps that conducted by the researcher. Those steps are present as follows:

1. The researcher came to the class and listen what the teacher convey.

2. The researcher wrote the code switching spoken by teacher and recorded what teacher said by using hand phone.

3. The researcher interviwed the English teacher after teacher finised in teaching.

4. The researcher collected the data from record.

5. The researcher listened to the recording from hand phone and writed the conversation from field note after record in teaching learning process.

6. The researcher listened to the data that collected from recording and the researcher classified the data based on the aspect sociolingustics of code switching focuses on metaphorical switching and situational switching. Function of code switching focused on phatic function.

F. Data Analysis

This research used the Descriptive Qualitative method which emphasized the study of the interaction that happen language used by English teacher. In the analysis, the researcher uses code in the data of conversation like T = teacher. S = students, Italic English utterances, underlines the Indonesian utterance in which any switching. Bold the point of switching which become the categories.

1. The researcher classifed and analyzed the kinds of sociolinguistics of code switching, they are situational and metaphorical switching that used by Gumperz theory.

2. The researcher classified and analyzed the function of code switching focused on phatic function that used by Appel and Musyken's theory.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with the description of data analysis findings and discussions.

A.   Findings

In this chapter, the researcher presents the data that have been collected from the observation before. Here the researcher answers the problem statements that were stated previously. They were about code switching that is spoken by English teacher process in the eighth grade of MTs Muhammadiyah Lempangang that involves code switching in sociolinguistics aspect and the function of code switching that what spoken. In the analysis below, the researcher uses code in the data of conversation like T = teacher. S = students, Italic English utterances, Bold the point of switching which become the categories. According to research question, the researcher presents finding such as:

1. **The analysis kinds sociolingustics of English Indonesian Code Switching Spoken by English teacher in the Eighth Grade of MTs Muhammadiyah Lempangang.**

Table 4.1. Sociolinguitics Aspect of Code Switching

No.	Categories	Code Switching	Utterances
1.	Sociolinguistics aspect of code switching	a. Situational Switching	T : *oke kemarin kita belajar what should i do that for, apa yang harus kita lakukan, apa lagi contoh yang kemarin, what are you doing, what should i do yang kemarin ?* T : **Can you give example which one expression what to do ?** S1 : *Bu yang mana itu ? saya lupai.* T : *kenapa sudah dilupai ? ingat-ingatki dulu yang mana what not to do dengan yang what to do ?* S1 : *yang having diarrhea itu mi bu ?* T : *iya yang itumi, coba dibaca*
			(one of the student describe in front of the class) T **: *Reading a loud,* besarkan suaranya !** T : Inna dengar *her foice ?* bisa dengar suaranya ? S : *Not mam* T : ***Oke reading a loud***
			T : **Oke somebody can read?** S1: *Tidak punya ka' buku bu.* T : *Kemanai bukumu ? where is your book? kasih liatki dulu temanmu itu.* (the teacher mention one of thestudent read the dialogue and the student read in her book) T : **oke enough, dayu get a diarrhea,why ?** *karena makan sembarang kemudian dia dehidrasi.* **What the meaning**

			dehydration ? S : *kekurangan cairan.* T *: iya, kekurangan cairan.*
			T :**oke, you can see number one until seven, somebody can read please,Indah can you read number one until seven ?** Silent.. S1 : *saya mo bu.* T : *Eh, Zahra bisa ji ?* S1 : *Iya bu, nomor berapa tadi ki bilang bu ?* T : *nomor satu sampai tujuh yang statemennya itu, biasa di baca?*
		b. Metaphorical Switching	T : **rose you look gray ?** *kenapa diam-diam terus dari tadi saya liat.* S1 : **No mam, im fine !** T : *oke rose spelling pleace expirend date. Di spells dulu di eja. Ayo belajar, bisa maju kedepan ? Kita harus tau ini kandungannya sebelum kita move.*
		c.	T : *ada tujuh yang the drug yah. jadi next meeting itu sudah hatam yah.* **What subject after this ?** *pelajaran apa setelah ini ?* S1 : *Bahasa Indonesia* T : **You can say Bahasa**, *kalau orang sudah katakan bahasa, bahasa Indonesia itu.* S : *Kalau bahasa Inggris* T : **English.** *Eh putri ini kenapa buru-buru sekali mau keluar?* S : *Mau ke WC bu* T : **You run like a wind Putri**

2. The analysis function of English Indonesian Code Switching Spoken by English teacher in the Eighth Grade of MTs Muhammadiyah Lempangang.

Table 4.2. The Function of Code Switching

No.	Categories	Code Switching	Utterances
1.	The function of Code Switching	a. Phatic Function	T : **How are you students ?** S : **I am fine, and you ?** T : **I'm fine too. But** *capek..**tired**,* **if you still noise and laugh. Ok but study must go on.**
			T : *Oke find out ex-date dan made date in your book ! ada ? siapa yang ada ?* S : Kiky. T : **Based on your jobs.** *Ex-date dengan made date.* S : *Tidak ada mam* T : **Kiky get out**..*oke responsible yah pertanggung jawabkan yang sudah kalian tulis.* T : *Nah.. ini yang jadi pertanyaan ini, di tulis tapi tidak di mengerti.*

B. Discussions

In this part of the point, the researcher will discuss about the finding of the study that have been described and its relationship with the theories in the previous chapter.

There are two question to be answered in this research. The question are what are kinds sociolinguitics aspect of Code Switching and what is the function of English-Indonesian code switching spoken by English teacher at the Eighth Grade of MTs. Muhammadiyah Lempangang.

1. The discussion kinds sociolingutics of English Indonesian Code Switching Spoken by English teacher in the Eighth Grade of MTs Muhammadiyah Lempangang.

From the data it was found that the phenomenon of code switching did Occur in the teaching learning process in classroom and there were two socilongustics aspect of code switching occurred used by Gumperz theory they were : Situational code switching and Metaphorical code switching.

The research that has been conducted is found the sociolinguistics aspect of code switching. It is involves the kinds sociolinguistics aspect that is spoken by English teacher in Eighth Grade of MTs, Muhammadiyah Lempangang. The utterances of code switching in sociolinguistics aspect are discussed as follows:

a. Situational Switching

Situational switching where alternation between varieties redefines situation, being a change in governing norms. Situational switching is the first kind of code switching found by the researcher in the presented data in learning teaching process the researches is found some situational switching utterances e.g.:

Extract 1

T : oke kemarin kita belajar what should i do that for, apa yang harus kita lakukan, apa lagi contoh yang kemarin, what are you doing, what should i do yang kemarin ?

T : **Can you give example which one expression what to do ?**

S1 : *Bu yang mana itu ? saya lupai.*

T : *kenapa sudah dilupai ? ingat-ingatki dulu yang mana what not to do dengan yang what to do ?*

S1 : *yang having diarrhea itu mi bu ?*

T *: iya yang itumi, coba dibaca*

In the extract 1, teacher changed her code when the student ask. First, she used English when order student to reading a loud but the students keep silent so the teacher switched to Indonesia to make dimension becomes more intimate. So, from utterance above the switching redefines situation which switches from distant to intimate (official to personal). It was mentioned in the previous chapter that the explanation redefine the situation formal to informal, official to personal, serious to humorous, and politeness to solidarity.

Exract 2

(one of the student describe in front of the class but the student silent)

T : ***Reading a loud***, *besarkan suaranya* !

T : Inna dengar her voice ? *bisa dengar suaranya ?*

S : Not mam

T : ***Oke. Reading a loud***

In the extract 2, teacher changed her code when order to student. First, she used English when order student to reading a loud but the students keep silent so the teacher switched to Indonesia to make dimension becomes more intimate. So, from utterance above the switching redefines situation which switches from

distant to intimate (official to personal). It was mentioned in the previous chapter that the explanation redefine the situation- formal to informal, official to personal, serious to humorous, and politeness to solidarity.

Extract 3

T : **yes. oke somebody can read ?**

S1: *Tidak punya ka' buku bu.*

T : *Kemanai bukumu* ? **where is your book?** *kasih liatki dulu temanmu itu.*

(the teacher mention one of the student read the dialogue and the student read in her book)

T *:* **oke enough, dayu get a diarrhea, why ?** *karena makan sembarang kemudian dia dehidrasi.* **What the meaning dehydration ?**

S : *kekurangan cairan.*

T : *iya, kekurangan cairan.*

In the extract 3, teacher changed her code when the student answer. First, she used English then teacher switched to Indonesia to make dimension becomes more intimate. So, from utterance above the switching redefines situation which switches from distant to intimate (official to personal). It was mentioned in the previous chapter that the explanation redefine the situation- formal to informal, official to personal, serious to humorous, and politeness to solidarity.

Extract 4

T : **oke, you can see number one until seven, somebody can read please,**
Indah can you read number one until seven ?

Silent..

S1 : *saya mo bu.*

T : *Eh, Zahra bisa ji ?*

S1 : *Iya bu, nomor berapa tadi ki bilang bu ?*

T : *nomor satu sampai tujuh yang statemennya itu, biasa di baca ?*

(then the student read her book)

In the extract 4, the switching occurs from official to personal. First she used English then teacher switched to Indonesia. switching redefines situation which switches from distant to intimate. It was mentioned in the previous chapter that that situational code switching occurs when the languages used change according to the situational in which the conversant find themselves.

b. **Metaphorical Switching**

Metaphorical switching is the second kind of code switching found by the researcher in the presented data this kind of code switching was used by the teacher In learning teaching process of MTs, Muhammadiyah Lempangang, the researches is found some metaphorical switching utterance e.g.:

Extract 1

T : **rose you look grey ?** *kenapa diam-diam terus dari tadi saya liat.*

S1 : No mam, im fine !

T : *oke Rose Diana spelling pleace expirend date. Di spells dulu di eja. Ayo belajar, bisa maju kedepan ? Kita harus tau ini kandungannya sebelum kita move.*

In the extract 1, when teacher ask to the student, the teacher switches to used English to convey special intent that means to emphasize and clarify what students say and then she switches again to Indonesian. It was mentioned in the previous chapter that metaphorical switching referred to change in the speakers language choice when the situational remained the same.

Extract 2

T : *ada tujuh yang the drug yah. jadi next meeting itu sudah hatam yah.* **What subject after this ?** *pelajaran apa setelah ini ?*

S1 : *Bahasa Indonesia*

T : **You can say Bahasa**, *kalau orang sudah katakan bahasa, bahasa Indonesia itu.*

S : *Kalau bahasa Inggris*

T : **English.** *Eh putri ini kenapa buru-buru sekali mau keluar?*

S : Mau ke WC bu

T : **You run like a wind Putri**

T *: Oke jadi next meeting tugasnya harus selesai, prepare yourself and thank you. Silahkan istirahat !!*

In the extract 2, when teacher ask to the student, the teacher switches to used English to convey special intent that means to emphasize and clarify what students say and then she switches again to Indonesian. It was mentioned in the

previous chapter that metaphorical switching referred to change in the speakers language choice when the situational remained the same. For some people switch in this case was thought to convey special communicative intent or concerns the communicative effect the speaker intends to convey.

2. **The discussion function of English Indonesian Code Switching Spoken by English teacher in the Eighth Grade of MTs, Muhammadiyah Lempangang.**

From the analysis of the recorded conversations, it was found that the participants tended to code switch to perform the phatic function as well. This change of tone can indicate whether the content of the conversation is private, hostile, friendly or even formal. There was phatic function that found in teaching learning process in MTs. Muhammadiyah Lempangang in VIII.a Class such as :

Extract 1

(when opening the class, the classroom was crowded and the teacher try to make student silent)

T : How are you students ?

S : I am fine, and you ?

T : I am fine to. But *capek*.., if you still noise and laugh. Ok but study must go on.

The utterance of *capek* as the signal to switch to the English language in which the previous conversation used in Indonesia. So the utterance capek show

phatic function which is used as a signal to begin conversation in Indonesian language.

Extract 2

    T : *Oke find out ex-date dan made date in your book ! ada ? siapa yang ada ?*

    S : *Kiky.*

    T : **Based on your jobs**. *Ex-date dengan made date*.

    S : *Tidak ada mam*

    T : **Kiky get out**..*oke responsible yah pertanggung jawabkan yang sudah kalian tulis.*

    T : *Nah.. ini yang jadi pertanyaan ini, di tulis tapi tidak di mengerti*

In the extract 1 show how the speakers changing the langauge, the utterance Kiky get out, as the signal switch to English in which the previous conversationuses Indoneisan language. So the utterance **Kiky get out** show a change in tone and emphasize parts of a conversation that are of importance. It was mentioned in the previous chapter that phatic function is used to show a change in tone and emphasize parts of conversation that are of importance.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to give some conclusions and suggestions from the data that have been analyzed. The conclusions and suggestions as follow :

A. Conclusions

Based on the findings and discussions in the previous chapter, the researcher concludes as follow:

1. The kinds sociolingustics of code switching in English-Indonesia spoken by English teacher in the Eighth Grade of MTs Muhammadiyah Lempangang . There was some extract used by English teacher they were situational switching 4 extract meanwhile metaphorical switching 2 extract meanwhile that appear in teaching learning process analyzed by Gumperz theory.

2. The function of code switching in English-Indonesia spoken by English teacher in the Eighth Grade of MTs Muhammadiyah Lempangang in teaching learning process they were 2 extract on phatic function that appear. Actually, there many function of code switching according to Appel and Muysken. But for this reasearch, the research only discussed about phatic function.

B. Suggestions

After seeing the finding as well as discussion, the researcher give suggestion may be useful for teachers, students and also for the other researchers who will conduct the same topic in the research as follows :

1. For the English teacher at the Eighth Grade of MTs. Muhammadiyah Lempangang.

   Code switching is one ways to make easier in study language so it will useful for Engish teacher to be used for conveying material and communication with their students as a drill of listening and speaking for the students in teaching-learning process. It is suggested to English teacher in teaching and learning process since it could be used as a usable tool when clearing a misunderstanding. To avoid miss understanding, the teacher usually switched English-Indonesian to make the communication easy to be understood by the students and it can be minimized the wrong perception between the teacher and the students.

2. For the students

   Code switching can be used to make easier in conversation, especially in using foreign language so it is as a medium of drill. It is also helps students who still have a few vocabularies, especially in early English learner.

3. For the reader

   The readers can understand code switching and can be applied in their daily life.

4. For future researcher

   For future researcher can analyze code switching in the other field. So it can enrich and develop the sociolinguistics study.

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APPENDICES

APPENDICES 1

OBSERVATION SHEET

Day/Date : Sunday, 02 October 2017

Time : 8: 35 – 9: 55

Code switching	SS	MS	PF
T : *oke kemarin kita belajar what should i do that for, apa yang harus kita lakukan, apa lagi contoh yang kemarin, what are you doing, what should i do yang kemarin ?* T : **can you give example expression what to do ?** S1 *: Bu yang mana itu ? saya lupai.* T : *Kenapa sudah dilupai ? ingat-ingatki dulu yang mana what not to do dengan yang what to do ?* S1 : *Yang having diarrhea itu mi bu ?* T : *iya yang itumi, coba dibaca*	√		
(one of the student describe in front of the class) T **: *Reading a loud*,** *besarkan suaranya !* T : Inna dengar *her foice* ? *bisa dengar suaranya ?* S : *Not mam* T : ***Oke reading a loud***	√		
T : **yes. oke somebody can read ?** S1: *Tidak punya ka' buku bu.* T : *Kemanai bukumu ?* **where is your book?** *kasih liatki dulu temanmu itu.* (the teacher mention one of the student read the dialogue and the student read in her book) T **: oke enough, dayu get a diarrhea, why ?** *karena makan sembarang kemudian dia dehidrasi.* **What the meaning dehydration?** S : *kekurangan cairan.*	√		

T : *iya, kekurangan cairan.*			
T : **oke, you can see number one until seven, somebody can read please, Indah can you read number one until seven ?** Silent.. S1 *: saya mo bu.* T : *Eh, Zahra bisa ji ?* S1 : *Iya bu, nomor berapa tadi ki bilang bu ?* T : *nomor satu sampai tujuh yang statemennya itu, biasa di baca ?* (the student read her book)	√		
T : **Rosdiani why your feeling blue ?** *kenapa diam-diam terus dari tadi saya liat,* **maybe Rosdiani ini broken heart.** S1 : **No mam, im fine !** T : *oke Rose Diana spelling pleace expirend date. Di spells dulu di eja. Ayo belajar, bisa maju kedepan Diana ? Kita harus tau ini kandungannya sebelum kita move.*		√	
T : *ada tujuh yang the drug yah. jadi next meeting itu sudah hatam yah.* **What subject after this ?** *pelajaran apa setelah ini ?* S1 : *Bahasa Indonesia* T : **You can say Bahasa**, *kalau orang sudah katakan bahasa, bahasa Indonesia itu.* S : *kalau bahasa Inggris* T : **English.** *Eh putri ini kenapa buru-buru sekali mau keluar* S : *mau ke WC bu* T : **you run like a wind Putri** T : *oke jadi next meeting tugasnya harus selesai,* **prepare yourself and thank you.** *Silahkan istirahat !!.*		√	
T *:* **How are you students ?** S : **I am fine, and you ?** T : **I am fine to. But** *capek..***tired, if you still noise and laugh.**			√

Ok but study must go on.			
T : **oke find out ex-date dan made date in your book ! ada ? siapa yang ada ?** S : Kiky. T : **based on your jobs**. Ex-date dengan made date. S : tidak ada mam T : **Kiky get out..oke!** responsible yah pertanggung jawabkan yang sudah kalian tulis.			√

Note :

SS : Situation switching

MS : Metaphorical Switching

PF : Phatic Function

TRANSCRIPT OF CONVERSATION TEACHER AND STUDENTS IN THE CLASS VIII.A

(in the opening class, the classroom was crowded and the teacher try to make student silent)

T : Assalamualaikum wr. wb

S : waalaikumsalam wr. Wb

T : how are you students ?

S : i am fine, and you ?

T : i am fine too. But **capek**., if you still noise and laugh. Ok but study must go on.

(before starting the lesson, the teacher cheek the attendances of the students one by one)

T : *oke kemarin kita belajar what should i do that for, apa yang harus kita lakukan, apa lagi contoh yang kemarin, what are you doing, what should i do yang kemarin ?*

T : **can you give example expression what to do ?**

S1 : *Bu yang mana itu ? saya lupai.*

T : *Kenapa sudah dilupai ? ingat-ingatki dulu yang mana* **what not to do** *dengan yang* **what to do ?**

S1 : *Yang having diarrhea itu mi bu ?*

T *: iya yang itumi, coba dibaca*

S1 : dayu is having diarrhea today. And she is too weak to go school, so she is staying at home. After the class, Udin, Lina, Bni, Edo....

T : Iya, can you read again ? siapa yang bisa ulang kembali ?

S1 : yang percakapannya bu ?

T : iya yang situation

S2 : yang diarrhea ?

T : **yes. oke somebody can read ?**

S1: *Tidak punya ka' buku bu.*

T : **Kemanai bukumu ?** *where is your book? kasih liatki dulu temanmu itu.*

(the teacher mention one of the student read the dialogue and the student read in her book)

T : *oke enough, dayu get a diarrhea, why ? karena makan sembarang kemudian dia dehidrasi.* **What the meaning dehydration?**

S : *kekurangan cairan.*

T : iya, kekurangan cairan.

T : why dayu get a diarrhea karena dia makan sembarangan, makanya jangan jajan sembarangan, kalau perlu bawa dari rumah yang bersih-bersih. Yang mana yang termasuk jajan sembarangan ?

S1 : baksonya mas..

S2 : pop ice juga

T : apa lagi ?

S3 : Nugget

T : iya jadi jangan sampai kosong perut, you must breakfast, sarapan dulu kemudian makan yang lebih berat dan jangan terlalu banyak makan yang pedis.

T : oke, karena kemarin kita sudah belajar tentang dayu yang sakit, sekarang kita belajar tentang be healty be...

S : happy...

T : what the meaning be healty be happy ? apa artinya be healty be happy ?

S1 : saya sembuh saya sehat !

S2 : saya sembuh saya senang !

T : iya tentu saja kalau kita sembuh kita senang. Kalau kayak dayu yang sakit dia tidak bisa kemana-mana, Cuma bisa keluar masuk toilet to many time.

T : jadi kalau be healty be happy kita sehat kita senang.

T : apa lagi kata lain dari happy ?

S : silent....

T : emm apa ? oke dayu kemarin katanya make oralit, campuran apa itu oralit ?

S : gula

T : sugar, salt. Apa lagi ?

S : water

T : ada berapa di situ ingredietnya ?

S : three

T : three, the first

S : sugar, salt, water

T : iya jadi ada tiga bahan membuat oralit, sekarang akan kita belajar tentang...

S : membuat obat

T : bukan membuat tapi mengidentifikasi jenis obat, jadi ada sangkutannya dengan kesehatan. Sekarang kita bisa liat halaman berapa ? yang pilet.

S : sixty one.

T : iya tentang pilet, siapa yang bisa baca ? Zakia maybe.

T : Apa di situ kandungannya pilet ? children cough

S : sirup

T : what more ?

S : seventy five mL

T : apakah kandungannya ? seventy five mL apa ?

S : cough of formula for presented by paines.

T ; jadi nama obatnya adalah pilet untuk menyembuhkan cough, what the meaning of cough ?

S : Batuk

T : jadi bentuk obatnya dia adalah...

S : sirup

T : berapa kandungannya ?

S : tujuh puluh lima mL

T : **oke, you can see number one until seven, somebody can read please, Indah can you read number one until seven ?**

Silent..

S1 : *saya mo bu.*

T : *Eh, Zahra bisa ji ?*

S1 : *Iya bu, nomor berapa tadi ki bilang bu ?*

T : *nomor satu sampai tujuh yang statemennya itu, biasa di baca ?*

(the student read her book)

T : what the meaning of syrup ? bagaimana bentuknya itu sirup ?

S : cair

T : tidak terlalu cair agak kental sedikit, thick.

T : how many kind of medicine ? ada berapa bentuk obat ?

S : sirup, tablet, bubuk...

T : iya serbuk, oke kalau number two siapa yang bisa deskripsikan ?

Space......

T : bisa di liat disitu cough mister of formula fourty four ! Ada ? jadi apa kandungan formulanya di situ ?

S : fourty four

T : Empat ratus empat puluh, komponennya berapa mL ?

S : seventy five

T : kira –kira yang designnya painets can you find the using, bisa temukan cara pengunaanya ?

S : Not...

T : not available, kemudian direct to use painets dosege ? available ?

S : Yess

T : what the statement of direction to use ?

(the teacher read and students read the book together)

T : kemudian direction to the storage, what the meaning direct to storage ?

S : Yess

T : apa artinya ?

S : cara menyimpan

T : good, oke you can keep where di statementnya ?

S : keeping moderated tempurature

T : apa itu artinya keeping modereted temperature ?

S : simpan di tempat yang rendah.

T : oke, kemudian keep away from children, what the meaning keep away from children?

S : jauhkan dari jangkauan anak-anak.

T : oke, the last expired date ?

S : not available.

T : oke, ini example of children cough syrup, jadi next you can find out one example and describe by your own word

T : look at the can be example Asam afenamat !

T : sorry what is your name ?

S : Resky Nadia Mukmin

T : Resky bring Asam afenamat. Oke you can describe berapa kandungannya ? How to keep ? How to use ?

(one of the student describe in front of the class)

T : **reading a loud,** *besarkan suaranya !*

T : Inna dengar her voice ? *bisa dengar suaranya ?*

S : Not mam

T : oke reading a loud

Space.....

T : oke, another find ingredients, jadi di kerja itu yang lain sebentar di presentasikan juga seperti Riska. Sorry Resky !

S : expresion date !

T : apa...expression atau expired date ?

S : expression date ?

T : saya kasih pilihan, expression date, expairent date atau expired date ?

S1 : expired date

S2 : expression date

T : another ? ada yang lain ?

T : ada yang berbentuk apa tadi katanya ?

S : kaplet !

T : what the meaning of kaplet ? apa itu kaplet ?

S : tablet !

T : kamu itu terlalu makassar banget.

S : hehehehe..

T : apa lagi, siapa yang bawa sirup ?

S : Fatimah.

T : mana sirupnya Fatimah ? Fatimah brings sirup cough OBH herbal juniour yang alami. Oke pleace Fatimah.

S : the drug..

T : oke. walaikumm salam..

S1 : Assalamualaikum wr. Wb

S : walaikum salam wr. wb

S1 : the drug yes..

T : the name of you ! namanya dulu.

S : herbal chok sirup.

T : cough. Jeleknya itu kalau batuk na bilang CHOK !!

S : heheheh

T : description

(one of the student read her homework loud in front of the class)

T : itu mengerti bahannya itu ?

 (Suddenly there are two student would get permit)

S : permission mam

T : Where ? mau kemana ?

S : Toilet !

T : oke, two minute !

Space....

T : iya jadi yang bisa komsumsi obatnya fatimah itu mulai dari..apa six ?

S : ENAMM !!

T : enam until what Fatimah ?

S1 : Twelfth

T : dua belas apa ?

S : dua belas year old.

Space.....

T : what the meaning of English tahun pembuatan dan tanggal kadaluarsa ?

S1 : tanggal kadaluarsa, expirent date. Tahun pembuatan, made date.

T : somebody write pleace on white board ! Sahriani, ex-date dengan made date.

S : yes

T : *oke find out ex-date dan made date in your book ! ada ? siapa yang ada ?*

S : Kiky.

T : **based on your jobs**. *Ex-date dengan made date*.

S *: tidak ada mam*

T : **Kiky get out.**.*oke! responsible yah pertanggung jawabkan yang sudah kalian tulis.*

T *: nah.. ini yang jadi pertanyaan ini, di tulis tapi tidak di mengerti.*

(the teacher invite one of the student write down her job in white bord but the student make mistake).

T : Wrong ! you have to **bear** the responsibility for this.! jadi di pertangung jawabkan, ditulis berarti di tahu.

T : can you spell made date ? siapa yang bisa spell ?

S : M-A-K-E D-A-T-E

T : M-A-D-E D-A-T-E..made spelling

S1 : M-A-D-E.

T : Datenya sekarang.

S1 : D-A-T-E

T : oke. Expired datenya sekarang.

Space...

T : jadi you write responsible, di pertanggung jawabkan jangan sampai kamu copas atau cari di om google.

T : Elvina coba di spelling expired atau expression date

S1 : expired date

T : can you spelling ?

S1 : E-X-P-I-R-E-D

T : kamu yang tulis dia yang spelling.

S2 : EKS

T : X. mission x, jadi your write based on Elvina.

Space.....

T : **rose you look gray** *? kenapa diam-diam terus dari tadi saya liat.*

S1 : **No mam, im fine !**

T : *oke rose spelling pleace expirend date. Di spells dulu di eja. Ayo belajar, bisa maju kedepan Diana ? Kita harus tau ini kandungannya sebelum kita move.*

(the teacher invite again one of the student spelling and also make mistake so the of reason teacher order the student spelling one by one with her name)

T : oke minggu depan karena hanya beberapa yang bisa naik, yang lain siap siap khusus untuk Putri Mulia dan yang tidak pernah kerja sama sekali. Next meeting kalau kamu belum kerja kita harus kasih..

S : Hukuman...

T : hukumanya tidak bisa lagi di pilih, kita yang memilihkan hukuman, untuk Putri bring your homework yah.. jadi di bawa minggu depan kalau tidak ada kita yang pilihkan hukuman. Deal ?

S : Dealll !!

T : saya mau dengar dari Putri dulu, deal Putri ?

S1 : deal mam

T : jadi sudah bisa yah, the point of number one

S : the drug

T : Number two ?

S : Description

T : description, Number three ?

S : content of among

T : content among, apa artinya the drug ?

S : jenis obat

T : number Two ?

S : description obat.

T : description medicine, kandungan obat. Yang ke tiga apa ?

S : ISI...

T : content among. Number four apa ?

S : cara menggunakannya

T : cara menggunakan atau using. Number five apa ?

S : direction to use.

T : yang number Six ?

S : direction to keep

T : direction to keep, cara menyimpan. Iya yang the last one apa ?

S : Expirend date

T : atau apa Ana expirend date ? just Ana. Apa ana ?

S1 : tanggal kadaluarsa.

T *: ada tujuh yang the drug yah. jadi next meeting itu sudah hatam yah.* **What subject after this ?** *pelajaran apa setelah ini ?*

S1 : *Bahasa Indonesia*

T : **You can say Bahasa**, *kalau orang sudah katakan bahasa, bahasa Indonesia itu.*

S : *kalau bahasa Inggris*

T : **English.** *Eh putri ini kenapa buru-buru sekali mau keluar*

S : *mau ke WC bu*

T : **you run like a wind Putri**

 T : oke jadi next meeting tugasnya harus selesai, prepare yourself and thank you. Silahkan istirahat !!

CURRICULUM VITAE

The researcher, **Muchlisa Awaluddin** was born on August 23th, 1995 in Sungguminasa, South Celebes. She is the first and only one daughter from two siblings from the marriage of Awaluddin Abbas and Salmiah Yunus. She began her study at SDN Sumanna and graduated in 2007. Then she continued her education at SMPN 15 Makassar and graduated in 2010. Afterwards, she continued her study at SMAN 20 Makassar and graduated in 2013. In year 2013, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis by the title *A Descriptive Analysis of English Indonesian Code Switching spoken by English Teacher at the Eighth Grade of Mts. Muhammadiyah Lempangang*

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