

**AN ANALYSIS OF CODE SWITCHING IN ENGLISH TEACHING
LEARNING (ETL) CLASSROOM**

SKRIPSI

*Submitted in partial fulfillment of the requirements
for the degree of sarjana Pendidikan (S.Pd)
English Education Program*

By :

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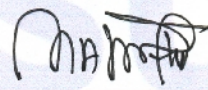
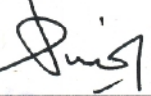

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ABSTRACT

Ayuansari. Novi. 1502050288. "An Analysis of Code Switching in English Teaching Learning (ETL) Classroom". Skripsi. English Department, Faculty of Teachers' Training and Education, University of Muhammadiyah Sumatera Utara (UMSU), Medan. 2019.

This research was about An Analysis of Code Switching in English Teaching Learning (ETL) Classroom. The aim of this research was to found the phenomenon of code switching in English teaching learning (ETL) classroom in second semester and sixth semester which focused on types of grammatical code switching, reasons of using code switching and students' perception of code switching. For collecting the data used observation, interview and documentation. For analyze the data used theory by Miles and Huberman (1992). This research applied descriptive qualitative research. The findings of this research showed that the lecturers in second semester used 106 utterances where the dominant types were intra-sentential code switching in 62 utterances(58%) and 53 utterances of code switching in sixth semester where the dominant types were intra-sentential code switching in 23 utterances(43%). There are two reasons of using code switching in English teaching learning (ETL) process; students low level in English and to easier deliver the material for the students. For students' perception, most of students agreed(27 of 75% and 17 of 47%) in second semester and liked(28 of 78% and 24 of 67%) in sixth semester of the used of code switching in English teaching learning (ETL) process at classroom and the students stated that code switching is effective strategy in English teaching learning (ETL) process.

Key words: code switching, English teaching learning (ETL).

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CHAPTER I

INTRODUCTION

A. Background of The study

In this globalization era, there are so many people who can speak more than one language. They usually can speak with two languages more languages such as their mother tongue or foreign language. Language is important in people's live. People use a language for their daily communication or talking about something. Usually people speak several languages in several places or several communication. We live in Indonesia, which has only one national language. So, when people in community they also meet people with different situation in different culture and different language. In this case, they have to study, choose and adaptation what language that they want to use in this communication to make a good communicate with the other people. According to Muin in Khairunnisa (2016) people who use two or more languages are called bilingual or multilingual.

Multilingualism and bilingualism are signed by code switching. According to Ansar (2017) code switching is a widely observed phenomenon in multilingual and multicultural especially in foreign language. Bhatia and Ritchie (2013:323) state that code switching is the alternate use of two or more languages within the same utterance. So, from the definitions tell us that code switching is found more with bilingual or multilingual speakers. Code switching is discribed as a skill of the bilingual speaker. Code switching is a term in linguistics referring to using

more than one language or variety in conversation. Code switching is the one of alternative way to bilingual of two or more languages in the same conversation.

According to Jingxia (2010) code switching occur unconsciously by the teachers and is used as a good strategy in explaining instructions, translating difficult vocabulary, managing class, giving background information and in reducing students' nervousness. Code switching is a something natural which happens in teaching process especially in English teaching learning (ETL) classroom. In English teaching learning (ETL) classroom the lecturer use English when they explain the material and then they switch again into Indonesia or their mother tongue to make sure that the students understand the material that they teach in learning process.

Teaching learning process by using code switching is very helpful. To make sure that the learning process is success needed a good language of communication in teaching and learning activities. Lecturer apply code switching in explaining and giving direction or instruction to the students. By using clear and proper languages, lecturer would be able to give accurate instructions to students and they will facilitate the students to understand the materials. Code switching become a strategy for lecturer to communicate with the students.

For example, when the lecturer managing the class, usually the lecturer use code switching to easier the students get the purpose :

“okayy, everybody I will divide you into several groups so that you could work together to finish this exercices. The first rank will be grup pertama, and barisan

kedua will be the second group, dan begitu seterusnya till the end. Okayy, let's do it”

That is the example of code switching in managing class from jingxia (2010) when the lecturer gave direction to activities, the lecturer switched into Bahasa Indonesia for arrangement of the students. Because using Bahasa, the direction will be easy to understand and it can be save a lot of time in managing class.

Generally, there are many perceptions on code switching. But all of the prespectives have the same meaning and purposes. In fact, some of students that is in English teaching learning (ETL) when the lecturers use code switching some of them give more respect to the lecturer who switch code during teaching and learning process and most of them believe that code switching also help them to get better score in exams and most of them believe that code switching also help easier to understand the lesson. On the other hand, code swicthing also have negative effect such as make the students fell lazy to search the unkwon vocabulary by theirsself and make the students lower in vocabulary. Some of students believe when the lecturer that code switching can also make the students low of English.

Finally, based on the backgorund above. The researcher carried out a research under the title “An Analysis of Code Switching in English Teaching Learning (ETL) Classroom”.

B. The Identification of Problem

Related to the background above, the problems were identified as follows:

1. The types of code switching in English teaching learning (ETL) classroom
2. The reason of using code switching in English teaching learning (ETL) classroom
3. The students' perception of using code switching in English teaching learning (ETL) classroom

C. The Scope and Limitation

The scope in this research is sociolinguistics. The limitation is a code switching found in the class English teaching learning (ETL) used by lecturer and students in University of Muhammadiyah Sumatera Utara in the second semester and the sixth semester.

D. The Formulation of The Problem

The problems of this research was formulated as follows:

1. What are the dominant types of code switching that occurs in English teaching learning (ETL) classroom?
2. Why do the lecturer use code switching in English teaching learning (ETL) classroom?
3. What are the students' perception when the lecturer use code switching in English teaching learning (ETL) classroom?

E. The Objectives of Research

The objectives of this research were:

1. To identify the dominant types of code switching occur in English teaching learning (ETL) classroom
2. To find out the reasons why lecturer use code switching in English teaching learning (ETL) classroom
3. To know the students' perception when the lecturer using code switching in English teaching learning (ETL) classroom

F. The Significances of the Research

The findings of this research was expected to give many advantages theoretically and practically.

1. Theoretically, the findings of the study and significance
 - a. To give information about code switching especially in English teaching learning (ETL)
 - b. To be references for the further research
2. Practically, the findings of this research will be useful for
 - a. For the students

The students know that learning English is important and use code switching can help the students easier understanding the material.

b. For the reader

It was expected to give them clear information about the use of code switching. Detailly such as the types of code switching, the reason of code switching and the students' perception of using code switching.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

It is important to classify some term which are used in this research in order to avoid miss interpretation and confusion in comprehending the ideas especially for readers. Therefore, following terms were intended to specify the extent of research.

1. Sociolinguistics

Sociolinguistics is a branch of linguistics that takes language as an object of study, in a way that is usually distinguished from how syntax, semantics, morphology, and phonology handle it. It is a field that analyzes language as part of social property. The study explores the functions and the varieties of language, the contacts between different languages, attitudes of people towards language use and users, changes of language, as well as plans on language. In the early definition of the study, some linguistics used the term sociology of language, while others name it sociolinguistics, Jendra (2010:9).

Sociolinguistics allowed by two types, that are sociolinguistics or micro sociolinguistics and the sociology of language or macro sociolinguistics. In this distinction, sociolinguistics is concerned with investigating the relationships between language and society with the goal being a better understanding of the structure of language and of how languages function in communication, the

equivalent goal in the sociology of language is trying to discover how social structure can be better understood through the study of language, example how certain linguistic features serve to characterize particular social arrangements. Hudson in Wardhaugh (2006:13) The difference as follows, sociolinguistics is the study of language in relation to society, whereas the sociology of language is the study of society in relation to language. In other words, in sociolinguistics we study language and society in order to find out as much as we can about what kind of thing language is, and in the sociology of language we reverse the direction of our interest.

According to Trudgill in Wardhaugh (2006:14) The differentiate studies that considers to be clearly sociolinguistic in nature from those that clearly or not, for, as he says, 'while everybody would agree that sociolinguistics has something to do with language and society, it is clearly also not concerned with everything that could be considered "language and society"'. The problem, therefore, lies in the drawing of the line between language and society and sociolinguistics. Certain kinds of work combine insights from sociology and linguistics. Examples of such work are attempts to deal with the structure of discourse and conversation, speech acts, studies in the ethnography of speaking, investigations of such matters as kinship systems, studies in the sociology of language, example bilingualism, code switching, and diglossia, and certain 'practical' concerns such as various aspects of teaching and language behaviour in classrooms.

Based on the theory from some expert above, It can be concluded that sociolinguistics is a branch of science that closely related to sociology, the

relationship with social factors in a speech society as well as studying of language varieties.

1.1 Bilingualism and Multilingualism

In this globalization era, there many people who are able to speak more than one language, usually they can speak two languages in one situation. Especially for people who live in bilingual and multilingual community. A person who called as bilingualism if the person can speak two different languages, and a person who can speak more than two different languages is called as multilingualism.

Bhatia and Ritchie (2013:5) Bilingualism and multilingualism have both de facto existences and important places in the psychological, political, and social debates that define social and ethnic groups, communities, and regions. Very widespread phenomena, they arise for a number of well understood reasons. In the main, however they are also quite unremarkable phenomena, fuelled by necessity up to, but rarely beyond, appropriately useful levels of competence. They imply both heightened and lessened opportunities for interpersonal and intercultural exchange. Multilingual capacities at an individual level can obviously broaden possibilities, but a world of many languages is also one in which communicative problems exist. In such a world, lingua francas and translation are required.

Wardhaugh (2006:96) Monolingualism, that is, the ability to use one language, is such a widely accepted norm in so many parts of the western world that is often assumed to be a world wide phenomenon, to the extent that bilingual and multilingual individuals may appear to unusual. Indeed, we often have mixed

feelings when we discover that someone we meet is fluent in several languages. Perhaps a mixture of admiration and envy but also, occasionally, a feeling of superiority in that many such people are not native to the culture in which we function. Such people are likely to be immigrants, visitors, or children of mixed marriages and it that respect marked in some way, and such marking is not always regarded favorably.

However, in many parts of the world an ability to speak more than one language is not all remarkable. In fact, a monolingual individual would be regarded as a misfit, lacking in important skill in society, the skill of being able to interact freely with the speakers of other languages with whom regular contact is made in the ordinary business of living. In many parts of the world it is just a normal requirement of daily living that people speak several languages: perhaps one or more at home, another in the village, still another for purposes of trade, and yet another for contact with the outside world of wider social or political organization. These various languages are usually acquired naturally and unselfconsciously, and the shifts from one to another are made without hesitation.

People who are bilingual or multilingual do not necessarily have exactly the same abilities in the languages or varieties. In fact, that kind of parity may be exceptional. Sridhar in Wardhaugh (2006:96) says, multilingualism involving balanced, native like command of all the languages in the repertoire is rather uncommon. Typically, multilinguals have varying degrees of command of the different repertoires. The differences in competence in the various languages might range from command of a few lexical items, formulaic expressions such as

greetings, and rudimentary conversational skills all the way to excellent command of the grammar and vocabulary and specialized register and styles. Multilinguals develop competence in each of the codes to the extent that they need it and for the contexts in which each of the languages is used. Context determines language choice. In a society in which more than one language or variety is used you must find out who uses what, when, and for what purpose if you are to be socially competent. Your language choice are part of the social identity you claim for yourself.

Wardhaugh (2006:97) Multilingualism is a norm in this community. It results from pattern of marriage and the living arrangements consequent to marriage. Communities are multilingual and no effort is made to suppress the variety of languages that are spoken. It is actually seen as a source of strength, for it enables the speakers of the various linguistic communities to maintain contact with one another and provides a source for suitable marriage partners for those who seek them.

1.2 Code Switching

Sagala and Rezeki (2018) Code switching is used to fulfill sense of the speaker. When the speaker cannot convey his or her message by using one language, the speaker needs to change the language to be more understood. Code switching can occur in the daily conversation which is used by the speakers and it can occur between the sentences in the conversation and can occur within the sentences. Code switching is one form of language use by bilinguals. The use of

more than one language by choosing one of language code adjusted to the circumstances. In other words, code switching in the phenomenon of language use because of the situation changing. In addition, code switching not only occurs among the languages, but also among the kinds or language styles in one language such as code switching between Indonesia and English.

Wardhaugh (2006:101) The particular dialect or language that a person chooses to use on any occasion is a code, a system used for communication between two or more parties. Wardhaugh also indicated that it is unusual for a speaker to have command of, or use, only one such code or system. Command of only a single variety of language, whether it be a dialect, style, or register, would appear to be an extremely rare phenomenon, one likely to occasion comment. Most speakers command several varieties of any language they speak, and bilingualism, even multilingualism. People are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code in a process known as code switching. Code switching also called code mixing can occur in conversation between speakers' turns or within a single speaker's turn. In the latter case it can occur between sentences intersententially or within a single sentence intrasententially. Code switching can arise from individual choice or be used as a major identity marker for a group of speakers who must deal with more than one language in their common pursuits. Gal in Wardhaugh (2006:101) Code switching

is a conversational strategy used to establish, cross or destroy group boundaries, to create, evoke or change interpersonal relations with their rights and obligations.

Numan and Carter in Ansar (2017) Code switching is a phenomenon of switching from one language to another in the same discourse. From this definition, “discourse” will be handled as the students’ and teachers’ naturally occurring language use in classroom. Additionally, the languages between which alternation is performed are the native language of the students, and the foreign language that students are expected to gain competence in.

Wardhaugh (2006:104) There are two kinds of code switching: situational and metaphorical. Situational code switching occurs when the languages used change according to the situations in which the conversants find themselves: they speak one language in one situation and another in a different one. No topic change involved. When a change of topic requires a change in the language used we have metaphorical code switching. The interesting point here is that some topics may be discussed in either code, but the choice of code adds a distinct flavor to what is said about the topic. The choice encodes certain social values. Linguists have found it very difficult to explain precisely when, linguistically and socially, code switching occurs what all the constraints are. However, there is a broad agreement about the general principles that are involved.

Dell in Jendra (2010:74) Code switching has become a common term for alternative use of two or more language, or varieties of language, or even speech styles. Petro in Jendra (2010:74) Code switching is the use of more than one language by communication in the execution of a speech act.

Gumperz in Wardhaugh (2006:106) Code switching is not a uniform phenomenon. The norms vary from group to group, even within what might be regarded as a single community. Ball (2005:70) Code switching can and does occur whenever more than one linguistic system is available to the participants in a speech situation. In other words, bilingual or multilingual people in bilingual will code switch.

From the theory of some expert above it can be concluded that code switching is a linguistics term of the use one language or more than two languages variety in conversation. Code switching also called code mixing when the speaker need to use the code to make a formal or informal conversation.

1.3 Code Switching in English Teaching Learning (ETL)

Khairunnisa (2016) English is taught in Indonesia mainly as a subject and seldom practiced in the board social environment. Most English language teachers are native speakers of Indonesian and they vary considerably in terms of their mastery of the English language. In particular we should not be regarded as true bilinguals who can choose freely between codes or languages. Instead, they are more accurately monolingual individuals who have skill and knowledge in foreign language and whose task is to teach this language to the monolingual learners.

Jingxia and Yao (2011) Code switching in English Teaching Learning (ETL) occur unconsciously by the teachers and is used a good strategy in explaining instructions, translating difficult vocabulary, managing class, giving background information and reducing students' nervousness.

Jingxia (2010) Code switching in English teaching has a specific phenomenon and strategy of foreign language teachers received attention in the 1980. From then on, there has been the heated debate between different views on whether it is helpful or impeding to switch back and forth between the target language and the native language in the foreign language learning classroom.

1.4 Types of Code Switching

This research focused on grammatical of code switching which consists of seven types of code swithing, such as :

1. Tag code switching : a biligual switches short expression in utterance.
2. Inter-sentential code switching : a bilingual switches code between sentences.
3. Intra-sentential code switching : a bilingual switches code within sentences.
4. Proper noun : a bilingual switches the name of people, places or specific register and noun phrase, a phrase consisted of noun.
5. Negative words : a bilingual swithces non-standard negative words such as “nggak” or “ndak”
6. Languages similaruty : a bilingual switches a word that has same meaning and same sound between languages.
7. Discourse marker : a bilingual switches discourse marker such as “kok”, “kan”, ”lho”, ”anu”, etc.

1.5 The Reason of Code Switching

According to Malik in Sagala and Syahputra (2019) There are ten reasons why bilinguals use code switching. They are : 1) lack of facility, 2) lack of register competence, 3) semantic significance, 4) to address different audience, 5) to show identity with a group, 6) to emphasize a point, 7) mood of speaker, 8) habitual expressions, 9) pragmatic reasons and 10) to attract attention.

1.6 The Advantages of Code Switching in English Teaching Learning (ETL)

Classroom

There are some advantages of code switching in English Teaching Learning (ETL) classroom, such as : 1) It helps to improve class participation by inducing a relaxed class atmosphere that allows students to perform much better. 2) Code switching manages to lower the affective filter and this consequently establishes rapport and creates an atmosphere of informality in the classroom between the teachers and students aiding in a more democratic and critical learning environment for the students. 3) Code switching used by the students outside the classroom should be allowed inside the classroom discussion process because it helps the students contribute in the discussions process and bridges any social and cultural gap. 4) Code switching can transform the atmosphere of classroom from being formal to informal there by allowing collaborations among the students in group works and also aids in the interactions and discussions in the classroom.

In other words, the use of code switching in a bilingual classroom seems beneficial because it helps in explaining abstract concepts and in defining difficult

terms to understand for the students by the teachers. Code switching helps students to communicate easily with one to another in the classroom, it helps students to understand the lesson content, helping the students seek clarification gaps in the classroom. Lastly the use of code switching in a bilingual classroom adds in the modification of classroom ambience.

1.7 The Disadvantages of Code Switching in English Teaching Learning (ETL) Classroom

There are some disadvantages of code switching in English Teaching Learning (ETL) classroom, such as : 1) Teachers who use code switching make the students confused and consequently can affect of the students lesson comprehension. 2) Teachers who use code switching when discussion and explain the material can make the students lower in achievements in vocabulary. 3) Many multilingual speakers believe that code switching is a sign of linguistic weakness or inadequacy. 4) Many bilingual teachers work hard to fight code switching when it occurs in the classroom.

In other words, code switching is a weakness in language which is regarded a corruption of their mother tongue and an indication of the language deficiency of the speaker. Code switching is a type of skill performance which occurs regularly and systematically in all multilingual communities. In this case, some teachers are confuse that they should or should not allow their students to use code switching in the classroom.

2. Speech Community

According to Wardhaugh (2005:120) the kind of group that sociolinguistics have generally attempted to study is called speech community. For purely theoretical purposes, some linguists have hypothesized the existence of an ideal speech community, However, such a speech community can not be our concern. It is a theoretical construct employed for a narrow purpose. Our speech communities, whatever they are, exist in a real world. Consequently, we must try to find some alternative view of speech community, one helpful to investigations of language in society rather than necessitated by abstract linguistic theorizing.

Lyons in Wardhaugh (2005:120) offers a definition of what he calls a real speech community, all the people who use a given language or dialect. However, that really shifts the issue to making the definition of language or of a dialect also the definition of a speech community. Furthermore, if speech communities are defined solely by their linguistic characteristics, we must acknowledge the inherent circularity of any such definition in that language itself is a communal possession.

3. Classroom Discussion

According to Green in her research (2012) communication in the science classroom can be an essential part of every student's learning when supported by the teacher. According to the National Science Education Standards 1996, students should begin developing the abilities to communicate, critique and analyze their work and the work of other students. This communication might be spoken or

drawn as well as written. Communication strategies require the teacher to be a facilitator of students communication in the classroom. Students may debate, argue or reason with each other about different science topics that arise in the classroom. For example, climate change and evolution are often interesting topics for students. While communication strategies are taught, the teacher must also instruct the students on how to respect each other even if they disagree with each other. This will have a major effect on the results of classroom discussion.

Gantes and Blank (2009:120) say that in academic subject for which the type of learning setting is a given, the bulk of instruction will occur in classroom type environments. For practical purposes, type one knowledge is more appropriate for instruction in classroom type settings, where all students can be brought together and the teacher can make sure that everybody is on the same page of basic comprehension of essential background information.

Classroom discussion can be useful in teaching learning process to developing higher thinking skills, make the students enable to interpret, analyze and search many information from the others, explain their idea and discussion about anything based on the facts and details which they have from their knowledge.

B. Previous Research

There are some researchers that do the same research about code switching analysis. Some of the findings are summarized as follows : First, Khairunnisa (2016) in her research entitled “Code Mixing Analysis in English Teaching Learning Process at Senior High School 1 Takalar”. her research investigated the use of code mixing by the teacher in English teaching learning process at language class the first grade of SMA 1 Takalar. The study aimed 1) to show the types of code mixing used by the teacher in English teaching learning process in language class the first grade of SMA 1 Takalar. 2) to describe the reasons of the teacher in using code mixing in English teaching learning process at language class the first grade of SMA 1 Takalar. 3) to describe the students’ perception on code mixing used by the teacher in English teaching learning process at language class the first grade of SMA 1 Takalar. This research applied qualitative quantitative design.

Second, Ardiananta and Novenia (2017) in their research entitled “Code Switching in English Teaching in 7th Grde of Joannes Bosco School Junior High School Yogyakarta” they said that code switching could be beneficial to both the students and the teacher. It helps the students to understand the teacher’s material and it also helps the teacher to deliver the material as well. This research have two research questions. First, what are the type of code switching used by an English teacher in teaching English to the seventh grades of Joannes Bosco Junior Hish School? Second, what are the function of code switching used by an English teacher in teachig English to the seventh grades students of Joannes Bosco Junior

High School? The approach of this research was qualitative descriptive research since its purpose was to interpret human and understand their social behavior. The data gathered from a direct observation of the English teaching and learning process in the classroom. The researcher conducted the teaching learning activities, transcribed it into a written form, and analysed them by using some theories.

Third, Thomas Wahyu Prabowo Mukti (2016) in his research entitled “The Use of Code Switching in English Language Education Study Program Lecturer’s Instructional languages” he said that the fact of many languages exist in this world makes people tend to learn new languages. The phenomenon of learning new language leads to another phenomenon, code switching. Further, language is an essential mean of communication in teaching and learning activities. In the English Language Education Study Program (ELESP), English is the main instructional language for teaching and learning activities. Considering that English was not students’ first language, some lectures employed code switching to help third-semester students in learning English. With regard to this phenomenon, this study addressed two research questions. First, what the types of code switching ELESP lecturers employ code switching in their instructional language. Then, the data were analyzed using Creswell’s (2009) qualitative data method. Afterward, the analyzed data were classified based on the the types of code switching by Bloom and Gumperz (1972) and Wardhaugh (2006) to address the first research question. Then, the writer referred to reasons for code switching

by Hoffman (1991), Holmes (1992) and Wardhaugh's (2006) studies to address the second research questions.

C. Conceptual Framework

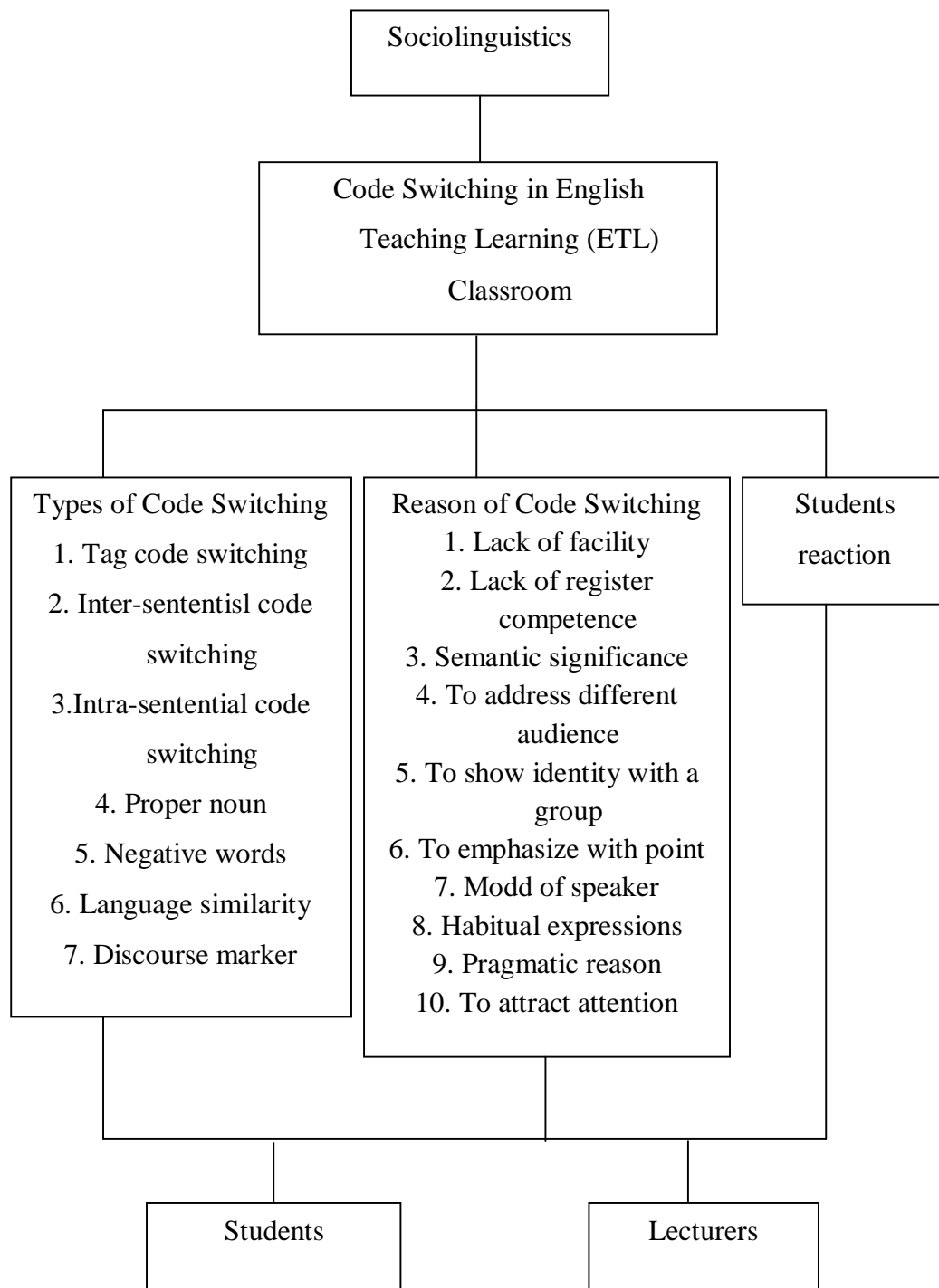
Sociolinguistics is the study of the relationship between language use in the society. Society and language cannot be separated in human life. Language has an important role in the society as a means of communication. However, there are many other languages which exist in the society which influence the language itself. This phenomenon leads to language change which also involves sociolinguistic aspects namely code switching.

Code switching is a phenomenon where people can speak more than one language encourage them to switch their language whenever they speak and this phenomenon where people switch two or more languages in the same sentence when they are talking. Based on Malik in Sagala and Rezeki (2019) there are some reasons why code switching can happen, such as : 1) lack of facility, 2) lack of register competence, 3) semantic significance, 4) to address different audience, 5) to show identity with a group, 6) to emphasize a point, 7) mood of speaker, 8) habitual expressions, 9) pragmatic reasons and 10) to attract attention.

While based on Jendra's theory are Tag code switching: a bilingual switches short expression in his utterance. Inter-sentential code switching: a bilingual switches code between sentences. Intra-sentential code switching: a bilingual switches code within sentences. Proper noun: a bilingual switches the name of people, places or specific register and noun phrase, a phrase consisted of noun. Negative words: a bilingual switches non-standard negative words such as "nggak" or "ndak" Languages similarity: a bilingual switches a word that has same meaning and same sound between languages. Discourse marker: a bilingual

switches discourse marker such as “kok”, “kan”, ”lho”, ”anu”, etc. As explained in the following chart.

Figure 2.1 Conceptual Framework



CHAPTER III

METHODS OF RESERACH

A. Research Design

In this research the researcher used descriptive qualitative approach based on Moleong (2010) who said that qualitative research as a research procedure data in form of words description, witten or oral, from people and their behavior that are being observed. Lecturers and students in bilingual and multilingual classroom at University of Muhammadiyah Sumatera Utara became the research object in this research. The data were taken from utterance of the lecturers and the students while the process of teaching learning English in classroom. In collected the data, researchers used instruments like observation, interviews and documentation based on theory of Miles and Huberman (1992).

B. Sources of The Data

The data which obtained in this research are observation the utterances which used by the lecturers and the students while process teaching and learning English in classroom. And the other data was collected by doing interviews to the lecturers to know how they perception about code switching in English teaching learning (ETL) classroom and maked the documentation such as questionnaire to the students. The data which will de collected in this research is qualitative data.

C. The Technique for Collecting Data

In this research, the procedure of collecting data as follows:

1. Observation

Fieldwork descriptions of activities, behaviors, actions, conversations, interpersonal interactions, organizational or community processes, or any other aspect of observable human experience. Data consist of field notes: rich, detailed descriptions, including the context within which the observations were made, Patton in Emzir (2010).

2. Interview

Open-ended questions and probes yield in-depth responses about people's experiences, perceptions, opinions, feelings and knowledge, Patton in Emzir (2010).

3. Documentation

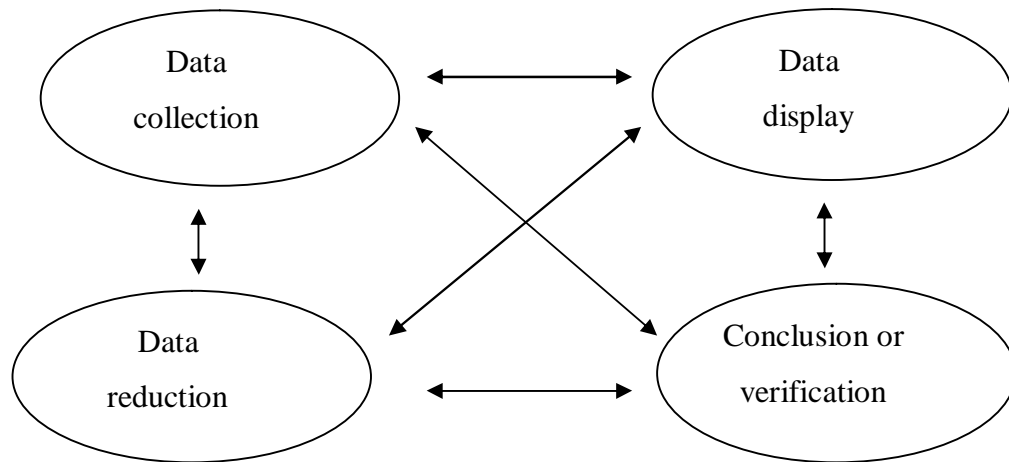
Written materials and other documents from organizational, clinical, or programs records, memoranda and coinformance, officials publications and reports, personal diaries, letters, artistic works, photographs and memorabilia and written responses to open-ended surveys, Patton in Emzir (2010).

D. The Technique of Data Analysis

1. Observation and Interview

According Miles and Huberman (1994) there are three point in analysis qualitative data, they are

Figure 3.1 Qualitative data analysis by Miles and Huberman (1992)



a. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming raw data that occurs in written field notes. Data reduction occurs continuously through the life of a project that is qualitatively oriented.

b. Data display

Data display is a collection of information that is arranged which allows the description of conclusions and taking action. The most frequent form of qualitative data display is narrative text. Narrative text in this sense is containing too much ability to process human information.

c. Conclusion drawing/verification

Final conclusion may not occur until data collection is complete, depending on the size of the corpus of the field notes, coding, storage and methods of improvement used, research experience, and demands of the funders but

conclusions are often the beginning, even when a person researchers claim to have inductively processed.

2. Questionnaire

Data that obtain by questionnaire which will be calculated with the following formula that adopted by Khairunnisa (2016) :

Percentage:

$$P = \frac{F}{N} \times 100\%$$

Where : P = Percentage

F = Frequency

N = Total number of students

CHAPTER IV

DATA ANALYSIS

A. Description of Data

The data were analyzed from the utterances during teaching learning process by the lecturer and students in English teaching learning (ETL) classroom. In the second semester the lecturer discuss about purpose and Gerund. In the sixth semester the lecturer discuss about semantic. The lecturer asked the students for several questions about the material.

Classroom observation were conducted in classes 2-A Morning and 6-A Evening which consists of thirty six students in every class. Each class was observe in a one meeting. Both of the class, the lecturer use code switching.

B. Data Analysis

After collecting data, the data were analyzed based on classification. The researcher found the types and the reason of code switching used by lecturer in English teaching learning (ETL) classrom. The researcher also found the students reaction about code switching in English teaching learning (ETL) classroom.

- 1. The forms of code switching used by the lecturer in English teaching learning (ETL) process at classroom in the second and the sixth semester**

The followings are some forms of English words and phrases used in English classroom by the lecturer in second and sixth semester. These forms can be seen in some types of code switching. There are tag code switching, inter-sentential code switching, intra-sentential code switching, proper noun, negative words, similarity expression and discourse marker expression. The language which is used in this situation code switching was Bahasa Indonesia.

Table 4.1 Data of lecturers' utterances in second semester

No.	Types of code switching	Frequency	Percentage
1.	Tag code switching	9 utterances	9 %
2.	Inter-sentential code switching	1 utterances	1 %
3.	Intra-sentential code switching	62 utterances	58 %
4.	Proper noun/noun phrase	2 utterances	2 %
5.	Negative words	12 utterances	11 %
6.	Similarity words	3 utterance	3 %
7.	Discourse marker expression	17 utterance	16 %
Total		106 utterances	100 %

In the table above, the data showed that there were 106 utterances of lecturers' utterances in the second semester which contain in grammatical code switching. The dominant types of code switching in second semester that showed in the table above were intra-sentential code switching consisted of 62 utterances in 58 % percentage.

Table 4.2 Data of lecturers' utterances in sixth semester

No.	Types of code switching	Frequency	Percentage
1.	Tag code switching	3 utterances	6 %
2.	Inter-sentential code switching	1 utterances	2 %
3.	Intra-sentential code switching	23 utterances	43 %
4.	Proper noun/noun phrase	3 utterances	6 %
5.	Negative words	1 utterances	2 %
6.	Similarity words	16 utterances	30 %
7.	Discourse marker expression	6 utterances	11 %

Total	53 utterances	100 %
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In the table above, the data showed that there were 53 utterances of lecturers' utterances in the sixth semester which contain in grammatical code switching. The dominants types in the sixth semester that showed in the table above were intra-sentential code switching consisted of 23 utterances in 43 % percentage.

These were some data examples which taken from lecturer in English classroom in the second semester at University of Muhammadiyah Sumatera Utara.

1. The example of tag code switching analysis :

Lecturer: "kalo kita perhatikan according to our book, purpose one until five *aaaa* here the example .."

The word "*aaaa*" is tag code switching because the speaker switched short expression from different language.

2. The example of inter-sentential code switching

Lecturer: "*jadi antara gerund dan infinitive dia agak berdekatan*, for example gerund"

From the data, the speaker switched code between sentences. The lecturer used Bahasa and then used English in the second sentence.

3. The example of intra-sentential code switching

Lecturer: "*apa itu rest? Istirahat*. For rest? Untuk beristirahat"

From the data, the speaker switched code within sentence. The lecturer combined Bahasa and English in one sentence.

4. The example of proper noun or noun phrase analysis

Lecturer: “yaa ! Aceh Takengon”

The word “*Aceh Takengon*” is a proper noun because it is a name of country or place.

5. The example of negative words expression

Lecturer: “*Gausah* kita bilag I drink coffee”

The word “*gausah*” is slang word “*tidak perlu*” in Bahasa. The word “*gausah*” is a non-standard negative words.

6. The example of language similarity

Lecturer: “silahkan baca, in *normally*”

The speaker used the same meaning and the same sound between Bahasa and English such as “*normal*” (Bahasa) – “*normally*” (English with ly).

7. The example of discourse marker expression

Lecturer: “rest, ada berapa restnya?”

The speaker used “*nya*” as discourse marker in this utterance.

These were some data examples which taken from lecturer in English classroom in the sixth semester at University of Muhammadiyah Sumatera Utara.

1. The example of tag code switching

Lecturer: “*oh ya!* Do not forget, di setiap definition harus di sertai dengan theory”

The word “*oh ya*” is tag code switching because the speaker switched short expression from different language.

2. The example of inter-sentential code switching analysis

Lecturer: “*you have to find the differences. Ngeri nggak maksud sir?*”

From the data, the speaker switched code between sentences. The lecturer used English and then used Bahasa in the second sentence.

3. The example of intra-sentential code switching

Lecturer: “*harus berdasarkan theory, definition from some expert, definisi dari para ahli*”

From the data, the speaker switched code within sentence. The lecturer combined Bahasa and English in one sentence.

4. The example of proper noun or noun phrase analysis

Lecturer: “...critical *book* reiew..”

The word “*book*” is a proper noun because it is a name noun.

5. The example of negative words expression

Lecturer: “*kayak* yang nomor satu, write down the definition”

The word “*kayak*” is slang word from “seperti” in Bahasa. The word “*kayak*” is a non-standard negative words.

6. The example of language similarity expression

Lecturer: “..harus berdasarkan *theory*”

The speaker used the same meaning and the same sound between Bahasa and English such as “*teori*” (Bahasa) – “*theory*” (English).

7. The example of discourse marker expression

Lecturer :”...ada *symbolnyakan* di situ?”

The speaker used “*nya*” and “*kan*” as discourse marker in this utterance.

2. The reasons of the lecturer used code switching in English Teaching Learning (ETL) classroom in the second semester and the sixth semester

Both of the lecturers in the second and the sixth semester are same. They have the same perception about the use of code switching in English teaching learning (ETL) classroom.

a. Students have low level in English

The reason of the lecturer switched in the teaching learning process was the students' low level in English. Some of students can not communicate with the lecturer in full of English. They know that the students can not receive the material well if the lecturer used total English in the classroom. Result of interview with the lecturer in the second and the sixth semester have same answer.

“I used code switching while teaching learning process because I think some of my students can not communicate in full of English, maybe some of them also can not speak English well. I believe that if I use full of english in teaching learning process it can make my students fell nervous”.

b. To easier deliver the material

The lecturers have taught used code switching in English teaching learning (ETL) process can make the students easier to undersatnd the material which explained by the lecturer. They argued that using code switching in giving material to students can make them more relaxed and also the students can eliminate the fear in English while learning English as a foreign language.

“I usually use code switching while explain the material because it can make the students easier get the point of the lesson and it can make them more relaxed in learning English as foreign language where not all the people like English as this subject”.

3. The students’ perception of code switching used by the lecturer in English teaching learning (ETL) classroom

N = 36

1. First, the students’ perception in the second semester

1) How often do your lecturer use code switching in English teaching learning (ETL) classroom?

Table 4.3.1.1 Students’ perception in question number one

Option	Frequency	Percentage
Always	19	53%
Sometimes	15	42%
Occasionally	-	-
Never	2	5%
Total	36	100%

In the table above, showed 19(53%) of students stated that the lecturer always use code switching, 15(42%) of students confirmed that the lecturer in they class sometimes used code switching in English teaching learning (ETL) process. Besides, None of the students stated that the lecturer occasionally use code switching, and 2(5%) of students indicated that the lecturer never use code switching.

- 2) **Do you like your lecturer use code switching in English teaching learning (ETL) classroom?**

Table 4.3.1.2 Students' perception in question number two

Option	Frequency	Percentage
Like	28	78%
Do not like	-	-
Really like	7	19%
Extremely like	1	3%
Total	36	100%

In the table 2 above, showed overall students confirmed that they like when the lecturer used code switching in English teaching learning (ETL) classroom, 28(78%) of students like the use of code switching in their English teaching learning (ETL) process. In addition, none of the students stated that they do not like when the lecturer use code switching, 7(19%) of students confirmed that the students really like when the lecturer use code switching and 1(3%) of student indicated extremely like when the lecturer use code switching.

- 3) **Do you think use code switching in English teaching learning (ETL) classroom is good?**

Table 4.3.1.3 Student's perception in question number three

Option	Frequency	Percentage
Good	22	61%
Do not good	2	5%
Really good	11	31%
Extremely good	1	3%
Total	36	100%

In the table 3 above showed 22 students (61%) indicated that is good for the lecturer use code switching in teaching learning process. Besides, 2(5%) of

students claimed that use code switching in English teaching learning (ETL) is not good. In addition, 11(31%) of students stated that the use of code switching is really good and 1(3%) of students indicated that use code switching is extremely good.

4) How many percentage that your lecturer use code switching in English teaching learning (ETL) classroom?

Table 4.3.1.4 Students' perception in question number four

Option	Frequency	Percentage
Very much	4	11%
Much	21	58%
A little	10	28%
Not at all	1	3%
Total	36	100%

In the table 4 above showed 4(11%) of students stated that the percentage using code switching by the lecturer in English teaching learning (ETL) process is very much, besides 21(58%) of students indicated that the percentage of using code switching is much. In addition, 10(28%) of students confirmed that a little the percentage of code switching while teaching learning process in classroom and 1(3%) of student indicated not at all the percentage of code switching used by the lecturer.

5) Do you think use code switching is effective strategy in English teaching learning (ETL) classroom?

Table 4.3.1.5 Students' perception in question number five

Option	Frequency	Percentage
Effective	26	72%
Do not effective	1	3%
Really effective	8	22%

Extreely effective	1	3%
Total	36	100%

In the table 5 showed 26(72%) of students stated that the use of code switching is affective strategy in English teaching learning (ETL) and 1(3%) of students confirmed that code switching is not effective strategy in teaching learning process. Besides, 8(22%) of students argued tht the use of code switching in English teaching learning (ETL) classroom is really effective and 1(3%) of students indicated that code switching is extremely effective in teaching learning process.

- 6) **Based on you, do you like the lecturer who use code switching in English teaching learning (ETL) classroom?**

Table 4.3.1.6 Students' perception in question number six

Option	Frequency	Percentage
Like	26	72%
Do not like	1	3%
Really like	7	20%
Extremely like	2	5%
Total	36	100%

In the table 6 showed 26(72%) of students like when the lecturer use code switching in English teaching learning (ETL) classroom, 1(3%) of student stated that do not like the lecturer who use code switching. In addition, 7(20%) of students argued that they really like the lecturer who use code switching and 2(5%) of students extremely like with the lecturer which use code switching in teaching learning process.

- 7) **Do you think use code switching is very helpful in English teaching learning (ETL) classroom?**

Table 4.3.1.7 Students' perception in question number seven

Option	Frequency	Percentage
Very much	9	25%
Much	24	67%
A little	3	8%
Not at all	-	-
Total	36	100%

In the table 7 showed 9(25%) of students claimed that code switching is very helpful in English teaching learning (ETL) process, some of 24(67%) students indicated that much helpful code switching in English teaching learning (ETL). In addition, 3(8%) of students stated that the use of code switching is a little helpful in learning process and none of the students claimed that code switching is not at all.

- 8) **When your lecturer use code switching in English teaching learning (ETL) classroom, do you agree or not?**

Table 4.3.1.8 Students' perception in question number eight

Option	Frequency	Percentage
Very agree	6	17%
Agree	27	75%
A little agree	2	5%
Do not agree	1	3%
Total	36	100%

In the table 8 showed 6(17%) of students stated that they very agree when the lecturer use code switching and most of students 27(75%) argued that they agree of using code switching while teaching learning process. 2(5%) of students

a little agree of code switching and 1(3%) confirmed do not agree in code switching.

9) How much does influence code switching in English teaching learning (ETL) classroom?

Table 4.3.1.9 Students' perception in question number nine

Option	Frequency	Percentage
Very much	8	22%
Much	24	67%
A little	4	11%
Not at all	-	-
Total	36	100%

In the table 9 showed 8(22%) of students stated that code switching in English teaching Learning is very influence in learning process, 24(67%) of students argued that much of the influences code switching in learning process. Besides, 4(11%) of students stated code switching is a little influence in learning process and none of the students indicated not at all.

10) In what situation does your lecturer switch to Bahasa?

(You can give more than one choice)

Table 4.3.1.10 Students' perception in question number ten

Option	Frequency	Percentage
To manage class	10	28%
To translate unknown vocabulary items	26	72%
To easier deliver the material	25	69%
To check background information about the material	20	55%
To check comprehension	10	28%
To give grammar instruction	10	28%

In the table 10 showed that some of students give different perception in code switching when the lecturer switch to Bahasa. Most of students claimed that usually the lecturer switch the language when translate unknown vocabulary items, easier deliver the material and check background information. In addition, 28% of students argued that the lecturer switch the language into Bahasa when managing class, check comprehension and give grammar instruction.

2. Second, the students' perception in the sixth semester

1) How often do your lecturer use code switching in English teaching learning (ETL) classroom?

Table 4.3.2.1 Students' perception in question number one

Option	Frequency	Percentage
Always	2	5%
Sometimes	22	61%
Occasionally	12	34%
Never	-	-
Total	36	100%

In the table above showed 2(5%) of students stated that the lecturer always use code switching in English teaching learning (ETL) classroom, 22(61%) of students argued that sometimes the lecturer use code switching. In addition, 12(34%) claimed that the lecturer occasionally use code switching in English teaching learning (ETL) process and none of the students stated never.

2) Do you like your lecturer use code switching in English teaching learning (ETL) classroom?

Table 4.3.2.2 Students' perception in question number two

Option	Frequency	Percentage
Like	24	67%
Do not like	-	-
Really like	12	33%
Extremely like	-	-
Total	36	100%

In the table 2 showed most of the students 24(67%) argued that students like when the lecturer use code switching and none of students stated do not like. Besides, 12(33%) of students claimed that students really like when the lecturer use code switching and none of the students claimed extremely like.

- 3) **Do you think use code switching in English teaching learning (ETL) classroom is good?**

Table 4.3.2.3 Students' perception in question number three

Option	Frequency	Percentage
Good	27	75%
Do not good	1	3%
Really good	8	22%
Extremely good	-	-
Total	36	100%

In the table 3 showed 27(75%) of students claimed that code switching in English teaching learning (ETL) classroom is good and 1(3%) of students claimed code switching is not good. In addition, 8(22%) of students stated that code switching is really good and none of the students stated extremely good.

- 4) **How many percentage that your lecturer use code switching in English teaching learning (ETL) classroom?**

Table 4.3.2.4 Students' perception in question number four

Option	Frequency	Percentage
Very much	9	25%

Much	12	33%
A little	14	39%
Not at all	1	3%
Total	36	100%

In the table 4 showed 9(25%) of students argued that very much the percentage of code switching, and 12(33%) argued that much the percentage of code switching in English teaching learning (ETL) classroom. Besides, 14(39%) of students stated a little the percentage of code switching and 1(3%) of student stated not at all the percentage of code switching in learning process.

- 5) **Do you think use code switching is effective strategy in English teaching learning (ETL) classroom?**

4.3.2.5 Students' perception in question number five

Option	Frequency	Percentage
Effective	25	69%
Do not effective	1	3%
Really effective	9	25%
Extremely effective	1	3%
Total	36	100%

In the table 5 showed 25(69%) of students claimed that code switching is effective strategy in English teaching learning (ETL) classroom and 1(3%) of student claimed that code switching is not effective strategy. In addition, 9(25%) of students confirmed that code switching is really effective strategy and 1(3%) confirmed that code switching is extremely effective strategy in English teaching learning (ETL) classroom.

- 6) **Based on you, do you like the lecturer who use code switching in English teaching learning (ETL) classroom?**

Table 4.3.2.6 Students' perception in question number six

Option	Frequency	Percentage
Like	24	67%
Do not like	-	-
Really like	12	33%
Extremely like	-	-
Total	36	100%

In the table 6 showed most of the students 24(67%) indicated that like when the lecturer use code switching and none of the students indicated do not like. Besides. 12(33%) of students claimed that students really like when the lecturer use code switching and none of the students claimed that extremely like of code switching in English teaching learning (ETL) classroom.

7) Do you think use code switching is very helpful in English teaching learning (ETL) classroom?

Table 4.3.2.7 Students' perception in question number seven

Option	Frequency	Percentage
Very much	11	30%
Much	14	39%
A little	11	31%
Not at all	-	-
Total	36	100%

In the table 7 showed 11(30%) of students indicated that the use of code switching is very helpful and 14(39%) of students indicated the use of code switching is much helpful. In addition, 11(31%) of students claimed that the use of code switching is a little in English teaching learning (ETL) and none of the students claimed not at all.

- 8) **When your lecturer use code switching in English teaching learning (ETL) classroom, do you agree or not?**

Table 4.3.2.8 Students' perception in question number eight

Option	Frequency	Percentage
Very agree	10	28%
Agree	17	47%
A little agree	9	25%
Do not agree	-	-
Total	36	100%

In the table 8 showed 10(28%) of students argued that very agree when the lecturer use code switching and 17(47%) of students stated agree of code switching which use by lecturer in English teaching learning (ETL) classroom. Besides, 9(25%) claimed that studentd a little agree of lecturer who use code switching in teaching learning process and none of the students claimed do not agree.

- 9) **How much does influence code switching in English teaching learning (ETL) classroom?**

Table 4.3.2.9 Students' perception in question number nine

Option	Frequency	Percentage
Very much	6	17%
Much	18	50%
A little	12	33%
Not at all	-	-
Total	36	100%

In the table 9 showed 6(17%) of students argued that code switching is very influence and 18(50%) of students argued that the use of code switching is much influence in English teaching learning (ETL) classroom. In addition, 12(33%) of

students indicated that the influence of code switching is a little influence and none of the students indicated not at all.

10) In what situation does your lecturer switch to Bahasa?

(You can give more than one choice)

Table 4.3.2.10 Students' perception in question number ten

Option	Frequency	Percentage
To manage class	7	19%
To translate unknown vocabulary items	21	58%
To easier deliver the material	25	69%
To introduce background information about the material	11	30%
To check comprehension	2	5%
To give grammar instruction	7	19%

In the table 10 showed that some of students give different perception in code switching when the lecturer switch to Bahasa. Most of the students argued that the lecturer used code switching when deliver the material to easier the students get the point of the lesson and 21(58%) of students argued that code switching can translate unknown vocabulary items in English teaching learning (ETL) classroom. In addition, between managing class and give grammar instruction which used by lecturer, the students have the same perception in 7(19%) and in 2(5%) of students choose grammar instruction which used by the lecturer in English teaching learning (ETL) classroom.

C. Research Findings

Having analyzed all data, the finding of the research from analysis of code switching in English teaching learning (ETL) classroom in the second and the sixth semester can be presented as follows :

1. The forms of use code switching by the lecturer in English teaching learning (ETL) process at classroom in the second and the sixth semester

The result of this research showed that in English teaching learning (ETL) process, the lecturer at classroom in the second and the sixth semester at University of Muhammadiyah Sumatera Utara used code switching. This is the result of bilingualism or multilingualism which happens in Indonesia as argued by Wardhaugh (2006:101) that the phenomenon of bilingualism and multilingualism is code switching. In addition, Indonesia is a multilingual country that supports people to speak more than one language at the same communication. The researcher found the numbers of utterance that contain code switching are 106 utterances in second semester and 53 utterances in sixth semester. This finding supports the theory from Jendra (2010), there are seven types of code switching, namely tag code switching, inter-sentential code switching, intra-sentential code switching, proper noun, negative words, similarity expression and discourse marker expression.

2. The reasons of the lecturer used code switching in English teaching learning (ETL) classroom in the second and the sixth semester

After finishing collecting data from interview with the lecturer at English teaching learning (ETL) classroom in the second and the sixth semester, the researcher found that there are two reasons why code switching occurs in lecturer's utterance, they are: students have low level in English and to easier deliver the material. The lecturer stated that not all of the students have well in English and in deliver the material the lecturer used code switching to easier the students understand the lesson and make the students did not feel nervous when catch the lesson in English teaching learning (ETL) process at classroom.

3. The students' perception in code switching used by the lecturer in English teaching learning (ETL) classroom

From the findings regarding students' perception on code switching used by the lecturer in English teaching learning (ETL) process at English classroom in the second and the sixth semester above, it showed that most of students liked and agreed when the lecturer used code switching in English teaching learning (ETL) process. The students taught that by using code switching the lecturer can apply in many situations, for instance: managing the class, translate unknown vocabulary items, deliver the material, introduce background information about the material, check comprehension, and give grammar instruction. Therefore, it can be concluded that most of the students agreed that code switching can make the English teaching learning (ETL) process run well, as evidenced by Ardiananta and

Novenia (2017) claimed that code switching could be beneficial to both the students and the lecturer. It helps the students to understand the lecturer's material and it also helps the lecturer to deliver the material as well.

D. Discussion

Based on the data collection and data analysis, there are 106 utterances in the second semester and 53 utterances in the sixth semester. The researcher analyzed types of code switching, reasons for code switching and students' perception of code switching. For the types of code switching the researcher found by Jendra's theory, for the reasons the researcher found by doing interview with the lecturers and for the students' perception the researcher found by doing documentation of questionnaire.

The last the researcher found the use and the function of code switching in English teaching learning (ETL) process at classroom used by the lecturer in University of Muhammadiyah Sumatera Utara.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Having collected and analyzed the data, some conclusions were drawn as the following :

1. The data that concluded in code switching were grammatical code switching based on Jendra's theory (2010) which is often used by the lecturer in English teaching learning (ETL) process at classroom in University of Muhammadiyah Sumatera Utara. They are tag code switching, inter-sentential code switching, intra-sentential code switching, proper noun or noun phrase, negative words, language similarity and discourse marker.
2. The data from the interview of the lecturer, the researcher found two reasons why code switching happens in English teaching learning (ETL) classroom, they are because students low level in English and to easier the students catch the material.
3. Based on students' perception on code switching, the researcher argued that most of the students agreed and liked with the lecturer who used code switching in English teaching learning (ETL) process at classroom and some of the students stated code switching is effective strategy in teaching learning process.

B. Suggestions

In relation to the conclusions above, some suggestions can be staged as in the following :

1. The result of this research was most of the students agreed and liked with the use of code switching in English teaching learning (ETL) process in classroom, the lecturer should minimize doing code switching while learning process. The lecturer should speak English more continuously to motivate the students speak English. So, the students will be encouraged to learn English actively. If the lecturer always using code switching in every teaching learning process, that will be make the students feel lazy to learn another vocabulary.
2. The researcher hopes that this research can be useful for the next researcher especially for students in English teaching learning (ETL) classroom at University of Muhammadiyah Sumatera Utara.

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APPENDIX I

Students' Questionare

Name	
Class	
Npm	

Write your name, npm and class on the table prepared. You need to answer each question based on your perception by giving checklist (√) in the table provided.

1. How often do your lecturer use code switching in English Teaching Learning (ETL) Classroom ?

Always	Sometimes	Occasionally	Never
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2. Do you like your lecturer use code switching English Teaching Learning (ETL) Classroom ?

Like	Do not like	Really like	Extremely like
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3. Do you think use code switching in English Teaching Learning (ETL) Classroom is good ?

Good	Do not good	Really good	Extremely good
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4. How many percentage that your lecturer use code switching in English Teaching Learning (ETL) Classroom is good ?

Very much	Much	A little	Not at all
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5. Do you think use code switching is effective strategy in English Teaching Learning (ETL) Classroom ?

Effective	Do not effective	Really effective	Extremely effective
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6. Based on you, do you like the teacher who use code switching in English Teaching Learning (ETL) Classroom ?

Like	Do not like	Really like	Extremely like
------	-------------	-------------	----------------

7. Do you think use code swicthing is very helpful in English Teaching Learning (ETL) Classroom ?

Very much	Much	A little	Not at all
-----------	------	----------	------------

8. When your lecturer use code switching in English Teaching Learning (ETL) Classroom, do you agree or not ?

Very agrre	Agree	A little agree	Do not agree
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9. How much does influence code switching switching in English Teaching Learning (ETL) Classroom ?

Very much	Much	A little	Not at all
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10. In what situations does your teacher switch to Indonesian ?

(You may give more than one choice)

To manage class
To translate unknown vocabulary items
To easier deliver the material
To introduce background information about the material
To check comprehension
To give grammar instruction

AFFENDIX II

Teachers' Questionare for interview

NAME OF THE LECTURER	
SUBJECT	
CLASS-SEMESTER	

This question to get the responds' from interview the lecture.

1. Do you often use code switching in English Teaching Learning (ETL) Classroom ?
2. What factors that make you use code switching in English Teaching Learning (ETL) Classroom ?
3. When you are using code switching, are you realize or not ?
4. Based on you, how much does influence code switching in English Teaching Learning (ETL) Classroom ?
5. Usually, what language that you use in English Teaching Learning (ETL) Classroom ?
6. Do you think use code switching in English Teaching Learning (ETL) Classroom is good ?
7. By using code switching in English Teaching Learning (ETL) Classroom, is that a good strategy ?
8. Do you like to use code swithing in English Teaching Learning (ETL) Classroom ?
9. Usually, in what situation do you use code switching ?
10. Do you like another lecturer use code switching in English Teaching Learning (ETL) Classroom ?

APPENDIX III

Script of Lecturers' record during the learning process and data of code switching in second and sixth semester

1. Script the lecturers' record during the learning process in the second semester

"Good morning class, I will check your name first".

"¹Okayy ! Open your book page fifty five, purpose".

"³If I tell purpose, ¹yaa we repeat again".

"³Apa itu purpose? Tujuan".

"³Purpose itu ada berapa?"

"¹Okayy kita check dulu".

"³Fifty five, purpose itu tujuan".

"³Kalo kita perhatikan, according to our ⁴book".

"³Purpose one until five, ¹aaaa for example I stay at home to rest".

"I stay at home to rest".

"³Apa itu rest? Istirahat".

"³For rest? Untuk beristirahat".

"³In order to rest, agar bisa beristirahat".

"³So that I could rest, agar aku bisa istirahat".

"³Disitukan kata⁷nya rest,rest,rest".

"³Rest itu apa? Istirahat".

"³Rest ada berapa rest⁷nya, lima".

"³Cuman beda⁷nya satu dia menyatakan to invinitive, yang satu⁷nya dia menyatakan noun".

"³Kalo dia for noun, for example: to buy some bread itu to invinitive".

"³For some bread itu dia bentuk noun".

"^{1,3}Okayy ! You silahkan baca. In ⁶normally.."

"^{3,6}Normally it means, ini prefer itu lebih suka menggunakan in order di ikuti be invinitive".

“³Apa itu be infinitive? Bentuk dasar pengganti to infinitive contoh⁷nya, apa scientiest kemaren? Ilmuwan”.

“³Kalau obat aja nama⁷nya drug”.

“³Drug secara umum”.

“³Ada juga nama⁷nya medicine, kalo medicine obat juga tapi untuk obat obatan”.

“^{3,5}Kalo medicine secara luas itu artinya kedokteran”.

“³Contoh⁷nya apa? Faculty of medicine, itu dia fakultas kedokteran”.

“^{3,5}Kalo kedokteran berhubungan dengan drug, beda dengan drug abuse”.

“^{3,5}Kalo drug abuse apa itu? Itu drug abuse nama⁷nya narkoba, penyalahgunaan narkoba”.

“^{1,3}Okay ! Itu tadi salah satu penggunaan purpose”.

“³Coba yang berikut⁷nya you lanjut yang bagian before were”.

“³Okay ! So in order dia bilang apa tadi. Seperti kata know, know itu apa? Mengetahui. Know itu termasuk kata apa? Bukan kata kerja tapi kata benda yang artinya ⁶abstract”.

“²See kelihatan. Appear muncul. Understand paham”.

“³Have, have apa have? Memiliki. Have banyak arti⁷nya, bisa makan, bisa sibuk, bisa mempunyai”.

“³Contoh⁷nya dia minum kopi, ⁵gausah kita bilang I drink coffee, cukup I have some coffee”.

“³Saya makan roti, I eat some bread. ⁵Ga perlu panjang panjang”.

“³Memang betul bahasa⁷nya, tapikan enak⁷kan I have some bread”.

“³Saya sarapan, ⁷kan ⁵ga pernah di bilang orang, I am eating morning”.

“³Apa bahasa inggris⁷nya sarapan pagi? Breakfast. Udah cukup ngomong I have breakfast”.

“³Kalo kita sedang sidang proposal tenses yang di pake hanya present tense, future dan continous”.

“^{3,5}Ga boleh pake past tense ⁵ga boleh pake fast perfect”.

“³Nanti setelah proposal mau bimbingan skripsi baru laporan⁷nya past tense”.

“³Nama⁷nya kita memohon, ¹yaa kita pakai continous, future atau present. Kalo udah siap laporan semua⁷nya berbentuk past tense dalam bentuk passive”.

“³Seperti tadi saya ketemu students saya, saya tanya. You know me? Yes, sir. I know your face very familiar but I forgot your name. Your name, please?”.

“³Udah jadi lecturer, udah jadi teacher, double job dia.”

“How many class do you teach? Two in university and at senior high school. What subject? English sir”.

“In your home town? ¹Yaa, ⁴Aceh Takengon”.

“Now I give you newsflash. Do you know newsflash?”.

“³Newsflash sama dengan kisi-kisi”.

“³Yang pertama Gerund. Gerund ada berapa macam? Gerund as subject, kemudian like”.

“³Like taukan? Like juga di ikutin bentuk inform”.

“³Yang ke dua direct speeh and inderect speech. Kalimat langsung dan kalimat tidak langsung”.

“^{3,5}Kalo untuk gerund ingat kata kata yang di ikutin gerund apa apa aja.”

“³Certain verb, stop, forget, never dan lain lain, itu semua di ikutin gerund”.

“³Kalo di ikutin infinitive, berbeda lagi.”

“³Jadi antara gerund dan infinitive agak berdekatan”.

“³Contoh, ⁵kalo I like swimming apa itu? Gerund”.

“³I like to swim, apa itu? Infintive”.

“³I want to buy? Apa itu? Infinitive”.

“³Iya verb di ikutin infinitive”.

“^{3,5}Kalo saya bilang I regret to inform you, apa itu? Infinitive”.

“I regret to telling you, Gerund”.

“³Yang susah nanti pada kalimat report speech and inderect speech”.

“^{3,5}Kalo report speech kalimat langsung”.

“³Go out ! Go out apa? Itu perintah langsung kan?”.

“³Open the door please ! Buka pintu ! itu kalimat langsung”.

“³Satu lagi kalimat tak langsung dalam bentuk negative, contohnya don't go !”.

“My mother told me, do not to go !”.

“³Sir yakin ⁵kalo soal sir easy to read, difficult to answer”.

“³Tapi ⁵kalo ada our friens, sir bikin soalnya kok easy going. For you, for my students, belum tentu””.

“³You can see ⁵kalo ⁵udah di koreksi, ada yang bener semua ada yang salah””.

“¹Okayy, sekian lah untuk hari ini””.

“Thankyou for coming guys, Assalammualikum, Wr.Wb”.

2. Script the lecturers' record during the learning process in the sixth semester

“Good evening my class, today we would like to repeat again our material about ⁶semantic”.

“Yang kita tau sebentar lagi ujian Mid semester, saya akan memberi kisi-kisi”.

“¹Okayy ! The fist question””.

“What is ⁶semantic? ³Answer berdasarkan ⁶theory pada ahli dari beberapa some expert, berarti harus dari beberapa penemu yaa””.

“³And next the meaning of semantic, arti dari pengertian yang kalian tulis tersebut””.

“It is easy to write. ³Masih nomor satu, next you have to find the differences”.
⁵Ngerti ⁷kan maksud sir?””.

“¹Okayy ! Itu point pertama di nomor dua””.

“^{3,6}Point keduanya adalah your example for support your argument””.

“Jadi perbedaan antara meaning dari dua pertanyaan di atas tadi harus ada contohnya”.

“Next, write down the definition of ⁶symbol”.

“Ada symbol kan di situ?”.

“Di dalam speech act yang bagian terakhir”.

“³Jadi yang harus di cari adalah locussionary and illocusionarry””.

“³Sebuah definiton harus di dukung dengan ⁶theory””.

“³Apa definisi tentang locussionary and illocussionary harus berdasarkan dengan ⁶theory””.

“³Definisi from some expert, para ahli””.

“³Misalnya, according to bla bla there are five categories of speech act””.

“The first one is cognitive. Cognitive itu apa, jelaskan”.

“³Di the examples itukan ada S berarti plural ya”.

“³Berarti harus more than one yaa, harus more than one”.

“³Kayak yang nomor satu write down the definition of ⁶semantic, berarti cari para ahli yang mendukung ⁶theory tersebut”.

“³Terus kalimat yang kedua, the aim of ⁶semantic, berarti menurut pendapat kalian”.

“³Yang terakhir meaning of ⁶semantic, arti dari ⁶semantic”.

“³Pendapat dari kalian adalah meaning of ⁶semantic, arti dari ⁶semantic”.

“⁶Semantic adalah ilmu yang mempelajari tentang makna di dalam sebuah prasa”.

“³Lucussionary and illocussionary ada contoh⁷nya”.

“¹Okayy hanya itu tentang materi kisi kisi untuk ujian Mid”.

“Sekarang ada yang mau di tanyak?”.

“Kalau ga ada yang mau di tanyak, biar saya yang tanyak”.

“Tugas akhir yang critical ⁴book review kemaren udah selesai?”

“Mari sini coba sir liat”.

“³Chapter one, kenapa chapter one di summary?”.

“Dah gitu summary ⁷nya ada dua lagi?”.

“Tapi dia bukan summary ⁷kan?”.

“³Journal ⁴book review itu berbeda dengan summary”.

“³Tapi kalo di sini summary, baru di atas sininya di buat summary”.

“Tapi karena di sini judulnya critical ⁴book berarti di sini maksud⁷nya mengkritik”.

“Jadi dari bab 1 sampai akhir itu bukan summary yaa tapi di kritik”.

“³Contex and reference di sini kurang dari contoh dari yang ada di buku”.

“³Halaman satu, what is ⁶semantic?”.

“Kemudian ³the next one, bla bla sampai akhir”.

“Di sini juga banyak writing errornya”.

“Kalau mengambil ³reference dari buku lain maka reference⁷nya harus di tulis”.

“¹Okayy ! Jadi itu saja, tugas nya belum bisa di kumpul masih ada yang harus di perbaiki dan di kumpul saja waktu ujian Mid”.

“Karena waktu sudah makin malam, baiklah kita tutup saja pertemuan ini dengan mengucapkan Alhamdulillah. ²See you next semester. Good luck for your exam. Semoga mendapatkan nilai yang bagus. Assalammualaikum wr.wb”.

Where :

- 1 : Tag code switching
A bilingual switches short expression in sentences.
- 2 : Inter-sentential code switching
A bilingual switches code between sentences.
- 3 : Intra-sentential code switching
A bilingual switches code within sentences.
- 4 : Proper noun or noun phrase
A bilingual switches the name of people, places or specific register and noun phrase, a phrase consisted of noun.
- 5 : Negative words expression
A bilingual switches non standard negative words such as “nggak” and “ndak”.
- 6 : Language similarity
A bilingual switches a word that has same meaning and same sound between language.
- 7 : Discourse marker expression
A bilingual switches discourse marker such as “kok”, “kan”, “lho”, “anu”, etc.

1. The data of code switching in second semester

No.	Types of code switching	Total sentences
1	Tag code switching	9 sentences
2	Inter-sentential code switching	1 sentence
3	Intra-sentential code switching	62 sentences
4	Proper noun or noun phrase	2 sentences
5	Negative words expression	12 sentences
6	Language similarity	3 sentences
7	Discourse marker expression	17 sentences
Total		106 sentences

2. The data of code switching in sixth semester

No.	Types of code switching	Total sentences
1	Tag code switching	3 sentences
2	Inter-sentential code switching	1 sentence
3	Intra-sentential code switching	23 sentences
4	Proper noun or noun phrase	3 sentences
5	Negative words expression	1 sentence
6	Language similarity	16 sentences
7	Discourse marker expression	6 sentences
Total		53 sentences

APPENDIX IV

Lecturer's answer interview of code switching

The answer of lecturer's interview in second semester

1. Do you often use code switching in English Teaching Learning (ETL) Classroom ?

The answer : Yes. But I am not use code switching. Just sometime I use code switching.

2. What factors that make you use code switching in English Teaching Learning (ETL) Classroom ?

The answer : To easier deliver the material that I talked to my students.

3. When you are using code switching, are you realize or not ?

The answer : Yes. Sometime I feel realize but also I forgot that I use code switching.

4. Based on you, how much does influence code switching in English Teaching Learning (ETL) Classroom ?

The answer : It depends of the students condition. But I think it is really influence when I use code switching in English teaching process.

5. Usually, what language that you use in English Teaching Learning (ETL) Classroom ?

The answer : Usually I use Indonesian language, but I like to use like java, Batak and etc.

6. Do you think use code switching in English Teaching Learning (ETL) Classroom is good ?

The answer : Yes. I think is good. But sometimes yaa depends of the students.

7. By using code switching in English Teaching Learning (ETL) Classroom, is that a good strategy ?

The answer : That is a good strategy. Because, it helps the students understand what I talked. When I use the English all, maybe my students will fell confuse, and will keep silnet .

8. Do you like to use code swithing in English Teaching Learning (ETL) Classroom ?

The answer : Yes. Of course. Because teaching learning English usually always use code switching.

9. Usually, in what situation do you use code switching ?

The answer : Depends of the context. What topic that we are talking in the classroom. Like deliver the material.

10. Do you like another lecturer use code switching in English Teaching Learning (ETL) Classroom ?

The answer : Depends of the condition and based on the lecturer.

The answer of lecturer's interview in sixth semester

1. Do you often use code switching in English Teaching Learning (ETL) Classroom ?

The answer : Yes. Some how I tend to use code switching. But it is depends of the situation. For instance, like I want to share the information of the material, so the students can understand what I mean. To make the students easier to understand the material in this case I switch the language into Indonesian.

2. What factors that make you use code switching in English Teaching Learning (ETL) Classroom ?

The answer : Some factors lets says, we know some students have a different vocabulary. So, I think that factor which make I switch the language.

3. When you are using code switching, are you realize or not ?

The answer : Yes, of course I realize. Because of the situation.

4. Based on you, how much does influence code switching in English Teaching Learning (ETL) Classroom ?

The answer : So, it can not be measure. But the more we are using English. The most of the students must be try to find out what are the lecturer talked.

5. Usually, what language that you use in English Teaching Learning (ETL) Classroom ?

The answer : So, I profer Indonesian. When I using English I switch to Indonesian.

6. Do you think use code switching in English Teaching Learning (ETL) Classroom is good ?

The answer : Yes. I think is good.

7. By using code switching in English Teaching Learning (ETL) Classroom, is that a good strategy ?

The answer : Yes. Of course. It is a good strategy.

8. Do you like to use code swithing in English Teaching Learning (ETL) Classroom ?

The answer : Yes. I tend to use code switching.

9. Usually, in what situation do you use code switching ?

The answer : It is occur in some activities during the classroom. For instance, when we are talking about the topic, even we discuss the material and students cannot understand what I am saying. So I switch the language into Indonesian.

10. Do you like another lecturer use code switching in English Teaching Learning (ETL) Classroom ?

The answer : Good. Based on the situation. For lecturer who use code switching the lecturer want to deliver the information easily.