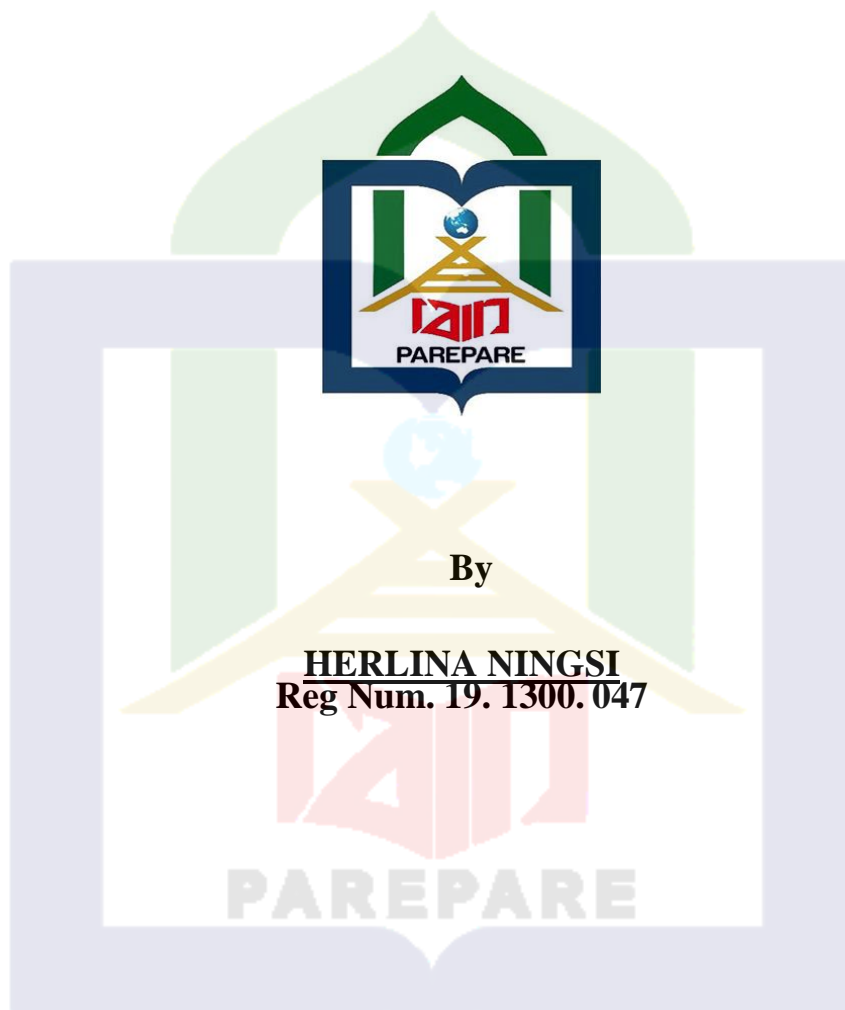**A THESIS**

THE USE OF CODE SWITCHING IN TEACHING ENGLISH AT SMAN 4 PAREPARE

By

HERLINA NINGSI
Reg Num. 19. 1300. 047

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2023

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Reg Num. 19. 1300. 047

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

**ENGLISH EDUCATION PROGRAM
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SUBMISSION PAGE

THE USE OF CODE SWITCHING IN TEACHING ENGLISH AT SMAN 4 PAREPARE

Thesis

As a Part of Fulfillment of the Requirement for the Degree of

Sarjana Pendidikan (S.Pd.)

English Education Program

Submitted by

HERLINA NINGSI
REG. NUM. 19.1300.047

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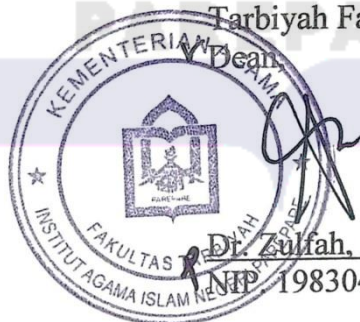
ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

الْحَمْدُ لِلهِ رَبِّ الْعَالَمِيْنَ وَالصَّلاَةُ وَالسَّلاَمُ عَلَى أَشْرَفِ اْلأَنْبِيَاءِ
وَالْمُرْسَلِيْنَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْد

All praise and gratitude to the author goes to the presence of Allah SWT, who has given His mercy and grace. Sholawat and greetings may continue to be given on the prophet Muhammad Saw, so that the writer can complete this thesis entitled "The Use of Code Switching in Teaching English at SMAN 4 Parepare.

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The researcher realizes that this research still has many short comings and is not perfect, therefore the researcher really appreciates the criticism and suggestions given so that this research can be better. The researcher hopes that this research can be useful for all people Amen.

<div align="right">

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Title of Thesis   : The Use of Code Switching in Teaching English at SMAN 4 Parepare

Stated this skripsi is his own writing and if it can proved that is was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, 10th June 2023
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ABSTRACT

Herlina Ningsi, *The Use of Code switching In teaching English At SMAN 4 Parepare* (Supervised by Zulfah dan Kalsum).

In learning English there are many ways done by English teachers with different goals. Code-switching is a speech event by changing the use of language to another without difficulty and adapting to roles or situations. This study important to do because code switching one of important element in learning English which should receive maximum attention. Therefore this study aims to describe the types and reason of code switching used by teacher as a way of learning English.

This study used Mix methods. The population of this research are tree english teacher and the sample one teacher by using purposive sampling. using recorder and list of interview question as instruments in this study. The data collection procedure began with class observing the learning process in class X Mipa 1 to collect all teacher and student interactions during the learning process. after that the researcher conducted interviews with the sample in this study, namely an English teacher who in the teaching process used two languages. Researcher trascribed all the data recorder and interview and presented in the form of a table and described. Calculation of the data in this research using automatic data analysis in Microsoft exel 365 using the the mean formula.
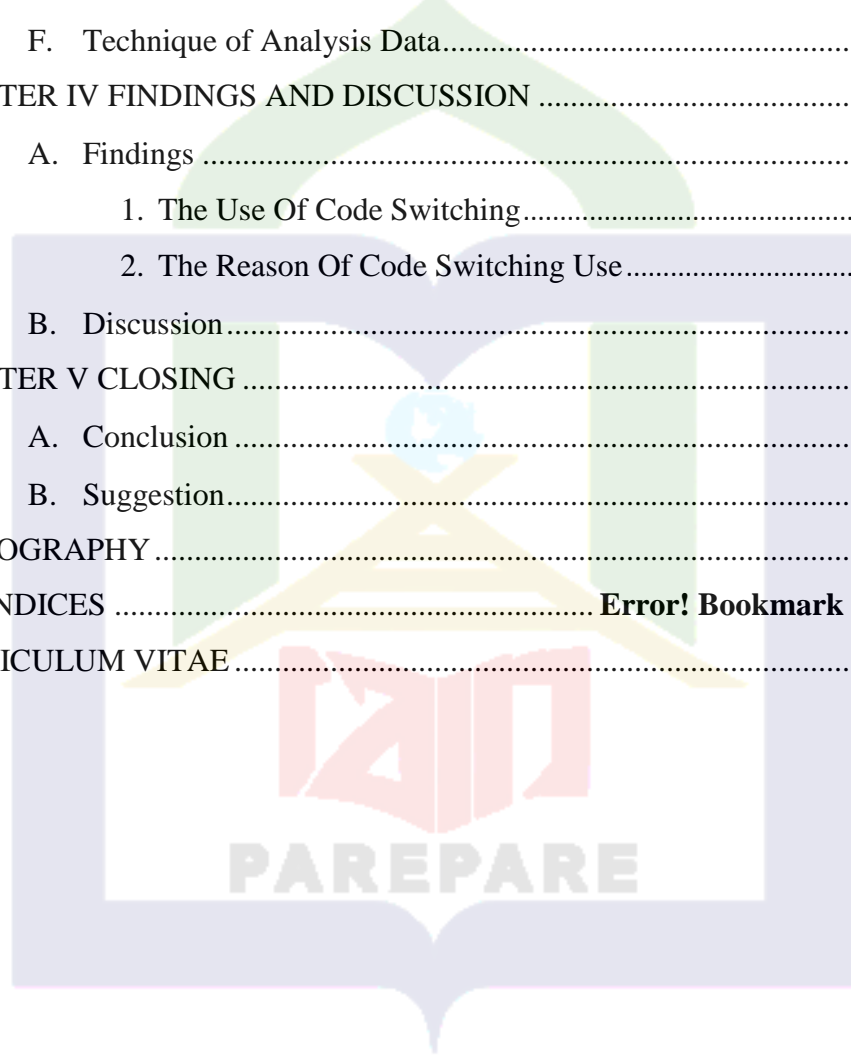
This study found that there are three types of code switching, namely tag switching, inter-sentential switching, and intra-sentential switching. Researchers found a different frequency for each type. Inter-sentential switching occupies the highest level because the teacher in teaching used this type 86 times. Followed by intra-sentential switching 25 times, and in the last position is the tag-switching which has the least frequency used 9 times. In addition, there are 6 reason of using code switching in the process of learning English; students understanding, become student's habits, learn naturally, student's ability, learning material and learning condition.

Key word : Code Switching, Teaching English, and Teacher

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CHAPTER I

INTRODUCTION

This chapter consists of the things that underlie the researcher to conduct this researcher and the problems to be solved as well as the benefits of the research result.

A. Background

Humans use language as a tool to communicate. Language itself has the task of fulfilling one of human social needs, it also connects one humans to another in certain social events. It can be understood that language is a means of communication used by humans in everyday life, because through language, we can interact with other people, we can also find out the information we need. Language develops in society because of the interaction between individuals in a society. Therefore, language is very useful in our life. The important role of language in human life is currently recognized as the primary role of human social life itself.

Language is a system of sound symbols which are arbitrary in nature, which are used by members of a society to work together, interact, and also to identify themselves (KBBI: 2007). Today, most humans are bilingual. Individuals are said to be bilingual because they are able to master two or more languages in their communication. Individuals as bilinguals mean besides mastering the regional language as their mother tongue, they also master Indonesian as the language of communication. In fact, not a few of them apply foreign languages, for example English or other foreign languages. The bilingual phenomenon can occur anytime and anywhere an individual is. An individual can be bilingual when he is a child and also

when he is an adult. While these phenomenon can be found in the family environment, school environment, village environment, or in other places.[1]

Almost all of the opinions above state that language is a tool of communication and interaction that is arbitrary, conventional, and sound symbols. Language is an important thing for humans to do because it will directly preserve and inventory the language. By studying and conducting studies on language, it will prevent humans from extinction of language, be it regional languages, Indonesian or English. As we know that English has been studied in schools, despite the fact that English as a foreign language in Indonesia has its own challenges for the students who learn it, some students are still confused and find some difficulties in using English in the teaching and learning process. There are several difficulties find by students in learning English, including the lack of vocabulary mastery, pronunciation and different dialects of English, so that not a few of them often combine with Indonesian when they are speaking or giving presentations. Therefore, the teacher in the teaching process often uses two languages so that students whose English skills are still lacking can better understand the explanation. The combination of languages is called code switching.

Code switching is alternating between two languages or language variations in one conversation across sentence or clause boundaries" Herk (2012). Code switching according to Poplack in Hamers and Blanc (2000) states that there are three types of code switching, namely: inter-sentential, intra-sentential, and tag switching. Code switching involves the insertion of words, phrases, and sentences at the level of one

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[1] Nur Aini, "Universitas Mitra Indonesia Nur Aini Bahasa Indonesia Sebagai Alat Media Komunikasi Sehari-Hari," n.d.

language into another, namely English into Indonesian,[2] code switching is an unavoidable consequence of communication between different languages. Waris (2012) said that code switching is needed with the aim of making the interlocutor immediately understand what we are saying, especially in a foreign language learning.Code switching is seen as an alternative to having conversations in two different languages.[3]

As the problems described above, the researcher choose SMAN 4 Parepare as the research location because the phenomenon of code switching in the learning process occurs in the school, Based on preliminary observations made by researcher found phenomenon that is in accordance with the problems described above that English teachers at SMAN 4 Parepare in the teaching and learning process always use two languages, between English and Indonesian to make comunication with students and the students can not avoid it, this makes researcher want to examine the use of code switching by teachers at SMAN 4 Parepare, therefore this research will describe how does teacher use code switching in the teaching process.

B. Research Question

In connection with the problems that have been described, researcher want to know:

1. How does teacher use code switching in teaching english at SMAN 4 Parepare?

2. What is the reason of code switching used by teacher in teaching english at SMAN 4 Parepare?

C. Research Objective

Based on the reseach question above this research aims

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[2] N Novedo and E R Linuwih, "Code Switching and Code Mixing Used By Sarah Sechan and Cinta Laura in Sarah Sechan Talk Show," *Seminar Nasional Ilmu Terapan*, 2018, 1–8.

[3] Masrurotul Ajiza, "Penggunaan ' Code - Switching ' Dalam Pembelajaran Bahasa," 2022, 219–21.

1. To Describe the code switching use by teacher in teaching english at SMAN 4 Parepare.

2. To Describe the reason of code switching used by the teacher in teaching english at SMAN 4 Parepare.

D. Significant Of The Research

The significant of this research is the advantages or potential that can be obtained by certain parties. The significant of this research are theoretical significant.The significant of research from the theoretical aspect are the significant of research for the development of science. The significant of the research to be carried out are as follows.

a. The results of this study are expected to add insight and knowledge regarding matters related to code switching in learning English.

b. The results of this study are expected to be a reference material for further research.

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CHAPTER II

LITERATURE REVIEW

This chapter consists of several previous studies that are in accordance with this researcher and become material for comparison with previous studies, as well as parts of the core of this researcher that will base the result of this research.

A. Some previous findings

1. Indah Puspawati (2018) in her research aimed at knowing the function of teacher code switching in EFL classes and teachers' perceptions of the use of code switching in their classrooms, by taking 3 teachers who teach EFL classes, got the results that. Teachers believe that code switching can be a tool for them to facilitate the teaching and learning process in the classroom, teachers use code switching to build and transmit knowledge such as introducing new vocabulary and new language expressions, explaining grammar points, and explaining content. Code switching used by teachers in this study also serves as a tool for managing classes or classroom management The teachers used code switching when giving instructions and repeating questions. The use of code is intended to facilitate students' understanding in the classroom. The last function is to maintain interpersonal relationships between teachers and students through humor to maintain an intimate and friendly atmosphere for the students.[4]

2. Azea Ulfi Nafisa (2017) conducted a study with the aim of knowing the types and how teachers use code switching as well as the reasons teachers use code

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[4] Indah Puspawati, "Teachers' Use of Code Switching in EFL Classroom and Its Functions," *Journal of Foreign Languange Teaching and Learning* 3, no. 1 (2018): 73–74.

switching. Based on the research findings, researcher found that Code switching is the important tool in teaching and learning a second language. The type used is intra-centrial, inter-sentensial switch, continuity switch, symbolic switch (interactional filler code switch, exclamation connector and sentence), then The teachers perform code switching generally triggered by several reasons, from the observation of the data there are five reasons namely talking about a certain topic, empathizing about something, interjection, repetition used for clarification and intention of clarifying the content of the speech. Namely: (a) input for students about learning English, (b) students' ability to speak English, (c) code switching can demonstrate the strengths of the teacher, (d) handle the class and I the background of the student.[5]

3. Diah Rahmalisa (2016) in her research with the aim of seeing the types and forms of code switching used by English teachers in teaching in the classroom. Field notes show that both English teachers at this school used all kinds and forms of code switching. Therefore .These types and forms are used by teachers to explain the material, translate such a difficult word, grammar, reading, etc. Switching codes used in class can help students easily understand the material. And also helps teachers build good communication with students.[6]

4. Rahmina, Roswita Lumban Tobing (2015) conducted a study with the aim of knowing the speech of the use of code switching which includes the type of code switching and the code switching function used in English learning. This type of research is qualitative research. The subjects of this study were 2 English teachers

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[5] Azea Ulfi Nafisa, "The Use of Code Switching by the English Teachers in MA Al Ma'rif Singosari," 2017, 26–61.

[6] Diah Rahmalisa, "Code Switching Used By English Teacher in Teaching Learning Process At SMA PGRI 2 Padang," 2016.

and 175 class X students. With the results of research on the use of code switching that occurs in learning English in the classroom from English to Indonesian or vice versa carried out by English teachers with clear rules according to their respective types. In addition, the code switching also has factors behind this happening. As English language skills and students increase in their English language skills, English teachers need to minimize the use of code switching from English to Indonesian or vice versa in the process of learning English in the classroom. This needs to be done so that students' English mastery skills can be obtained optimally.[7]

5. Saragih Romagoknim (2015) in his research which aims to find out the types and factors that cause teachers to do code switching in teaching, this study takes several English teachers as research subjects to see the differences in code switching used by each teacher, then the results of this study are All types of code-switching namely intra-centential switching, intra-centential switching and tag switching are pronounced by all teachers subjects in teaching English. From the analysis of data found the presence of internal and external factors. Internal factors are the experience of the teacher, the attitude of the teacher and the method of translation. And the external factor is the student's English proficiency.[8]

Based on the findings of the previous researcher that has been described above, the researcher concluded that the previous researcher conducted a study to find out the type of code switching and the causal factors and functions of code switching carried out by teachers in the learning process, the previous researcher only

[7] R Rahmina and Lumban Tobing Roswita, "The Use of Code Switching in English Language Learning at Ma Mu'allimaat Muhammadiyah Yogyakarta" 3, no. 2 (2016): 191–202.

[8] Saragih Romagoknim, "Code-Switching in Teaching English for Grade Eight Students at SMP Negeri 1 Sidikalang," *Electronic Journal of Foreign Language Teaching* 7 (2015): 193–209.

focused on types code switching used by teachers, therefore the researcher in this study wanted to raise a research with almost the same title but with a different problem, namely In addition to know the types, factors and functions of code switching that occur in the English learning process, researcher also will explain clearly what type of code switching is most dominantly used and because of what this is done by the teacher, so this research does not focus on explains teacher's code switching types but focuses on describe the types of code switching most dominantly in the English learning process.

B. Some pertinent Ideas

1. Code definition

According to the KBBI, a code is a sign (words, writings) that is agreed upon for a specific purpose (to ensure the confidentiality of news, government, and so on), while according to (Poedjosoedarmo, 1978) a code is a speech system in which the application of language elements has distinctive characteristics according to the background of the speaker, the relationship of the speaker with the speech partner, and the existing speech situation which is usually in the form of language variants that are actually used to communicate by members of a language community.[9] Wardhaugh (1986: 83) states that a code is a certain kind of system or language used by two or more people for communication when people communicate with each other, we can call the system they use a code. Wardhaugh proved that code scanning goes from one variant to another. Code switching can go from the most formal to the most informal code.

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[9] Narindra Ramadhani Pribadi, "Sociolinguistic Studies : Code switching And Code Mix In Gita Savitri Devi Youtube Video," *OSF Preprints*, no. 2011 (2020).

Marjohan (1988: 48) also supports that Code is a term that refers to a variation. The code can be divided into four such as idiolect, dialect, sociolect, list or language. Code works in monolingual situations; use of different codes depending on language variability. For example, the Javanese language has many variability terms. From the word "you" we can say "panjenengan, you, and kowe". In multilingual situations, the use of different codes depends on the variability of the language and the specifics of their use as agreed upon by the people.[10] From the description above it can be concluded that the code is a system of speech or signs. The using of language elements has its own characteristics that are adapted to the background of the speaker, the relationship between the speaker and the interlocutor whether it is carried out by two or more people to communicate. In addition, the code is a symbol or a system of expressions used to describe a certain meaning. In order for the meaning to be well understood, the codes used must be understood by both parties. The code must also be neutral so as not to have an interpretation tendency that evokes emotion among speakers.

2. **Code switching definition**

The study of code-switching is the practice of switching between two or more languages in one utterance (Zhiganova, 2016). Speakers switch from one language to another, it happens when the meaning of the language is incomprehensible to the causes. Code switching is necessary to cover the meaning of the language, so that the conversation will be understandable between the speaker and the cause. "Code switching is a style of speech in which fluent bilinguals move in and

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[10] Novedo and Linuwih, "Code Switching and Code Mixing Used By Sarah Sechan and Cinta Laura in Sarah Sechan Talk Show."

out of two (or perhaps more) languages" (MacSwan, 2014, p.37). This means that code switching is a style of speech in which the speaker deliberately changes the language used, by switching from one language to another. Code switching involves alternative languages used by two languages or various linguistics in the same speech or during the same conversation . In this case, bilingual people talk to each other. Switching can consist of language changes in monolingual or stylistic shifts. [11]

Wardhaugh (2006, p.101) states "code switching is a conversational strategy used to establish, cross or destroy group boundaries; to create, awaken, or alter interpersonal relationships with their rights and obligations." This could probably mean that code switching is a strategy for a group of speakers as a marker of their primary identity or for a group that is supposed to deal with more than one language. Code-switching refers to a situation of oral communication that involves the process of switching from one language and/or dialect to another. Similarly, Thelander in Chaer & Agustina (2010, p.115) states that codeswitching is the use of two (or more) languages by speakers in the same communication event. The statement implies that code switching is a language material consisting of two or more languages spoken by speakers in the same conversation. In this situation, all participants involved also spoke or at least understood both (all) of the languages spoken. Furthermore, Bullock & Toribio (2009, pp.1-2) states that code-switching refers to the capacity of use, replacement, or switching of two languages used. In this case, the speaker has at least second language proficiency in addition to the first language so that he can switch from the first language to the second language and vice versa. [12]

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[11] Kamariah Kamariah and Ambalegin Ambalegin, "An Analysis of Using Code Switching in Instagram," *Journal Base* 6, no. 2 (2019): 259.

[12] Ahmad Fanani and Jean Antunes Rudolf Zico Ma'u, "Code Switching and Code Mixing in English Learning Process," *LingTera* 5, no. 1 (2018): 68–77.

The phenomenon of code switching is a speech event with a change in the use of language or dialect. Code switching is the event of code switching from one code to another. According to Suandi (2014, 132) states that "Etymologically code-switching is an event of transition from one language to another". Language selection is not an easy thing in speech events. Someone who is bilingual will of course think about choosing which language to use when speaking to others in a communication event. According to Munandar (2018, 43) states that "code-switching is a symptom of a transition in the use of language that occurs due to situations that occur between languages and the variety of languages".

For bilingual speakers, changing variations in a language is a natural thing to adapt to circumstances, for example speakers speak fully in one language and then switch to other language variations in other contexts. According to Lapasau and Zaenal (2016, 82) explained that "Code switching can be interpreted as the ability of bilingual speakers to communicate in the two languages they master without experiencing difficulties". Another opinion was also expressed by Wijana and Rohmadi (2019, 217) that "Code switching is an event of transition or change from one code to another code". Meanwhile, according to Apple (Chaer and Agustina, (2014, 162) that "code-switching is a symptom of switching language use due to changes in speech situations". Based on the opinions above, it can be concluded that code-switching is a speech event by changing the use of language language to another without difficulty and to adapt to roles or situations.[13]

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[13] Ryan cooper tauer, "Alih Kode Dan Campur Kode," 2013, 14.

3. Types of code switching

Code switching is occur switch of the language the inserted be found word, clause, pharase and the sentence based on the phenomenon there are some types of code switching. According Saville-troike (1986:62) classify code switching into two categories. The first type, situational code switching this kind occurs when the language used change according to the situation in which the conversant find themselves,they speak one language in one situation and another in different one without changing the topic. The second type, metaphorical code switching as a code switching occuring within a single situation but adding some meaning to such components.

1. According to Hoffman (1991 : 113) there are four types of code switching as follow:

a. Emblematic in this kind of code switching, tags and certain set phrases in one language into an utterances otherwise in another

   Example : *that's a good car, **Iya To** ?* **(english/Bugis)**

In this sentence word "iya to" is include of tag switching. And word "benarkah" is the switch of english language to Bugis language. And emblematic often be in tip or early of sentence.

b. Intra-sentential this kind of code switching accurs within in a clause or sentence that involve the syntax like: word,clause and pharase

   example **: kamu hebat,** *I pround of you* (Indonesia/English)

   in this sentence the pharase " kamu hebat" the phenomenon of code

switching. Which, occurs switch between Indonesia language to english language in one of sentence. And intrasentential its form of pharase.

c.   Intersentential this kind of code switching occurs in a clause or a sentence boundary, where each clause is in language or other

example *: saya punya banyak sepatu putih*, *they were of white you know?* (Indonesia/English)

In this sentence the speaker used of both language in completely in asentence, the speaker switch between english and Indonesia language.

d.   Estabilishing continuity with the previous speaker

This kind of code switching occurs to continue he utterances of the previous speaker, as when one indonesian speaker speaks in english and then the other speaker tries to respond in english also. Involving a change of pronounciation this kind of code switching at the phonological level, as when indonesain people say an english word,but modify it to indonesian phonological structure.

Example : *the word "strawberry", is said to indonesian to be "__stroberi"__.*

In this example, the speaker of foreign language (english) say the word "strawberry" meanwhile, the speaker from indonesian say the word "strobery" from the phenomenon occur change or switch of pronouncation.[14]

2. Poplack in Schmidt (2014, p.24) classifies three main types of code switching : inter-centential switching, intra-centential switching, and tag switching. Each of them will be described below:

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[14] Rahmalisa, "Code Switching Used By English Teacher in Teaching Learning Process At SMA PGRI 2 Padang."

1. Intra-centential switching is used for switching between sentences and occurs at sentence boundaries, when each sentence is either in one language or another. Intra-centennial switching also occurs when there is a complete sentence in a foreign language spoken between two sentences in the base language, in other words Intracentential code switching is an alternative used in two languages where switching occurs in a sentence.

   Example: Iya begitulah aku, have positive feelings, positive energy dan positive vibes.

   (switching between Indonesia-English)

2. Inter-centential switching is a term for a switch in a sentence that is sometimes also called code mixing by some linguists. Iner-centential code switching is found when a foreign language word, phrase, or clause is found in a sentence in a base language, in other words Intersentential code switching occurs between one clause and another clause or one sentence with another sentence

   Example : you know when I went to school yesterday, saya melihat orang-orang ramai sekali di jalan, mungkin lagi ada acara kota.

   (switching between Indonesia-English)

3. Tag switching or extrasentential code switching involves inserting tags from one language into speech that is entirely in another language. Tag switching can be exclamations, tags, or parentheses in other languages rather than the rest of the sentences hey whatsup!, watch out!

   Example : watch out! Nanti kamu kena hujan.

   (switching between Indonesia-English).[15]

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[15] Wiruma Titian Adi, "Code Switching in Critical Eleven Novel," *Metathesis: Journal of English Language, Literature, and Teaching* 2, no. 1 (2018).

Based on the ilustration above, the researcher will take the types of the code switching which proposed by Poplack namely is tag switching, intrasentential switching, intersentential switching the reason the researcher choose this expert because the phenomenon mentioned often occurs in teaching learning process that is used of english teachers. Therefor, the researcher interested choose the types by poplack and hoffman to do analyse to this research . And those also will help students and teachers in teaching learning.

4. **Reasons for switching codes**

Code switching is a phenomenon of using two languages in one event, the reason for code switching is to clarify in more detail the problem or intention to be conveyed to the listener so that it is better understood and there are no misunderstandings between the speaker and the listener.

According to (Crystal 1987 in Shan-shan, 2009:58) that there are several reasons why a person switches from one language to another. The first reason is that a speaker cannot express himself in one language, so he switches to another language to compensate for shortcomings. As a result, speakers can be stimulated to speak another language for a while.

Another reason, code switching generally occurs when the speaker urges to express solidarity with a particular social group. Relationships are established between the speaker and their social group when the interlocutor responds with the same switch. This type of code switching can also be used to exclude other people who do not speak a second language from the conversation.

According to Ahmad Fanani and Jean Antunes Rudolf Zico Ma'u (2018) stated that there are three factors that influence the use of code-switching in the

English learning process. The three factors are citing texts, clarifying intentions, and teaching students.

The switching of codes in Quoting texts is due to the fact that the teacher cites reading texts that serve as discussion material in the learning process. The reason behind code switching can be found in the text and context. At first, the teacher speaks in Indonesian when he asks the students about the message that has been contained in the given analytical exposition, Later, he switches the code to English to give the answer to the question by quoting the reading text.

Code switching in clarifying the teacher's intention to replace the code to clarify the point. Teacher Example: Yes, when the problem starts... Problem start until climax; until the climax, until the peak, until the peak. The intent to be clarified in the sentence is the term climax. In this case, the teacher wants to emphasize the explanation of the term climax by using the word peak (peak, critical point) in the Indonesian.

Finally, the code switch in teaching students, the code switch made by the teacher aims to teach students. Contoh as follows Teacher: Come on who wants this, later Mom will give you the stars in the sky, hehe, ... What is narrative? Raise your hand...! The teacher asks students to raise their hands if they want to answer the questions in his quiz. In this case, the teacher instructs the students to use English because English has become a classroom language that students already understand.[16]

There are five factors reason code switching according to Chaer and Agustina (2004 :108). The first causative factor is the speaker. The second causative factor is the listener or speech opponent. The third contributing factor is a

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[16] Fanani and Ma'u, "Code Switching and Code Mixing in English Learning Process."

change in the situation with the presence of a third person. The fourth causative factor is the change from formal to informal. And the fifth causative factor is a change in the subject.

a. Speaker

A speaker often switches codes to get "benefits" or " benefits" from his actions. For example, Mr. A for a while spoke in Indonesian to Mr.B who has the same mother tongue. Furthermore, so that his business would be completed quickly, Mr. A switched the code from Indonesian to his regional language. If Mr. B is not provoked and continues to use Indonesian it is likely that Mr. A's affairs will not be smooth. In this case, the feeling as a society of the same speech is not awakened. Therefore, Mr.A needs to lure Mr.B to create a new atmosphere.

b. Listener or Speech Opponent

Interlocutors can cause code switching. For example, because the speaker wants to compensate for the language ability of the opponent of speech, in this case usually the ability to speak the opposite is lacking because it may not be the first language. If the speech opponent is from the same language background as the speaker, then the code switch that occurs is only a switch in variants, varieties, styles or registers. If the opponent speaks a language background that is not the same as the speech opponent, then what happens is a language switch.

c. Changes in the Situation with the Presence of a Third Person

The presence of a third person during a conversation is certainly very frequent. The possibility of switching codes will certainly be done if their linguistic backgrounds are different. The presence of a third person or other person who does not have a language background similar to the language being used by speakers

and speech opponents can lead to code switching. For example, there are two people who are talking in Javanese, then there is a third person who uses Indonesian, then the first two people will switch codes using Indonesian.

d. Change from Formal to Informal or Vice Versa

The third-person status in code switching also determines the variant that should be used. Code switching with the change from formal to informal or vice versa can be exemplified as some students sitting in front of the lecture hall using relaxed language. Mrs. Lecturer came and spoke, so the students switched codes using the formal variety of Indonesian.

The presence of a third person who has the status of a lecturer, requires students to use a formal variety. Unless the lecturer starts out with a relaxed variety, then the student does not require to use formal language. A change in the speaking situation can lead to the occurrence of code switching,

e. Change of Topic of Conversation

A change in the topic of conversation can also lead to code switching. On the example of a conversation between the secretary and the employer, when the topic is about service letters, the conversation takes place in Indonesian. When the topic shifted to the person to whom the letter was sent, there was a change of code from Indonesian to Javanese. On the other hand, when the topic came back again about the official letter, the code switching occurred again from Javanese to Indonesian. In the conversation, the transfer of the topic led to a change in the situation from a formal situation to an informal situation, the next result being the switch of code.

In contrast to the above opinion, Suwito (1995: 85) stated that there are

six factors causing code switching. The first contributing factor to code switching is speakers. The second fact of the cause is the opposite of speech. The third causal factor is the presence of the third speaker, the fourth causal factor is the subject matter. The fifth contributing factor is to evoke a sense of humor. And the sixth contributing factor is simply prestigious.

A speaker sometimes consciously tries to switch codes against his speech opponent because of a certain intent and purpose. There are various purposes of changing the code, including the situation of changing the official situation to unofficial or vice versa, such as if a student talks in class with the teacher (in official situations, they should speak Indonesian. But in reality this is not the case. A student seems to be trying to switch codes with his or her vernacular as much as possible. Such an attempt is made with the intention of changing the situation, that is, from an official situation to an unofficial one.

a) Speaker

A speaker sometimes consciously tries to switch codes against his speech opponent because of a certain purpose and purpose. There are various purposes and purposes of changing the code, including the situation of changing the official situation to unofficial or vice versa, such as if a student talks in class with the teacher (in official situations, they should speak Indonesian. But in reality this is not the case. A student seems to be trying to switch codes with his or her vernacular as much as possible. Such an attempt is made with the intention of changing the situation, that is, from an official situation to an unofficial one .

b) Speech Opponents

Every speaker generally wants to compensate for the language used by

their speech opponents. In a multilingual society, a speaker may have to switch codes as much as the speech opponent he or she is facing. When facing a speech opponent, the code-switching class may take the form of switching variants, switching varieties, switching styles, or switching registers. The code switching group may occur from a regional language to another regional language it controls, from a regional language to a national language or it may also be from both to a particular foreign language. Changes in speech opponents can lead to code switching.

c) The Presence of a Third Speaker

The presence of a third person during a conversation is certainly very frequent. The possibility of switching certain codes will be done if the background to their language is different. This is done to neutralize the situation and at the same time respect the presence of the third person. For example, if there are two people who are talking in Javanese, then present a third person who uses Indonesian, then the first two people will switch codes using Indonesian with the aim of respecting the presence of the third person when having a conversation.

d) Talking Points

The subject matter or topic is the   dominant factor in determining the occurrence of code switching. The subject matter is divided into two, namely: (1) Formal talking points, for example official, constitutional , scientific, educational issues and so on. The topic of conversation is usually expressed in standard language and delivered seriously. (2) Informal talking points, for example, family issues, fraternity, solidarity and so on. The topic of conversation is delivered with non-standard language, a slightly emotional style and is all-rounder.

e) Evokes a Sense of Humor

A lot of code switching is generated because of certain intentions contained in the code switching. One of them, which is to evoke a sense of humor or humor. This code switching is often used by teachers during the last class hour, with the aim of generating the humor that is needed to refresh the atmosphere that is felt to be lethargic. Evoking a sense of humor is not only often done by teachers, but for comedians it is clear its function, which is to make the audience feel satisfied and happy. Such code switching takes the form of switching variant codes, switching varieties, or switching speaking styles.

f) Just Prestigious

As speakers there are those who switch codes just to be prestigious. Although situational, interlocutor, topic, and socio-situationoanal factors do not support code switching, code switching is still carried out so that in the conversation it appears coercive, unnatural, and tends to be uncommunicative. Such code switching is usually based on a speaker's assessment that one language has a higher social value than another. For example, the habits carried out by adolescent children when speaking and getting along, teachers at the time of learning change codes or mix codes from Indonesian to English with the aim of bribery is more prestigious in speaking.

The causal factors of code switching according to Subyakto(in Suwandi, 2008: 87) are as follows:

a. The desire to involve others in the conversation. For example, when A and B are talking in Javanese,C comes who cannot use Javanese. Because A and B want to involve C, they use Indonesian so that C can also understand it .

b. The desire to circumvent the use of a certain level of speech (e.g. in Javanese) so that it is used Indonesian that is considered neutral.

c. To create a more formal atmosphere, such as interaction in the office and in schools, we prefer to use Indonesian instead of regional languages.

From the opinions of the experts above regarding the factors causing the switching of code, researchers concluded that several factors were found that had similarities. These factors include, namely the presence of a third person, a change in the topic of conversation, a desire to evoke a sense of humor, a change in the situation or to be just prestigious. Code-switching events are the result of the existence of a bilingual society or in a multilingual society. In such a society, it is likely that the language spoken by the speaker is influenced by other language elements that he also masters. Such conditions can also have consequences, namely the interdependence relationship between one language and another in the spoken community. That is, it would not be possible for a speaker in a spoken society to use only one language purely, and not be affected by another.[17]

5. **Code switching function**

Nelvia Susmita in her research in 2015 stated that there are several functions of Code switching first explaining, what is meant in this case is that initially the teacher provides material using Indonesian then switches to Jambi language to re-explain the important points from the previous explanation to make it clearer and understood by students, secondly the function of Asking Students and teachers in giving questions can use code switching to be clearer, The three functions of students in the learning process reprimand each other using two languages, then further

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[17] Walid Nuzulul Al Hidayat, "Alih Kode Dan Campur Kode," 2019.

affirming and finally reminding, so the code switching function in the learning process can be concluded that everything depends on the situation that is happening.[18]

Another opinion in his research, Pungki Nugroho (2012) states that code switching in learning interactions is able to make the environment in the classroom conducive. Based on the recorded data, several directive Javanese speech acts can be directly accepted by students. In other words, Javanese speech is able to encourage students to take action according to the expectations of the teacher. Students better understand the subject matter. Not all subject matter can be understood by students easily. This encourages teachers to do code switching from Indonesian to Javanese. The use of Javanese is expected to help students understand some of the subject matter that is difficult to understand. Events of code switching and code mixing in learning interactions can relieve student tension. Based on experience, students prefer learning that is interspersed with laughter compared to learning that seems serious. Thus, code switching and code mixing which aims to evoke a sense of humor are very useful in learning interactions.[19]

According to Baker (2006) there are nine function of Code-switching in bilingual and multilingual people that are emphasize, suit domain of knowledge, unequal, reinforce a request, communicate friendly or family bonding, suit of the language, interject a conversation, ease tension and inject humor into a conversation, and exclude people from a conversation as follow:

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[18] Nelvia Susmita, "Code switching and Code Mixing in Indonesian Learning at SMP Negeri 12 Kerinci," *Journal of Jambi Research Humanities Series* 17, no. 2 (2015): 87–98.

[19] Nugroho Pungky, "Analisis Penggunaan Alih Kode Dan Campur Kode Pada Guru Bahasa Indonesia Di Smp Negeri 2 Mantitngan," 2012, 12.

1. Emphasize

People often change their language influenced because they want to emphasize one important point. For example, if he is a speaker using Indonesian, then in his conversation he considers all things very important, so sometimes he changes his language to use English to emphasize these important things to his interlocutors.

2. Conforms to the Knowledge Domain

someone's ignorance of a word or phrase in a language, that person will replace a word in another language. someone does not understand the word because of their mastery of different knowledge.

3. Not the same

Code switching can occur due to different words or phrases in the two languages, it may not be the same until a speaker switches to another language.

4. Reinforce Demand

a person who expresses a wish can also use Code switching to amplify the request he or she wants.

5. Communicate Friendship or Family Ties

this means that in conversation there are circumstances that can show friendly relations, well-established kinship arises when speaking whether the speaker is doing code switching or not.

6. Type of Language

Code switching is also used. Someone can be the same as the previous language used in the conversation. For example, two people speak Indonesian, then one of them reports his conversation with another person which was

previously done in English, then he changes his language to English to match what was discussed earlier.

7. Insert Conversations

Usually someone also uses code switching to enter the conversation, Someone trying to enter into the conversation can introduce a different language to get the point across to the speaker from the listener.

8. reduce tension and provide humor

In discussions where the atmosphere is tense in commits, the use of a second language can signal a change in "song in play". Code switching can also show changes in relationship attitudes. When two people meet, they probably use the same majority language.

9. Exclude People from Conversation

When two people speak Indonesian in a public space, at a train station for example, then switch to the local language when they want to discuss private matters, in this situation they don't want their conversation to be known to other people. Code switching is used to talk about certain topics..[20]

Based on the various opinions above, it can be said that code switching has many functions according to the existing conditions, with the aim that what is conveyed can be conveyed according to the speaker's intent without any misunderstanding between the speaker and the interlocutor, so with this code switching in the learning process will help students understand the subject matter, both in terms of explanations or questions raised by the teacher during the learning process, the teacher's sensitivity to the different abilities of students also influences

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[20] Nurjannah S Putri, "The Analysis of Code Switching Used by Students in Classroom Discussions at Sma Negeri 2 Gowa," 2021.

the learning process, therefore this is where the function of code switching can be seen.

C. Conceptual Framework

A thinking framework is a concept about a theory that is connected to a problem factor that has been identified as a problem. The author raised a title the use of code switching in teaching english at SMAN 4 Parepare. In this case, the interaction between students and teacher is fundamental to the learning process and the code switching used by the teacher plays a very important role in teaching process.

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┌─────────────────────────────────┐
│     Teacher's Code Switching    │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│    The Use Of Code Switching    │
│          By The Teacher         │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│        The Reason Of Code       │
│      Switching By The Teacher   │
└─────────────────────────────────┘
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                 ▼
┌─────────────────────────────────┐
│         Research Result         │
└─────────────────────────────────┘
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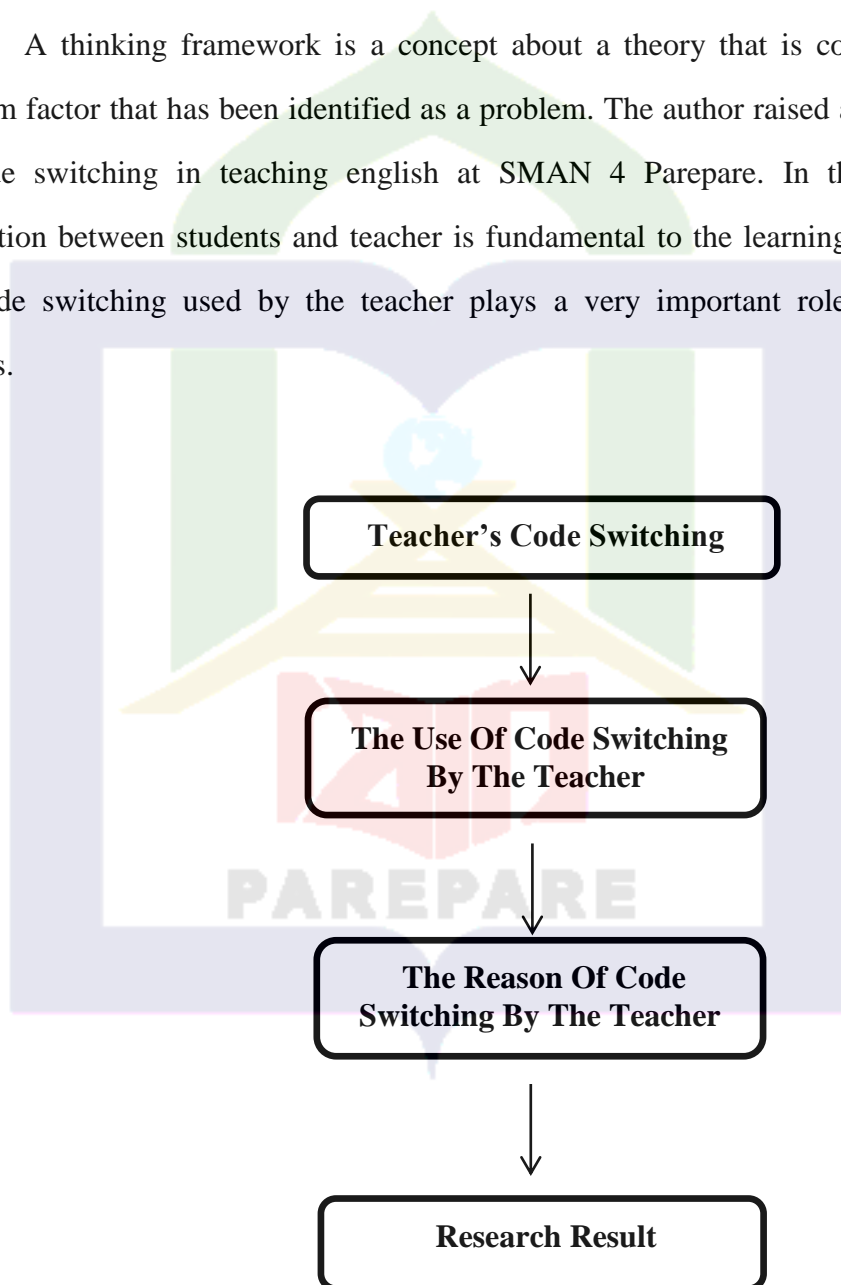
CHAPTER III

RESEARCH METHODS

This chapter describes the research method and the components related to the research method used, how the data is obtained and how it is analyzed so as to produce accurate research data.

A. Research Methods

In this study, researcher used mixed-method than applied quantitatif to analyse the use of code switching used by the english teacher in teaching English, and applied qualitatif to describe the reoson of code switching used by the teacher. A mixed design is a design that includes at least one quantitative (to collect numbers) and one qualitative method (to collect words), where there is no error. Researcher use numbers in the form of percentages to see the frequency of using this type of code switching in learning English. Then, the researcher uses words to describe the results of observations, interviews regarding the teacher's reasons for using code switching, from research participants.

Therefore, the results of this study are in the form of numbers and words., than, to obtain primary data and secondary data of researcher go to the location of the study and draw data from respondents directly, researcher visit to conduct research on the learning process in tenth grade at SMAN 4 Parepare. Data through recorder and list of interview than researcher tried to describe the results of the analasis found in this study this provide a numerical representation of the result researchers to analyze the data using statistical methods, and provides a description of the results through word analysis.

B. Location and time

This research was located at SMAN 4 parepare which was addressed at Jl. Lasiming Tak. 22, Ujung Bulu, Kec. Ujung, Kota Parepare, South Sulawesi, the researcher chose the location because of the code switching phenomenon that occurred during the teaching and learning process, researcher needed approximately one month to collect data.

C. Population and sample

1. Population

This research consisted of english teacher at SMAN 4 Parepare including 3 english teachers.

2. Samples

In this study, The method of choosing the samples in this study referred to purposive sampling. The researcher selected participants according to the criteria:

1) actively use code-switching

2) English graduate

3) has more than five years of teaching experience

The researcher choose one english teacher as a sample because the teachers who in teaching and learning process used two languages namely Indonesian and English, or other words the teacher meets these criteria.

D. Instrument Of The Research

Data collection techniques for this research are very necessary to obtain data and information to be obtained. The data collection techniques

used by researcher include:

1. Recorder

Researcher collect data from the sample through recorder, researcher recorded all conversation and interaction between teacher and the students in the classroom while learning process then researcher analyze to be used as research data.

2. List Of Interview Questions

Interview used to support the results of the recorder data, by asking several questions about the teacher's reasons use the type of code switching, so as to obtain the data the researcher wanted and the research results became more complex.

E. Data Collection Procedures

The procedure of data collection of this research followed some stages below. The data of the types reason of code-switching in teaching English in the tenth grade were obtained through observation and interviews.

a. Observation

The researcher observed the sample's utterances to find out the types, the reason, and the frequencies of using code-switching in learning activities of teaching english. The researcher joined and observed English teaching and learning activities for one meeting in class X MIPA 1. The observation was conducted through offline meeting which was duration for the class is up to 70 minutes.

During the observation, the researcher took field notes on the teacher's

utterances and english learning activities. The researcher used Poplack's theory to find out the types of code-switching. In addition, the researcher used a recorder to record the teacher's and students' utterances while the leraning process. The researcher conducted the observation without intervening in the way the teacher teaches. The researcher did it to be focus more on the teacher's words and actions in English learning naturally.

b. Interview

The researcher used in-depth interview to find out the teacher's reason used code-switching in teaching English. The interview was conducted for ome time at SMAN 4 Parepare. This aims to find out why the English teacher applied code-switching.

F. Technique of Analysis Data

Data analysis techniques are a way to manage data into information so that the data can be understood and can also be useful for finding a solution for research. first The data obtained from the field through recorder and interview will be transcribed and presented in the form of a table and described. Next, the researcher classified the types of code-switching into observation sheets based on Poplack theory. It was done to compare the frequencies of each types of code-switching used by the teacher. Data description is reinforced by the presentation frequency distribution. A frequency distribution is a list of data values connected with the frequency (number) of each data. Frequency distribution can be made by finding the mean. The mean (X) is the average value calculated by summing all existing values and dividing the total value by the number of samples.

$$X = \frac{\sum x}{N}$$

Where:

X   = Mean

Σ   =Total Score

N   = Total of subject[21]
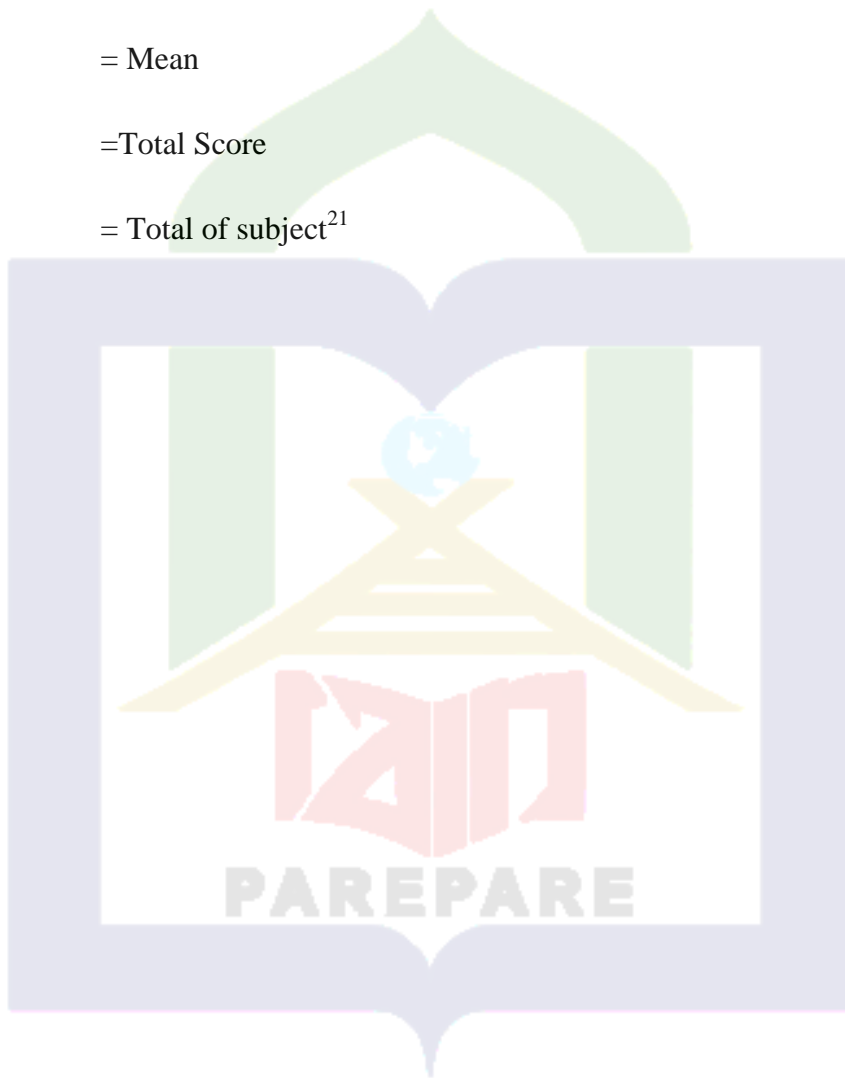
[21] L. R. Gay and Geoffrey E. Mills, "Competencies for Analysis and Application, Educational Research," *Twelfh Edition,Southern Oregen University*, 2018.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of sections that discuss the results of research findings and research discussion, in the form of data collection and all results that have been carried out by researchers class recording and interviews on the sample that has been determined in this study.

A. Findings

The findings of this study were obtained by researchers from research results class recordings and teacher interviews that aim to be discoverable answer questions from this research. Before getting the data findings, the researcher first prepared a recording device that had sufficient capacity to record all learning processes and all interactions between teachers and students, as well as providing interview guidelines to teachers who in their learning process used code switching as respondents in this study, then conducted class recording and then interviewed respondents aims to find out how does the teacher use code switching and what is the reason in teaching English at SMAN 4 Parepare.

1. The Use Of Code Switching

TYPES OF CODE SWITCHING	FREQUENCY	%
TAG CODE SWITCHING	9	9
INTER SENTENTIAL SIWTCHING	67	66
INTRA CENTENTIAL SWITCHING	25	25
TOTAL	101	100

(Source : Microsoft Excel 365)

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Based on the code switching data table performed by the teacher above, the overall total score is 101 utterances, there are 9 times of tag switching, 67 inter-centential switching, and 25 intra centential switching.

Based on recording class researcher found data about English teacher's code switching in learning process, From the results of the video recording, it has been transcribed into written data, and has been analyzed based on the type of code switching used by the teacher in the learning process during one meeting which takes 70 minutes.

How the data from the average score of the use of code switching The results of the average score comparison show that there is a difference in the average score and presentation of the use of code switching so that in this case it can be interpreted as inter-centential switching as the type of code switching that is used dominantly by the English teacher who is the sample in this study can be seen in the following table. The average frequency of the type of code switching used by the teacher in teaching is analyzed through the formula.

$$X = \frac{\sum x}{N}$$

X = Mean

∑ = Total Score

N = Total of subjec

And it is obtained that mean of tag switching obtain 9 and constitutes 9% of the 101 total types of code switching used occupy the lowest position, than the mean of itnter centential code switching used 67 it is mean consitutes 66% of the all types of code switching by the teacher occupy the highest position, while intra centential

switching the average use is in the middle position is 25 and constitutes 25% of the total of types of teacher's code switching.

1. Tag Switching

   The first type of code switching is tag switching where the speaker inserts a short word to emphasize the speech. The process that occurs when English subject classes are in progress shows that teachers do this type when they want to convince their speech by inserting short words. The teacher includes short words as a sign of emphasis on what he conveys. The results of the study found that there were 9 of 101 total data on the use of this type of tag code switching.

   The following example are tag switching

   Example 1

   Teacher : *Setelah kamu mendengar lagu nya* temannya what do you feel? *Bagaimana perasannya*? Ri? **Rilexs *nd tegang to?***

   Students : *iye bu*

   In this situation, students learn about songs. they asked pay attention and listen to the song sung by them friend in front of the class. after the song is heard, the teacher tests students' understanding by asking questions what they feel after listening to the song to ask the function of the song. Sentences in bold italics are categorized as switching tag, because of the word "to" is an Indonesian tag. The teacher inserts a short expression (tag) at the end sentence, but the previous utterance spoke in English.

Example 2

Teacher : Di reorientation there is a massge, di reorientation *itu ada pesan,* ***kadang tersirat kadang tersurat*****, ok?**

Students: Ok

In this situation, the teacher provides an explanation of part the learning material, the teacher provides an explanation by emphasizing the end with the aim of ascertaining whether the student understands or not. This sentence is categorized as tag-switching, because the word "ok" is the English word tags. Short expressions are displayed at the last of sentences and previous utterances by words in Indonesian. The Indonesian word explain about the material disussed.

Example 3

Teacher : To Intertaint *adalah untuk menghibur*, why we say that the narative text is intertaint because after we read the text rileks, *karena setelah kita membaca nya dengan* rileks, my brain or my feeling will be fresh *karena setelah itu otak dan perasaan kita menjadi segar* so we can know we can get intertaint from the story, ***Nah* so today we study about song.**

Students: Wow

In this situation the teacher first repeats the previous material, after the teacher explains last week's material, the teacher then tells students what material will be studied. Sentences in bold italics are categorized as switching tag, because of the word "Nah" is an Indonesian tag. The teacher inserts a short expression (tag) at the begining of the sentence, but the next utterance spoke in English.

2. Intra centential Switching

The second type of code switching is intra-sentential switching. This type is carried out by the teacher in the teaching and learning process by diverting words in sentences. In other words, this type of code switching occurs in the speaker's sentence while carrying out the teaching and learning process. The results showed that there were 25 of 101 total data that could be categorized as intra-sentinental switching types.

Example: 1

Teacher : **Ok** *kita mulai* **I think last week** *atau* **last meeting we have study about folklore**, *okelah pertemuan lalu kita sudah belajar tentang* folklore, folklore that is the same of that is the kind of narative text *salah satu jenis daripada narative text*.

Students: Yes bu

In this condition the teacher will start learning by repeating the material that has been studied before so that students can remember it before entering the next material. Bold and italic this sentence is said to be intra-sentential switching because speakers change their language in one sentence between English and Indonesian, speakers start with English then sometimes add Indonesian in the middle of the sentence.

Example 2

Teacher : **The next** *itu* **course, course** *itu yang sudah agak tinggi kemudian peach itu yang selalu diulang-ulang*, *adakah yang selalu diulang to? Itu namanya* peach *nya yahh*, the next is social function, *tujuan kita mempelajai*, after you listen a song your friend, what do you feel?

Students: eeeeee

In this condition the teacher explains the material being studied by clearly comparing one part with another. Bold and italic sentencesc is said to be intra-sentential switching because speakers change their language in one sentence between English and Indonesian, speakers start with English then sometimes add Indonesian in the middle of the sentence.

Example 3

Teacher: After you listen the song I think it is very difficult to understand the song, *saya kira kalian agak sulit memahami lagu.* **Why?** ***Karena*** **because of in the song is language future** *nya namanya* **figurative language** *karena dalam bahasa lagu itu namanya* **figurative language** *itu dalam bahasa Indonesia itu dikenal dengan nama majas*, I think in *Indonesia kalian sudah belajar itu ya*, ok?

Students: Ok mam

In this condition, after students listen to the song, the teacher explains to students the things that make it difficult for students to understand the contents of the song, the teacher explains that students have difficulty understanding because the language features of the song are in the form of figure of speech, Sentences that are bold and italic are said to be intra-sentential switching because speaker change their language in one sentence between English and Indonesian, speakers start with English then sometimes add Indonesian in the middle of the sentence.

3. Inter Centential Switching

Inter-sentential switching is a process of switching clauses or sentences in one language. Inter-sentential switching often occurs in the teaching and learning

process in the classroom because speakers, in this case teachers, do code switching because they feel the need to clarify or interpret what was said before. The results of the data analysis show that inter-sentential switching is one of the most common types, with 67 data out of a total of 101 data.

Example 1

Teacher : Ok *kita mulai* I think last week *atau* last meeting we have study about folklore, *okelah pertemuan lalu kita sudah belajar tentang* folklore, **folklore that is the same of that is the kind of narative text** *salah satu jenis daripada narative text* ok.

Students: Yes bu

Example 1 above shows the type of intercentential switching of code switching used by the teacher. It is called intercentential switching because when delivering discussion material the teacher completes the first sentence using English then the teacher switch and finishes the discussion material using Indonesian after that makes sure the participants understand or not

Example 2

Teacher : Ok I think after you listen the song you can see the generic structure of the song, is intro, verse, chorus , and the next is peach, **actually I'm not mastery song, I can not sing a song** *ibu juga tidak bisa menyanyikan lagu.*

Example 2 above shows the type of intercentential switching of code switching used by the teacher. It is called intercentential switching because when

conveying facts about himself the first sentence uses English then the teacher moves and finishes the discussion material using Indonesian.

Example 3

Teacher : Event there is student from IAIN *kalaupun ada kakak-kakak disni kita agak rileks tadi agak tegang.*

Example 3 above shows the type of intercentential switching of code switching used by the teacher. It is called intercentential switching because when conveying about class conditions related to the first sentence material using English then the teacher moves and finishes the discussion material using Indonesian.

2. The Reason Of Code Switching Use

Interview conducted to teacher in principle explore data about teachers' reason, this interview was agreed to answer the problem statement before, what is the reason of teacher used code switching in teaching english at SMA Negeri 4 Parepare. Based on the interview researcher found that there are 6 reason teacher use code switching in learning process, can be seen from the following interview excerpts.

1. Student's Ability

According to the English teacher she used code switching depen on student's ability. The ability of students to understand English causes the teacher to adapt students' abilities to the language used by the teacher. The teacher stated that she will do code switching during learning according to the class she was teaching. Because according to her students' understanding was different. As the results of an explanation of an English teacher who claims that she often did the code switching in the class.

> Code switching is used because in the learning process sometimes students don't understand but it depends on the class too, if the class is already at a good level, exelent there usually I use the English language, 80% English 20% Indonesian but for example in a class that is already in a slightly different category low means I use fifty-fifty so after I use English I translate it into Indonesian.

2. Learning Material

Learning materials are materials used by teachers in teaching, or the definition of learning materials is information, tools and texts needed for planning and implementing learning. This is the reason teachers do code switching to adapt learning material to the language used so that students can easily understand the material being studied. The teacher explain in the classroom she did not just switch Indonesian language into English or the opposite but she often slipping elements of regional language. because according to the teacher, by adjusting the language to the material used, students no longer need to look for the real meaning if the teacher combines local languages in their explanation because the language is in accordance with the material being taught.

> Eeh change the language, for example sometimes we also use the regional language, because for example in narrative text, for example the local language is this child.

3. Learning Condition

Learning condition is defined as the influencing factors, the effect of the method in improving learning outcomes. Students well to understand the material conveyed because they immediately the material respond without having to busy looking for the true meaning if their teacher used full English, In this explanation the teacher stressed that she was more reluctant to do code switching because she saw the condition of the students.

Yes, I often use code-switching, especially when giving explanations, so in giving explanations, I also have to be careful when using it because I might be engrossed in using full English but the children gape, so I eeee what if I see the child -the children are nodding oh the children understand that means I continue to use English, English is full, but if it's ee next then my child asks questions and then doesn't understand, so I return to using translations into Indonesian then English.

4. Become Habits For students

Becoming a student's habit, what is meant habit, is a job or thing that can be done regularly and trained so that it forms a habit, so according to the teacher by using code switching students can be trained regularly, that's what causes the teacher to use code switching in class, according to the results of the interview what has been done below.

There is, if you understand, of course they are active, my second purpose of using this is for them to get used to it, they learn naturally, right?.

5. Students Learn Naturally

The natural learning process is an educational process that liberates, makes happy, educates, frees to explore potential and interests, strengthens attitudes through teaching and exemplary according to the stages, learns from the natural surroundings, accommodates differences, and is inclusive. so students learn from the natural surroundings or in other words students learn from a classroom environment that uses two languages, she feels that if code switching is done students at school can learn naturally so students will understand more easily as meant by the teacher in the following interview.

It really works, the goal is for natural children they understand naturally, then they understand even more, something like that.

6. Students Understanding

Student understanding is a condition where students understand, know what is being studied so that it will make students interested and more active in participating in learning, the level of student understanding greatly influences the success of learning because if students do not understand the learning material then the learning objectives will not be achieved, this which is the reason for doing code switching in the classroom, as revealed in the interview as follows.

> By using code switching or changing languages, I see students more understand and are even more active in responding to my questions while studying.

In an interview with an English teacher it was stated that the teacher often does code switching because of the conditions that exist in the students. The condition in question is that students' understanding of English is different, some are still lacking, some are more, new problems will occur if she uses full English in class. The teacher thinks that with the condition of students like that, the teacher has to do it.

The case is that teaching like that can develop students' knowledge in English because they are more comfortable understanding the teacher's explanation without the pressure they feel, in other words according to the teacher students can learn naturally with code switching.

Based on observation and data classification conducted by the researcher found that the language used by the teacher was more dominant in English seen from the way the teacher explained the material which often used English and then replaced it with a more simple language in Indonesian.

B. Discussion

The findings above indicate that English teacher used all types of code-switching in learning process. The types of code- switching applied by English teacher was tag-switching, inter-sentential switching, and intra-sentential switching. From the results of the findings the type of code switching that is most dominant or most often used in the learning process is inter centential switching with 67 data obtained and constituting 66% of the 101 total data, while the type that is rarely used or the least data found is tag switching where there are only 9 data and constitute 9% of all data, meanwhile intra-centential switching is in the middle position, namely 25 data with 25% of all data found.

Teachers used inter-centential switching more often than other types of code switching because it corresponds to the form of inter-centential sentences, namely the form of code used by speakers from one language to another in the form of clauses or sentences, it can be said that the teacher did inter-centential code switching because feel the need to clarify or interpret what was said earlier so that students do not misconstrue the intent of the teacher's explanation, the teacher will repeat back what she has said in a language that is easier for students to understand, another factor that makes this type of inter-centential switching used more often is that the teacher wants the conditions learning is more active, students participate in class because students understand the teacher's explanation. According to Metila (2009) code switching helps increase class participation by inducing a relaxed classroom atmosphere that allows students to perform much better.[22]

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[22] Entisar Khalifa Aljoundi, "The Strengths and Weaknesses of Code Switching and Bilingualism in the Language Classroom.," *2013*, no. May 2013 (2016),.

Compared to the switching tags that appear with the least frequency used by the teacher because, in the learning process the teacher prefers to re-explain her explanation with sentences that are more understandable than just giving affirmation in the form of tags, the teacher considers that in giving material we must be careful not to get bored use English but students don't understand, therefore if you use tag switching at the end of a sentence the teacher thinks students don't necessarily understand, so that why teacher used tag switching only 9 times in learning process, besides that another type, namely intra-centential switching is in the middle frequency because the teacher wants students to learn naturally by putting another language in sentence, students will be able to understand the meaning of the word that is in the middle of the sentence, in accordance with its meaning intra-centential switching is a type of code switching whose form is from one language to another in words or phrases.

From the explanation above researcher can conclude that the teacher use code switching in learninng process because the material is more interesting and easy to explain in front of the class, the teacher explained the material by switching Tak and English, and sometimes switch into regional languange.

Next, the researcher found six code-switching reason which were applied to teach English. The teacher implemented the code switching in teaching English. Those reason were as follows.

1. Students More understand the material.

    This reason is the most important reason because the teaching and learning process in schools is a very important activity in improving the quality of education, where the teaching and learning process is expected to achieve national

education goals and can improve quality human resources, so if in the teacher's learning process taking actions that are easy for students to understand and making students more active in learning then this can support the success of learning[23], this is why teachers at SMAN 4 Parepare like to use code switching in class because it is clear that its main function is very beneficial for students.

2. Become habits for students

The researcher found that this reason used by the teacher in teaching with the aim that every time students learn to hear their teacher use two languages, students will get used to it and become a habit from day to day as they attend classes where the teacher always uses two languages, this is also considered important because through habits such as this students will always acquire a new vocabulary every day, indirectly because they are used to listening the teachers using two languages or code switching, students will be provoked to imitate the teacher so that students can also use English in interacting with each other.

3. Students learn naturally

The next reason of the teacher's code switching that the researchers found was that students learn naturally, teachers use code switching with the aim that their students can learn naturally. This natural learning model is a model as well as a language teaching method that emphasizes aspects of student understanding and aspects of meaningful communication. This method is based on a theory that views language as a tool for communicating, conveying intent or meaning and a tool for

---

[23] Reskianto, "Bab I Pendahuluan Latar Belakang Kopi," 2019.

conveying messages[24]. So that the intentions of the teacher can be conveyed clearly and without any misunderstanding, students learn naturally through code switching.

4. Students' Ability

As the data obtained by the researcher from interviews with the sample in this study, namely English teachers who in the learning process use two languages, why the teacher used two languages is influenced by one of them because the students' ability, the teacher at SMAN 4 Parepare will do code switching with a high percentage if is in a class that is considered high level, but the teacher will reduce her use of English if she is in a class that he considers unable, to avoid unwanted things and for the success of learning, so the teacher at the school will used two languages , namely Indonesian and English depending on the other person or the student the teacher teaches.

5. Learning Material

The teacher uses code switching when he wants to change the topic of his conversation on the grounds that the teacher adapts to the material based on the results of the researcher's interview, the teacher will change the language not only to English but also into the regional language when the material being taught will be easy to understand if linked to the local language.

6. Learning Condition

The use of the two languages used by the teacher in teaching is also influenced by the situation that is being faced by a teacher in the classroom, the results of interviews obtained and recording class, researchers found that

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[24] Nurfatimah Syam Halik, "Pengaruh Pengajaran Natural Approach Terhadap," 2015, 82.

situations where students always respond well to teacher explanations, and understand the flow of the learning process and learning materials, the teacher will also often use English, but if the students do not respond well or in other words the students do not understand the teacher's directions, the teacher will do code switching according to the existing conditions with the aim that the learning objectives can be achieved.

CHAPTER V

CLOSING

This chapter contains the final conclusions that have been obtained from data collection and detailed analysis.

A. Conclusion

The result of this research found that English teachers often use code switching in class. There are three types of code switching used by the teacher, namely tag switching, inter-sentential switching, and inter-sentential switching. Furthermore, researchers found a different frequency for each type. Inter-sentential switching occupies the highest level because the teacher in teaching used this type 67 times constitute 66% from 101 data . Followed by intra-sentential switching 25 times obtained and constituting 25% of 101 data, and in the last position is the tag-switching which has the least frequency used 9 times 9 % of all the data.

In addition, the researcher also covers the code switching reason. The teacher used code switching with six reason, namely Student's Ability, Student's Understanding,, to become a habit for students, to make students learn naturally, Learning Material and Learning Condition. Based on the results obtained in this study, it can be concluded that the English teacher at SMAN 4 Parepare has an understanding of the types and reason of code switching and used them well in class.

B. Suggestion

Based on the conclusions in this study, several suggestions can be made to:

1. Teacher

    At the end of this study, the researcher found that the English teacher could use code switching only if the students did not respond to their explanations or questions. They should be aware of students' backgrounds or abilities to limit their code-switching speech. At the very least, the teacher gives time to think and opportunities for students to express their opinions, even if they use code switching.

2. Students

    The students are expected to be more active in the process of learning English. They can mix English and Indonesian, if they want to convey ideas, answer questions, and also communicate with English teachers.

3. Further Researchers

    The researcher believes that the topic of code switching needs to be discussed further in other aspects. Further studies of this research need to be completed in an effort to find ways, how students' ability in English can be improved even though they still use code switching in English classes. The final project of this research can be used as a reference for further research on sociolinguistics, especially code switching.

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APPENDICES

Appendix 1

Sk Consultant

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3780 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.

MEMUTUSKAN

| Menetapkan | : | KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022; |
| Kesatu | : | Menunjuk saudara; 1. Dr. Zulfah, M.Pd. 2. Kalsum, M.Pd. Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa : |

Nama	:	Herlina Ningsi
NIM	:	19.1300.047
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Effect Of Code Switching Used by Lectures Toward Student Understanding on Material At English Departmen IAIN Parepare

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 14 September 2022
Dekan,

Zulfah

Appendix 2

<table>
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KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI PAREPARE

FAKULTAS TARBIYAH

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404

PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id

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VALIDASI INSTRUMEN PENELITIAN SKRIPSI

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</table>

Name of The Student : Herlina Ningsi

Student's Reg. Number : 19.1300.047

Faculty : Tarbiyah

The Title Of Research Thesis : The Use Of Code Switching In

Teaching Engliah At SMAN 4 Parepare

Instrument : Interview Guideline based on Atikah

Safirah (2021) in modification based on

the needs of researchers

INTERVIEW GUIDELINE FOR TEACHER

I. IDENTITAS RESPONDEN

1. Nama   :
2. Pekerjaan   :
3. Jenis kelamin   :
4. Umur   :

II. PEDOMAN WAWANCARA

1. Apakah anda sering mengganti bahasa anda ke Bahasa Indonesia atau sebaliknya?
2. Apakah ada situasi khusus dimana Anda harus mengganti bahasa selama proses pembelajaran? Apa yang mendorong Anda untuk beralih?
3. Apakah ada batasan atau porsi yang Anda tetapkan untuk setiap bahasa? Atau Anda melakukannya secara spontan?
4. Apakah penggunaan kedua bahasa di kelas mempengaruhi partisipasi siswa Anda? Seperti siswa menanggapi pertanyaan Anda?
5. Apakah Anda menggunakan bahasa Inggris saat bertemu siswa Anda di luar kelas?
6. Terakhir, menurut Anda, apa fungsi alih bahasa di kelas Anda?

Parepare, 22nd March 2023
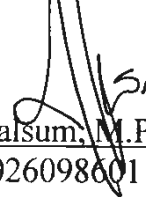
Approved by,

Consultant

Co-consultant

Dr. Zulfah, M.Pd

Kalsum, M.Pd.

NIP. 19830420 200801 2 010

2026098601

Appendix 3

Video of Recording Class Transcrib

Teacher's Name **: Nurlia Beddu**

Class **: X Mipa 1**

Duration **: 70 Minutes**

Teacher : Ok *kita mulai* I think last week *atau* last meeting we have study about folklore, *okelah pertemuan lalu kita sudah belajar tentang* folklore, folklore that is the same of that is the kind of narative text *salah satu jenis daripada narative text* ok.

Students: Yes *bu*

Teacher : folklore that is a the funny story *itu adalah cerita yang agak-agak lucu ya, lucu dari dari mulut kemulut dan bisa bersifat kenyataan ya, ehh kemudian* generic structure of folklore I think that the same of narative text *sakira sama ya, apalagi* ?

Students: Orientation

Teacher : Orientation

Students: Complication

Teacher : Complikation

Students: Klimax

Teacher : Klimax

Students: Resolution

Teacher : Resolution

Students: Reorientation

Teacher : Di reorientation there is a massge, di reorientation *itu ada pesan, kadang tersirat kadang tersurat*, ok?

Students: Ok

Teacher : Than social function of folklore is also the same of narative text, *sakira sama juga dengan narative text itu adalah* to?

Students: To intertain

Teacher : To Intertaint *adalah untuk menghibur*, why we say that the narative text is intertaint because after we read the text rileks*, karena setelah kita membaca nya dengan* rileks, my brain or my feeling will be fresh *karena setelah itu otak dan perasaan kita menjadi segar* so we can know we can get intertaint from the story ok? *Nah* so today we study about song

Students: Wow

Teacher : Do you like song?

Students: Yes

Teacher : Have you ever sing a songs?

Students: Yes

Teacher : *Oke dimana*? In the bedroom?

Students: Yes of course

Teacher: In your room?

Students: Yes

Teacher : If there is nobody?

Students: Haha Yes, of course

Teacher : Oke, in this study we study about song, I hope that of the students today there is some of you sing a song

Students: Nisaaaaa

Teacher : Nisaa?

Students: Huuuuu(tepuk tangan) *bilangi tadi malam mau I konser bu*

Students: Nisa Nisa Nisa

Teacher: If you sing a song today I will put ten score in your practice point

Teacher: Stand up please

Students: (*Tepuk tangan)*

Teacher: Ok *(siswa ribut)* hellooooo can you keep silent please!

Students: *Ehhh diam*

Students: *Boleh gah lihat lirik bu?*

Teacher : *Boleh*

Teacher : Ok *dengar*! Hussstt if the student laugh you know laugh?

Students: Yes

Teacher : *Tertawa*, if there is a student laugh your friend otomaticly the next sing a song is you, understand?

Students: Yes

Teacher: Oke keep silent please

Students: *Weeeeee diam*

Teacher : *Boleh dilihat*, you can, keep silent please!

Teacher : Time is yours, ok hussttt!

Students: *(Bernyanyiiii)*

Teacher : Ok I think there is, I don't know there is a student here maybe a good singer ya, ok uplouse to you

Students: (*Bertepuk tangan)*

Teacher : Ok I think after you listen the song you can see the generic structure of the song, is intro, verse, chorus , and the next is peach, actually I'm not mastery song, I can not sing a song *ibu juga tidak bisa menyanyikan lagu*, when I study in college, *ketika ibu dulu kuliah*, there is no material about song, after I teaching English in the kurikulum 2013, *nanti pada kurikulum 2013 itu baru ada mata pelajaran* song, when i'm in college there isno material about this, sometimes *kadang-kadang* we just sing a song, *kadang-kadang kita hanya menyanyi* like taht, about material about intro, verse, course, peach, we never study about that, *kami tidak pernah belajar*

itu, because we sing a song, *ketika kami belajar* to study english eee in pronountiotion I think there is matters is to sing a song, *nanti belajar bahasa inggris perbiki pronotiotionnya lebih bagus yahh*, ok next to the singer, I think you have a good voice ya, but you not confidance to sing a song, *kamu belum percaya diri*, after that you can sing again, oke you (*menunjuk siswa lain)* i think that your friends sing a song there is a intro in the begining of the song *itu bisanya berupa* intsrumen *musiknya*, the next is verse, verse itu the begining of the song *itu awal dari pada lagunya*, and the next *itu* course, course *itu yang sudah agak tinggi kemudian* peach *itu yang selalu diulang-ulang, adakah yang selalu diulang to? Itu namanya* peach *nya yahh*, the next is social function, *tujuan kita mempelajai*, after you listen a song your friend, what do you feel?

Students: eeeeee

Teacher : *Setelah kamu mendengar lagu nya* temannya what do you feel? *Bagaimana perasannya*? Ri? Rilexs *nd tegang to?*

Students: *iye bu*

Teacher : Event there is student from IAIN *kalaupun ada kakak-kakak disni kita agak rileks tadi agak tegang*, I think after you sing a song *ibu juga merasa enak ya tadi ibu agak capek karena kemarin bekerja keras tapi mendengar* your voice very nice I got intertaint, *jadi tujuannya adalah* to intertaint, *selain* narative text *sama dengan* narative text, *oke yang kedua*, the second is about developing positif caracter , *mengembangkan sifat positif, apa itu rileks yang suka marah-marah mendengar lagulah to?* Emosi if you meet

friends is viber. *Jika kalian bertemu dengan orang yang viber tahu itu* viber?

Students: *tidak bu*

Teacher :Viber *itu orang yang suka menceritakan kejelekan orang lain atau memprovokatori orang lain*, you will good mood*, jadi* you listen the song *lah dengarkanlah lagu* you get the people toxic, *kalian bertemu dengan orang yang toxic dan suka marah-marah aahh* listen the song, *dengarkanlahn lagu*, *makanya dikatakan* social function nya adalah developing positif carachter, *mengembangkan kita punya karakter positif*, ok *jika kamu punya* you badmood aah *dengarkan lagu yang* slow , you got psitif carachters, ok next is you!

Students: *aahh sekarang* mam?

Teacher : oke you can sing a song in front of the class!

Students: *bah ibuuu*

Teacher : after this you!

Students: No mam

Teacher : ok *yang pertama kalian dengar itu intro yah*

Students: *(siswa bernyanyi)*

Teacher : ok the second singer is your voice is very nice also, I dont know you can sing a song *saya tidak tahu kalau kamu juga pintar menyanyi* , ok next

Students: alya alya

Teacher: ok uplause to your friends

Students: *(bertepuk tangan)*

Teacher: Ok languange future , oke look at to the whiteboard please, language future *itu tata bahasa yang digunakan*, ok after you listen the song I think it is very difficult to understand the song, *saya kira kalian agak sulit memahami lagu* Why? *Karena* because of in the song is language future *nya namanya* figurative language *karena dalam bahasa lagu itu namanya* figurative language *itu dalam bahasa Indonesia itu dikenal dengan nama majas*, I think in *Indonesia kalian sudah belajar itu ya*, ok?

Students: Ok mam

Teacher : *Yang mana dibilang* figurative language ? *majas apa itu*? *Yang pernah kalian pelajari*

Students: *ini* simile, personifikation

Teacher : Simile, personifikation *apalagi* metafora, I think you have studied about that, *saya fikir kalian sudah memahami tentang itu ya*

Students: yes mam

Teacher: I think that's all about the 3 point we study about the song *ada 3 point yang kalian harus ingat nah* the next please open your book about exercise page 24 there is a song, the tittle of the song is fight 224 ,

Students: oke mam

Teacher : you can see that?

Students: yes mam

Teacher : ok , you can find out the song in the youtobe, oke you can listen the song also you can read *kalau kalian tidak temukan kalian boleh baca kemudian ee* please answer the quastion number 1 to number 6 hallo? Number 1 to number 6 , *kerjakan nomor 1 sampai nomor 6* before that , hello ! *(memukul meja karena siswa ribut*) but before that please make your groub *silahkan buat kelompokny*a because of there is 6 quastion *karena ada 6 pertanyaan*, you have to be answer otomaticly every groups there is 6 members, *otomatis setiap group ada 6 anggotanya* , hallo *dengar* listen , every members *setiap anggota* have to responsibility 1 quastion, *harus bertanggung jawab dengan 1 pertanyaan,* you have to responsibility the answer of the quastion, *kalian harus mempertanggung jawaban pertanyaan itu*, for example in your group there is 6 students here *ada 6 anggotata* and maybe you number 1 you have to responsibility number 1, number 2 ,3,4,5,6, ok number 1 how do you fell after you listen the song? *Bagaimana perasaanmu setelah mendengar lagu itu*? You have to responsibility number ok, but *tetapi* all of the students have to write all the answer of the quastion, *tapi semua siswa harus menulis semua jawabannya*..

Students: *iya bu*

Teacher : please discuss with your friends, which number you will responsibilty, *disukusikan kepada temannya nomor berapa yang kamu pertanggujawabnkan* , after all of the group, *setelah semua kelompok*, answer the quastion of the song, *setelah semua siswa menjawab*

pertanyaan itu, we will be discuss in the group classs, *kita akan mendisukusikan didalam group kelas* ok understand?

Students: yes mam

Teacher : I give you 20 minutes, *20 menit bisa*?

Students: *mana kelompoknya bu?*

Teacher : oke you group 1 (1 2 3 4 5 6), you (12345) just five (12345) you 3 (next (12345) you just 5 , *silahkan*, please you sit with your frineds *silahkan duduk dengan kelompoknya*

Students: *dimana ditulis bu?*

Teacher: *dikertas selembar saja*

Teacher: before we close the class *sebelum kita tutp kelas ini*, I hope there is one students again to sing a song, *saya harap ada siswa lagi yang lain*

Students: fara *bu* fara

Teacher : please sit in your group *silahkan duduk dikelompoknya*, *waktunya cuman* I just give you 20 minutes *selesai tidak selesai dikumpul dan didiskusikan*, ok *20 menit*

Students: *ada semua kertas 1 kelompok bu?*

Teacher : *semua menulis, oh 1 kelompok saja1 kertas saja*

Students: *(mulai mengerjakan dengan tenang)*

Teacher: hello *selesai tidak selesai pas 8 lewat 47 ibu ambil kertasnya kita selesai*

Teacher : oke listen to me I think that you have discuss with your friends about fight song the tittle of the song is fight song, I think that after you finish your job today, *setelah kalian mengerjakan tugasnya hari* ini with your group after you discuss with your group there is a carachter you have to be find out , *pertama adalah* how to you work together with your friends, *bagaimana kalian bekerja sama dengan temannya*, the second about how to responsibility about the number of quastion your friends, *bagaimana kalian bertanggung dengan nomor yang telah diberikan dikelompokknya*, ok the third about how to apriciate, opinion your friends *bagaimana kalian menghargai pendapat teman kalian*, *ok nah kemarin* there is a change of education from *distric itu datang kesini pesannya begini buk* the students don't just give develpo your brain jangan hanya kembangkan brainnya, *jangan hanya kembangkan* your brain, *kembangkan* emosional cationnya *kembangkan sikap emosionalnya apa yang diminta pertama, satu dengan* you will you have to diciplin *datang tepat waktu jam 7 salam dengan gurunya,* you have to good perfomace like good students *berpenampilanlah seperti* good students *itu kain yang rempel itu nanti bukan aturanya tidak diakui lagi bukan itu aturepnya nanti lagi ya, tidak boleh pakai itu nanti ada yang baru*

Students: uuhhhhh

Teacher : *yang kedua*, the second hello *mulai* perfomance *semua penamilannya* like good students *itu yang diminta yang kedua, dimintaki kerja bakti apa yang diminta disitu adalah kepedulian sosial kepekaan sosial ada sampah kalian pungut jangan cuek apa tujuannya untuk apa pintar kalau tidak ada*

kepedulian sosial nanti jadi bos apaji nakerja hu hu hu oke paham, kalian pernah lihat ibu menyapu?

Students: *pernah bu*

Teacher : *itu karena kita guru ini adalah apa* modeling, *model kami model kami akan kalian tiru ibu menyapu itu secara spontan ibu mengatakan tolong sapu anak, ibu ambil sampah ibu mengatakan tolong ambil sampah anak, kalian maaf bukan berarti ibu yang sok anu ya pernah ibu lihat kalian depan siswa ibu minta tabe, pernah kan*

Students: *pernah bu*

Teacher : *itu* modeling *ketika kalian bertemu dengan orang tua atau sesama maupun ibu guru atau siswa kalian tetap menghargai, kalau ibu lewat ditengah-tengah kalian ibu pasti minta tabe anak aa , itu adalah* modeling *itu adalah karakter tradisional yang harus kita kembangkan oke jangan hanya* brain cation *kenapa* brain cation *pernah lihat orang barat , penemu-penemu ini apa yang terjadi ketika dia emosional timbul , ketika dia emosi dia langsung menembak anaknya dan anaknya meninggal karena kenapa yang berkembang selama ini adalah brainnya, bukan emosionalnya maka diminta itu nanti pada semester depan ada namanya* zero *itu ada jam namanya* zero *di* zero *itu tidak ada pelajaran, misal jam pertama hari minggu ini itu setiap hari minggu pertama kita itu tidak belajar, apa yang kita lakukan adalah kepedulian dengan ini bersihkan lawa-lawa, membantu teman dan sebagainya, lingkungan oke, nah jadi kita kembali ke ini,* ok number 1 *silahkan* please your mantion number 1 from group 1 , ok

the quastion is *pertanyaannya semua anggota siap , pertanyaannya adalah* how do you feel..

Students: how did the song make you feel

Teacher : how did the song make you *feel bagaimana lagu ini membuat perasaan kamu enak itu to*, ok silahkan

Students: number 1 makes me more strong

Teacher : ok katanya number 1 is make her more strong *membuat dia semakin kuat, sudah apalagi ada yang lain* number 1, what do you feel?

Students: number 1 feel comfortable and rilex

Teacher : comfortable and rileks ya and how about you?

Students: the number one make me feel sad

Teacher : oh make you sad , what is the song about? the song is about strungle and the problem in her life, *itu adalah perjuangan dalam hidup nya dan kemudian* make her more spirit kemudian *dia mendapatkan* more spirit *semangat baru*,he know that loosing him friends *dia kehilangan teman*, loosing family *kehilangan keluarga tapi dia mau bangkit* turn on , turn on *itu bangkit kembali* and spirit oke *sekarang* number 2, what idea the writter concent about? *Apa titik fokus nya penulis? Siapa yang bisa jawab* ?

Students: the writter write this song because it's to make someone feel insecure and always

Teacher: oke another answer what is the concent *apa yang titik fokusnya penulis disitu, apa inti fokusnya adalah*

Students: she make this song because she want to say if you have problem you have to be strong

Teacher : ya if you have problem you have to be strong, I think after you sing you listen the song *atau* you read the song, *apapun masalahmu* I in your life and make more spirit *lebih semangat lagi begitu ya, kemudian* number 3 that the song make you answer something you did not know before *apakah ada yang membuat kamu sebelumnya tidak tahu dari penulis?*

Students: *saya bu*

Teacher: ok you

Students: yes because

Teacher: oke that's good jadi *kesimpulannya disini adalah* how do you prove the people who have strugle you can fight and spirit again   *membuktikan kepada orang bahwa kamu bisa berjuang dan kamu bisa semangat lagi* whatever your problem, oke the next *kita buru waktu ya,* are you any suprise song? *Apakah ada sesuatu yang membuat kamu terkejut? Atau surprise apakah ada.*

Students: yes

Teacher: *apakah itu*

Students: *saya*

Teacher: ok

Students: ---

Teacher: *ada yang bisa sebutkan apa yang disampaikan tadi temannya?*

Students: *tidak bu*

Teacher: *tolong ada yang bisa sampaikan ulang dengan kata - kata sendiri*, your own words *dengan kata-kata sendiri apa yang diakatan temannya tidak bisa kan karena sementara itu anak temanta mengutarakan pendapatny*a she share about her opinion group *dengan pendapat teman group nya kalian juga cerita, oke ulang yahh lanjut tenang* repeat again!

Students: we surprise with this song

Teacher: *kesimpulannya adalah* to overcome your problems, *memecahkan masalah kita dan membuktikan bahwa kita bisa, sekarang* number 5 what is the most importent word of the song, *apa kata-kata yang penting adalah* strugle ok *nomor yang terakhir*, what is the paxel of song ,paxel *itu teka teki apa kira-kira* paxel *nya di* song *ini?*

Teacher: *teka teki nya adalah* we don't know what is the rpoblem of teh writter of the song *teka teki nya adalah apasih itu masalahnya penulis, kan dia tidak sebutkan*

Teacher: I think that's all for today *kita mau tutup jadi kesimpulannya* today social functionnya adalah to intertaint developing positif carahters *kemudian* generic structure *nya ada* intro, verse, cours, ada breath . *oke itu saja* think that's all for today thank you very much.

Appendix 4 : **Utterances of Types Code switching**

No.	Utterances	Tag Switching	Inter-centential switching	Intra-centential switching
` 1	Ok kita mulai I think last week atau last meeting we have study about folklore			✓
2	Folklore that is the same of that is the kind of narative text salah satu jenis daripada narative text		✓	
3	Salah satu jenis daripada narative text ok?	✓		
4	Folklore that is a the funny story itu adalah cerita yang agak-agak lucu ya		✓	
5	eeh kemudian generic structure of folklore I think that the same of narative text sakira sama ya		✓	
6	Direontation there is a massage, di reorientation itu ada pesan		✓	
7	kadang tersirat kadang tersurat ok?	✓		
8	Than social function of clok is also the same of narative text, sakira sama juga dengan narative text		✓	
9	To Intertaint adalah untuk menghibur		✓	
10	why we say that the narative text is intertaint because after we read the text rileks, karena setelah kita membaca nya dengan rileks		✓	

No.	Utterances	Tag Switching	Inter-centential switching	Intra-centential switching
11	My brain or my feeling will be fresh karena setelah itu otak dan perasaan kita menjadi segar		✓	
12	Nah so today we study about song	✓		
13	Ok dengar !	✓		
14	Boleh dilihat, you can, keep silent please!		✓	
15	I can not sing a song ibu juga tidak bisa menyanyikan lagu		✓	
16	When I study in college, ketika ibu dulu kuliah		✓	
17	After I teaching English in the curiculum 2013, nanti pada kurikulum 2013 itu baru ada mata pelajaran song		✓	
18	Sometimes kadang-kadang we just sing a song			✓
19	Kadang-kadang kita hanya menyanyi like that	✓		
20	Material about intro, verse, course, peach, we never study about that kami tidak pernah belajar itu		✓	

No.	Utterances	Tag Switching	Inter-centential switching	Intra-centential switching
21	Ketika kami belajar to study english eee in pronountiotion I think there is matters is to sing a song		✓	
22	I think you have a good voice ya, but you not confidance to sing a song, kamu belum percaya diri		✓	
23	Your friends sing a song there is a intro in the begining of the song itu bisanya berupa intsrument musiknya			✓
24	Verse itu the begining of the song itu awal dari pada lagunya		✓	
25	The next itu course, course itu yang sudah agak tinggi			✓
26	The next is social function, tujuan kita mempelajari		✓	
27	Setelah kamu mendengar lagu nya temannya what do you feel? Bagaimana perasannya?			✓
28	Ri? Rilexs nd tegang to?	✓		
29	Event there is student from IAIN kalaupun ada kakak-kakak disni kita agak rileks tadi agak tegang		✓	
30	I think after you sing a song ibu juga merasa enak ya		✓	

No.	Utterances	Tag Switching	Inter-centential switching	Intra-centential switching
31	Tadi ibu agak capek karena kemarin bekerja keras tapi mendengar your voice very nice I got intertaint		✓	
32	Jadi tujuannya adalah to intertaint		✓	
33	The second is about developing positif caracter , mengembangkan sifat positif		✓	
34	If you meet friends is viber. Jika kalian bertemu dengan orang yang viber tahu itu viber?		✓	
35	Jadi you listen the song lah dengarkanlah lagu			✓
36	You get the people toxic, kalian bertemu dengan orang yang toxic dan suka marah-marah aahh listen the song dengarkanlahn lagu			✓
37	Makanya dikatakan social function nya adalah developing positif carachter, mengembangkan kita punya karakter positif			✓
38	Jika kamu punya you badmood aah dengarkan lagu yang slow , you got positif carachters			✓
39	I dont know you can sing a song saya tidak tahu kalau kamu juga pintar menyanyi		✓	

No.	Utterances	Tag Switching	Inter-centential switching	Intra-centential switching
40	Language future itu tata bahasa yang digunakan		✓	
41	After you listen the song I think it is very difficult to understand, saya kira kalian agak sulit memahami lagu		✓	
42	Why? Karena because of in the song is language future nya namanya figurative language			✓
43	I think in Indonesia kalian sudah belajar itu ya ok?	✓		
44	Yang mana dibilang Figurative language?		✓	
45	I think you have studied about that, saya fikir kalian sudah memahami tentang itu ya		✓	
46	I think that's all about the 3 point we study about the song ada 3 point yang kalian harus ingat nah		✓	
47	You can listen the song also you can read kalau kalian tidak temukan kalian boleh baca		✓	
48	Number 1 to number 6 , kerjakan nomor 1 sampai nomor 6		✓	
49	But before that please make your groub silahkan buat kelompoknya		✓	

No.	Utterances	Tag Switching	Inter-centential switching	Intra-centential switching
50	Because of there is 6 question karena ada 6 pertanyaan		✓	
51	You have to be answer otomaticly every groups there is 6 members, otomatis setiap group ada 6 anggotanya		✓	
52	Every members setiap anggota have to responsibility 1 question			✓
53	You have to responsibility the answer of the question, kalian harus mempertanggung jawabkan jawaban pertanyaan itu		✓	
54	For example in your group there is 6 students here ada 6 anggota and maybe you			✓
55	Hallo dengar listen!	✓		
56	Number 1 how do you fell after you listen the song? Bagaimana perasaanmu setelah mendengar lagu itu?		✓	
57	All of the students have to write all the answer of the question, tapi semua siswa harus menulis semua jawabannya		✓	
58	Please discuss with your friends, which number you will responsibilty, disukusikan kepada temannya nomor berapa yang kamu pertanggujawabnkan		✓	

No.	Utterances	Tag Switching	Inter-centential switching	Intra-centential switching
59	After all of the group, setelah semua kelompok		✓	
60	Answer the question of the song, setelah semua siswa menjawab pertanyaan itu		✓	
61	we will be discuss in the group kelas, kita akan mendisukusikan didalam group kelas oke understand?		✓	
62	I give you 20 minutes, 20 menit bisa?		✓	
63	please you sit with your frineds silahkan duduk dengan kelompoknya		✓	
64	Before we close the class sebelum kita tutp kelas ini		✓	
65	I hope there is one students again to sing a song, saya harap ada siswa lagi yang lain		✓	
66	Please sit in your group silahkan duduk dikelompoknya		✓	
67	waktunya cuman I just give you 20 minutes selesai tidak selesai dikumpul dan didiskusikan, oke 20 menit			✓
68	I think that after you finish your job today, *setelah kalian mengerjakan tugasnya hari*		✓	

No.	Utterances	Tag Switching	Inter-centential switching	Intra-centential switching
69	how to you work together with your friends, *bagaimana kalian bekerja sama dengan temannya*		✓	
70	how to responsibility about the number of question your friends, *bagaimana kalian bertanggung dengan nomor yang telah diberikan dikelompoknya*		✓	
71	ok the third about how to apriciate, opinion your friends *bagaimana kalian menghargai pendapat teman kalian*		✓	
72	*ok nah kemarin* there is a change of education from *distric itu datang kesini*			✓
73	*pesannya begini buk* the students don't just give develpo your brain jangan hanya kembangkan brainnya			✓
74	*jangan hanya kembangkan* your brain, *kembangkan* emosional cationnya *kembangkan sikap emosionalnya*			✓
75	you will you have to diciplin *datang tepat waktu jam 7 salam dengan gurunya*		✓	
76	you have to good perfomace like good students *berpenampilanlah seperti* good students			✓

No.	Utterances	Tag Switching	Inter-centential switching	Intra-centential switching
77	the second hello *mulai* perfomance *semua penampilannya* like good students			✓
78	ok number 1 *silahkan* please your mantion number 1 from group 1			✓
79	ok the question is *pertanyaannya semua anggota siap*		✓	
80	*pertanyaannya adalah* how do you feel		✓	
81	how did the song make you *feel bagaimana lagu ini membuat perasaan kamu enak*		✓	
82	make her more strong *membuat dia semakin kuat*		✓	
83	the song is about strungle and the problem in her life, *itu adalah perjuangan dalam hidup nya*		✓	
84	make her more spirit kemudian *dia mendapatkan* more spirit *semangat baru*,			✓
85	he know that loosing him friends *dia kehilangan teman*		✓	
86	loosing family *kehilangan keluarga tapi dia mau bangkit* turn on			✓

No.	Utterances	Tag Switching	Inter-centential switching	Intra-centential switching
87	turn on *itu bangkit kembali* and spirit			✓
88	what idea the writter concent about? *Apa titik fokus nya penulis*		✓	
89	I think after you sing you listen the song *atau* you read the song			✓
90	*apapun masalahmu* strugle in your life and make more spirit *lebih semangat lagi begitu ya*			✓
91	that the song make you answer something you did not know before *apakah ada yang membuat kamu sebelumnya tidak tahu dari penulis?*		✓	
92	how do you prove the people who have strugle you can fight and spirit again *membuktikan kepada orang bahwa kamu bisa berjuang dan kamu bisa semangat lagi*		✓	
93	are you any suprise song? *Apakah ada sesuatu yang membuat kamu terkejut?*		✓	
94	your own words *dengan kata-kata sendiri*		✓	
95	*temanta mengutarakan pendapatny*a she share about her opinion group		✓	

No.	Utterances	Tag Switching	Inter-centential switching	Intra-centential switching
96	*oke ulang yahh lanjut tenang* repeat again!	✓		
97	*kesimpulannya adalah* to overcome your problems		✓	
98	what is the most importent word of the song, *apa kata-kata yang penting adalah* strugle		✓	
99	what is the paxel of song ,paxel *itu teka teki apa kira-kira* paxel *nya di* song *ini*			✓
100	*teka teki nya adalah* we don't know what is the rpoblem of teh writter of the song		✓	
101	I think that's all for today *kita mau tutup jadi kesimpulannya*		✓	
	Total	**9**	**67**	**25**

Appendix 5

Interview Transcrib

Note :

R : Researcher

T : teacher

R : Assalamualaikum mam

T : Waalaikumsalam

R : Bisa saya mulai wawancara nya mam?

T : Bisa dek

R : Apakah anda sering mengganti bahasa anda ke Bahasa Indonesia atau sebaliknya?

T : Code switching itu digunakan karena dalam proses pembelajaran kadang siswa tidak mengerti tapi tergantung kelas juga, kalau kelasnya dia sudah tingkat bagus, exelent disitu biasanya saya menggunakan bahasa inggrisnya itu 80% bahasa inggris 20% bahasa Indonesia tapi kalau misal dalam kelas yang sudah kategori yang agak low berarti saya menggunakan fifty-fifty jadi setelah saya menggunakan bahasa inggris saya translate kedalam bahasa Indonesia.

R : Apakah ada situasi khusus dimana Anda harus mengganti bahasa selama proses pembelajaran? Apa yang mendorong Anda untuk beralih?

T : Eeh mengganti bahasa, misalnya kadang juga kita menggunakan bahasa daerah yahh, karena misalkan dalam narative text misalkan kita oh bahasa daerah nya

ini anak, ya kalo code switching nya itu sering sekali kita gunakan terutama dalam memberikan penjelasan jadi dalam memberikan penjelasan itu harus ki juga hati-hati dalam menggunakan karena jangan sampai kita sudah asyik menggunakan full english tapi anak-anak menganga ji to, jadi kita eeee bagaimana kalau saya lihat anak-anak mengangguk oh anak-anak paham berarti saya lanjut menggunakan english, bahasa inggris terus ya english full, tappi jika ee the next nya kemudian anak-anak saya kasi pertanyaan naik keatas kemudian kurang memahami maka saya kembali menggunakan translate kedalam bahasa Indonesia kemudian bahasa inggris.

R : Apakah ada batasan atau porsi yang Anda tetapkan untuk setiap bahasa? Atau Anda melakukannya secara spontan?

T : Tadi saya bilang begitu tergantung kelasnya kalau kelasnya memang dia sudah saya kategorikan ini kelasnya plus maka saya menggunakan 80% bahasa Indonesia eh inggris 20% in Indonesia, tapi ada juga pernah ada tahun berapa itu, itu sudah kuliah sekarang, itu memang anak nya exelent semua disitu saya menggunakan full bahasa inggris disitu, debat nya, bertanya juga menggunakan bahasa Inggris, dia mau ke toilet dia menggunakan bahasa Inggris, itu memang dia dulu kelas pilihan dulu dia, memang bagus.

R : Apakah penggunaan kedua bahasa di kelas mempengaruhi partisipasi siswa Anda? Seperti siswa menanggapi pertanyaan Anda?

T : Ada loh , kalau kalian tentu paham mereka aktif ya, kedua tujuan saya menggunakan ini adalah untuk keterbiasaan mereka to, mereka belajar secara natural ya. Dengan menggunakan code switching atau mengganti-ganti bahasa,

saya melihat siswa lebih paham bahkan lebih aktif merespon pertanyaan saya ketika belajar

R : Apakah Anda menggunakan bahasa Inggris saat bertemu siswa Anda di luar kelas?
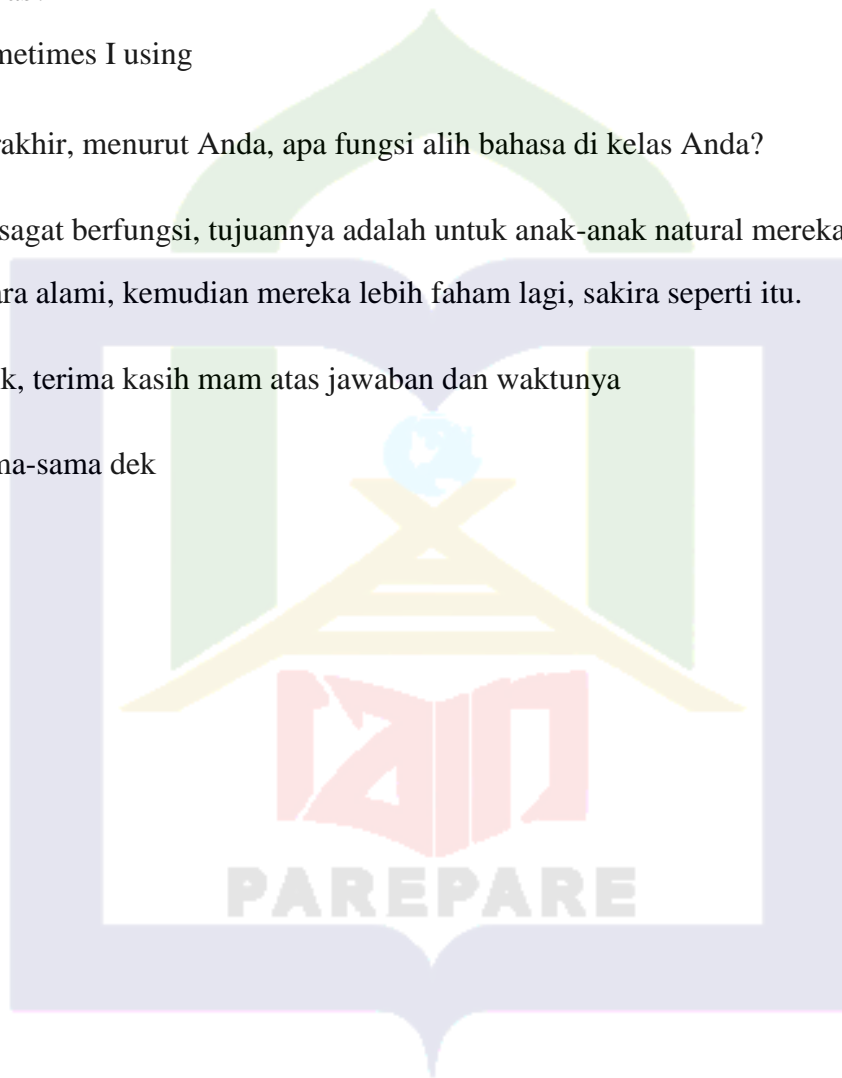
T : Sometimes I using

R : Terakhir, menurut Anda, apa fungsi alih bahasa di kelas Anda?

T : Ini sagat berfungsi, tujuannya adalah untuk anak-anak natural mereka memahami secara alami, kemudian mereka lebih faham lagi, sakira seperti itu.

R : Baik, terima kasih mam atas jawaban dan waktunya

T : Sama-sama dek
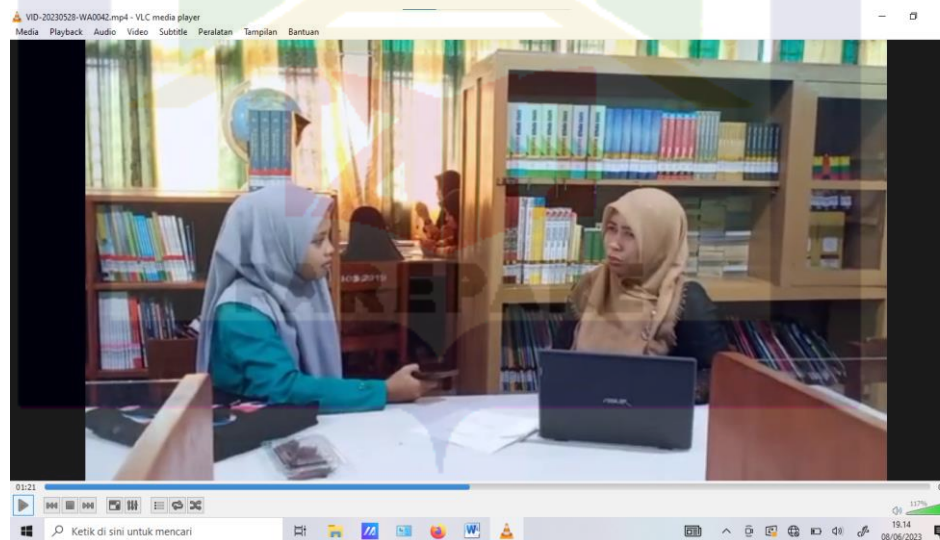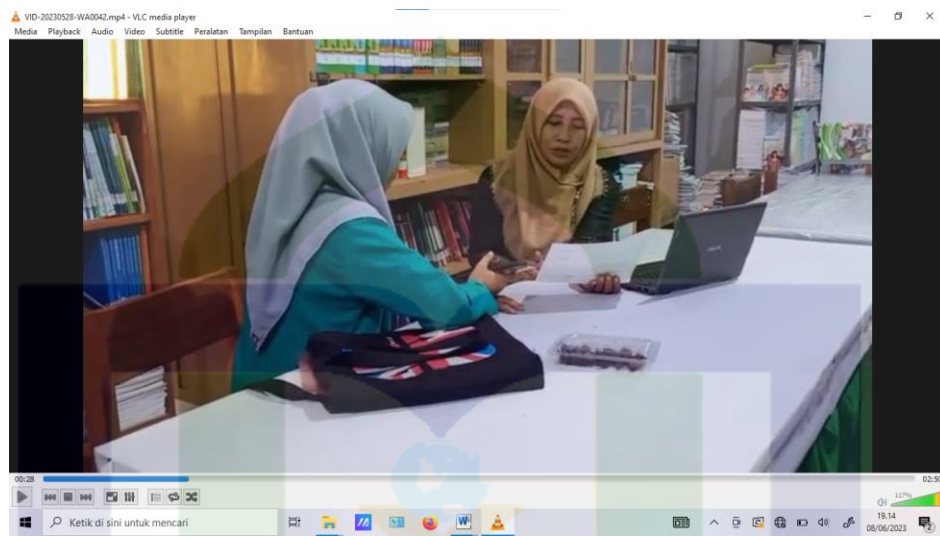
Appendix 6

Dokumentation

Recording Class

Interview

Appendix 7

Research Permit Recommendation from IAIN Parepare

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.2139/In.39/FTAR.01/PP.00.9/05/2023   29 Mei 2023
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di,-

     Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	:	Herlina Ningsi
Tempat/Tgl. Lahir	:	Lemo Baru, 10 April 2000
NIM	:	19.1300.047
Fakultas / Program Studi	:	Tarbiyah/ Pendidikan Bahasa Inggris
Semester	:	VIII (Delapan)
Alamat	:	Jl. Pahlawan, Dusun Lemo Baru, Desa Kuajang, Kec. Binuang Kab. Polman, Prov. Sulbar

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"The Use Code Switching In Teaching English At SMAN 4 Parepare"**. Pelaksanaan penelitian ini direncanakan pada bulan Mei sampai bulan Juni Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

            Dekan

            Dr. Zulfah, M.Pd.
            NIP 19830420 200801 2 010

Tembusan:

1   Rektor IAIN Parepare
2   Dekan Fakultas Tarbiyah

Appendix 8

Statement has Carried out Research from SMAN 4 Parepare

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 4 PAREPARE
Website : sman4parepare.sch.id   E-mail : smanegeri4parepare@gmail.com
Jalan : Lasiming no. 22 Telp, /Fax (0421) 2918936, Kota Parepare 91113

SURAT TELAH MELAKUKAN PENELITIAN
Nomor : 421.3/145-UPT SMA 4/PARE/DISDIK

Berdasarkan Surat Rekomendasi Penelitian dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu. Nomor : 458/IP/DPM-PTSP/6/2023 Sehubungan dengan hal tersebut, maka yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 4 Parepare menerangkan bahwa :

Nama   : Herlina Ningsi
Program Studi   : PENDIDIKAN BAHASA INGGRIS
Universitas/Lembaga   : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
Alamat   : Lemo Baru, Kec. Binuang, Kab. Polewali Mandar

Telah melakukan penelitian di UPT SMA Negeri 4 Parepare dengan judul penelitian "*The Use Code Switching In Teaching English At SMAN 4 Parepare*". Pada tanggal 31 Mei s.d 30 Juni 2023.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 8 Juni 2023
Kepala UPT SMA Negeri 4 Parepare

H. MUHAMMAD TAHA TAKING, S.Pd, M.Pd
Pangkat : Pembina Tk. I
NIP . 19681208 199412 1 005

Tembusan :
1. Kepala Cabang Dinas Pendidikan Wil VIII
2. Masing-masing yang bersangkutan
3. Arsip File

BerAKHLAK   bangga melayani bangsa   Sipakatau   DISDIK
SETULUS HATI - SEGENAP JIWA - SEKUAT RAGA MENCERDASKAN SULAWESI SELATAN | #CERDASKI

CURRICULUM VITAE

Herlina Ningsi. The Researcher was born in Lemo Baru, West Sulawesi on 10th April 2000. The Researcher was the seventh of seven children. She has five brothers, and one sister. Her father's name is Naharuddin and her mother's name is Tika. The researcher is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her educational background, she bagan her study in 2006 at MI DDI Lemo Baru and graduated in 2012. While at the same year she study in MTs Al-Wasilah Lemo and graduated in 2015. At the same year she continued her study in Vocational High School 1 Polewali and graduated in 2018. Then continued her study at Tarbiyah Faculty of IAIN Parepare and completed her study with her thesis with the tittle "The Use of Code Switching in Teaching English at SMAN 4 Parepare"