

**CLASSROOM DISCOURSE ANALYSIS ON TEACHER'S CODE
SWITCHING PRACTICE IN ENGLISH LEARNING PROCESSES AT
SMAN 2 PARE**

THESIS

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I hereby declare that the thesis and the work presented in it are my own and it has generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due this fact, I am the only person responsible for this thesis if there is any objection or claim from others.

This is to fulfill the requirement for the degree of *Sarjana* (S1) in English Study Program, State Islamic Institute (IAIN) Kediri.

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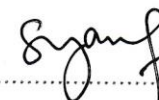
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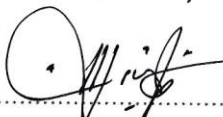
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Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir sarjana strata satu (S-1).

Bersama ini terlampir satu berkas naskah skripsinya dengan harapan dalam waktu yang telah ditentukan dapat diajukan dalam sidang munaqosah.

Demikian agar maklum dan atas kesediaan Bapak, kami ucapkan banyak terima kasih.

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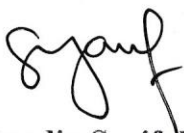
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Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntunan yang di berikan dalam sidang Munaqosah yang di laksanakan pada tanggal 20 Mei 2019, kami berpendapat bahwa skripsinya telah memenuhi syarat untuk disahkan sebagai kelengkapan syarat memperoleh gelar Sarjana Strata Satu (S-1) Fakultas Tarbiyah dan Ilmu Keguruan Jurusan Pendidikan Bahasa Inggris.

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MOTTO

***“Life is like riding a bicycle. To keep your balance,
you must keep moving.”***

-Albert Einstein-

DEDICATION

This graduation paper is whole heartedly dedicated to:

- Allah SWT the Almighty God for everything to me.
- My beloved parents, Widodo and Sudarti who are always in my heart. Thanks for all support and pray all the time to me.
- My beloved grandparents Wiji and Samijah who always prayed to my successful and hoped their grandchildren be best person.
- My sincerely advisors, Mr. Burhanudin Syaifulloh, M. Ed., and Mr. Chothibul Umam M. Pd. I say thank you very much for all your patient, your time, great suggestion, great guidance to lead my thesis better.
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- All students of SMAN 2 Pare, especially all eleventh grade. Thanks for your participation.

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In the name of God, Allah SWT who has given us mercies and blessing so we do everything the best that is like what the God wants. May Sholawat and Salam be always given to our Prophet Muhammad SAW who has guided us into bright future, namely Islamic Religion.

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Finally, the writer is not the perfect one and the writer hopes this thesis can be useful for all people.

Kediri, May 9th, 2019

The Researcher

ABSTRACT

Ardian, Fendi. 2019. *Classroom Discourse Analysis on Teacher's Code Switching Practice in English Learning Processes at SMAN 2 Pare*. Thesis. Department of English Language Education, Faculty of Tarbiyah. State Islamic Institute of Kediri (IAIN Kediri). Advisors: (I) Burhanudin Syaifulloh, M. Ed., (II) Chothibul Umam, M. Pd.

Keywords: Classroom Discourse, Teacher's Code Switching, English Learning process

Classroom discourse plays a pivotal role in the learning process. The teacher should consider it in the process of teaching. One of the ways to help the teaching process is by employing code-switching practice. This study is aimed to find types and functions of code-switching practiced by the teacher.

This present study used descriptive qualitative design. The data were got from classroom observation that was completed by audio recorder and they were based on the theory of code-switching from Poplack (1980) and Mattson & Burenhult (1999). Then, the data were transcribed and analyze into data reduction, data display and conclusion to find the types and the functions of code-switching practice. The participant of this study was Mrs. Zu (Pseudo) as English teacher at SMAN 2 Pare.

The result of this study showed that the types of code-switching practiced by the teacher were inter-sentential switching for 36 times, intra-sentential switching for 43 times, and tag switching for 22 times. While, the functions of code-switching practiced by the teacher were topic switch for 28 times, affective functions for 54, and repetitive functions for 19 times. The dominant number of this study are intra-sentential switching times and affective functions practiced by the teacher in classroom.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problem of the study, objectives of the study, scope and limitation of the study, and definition of the key terms.

A. The Background of the Study

The develop country had done big effort to make the country better than before. One of them was teaching the next generation in a best way. In this case, learning process becomes the main important in improving the learners' skills, the country, etc. In every country has different regulations in their learning process. They will adapt with the condition and situation in the country and find the appropriate one to decide the regulations of learning process. Even the way in learning processes are different, but they have same goal. The goal is making next generations are ready to face the big challenges in next time. Learning process will affect in many sectors, especially in the generations of the country. It is because learning process in a right way will give many knowledge to the students and improve the students' skills. So that, learning process is a main key to make someone better than before.

Learning process can be successful or failed, it depends on the process of classroom. It is because classroom is the place that is learning process is happened. Classroom is about the situation of learning process environment is conducting in class of school. In classroom, there will be some of activities

happen in that time and that place. For instance, teaching learning process, language interaction between teacher and students or students and students, critical thinking, etc.

In other words, the statements that the researcher explains before, it calls classroom discourse. Classroom is about the place for learning process and discourse is about the language in used for learning process. Classroom discourse is conducted by the teacher and students in classroom or students and students. Language is used in classroom discourse can be more than one, it depends on the teacher and students.

Classroom discourse is a language that is applied in the class in learning process between teacher and students. Classroom discourse is kinds of types of parole or performance what is used in classroom situations (Rymes, 2016). The performance means the language that has functions to communicate between teacher and students in learning the lesson in classroom. There are many ways that the teacher does in learning process to make the students understand the lesson is conducting. It is because language is the main part to transfer the knowledge.

It is necessary because the researcher finds the fact that the successful of learning process depends on the condition of classroom discourse. The students sometimes get difficulties when understands the teacher's explanation. The students need the clarifications to know the lesson means. In this condition, the teacher should change the explanation into understandable language, moreover that lesson is English lesson. So that, classroom discourse is needed in every

learning process to make clear explanation, such as English lesson need clarification by using mother tongue, etc.

Before the researcher conducts this research, there are some previous research that can be references for doing the research and find gap from the previous research. First, research was conducted by Ulfah in 2014. The research was conducted under title “The use of Code-Switching by English Teachers in Foreign Language Classroom” the theory that researcher used is code-switching. The focus of this study is language interaction between teacher and students in a Thai elementary school. This study shows us that language interaction in the classroom is very important to get successful in learning process and using code-switching can help the learning process, especially for the types and the functions of that code-switching.

Second, the research is carried by Yletyinen in 2004 under title “The Functions of Code-Switching in EFL Classroom Discourse”. The researcher focused on finding the functions of code-switching practice.

In conducting the observation, the researcher uses the theory of code-switching for classroom observation at SMAN 2 Pare. Code-switching is a way that uses two or more language in one talk. It has main functions in helping people especially students in the classroom to understand the language as foreign language that is learnt (Schmidt, 2015). It is because the mother tongue has figure to give more understanding and explanation in material as foreign language that is learnt in the classroom, English.

Code-switching also has some beneficial in learning process, such as decreasing the missed understanding, giving clarification, speaker's pronouncement, etc. These benefits help the students in learning process. It is caused most of students have difficulties in understanding the teacher's explanation. So that, code-switching is needed for the teacher in teaching learning process.

Furthermore, the researcher chooses the teacher's code-switching practice because in learning process what teacher said in the language interaction between students and teacher has big impact in learning process successful. Moreover, this study is conducted in English lesson in the classroom. Language is about the habitual action, there is no use in studying English theory only. The students must practice everything that the students got in the classroom. To get this target, the teacher in the classroom speaks English well to guide to students to be able to speak English better than before. The students will imitate the teacher does in the classroom about English especially. From this reason, the researcher focuses on teacher's code-switching practice in learning process of classroom.

In this case, the researcher took SMAN 2 Pare as the place of doing the whole observation. The researcher decided SMAN 2 Pare based on the result of researcher's experience about SMAN 2 Pare. This school is one of the favorite school in Kediri regency. Most of the students have the amazing quality. There are thousands students who wants to join in this school but the school has a high grade to be requirements to join this school. SMAN 2 Pare is located in Pare near *Kampoeng Inggris*. In holiday time, some of students of SMAN 2 Pare take

course in *Kampoeng Inggris* and most of students have a good English ability enough. The researcher takes place in SMAN 2 Pare and wants to know the teacher practices code-switching. Even though the students have a good English ability but they still need code-switching in learning process that is practiced by the teacher.

Based on the background above, the present study focuses on the nature of teacher-students interaction and patterns of language use in order to make both teaching and learning process will be more effective. The title of this research is "*Classroom Discourse Analysis on Teacher's Code Switching Practice in English Learning Processes at SMAN 2 Pare*". The result of this study is expected to be useful for teachers and learners.

B. The Problem of the Study

Based on the background of study above, the research problems are;

1. What are the types of code-switching practiced by the teacher in learning process of English classroom at SMAN 2 Pare?
2. What are the functions of code-switching practiced by the English teacher?

C. The Objectives of the Study

1. To describe the detail ones about the types of code-switching that are used by the English teacher in learning process at SMAN 2 Pare based on the theory that is chosen by the researcher.

2. To know what the functions are in doing code-switching that is commonly used by the English teacher in English classroom at SMAN 2 Pare.

D. The Scope and Limitation of the Study

The research focuses on investigating the interaction that is happened on English learning process in the classroom. The researcher takes place in SMAN 2 Pare as the school in conducting the observation. This focus is about the teacher's code-switching practice in learning process, especially English lesson. It makes easier in students' understanding. The researcher chooses 3 classes which is 1 meeting for each class in eleventh grade that are taught by same English teacher. In this case, English as a foreign Language (EFL) is for teacher and students and this research is based on the theory of code-switching.

E. The Significance of the Study

This study is necessary for the teachers and learners in their learning process.

1. To extend the teacher about code-switching practice in English learning processes. It is because code-switching practice that is done by the teacher, that is one of solution to improve English learning processes. For example, one of problem in teaching English as foreign language is practicing of language itself. Moreover, Students practice English in their daily life rarely. So that, this code-switching practice in teacher's teaching is one of effort to improve it.

2. To inform the learners that English as foreign language to limit the missed understanding in learning process. It is because mother tongue can come together with English. So that, the learners are easy to understand the English learning process by using mother tongue.
3. To the next researcher, this study can be used for one of reference and find the gap for the next researcher.

F. Definition of Key Terms

To give well understanding to all readers, the researcher gives short definition of key terms;

1. Teacher's Code-Switching

Teacher's code-switching is about the switching of languages in one conversation to have some functions. It may have minimal two languages or more than two languages in the same conversation. The language that is used for switching must be language that is already understand well by the speakers or it can be the mother tongue.

2. Classroom Discourse

The investigation that shows about the use of language happened on language interaction between teacher and students and among of students in the classroom. The main point of classroom discourse is language that is happened in the classroom and it is used by teacher and students or students and students, it is called classroom discourse.

3. Code-Switching

Two or more kinds of language that are used in one conversation in the same time and same place (Poplack, 2000). In this case, it has function for giving understanding in learning a target language in the learning process. The target language is studied by combining target language and other language, especially, mother tongue takes place or others. The main one, the students have mastered that language.

CHAPTER II

LITERATURE REVIEW

This chapter deals with the related literatures about the classroom discourse, language interaction in classroom, bilingualism and multilingualism, definition of code switching, types of code-switching, functions of code-switching, classroom and code-switching, and theoretical framework.

A. Classroom Discourse

Classroom discourse analysis indicates the language in use in the classroom between the teacher and learners in studying process. It may come from teacher and students or students and students in the classroom. Teacher in the classroom has a role to control the interaction that was happened in the classroom or it can be called turn-taking interaction (Walsh, 2011). Students in the classroom only follow the teacher's direction in interaction. Everything has been hold by the teacher. This characteristic of the teacher's control of the interaction that happens in the classroom is one of its features.

Classroom discourse is an activity that happens in the classroom in learning process, especially for the language in use for the leaning process (Domalewska, 2017). Languages come in learning process of classroom are free. The languages are depended on people are in the classroom, teacher and students in conducting some lesson. The languages are happened in the classroom, they are for mastering some lessons. At least, it is done to make easier understanding and clarify the explanation. Language is the main part of teacher's and students'

interaction, it is because the way to transfer the knowledge uses the language is activated and internalized (Thoms, 2012). In other hand, language choice must be in the correct one, in order teacher's explanation is understood by the learners in learning process because the only one way to share the knowledge between teacher and learners is language itself.

Classroom discourse is about the environment that is very vital based on the researcher's statement after getting some references above. Classroom discourse is the place that is the interaction of learning process happened between teacher and students. Classroom discourse has an important function in each lesson successful of learning process. The classroom may be failed in learning process it is because the language used in classroom is not correct and suitable with the condition. In other words, the language comes in classroom is called by classroom discourse.

Based on the explanation above, the researcher can conclude that classroom discourse is the language in use in the classroom studying process. It is used between teacher and students in the classroom, even teacher to students, students to students, or students to teacher. Classroom is the place for the teacher and students do learning process, meanwhile classroom discourse is language in use in the classroom.

B. Language Interaction in Classroom

Language interaction is the language that is used to interact between others in learning process of classroom discourse, teacher to students, students to

students. The researcher gives the scope about the language interaction. it is only the classroom studying process and it is used by the teacher and students during learning process in the classroom. The language interaction happens in learning process of classroom discourse into language used, and the moments when Indonesian and English are used. According to Chang (1999) the language interaction in the classroom has four structures, IRF (initiation response feedback), instruction, probing questions, and argumentation.

The first, IRF (initiation response feedback) this one is the traditional discourse pattern when the teacher has the role to ask the question, the learner answer, and the teacher evaluates. The teacher initiates checking the learners' knowledge by giving the question, then the learners give response based on the teacher's question, the last one is the teacher gives feedback to the learners about the appropriate answer. The lack of this one is only few learners can be touched from this, not all learners in the classroom. The second instruction, this type of language interaction comes from teacher and students. The teacher gives directive and informative statement to the learners about the knowledge that is done in the classroom. The third, Probing question, previous type tells that the teacher interact only some students. Probing question, the teacher gives question to all learners in the classroom for the learners want to create the challenge from the teacher and the learner gives the referential answer and challenge the teacher about the teacher's background knowledge. The fourth, Argumentation, the learners in the classroom may interact each other to answer the teacher's question and learners' knowledge is completed by other learners during argumentation sharing itself.

Besides structures, language interaction in classroom has also classroom characteristics, they are rich communicative environments and ample students participation, teachers more often followed up on students responses in ways that validated student contributions and helped to create topical connections among them (Mujiono, 2010). Based on Haliday (1975) he explained that there are three basic of classroom interaction units, they are IRE exchanges, I is about the individual students in order to ascertain whether each knows material, R is about the teacher provides the known-answer question to which the students want to express their thinking briefly, E is about the teacher gives evaluations for the students responses.

According to the theory that researcher gives before, the researcher can conclude that language interaction is the language is used in the classroom environment, whether is used by the teacher or the learners in the classroom learning process, especially for the English lesson as the foreign language

C. Bilingualism and Multilingualism

English learning process is one of big duty for the English teacher in the school. It is because the target of English lesson based on the roles are higher day by day, so that, the English teacher does best effort to cover that problem and reach the target for only the students. English learning process does not walk alone for the language, the languages are happened in the classroom are more than one. At least, there are two languages in the English learning process that are used for communication to study the materials in the classroom. This phenomenon is

about the bilingualism and multilingualism. Bilingualism and multilingualism have closed meaning but they are little bit different. Here, the researcher shows the definitions of bilingualism and multilingualism based on the experts.

1. Bilingualism

Bilingualism is about two or more language are used together in one occasion to cover the understanding in mastering the target language that is learned. Bilingualism is about using two or more language and that effect of two or more languages for one language or others and it is about the four skills of English (Moore, 2010). It is happened not only for the English learning process but also in other languages that are foreign languages or second language for the target language. Bilingualism is also bringing two or more languages to a choice language in the conversation (Myers-Scotton, 2000).

From the definition of bilingualism above, it can be concluded that bilingualism is the process of two or more language are used together in a conversation for the linguistic practices, such as functions, explanation, interference.

2. Multilingualism

Multilingualism is the process of using three or more language in a social phenomenon in our daily life, the function of using these languages are for property, linguistic change, get the better ones (Sumarsih, 2014). This definition is almost same with the bilingualism definition, they are

about using more languages in a conversation, but it can be seen that bilingualism has a position on covering the linguistic practice to back up the target language in the conversation and multilingualism is about the social phenomenon only in daily life for the property and social condition changes.

D. Definition of Code-Switching

According to Mujiono (2013) Code-switching is using two or more languages in spoken practiced and this one comes between the utterances or linguistics features. It comes in bilinguals practiced, and this one has a function to convey the meaning. Code-switching is about the choosing the bilingualism or multilingualism in the languages are used in a conversation (Myers-Scotton, 2000). In the other hand, code-switching is a similar way of the alternation of two languages within a single discourse, sentence, or constituent (Poplack, 1980). Two languages or more come together, in order to back up the language in the conversation. Code-switching is active when some languages, accents, and dialects are happened in sentences by bilingual people (Penelope, 2009).

In addition, code-switching is a sociolinguistic phenomenon, linguistic products, social-life in gives grammatical option by contributing the languages in a conversation. In a conversation almost impossible when talking about the foreign languages or second languages without any addition from other languages to make clear the target language.

According to the experts' definition about the code-switching, the researcher can conclude that code-switching is about using minimum two languages in a one communication and other languages are cover one language to make clear, in order to escape missed understanding.

E. Types of Code-Switching

According to Poplack (1980) the types of code-switching are inter-sentential switching, intra-sentential switching, and tag-switching.

1. Inter-sentential switching

This type switching occurs on between sentences in the utterances of the conversation and the speaker speak the utterance in one language and switch the next sentence into the others language of the appropriate function of switching in the same conversation.

2. Intra-sentential switching

This type is almost same with inter-sentential switching but this type happens between phrases or words in the same sentences.

3. Tag-switching

This type happens when the speaker add the phrase, words of some languages into the middle of other languages to build the understandable meaning.

In other hand, Wardaugh (2006) had already divided the types of code-switching in two parts; situational code-switching and metaphorical-switching.

1. Situational code-switching

In this case, the language is changed into other language because of some situations. The language that is used for changing is the language that is already mastered by the people in a conversation. Example: the teacher teaches English in a classroom and then there is an important announcements. Actually, in a classroom has a role to practice English as English lesson, but the teacher speaks Indonesian just for the important announcements.

2. Metaphorical code-switching

This type, the person switches the code in order to show identities of that person for giving any emphasize in a conversation. The person just switch the language without any thinking a mother tongue of the people in a conversation. It is because this code-switching used for giving or showing the identities in a conversation of the person said in that occasion. Example: The teacher is Javanese and she or he wants to show that the teacher is a Javanese, so the teacher switch the language in the middle of the teacher's explanation to students.

F. The Functions of Teacher's Code-Switching

In this case, the researcher shows the functions of teacher's code-switching in English learning process that are practiced by the teacher in classroom (Mattson & Burenhult, 1999). Here the researcher shows that there are three functions of teacher's code-switching:

1. Topic switch

In this cases, the teacher is going to give understanding about the knowledge which the students already known before in their native language to the new content about the topic in target language.

2. Affective functions

This function is about the building solidarity, it means the teacher uses code-switching in their conversation with the students usually in expressing emotions.

3. Repetitive functions

Repetitive functions can be called by the clarification. In this type, the teacher gives feedback or explanation to the important topic and it has function to make strong emphasize meaning or clarification meaning.

Meanwhile, Janet Holmes (2013) stated the functions of code-switching into seven kinds of functions. They are:

1. Participants

It is happened in a discussion conversation, but is only come when there is a new comers and the previous people welcomes them by using code-switching. It is because sometimes the new people or the new comers do not know about the discussion about. By using code-switching into a language that is easier to understand, it makes the new people to participate in a discussion easy to join the topic of discussion about.

2. Solidarity

Giving the solidarity sign into social life by using code-switching in certain addressed. So that, the speaker uses code-switching when the person sees each other to express the best solidarity. In this case, the language unites the solidarity in a community of the people

3. Status

The code-switching happened when the speaker meets the other person or people in different status. Such as, students and teacher in the school. It is happened because in social-life has a different status. This code-switching is used to respect the person or people that are in higher status than the speaker. It may come for the lower status than speaker, such as the children and the speaker is a university student. The university student will use language for the children.

4. Topic

It is about the topic switching of conversation, it is happened because of the certain topic that is not able to be translated in some language. So that, the speaker must switching into other languages. The topic switching is also about using other language for the language can't be found in recent language. For example, in Indonesian the word *kursi* come from Arabic, *kursiun*.

5. For affective functions

It is used for expressing an affective meaning in a conversation. The speaker expresses attitude, feeling uses code-switching. It is used to get deep meaning in expressing that statement. The speaker thinks that only certain language can give deep meaning when the speaker speaks with the certain person also.

6. Metaphorical switching

It is used for enrich communication and building the associations of some codes. It is usually used by educated people to make various the utterances. The code-switching shows how high education the people have. Mostly, the higher education that the people have shown the languages that they use. They will use various languages in their conversation.

7. Lexical borrowing

There is no language that is perfect for expressing everything. Every language is covered by other languages. It means one language is completed by other languages. For example, Javanese has the word "*pilar*" means *tiang* and English also has the word "*pillar*" they have the same meaning.

G. Theoretical Framework

Code-switching is using two or more languages in the one conversation, the target language is backed up by the mother tongue or other language that are understood by the people who do the conversation. In this study, the researcher

used code-switching from Poplack (1980) and Mattson, Burenhult (1999) to identify the types of code-switching and the functions of code switching.

The three types of code switching are Inter-sentential switching, intra-sentential switching, and tag-switching (Poplack, 1980).

1. Inter-sentential switching

This type switching occurs on between sentences in the utterances of the conversation and the speaker speak the utterance in one language and switch the next sentence into the others language of the appropriate function of switching in the same conversation. For example: The teacher said do you understand students? *Apakah semua sudah paham?*. The teacher said the utterances in a conversation with the two languages in one time to make clear attention.

2. Intra-sentential switching

This type is almost same with inter-sentential switching but this type happens between phrases or words in the same sentences. For example: The teacher said we are going to study about simple present *atau* present perfect? So that, the teacher used two languages in one sentence.

3. Tag-switching

This type happens when the speaker add the phrase, words of some languages into the middle of other languages to build the understandable

meaning. For example: the teacher said well, the time is over *kan?* The teacher give the tag in a sentence of the utterances.

Besides the types, there are also the functions of code-switching. The functions are topic switch, affective functions, and repetitive functions (Mattson and Burenhult, 1999).

1. Topic switch

In this cases, the teacher is going to give understanding about the knowledge which the students already known before in their native language to the new content about the topic in target language.

2. Affective functions

This function is about the building solidarity, it means the teacher uses code-switching in their conversation with the students usually in expressing emotions.

3. Repetitive functions

Repetitive functions can be called by the clarification. In this type, the teacher gives feedback or explanation to the important topic and it has function to make strong emphasize meaning or clarification meaning.

In this case, the theory that the researcher used by Poplack and Mattson, Burrenhult stated that code-switching and code-mixing are the same meaning and definition. Even other references stated that they have different meaning and definition. So that, the researcher make the same to analyze the data.

CHAPTER III

RESEARCH METHOD

This chapter shows the research design, research participant, instruments, data collection, and data analysis.

A. Research Design

The research design was descriptive qualitative. The researcher used this design because the researcher did not do any treatment in their English learning process of English classroom at SMAN 2 Pare, exactly the eleventh grade. Descriptive qualitative gave description about the classroom phenomenon, it is about the code-switching practiced by the teacher in learning process.

The researcher only focuses on the way they were in the classroom and analyze the code-switching practice by the teacher to the students in English learning process. The goal of this study is understanding the types of code-switching that was used by the teacher in English learning process and knowing the function of doing code-switching based on Shana Poplack (1980) and Mattson & Burenhult (1999) in English classroom.

B. Research Participant

The researcher conducted the study at eleventh grade of SMAN 2 Pare in academic year 2018/2019. In this case, the researcher chose Mrs. Zu (Pseudo) as the English teacher in eleventh grade of SMAN 2 Pare for three English

classrooms from ten classes. Mrs. Zu had English as a foreign language, mother tongue was Javanese and second language was Indonesian

C. Instruments

In this study, the researcher used observation sheet to get the data and there were field notes, audio recorder to cover the observation sheet in order to get the whole data of learning process.

This study was conducted by using observation as the instrument to get the data. The instrument can be called by classroom observation. The observation was completed by observation sheet that contained about types and functions of code-switching. Besides observation sheet, there were field notes and audio recorders to record the whole of learning process. It was because the observation sheet only was impossible to get the complete data. So that, the field notes and audio recorder covered the data that was got in observation sheet.

Table 3.1

The types and functions of code-switching

Types of code-switching	Statements	Code-switching Functions		
		Topic Switch	Affective Function	Repetitive Function
Intra-sentential Switching	1. 2. 3.			
Inter-sentential Switching	1. 2.			

	3.			
Tag Switching	1. 2. 3.			

D. Data Collection

The data collection of this study were classroom observation, then the data from audio recordings were transcribed, the next is coding the data that were needed to be analyzed.

The first was classroom observation, the researcher joined the learning process as the classroom observation. In this case, the researcher brought the observation sheet that was contained the table of types and functions from code-switching. The researcher filled the table based on the teacher's utterances in the class. Besides that, the researcher had notes about the phenomenon happened in the class. The classroom observation was not enough to describe the teacher's code-switching practice in classroom, so the researcher had field notes and audio recording.

After the researcher got the data from observation that was completed by audio recording and field notes, the researcher did the next step. That was transcription process. In this process, the researcher transcribed the audio recording into written dialogue. It was used to complete the data that was not caught from observation sheet that was not complete yet.

The data were got by the researcher already transcribed, the researcher did coding to the data. Coding process is about the labelling the data which one was the teacher's code-switching practice or not. When the conversation was not about the teacher's code-switching practice, the researcher would ignore it.

E. Data Analysis

Descriptive qualitative method was used by the researcher to analyze the data that were got from classroom observation that we completed by audio recorder and fields notes. Here, the researcher had three processes of data analysis. They were data reduction, data display, and conclusion / verification (Miles & Huberman, 1994)

1. Data reduction

In this data reduction, the researcher did the process of selecting, focusing, simplifying the data from classroom interaction between teacher and students in conducting English learning process. The researcher would find the important to be the data for analysis about the teacher's code-switching practice.

In this step, the researcher reduced the data from classroom observation that were still in messy data. The data were about audio recording and fields notes that the researcher got. There were three audio recordings in different classes but the same teacher. In this case, the researcher made the data from audio recordings and field notes of classroom into written

transcription in order to be easy to read and analyze. It was because the data reduction process was about simplifying, transforming, and focusing the data.

In exploring the data of this study, the researcher used classroom observation that was completed by audio recorders. The researcher took three different classes with the same English teacher. The first observation was conducted on March 21st, 2019 for 30 minutes. The second observation was conducted on March 22nd, 2019 for 30 minutes. The third observation was conducted on March 25th, 2019 for 30 minutes. In each observation was transcribed into written dialogues between teacher and students in learning process. The researcher did not transcribe the whole of audio recording from classroom but the researcher would omit unimportant information that there was no relation with the type or functions of code-switching. The researcher just transcribed the utterances that had code-switching practice by the teacher in English learning process.

In this case, the researcher only focused in teacher's utterances. The students' utterances in learning process were only used to identify the types and functions of teacher's code-switching practice. It was because the teacher's utterances would be affected from the students' utterances in learning process. It could be from the students' questions, feedback,

understanding, etc. It would make the teacher used code-switching in their conversation.

In the researcher's transcription the researcher gave italic words into the utterances that had teacher's code-switching practice. It made the researcher and reader easy to identify from the whole utterances which one was code-switching practice or not. This transcription was already made into readable based on audio recordings and fields notes that the researcher got from classroom observation.

Beside transcribed the audio recordings and making readable data, the researcher identified the data into types and functions of code-switching practice by the teacher. It was based on the researcher questions of this study. The observation was conducted into three different classes of eleventh grade of SMAN 2 Pare with the same English teacher. From transcription of audio recordings and field notes, the researcher got the data about types of code-switching and functions of code-switching from teacher's utterances in teaching process. They were inter-sentential switching, intra-sentential switching, and tag switching for the types of code-switching and the functions of code-switching were topic switch, affective function, repetitive function. All of them were taken from three different classes in eleventh grade of senior high school but with the same English teacher.

2. Data display

In this case, the researcher did the next data analysis that was data display. Data display is about the showing the data into clear explanation about the data, the explanation can be table, graphic, narrative form, etc.

In data display, the researcher shows about the data that had been reduced was arranged into tables of types and functions of code-switching. It was used for knowing the total of types and functions of code-switching in each class. Every class had different total numbers, it was depended on the condition of learning process. The students also become the factor that the teacher practiced code-switching or not.

3. Conclusion or verification

The last step, the researcher made conclusion about the data after doing data display in previous step. In this step, the researcher gave clear explanation about the type of code-switching practiced by the teacher, the functions of code-switching, and the languages were used in code-switching. It is because every classroom had different condition, so that, the teacher's code-switching would be different in each classroom. Even thought, the teacher taught in a same material of English lesson and same level in senior high school.

CHAPTER V

CONCLUSION AND SUGGESTION

The researcher did the whole research based on the theories were decided before. The data were also taken from the classroom observations which were completed by audio recording. So that, in this part the researcher shows the conclusion and suggestion of this study.

A. CONCLUSION

In this present study, the researcher concludes that there are three types of code-switching practiced by the teacher. They are inter-sentential switching, intra-sentential switching, and tag switching. Three of them were found in three classes that were chosen by the researcher. The total number of types of code-switching will be linear with the students' condition in understanding English learning.

Besides the type of code-switching, the researcher shows about the functions of code-switching. Here, there are three functions of code-switching. They are topic switch, affective function, and repetitive function. These function of code-switching are also influenced by the students' English knowledge.

B. SUGGESTION

Based on the result of this research, the researcher wants to give suggestions as follows:

1. For the teachers

The teacher may use code-switching practice because by using code-switching practice the materials that the teacher teaches to students, the students will be easy to understand

This code-switching practice will make the situation of English learning is more comfortable. It is because the students do not tense anymore.

2. For the students

The students do not tense anymore in studying English because the teacher practices code-switching English learning process. The students may try to use English in English learning process because the student can mix between English and their mother tongue.

3. For the school

English is not enough for only doing the questions. So that, the school can make English area in some places in the school. The students can practice more their English by using code-switching for their difficulties solution.

4. For next researchers

The next researcher who is interested in analyzing code-switching, the next researcher can use this study for one of reference. The next researcher can make over the next research better than.

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