

AN ANALYSIS OF CODE SWITCHING USED IN CLASSROOM

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Abstract

This study is aimed at analysing the forms or types of code switching and describing the meaning of the forms used by teacher or students in English learning process in classroom. In conducting this reseearch, the writer used descriptive method. The data were taken during English lerning process, where, there are teacher and students in. To collect the data the writer used recorder and notes. The data collected were analyzed by doing Unitization, Categorization, Explanation and Interpretation in English words and sentence, used as code switching during the classroom.

The findings in this study show that code switching used by teacher and students during the English learning process are form of intersentensial code switching, intrasentensial code switching and tag switching. The meaning of those forms or sentence depend on structure of the sentence or context of the sentence. It is expected that, this research can give a contribution to the development of sociolinguistics, and give motivation to other researcher to combine or improve the same topic of research in the future to develop English leraning process.

Keywords: Code Switching, English Learning Process

INTRODUCTION

Indonesia is a unique country. Why? Not only many people but also most of the people in Indonesia are able to speak in two languages: what are the languages? The first is the mother tongue, second is national language. This happens because Indonesia has many diverse cultural and linguistic variations.

Indonesia could also be regarded as a multilingual

country; especially in big cities are often in contact with foreign cultures. Most of the population is not only able to speak their mother tongue and the national language, but is also able to speak the foreign language.

Richards (2000:72) states that:

“code switching is a change by a speaker or writer from one language or language variety to another one. Code switching can take place in a conversation when one speaker uses

one language and the other speaker answers in different language. A person may start speaking one language and then change to another one in the middle of their speech, or sometimes even in middle of sentences.”

In modern era, English as an international language has an important role to develop science and technology. “Language is fundamental to all social processes, and human do need language to communicate to each other. In social process, there are people, who communicate more than they say, they use language that indicate meanings more than the language does.” (Maru et al, 2016: 1) Many People who have knowledge and skill in a current language always try to switch or mix codes in their speech fluently. In English activity in classroom, Based on the curriculum, the students should be familiar with the four language skills such as listening, speaking, reading and writing. In studying English, all of the students should be able to use the four languages skill that is why they are important to learn and to practice for increasing their

skills. For this, the students must have linguistic competence such as grammar or structure and vocabulary and to use them in spoken language.

In this study, the writer would like to know the code switching in teaching and learning process. The phenomenon of code switching widely occurs within the communication in which more than one language is used. Also it is noticeable for them to speak mixed languages and they also switch back and forth between two languages. In order to understand the process of their utterances, it is necessary to study code switching in the area of bilingualism.

Sometimes, English makes students confused or bored to studying, because they will get difficult in comprehending the materials. To solve the problem, most of the English teacher in Indonesia use more than one language. Teacher and students mixing up in the communication of teaching and learning process in the language classes. “Students and teachers were two important figures in the teaching and

learning process. In the situation such as Indonesia, less student-centered but more teacher-centered was the common approach applied in the classroom all across subject areas.” (Liando, 2010:2) In this study we can find out that code-switching used by teacher and student in classroom.

In formal education, code-switching are needed for English Teacher in teaching process because it makes students easier and interested on understanding the lesson. “In relation to attitudes and learning, student motivation was found to be one variable associated with being successful in language learning.” (Liando, 2010: 4)

In addition, it would be better for the teacher to try to teach students with code-switching so that the students could be familiar with bilingual condition. Concerning the background of the study of this research, the writer formulated the problem of the study was what types of Code Switching used by teachers and students in English learning activity in classroom?

- In order to get focus in conducting this study, the study was delimited to: The code Switching used by teacher and students in English learning process of The Second Year Students SMA Negeri 1 Kakas.

In English teaching and learning process, the writer wanted to helping teachers to know the types dan reason of code Switching used by teacher and students in speaking skill and as a contribution to English teacher in overcoming students problem in studying English in classroom.

RESEARCH METHODOLOGY

Research Design

To analyze this research, writer used a descriptive method. Best (1978:116) stated that:

“a descriptive study describes and interprets what is. It is concerned with conditions or relationship that exist, opinions that are held, process

that are going on, effect that are evidences, or trends that are developing. It is primarily concerned with the present, although it often considers past evidences and influence as they relate to current conditions.”

Bogdan and Biklen (1992:28)

point another relation opinion: “Qualitative research is descriptive. The data collected are in the form of words or a picture rather than number. The written results of the research contain quotation from the data to illustrate and substantiate the presentation.”

Source of the Data

The sources of the data took from The Second Year Students of SMA Negeri 1 Kakas.

Research Procedures

In doing the research, the steps used are:

- The writer came to school and met the head master and ask
- The activity of unitization

for permission to make a research in that school.

- The writer collected the data by recording the conversation in Speaking Class to get the natural data
- After collected the data, writer observed the script by watching it directly
- While observed the data, writer took a note whenever founding a code switching
- After all data founded, writer analyzed the data from the recorded and written data.
- The last was classifies the form code switching made by students

Research Instrument

To collect the data, the writer used recorder and notes.

Data Analysis

The collected data analyzed according to steps of qualitative research. The steps used in analyzing the data followed the steps of qualitative data by Bogdan and Biklen (1992: 145), are:

In this step, all the data united according to the notes and record. In the process of unitization, the coding is done to make the controlling easily done.

- The activity of categorization
In this step, the data categorized according to the criteria of type of code switching namely: inter-sentential code-switching, intra-sentential code-switching, and tag-switching.
- The activity of explanation
In this step, the categorized of the data explained according to findings in the first and second steps. In explaining the data united and categorized, comparison used to help the writer in making interpretation and drawing conclusion.
- The activity of interpretation
The last step was the activity of making interpretation. The data that have been united, categorized, and explained interpreted or concluded as the findings of the study.

RESEARCH FINDINGS AND DISCUSSION

Unitization of the Data

In this activity, the codeswitching forms are written in bold.

1. ***Sebelum kita mulai pelajaran saat ini***, we are going to start with pray.
Let's pray.
2. Yes ma'am. Our topic yesterday ***tentang*** global warming.
3. ***Mira, dapatkah anda jelaskan*** about global warming definition?
4. The effect of global warming is ***akan terjadi t'sunami ma'am***.
5. ***Lina boleh pinjam*** your book?
6. ***Sementara saya membaca topik ini***, please pay attention and listen to me.
7. Ok. ***Saya akan bacakan teks ini*** once again.
8. ***Jawabannya*** right. The temperature is high.
9. Ma'am we didn't understand about the exercise, ***tolong dijelaskan***.

10. ***Anda dipersilahkan untuk menjawab pilihan ganda*** according the text.
11. What you want to do ***untuk menghentikan*** global warming.
12. Can you participate for our friend Marsela Kuhu ***yang dirawat di rumah sakit.***
13. No sir, just one number ***lagi.***
14. Put your hand and ***sebutkan jawaban*** your group.
15. Ok. This is the last number. ***Silahkan baca*** number four.
16. Nia ***ternyata jawaban kita sama.*** The answer is wrong.
17. Ok everyone, our time is over. ***Kita lanjutkan*** with group five.
18. ***Mark kamari nda lama dang.*** Can I ask you something?
19. Have you finish your writing? ***Jika sudah selesai kami akan memberikan penjelasan.***
20. ***Bagaimana denganmu*** Rivo? Do you have any plans?
21. Rani ***tunggu kita telepon*** for our planing next week.
22. Thank you very much, ***kita tunggu kabar darimu.***
23. Have you ever visited a watefall or other natural tourist objects? ***Apa yang kamu sukai dan tidak kamu sukai ditempat tersebut?***
24. Now you have to write your description ***dengan menambahkan kata, frase atau kalimat.***
25. Ok guys, do you like ballet? ***Apa yang dimaksud dengan ballet?***
26. The text is called a Memo. ***Ada yang tahu arti memo?***
27. What do you think ***dengan guru Bahasa inggris kita yang baru?***

- She teaches us amazingly
karena itu Saya mulai tertarik dengan Bahasa Inggris sekarang.
28. It's nice to go swimming,
Sheren *apa kau tertarik ikut dengan kami?*
29. Kesya, what time will you be free? *Kita punya proyek besar minggu ini.*
30. Can you mention example *tentang bagaimana laut bias terkontaminasi?*
31. I want to know the reason *kau tidak sekolah kemarin Dina.*
32. Maria grew up in Mexico *dan dia tidak punya keluarga disana.*
33. So, why you don't wear your batik dress?
Bukanlah itu akan terlihat lebih bagus.
34. *Kau benar Kasih*, i will change my clothes.
35. I will take a bath *selesai menyiram bunga.*
36. Do you like eating junk food? *Itu sangat lezat bukan?*
37. What is in your mind *ketika anda mendengar kata "Pinocchio"?*
38. Thank God it rains.
Kalimat ini menjelaskan the farmer expresses his reliefs karena sudah hujan.
39. Thanks God I got 10 for my mid test, *ini kali pertama bagiku.*
40. Can you explain some of language *yang digunakan oleh beberapa orang dalam teks ini?*
41. *Teman-teman kita lihat halaman 23.* Please open you book.
42. *Ma'am di halaman 45* there is the language definition.
43. Randy can you help me?
Pinjamkan saya pulpen?
44. *Teman-teman kalian siap atau tidak*, the new era is coming!
45. Based on the dialogue,
Naira group *tolong jawab pertanyaannya.*

46. Rival you answer the question *di halaman 25 bagian B.*

47. Excuse me Ma'am. *Saya ijin ke toilet sebentar.*

48. I like reading very much, *bagaimana denganmu Merry?*

49. The impact of Global Warming *terhadap keadaan bumi kita.*

Categorization of the Data

The data presented in previous activity are categorized in the types of code switching, as what presented in the following:

- **Inter-Sentential**

In inter sentential code switching, the language switch is done at sentence boundaries. This is seen most often between fluent bilingual speaker, they are:

1. *Before we begin our lesson today, we are going to start with pray. Let's pray.*
2. *Mira, can you explain about*

global warming definition?

3. *While, i am reading this topic,*

please pay attention and listen to me.

4. *You should answer the multiple choice according to the text.*

5. *Can you participate for our friend Marsela Kuhu who are in the Hospital.*

6. *Nia, Our answers are same.* The answer is wrong.

7. Have you finish your writing? *If you have finish, we are going to explain.*

8. Thank you very much, *I will wait your respons.*

9. Have you ever visited a waterfall or other natural tourist object? ***What are you like or dislike about this place?***
10. Kesya, what time will you free? ***We have a big projeck this week.***
11. Can you mention the example of ***how can the ocean be contaminated***
12. Maria grew up in Mexico but ***She doesn't have any family there.***
13. I will take a bath ***after wetting the flower***
14. Ok guys, do you like ballet? ***What do you mean of ballet?***
15. This teks is called a Memo. ***Any of you know about memo?***
16. It's nice to go swimming. Sheren, ***do you prefer to go with us?***
17. I want to know the reason, ***why didn't you come to school yesterday,***
Dina
18. So, why don't you wear your batik dress? ***Doesn't it look beautiful?***
19. Now, you have to write your description ***with add words, frases and sentenses***
20. What do you think ***with our new english teacher?***She teach us amazingly. ***So that, I begin to like about english now.***

21. Thanks God, I got 10 for my mid test, *it is the first time.*
22. Can you explain some of language *who used by some peoples from the teks.*
23. The impact of global warming *to the earth.*
24. Ma'am, we didn't understand about the excercises, *Please explain*
25. ExcauseMaam, *May I go to toilet?*
26. I like reading very much, *how about you Merry?*
27. Do you like eating junk food? *Isn't delicious?*
28. What is in your mind *when you listen about "Pinochio"?*
29. Friends, *let's see page twenty-three.* Please open your book.
30. Mam, *in page forty-five* there is the language definition
31. Randy can you help me? *Borrow me a pen?*
- **Intra sentential**
 In intra sentential code switching, the language switch is done in the middle of a sentence with no interruptions, hesitations or pauses indicating a shift.
 1. Yes Ma'am, Our Topic Yesterday was *about* global warming.
 2. The effect of global warming is *tsunami.*
 3. Ok. *I will read this text* once again
 4. *The answer is* right. The

temperature is high.

5. What do you want to do *to stop* the global warming.
6. No Sir, just one number *again*.
7. Put your hand and *tell me* your group answer
8. Ok. This is the last number. *Please read* number four.
9. *How about you* Rivo? Do you have any plans?
10. Rani, *I will call you* for our planning next week.
11. Thanks God it is rain. *This sentence means* the farmer express his relief *because it has rain*.

- **Tag switching**

Tag switching occurs when a tag from different language is

inserted into an utterance in other language. Tag switching involves an exclamation a tag, or a parenthetical in other language.

1. *Lina, may i borrow* your book?
2. Ok everyone, our time is up. *We move* to group five.
3. Mark, *come here, please!* Can I ask you something?
4. *You right* Kasih, I will change my clothes.
5. Friend, *are you ready or not* the new era is coming.
6. Based on the dialogue, Naira group *answer the questions, please!*
7. Rival, please answer the question *part B on page twenty-five*.

Explanation of the Data

1. *“Sebelum kita mulai pelajaran saat ini, we are going to start with pray.*

Let’s pray.”

(“Before we begin our lesson today, we are going to start with pray.

Let’s pray”.)

From the sentence above, the student wanted to ask his friends but he used Indonesian and then switched to English. The student wanted to his friend began the class activity with said thanks to God with praise the Lord. He wanted his friends prayed together.

2. *“Mira, dapatkah anda jelaskan about global warming definition?”*
(“Mira, can you explain about global warming definition?”)

In the sentence above, a teacher asked Mira to explain about the lesson.

The teacher used Indonesian and switch to English.

3. *“sementara saya membaca topik ini, please pay attention and listen to me.”*

(“While, i am reading this topic, please pay attention and listen to me.”)

The sentence above, teacher asked to his student to pay attention while he was reading the text. He wanted the student to understand about the lesson, he used Indonesian and switch English while he said the sentence to the students.

4. *“Anda dipersilahkan untuk menjawab pilihan ganda according to the text.”*

(“You should answer the multiple choice according to the text.”)

Based on the sentence, teacher used Indonesian and switch to English. Teacher wanted student s to answer the multiple choice, and they should answer the question according to the text.

5. “Can you participate for our friend Marsela Kuhu *yang dirawat di rumah sakit*”

(“Can you participate for our friend Marsela Kuhu *who are in the hospital*”)

Belongs to sentence above, some of the student asked for participate to show the sympathy to their friends who were in the hospital. The student used English first and switched to Indonesian.

6. “*Nia, ternyata jawaban kita sama.* The answer is wrong.”

(“*Nia, our answers are same.* The answer is wrong.”}

Based on the sentence above, Nia wanted to give her opinion to her friend about their work. Actually, they have answered the question and they recognized that they had same answers, that is wrong. From that sentence, we can see that Nia used Indonesian and then switched to English.

7. Have you finish your writing? *Jika sudah selesai kami akan memberikan penjelasan.*

(“Have you finish your writing? *If you have finish, we are going to explain.*”)

From the sentences, we can know that a group discuss have gave their explanation, maybe, the other group don't understand about the

topic, so they are going to explained their material. The member of group began the sentence with English and then switch to Indonesian.

8. “Thank you very much, *saya tunggu kabar darimu*”
(“Thank you very much, *I will wait your respons*”)
From the sentence, a student said something to another student that he will wait the respon from a student. He used English and switch to Indonesian.
9. Have you ever visited a waterfall or other natural tourist object? *Apa yang kamu sukai dan tidak sukai di tempat tersebut?*”
(“Have you ever visited a waterfall or other natural tourist object? *What are you like or dislike about this place?*”)

From the sentence, someone ask for the feeling of other perseon about tourist destination. He used English and then Indonesian

10. What do you think *dengan guru Bahasa Inggris kita yang baru?* She teaches us amazingly. *Karena itu, saya mulai tertarik dengan Bahasa Inggris sekarang*”
(“What do you think *with our new English teacher?* She teaches us amazingly. *So that, I begin to like about English now.*”)
The sentence above tell us about teacher asked his student about their new English teacher. And he answered that his new English teacher was amazing for that he began to like to study English. He used English first and then switch to Indonesian.

11. Kesya, what time will you free? ***Kita punya proyek besar minggu ini.***

(“Kesya, what time will you free? ***We have a big project this week.***”)

From the text above, someone asked Kesya about her free time. She wanted Kesya to join with her because they have a big project to do. Kesya’s friend used English then switched to Indonesian.

12. “Can you mention the example ***tentang bagaimana laut bias terkontaminasi***”

(“Can you mention the example ***of how can the ocean be contaminated***”)

Sentence above tells us about the teacher asked his student about contaminated ocean. He wanted the student give the example of the topic discussion, he used English and then switched to Indonesian.

13. Maria grew up in Mexico but ***dia tidak punya keluarga disana***”.

(“Maria grew up in Mexico but ***She doesn’t have any family there.***”)

The sentence about student activity in class. The student was telling a story about someone. He told Maria life. He used English then switched Indonesian

14. “I will take a bath ***selesai menyiram bunga***”

(“I will take a bath ***after wetting the flower***”)

The sentence above tell us about, someone’s respons when they were going to meet up. He told his activity before they go together. He used English and then Indonesian.

15. Ok guys, do you like ballet? ***Apa yang dimaksud dengan ballet?***

(“Ok guys, do you like ballet? ***What do you mean of ballet?***”)

The sentence wanted to tell us about teacher wanted to dig the brainstorming of students about ballet, before the learn it. Teacher used English and then Indonesian.

16. This teks is called a

Memo. ***Ada yang tahu arti memo?***

(“This teks is called a Memo. ***Any of you know about memo?***”)

The sentence above tell us about teacher activity in classroom. after he read the text, he wanted to know, do the student know the kind of the text that they have read. the teacher used English and then Indonesian.

17. “It’s nice to go

swimming. Sheren, ***apa kau tertarik ikut dengan kami?***”

(“It’s nice to go swimming. Sheren, ***do***

you prefer to go with us?”)

From the sentence above, we knew that, someone wanted to know, if Sheren like to go for swimming with them. She used English and then switched to Indonesian.

18. I want to know the reason, ***kamu tidak sekolah kemarin***, Dina (“I want to know the reason, ***why didn’t you come to school yesterday***, Dina”)

From the sentence above, it showed that, teacher asked Dina why she didn’t come to school yesterday, and teacher wanted Dina gave her reason why she didn’t come to school. Teacher used English then switched to Indonesian.

19. So, why don’t you wear your batik dress? ***Bukankah itu terlihat bagus?***

(“So, why don’t you wear your batik dress? *Doesn’t it look beautiful?*”)

From the sentence above, it showed that, someone gave her opinion about other style, he was going to make his friend believed with her dress. He used English and then Indonesian.

20. “Now, you have to write your description *dengan menambahkan kata, frase atau kalimat*”.

(“Now, you have to write your description *with add words, frases and sentenses*”)

From the sentence above, teacher asked to his students to write a description about their lesson with add word, frase and sentences. The teacher used English and switched to Indonesian.

21. Thanks God, I got 10 for my mid test, *ini pertama kali bagiku*.

(“Thanks God, I got 10 for my mid test, *it is the first time.*”)

The sentence above show that, someone gave thanks to God for the first time he got Ten in Mid test. He wants to express his graceful for the first time he got it. He said it in English then switched to Indonesian.

22. Can you explain some of language *yang digunakan oleh beberapa orang dalam teks ini*.

(“Can you explain some of language *who used by some peoples in the teks.*”)

From the sentence we know that, teacher asked his student to explained the lesson, he wanted the student to explain the language that they find in

text, that they have read. teacher used English then switched to Indonesian.

23. The impact of global warming *terhadap keadaan bumi kita.* (“The impact of global warming *to the earth.*”)

The sentence above showed that student wanted to explained about the lesson about global warming. Student used English then switched to Indonesian.

24. Ma’am, we didn’t understand about the exercises, *tolong dijelaskan.* (“Ma’am, we didn’t understand about the exercises, *Please explain*”)

The sentence above showed that student wanted to more explanation about the lesson to their teacher. They didn’t understand the exercises so they asked

their teacher to explained the exercises more. Student used English then switched to Indonesian.

25. Excuse Maam, *saya ijin ke Toilet sebentar?* (“Excuse Maam, *May I go to toilet?*”)

From the sentence we know that a student wanted to go to toilet, and he ask to teacher to give him permission to go there. So, he used English then switch to Indonesian.

26. I like reading very much, *bagaimana denganmu, Merry?* (“I like reading very much, *how about you Merry?*”)

From the sentence above, Merry’s friend ask her friend hobby. She asked Merry but she tells her like first. She asked Merry with English then switch to Indonesian.

27. “Do you like eating junk food? *Itu sangat lezat bukan?*”

(“Do you like eating junk food? *Isn't very delicious?*”)

Sentence above showed that, a student asked someone opinion about food, especially junk food. He asked his friend opinion about that. He asked with English then switch to Indonesian.

28. What is in your mind *ketika anda mendengar kata “Pinochio”?*

(“What is in your mind *when you listen about “Pinochio”?*”)

Sentence above showed that teacher technic while teaching. To open the class, he asked student with sentence like this. He wanted to know the student if they know the topic that they are going to study. When teacher says it, he used English and

then switched to Indonesian.

29. Friends, *mari kita lihat halaman 23*. Please open your book.

(“Friends, *let's see page twenty-three*. Please open your book.”)

In the sentence above, student asked all his friend to open their book and look at page 23. He asked his friend used English and switched to Indonesian.

30. Mam, *in page forty - five* there is the language definition

(“Mam, *di halaman 45* there is the language definition”)

The sentence showed us about student showed to their teacher about their lesson. The student showed the definition of something in book, and he told in used Indonesian then switched to English.

31. Randy can you help me?
Pinjamkan saya pulpen.
("Randy can you help me? ***Borrow me a pen?***")
The sentence showed the conversation of two students, someone asked his friend to borrowed him a pen, he asked if he can got a pen from his friend. He used English and switched to Indonesian.

32. Yes Ma'am, Our Topic Yesterday was ***tentang*** global warming.
("Yes Ma'am, Our Topic Yesterday was ***about*** global warming.")

The sentence above told about student's answer about their lesson on yesterday. He will explained the topic and the answer he inserted Indonesian in that sentence. about means something that show to thing that have learn.

33. The effect of global warming is ***tsunami***.

("The effect of global warming is ***tsunami***."
the sentence above show the something happened in ocean. It can be dangerous to the people. It can make many things broken. And for this sentence, is switch from English to Indonesian.

34. Ok. ***Saya akan bacakan teks ini*** once again
("Ok. ***I will read this teks*** once again")

From the text we know that student wanted to do something while they are learning. She wanted to read again the topic in order, her friend understand the lesson. She switched English to Indonesian.

35. ***Jawabannya*** right. The temperature is high.
("The answer is right. The temperature is high.")

From the sentence we know, teacher wanted to

respons the student answered with say the answer is right. He wanted to make the student have good feeling with his answer. The teacher used English then switched to Indonesian.

36. What do you want to do *untuk menghentikan* the global warming.
(“What do you want to do *to stop* the global warming.”)

The sentence showed us the teacher ask to student what will they do to end the something to happen especially global warming. What will they do, The teacher inserted Indonesian in English sentence that he used.

37. No Sir, just one number *lagi*.
(“No Sir, just one number *again*”)

That sentence, teacher want to know, the students work. He asked their

work, if they have finish or no. He asked in English but he and with Indonesian word.

38. Put your hand and *sebutkan* your group answer
(“Put your hand and *tell me* your group answer”)

From the sentence, teacher ask the group discussion to answer their work. He wanted to group tell and explain their answer to the disscusion session. He said it while insert Indonesian word in English sentence.

39. Ok. This is the last number. *Silakan baca* number four.
(“Ok. This is the last number. *Please read* number four.”)

The sentence showed the teacher is checking the students’ answer. And it is the last number. He wanted to check if it true or false. He inserted

Indonesian words in English sentence.

40. ***Bagaimana denganmu***

Rivo? Do you have any plans?

(“***How about you*** Rivo?

Do you have any plans?”)

From the sentence, we can see the question was given by Rivo’s friend to him. He wanted to know if Rivo had any plans to do. While he was asking he began with Indonesian and finished with English.

41. Rani, ***tunggu kita telepon***

for our planning next week.

(“Rani, ***I will call you*** for our planning next week.”)

The sentence said that, someone told to Rani what shall she do to confirm their planning next week. She told that, she will tell Rani to make Rani know, what shall they do. She inserted Indonesian words in English sentences.

42. Thanks God it is rain.

Kalimat ini menjelaskan the farmer express his relief ***karena sudah hujan.***

(“Thanks God it is rain.

This sentence means the farmer express his relief ***because it has rain.***”)

This sentence means, the praise of someone when it has rain. He wanted to express how grate the God for help them. While he said the sentences, he switched English to Indonesian, and English to Indonesian again.

43. Lina, ***boleh pinjam*** your book?

(“Lina, ***may i borrow*** your book?”)

The sentence above show the expresion of someone to Lina, when she is going to borrow Lina’s book. He Swith Indonesian to English word when he asked it to Lina.

44. Ok everyone, our time is up. *Kita lanjutkan* to group five.
("Ok everyone, our time is up, *we move* to group five.")

The sentence told us a teacher want to continues the lesson to the next group. He used Indonesian word to complete the sentence that she has used.

45. Mark, *kamari nda lama dang!* Can I ask you something?

("Mark, *come here, please!* Can I ask you something?")

It sentences show the expression of a student to ask permission to his friend. He wanted his friend come to him and he will ask something. He used Indonesian and switched to English.

46. *Kamu benar* Kasih, I will change my clothes.
("*You right* Kasih, I will change my clothes.")

This sentence told us about someone expression while he agreed with other opinion. He wanted to do what have her friend said to her. She used Indonesian words then changed to Indonesian.

47. Friend, *kalian siap atau tidak* the new era is coming.

("Friend, *you are ready or not* the new era is coming.")

The sentence showed the expression of someone to make his friend agreed to the new era. He wanted his friend be ready what happen is done, because they should have to face it. He inserted Indonesian words in English sentence.

48. Based on the dialogue, Naira group *tolong jawab pertanyaannya!*

("Based on the dialogue, Naira group *answer the questions, please!*")

The sentence told us expression they show by teacher to ask Naira group to do their responsibility to answer the exercises. He used English and then switched to Indonesian

49. Rival, please answer the question *di halaman 25 bagian B*. (“Rival, please answer the question *part B on page twenty-five*.”)

From the sentence, teacher ask Rival to do their exercises, he gave the clue what should they do. Teacher used English and switched to Indonesian.

Their frequently use in firstly the code switching in the form of word there are 31 sentences of Inter-sentential, 11 sentences of Intra Sentential and 7 sentences of Tag Switching

CONCLUSION

After having discussed the code switching in English class, the writer came to the conclusion that,

most of the code switching process are in the form of Inter sentential, Intra sentential and then Tag Switching. The description of the meaning depends of the context of the sentence.

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