AN ANALYSIS OF CODE SWITCHING BETWEEN ENGLISH AND INDONESIA LANGUAGE IN TEACHING PROCESS OF SPEECH ON THE ENGLISH DEPARTMENT STUDENTS AT THE STATE ISLAMIC UNIVERSITY NORTH SUMATERA

A *SKRIPSI*

Submitted to the Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera Medan as a Partial Fulfilment of the Requirements for the Degree of SarjanaPendidikan

By :

RINI AGUSTIANA NASUTION

34.14.1.028

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2018

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA UTARA

MEDAN

2018

Nomor : Istimewa   Medan, 12 – October -2018

Lamp   : -   KepadaYth;

Prihal : Skripsi   Bapak Dekan Fakultas Tarbiyah

         a.n **Rini Agustiana Nasution** UIN-SU

                                          di –

                                              Tempat

AssalamualaikumWr.Wb

     Setelah membaca, meneliti, dan memberikan saran-saran perbaikan seperlunya terhadap skripsi mahasiswi :

Nama   **: Rini Agustiana Nasution**

NIM   **: 34.14.1.028**

Jur / Prodi   **: Pendidikan BahasaInggris**

Judul   **: "**An Analysis of Code Switching Between English and Indonesia Language in Teaching Process of Speech on The English Department Students at The State Islamic University North Sumatera**"**

    Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam siding munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan. Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terimakasih.

                         Wassalam,

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PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertandatangan di bawah ini :

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Jur / Prodi   : Pendidikan Bahasa Inggris

Judul   :**"An Analysis of Code Switching Between English and Indonesia Language in Teaching Process of Speech on The English Department Students at The State Islamic University North Sumatera"**

   Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

Medan, October 2018

Yang Membuat Pernyataan

<u>Rini Agustiana Nasution</u>
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ABSTRACT

Rini Agustiana Nasution. An Analysis of Code Switching Between English and Indonesia Language in Teaching Process of Speech on The English Department Students at The State Islamic University North Sumatera. A Skripsi.Department of English Education. Faculty of Tarbiyah and Teachers training. State Islamic University of North Sumatera Medan. 2018

This study is to describe code switching in teaching process of basic speaking subject. The subject was the lecturer of Department of English Education at State Islamic University North Sumatera. From three lecturer who handles basic speaking subject, the writer researched the lecturer who teaches in class C. Based on the research, the lecturer practiced code switching in order to help the students in delivering materials. In the process of code switching, the teacher practiced Indonesian and English. The aims of this research were to investigate the types of code switching, functions of code switching, and reasons of using code switching. It was descriptive qualitative research designs of which instrument are both observation and interview. The findings from the data analysis indicated that the types of code switching were found in three types: inter-sentential switching, intra-sentential switching, tag switching. The functions of code switching used by the lecturer were found three functions: topic switch, affective function, repetition function. And the reason of using code switching was repetition used for clarification and interjection.

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بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

All praise be to Allah, Lord of the worlds, who has given His loving and blessing until he writer can finish her Skripsi. Peace and gratitude may always be upon the Prophet Muhammad, who has guided all creatures from the darkness to the lightness, from stupidly era to the cleverness within Islamic regional.

This Skripsi is presented to English Education Department, Faculty of Tarbiyah and Teachers' Training State Islamic University of North Sumatera Utara as a partial fulfillment of the requirements for the degree of S.Pd.

The researcher is fully aware that this skripsi cannot be finished without other people's help. Therefore, in this opportunity she would like to express her deep gratitude to the following people:

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Finally, the writer realizes that this skripsi is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this research will give an important contribution to the Department of English Education. May God always bless us and lead us in His right path. Amin.

Medan, October 2018

<u>Rini Agustiana Nasution</u>

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language very important to communicate with the other people. With using language, people will be able to talk with the other easily and efficiently. many people master more than one language. It happens when people are in the place where their mother tongue is not the language that is understood by most people. it can be happened because the education that they take them to talk in another language beside their mother tongue.

The people who understand more than one language, usually they master English language as one of the languages that they master. It is caused by the fact that English is the universal language, that is commonly understood by most people in the world, as the language of education the other fields. English as the universal language is taught in almost all education fields, and it also makes English become the major in several universities.

Some of universities have English as the major. And some of the classes in this major require the students and lecturer to talk only in English, such as in a speaking class. In the speaking class, the lecturer obligated the students to talk only in English when they want to ask something, share their opinion, and others. But in fact, the students find it is not that easy when they should talk only in English all the time.

The phenomenon in teaching process of speaking classes, the lecturer determine the code choice to be used in communication. The selection of the code can influence several things, such as the students, the material, and the lecturer. When during communication in teaching process, it is available that lecturer use two codes that is English and Indonesian. The lecturer selects the code to be used in communication. Generally, this case is stated as code switching.

Code switching happens when lecturer shift from one language to another whether it is sentence, clause, word, utterance and even one sentence or some conducted particularly in switch two languages in teaching process. Code switching have become an interesting phenomenon to study in particular of language usage in society because it is part of development process use multiple languages.

The phenomenon of code switching usually use to communicate in teaching process of speaking class. It can be effected by the internal and external case. The internal factor can defined such as the lecturer know that the some of students have low the ability to talk only in English all the time, and the external factors can defined such as the students have the low ability in mastering speaking English, lack of vocabulary, nerves when they talked in English, most of them are still confused when using English all the time.

Based the experience of the writer, the use of code switching is effected to give the influence in interasting of communication faced by students so that students are able to speak English. The lecturer will be able to give accurate instruction to students and lecturer will be able to facilitate students in

understanding materials. Instructional as a tool for lecturer to manage in teaching process and the as facilitator the lecturer should master English in order to conduct instructional activities to facilitate the student in class. In reality, using of code switching highily can give a usefull thing related to students languages development. Obviously one of the strategy that we can apply in teaching process to enhan the conversation material.

Based on the explaining above, the researchers was conduct a research entittled An Analysis of Code Switching Between English and Indonesian Language in Teaching Process of Speech on the English Department at State Islamic University of North Sumatera.

B. Research Questions

In relation to the background, the problems are formulated as the following:

1. What type of code switching are found in teaching process of basic speaking subject?

2. What are the function of lecturer code switching in teaching process of basic speaking subject?

3. Why do the lecturer use code switching in teaching process of basic speaking subject ?

C. The Objective of the Study

The primary purpose of the study are :

1. To find out types of code switching in teaching process of basic speaking subject.

2. To find out the functions of lecturer code swithing in teaching process of basic speaking subject.

3. To explain the reasons of lecturer code swithing in teaching process of basic speaking subject.

D. The Scope of the Study

The research which is entitle "*An Analysis of Code Switching in Teaching Process of Speech on The English Department Students at The State Islamic University North Sumatera".* It's purpose to an analyze the lecturer code Switching. Focuses on the types of code switching, the function of code switching and the reason why the lecturer switch her language.

E. Significances of the Study

The result of this study is expected to give some contribution for teaching process of speaking classes as follows:

1. For Lecturer

The result of this research in expected to be useful for the lecturers in State Islamic University of North Sumatera. The lecturers will be able to make further investigation regarding to code switching in a speaking class, or the other classes in English department.

2. Writer

The result of this research is hoped to give the answers of the writers' research questions as stated in problem statement, thus the writer will be able to obtain many new findings related to code switching and sociolinguistics field, and hopefully will be able to give the new analysis regarding to the subjects.

3. For the Students

The study is expected to be useful for the students of UINSU Medan. This study can to references for the future study and as the references for the campus task. Also, the writer hopes this study especially for English department of UINSU Medan can make them to aware of the language that they use or they listen every time.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Frameworks

English as International Language has role in the socio-economic, political, social, education, and cultural lives in several countries. Language can be various in heterogenic societies because they have different habitual and social background. Code-switching is related to the language and social. The relation of them will be explained here.

A.1 Sociolinguistic

People use language to interaction with other in society at anytime and anywhere. Edward Sapir stated that 'language is a purely human for communicative purposes by agroup of people who constitute the language community[1]. People interact and communicate their opinoin, talk about something by using language, when they want to communicate in their activities.

Allah SWT also said in Holy Qur'an surah Al- Hujurat: 13 about language as follow:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

Meaning: *"Oye human, really we create you from a man and a woman and make you in variation nations and variation ethnics so that you can know one another. Really human who the most gracious among you in Allah SWT*

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[1]John Edward, *Language and Identity*, (United State of America: Cambridge University Press, 2009), p.53.

beside is human who are the most taqwa among you. Really Allah SWT is the well-known[2] ".

By that verse above, we can see and know that language created by Allah SWT so that all the people from difference countries can communicate and interact well. Other verse, Allah SWT also said in Holy Qur'an surah At-Taha; 44 about communication as follow :

فَقُولَا لَهُ قَوْلًا لَيِّنًا لَعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَى (44

Meaning: *"Go both of you to Fir'aun because he has really exceeded the limit. Then speak to you both in gentle words, hopefully he is aware or afraid"[3].*

By that verse above, we can see know that when we communicate with other people we must communication with the low intonnation in social context.

Communicating aspect of a language is very important. Sholihatul Hamidah said that the function of language is communicating thought from in person to another[4]. The studies of linguistic uncover the relation between language and society. It related to each other and cannot be separated to be investigated. The study of language and society develops into sociolinguistic.

According Janet Holmes, Sociolinguists study the relationship between language and society. They are interested in explaining why we speak in different social contexts, with identifying the social functions of language and used about the social relationships in a community[5]. It is the way people convey and construct aspects of their social identity through their language.

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[2]Abdullah Yusuf *et al,Tafsir Insfirasi,*(Medan: Duta Azhar Press, 2014), p. 634
[3]Abdullah Yusuf *et al, Op Cit,* p.355
[4]Sholihatul Hamidah, *Introduction to General Linguistics*, (Medan: La-Tansa Press,2011), p.11
[5]Janet Holmes, *An Introduction to Sociolinguistic,* (New York: Routledge, 2013), p.1

According to Sharon and Caroline, The socio in "sociolinguistics indicates that we are looking at how language is used in social-context-at how it used when people interact with one another on interpersonal levels and in larger group, cultural, national, and international levels[6]. In sociolinguistics, then we begin with the recognition that the language that each of us uses can be different in different situations and with different people.

There are many definitions that explain above. It can be concluded that sociolinguistics is the study how people interact with society by using language as mean communication. People and language cannot be separated, because they are one unity. People need language to share, express their ideas, feeling and through or when they interact one and another.

A.2 Code

Before we discuss about code-switching, we have to know what the code is. Code refers to any form of speech whether named or unnamed that the society in question differentiates from other forms.People do conversation actually they send codes to their addressee. This coding pass through the process which happened to the speaker and hearer, and it should be understood by both of them. If the speaker understands what the code is, then he or she will take a decision and act appropriate to what he or she should do.

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[6]Sharon K. Decket and Caroline H. Vickers, *An Introduction to Sociolinguistics*, (New York: Continuum International Pblisihing Group, 2011), p.1

A.2.1 Definition of Code

Before we discuss about code-switching, we have to know what the code is. Code refers to any form of speech whether named or unnamed that the society in question differentiates from other forms.People do conversation actually they send codes to their addressee. This coding pass through the process which happened to the speaker and hearer, and it should be understood by both of them. If the speaker understands what the code is, then he or she will take a decision and act appropriate to what he or she should do.

In Sociolinguistics, code refers to a language or a variety of language.The term is useful because it is neutral. This term is mainly used as a neutrallabel for any system of communication involving language and which avoids the sociolinguist having to commit himself to such terms as dialects, languageor variety, which have special status in his theories.

Wardaugh also maintains that a code can be defined as "asystem used for communication between two or more parties used on any occasions[7]. When two or more people communicate with each other, we can call the system of communication that they employ a code. A code is a system that is used by people to communicate. When people want to talk to each other.

From those opinions of the code given by many linguists above, wecan make conclusion that a code can be said as a language. The code is aform of the language variation that is used by a society to make communication with other people.

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[7]Ronald Wardaugh, *An Introduction to Sociolinguistics*, (USA; Blackwell Publishing, 2006), p.101

A.2.2 Definition of Code Switching

Wardhaugh say that code switching is a result of contact of bilingual or multilingual community and code switching as a strategy of using two or more language in the same utterance[8]. Milroy and Gordon have also argued that the term code switching can describe a range of language (or dialect) alternation and mixing phenomena wheter within the same conversation, the same turn, or the same sentence utterance[9]. Generally, code switching as the alternation to switch one code to another in speech event. People procude an utterance and apply code switching when people change the language in their conversation.

Code switching perform various functions in its naturally occurring context. Speakers code switch to define situation as they wish, and to convey nuances of meaning and personal intention state by Sert[10]. The similar definition also said by Sebba, Mahootian, and Jonsson have given a far simpler definition of code switching, stating that code switching the alternating use of two or more languages is a natural occurrence in the speech of bilingual individuals[11]. It is also used to build intimate interpersonal relationships among people who share the same code. It can be said to be a tool for creating linguistic solidarity especially between individuals.

In other hand, Hymes defines code switching as "a common term for alternative use of two or more languages, varieties of a language or even speech

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[8]Ronald Wardaugh,*Op Cit,* p.101

[9]Eva Fachriyah, *The Function of Code Switching in an English Language Classroom, Studies in English Language and Educatio,* (Banten, 2017), p.3

[10]Olagunju Robert, *Code Switching as a Teaching Strategy: Implication for English Language Teaching and Learning in a Multilingual Society,Journal Of Humanities And Social Science, Volume 14, Issue 3,* (2013),P.92

[11]Eva Fachriyah, *Op Cit,* p.3

styles" while Bokamba defines code switching is the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event[12]. In addition Gumperz who states that code switching is the juxtaposition within the same speech exchange of passages of speech belonging to two different language/grammatical system or sub systems[13]".

According to Duran said that code switching is probably strongly related to bilingual life and may appear more or less concurrently in the life of the developing language bilinguals especially when they are conscious of such behaviour and then choose more or less purposefully to use or not to use it[14]. Based on these statements, code switching is clearly a combination of two or more languages and combines words, phrases and sentences.

Then, the structure of language in code switching does not violate the rules of drafting sentences for second or more languages. It was confirmed also by Heredia and Brown said that code switching is a natural product of the interaction of 2 pieces of languages. In addition, according to Hymes, code switching is a change of use of two or more languages, some variations of one language or even

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[12]Fitriah Auliya Ansar, *Code Switching and Code Mixing in Teaching-Learning Process, Jurnal Tadris Bahasa Inggris,* (Lampung, 2017), p.3
[13]Eva Fachriyah, *Op Cit,* p.3
[14]Sumarsih, Masitowarni, Syamsul, Dedi, *Code Switching and Code Mixing in Indonesian Study in Sociolinguistics,* (Canadian Center of Science and Education, Medan;Indonesia, 2014), p.77

some kinds of the style[15]. According to Mabule code switching is the shifting by a speaker from language A to language B[16].

Based on expert above, it can be conclude that, code switching is the shifting one language into another language in the same utterance from two different grammatical systems. In this case, code switching occur when the speaker after she/he has completed a sentence, and then switches or shift to another language in the next sentence. These 'shift or switch' of other language are often sentence, but they can also phrase, clause or large units.

A.2.3 Definition of Code Mixing

Wardaugh in Kun Mustain, states that code mixing occurs when conversations use both languages together to the extent that they change from one language to the other in the course of a single utterance.[17] Furthermore, Pardede in Pugh's book, states that "the transfer of linguistics elements from one language into another is code mixing. In other words it is only partially transferred that those elements mix together for communication purpose"[18]. The similar definition also said by John in Jendra, "In code mixing, pieces of language are used while a speaker is basically using another language"[19]. In Addition, Myers-Scotton in Lau Su Kia states that code mixing is the change of one language to another in the

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[15]Sumarsih, Masitowarni, Syamsul, Dedi, *Ibid,* p.78

[16]Mabule, *What is this, Is it code switching, code mixing, or language alternating?, Journal of Educational and Social Reasearch, Vol 5 No 1,* (MCSER Publishing; Rome Italy, 215), p. 340

[17]Kun Mustain, *Switching and Mixing Code*, Jurnal Linguistik Terapan, Vol.1 (Politeknik Negeri Medan,2011) p. 46

[18]Puguh trilestari et al, *REAL* (Research in English and Applied Linguistics, 2012), p.426

[19]Made Iwan Indrawan Jendra, *SOCIOLINGUISTICS The study of Societies Language*, (2012), p.79

same oral or written text. It is common phenomenon in the society where two or more languages are used together[20].

Code mixing is natural in communication as there is a natural need or interdependence among bilinguals or multilinguals. Code mixing occurs with need to play a social role in society by communicators for example use English in code-mixing to show that he is a modern like man, as seen in this following example:

Jangan ganggu saya, lagi ada meeting *nih*!

From the example above, the speaker of this sentence supposed to have felt a modern thought that he purposely and proudly communicates it to the listener. Other example :

A: ada apa ?

B: Tadi saya *chatting* kamu sebelum masuk kelas

The conversation took place in the school. A and B are study in the school. A asked B what B was doing. And B made a code mixing by adding English word to his sentence "chatting",

In addition, Nababan(1991) quoted by Waode, giving his oppinion that the point characteristic of code mixing is relaxation of speaker or informal situation, if there is code mixing in its situation. It is caused there is no certain language using.

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[20]Lau Su Kia et al,*Code Mixing of English in the Entertainment News of Chinese Newspapers in Malaysia*, (International Journal of English Linguistics, Vol.1,2011), p. 4

So people need a word of foreign words. Sometimes people do code mixing to show up their intellectual or position[21].

Based on the explanation above, It can be concluded that, code mixing is changing one language into another language in sentence without change the meaning of the sentence. In this case, speaker inserted a piece of second language in first language in single utterance. For example, inserted English while speak Indonesia language. These 'pieces' of other language are often words, but they can also be phrases or larger units. Code mixing also didn't only use in direct speech or oral language but also in written languge, such as social media, magazine, etc.

A.3 Types of Code Switching

After explain about the definition about code and code switching, this part will explain about the type of code switching. There are three types of code switching according to Poplack namely Tag Switching, Inter-sentential Switching, and the last Intra-sentential Switching[22].

A.3.1 Inter-sentential Switching

The intersentential code switching is switching at the sentence level. inter-sentential code switching occurs when the speaker, after he / she has completed a sentence in one language, switches to another language in the next sentence, or occurs at sentence levels, where each clause or sentence is in one language or the

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[21]Waode Hamsia, *Code Mixing and Code Switchig in Umar Kayam's Novel Parapriayi*, Vol.15, (2015), p. 37

[22]Anastasia Schmidt, *Between The Languages: Code Switching in Bilingual Communication,* (Hamburg; Anchor Academic Publisher, 2015), p.24

other as illustrated in the following examples demonstrating code switching between English and Indonesian. For example:

"You have the task for the next meeting. *Kamu harus membuat dialog pendek".*

From example above it is intersentential switching because the speaker has completed a sentence in English "you have the task for the next meeting", and then speaker switches to Indonesian "*kamu harus membuat dialog pendek"* in the next sentence. Other example :

"Jangan kemana-mana sini aja! Do you understand?

From example above, it is include inter-sentential switching because the speaker has completed a sentence in Indonesian "*Jangan kemana-mana sini aja"* then speaker switch to English "do you understand" in the next sentence. So, inter-sentential switching happens when the speaker after has completed a sentence in one language switches to another language in the next sentence.

A.3.2 Intra-sentential code switching

Intra-sentential switching possibly the most complex type among the tree. In Intra-sentential switching, code switching occurs two code within a clause. It's mean that the speaker inserted phrases, clauses from another language within the same sentence. It means that the speakers switch from one language to another within the same sentence. In which switches occur within a clause or sentence boundary.

For example:

Can you please tell me kalimat apa ini?

I'll give you a gift kalau kalian bisa jawab

It is called code switching included intra-sentential switching. Because the utterance show that the speaker switches from English into Indonesian in the single sentence or utterance.

Selain di post office *itu kita ngapain sii?*

From example above called code switching included intra-sentential switching. The utterance show that the speaker inserted phrase of second language in first language in a sentence.

A.3.3 Tag or Extra-sentential Switching

Tag switching in which tags in one language are inserted into an utterance otherwise in another.The speaker starts the sentence but attaches a tag-like switch (in English) at the endof the sentence to show emphasis or to symbolize that he/she is soliciting the opinion of the addressee. A tag code-switching happens when a speaker inserts short expressions (tag) from different language atthe end ofhis/her utterances, e.g."you know", "I mean", from one language into a clause or sentence in a different language. Since tags are subject to minimal syntactic restrictions, they may be easily inserted at a number of points in a monolingual utterance without violating syntactic rules.

For example:

It's okay, no problem, *ya nggak?*

It is a code switching because the utterance shows that the speaker switches from English "It's okay, no problem" to Indonesian "ya nggak?". This code switching which is existed in the last sentences is an insertion of a tag from one language into an utterance which is entirely in one another language. So, these utterances can be classified into extra sentential or tag switching.

A.4 Functions of Code Switching

The teacher use code switching by starting the lesson in the English language and may move into the second language. This ensures that the lesson is as communicative as possible. These function are listed as topic switch, affective functions, and repetitive functions by Mattson and Burenhult[23] :

A.4.1 Topic Switch

In topic cases, the teacher alters his/hel langauge according to the topic that is under discussion. This is mostly observed in grammar instruction, that the teacher shift his language to the mother tongue of his student in dealing with particular grammar point, which are taught at that moment. In these case, the students attention is directed to the knowledge by making use of code switching and accordingly making use of the native tongue. At this poin it may be suggested that a bridge from known (native language) to unknown (new foreign language content) is constructed in order to transfer the new content and meaning is made clear. For example :

- *Lihat penggunaan kata kerja keberapa yang di pakai?* Verb three

---

[23]Fithrah Auliya, *Op Cit,* p.13

In the example above, the speaker was teaching present perfect tense. In order to elicit the use of verb three in present perfect tence, the speaker code switching. She made use of bilingualism to clarify the meaning of this grammar point for her students, thus she was using topic switch.

A.4.2 Affective Function

In addition to the function of code switching named as topic switch, the phenomenon also carries affective function that serve for expression or emotions. In this respect, code switching is used by the teacher in order to build solidarity and intimate relation with the students. In this sense, one may speak of the constribution of code switching for creating a supportive language environment in the classroom. As mentioned before, this is not always a consious process on the part of the teacher. For example;

- Fifty thaousand or take when you have finished semester teast. *Makanya kalo belajar hpnya jangan dipakai dulu.*

From the example above, show speaker emotions in this context. The anger and disapproval can be identified from the falling intonation of the speakers code switching at the end of his sentence.

A.4.3 Repetitive function

In this case, the teacher use code switching in order to transfer the necessary knowledge for the students for clarity. Following the instruction in the target language, the teacher code switchesto native languagein order to clarify meaning,

and in this way stresses importance on the foreign language content for efficient comprehension. For example;

- *Apa.. Apa bedanya* ? Who knows the different?

From the example above the speaker to identify the different related to the topic. Speaker use repetitive function to make sure that her friends could identify the difference.

Base on Mattson and Burenhult, there are three function of teacher code switching. They are : topic switch, affective functions, and refetitive functions. Topic switch occurs when the teacher alters his/her language according to the topic that is under discussion. While affective function used by the teacher in order to build solidarity and intimate relation with the students. Then, repetitive function used by the teacher to transfer the necessary knowledge for the students for clarity.

A.5 The Reason of Code Switching

The people surely also have reasons why he or she switches theirnative language into English. According to Grosjean, code-switching can also be used for many other reasons, specifying the addressee (switching to the usual language of a particular person in a group will show that one is addressing

that person), qualifying that has been said, or talking about past events[24]. Hoffman classifies the reason of code switching into seven points[25], which are:

A.5.1 Talking about a particular topic

Hoffman said that talking about a particular topic is people sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express his or her emotions, excitements or even anger in a language that is not his or her everyday language.

A.5.2 Quoting somebody else

Regarding this function, Hoffman suggests that "people sometimes like to quote a famous expression or saying of some well-known figures".

A.5.3 Being emphatic about something

Usually, when someone who is talking using a language that is not his or her native tongue suddenly wants to be emphatic about something, as Hoffman stated "he/she, either intentionally or unintentionally, will switch from his or her second language to his or her first language.

A.5.4 Interjection

Regarding the reason, Hoffman suggests that "language switching and language mixing among bilingual or multilingual people can sometimes mark

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[24] Eunhee Kim, *Reasons and Motivations for Code-Mixing and Code-Switching*, *Issues in EFL Vol.4 No.1,* (Spring, 2006), P.47
[25] Saptina and Yan, *Code Switching Used in Conversation by an American Students of the Darmasiswa Program,Journal lof Language and Literature*, (Semarang; Indonesia, 2015), p.30

an interjection or sentence connector. It may happen unintentionally or intentionally."

A.5.5 Repetition used for clarification

About this reason, Hoffman states that "when a bilingual wants to clarify his/her speech so that it will be understood more by the listener, he/she can sometimes use both of the languages that he masters saying the same utterance (the utterance is said repeatedly)."

A.5.6 Intention of clarifying the speech content for interlocutor

When a bilingual person talks to another bilingual as suggested by Hoffman, it was mentioned that there will be lots of code switching and code mixing that occur. It means making the content of his/her speech runs smoothly and can be understood by the hearer.

A.5.7 Expressing group identity

Code switching can also be used to express group identity. The way of communication of academic people in their disciplinary groupings, are obviously different from other groups by Hoffman[26].

A.6 Code Switching in Language Classroom

Code switching in a foreign language classroom has recently been the subject of considerable study and debate. When especially the use or the roles of the first language and the target language, get benefits from code switching. According to Macaro, the switching to first language necessarily

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[26] Saptina and Yan, *Op Cit,* p.30

serves some basic functions which may be beneficial in the foreign language learning environment[27].

Macaro summarizes the arguments against code switching in the first language classroom under five aspects. First, code swithing means a recourse to first language which is not desirable because the second language classroom should aim at maximizing second language input given by the teacher and second language output produced by the learners; this is regarded essential in second language acquisition.

Second, avoidance of code switching warrants the absence of negative interference and follows the maxims of comprehensible input and meaning negotiation, which are also regarded as effective for language learning. Third, the avoidance of code switching impedes a return to unfashionable methods such as the grammar translation method, which is seen as an example of a method in which the target language is crowded out and second language is taught without regard to language use in the 'real world'.

Fourth, code switching is politically not desired – the background of this claim is the (alleged) wish to employ native speaker teachers for political and economic reasons, i.e. a sort of linguistic imperialism Phillipson, is served. Finally, since it is supported by official 'English-only' language teaching

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[27] Eva Fachriyah, *Op Cit,* p.150

policies established by national agencies, avoidance of code swithing is regarded as an indicator for 'good teaching', i.e. has a control function[28].

Hadist Aisyah about clear words;

عَنْ عَائِشَةَ ۞ رَحِمَهَاَاللُّ قَالَتْ كَانَ كَلاَمُ رَسُوْلِ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ كَلاَماً ۞ فَصْلاًيَفْهَمُهُ كُلُّ مَنْ سَمِعَهُ

(اخرجه ابوداود في كتاب الادب)

Meaning : *From Aisyah rahimahallah said: "Indeed the words of the Prophet SAW is a clear word to understand everyone who hears ti[29].*

The hadith explains to the teacher to be able to speak the words clearly in teaching process. so that students can understand the intentions conveyed.

Code switching may be used as an effective teaching strategy for second language learning state by Gulzar, Farooq & Umer .The use of code-switching in the classroom would provide for an acceptable method of communication. Students then would feel comfortable switching languages within normal conversations providing for a bilingual society[30]. It has also been outlined that code-switching may facilitate language development as a mechanism for providing language samples and may also be utilised as a teaching method for teaching second language.

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[28] Stefan Rathert, *Functions of Teacher and Student Code-Switching in an EFL Classroom and Pedagogical Focus: Observations and Implications, Iternational Journal,* (Turkey, 2012), p.9

[29] https://multazam-einstein.blogspot.co.id/2013/07/hadits-tentang-pendidikan-dan-pengajaran.html

[30] Moses Makgato, 2014, *The Use of English and Code Switching in the Teaching and Learning of Technology in some Schools in Eastern Cape Province, South Africa Mediterranean Journal of Social Sciences Vol 5,* (Rome Italy, 2014), Page 3.

In addition, Hornberger and Mckay explains classrooms code switching entails simultaneous use of two language including target language such as English and student's first language for interaction and intructional exchanges[31]. Teacher and students interact each other using two language and they may switch one language into other. Teacher also use two language and switch one language to another when give the interaction to the students.

From the defenition above In teaching process, code-switching helps the students to enhance understanding in teacher"s materials. The intelligible input allows the students to feel less unpleasant, stressful, unconfident, and more relaxed to learn. When they are relaxed in studying English without any anxiety, the students are able to take a part in classroom activities effectively.

B. Related Study

There are some relevants studies conducted by several researchers:

1. Putra, Mursyid Fadhilah, 2017, entitle : Code Switching in Teaching Process of English Subject in SMP Negeri 1 Air Putih Batubara. He found that the result of the study shows that there are three kind of code switching generally performed by English teacher, they are tag code switching, inter-sentential code switching, intra-sentential switching. Then he found that seven function are to orgenize the classroom, provide explanation of difficult word or important word, create sense of solidarity, reassure the student, prasise the student, remind the student, inject humor, encourage students involvement.

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[31]Nancy and Mckay, *Sociolinguistic and Language Education,* (USA; Great Britain Short Run Press, 2010), p.127

Then he found that reason use code switching are students English proficiency, the distance between native langauage and the target language, teacher's attitude, tradisional teaching methode use.

2. Mukti, Thomas Wahyu, 2016, entitle; The Use of Code Switching in The English Language Education Study Program Lecturers Instructional Languages. He found that the result of the study shows that there two types of code switching are situational code switching and metaphorical code switching. Then he found six reason of code switching are topic, addresse, emphasis, persuasion, solidarity, affection.

3. Zulfa Lailina, 2016, entitle; Code Switching English Teaching Learning Procees of English as a Foreign Language Classroom. She found that the result of the study shows that there three types of code switching are tag switching, intersentential switching, intrasentential switching. And then she found the factor code switching are speakers, speech partner, present of 3rdperson, topic of conversation, changing from formal into informal situation, language function. And the last she also found function code switching in the classroom are explanation, requesting help, students helping each other, self-corrections, moving from one activity (topic) to another, Code-switching in clearing miss understandings, not knowing the English Counterpart, checking for understanding, unofficial interactions, students" Comment, students" initiation.

C. Conceptual Framework

The conceptual framework explains the basic concept applied in this study, which is focused on the relationship between interaction and language. As

language is the media of any interactions in order to fulfil plethoric requirements in life. And the intense contact to various language increases the number of bilingualism discourse, there is as interactional strategy applied by the participants in an interaction to achieve a set of communicative goals which is called as code switching.

Code switching which is known as the use of two or more language alternately, is regarded as an indispensible strategy to maintain interaction and to enhance the opportunity to participate in any discourse, especially in bilingual environment. It embraces various social functions which describe the significances of code switching use in an interaction.

Code switching occurs in real face to face conversations, code switching also occurs in another medium, such as teaching process. Many teaching process are significantly depecting some tactful and vivid uses of code switching, such as a situational explained the material, advised the students, or situational comedy which is teaching classroom in English department. The study focused on the code switching utterance will do by the lecturer.

There will transcription of teaching process employed as the source of the data in the study. Meanwhile the participants' conversation contained code switching are used the data. In utterance code switching there are 3 types of code switching according to Poplack, there is tag switching, inter-sentential switching, intra-sentential switching.

And also in utterance code switching there are 3 functions of code switching according Mattson and Burenhult, there is topic switching, affective function,

repetitive function. Other hand, in utterance code switching there are seven reason of code switching by Hoffman, there is talking about a particular topic, quoting somebody else, being emphatic about something, interjection, repetition used for clarification, intention of clarifying the speech content for interlocutor, expressing group identity to analysis the utterance of the lecturer in teaching process.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research method in this study. It covers discussion about research setting, data and data source, research method, technique of collecting the data, technique of analysing the data, research procedure, and establishing the trustworthiness.

A. Research Setting

This research took place at State Islamic University of North Sumatera. The location of the campus is at Jalan William Iskandar Medan. The reason for choosing this location is because the writer also took her education in this college and she knows more about the condition of the campus and the characteristics of the lecturer. The research itself is focused on the first semester of English department that are taking basic speaking subject.

This research was starting at 12th September 2018 until 2nd October 2018, the time of the research was going during 1 month.

B. Data and Data Source

The data of this research is the result of the observation and interview. The data sources took from the lecturer of basic speaking subject at first semester in English department. There are three lecturer who handles basic speaking subject from 5 classes. The first lecturer teaches in class A to B, second lecturer teach in class C, and third lecturer teaches in class D to E. The researcher taken data source of second lecturer who teach in class C.

C. Research Method

In this study, the researcher uses descriptive qualitative research where this research describe the use code switching in teaching process of basic speaking of the first semester on the English department at UINSU Medan from one lecturer.

D. Technique of Collecting the Data

To get the reliable data, the researcher has to do some techniques for collecting those data. Data collecting technique is an important step in research, because the aim of the research is to get the data. Collecting data can be done in any settings, any sources, and any ways. In this study, the researcher was collecting the data by doing observation, interview, and documentation.

1. Observation

Nasution said that observation is a major data collection tool in a qualitative research. Observation is the consious noticing and detailed examination of participants behaviour in a naturalistic setting[32]. it mean that observation gains from a natural setting which allows the researcher to draw conclutions happenings meaning and view point of the respondent, the incident, even and process that is observed.

In this research, the researcher was as a passive participation with a structure observation. Sugiyono state that a passive participation means the research is present at the scene of action but does not interact or participate[33]. In this research,

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[32]Djam'an & Aan, *Metodologi Penelitian Kualitatif,*(Bandung; Alfabeta, 2017), *p.105*
[33]Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D,* (Bandung; Alfabeta, 2017),p.227

the researcher used the specification of observation to know the types of code switching.

2. Interview

In addition, the researcher employed an interview to the Basic speaking lecturer after the observation do. Esterberg state that Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic[34]. The research conducted an interview in order to find out further information about the function of code switching and reason of code switchingpracticed by lecturer in the classroom.

According to Sugiyono, there are three instrument of interview: a notebook, a tape recorder, and a camera[35]. In this research, a notebook used to write a note during the interview. A voice record used to record all conversations or discussion with the data source. A camera used to take picture after the reseacher and the informants or source the interview done.

E. Technique of Data Analysis

Miles and Hubberman, stated that there are three types of data anlaysis. Three types of data analysis is data condensation, data display, conclusion Drawing or Verification[36]. It can be explained as follows:

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[34] Sugiyono, *Ibid*, p.231
[35]Sugiyono, *Ibid,* p.239
[36]Djam'an & Aan, *Op Cit, p.218*

E.1 Data Reduction

Firstly, selecting and summarizing the relevant documents then encode the data, here the researcher develope a starting coding list based on the theoretical orientations' researcher and then examined the data or it called pattern coding. And the In data reduction there also memoing steps or make a reflective note, the researcher can write down her thinks and clarifies in relation to the object.

In reduction the data, the writer chose which aspects of the data that appeared in the interview transcription and observation transcription, should be emphasized, minimized, or set aside completely for the purposes of the research.

E.2 Data Display

Data display in the second phase in Miles and Huberman's model of qualitative data analysis. This phase provides an organized and compressed assembly of information that permits for conclusion drawing. The writer displayed the data to identified the data form utterances of Basic speaking lecturer. Put them into appropriate categories as define then displayed them in form of tables and the result of interview is done by narrative form.

E.3 Conclusion/Verification Drawing

Conclusion drawing involves stopping ack to consider what analyzed data mean and to asses their implication for the research question. In this phase, the writer drew meaning from the data in a display.Furthermore, the data have to be checked for their sturdiness and confirmability. The writer checked the validation of the data using triangulation strategy.

According to Miles and Huberman, triangulation is a tactic for verifying of confirming finding by using multiple sources and modes of evidence. The writer examined multiple sources, such as interview responses and observational data as many times as necessary to obtain the valid finding of this study.

F. Research Procedure

To will get the data, the researcher will collected the data with these following steps:

1. The researcher observed the location and subject were carried out. The research was done the lecturer of basic speaking subject of the first semester in English department at state Islamic university North Sumatera.

2. The researcher record and noted utterance from lecturer during 70 minute or one meeting since three meeting in teaching process of basic speaking subject of the first semester in English department at state Islamic university North Sumatera.

3. The writer was interviewe the lecturer after observation is done.

4. Next, the writer transcribed the record utterance from the lecturer that occurs in teaching process. It's for to take conclusion utterance from the lecturer.

G. The Trustworthiness of the Study

In qualitative research, the data must be auditable. D'jam'an & Aan state that To be auditable, the researcher cheeked the transciption in other to be credible,

transferable, and dependable[37]. The following are further explanation on these three terms:

G.1 Credibility

For qualitative research, credibility is a method that includes researchers taking on activities that increase probability qualitative researchers can use to increase credibility in qualitative studies. To make the data of the study credible, the researcher use triangulation. According to Denzim, there are four techniques in triangulation. Those are: investigator triangulation, theoretical triangulation, source triangulation, and methodological triangulation.

In this study, the researcher only use two triangualtion namely source triangulation and methodological triangualtion.The triangulation technique in this research is achieved through displaying different data from different resources. Therefore the research took five subjects to be asked to the lecturer used code switching in teaching process of Basic speaking and then interviewed the subjects as well as the lecturer in order to confirm how do code switching in teaching process of Basic speaking and why did she switched her language. In qualitative research, data can be categorized good data if the data are valid.

G.2 Transferable

Transferability refers to provide the data base that makes transferability judgements possible on the part of potential appliers. To make the findings of the study transferable to other context, the researcher provided detailed description of the study, such as description of the process, description of the participants.

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[37] Djam'an & Aan, *Op Cit,* p.168

Transferability will be geting by providing the data base or the information related to the research itself.

F.3 Dependable

Depebdability is the process in examining the process of inquiry and determining its acceptability. To realize the dependability two procedures should be conducted they are: audit trail and audit product. To make the findings dependable the researcher provided the audit trail by deliberaly and completely make sure that the process compared with standard theory to make sure that the process is done pricesely. The second is the researcher provided the product trail by making data notes and data interpretation to make sure that the research findingis supported by data.

F.4 Comfirmability

Confirmability was done by using ausit trail and audit product which consist of raw data, reduced data, and reconstructed data. This note is supported by some codes so the readers can easily go through the data. Some appendices are also attached to make the data confirmable.

CHAPTER IV

RESEARCH FINDINGS & DISCUSSION

This chapter presented the data collection from respondents which have been conducted. The writer has done all the research methods to find all the data and the data is described in this chapter. The data were collected from lecturer of first semester at PBI that take basic speaking who teach the subject.

A. Research Findings

This section began with the presenting of the findings found by the writer after conducting the research methods. The result of observation session was done by using voice recording, and the interviews with the lecturer has already found by the writer.

The lecturer who teach basic speaking, teach basic speaking of first semester in C class. As observed in the research, she used various techniques when teaching speaking. For example, presentation, small group discussion, games, and role play. In her speaking class, she try to talk in English when explaining the lesson. However, because some of the students' speaking comprehension level is beginner to basic, she often switches the codes in order to clear her explanation.

A.1 Data Reduction

In this research, the researcher used observation and interview to collect the data. The observation was the main instrument in this research, whereas interview became the supporting instrument.

a. Analysis of Observation

The researcher carried out observation in three meeting using voice recording in order to find out the types, the functions, and the reasons in the process of code switching practised by the lecturer. The observation was started on 12thSeptember 2018 until 25th September 2018. The data from the observation, a voice recording firstly was transcribed into the written transcript (see Appendix 1-3). Then, the transcript was identified to determine the utterances which were considered as the code switching phenomenon and the utterances which were not contained code switching.

Through the data reduction, the utterances which were not contained code switching were omitted, so that the utterances which were contained code switching left. The data which had been reduced and described was classified into specific groups based on the research focus in to the observation form. (see Appendix 4-6).

Based on the observation employed in three meeting, the researcher found three types of code switching and three functions of code switching practised by the lecturer. She used English and Bahasa Indonesia. The data was classified into types of code switching in the classroom which had been gathered from observation showed all the types of code switching proposed by Poplack. The first is inter-sentential switching that there was a total of switches in the data set: 97 inter-sentential practised by the lecturer. Some the example include of inter-sentential switching occurred in the Basic speaking classroom :

"May I borrow your pen? May I? *Pulpen saya warna nya merah*".

"*Jadi cerita yang paling menarik akan mendapat skor yang bagus* and the surprise for the next week from me yes?"

The second types of code switching proposed by Poplack is intra-sentential switching that there was a total of switches in the data set : 67 intra-sentential switching practised by the lecturer. Some the example included of intra-sentential switching that occurred in the Basic Speaking classroom is :

"Very good *ya cuman terlalu cepat* too fast *ya"*.

"*Macam kayak membaca puisi tapi* intonation, pronouncation, up and down *nya itu pas gitu*".

The last types of code switching proposed by Poplack is tag or emblematic switching that there was a total of switches in the data set: 29 tag switching practised by the lecturer. Some the example included of tag or emblematic switching that occurred in the Basic Speaking classroom is :

"*Haa,* any idea?"

"*Ganti ya nanti saya pikirkan kata yang lain*, okay?"

The data was classified into three functions of code switching in the classroom which had been gathered from observation showed all the functions of code switching proposed by Mattson and Burenthult. The first is topic switch that there was a total of switches in the data set : 66 topic switch practised by the lecturer. Some the example included of topic switch that occurred in Basic Speaking classroom is :

"Tell about pajamas you know a little bit. *Biasanya kan yang suka pake ini cewek, cewek kamu mungkin?*".

"Okay natural scenery. *Specifiknya lebih kemana?*"

The second function of code switching proposed by Mattson and Burenthult is affective function that there was a total of switches in the data set : 54 affective function practised by the lecturer. Some the example included of affective function that occurred in Basic Speaking classroom is :

"I'm just kidding. *Kamu kan bisa lihat ibuk apa mamak mamak di rumahkan pakai baju tidur*".

"*Yaampun cepat lah weee*… Taking fast yes as soon as possible".

And the last functions of code switching proposed by Mattson and Burenthult is repetitive function that there was a total of switches in the data set : 77 repetitive function practiced by the lecturer. Some the example included of repetitive function that occurred in Basic speaking classroom is :

"Kamu nanti akan disuruh memilih selembar kertas a peace of paper".

"Jadi nanti setelah kalian diskusikan dengan groupnya masing masing, kalian harus bisa menyambungkan cerita dari setiap temannya itu. So, first you have to discuss with your groups".

From the description above, the lecturer used English and Bahasa Indonesian to switch her language in the classroom of opening until closing the teaching activity.

b. Analysis of Interview

This section presents the results of the interview with Basic Speaking lecturer. The interview was held to find the answer for research question about the reason why code switching happened in Basic Speaking class. The interview with the lecturer was conducted on 2nd October 2018. There were five questions that the researched asked the lecturer (see Appendix 7). By conducting the interview, the

writer could figure out the code switching phenomenon from the lecturer's point of view.

Based on the resulted of interviews the writer found that the lecturer realized used code switching in teaching process, because to make the students easier speak in the completed sentences. It's mean that to help students to understand the rule of her teaching in the classroom. The lecturer used code switching depend on the situation. Because not all the students understand about the English very well. So, to make students understand what the lecturer say in her classroom. And the important thing the lecturer used code switching to repetition for clarification and also the lecturer expresses her emotion to get the students attention it's mean the lecturer used interjection in teaching process Basic Speaking class.

A.2 Data Display

In this research, the researcher analysed the data that had been reduced in data reduction and displayed it in the form of table. The analysis was done based on data gathering by each instrument.

a. Observation

The observation consisted of two main points to be found. There were the types of code switching and functions of code switching in the process of code switching by the lecturer.

Table 4.1 Types of Lecturer Code Switching

Subject	Meeting	Types of Code Switching		
		Inter-sentential Switching	Intra-sentential Switching	Tag Switching
Lecturer	1	52	42	20
	2	18	11	4
	3	27	14	5
Total		97	67	29

Table 4.1 above showed that the lecturer practices 52 inter-sentential switching, 42 intra-sentential switching, 20 tag switching in the first meeting. And then the lecturer practiced 18 inter-sentential switching, 11 intra-sentential switching, 2 tag switching in the second meeting. And the last the lecturer practiced 27 inter-sentential switching, 14 intra-sentential switching, 5 tag switching. As can be see at the table above, the most frequently code switching type practised by the lecturer of Basic speaking subject in first semester at English Department is inter-sentential switching.

The data about the functions of code switching showed all the functions of code switching proposed by Mattson and Burenhult, i.e. topic switch, affective function, repetition function.

Table 4.2 Functions of Lecturer Code Switching

Subject	Meeting	Functions of Code Switching		
		Topic Switch	Affective Function	Repetition Function
Lecturer	1	33	33	49
	2	10	10	16
	3	23	11	12
Total		66	54	77

Table 4.2 above showed the functions of lecturer code switching practiced in teaching process of Basic Speaking. From the table, it can be seen that the lecturer practiced code switching which consisted of all three functions mention by Mattsson and Burenhult. They are 33 topic switch, 33 affective function, 49 repetition function in the first meeting. And then the lecturer practiced 8 topic switch, 9 affective function, 14 repetition function in the seconds meeting. And the last the lecturer practiced topic switch, affective function, repetition function in the third meeting.

From the data above, it can be concluded that the Basic Speaking lecturer at English Department In UINSU Medan practiced code switching mostly to help them in repetition function. It mean that the lecturer used repetition function to make student more clearly to understand the lesson and what the teacher mind.

b. Interview

To reason of code switching, the researcher employed an interview which result (see Appendix 8). Based on the resulted of interviews the writer found that the lecturer used code switching it because of the students didn't understand about the English very well. So, the lecturer switch her utterance in bahasa after used English to make the students not confused or more understand when the lecturer explained the lesson. The lecturer uses code switching in the teaching process because she wants to make her utterance more clearer when giving explanation so the students could understand faster, and then she also uses code switching in the class in order to expressing her emotion or feeling to the students.

A.3 Conclusion Drawing/Verification

In this part, the data explained in data display were going to be discussed display in order to make a findings of the research. In this part, the discussion and findings were divided into three points : the types of code switching commonly practised by the lecturer, the functions of lecturer's code switching, and then reasons of lecturer's code switching.

First, the data about the utility of code switching in the classroom which had been gathered from observation and interview showed all the types of code switching proposed by Poplack simply occurred in the classroom. The first type was inter-sentential switching. The second type was intra-sentential code switching or the translation or the substitution of a word or phrase within a single sentences. Whereas the last one implicated the switching fillers which most of them are discourse markers or verbal formulation for the class management or material instruction, this type was called tag switching.

Second, the researcher found that there were three functions of lecturer's code switching occurred in the teaching process of Basic Speaking. It was relevant to the theory of Mattson and Burenhult who mentioned three functions of teachers' code switching in the classroom, they were : topic switch, affective function, and repetitive function.

And the last the researcher found the reason of lecturer's code switching occurred in the teaching process of Basic Speaking. It was relevant to some of the theory from Grosjean they were : repetition used for clarification and interjection.

B. Discussion

In this part, the researcher explained all the data that have been found in the classroom by using Poplack's theory about the three types of code switching. The functions of code switching by using Mattson and Burenhult and the last reasons of lecturer code switching by using Grosjean.

1. Types of Code Switching Found in Basic Speaking Class

The findings showed all the types of code switching proposed by Poplack simply occurred in the classroom. The first type was inter-sentential switching code switching occurred after the speaker has a completed a sentences in one language, switches to another language in the next sentence. The second type was intra-sentential switching of a phrase within a single sentence. Whereas, the last one involved inserting a tag occurred when speaker inserted short expression from different language at the end of the sentences.

   a. Inter-sentential Switching

This type of code switching frequently appeared 97 times in the classroom likely for two aims. Firstly, it could help the lecturer in delivering the information and instruction, thus the materials or the instructions were expected become easier to be understood by the students. Secondly, it could appeared also in the lecturer attempt to get respond from the students about the information or instruction which had been explained. This type the example of inter-sentential switching can be seen in below :

> Lecture : I just want to see your ability in speaking your brave. *Ceritakan aja biasanya gimana!*.

Student : Iya miss.

From example conversation above the lecturer used code switching in teaching process Basic Speaking. It called code switching because the lecturer has a completed sentences in one language in this case English "I just want to see your ability in speaking your brave" and then the lecturer switches to another language in the next sentence in this case Indonesian "Ceritakan aja biasanya gimana!". So, it is called inter-sentential switching.

Another example of lecturer utterances :

Lecturer : So you have to look your note just prepare your self at home and *setelah itu kamu berbicara berbagi idea dengan teman kamu.*

Lecturer : You can say something about that! *Jadi kita pun nambah gituh pengetahuannya.*

Lecturer : Next week I think this is the groups. *Ya sama aja group nya ini ya.*

From three example above are code switching especially in inter-sentential switching type. It called code switching because the lecturer after she has completed a sentences in one language, switched to another language in the next sentence, or occurs at sentence levels, where each sentences is in one language of his utterances.

Lecturer utterance when teaching process :

Lecturer : *Silahkan siapa saja 1 orang mengambil kertas itu* and then you give a clue and the other groups have to guess what the word is.

Example above is the switching from one language to another language in the same sentence or utterance it means that when the lecturer after she has completed a sentence in one language, switches to another language in the next sentence. The lecturer switched an Indonesian utterance "*Silahkan siapa saja 1*

orang mengambil kertas itu" to English utterance "and then you give a clue and the other groups have to guess what the word is".

    b.   Intra-sentential Switching

This types was applied 67 times by the lecturer through the two codes within a single sentence. The purpose of this type was to assist the students in understanding the meaning of certain difficult English phrases, clause in single sentence while explaining the certain topic. For example :

Lecturer : *Sebenarnya inti dari belajar* basic speaking according to you ?

Students : (some of students there is answer) Berlatih, (and there is some students answer) practice.

From conversation above the lecturer there is used code switching when during teaching process of Basic Speaking especially in intra-sentential switching. the lecturer inserted clause with using different language of a single sentence. The lecturer switches one language "*Sebenarnya inti dari belajar"* to another language "basic speaking according to you ?" in the single sentence.

Another example of lecturer utterance :

Lecturer : Very good *ya cuman terlalu cepat* too fast ya

That example is code switching, especially in intra-sentential switching. Because the lecturer inserted phrase "very good" and "too fast" in one language and then switches to another language "ya cuman terlalu cepat" in single utterance. So, these utterance can be classified into intra-sentential switching.

Another example :

Lecturer : Kalau gak tahu, in Indonesian saja katanya!

Lecturer : Okay setiap group each group come in to choose your topic.

Lecturer : Ini ni the best Imam!

From three example included code switching, because the lecturer switch one language to another language. Above example called intra-sentential switching because the lecturer inserted phrase of second language in first language in a single utterance or sentence. It's mean that the lecturer using phrase to switched her language in the single sentence.

c. Tag or Extra-sentential Switching

This type of code switching means inserting a tag in one language to an utterance that is otherwise in another language. It was found the Indonesian fillers used within English sentences and conversely, there was also the possibility of the use of English fillers into Indonesian. Furthermore, a tag can be moved freely in a sentence, they did not have syntactic constraints. It was frequently found 29 times by using English fillers : okay, yes, well, so, right, please, yeah and Indonesian fillers : kemudian, nah, yah, ya, iyah, jadi, coba, tapi, and hah. These fillers occurred one after another between English into Indonesian or vice versa. For example :

Lecturer : *Haa,* any Idea?

Students : (just silent)

From example above included code switching especially in tag or emblematic switching. the lecturer star the sentence but attaches a tag like switch(in English and Indonesian). It's mean that a tag switching happens when the lecturer inserted short expression (tag) from different language at first or the end his utterance.

Other example of lecturer utterance :

Lecturer : *Ganti ya nanti saya pikirkan kata yang lain,* Okay?

Lecturer : Mau nilai berapa mau nilai berapa biyar saya buatkan, Okay!

Lecturer : Okay group five, group five, *silahkan!*

From three example above the lecturer used tag switching at the end sentence in other language before switches one language. It's mean that a tag switching occurs when the lecturer inserted short expression (tag) from different language at the end his utterance.

Another example of lecturer utterance :

Lecturer : Alrigh**,** *sebutkan juga topik nya ya!*

Lecturer : Waw, it's very easy!

Lecturer : Ya, come here!

Lecturer : Ayo, come on!

From example above are code switching, especially in tag or emblematic switching type. Example above show that the lecturer inserted a short expression (tag) each utterance. It's mean that the lecturer inserted tag short expression in the first sentence or utterance.

2. Functions of Code Switching

The researcher conducted the observation to find out the functions of lecturers' code switching. the researcher found that there were three functions of lecturer code switching occurred in the teaching process of Basic speaking. It was relevant to the theory Mattson and Burenhult who mentioned three functions of lecturer code switching in the classroom, they were : topic switch that was mostly

observed in the rule and instruction, affective function that switching was used by the lecturer in order to build solidarity and intimate relations with the students, repetitive function in order to transfer the necessary knowledge for the students for clarity.

For the functions of code switching, it was found that there were 66 times represent topic switch, 54 times were identified as affective function, and 77 times as repetitive function. The following sentences explained in detail about these function :

a. Topic Switch

Topic switch was found as many as 66 times. It can be seen in cases where the lecturer alters her language to mother tongue of her students in dealing with particular grammar points that were being taught at that moment. The researcher found that the Basic Speaking lecturer at PBI in UINSU Medan switched her code in the process of delivering material related to a certain topic.

For example of lecturer utterance :
Lecturer : Okay natural scenery. *Specifiknya lebih kemana?*
Group 1 : Kami bahas tentang keindahan alam yang ada di Indonesia

From it topic cases, the lecturer alters her language according to the topic that is under discussion. In this case the students attention is directed to the knowledge by making use of code switching and accordingly making use of the native tongue. It's mean including topic switch because the lecturer asking to the students for the specific topic. So that the students answer lecturer questions, and then the other students attention is directed to the presenter explanation.

Another example of lecturer utterance :

Lecturer : Tell about pajamas you know, a little bit. *Biasanya kan yang suka pake ini cewek, cewek kamu mungkin.*

Lecturer : To make the class fun, enjoy, what ever. *Karena kalian akan menjadi seorang guru*

Lecturer : Kan cerita apa seumpamanya kamu pergi ke suatu tempat tiba-tiba kamu meet a ghost and then you frightened no?

From the example number one, the lecturer to clarify the meaning of pajamas for her students, thus she was using topic switch. And second example it is called code switching especially in topic switch, because the lecturer explained the rule of to be a teachers. So, in this case directly the students will attention what the lecturer explained. And the last example it is also called code switching. because the lecturer explained from unknown to known and meaning is made clear.

b. Affective Function

In this function that was found 54 times , the Basic Speaking lecturer used code switching in order to build solidarity and intimate relations with the students. This functions showed the follow ship between the lecturer to her students. The teaching materials which had been presented in English before was often switched into Indonesian by the lecturer. Through this way, the lecturer basically intended to be more intimate with her students. for example :

Lecturer : Nak, you are teenager right now right? *Kalau begitu kursinya saja yang bergerak mulutnya diam*

Lecturer : Next group three!.*Kasih aja yang susah sama mereka clue nya*

For both example above it's called code switching. The lecturer emotions in this context. In the voice recording, the anger and disapproval could be identified from the falling intonation of the lecturer's code switching at the end of his sentence.

Another example of lecturer utterance :

Lecturer : *Yaampun cepat lah weee…*Taking fast yes as soon as possible

Lecturer : Number one until number eight. *Kipas anginnyaa baru, ini gak bisa dikecilkan ini?*

From both example the affective function was brought into make joking with the students. The aim to build an enjoyable situation in teaching. Through this way, the lecturer basically intended to be more intimate with her students.

Lecturer utterance in teaching process Basic Speaking classroom :

Lecturer : *Haduh masih diskusi lagi disini.* wasting time!

Lecturer : *Kalau saya mah* simple simple *saja orangnya.*

From both example, It is including affective function. Because the lecturer show the expression. In this respect, code switching is used by the lecturer so that to build the solidarity and make the relation with the students.

c. Repetition Function

Another function of code switching in the classroom was repetitive function. It was found 77 times in this research. This function, the lecturer switched her code for clarify her statement or explanation which had been stated before and had made the students confused. Through this clarification, the students could gain the

clarity about what the lecturer referred to and what the lecturer expected the students supposed to do. This function was implemented by the lecturer by using the counterpart of the words that the lecturer has said English into Indonesian conversely. The switching of the code was meant for the lecturer to emphasize what her was trying to convey.

Example of lecturer utterance :

Lecturer : I have five piece of paper, *lima ya lima potongan kertas.*

Lecturer : *Itu yang perempuan sebelah sana*, over that?

For the first example it called code switching. The lecturer was explaining the rule of playing game to clarify meaning. So she used repetition function to show students the meaning of the rule point in Indonesian. And then the second example, the lecturer was asking the student to give the clue. Because the lecturer see that student face feel confused so, she used repetition to make sure student know what the meaning of lecturer utterance.

Another example of lecturer utterance :

Lecturer : *Iya duduk kasi tau grup nya itu apa dan dengarkan saya.* Okay
           listen to me!

Lecturer : Okay *setiap grup,* each group come in to choose your topics

From both example, she was explaining the rule of the playing game in Indonesian. She has just given to the students to make sure that they understand students. Thus, she was using the repetition function. Other example in below :

Lecturer : *Silahkan group* two! please! Please *silahkan!*

Lecturer : You can sit down! *Silahkan duduk ibuk mungkin lelah ya*

From both example called code switching, included repetitive function. Because it is repetitive function. The lecturer used code switching to repetitive function to make students to clarify the meaning of lecturer utterance.

3. Reasons of Using Code Switching

There were several reasons why the lecturer used code switching in the teaching process. Based on the result of interviewing the researches connected all the answers with the Hoffman's theory about the reason using code switching.

a. The lecturer use code switching is to make utterance clearer, sometimes when their students misunderstand or do not understand what the lecturer say, she always do repetition to make the students more understand, this reason is same with Hoffman's theory called repetition use for clarification, it means that when a speaker wants to clarify his/her speech so that is will be understood better by the listener, she or he can sometimes use both of the languages (code) that she/he masters to say the same massage. Based on explanation above the researcher conclude that one of the lecturer's reasons to use code switching is repetition used for clarification.

b. The lecturer use code switching in order to expressing her emotion or feeling to the students by using English expressions. Sometimes when the lecturer are in the teaching process and she want to expresses their emotion to get the student's attention. She always use some interjection in English, this reason is same with the Hoffman's theory about the reasons of code switching called Interjection. Interjection is words or expressions, which are inserted into a sentence to convey surprise, strong emotion, or to gain attention. Interjection

is a short exclamation and has no grammatical value, but the speaker uses it in the conversation. So the researcher concludes that one of the lecturer's reasons to use code switching is interjection.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of conclusions and suggestion, the researcher concluded based on the findings and discussions and gave some suggestions to the reader

A. Conclusions

Based on the data analysis, it can be concluded that:

1. The types of code switching practice by the lecturer in teaching process of Basic speaking was mainly in three types, where the types of code switching proposed by Poplack. These types were: inter-sentential switching (code switching occurs between sentence or clause boundaries), intra-sentential switching (phrase substitution within a sentence), and tag switching (interactional fillers code switching).

2. The function's lecturer code switching fulfilled the three function proposed by Mattson-Huberman. These functions were: Topic Switch, affective function, and repetitive function.

3. The reason why the lecturer used code switching in teaching process of Basic Speaking repetition use for clarification for example : "*Kita juga mesti tau. We want to know the school life in another country*". And the lecturer code switching in teaching process of Basic speaking because of interjection the data of interjection could be seen in data "Just it? *Haa!"*

B. Suggestions

Considering the conclusions above, the researcher gives some suggestions as follows:

1. For lecturer

   From the result of this research, it is clearly showed that the lecturer still uses code switching even. It is better if they decrease the use of code switching in her class. So, for the lecturer, it is better if she limits her code switching in the class.

2. For the students

   It is better if they can talk in English, they should try to talk in English. And for the students with lower English ability, they still can try to talk in English and if they really cannot find the vocabulary they want to say, they can switch code in Indonesian.

3. For the further researcher

   It is expected that the result of this study can be as reference to conduct a further research that is related with using of code switching in teaching process English.

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Appendix 1. Transcription of Classroom Observation in the Research

Observer : **The Researcher (Rini Agustiana Nst)**

Observed : **The Basic Speaking Lecturer who teach in UINSU Medan**

Day/Date : **12th September 2018**

Time : **07.00 until 08.10 AM**

Meeting : **First Meeting**

Classroom : **C class at PBI of first semester**

The lecturer started to teach

Lecturer : Where is your attendance list? attendance please!

Student : Yes wait mam.

Lecturer : Finish? In the first meeting you have to sign this attendance list?

Student : Gak Mam

Lecturer : Ohh! Who is the class monitor here? Kosma kosma.

Students : Kosma kosma

Lecturer : You, what is your name ?

Rocky : My name is Rocky

Lecturer : Rocky? Rocky, Rocky, Rocky, not roti yaa.

Rocky : No mam

Lecturer : Oh no. May I borrow your pen! May I? Pulpen saya warnanya merah. Uda ? ohh

All students laughing

Lecturer : Seharusnya ini uda pertemuan ketiga yakan? Karena minggu kemaren libur. Maunya gak usah masuk lagi yakan langsung keluar nilainya.

All students laughing

Lecturer : Kan enak gak susah susah. Mau nilai berapa mau nilai berapa biyar saya buatkan, okay. windy, widia, sri, bejibun kalipun mahasiswanya. Khairunnisa, ini berurut dari sini semua ni ?

Students : Gak si mam.

Lecturer : Oohh, Cuma kalian aja ni ?

Students   : Ada yang netap ada yang tidak mam. Kami netap mam bagian sana gak mam.

Lecture   : Ohh kog gitu pulak? Jadi kamu you siska ?

One of the student just come to the class

Lecturer   : Ya masuk buk masuk buk. Nuriska Sitorus, ohh secretary ? Nurhayati, Azzura Srikandi, ini serem ya Srikandi, Raja Afifah Risky

Student   : Izin mam

Lecture   : Kemana? Izin kemana dia? pulang kampong? or get married alright?

All students laughing

Lecture   : Yakan mana tau, mahasiswa zaman now itu keren-keren loh. Kemana ini pak? Anaknya kemana izin kemana?

Student   : Katanya pulang kampung.

Lecture   : Oohh enak

Student   : Kemarin di bilangnya uda mau balik ke Medan tapi ada kendala.

Lecture   : *Oo*hh kamu tau sedetail itu ya?

Students   : Ciyeee

Lecture   : Imam. Pendek kali bangkunya. Ini the best imam ini. Muhammad Nauval Aska, ghoib. Ahmad Husein Nst. You apa kosma enggak? Wakil ketua enggak? Muhammad Wahyu Fitrian. Kamu lahirnya di idul fitri ya?

Student   : Yes mam.

Lecturer   : Oohh pantesan

All of the students laughing

Lecture   : Lutfi Muharisi, jangan ketat ketat kali lah kalau jadi mahasiswa ini ya kan harus santai. Riski Wulandari, Spd juga nanti nya Fatayatul Fitria. Triani Musdewifa. Nur Afifah. Putri Santri, Fatma Liza Hrp.

Student   : Present mam

Lecturer   : Not mam ya still miss

All the students laughing

Lecture   : Soon. Soon. as soon as possible.

Students   : Aamiin.

Lecture   : Mudah-mudahan. Dinda Lestari Hsb

Student   : Present mam eh miss

Lecture   : Haa, mam miss. Kemaren ada yang manggil ustazah, iya, na'am na'am. Lucu lucu memang mahasiswa baru ini. Ada yang manggil buk buk buk, sekali lagi mbok

All the students laughing

Lecture   : Khairunnisa, Dea, Larasati, Nafa, Eka Purnama Indah, ini lahirnya dibulan purnama ini ku rasa. Afifah, Riski Viola, Nur Syafrida, Aulan, Fitri, Jeni, Anggi, Rahmawati, Windi, Riski Purba, Zaki, Guntur, Ini pas halilintar ya bukan? Septiana. Reviza, Syarifah, Febri, Sobihanur, ini bukan temannya Nisa Sabiyan bukan kan? Zahratul, Adelia, Misi, Rocky, Ahmad, ini Serli Arwan ada mana dia? Ini mahasiswa masuk tambahan? Nggak? Soalnya tulisannya lain sendiri. Okay, do you have any homework or assignment?

Student   : No mam

Lecture   : No? bagus. So, what we have to do now?

Student   : Discussion

Lecturer   : Haa, any Idea? what?

Some students said but the lecturer just hear not clearly

Lecture   : Haa, apanya ngomong itu yg jelas bapak dan ibu. Yes, masuk siapa nama kamu nak?

Student   : Ahmad Rizki mam

Lecture   : Why do you come late? why do you come late boy?

Student   : Traffic jam

Lecture   : Oh traffic jam. Ya, biasa lah ya medan. Kalau mau aman di papua sana dong. Okay last two weeks, I have said that you have to prefare for yourself because saya datang di kelas kalian. Are you already know?

Students   : A little.

Lecture   : A little? A little little little. You? Nervous, confious, ready?

Students   : No

Lecturer   : So all of you have just speak up. One minute for one person,Okay ?

Students   : Yes Miss

Lecturer   : Kamu nanti akan disuruh memilih selembar kertas a piece of paper, and you have to describe related to this word. Yes apa ibu?

Student   : But miss last week you said that we make groups

Lecture : Groups ? making groups. Sekarang berubah lagi ya

Students : Yaa no mam (all students feel disappointed)

Lecture : Sebenarnya inti dari belajar basic speaking according to you ?

Students : Berlatih, practice.

Lecture : Practice, it can be a pairs in can be individual, okay. So, today I want to know your ability in speak up, ya. Kemampuan kalian dalam speaking. I have fifty piece of paper. 5 ya 5 potongan kertas. you can choose one to describe related to this word. It is very easy. One minute for one person. You say whatever related to this word. Terserah kalian, it's up to you. Ini macam kayak main tarik an. Is very easy pokoknya cakap-cakap ajalah ya.

A few minute student come late

Student : Assalamualaikum mam

Lecture : Oke masuk what can I do for you sir? Ooh okay. Kamu kayak baru abis bangun tidur langsung pakai baju and then going to kampus. Where do you live ?

Student : Tanjung Morawa Miss

Lecture : Tanjung morawa, okeh okeh. Saya pun dari tanjung morawa. Everyday he come late?

Students : Yes miss

Lecture : Ini calon-calon ini ya. Nauval sama siapa tadi satu lagi si Sherli. So who wants to be the first? Siapa siapa? Asik ketawa aja. So who wants to be the first ? Ini yang di dalam sini things, people, about food, drinks. And you describe for this things, ya. Hanya mendeskripsikan aja kog. Come on! Show your ability in speaking katanya kemarin pengen travelling around the world, wants to be a professional teacher. Ayo dong prove.

Student : Me

Lecturer : Oke rocky. Give applause to Rocky. Yes, dipilih dipilih. Oh, yes tell about the title.

Student : My topic about television.

Lecture : Tell everything about television.

Student : Assalamu'alaikum warahmatullahi wabarakatuh. Good morning everyone. Let me introduce my self, my name is Rocky pratama putra. I wanna talk my topic. My topic is about television. I think television is important in our life. Televition is one of the electronic. All of people in the class also have television. From the television we can get information from didn't know to be know. And in television we can look the movie, we can listening about the music, and we can search about the information with the television. Television is the

media electronic. I think that all. Wassalamu'alaikum warahmatullahi wabarokatuh.

Lecturer and students give applause to Rocky.

Lecture   : Very good ya cuman terlalu cepat too fast ya. Nervious ya? mungkin karena saya di dekat kamu.

Students   : Ciyeee

Lecture   : So next, gak usah lagi pake bersalam salam ya. Nanti kalau pake Assalamualaikum Assalamualaikum. Okay, what happen with you? Is it difficult ? No. Think first before you speak and what the points?. Ya kira-kira apa intinya. Okay please, silahkan.

Student   : Okay. Assalamualaikum warahmatullahi wabarakatuh

All   : Waalaikumsalam warahmatullahi wabarakatuh

Lecture   : Yes go on, silahkan mulai.

Student   : I will talk about village (desa). Village is the place where you find sometime first that on this word. may be you find some which person want city something. In village you find something more than about people city like the parmer, you can get something more beautiful that see the people new. And also I come from village in Pangkalan Brandan. In my village there is Mangrove. Ever you go to mangrove? Mangrove famous place in my village. Mangrove very important to our because Mangrove can give the effect to our beach. In Mangrove we can do take the picture because of beautiful Mangrove.

Lecture   : Okay thank you. Mangrove. Siapa pernah kemangrove ? have you ever?

Students   : Pernah

Lecture   : Saya aja belum pernah. Ada yang uda pernah disini ? belum ya ?! nanti kamu pergi sama dia kalo nanti dia pulang kampong kalian ikut semua nyewa bus

All students laughing

Lecture   : Okay, So what is your name, tadi siapa namanya ?

Student   : Ahmad Risky

Lecture   : Ahmad Risky? Okay next ? Ahmad Risky Amriza right ?

Student   : Yes mam

Lecture   : Next ? yes, gak usah malu- malu

Student   : Mem boleh gak di mix kan bahasanya ketika speech?

All students laughing

Lecture : Noooo, (laughing) itu namanya kamu. haa? Please!

Student : Assalamualaikum Wr. Wb. My topic about tongue

Lecture : Not, not how to say? how to say?

Student : Tong e, tong e, tong e

Lecturer : Tonge, Tonge right. Do you know the meaning of tongue ?

Students : Lidah mam

Lecture : Haa tongue ya! Bukan tong ue, tong ue, tong ue.

All students laughing

Student : Gak pernah pakek kata itu mam.

Lecture : Gak pernah ?

Student : Gak, gak pernah mam

Lecture : Oohh gitu.

Student : Ok Tongue, tongue is one of part in our body. Without tongue we can't speak you know ? because in everyday we must speak, yes? We must make interaction with other people around us. And with tongue you can eat some food and you can know about..

Lecture : Don't be nerves. Take a deaf and break for while and then think first. So, with your tongue you can taste food yakan apa lagi biasanya yang berhubungan dengan tongue?

Student : Without tongue we can't taste food. We can't speak with everyone around the word. because.. hhmmm I'm blank. Okay that all thank you your attention.

Lecture : It's okay. Next ? next next next iya lanjut ibu**.** Mention your name !

Student : Zerny mam.

Lecture : Oke Zeny silahkan.

Student : Okay guys to make this simple my tittle about family. Listen to me ! family is something that I very very so love. Every time I can here because family. Everyday just my family. So, family that something I want make them proud and happy. Nothing just them. But now I'm proud of my family. Because I'm love this town. So, sometimes I always praying to them and always remember them everytime. (when Zeny delivered his speech suddenly Zeny crying)

Lecturer : Don't crying here right!

Student   : So I just want make some one thing in this university, make them proud and happy to me. So, just that I can say. Because I feel sad. Okay. I thing enough thank you for your attention

Lecture   : Kalo uda cerita tentang family rasanya mau nangi aja, rindu mak. Kalo uda dekat mamaknya nanti berantam aja yakan?

All students laughing

Lecturer   : Sibuk kali mamak ini. Next? silahkan siapapun, yes please. Boys, girls. Ya, come here.

Student   : Miss my tittle about Pajamas

Lecture   : Ceritakan aja biasanya gimana. I just want to see your ability in speaking your brave.

Student   : Iya miss. Morning class. The topic is about Pajamas. I never wear it.

Students   : What?

Student   : Pajamas baju tidur

Lecture   : Iya pak jangan pakai emosi. Control your emotion. You never wear pajamas no ?

Student   : No, I just wear a simple t-shirt.

Lecture   : Oh a simple t-shirt. Tell about pajamas you know, a little bit. Biasanya kan yang suka pake ini cewek, cewek kamu mungkin?

All students laughing

Lecture   : I'm just kidding.

Student   : He is single man miss

Lecture   : I'm just kidding. Kamu kan bisa liat dari ibuk apa mamak mamak di rumahkan pakai baju tidur. Anggap aja daster itu baju tidur pajamas mamak.

Student   : Gak tau miss. Ganti aja topik nya mam

Lecture   : Ooh gak tau. Ganti ? Ganti ya nanti saya pikirkan kata yang lain, Okay. Biasanya cowok juga pakai baju tidur ya?

Student   : Gak la banci miss (laughing). Kitchen

Lecture   : Ha, kitchen? Okay. Do you know to describe ?

Student   : Gak tau juga miss

Lecture   : Jadi, so so what do you want to say for what. tahukan?

Student   : I can't tell you many about this topic . because I'm not always be there and everyday but you all the women in the future will be there every morning every evening I thing in Ramadhan you should for your children for your husband

Lecture   : Anggap aja ya wee ecek ecek diakan lagi berbicara.

Student   : Ecek ecek, and the highers education that you get in the future if you still should be there to completing your family where family needed.

Lecture   : Intinya opo si nak?

Student   : Intinya, masak pagi pagi bangun pagi pagi kan harus sarapan suaminya dan anak nya miss

Lecture   : Oh, I see next! Uda semua, that all ? thank you, your name

Student   : Lutfi

Lecture   : Lutfi ya ya ya. Padahal from the kitchen tuh kan bisa di gambarkan biasanya mamak mu selalu masak your favourite food di dapur. Atau bias bantu mamak nyuci piring, kan bisa. Ni cerita ke suami yang high imagination ya. Next? Sebenarnya bukan apa takut (laughing). Your name?

Student   : Ahmad Nasution. Good morning. My topic is frightened ketakutan

Lecture   : You can't something about this? You can't ? kan cerita apa seumpamanya kamu pergi ke suatu tempat tiba tiba kamu meet a ghost and then you frightened no ?

Student   : No miss

Lecture   : Oohh, berarti hidup kamu aman aja ya. Silahkan kalo mau diganti. Nanti saya tambahin lagi katanya apa. Cuma sekali aja ya kalo mau ganti change. Sekali aja dapat kesempatan.

Student   : My topic is about post office. We know post office is place we can send message, send money, and we can take things. Because I never send past post office because I didn't how to send money, because I'm from boarding school we can't we never do send massage. And then one week ago we went to post office with my aunt for send money to our family in our village in Panyabungan. And we can also pay our electric and PDAM to post office and I'm so sorry my English not fluently. Because I'm from boarding school. We just study in our boarding school just one month. Thank you for your attention.

Lecture   : Okay, Tadi kamu bilang kirim massagenya lewat post office apanya? Sekarang kan uda ada WA. Okay next! Selain di post office itu kita ngapain si collecting stemps ya? Kan bias itu di ceritakan collecting. Dulukan masa kecil gak kayak anak anak zaman now sekarang. Itu mungkin bias kamu perluas dengan collecting stemps nya itu. Ya kan? Biasa kumpulin perangko dari zaman baholak sampai zaman sekarang okey, thank you. Next? Yes ibuk. Don't

be nerves. Jangan nerves ya. I just want to know your ability in speaking and then your brave. Keberanian kamu berani gak si?

Student : This is mam

Lecture : Waw it's very easy. Your name your name ibuk?

Student : Nurafifah. Okey guys, I'm standing here I would like to deliver my speech and the topic is Bali. Do you know everyone know who is Bali? What is the place the most beautiful in Bali? And next year I get travel in Bali with my family. Bali is the most interesting place. Because Bali is paradise of Indonesi. Many touris take the destination in Bali. Because so many the beautiful view of Bali like Ubud, Kuta Bali, etc. Not only from the view of Bali, Bali also have so many the tradisional dance. Many people following the dance of Bali (tari kecak) to enjoying and learn to culture of Bali. I think that all thank you for your attenction.

Lecture : Thank you ya. Okay next? Senyum senyum smile smile cengengesan ayok. Rocky yang di WA sudah kamu buat group ?

Rocky : Masi mau di buat mam

Lecture : As soon as possible. Ya saya tunggu. I'm waiting for okay. Next next? Takde okey saya tunjuk aja orang nya.

Students : Ya mam jangan laa mam

Lecture : I please you but no response. So, I call your name. it's fare? Ya kan, gak usalah palah stress kali ya. Can I call your name? can I? So, jadi gimana? Ya Allah sampe segitunya. Oh my god. Kayak mau di apain aja. Come on, haa yaa. Angel angel angel. Yes please.

Student : Good morning ladies and gentle man. My topic is vegetable.

Lecture : How to say how to say this word?

Student : Vigitable, vigtable,

Lecture : Haa vigtable. Do you have oxford dictionary? Yes, you can check and recheck ya. Iyalah silahkan ibuk.

Student : Okay everybody you like vegetable. But I'm not like.

Lecture : Why don't you like vegetable? The taste is not delicious for you?

Student : Pahit miss

Lecture : Apa pahit? What the English of pahit ? Kalo lupa pakai bahasa Indonesia nanti teman temannya yang mengingatkan.

All students anwer the English of Pahit is Bitter

Student : Because the most of vegetable have the bitter taste and also not delicious for me. My mother always angry with me because I don't like vegetable. May be I like some kind of vegetable

Lecture : So what is't. Apa aja ?

Student : Carrot, tomato, but my sister very like vegetable. My family everyday eat vegetable. Vegetable very important for my body, my healt. Hhmm

Lecture : Don't be nerves. Kalo uda ngeblank ya uda. That all thank you. Kalo kira kira uda gak bisa. Okay, that all? Iya nggak iya nggak that all, okay?.

Student : Thank you for your attention Assalamualaikum warahmatullahi wabarakhatu.

Lecture : Okay now we are changing the rules just now. Kita main game ya tebak kata. So, choose your groups. The groups consist of how many students here?

Student : 48

Lecture : 48? Consist of nine persons. Jadi lima groups. Be five groups. Jadi nanti yang sisanya itu masukkan aja kemana, okay? Move now! Silahkan pindah**.**

Student : Berapa orang 1 kelompok miss

Lecturer : Nine members

All students find out them groups

Lecture : Chooce your friend and change who talking. karena kalo yang ngomong itu itu terus gak akan speak up. Ayo, come on!

All students find out them groups but when they find their group they are so noisy. So, that make they lecturer angry.

Lecture : Uda berhadapan dengan temannya? Kalau sudah silahkan berhadapan dengan teman groupsnya. Sudah sudah? Nak, your are teenager right now right? Kalau begitu kursinya saja yang bergerak mulutnya diam okeh. You where is your group? Mana group nya? kenapa masih di situ? Finish? Nine nine good. Satu , dua, tiga, empat kalian mau dimana nak?

Student : Gak tau mam

Lecture : Terserah ini Cuma permainan just a games. Gak saya tuntu kog. Nanti yang menang group nya minggu depan saya kasih hadiah.

Student : Yeayy, horee

Lecture : Ini cuman having fun. Yes, you you uda? You belongs to, good. All of you? You are righ this group? One, two, three, four, five, six, seven, eight, nine. Ini gak ada lebih kece dari ini gak ada? Ada? Okay, tadi disuruh bicara

bicara sendiri gak mau terpaksalah lah di buat groups ini yah. Nama gamesnya itu adalah tebak kata. Have you ever about this game ?

Student   : Not yet mam.

Lecturer   : Not yet? masa kecil suram yaa.. okay, this game like this. Ini masih digunakan kertasnya ini yakan. And then you have to give a clue related to this word. And then the other groups siapa yang cepat siapa yang dapat just mention the words in this paper. Siapa nanti yang paling banyak skore, itulah pemenangnya minggu depan akan saya kasih hadiah okay? Are you ready guys?

Students   : Ready miss

Lecturer   : Bagus. Haa? Groups one, two, tree, four, five. Uda tau kan siapa pun bebas untuk menjawabnya. Ya, paham?

Students   : Paham miss

Lecture   : Jadi, we start from group one. Silahkan siapa saja 1 orang mengambil kertas itu and then you give a clue and the other groups have to guess what the word is. Okay? Semakin banyak kamu memberikan clue nya kepada mereka maka semakin mudah pula mereka akan menebak kata. Makanya nanti kalo kasih clue nya jangan yang gampang gampang kali. Supaya mereka gak mudah untuk menjawabnya, ready?

Student   : Ready

Lecturer   : Okay. Silahkan group one siapa saja boleh. You describe and then you give a clue what ever. Pokoknya nanti mereka bisa jawab kata yang ada di kertas itu.

Group one go forward and then take the paper and then give a clue.

Lecturer   : Awas nampak dari sebelah sana

Group 1 : to transfortation, so long?

Students   : Bus, Train

Student   : Yes train

Lecturer   : Thank you. Group two? Group two group two haa ini baru semangat yakan kalo tadi melempem semua.

Group 2 : cold and then small, fall,

Students   : Rain, ice cream, snow

Student   : Yes that right snow

Lecturer   **:** Iyaa salju, kan tadi kan cold, small, fall. Group three silahkan siapa aja boleh!

Student   : Miss yang kelompoknya meragakkan kata boleh menjawab juga?

Lecture   : Gak lah kalian only discribe saja.

Group 3 : building, silent, book,

Student   : Library

Lecturer   : Group five? Eh, group four hurry up cepat cepat!

Group 4 : in news paper, many important things,

Student   : News paper

Lecturer   : Yes, Uda di bilangi tapi paper paper paper uda ketebak. Menurut kalian kalau kelompok yang maju mendiscribe itu perlu menjawab?

Student   : Gak la miss

Lecturer   : Okay group five silahkan! Kamu mungkin nak supaya kamu gak capek menggeser geser di sini aja. Iya kasihan geser sana geser sini.

Group 5 : book, bodylanguage

Student   : Dictionary

Lecturer   : Thank you group one? Group one group one group one. Jangan itu itu aja ya orangnya yang mendiscribe ya supaya kan speak up juga. Silahkan ibuk! Awas nampak dari sana bayangannya

Group 1 : animals, small, and can zonk

Students   : Frog, ant, rabbit

Student   : Yes rabbit

Lecturer   : Rabbit can zonk group two eh group two. Semangat kali ibuk ini yaa tadi di suruh speak up sendiri gak mau ya buk

Group 2 : thing, cheap, boys and girls use it,

Students   : Pen, pencil, stocking

Student   : Stocking

Lecturer   : Next group three!. Kasih aja yang susah sama mereka clue nya. Hehe

Group 3 : fruits, delicious, expensive, yellow

Students   : Anggur, durian

Student   : Yes durian.

Lecturer   : Yes, durian. Durian durian bapak ibuk durian. Kenapa pakai emosi? Kan tadi katanya expensive, yellow kalian masih mikir. Okay group four silahkan!

Group 4   : many of you have this, and then you like this very   much, popular,

Students   : Handphone, social media, whatsup

Student   : Isn't just in indonesian, have a symbol, apa lagi yaa?

Lecture   : Sulit ya? Karena kalau di kasih langsung kata kuncinya bisa ketebak. Atau kamu diskusi sama teman kamu apa clue selanjutnya. Cepat cepat cepat kalo gak nanti gak bisa.

Group 4 : in the symbol any the word it means simbolnya ada kata kata miss. There is social media

Student   : Instagram

Lecturer   : Yes, group 5 silahkan! Group 5 silahkan. silahkan group 5. Social media langsung ya ingatnya instagram uhhm

Group 5 : okay guys the first is you must like this very very much,

Student   : money

Lecturer   : Iyaa.. (laughing) cowok mata duitan. Kasih poin untuk group tiga ya. Give the points. Hadap sini nak hadap sini. Kasih kasih yang sulit aja.

Group 1 : this is very important in our life, without it we can't live,

Student   : Water

Lecturer   : Bukan air ya, water.

Group 2   : No no no so easy mam

Lecture   : Kasih aja clue yang sulit.

Group 2   : Things, small and big, cheap, irons,

Students   : Doll, ruler, colour, scissors

Student   : Scissors

Lecturer   : Next group three keep spirit. Ayo semangat.

Group 3   : This adjective, in our self, heart, this is no thing this is adjective,

Students   : Angry, love, sad, miss, fell, care, protect, the relationship

Group 3   : Think to your husband to your wife broken, the relationship broke.

Student   : Diporse

Lecture   : Tadi kan uda di bilangnya broken broken begitu. Haa group empat.

Students   : Cepatlah group 4!

Lecturer   : Iyalah gantian dong. It's easy

Group 4   : It's thing, cheap, bisa juga expensive, youcan use everyday,

Students   : watch, shoese, umbrella,

Group 4   : Colourfull,

Lecturer   : Pokoknya semua orang suka ini, like this from the anak anak sampai orang dewasa.

Group 4   : Saya tanyak sama teman group ya mam

Lecturer   : You can ask your groups. Tanyak ke groupnya cepat cepat cepat. Come on come on come on! Ayok, lima, empat, you can buy everywhere street, store, kemudian mall,

Student   : Eraser ya Allah

Lecturer   : Yaa mikirnya jauh kali ya ,okay. Next? Yakan ada yang mahal yang warna warni itu. Ayo, come on, hurry up.

Group 5   : This is the activity, part of school, we can also do in our school

Students   : Ceremony, study, singing, drawing, examination

Student   : Yeah examination

Lecturer   : Next, jam berapa dosen kedua yang masuk? Eh, Rocky rocky jam berapa dosen keduanya masuk?

Student   : 08.20 miss

Lecturer   : 08.20? ini uda lewat. Ini sekali putaran lagi ya, okay. Sekali putaran lagi com one come on. Ibu dosennya? Ayo**,** come on come don't wasting our time. Buat sulit buat sulit

Group 1   : Destination, holiday, journay

Students   : Park, beach, garden, mountain, bali, mall, village, travel, waterfall, lake

Group 1   : This is activity, may be cheap my be expensive,

Lecturer   : This is the activity make you happy

Student   : Vocation

Lecturer   : Yes vocation Liburan. Next group two group two hurry up. Cepat cepat nak

Group 2   : Activity, help people,

Student   : Charity

Lecturer   : Group tiga group tiga come on! Itu yang perempuan sebelah sana over that. Come on iya ibuk ibuk haja. Amiin yakan

Group 3   : Place, small, many people, hmm

Lecturer   : Ini tebak siapa ya silahkan duduk biyar kita percepat aja. it can big, it can small, it can out door, and then many people,

Students   : Out bon, cinema, museum, zoo, school

Lecturer   : No, it is a place information to make clever, to make having fun with many people, no, no, no Classroom jawabannya. Okay, thank you so much for today. Berarti yang menang group 2. Uda yaa see you next week. Assalamualaikum wr.wb.

Appendix 2. Transcription of Classroom Observation in the Research

Observer   **: The Researcher (Rini Agustiana Nst)**

Observed   **: The Basic Speaking Lecturer who teach in UINSU Medan**

Day/Date   **: 18th September 2018**

Time   **: 07.00 until 08.10 AM**

Meeting   **: Second Meeting**

Classroom   **: C class at PBI of first semester**

Like usually before starting teaching process of Basic speaking the lecturer check attendance list to all the students.

Lecturer   : Oke, Saya bicara tentang tugas minggu depan. For next week. I want to all of you discuss about something in the group. And I will divide you in two groups okay. Nanti grupnya akan saya bagi and then I will give you a topic that will you discuss for next week. Jadi, for the next week you discuss for the next and for the other groups give the critics, comment, suggestion or questions. Understand?

Students   : Understand

Lecturer   : So, do you have assignment for today?

Students   : No miss.

Lecturer   : No? yes.

Students   : Miss last week miss bilang mau kasih a gift untuk kelompok yang menang kelompok kami miss

Lecturer   : A gift? Are you sure that you are the winner?

Students   : Yes miss, we are the winner

Lecturer   : Okay so for today please count number one until number… how many students?

Students   : Fourty eight. Ada yang gak datang mam

Lecturer   : Its okay…mmm… count number one until number six. So they are eight groups ya kan? 6x8=48 okay. Number one until number eight. Kipas anginnyaa baru ini gak bisa dikecilkan ini?

Students   : Panas kali miss

Lecturer   : Panas? count number one until number six.

Students   : One, two, three, four, five, six. (and forth)

Students seeking their groups and they are so noisy

Lecturer   : Masya Allah macam pajak sambu. Uda? Listen to me. Okay setiap grup, each group come in to choose your topics. Okay, one person come to the front to choose the topic. Tungu tungu wait wait wait. One, two, three, four, five, six okay.

Student   : Bismillahirrahmanirahim. La haula wala quwwata illa billah.

Lecturer   : Siapa yang belum dapat?

Student   : Uda habis ya miss?

Lecturer   : Iya duduk kasi tau grup nya itu apa dan dengarkan saya. Okay listen to me. Discuss with your group and make a creative story related to this topic. A creative story okay?. Jadi nanti setelah kalian diskusikan kalian harus bisa menyambungkan cerita dari setiap temannya itu. So, first you have to discuss with your group. Jadi nanti umpamanya cerita dimulai from she is and continue menyambungkan ya? Tapi berhubungan dengan this topic.

Student   : Satu group satu topic aja miss?

Lecturer   : Iya satu topic aja. Jadi cerita paling menarik wakan mendapatkan skor yang bagus and the surprise for the next week from me yes. Jadi setiap minggu akan ada hadiah hadiah hadiah. So make the creative story to get a gift. Understand?

Students   : Yes

Lecturer   : Jadi kamu buat imaginasi kamu untuk menciptakan story yang creative. Make a creative story. Tapi nanti di sambung ceritanya, paham ya? Your time is twenty minute right now.

Student   : Miss sambung kata gitu miss?

Lecturer   : No, story ya!

Students begin the discussion with their groups until twenty minute.

Lecturer   : Okay finish ya! We start from group, what group?

Students   : One

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Lecturer   : Kenapa gak groups two aja yang kedepan?

Students   : Belum siap miss

Lecturer   : Apanya yang belum siap? Okay group one please!

Students   : Sebentar miss

Lecturer   : Well, jadi kalau tidak hompimpang hompimpang hompimpang yang 6 kelompok ini eh yang 6 orang ini.

Students   : Sebentar Miss

Lecturer   : Jadi kapan siapnya buk? Ayo come one yang uda ready please! Yang mana aja boleh. Kalau gak mau gak ada nilainya ya?!

Student   : Yang maju 1 orang aja miss?

Lecturer   : Jangan gitu makanya ayok lah! Show your ability come on. One two three foru, group foru? Group five?

Student   : Masih diskusi Miss

Lecturer   : Ya ampun dari tadi diskusi MasyaAllah Come on! Nanti selak dosennya keburu masuk. Come on come on group one. Come on Rocky!

Group one go forward to show their story

Lecturer   : Okay listen to group one. Cepat cepat musik kita uda main itu. Hellow guys my beloved students!! Yaa silahkan. Who is the first speaker? Siapa nak?

Group 1   : Me mam

Lecturer   : Alrigh, sebutkan juga topik nya ya!

Group 1   : Restaurant. One day me and my girlfriend go to restaurant to celebrate our achievement as a number one group in the class. When we arrived in restaurant there is many food and the different of kind of food their love. And then we call the waiter for coming to our delivery.

Lecturer   : Orang kaya makan di restaurant

Group 1 chicken   : Iyaaa… is there no food and my want. I order Ice tea and fried

Lecturer on Rocky   : Makananya di restaurant fried chicken dan Ice tea? That all come

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Other person of group one continue their story.

Lecturer   : So, in your story the waiter give the bad coffe? Do you angry with her?

Student   : Yes, angry and I give punishment to her

Lecturer   : All right, berarti gak kamu campakkan kan kopinya?

Student   : Gak Miss

Lecturer   : By the way you like order a cup of coffe? Suka kopi?

Students   : No Miss

Lecturer   : No? tapi yang datang a cup of coffe?

Student   : Yes Miss.

Lecturer   : Group two? Ghoib. Group three? Ghoib. Group five? Ghoib. Haa cepat cepat cepat

Group two go forward to show their story

Group 2   : We are from group two. Our topic social media. Well I think social media now very important to us. As we know that some of people used it. Start from child until old people. We can know that the social media doesn't to share person activity but from social media we can get information about all. Like from instagram, facebook, twitter, line, whatapp, blackberry, messanger….

Lecturer   : Okay thank you, next group? Uda tadang dosen nya?

Student   : Belum Miss

Lecturer   : Oke. Yampun cepat lah weee.. okay taking fast yes as soon as possible

Group three go forward to show their story

Group 3   : We are from group three. Today our topic is about train………

Lecturer   : That's all?

Group 3   : Yes Miss

Lecturer   : Thank you**.** Kalau kata si Ahmad Rizki tadi best friend itu like ice cream milk tea, seperti Ice cream. Tapi so sweat ya. Jadi siapapun yang jadi best friend nya kayak ice cream. Yang ini tadi cerita mantan. Biasanya best friend itu lama lama teman jadi pacar abis itu di tikung. Okay I think that all for today.

Because we don't much have time. Jadi, for the next groups we will continue next week. Next week I think this is the groups. Ya sama aja group nya ini ya. For the next week okay? Or you want to change? Mau yang ini atau di ubah?

Students   : The same group

Lecture   : The same groups? What the others? Change?

Students   : Change Miss

Lecturer   : Untuk yang persentase next week, ini groups nya yang ini aja or change?

Students   : Change aja miss

Lecturer   : Yang lain yang lain pendapat yang lain? Change apa tetap?

Students   : Ini aja miss. Tetap aja group nya

Lecturer   : ini kayaknya mesti di pecah ni ya.

Student   : Gak miss,

Lecturer   : Okay, nanti saya kasih tau di group what app social media. Jadi, I thik that all for today, see you next week. Assalamualaikum.

Appendix 3. Transcription of Classroom Observation in the Research

Observer **: The Researcher (Rini Agustiana Nst)**

Observed **: The Basic Speaking Lecturer who teach in UINSU Medan**

Day/Date **: 25th September 2018**

Time **: 07.00 until 08.10 AM**

Meeting **: Third Meeting**

Classroom **: C class at PBI of first semester**

Lecturer : So where is attendance list ? ibuk sekertaris Negara!

Lecturer : Go home now? Yes missss…

All students laughing

Lecturer : Ya kenapa? Crying before action.

The secretary give attendance list with the lecturer

Lecturer : Thank you. Where is your members?

Students : Yes Mam we are. Just two groups

Lecturer : Just two?

Students : Ya Miss 2 group

Lecturer : Ini bukan yang untuk persentasi?

Students : Nggak gak

Lecturer : Ooohh oke oke. Okay groups one where are you?

Students : Yes Miss

Lecturer : Kenapa duduknya pisah pisah maunya berdekatan aja!

Student : Iya miss tadi maunya gitu tapi untuk masuk ke les 2 nanti Miss di suruh dosennya.

Lecturer : Nantikan kalau sama dosen yang kedua bebas milih, kalo ini kan per group aja. Paham ya?

The students still confused what the lecturer

Lecturer   : Duduk loo berdekatan dengan anggotanya!

All student move to sit appropriate their groups

Lecturer   : Finish? Ssssttttt. Dimana pun group satu gak mesti berurut yang penting you sit with your group.

A few minute later

Lecturer   : Okay guys! Oke oke . Test 1 2 3 di coba! Okay okay? Haa ya duduk manis, pegangan ya pegangan yaa! Okay, windy, khairunnisa, siska, khairunnisa, nurriza,

Students   : Nuriza Mii

Lecturer   : Oohh Nuriska I'm sorry, ngantok Miss. Nurhayati, azzura, praza, imam, naufal, husen, wahyu, lutfhi, risky, fatayatul, tri, afifah, putri, fatma, dinda, khairunnisa

Suddenly student enter the class.

Lecturer   : Tarik nafas buang nafas, terlambat lg! always Mrs late. Dea, larasati, nafa urba, eka, afifah, risky, nur, aulan, fitri, jenni, anggi, rahmawati, windy, risky purba, zaki, Guntur, septiana, refija, sarifah, febri, Zahra, adelia, desi, roky, risky, sherly. Hari ini tanggal 2. Okay we start now group one, where are you? Group one you? What is your topic ?

Group 1   : Natural scenery

Lecturer   : Okay natural scenery. Specifiknya lebih kemana?

Group 1   : Kami bahas tentang keindahan alam yang ada di Indonesia

Lecturer   : Okay Indonesia. What is spesifiknya lagi yang mana?

Group 1   : Nanti ada sesi sesinya gitu Miss.

Lecturer   : Oohhh Oke oke good. Don't forget yel yel! Yes

Group 1   : Hadap mana mis?

Lecturer   : Haa? Yaa hadap situlah kemereka semua.

Group 1   : Tapi masa kami ngebelakangin Miss

Lecturer   : Gak papa. Anggap aja saya gak ada.

All students laughing

Lecturer   : Pertannyaan keg gitu pun ditanyak. Uda silahkan gak papa! Kalau saya mah simple simple saja orangnya.

Group 1 appear all student.

Lecturer   : Ibuk ibuk kosidah yaa…   Yaa silahkan masuk buk! Siapa namanya buk?

Student   : Sefti Miss

Lecturer   : Septi? Okay. Haduh masih diskusi lagi disini. Wasting time.

A few minute

Lecturer   : Bawak papan nama kayak itu aja.

Group 1   : Nggak bukan gitu Miss.

Lecturer   : Uda mulai! Go ahead.

Group 1   : (before group 1 deliver the topic, group 1 sing their yel yel) Okay let's begin. Our topic about scenery. When I was a university student, I went to a village which was the living place of my best friend's grandfather's house. It was in a remote area and the natural scenery I saw there was the most beautiful natural scenery I have ever seen. It was in Labura and the small river, the hill, the green fields and the blue sky made a combination that I felt something out of the word. I saw it in one autumn evening when I went to explore the surrounding of the village. That was an awe-inspiring scenery that I will never forget. I saw this scenic beauty in 2011 and it was mid-autumn season then. My friend, I and one of my friend's cousin were present at that time and I heard from my friend that his village was a very beautiful place. I could not believe how much beautiful it was until I saw it with my own eyes. We left for the river in the evening and I was amazed to notice the hill and the sloping road track beside it. The river was flowing gently and the vast paddy fields were all around us. I heard the chattering of the birds in the green trees and the sound was creating a harmony in my ears. To me, this was a truly amazing feeling to witness a natural scenery that could exist only in our imagination. I have seen many rivers, hills and paddy fields but in my friend's village, they were arranged in such a way which is only possible in an artist's picture. The blue sky seemed very nearer to the horizon and the vast green all around us make me feel like visiting in a fairy land. And continue the others member……. Okay this is our story about natural scenery. Thank you for your attention.

Lecturer   : Wait wait wait. Okay, after group 1 delivery their story. I want the other group ask something the comments, suggestion, critic, addition, style, gesture about performance group 1. Come on! Say something for them, the

strengthness the weakness. Jadi kalian gak hanya jadi pendengar budiman aja yaa.. Yes Rocky please!

Students   : I want give suggestion for group 1. Okay your pronouncing is good, but the important from this group monolog. You read the story on your book. So, my suggestion is if you want story telling don't just read the book, because around you there is the audience so you must focused on your gesture, eyes contact. Before you show your performance prepare first. Thank you that all.

Lecturer   : Thank you Rocky for your suggestion. Next? Yes! What happen with you rocky? Kog gitu gitu. Any else? Ohh iya gak Nampak bapak gantengnya.

All student laughing.

 Lecturer   : Haa! kalian bisa berputar untuk menghadap dia.

Student   : I think your language is little difficult to understand. I think like Wikipedia language may be, may be next time you have to use simple language to make my understanding. And you can also use the body language when you present your topic. So, you see all the audience.

Lecturer   : That all?

Student   : Iya Miss

Lecturer   : Thank you. Any else? From the girls may be! You can sit you can sit. (the lecturer order to group 1 to sit). You can sit down. Silahkan duduk ibuk mungkin lelah ya. Ada yang lain? Any else?

Student   : Miss

Lecturer   : Siapa? Yaaa!

Student   : Oke. I from group two. I want ask to group 1. How we can forbid the tourist didn't rubbish at random?

Lecturer   : What do you think about that ?

Group 1   : Wait Miss

Lecturer   : Yes, siapapun bisa menjawab.

Group 1   : I think give the punishment. Because if we give the punishment with them, insyaAllah they didn't rubbish at random.

Lecturer   : May be the other members can add something?

Group 1 : I think… (suddenly members of group 1 fell blank)

Lecturer : Kalau gak tau in Indonesian saja katanya.

Group 1 : Kalau misalnya

Lecturer : Gak semuanya, yang katanya gak tau ajaaa..

All student laughing

Group 1 : Miss in Indonesian aja napa Miss

Lecturer : No in English. Pertanyaan nya tadi apa si nak?

Students : Tadikan ada Miss yang di bilang kelompok 1. Kalau tourist yang datang membuang sampah sembarangan.

Lecturer : Suruh aja mereka pulang

Students laughing

Group 1 : Yes, of course that right what my friend said that we know the tourist throw rubbish at the random we must give the punishment with them. If they repeat again yes we give the punishment again.

Lecturer : That all?

Group 1 : Yes Miss

Lecturer : Are you satisfied? Are you satisfied with this answer ? Maksudnya puas dengan jawabannya. oke laa yaa

Student : Yes Miss.

Lecturer : Okay. Any else ? haaa! Please

Student : I want to ask group 1. What will do to keep our beach, island to make famous our country ?

Lecturer : The way I think caranya gimana! Tak de? Lama sekali ibuk

Group 1 : Okay. We can improve our natural scenery. Like the government give the instruction or socialiszation with the people that live in the beautiful scenery. And I think if the government give the instruction must arrange.

Lecturer : Okay satisfied?

Student : No

Lecturer   : No? For the other members. Ibuk jangan temenung menung cantik aja buk, di jawab oke! Add your friends answer, come on say something. Yang ini yang tiga kesana itu! What is your idea?

Group 1   : Oke I addition my friends answer. We must use the promotion if our country to be famous. Like promotion on TV, Miss Universe. I think like that.

Lecturer   : Just it? Haa!

Group 1   : Hmmmmm

Lecturer   : Masih belum? Not yet. Ada lagi? Gak ada? Okay for group one you present your topic is good enough. I think I have the same suggestion with Rocky and Rizky. Your topic about natural scenery. I think better for you to show the pictures to all of the groups. So, they interested with your topic, then I think this is speaking right? So you have to look you note just prepare your self at home and setelah itu kamu berbicara berbagi idea dengan teman kamu. What ever you know about the topic, yes. Jadi jangan lagi kayak macam membaca. Kamu kan uda tau, you know about the point what do you want to say in the classroom yes! Jadi, you can imagine apa saja poin poin nya itu yang kamu kembangkan. Jadi gak berpatokan sama ini, ya? Paham ya? for the other groups okay? You can make the media, you can use what ever to make the others groups interested with your topic. Be a creative one! Harus jadi yang kreatif, Okey? Your yel yel is good enough and I like your style when you speaking. You like a sing a pop, ya? Macam kayak membaca puisi tapi intonation, pronouncing, up and down nya itu pas gitu. Congratulation!

All student give up plus.

Lecturer   : Kemudian for the other groups please practice at home how to real good speaker in front of the mirror. Ya itu caranya kamu tahu gimana mulut kamu tuh ke atas ke bawah how to pronounce the words, ya? Paham ya? But over all good. Thank you. So we move to the second group. Kalau pertanyaan dia tadi tu gimana caranya itu mungkin sosialisasi di media social. Tadi kan kamu uda pake ini kan bisa bawak ini. How to my country, I have a beautiful country. Silahkan group two! please! Please silahkan!

Group 2   : (before group 2 deliver the story, group 2 sing their yel yel) Okay let's begin. Our topic about shoolyard. My school is a green and beautiful school. There are so many large trees which make the air around my school become very fresh and clean. It is very large with an area around 600 m and surrounded by high fances. Overall, it has 30 buildings consisting of 21 classroom, 2 teacher room, a language laboratory, a science laboratory, 2 toilets, a multimedia room and a hall. Those buildings are arranged to form a rectangle and surrounded field in the middle commonly used as sport place and ceremony. When enter my scool, we

are greeted by billboards that written let's go forward with us" in front of the gate. Beside the gates, there is a black security post. The security post is a black securities. They are in charge of maintaining security in my school. Beside the security post there is a large fish pond which beautifies my school. After passing through the security post, we will pass a parking area with its size approximately 12 m. the parking area can accommodate all vehicles belonging to teachers and students. Every morning the entire vehicles are parked well there. After passing through the parking area, we'll see the main building of my school. The building is quite large. It serves as teacher and employees' room in my school. Every morning the teachers always lined up in front of this building to welcome their students. We always greet them before entering into complex of classroom. It has become a tradition in my school to honor our teachers. We consider our teacher as our parents in school who keep and educate us. After passing the main building, we will go into a building complex of classroom. On the right side is complex of classroom for 1, and 2, grade, while on the left 3 grade and another buildings such as language laboratories, science laboratories, an art building, a multimedia room, a library, toilets and a hall. In front of every classroom there are small flower gardens which add the beauty of my school. The gardens are regularly used by students as a place to play and learn. My school also has a large canteen. The canteen is located behind the complex class exactly behind the hall. My school's canteen sells a lot of foods like snacks, cakes, meatballs, fried chicken, rice and noodles. Though they sell a variety of food, my school always maintains the cleanliness. And continue the others member… Okay this is our story about natural scenery. Thank you for your attention. Any suggestion, critic, or others?

Student : Yes I'm

Lecturer : Yeah you! I'm forget your name.

Student : Okay thank you for group 2. Your performance so far good. I only give suggestion, if you are in the classroom give the explanation but your eyes contact only on your papers, I think don't make sure the listener or the audience. I think before you are show your performance please prepare I think just it.

Lecturer : Good suggestion right? Okay next? Mention your name!

Student : I give the suggestion. For the first in the beginning from the wake up. I think that is no important for your explained. Because that is the activity all we do it. So, I think school yard is the experience when in the past time like pramuka, paskibra, and others. Thank you.

Student : My suggestion is better. When you don't speak other with your other member explained to us. And may be ask our attention too. Thank you

Lecturer   : Okay come on you!

Student   : I want to ask with your group. What is your opinion about the school yard when the lesson began like in our class siapa cepat datang dia cepat dapat bangku paling depan. How about your group?

Lecturer   : Lutfy, you want say something?

Student   : Yes Miss.

Lecturer   : Yes please!

Student   : what do you think about school yard from that context bullying is that good who one people something or even it mean another people who want to make bullying? What's your opinion?

Student   : Okay I want ask you about something for you. First you said good thing about your experience in school. I think about your bad story. Just it.

Group 2   : any idea for us? Give me critic no?

Student   : I just say with your yel yel is to fast. I'm not yet enjoy the yel yel. Okay that's all.

Lecturer   : Any else for the others group? Ada yang lain? No?

Students   : No Miss

Lecturer   : You can answer in one around all of the suggestion, critic, comment, come on! Karena waktu kita tinggal sedikit lagi.

Group 2   : (group 2 answer all the question from the audience)

Lecturer   : Okay for group two the yel yesl is so simple, ya kan? You can use your style, you can dancing may be, with your yel yel. To make the class fun, enjoy, what ever. Karena kalian akan menjadi seorang guru. To make your students interested with your topic, dalam proses pembelajaran. You have to be a fun, a happy teacher. For the second group is good enough and sama dengna group yang tadi jangan membaca catatan kamu. And I think the school yard why don't you compare the school yard in Indonesia with the other country? Kita juga mesti tau.We want to know the school life in another country. How they learn, how the rules, how about the cloths. Kenapa mereka di sana gak pakai baju seragam? Kenapa kita disini kog heboh heboh kali, senin pakai baju ini selasa pakai baju ini. You can say something about that! Jadi kita pun nambah gituh pengetahuannya. Kemudian, kenapa mereka tuh belajarnya mungkin hanya lima jam? Kita kog sampai sore? Bawak bukunya berat berat. I think it's better talk

about that not your activity. Because we have the same activity. Yes okay? But overall good. Okay any problem boy?

Student   : No Miss

Lecturer   : No? kamu terpesona ?

Student   : No

Lecturer   : No? Okay for next week group three topic nya apa? What the topic?

Student   :

Lecturer   : Prepare your self. You can use the media, pictures, and I think is better for you after you give your yel yel and the first speaker speak about the topic and the others member stand up here. Jadi gak semuanya memandaingin ini, kasian kali mereka yakan? Jadi, for the speaker who speak just sini and the others sini. Okay ya? Any questions? Nothing? Okay. Thank you for today, see you next time. Assalamualaikum

Student   : Wa'alaikum salam wr.wb

RESULT CLASSROOM OBSERVATION

Types of Code Switching	Utterance	Functions of Code Switching		
		Topic Switch	Affective Function	Repetition Function
Inter-sentential Code Switching	1. May I borrow your pen! May I? *Pulpen saya warnanya merah.*		√	
	2. Okay, do you have any homework or assignment?. Iya soalnya tulisannya lain sendiri.	√		
	3. Oh traffic jam. Ya, biasa lah ya medan.	√		
	4. Okay last two weeks, I have said that you have to prefare for yourself because *saya datang ke kelas kalian.* Are you already know?	√		
	5. Groups ? making groups. Sekarang berubah lagi ya	√		
	6. So, today I want to know your ability in speak up, *ya. Kemampuan kalian dalam speaking.*			√
	7. I have fifty piece of paper. *lima ya lima potongan kertas.*			√
	8. *Saya pun dari tanjung morawa.* Everyday he come late?		√	
	9. So who wants to be the first? *Siapa? siapa? Asik ketawa aja.*			√
	10. And you describe for this things, *ya. Hanya mendeskripsikan aja kog.*			√
	11. Think first before you speak and what the points?. *Ya kira-kira apa intinya.*			√
	12. *Siapa pernah kemangrove ?* have you ever ?			√
	13. So what is your name, *tadi siapa namanya ?*			√
	14. *Ceritakan aja biasanya gimana.* I just want to see your ability in speaking your brave.	√		
	15. Iya pak jangan pakai emosi. Control your emotion. You			√

		√		
	never wear pajamas no ?			
	16. Tell about pajamas you know, a little bit. *Biasanya kan yang suka pake ini cewek, cewek kamu mungkin?*	√		
	17. I'm just kidding. *Kamu kan bisa liat dari ibuk apa mamak mamak di rumahkan pakai baju tidur.*		√	
	18. Yes ibuk. Don't be nerves. *Jangan nerves ya.*			√
	19. I just want to know your ability in speaking and then your brave. *Keberanian kamu berani gak si?*			√
	20. *Ya saya tunggu.* I'm waiting for okay.			√
	21. I call your name, it's fare? Ya kan, gak usalah palah stress kali ya.		√	
	22. *Ya Allah sampe segitunya.* Oh my god.			√
	23. Yes, you can check and recheck *ya. Iyalah silahkan ibuk.*		√	
	24. *Apa pahit?* What the English of pahit ?			√
	25. So what is't. *Apa aja ?*			√
	26. Don't be nerves. *Kalo uda ngeblank ya uda.*		√	
	27. That all thank you. *Kalo kira kira uda gak bisa.*			√
	28. Okay now we are changing the rules just now. *Kita main game ya tebak kata.*	√		
	29. *Jadi lima group.* To be five groups.			√
	30. Move now! *Silahkan pindah.*			√
	31. Chooce your friend and change who talking. *karena kalo yang ngomong itu itu terus gak akan speak up.*	√		
	32. Nak, your are teenager right now right? *Kalau begitu kursinya saja yang bergerak mulutnya diam okeh.*		√	
	33. You where is your group? *Mana group nya?* kenapa			√

	masih di situ?			
	34. Nine nine good. *Satu , dua, tiga, empat kalian mau dimana nak?*	√		
	35. One, two, three, four, five, six, seven, eight, nine. *Ini gak ada lebih kece dari ini gak ada?*	√		
	36. *Nama gamesnya itu adalah tebak kata.* Have you ever about this game ?	√		
	37. *Ini masih digunakan kertasnya ini yakan?!* And then you have to give a clue related to this word.	√		
	38. *Siapa nanti yang paling banyak skore, itulah pemenangnya minggu depan akan saya kasih hadiah*, okay? Are you ready guys?	√		
	39. Groups one, two, tree, four, five. *Uda tau kan siapa pun bebas untuk menjawabnya.*	√		
	40. *Silahkan siapa saja 1 orang mengambil kertas itu* and then you give a clue and the other groups have to guess what the word is.	√		
	41. *Silahkan group one siapa saja boleh.* You describe and then you give a clue what ever.	√		
	42. Next group three!. *Kasih aja yang susah sama mereka clue nya.*		√	
	43. *Kasih poin untuk group tiga ya.* Give the points.			√
	44. Next group three keep spirit. *Ayo semangat.*			√
	45. *Iyalah gantian dong.* It's easy		√	
	46. You can ask your groups. *Tanyak ke groupnya cepat cepat cepat.*			√
	47. Come on come on, don't wasting our time. *Buat sulit buat sulit*		√	
	48. Next group two group two hurry up. *Cepat cepat nak*			√
	49. *Ini tebak siapa ya silahkan duduk biyar kita percepat aja.*	√		

Category	Utterance			
	it can big, it can small, it can out door, and then many people,			
	50. *Jadi kamu?* you siska ?			√
	51. *Kamu kayak baru abis bangun tidur langsung pakai baju* and then going to kampus.		√	
	52. So, with your tongue you can taste food *yakan apa lagi biasanya yang berhubungan dengan tongue?*	√		
Intra-sentential Code Switching	53. *Kemana? Izin kemana dia? pulang kampong?* or get married alright?		√	
	54. *Ini ni* the best imam.		√	
	55. *Kamu nanti akan disuruh memilih selembar kertas* a piece of paper			√
	56. *Sebenarnya inti dari belajar* basic speaking according to you ?	√		
	57. *Terserah kalian,* it's up to you.			√
	58. Is very easy *pokoknya cakap-cakap ajalah ya.*		√	
	59. *Oke masuk* what can I do for you sir?		√	
	60. *Ini yang di dalam sini* things, people, about food, drinks.	√		
	61. Show your ability in speaking *katanya kemarin pengen* travelling around the world, wants to be a professional teacher.	√		
	62. Very good *ya cuman terlalu cepat* too fast ya.			√
	63. Yes go on, *silahkan mulai.*			√
	64. *Haa* tongue *ya! Bukan* tong ue, tong ue, tong ue.			√
	65. Next ? next next next *iya*			√

	lanjut ibu.			
	66. Next? *silahkan siapapun,* yes please.			√
	67. Oh, I see next! *Uda semua,* that all ?			√
	68. *Padahal* from the kitchen *tuh kan bisa di gambarkan biasanya mamak mu selalu masak* your favourite food *di dapur.*	√		
	69. *Ni cerita ke suami yang* high imagination *ya.*		√	
	70. *kan cerita apa seumpamanya kamu pergi ke suatu tempat tiba tiba kamu* meet a ghost and then you frightened no ?	√		
	71. *Tadi kamu bilang kirim massagenya lewat* post office *apanya?*	√		
	72. *Selain di* post office *itu kita ngapain si* collecting stemps *ya?*	√		
	73. *Itu mungkin bisa kamu perluas dengan* collecting stemps *nya itu.*	√		
	74. *Senyum senyum* smile smile *cengengesan ayok.*			√
	75. Come on, haa yaa cepat.			√
	76. *Iya nggak iya nggak* that all, okay?.		√	
	77. *Terserah ini Cuma permainan* just a games.			√
	78. *Ini cuman* just having fun.			√
	79. Not yet? *masa kecil suram yaa.*		√	
	80. The other groups *siapa yang cepat siapa yang dapat* just mention the words in this paper.	√		
	81. Group two group two *haa ini baru semangat yakan kalo tadi melempem semua.*		√	
	82. *Iyaa salju, kan tadi kan* cold, small, fall.	√		
	83. Group three *silahkan siapa aja boleh!* please *nak*			√
	84. *Gak lah kalian* only discribe *saja.*		√	

	85. Eh, group four hurry up *cepat cepat!*			√
	86. *Uda di bilangi tapi* paper paper paper *uda ketebak.*		√	
	87. *Semangat kali ibuk ini yaa tadi di suruh* speak up *sendiri gak mau ya buk*		√	
	88. *Kan tadi katanya* he said expensive, yellow *kalian masih mikir?*			√
	89. Social media *langsung ya ingatnya* instagram		√	
	90. *Tadi kan uda di bilangnya* broken broken *begitu.*	√		
	91. *Pokoknya semua orang suka ini,* like this from the *anak anak sampai orang dewasa.*			√
	92. *Ayok, lima, empat,* you can buy everywhere street, store, *kemudian moll,*	√		
	93. *Itu yang perempuan sebelah sana* over that.			√
	94. *Uda yaa* see you next week.		√	
Tag Switching	95. *Mau nilai berapa mau nilai berapa biyar saya buatkan,* okay.		√	
	96. Haa, any Idea?		√	
	97. Yes, masuk siapa nama kamu nak?		√	
	98. Yes what? *apa ibu?*			√
	99. Yes, *dipilih dipilih.*		√	
	100. So next, gak usah lagi pake bersalam salam ya**.**	√		
	101. Okay please, *silahkan.*			√
	102. Yes, *gak usah malu- malu*		√	
	103. *Ya,* come here, sini sini			√
	104. *Ganti ya nanti saya pikirkan kata yang lain,* Okay.		√	
	105. *Jadi,* so so what do you want to say for what.			√
	106. *Biasa kumpulin perangko dari zaman baholak sampai zaman sekarang* okey,		√	
	107. *Waw*, it's very easy.		√	
	108. Thank you, *ya.*		√	
	109. So, *jadi gimana?*			√

	110. *Haa!* Vigtable or vegetable			√
	111. *Jadi nanti yang sisanya itu masukkan aja kemana,* okay?	√		
	112. *Ayo,* come on!			√
	113. *Jadi,* so we start from group one.			√
	114. Okay group five , group 5 *silahkan!*			√

Appendix 5. Result of Classroom Observation in Second Meeting

RESULT CLASSROOM OBSERVATION

Types of Code Switching	Utterance	Functions of Code Switching		
		Topic Switch	Affective Function	Repetition Function
Inter-sentential Switching	1. *Saya bicara tentang tugas minggu depan.* For next week.			√
	2. *Nanti grupnya akan saya bagi* and then I will give you a topic that will you discuss for next week.	√		
	3. Number one until number eight. *Kipas anginnyaa baru, ini gak bisa dikecilkan ini?*		√	
	4. *Iya duduk kasi tau grup nya itu apa dan dengarkan saya.* Okay listen to me.			√
	5. *Jadi nanti setelah kalian diskusikan kalian harus bisa menyambungkan cerita dari setiap temannya itu.* So, first you have to discuss with your group.			√
	6. *Jadi cerita paling menarik akan mendapatkan skor yang bagus* and the surprise for the next week from me yes.	√		
	7. *Jadi setiap minggu akan ada hadiah hadiah hadiah.* So make the creative story to get a gift.			√
	8. *Jadi kamu buat imaginasi kamu untuk menciptakan cerita yang kreative.* Make a creative story			√
	9. *Apanya yang belum siap?* Okay group one please!		√	
	10. *Jangan gitu makanya ayok lah!* Show your ability come on.			√
	11. *Nanti selak dosennya keburu masuk.* Come on come on group one.		√	
	12. Okay listen to group one. *Cepat cepat musik kita uda*		√	

	main itu.			
	13. Okay thank you, next group? *Uda tadang dosen nya?*		√	
	14. For the next week okay? Or you want to change? *Mau yang ini atau di ubah?*			√
	15. Next week I think this is the groups. *Ya sama aja group nya ini ya*	√		
	16. Who is the first speaker? *Siapa nak?*			√
	17. By the way you like order a cup of coffe? *Suka kopi?*			√
	18. *Yaampun cepat lah weee..* taking fast yes as soon as possible.		√	
Intra-sentential Switching	19. Okay *setiap grup,* each group come in to choose your topics.			√
	20. *Tungu tungu* wait wait wait.			√
	21. *Jadi nanti umpamanya cerita dimulai* from she is and continue *menyambungkan ya? tapi berhubungan dengan* this topic.	√		
	22. *Kenapa gak* groups two *aja yang kedepan?*		√	
	23. *Ayo* come one *yang uda* ready please!			√
	24. *Makananya di restoran* fried chicken *dan* Ice tea?		√	
	25. No? *tapi yang datang* a cup of coffe?		√	
	26. *Kalau kata si Ahmad Rizki tadi* best friend *itu* like ice cream milk tea, *seperti es krim.*			√
	27. *Jadi siapapun yang jadi* best friend *nya kayak* ice cream.		√	
	28. *Okay, nanti saya kasih tau di* group what app social media.	√		
	29. *Untuk yang persentase* next week, *ini groups nya yang ini aja* or change?	√		

		√		
Tag Switching	30. *Jadi,* for the next week you discuss for the next and for the other groups give the critics, comment, suggestion or questions.	√		
	31. Alrigh, *sebutkan juga topik nya ya!*	√		
	32. All right, *baik berarti gak kamu campakkan kan kopinya?*			√
	33. No story yes, *ya!*			√
	34. Well, *jadi kalau tidak hompimpang hompimpang hompimpang yang 6 kelompok ini eh yang 6 orang ini.*			√
	35. Jadi, for the next groups we will continue next week.	√		
	36. *Jadi,* I thik that all for today, see you next week.	√		

Appendix 6. Result of Classroom Observation in Third Meeting

RESULT CLASSROOM OBSERVATION

Types of Code Switching	Utterance	Functions of Code Switching		
		Topic Switch	Affective Function	Repetition Function
Inter-sentential Switching	1. So where is attendance list ? *ibuk sekertaris Negara!*	√	√	
	2. *Dimana pun group satu gak mesti berurut yang penting* you sit with your group.	√		
	3. *Hari ini tanggal 2.* Okay we start now group one.	√		
	4. Okay natural scenery. *Specifiknya lebih kemana?*		√	
	5. *Haduh masih diskusi lagi disini.* Wasting time.		√	
	6. Say something for them, the strengthness the weakness. *Jadi kalian gak hanya jadi pendengar budiman aja yaa.*		√	
	7. What happen with you rocky? *Kog gitu gitu.*			√
	8. You can sit down. *Silahkan duduk ibuk mungkin lelah ya*		√	
	9. No in English. *Pertanyaan nya tadi apa si nak?*	√		
	10. *Ada lagi? Gak ada?* Okay for group one you present your topic is good enough.	√		
	11. So you have to look you note just prepare your self at home and *setelah itu kamu berbicara berbagi idea dengan teman kamu.*	√		
	12. What ever you know about the topic, yes. *Jadi jangan lagi kayak macam membaca.*			√
	13. Be a creative one! *Harus*			

	jadi yang kreatif, Okey?			√
	14. You like a sing a pop, yes? Macam kayak membaca puisi tapi intonation, pronouncing, up and down nya itu pas gitu.	√		
	15. *Ya itu caranya kamu tahu gimana mulut kamu tuh ke atas ke bawah* how to pronounce the words,	√		
	16. So we move to the second group. *Kalau pertanyaan dia tadi tu gimana caranya itu mungkin sosialisasi di media social.*	√		
	17. *Tadi kan kamu uda pake ini kan bisa bawak ini.* How to my country, I have a beautiful country.			√
	18. Any else for the others group? *Ada yang lain?*	√		
	19. You can answer in one around all of the suggestion, critic, comment, come on! *Karena waktu kita tinggal sedikit lagi.*	√		
	20. To make your students interested with your topic, *dalam proses pembelajaran.*	√		
	21. For the second group is good enough and *sama dengna group yang tadi jangan membaca catatan kamu.*			√
	22. *Kita juga mesti tau.* We want to know the school life in another country.			√
	23. How they learn, how the rules, how about the cloths. *Kenapa mereka di sana gak pakai baju seragam?*	√		
	24. You can say something			

Type	Utterance			
	about that! *Jadi kita pun nambah gituh pengetahuannya.*	√		
	25. *Kemudian, kenapa mereka tuh belajarnya mungkin hanya lima jam? Kita kog sampai sore? Bawak bukunya berat berat.* I think it's better talk about that not your activity. Because we have the same activity.	√		
	26. I think is better for you after you give your yel yel and the first speaker speak about the topic and the others member stand up here. *Jadi gak semuanya memandaingin ini, kasian kali mereka yakan?*			√
	27. *Tarik nafas buang nafas, terlambat lagi*! always Mrs late.			
Intra-sentential Switching	28. *Ya kenapa?* Crying before action.		√	
	29. What is *spesifiknya lagi yang mana?*		√	
	30. *Kalau saya mah* simple simple *saja orangnya.*		√	
	31. *Uda mulai!* Go ahead.			√
	32. *Ada yang lain?* Any else?			√
	33. *Kalau gak tau* in Indonesian *saja katanya.*	√		
	34. *Jadi,* you can imagine *apa saja poin poin nya itu yang kamu kembangkan.*	√		
	35. *Kamu kan uda tau,* you know about the point what do you want to say in the classroom yes!	√		
	36. Paham ya? Understand? for the other groups okay?			√

	37. *Macam kayak membaca puisi tapi* intonation, pronouncing, up and down *nya itu pas gitu*.	√		
	38. *Paham ya?* Understand? But over all good			√
	39. *Silahkan group* two! please! Please *silahkan!*			√
	40. To make the class fun, enjoy, what ever *karena kalian akan menjadi seorang guru.*	√		
	41. Okay for next week group three topic *nya apa?* what the topic	√		
Tag Switching	42. Yes, *siapapun bisa menjawab*		√	
	43. *Test 1 2 3 di coba!* Okay?		√	
	44. Okay for group two the yel yesl is so simple, *ya kan?*	√		
	45. *Jadi,* for the speaker who speak just sini and the others sini.	√		
	46. Just it? *Haa!*		√	

Appendix 7. Interview Guideline for The Lecturer of The Research

INTERVIEW GUIDLINE

FOR THE LECTURER

Interviewer : **Rini Agustiana Nasution**

Interviewee : **The Basic Speaking Lecturer who teach in UINSU Medan**

Day/Date : **2ⁿᵈ October 2018**

Time : **07:00 A.m until 07:30**

Place : **UINSU Medan**

1. Do you realize that you used code switching during teaching process ?

2. Why you switch your English in teaching process?

3. In teaching process, which one is easier? Talking only in English or switch it bahasa if basic speaking class?

4. We all know that in speaking class, we should try to talk only in English. But the fact show that it is not like that right? So, what it's because of repetition for clarification, interjection, particular topic, emphatic about something, quoting somebody else, expression group identity. How about you ?

5. Do you think that used code switching in teaching process is affective ?

Appendix 8. Result of Lecturer Interview in the Research

THE RESULT OF INTERVIEW

Interviewer : **The Researcher (Rini Agustiana Nasution)**

Interviewee : **The Basic Speaking Lecturer who teach in UINSU Medan (Lecturer who teaches in C class at PBI of first semester**

Day/Date : **2ⁿᵈ October 2018**

Time : **07:00 a.m until 07:30 a.m**

Place : **UINSU Medan**

1. Do you realize that you used code switching during teaching process ?

   Answer : Yes of course. Yes, I do

2. Why you switch your English in teaching process?

   Answer: I think to make the students easier speak in the completed sentences. I think it's mean that to help them to understand the rule of my teaching in the classroom.

3. In teaching process, which one is easier? Talking only in English or switch it bahasa if Basic speaking class?

   Answer : I think that is depend on the situation. Because not the students understand about the English very well. So, I think to make their understand what I say in my classroom. So, I switch in bahasa but the most important thing remember that depend as long as listener and the speaker understanding each other so, I use English fully but I see the students fell uncomfortable and confused so I switch in bahasa, like that.

4. We all know that in speaking class, we should try to talk only in English. But the fact show that it is not like that right? So, what it's because of repetition

for clarification, interjection, particular topic, emphatic about something, quoting somebody else, expression group identity. How about you ?

Answer : According to me yes repetition for clarification I think. Because some times the students lack in vocabulary so I have to repeat repeat and repeat again and then to stress the important point in my teaching of course I use the repetition for the clarification. And I think interjection also, because sometimes I expresses my emotion to get the students attention.

5. Do you think that used code switching in teaching process is affective ?

   Answer : Yes, back to I said depend on the situation. If we need code switching go on and if we fell that the students understand ya automatically we use English fully. I think

Appendix 9. Interview Guideline for The Students of The Research

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INTERVIEW GUIDLINE

FOR THE STUDENTS

</div>

Interviewer : Rini Agustiana Nasution

Interviewee : The Students in C class at PBI of first semester at UINSU
Medan

Day/Date : 2th October 2018

Time : 07:00 A.m until 07:10

Place : C class at PBI

1. Do you realize that your lecturer use code switching in teaching process of Basic speaking subject?

2. Do you fell after your lecturer switch the language can help you to understand the lesson?

3. Do you think when your lecturer switch the language it can affective?

4. Do you switch your language during in the class ?

Appendix 10. Result of Student Interview in the Research

THE RESULT OF INTERVIEW

Interviewer   : **The researcher (Rini Agustiana Nasution)**
Interviewee : **The Students in C class at PBI of first semester at UINSU**
                Medan (Student A)
Day/Date   : **2th October 2018**
Time   : **07:00 A.m until 07:10**
Place   : **C class at PBI**

1. Do you realize that your lecturer use code switching in teaching process of

    Basic speaking subject?

    Answer : Yes, I am realize that my lecturer used code switching in teaching

    process Basic speaking

2. Do you fell after your lecturer switch the language can help you to understand

    the lesson?

    Answer : Yes of course. Because the people of my class not the all of the

    people can speak English. So, this is the main point or the important the

    lecturer with the language can help to understand us to switch between

    English and indonesian. This is very important and I can understand the

    lesson of my Basic speaking.

3. Do you think when your lecturer switch the language it can affective?

    Answer : Yes. It can affective. Why? Because my answer like number 3.

    Because why? Because the people of in my class your speaking in English is

    be allow and this is the main point to combaint between Indonesian and

    English.

4. Do you switch your language during in the class ?

    Answer : Yes. I switch my language during in the class. Because yeah I like

    it.

Appendix 11. Result of Student Interview in the Research

THE RESULT OF INTERVIEW

Interviewer : **The researcher (Rini Agustiana Nasution)**
Interviewee : **The Students in C class at PBI of first semester at UINSU**
Medan (Student B)
Day/Date : **2ᵗʰ October 2018**
Time : **07:00 A.m until 07:10**
Place : **C class at PBI**

1. Do you realize that your lecturer use code switching in teaching process of

   Basic speaking subject?

   Answer : Yes I am realize that my lecturer used code switching in teaching

   process of Basic Speaking

2. Do you fell after your lecturer switch the language can help you to understand

   the lesson?

   Answer : Yes of course. Because if our lecturer switched the language is very

   help us. Ya itu sangat memudahkan karena tidak semua dikelas itu dia

   mengerti bahasa inggris. Kadang ada mungkin bahasa yang belum pernah di

   dengarnya. Jadi, dengan menswitchkan bahasa itu tadi ya dapat memudahkan

   proses pembelajaran khusus nya di kelas Basic speaking.

3. Do you think when your lecturer switch the language it can affective?

   Answer : Yes is very affective I think. Because sangat membantu. Jadi, kami

   mudah mengerti

4. Do you switch your language during in the class ?

   Answer : Iya. Kalau berbicara dengan teman masih kadang menggunakan

   bahasa Indonesia tentunya. Tapi, kadang kami mencoba juga menggunakan

   bahasa inggris.

THE RESULT OF INTERVIEW

Interviewer   : **The researcher (Rini Agustiana Nasution)**

Interviewee   : **The Students in C class at PBI of first semester at UINSU**
Medan (Student C)

Day/Date   : **2th October 2018**

Time   : **07:00 A.m until 07:10**

Place   : **C class at PBI**

1. Do you realize that your lecturer use code switching in teaching process of

   Basic speaking subject?

   Answer : Yes I realize

2. Do you fell after your lecturer switch the language can help you to understand

   the lesson?

   Answer : Yes, because kosa kata dalam bahasa inggris masih ada yang kurang

   mengerti, kurang paham, terus kalau di bahasa indonesiakan kan jadi paham

   apa maksud yang di sampaikan oleh dosen.

3. Do you think when your lecturer switch the language it can affective?

   Answer : Yes may be sebagian dari kami masih ada yang uda mahir dan ada

   juga yang belum mahir. Jadi yang belum mahir terbantu dengan adanya code

   switching

4. Do you switch your language during in the class ?

   Answer : Kadang kadang iya kak

Appendix 13. Result of Student Interview in the Research

THE RESULT OF INTERVIEW

Interviewer : **The researcher (Rini Agustiana Nasution)**

Interviewee : **The Students in C class at PBI of first semester at UINSU Medan (Student D)**

Day/Date : **2th October 2018**

Time : **07:00 A.m until 07:10**

Place : **C class at PBI**

1. Do you realize that your lecturer use code switching in teaching process of Basic speaking subjetc?

   Answer : Yes I realize it

2. Do you fell after your lecturer switch the language can help you to understand the lesson?

   Answer : Yes I feel it. Because in this class there is no people do not understand about English language.

3. Do you think when your lecturer switch the language it can affective?

   Answer : May be

4. Do you switch your language during in the class ?

   Answer : I mix and switch my speak

Appendix 14. Result of Student Interview in the Research

THE RESULT OF INTERVIEW

Interviewer **: The researcher (Rini Agustiana Nasution)**

Interviewee **: The Students in C class at PBI of first semester at UINSU**
Medan (Student E)

Day/Date **: 2ᵗʰ October 2018**

Time **: 07:00 A.m until 07:10**

Place **: C class at PBI**

1. Do you realize that your lecturer use code switching in teaching process of

    Basic speaking subjetc?

    Answer : Yes I realize

2. Do you fell after your lecturer switch the language can help you to understand

    the lesson?

    Answer : Paham. Kalau dosen pakai bahasa inggris terus di switch kan ke

    dalam bahasa Indonesia saya paham. Kalau full English sya tidak paham

3. Do you think when your lecturer switch the language it can affective?

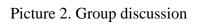   Answer : Yes it can affective

4. Do you switch your language during in the class ?

    Answer : Belum kak. Masih pakai bahasa Indonesia. Still in bahasa

Appendix 15. Documentation in Teaching Process of Basic speaking class

Picture 1. The lecturer explained about the material

Picture 2. Group discussion

Picture 3. Interview with the student

Picture 5. The reseacher and the lecturer of basic speaking subject