TEACHERS' EXPLAINING TECHNIQUES:
CODE-SWITCHING AND CODE-MIXING
IN THE CLASSROOM

The Case of Teachers of International Standard School of
SMP N 2 Semarang in The Academic Year of 2008-2009

A Final Project

Submitted in a partial fulfillment of the requirement for the degree of
Sarjana Pendidikan in English

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2009

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ACKNOWLEDGEMENT

FIRST AND FOREMOST, I WOULD LIKE TO EXPRESS MY GRATITUDE TO ALLAH SWT, LORD OF THE WORLD, THE ALMIGHTY FOR THE BLESSING, HEALTH, AND INSPIRATION IN LEADING THIS FINAL PROJECT TO THE COMPLETION.

I REALIZE THAT COMPLETING THIS FINAL PROJECT INVOLVES MANY HELPING OF OTHERS. THEREFORE, I WOULD LIKE TO EXPRESS MY SINCEREST GRATITUDE AND APPRECIATION TO:

1. DRS. AMIR SISBIYANTO, M. HUM. AS MY EXAMINER, DR. DJOKO SUTOPO, M. SI. AS MY FIRST ADVISOR, AND WIDHIYANTO, S.PD, M. PD AS MY SECOND ADVISOR FOR THEIR PATIENCE IN PROVIDING CONTINOUS AND CAREFUL AVAILABLE GUIDANCE, ADVICE AS WELL AS ENCOURAGEMENT AND INDISPENSABLE AND HELPFUL CORRECTIONS, SUGGESTIONS, SO THAT I WAS ABLE TO FINISH THIS FINAL PROJECT.

2. THE HEAD OF SMP N 2 SEMARANG, DRS. SUTOMO, A.MD, DRS. BANI HARIS AS THE WAKA CURRICULUM, MRS. DYAH PURWANINGRUM, S. PD, MRS. HERLIAN DESY K. S.PD FOR THEIR GREAT ADVICE AND MRS. SETYO ASRI, S.PD AND MRS. HEPPY ANGGARYANI, S.PD. FOR GIVING SO MUCH HELP IN DOING MY RESEARCH AND ALL THE EIGHTH STUDENTS OF SMP N 2 SEMARANG FOR THEIR COOPERATION GIVEN TO ME IN DOING MY RESEARCH.

3. ALL TEACHERS AND LECTURERS IN THE ENGLISH DEPARTMENT OF SEMARANG STATE UNIVERSITY, WHO HAVE GIVEN KNOWLEDGE AND EXPERIENCE DURING MY STUDY.

4. MY BELOVED PARENTS (PAK M. ZAWAWI AND MAK KUNAEROH), ALL OF MUROBBI RUHINA, ABAH MASYROCHAN AND MAK NYAI, MY BROTHERS AND SISTERS, MY CUTE NEPHEWS AND NIECES, MY QURROTU 'AINI WA THOBIBUL QOLBI FOR THEIR LOVE, SUPPORT, AND PRAYER FOR FINISHING MY STUDY.

5. FINALLY, I AM GRATEFUL TO ALL MY FRIENDS IN ASWAJA BOARDING HOUSE, ESPECIALLY THE ZEROFOUR'ERS COMMUNITY (HEART COMMUNICATION OF ASWAJA '04), ALI BIN ABI THOLIB ROOM (*KHUSUSON ILA* HABIB) AND ALL TEACHERS OF MADIN ASWAJA.

SEMARANG, FEBRUARI 2009
THE WRITER

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ABSTRACT

Asror, Muhammad. 2009. Teachers' Explaining Techniques: Code-switching and Code-mixing in The Classroom. The Case of Teachers of International Standard School of SMP N 2 Semarang in the Academic Year of 2008-2009. Final Project, English Department, Languages and Arts Faculty, Semarang State University.

Key words: *Explaining Techniques, Code-switching, Code-mixing, a case study.*

The study concern about code-switching and code-mixing. They are the common phenomena in our life, and there are many people especially teachers of International standard School change over words, phrases, or sentences in their utterances. The study was based on the analysis of code-switching and code-mixing utterances made by teachers of international standard school of SMP N 2 Semarang in the classroom. The setting of the research was classes of SMP N 2 Semarang. This study was conducted to explain to what extent do teachers' code-switching and code-mixing in the classroom, and also to explain about the reasons of teachers' code-switch and code-mix in the classroom, and to explain how code-switching and code-mixing reflect a skill.

The study was based on the analysis of utterances, which is offered by Halliday (1975). He classified the function of utterances into 11 types, but in this study there were only 5 functions found in these utterances. They are: a) to appeal to the illiterate, b) to convey more exact meaning, c) to ease communication, d) to reiterate a point, e) to capture attention.

The study used a qualitative method. The data was recorded from teachers of international standard school of SMP N 2 Semarang. Further, there were four discourses of utterances of recorded data that the writer analyzed. The data were collected through two ways; they were recording and taking interview with them. The analysis comprised two parts, i.e. categorizing the forms of the utterances and analyzing the function and also the condition of utterances.
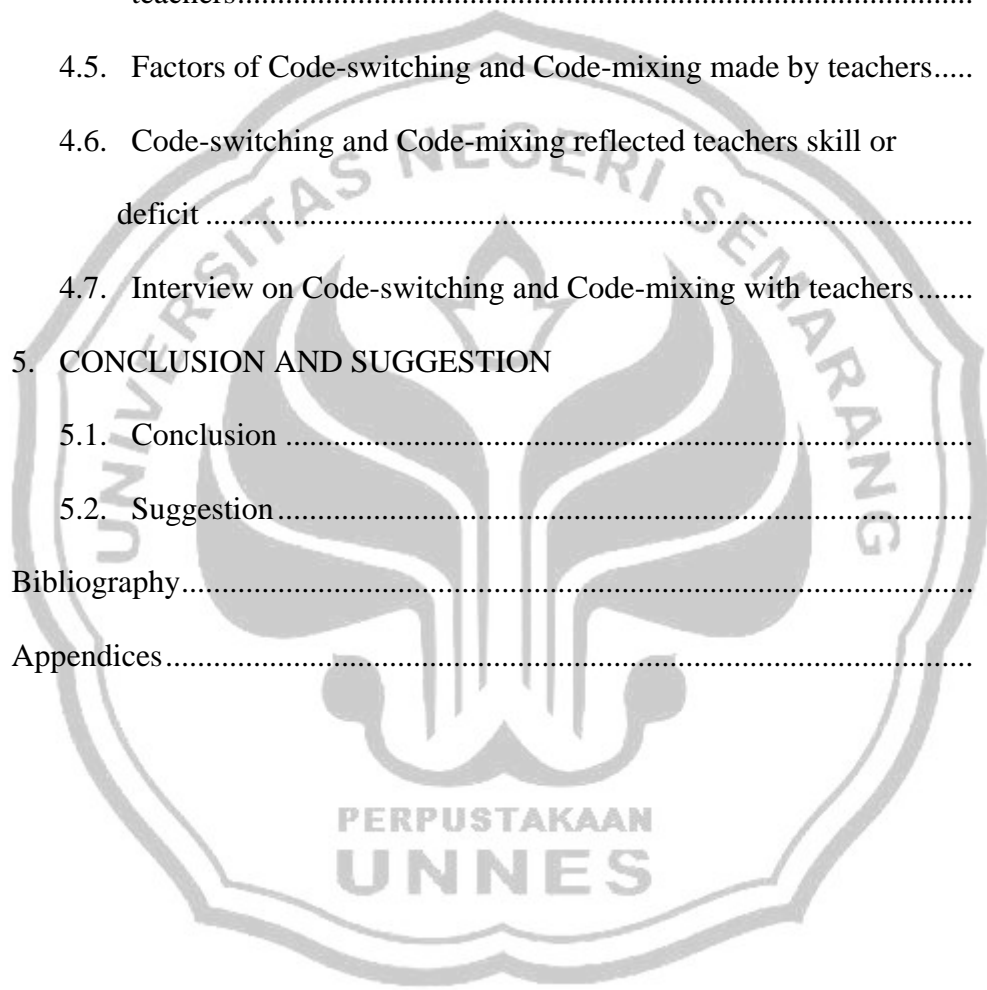
The result shows that: (1) the total numbers of code-switching and code-mixing made by the teachers was 148 utterances. The 148 utterances were classified into two categories. The first was 105 or 70.29% utterances of code-switching and 43 or 29.05% utterances of code-mixing. (2) The function of 37 utterances or 25% were to ease communication. Further, the second function was to capture attention. There were 34 or 22.97% utterances. The next functions were to appeal to the illiterate and to reiterate a point. Both of them were in which 27 or 18.24% utterances. The last function was to convey more exact meaning in which there were 23 or 15.54% of the total numbers utterances. (3) All teachers code-switch and code-mix in the form of Indonesian utterances. (4) Teachers' reasons to code-switch and code-mix are: (a) that is the way the teachers explaining the lesson to their students, (b) To convey the meaning of English difficult words, phrases, or sentences, and (c) To make the students easy to understand the lesson. (5) Teachers do code-switch and code-mix because of their skill to make their students understand with the lesson easily.

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CHAPTER I

INTRODUCTION

In this chapter, the writer discusses the background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significances of the study, limitations of the study, and outlines of the study.

1.1 Background of The Study

Education is the important thing in our life. It takes important role in the development of a nation. A nation will be considered as a respectable one because of its education.

Education in the basis of local and global quality is education that knows how to exploit local quality and the needs of global competitive ability in economic, culture, language, information and communication technology, ecology, etc. that are useful for developing students' competence.

English as an international language needs to be taught for the development of science and technology, culture and also the relationship between countries in the world (Depdikbud, 1995:1). Ramelan (1992:2) states that English as an international language plays an important role for specific function like education, business trade, tourism, science, technology and other fields of life. Because of the importance of English, we have to give special attention to the English teaching learning in our country.

> "English as an international language is used to communicate, to strengthen and to fasten relationships among all countries in all fields, for example: in education, tourism, business, science, and technology, etc" Ramelan (1992:2).

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In Indonesia, English has been chosen as the first-foreign language in school curriculum. It is because of a simple reason that English plays an important role in the international world. Our government hopes that it can function as a means to acquire science and technology. Therefore, Indonesian people will become intellectual and skillful ones who are ready to face both national and international development (Ramelan, 1991:1-2).

In education, Indonesia is left behind in many fields of sciences if it be compared with Malaysia and Singapore, for example. It motivates the government to equate education sector with international standard in this global era. In the regulations of national education system, DEPDIKNAS (2003:20) suggests a government or region government to run at least a unit of education in all education level. It will be developed to become a unit of education that has international standard.

> *"Pemerintah dan/atau pemerintah daerah menyelenggarakan sekurang-kurangnya satu satuan pendidikan pada semua jenjang pendidikan untuk dikembangkan menjadi satuan pendidikan yang bertaraf internasional"* (DEPDIKNAS, 2003:20).

With strong motivation and desire, DEPDIKNAS makes a program of international standard school (*Sekolah Bertaraf International*). International standard school runs classes in bilingual education. Bilingual education involves using two languages in instruction. There are two languages, Indonesian, as the first-language, and English as the second-language.

In multilingual country like Indonesia, the reality to switch or mix one language to another is accepted as quite normal. Wardhaugh (1986:86) states that code-switching or code-mixing is a common phenomenon among

bilingual or multilingual society. English as an international language is usually switched or mixed with Indonesian. People sometimes switches or mixes without any plans, without hesitation, and often without extensive thought. Nababan (1980:209) says that Indonesia is a multilingual country. Many languages are spoken within the country, and many people in the country use more than one language. We can find many Indonesian people like switching or mixing from Indonesian to English or the contrary from English to Indonesian. Bilingualism and multilingualism are common in Indonesia.

The switching or mixing code is a popular phenomenon in our life. Many people, especially students, teachers, executives change over words, phrases, clauses, or sentences of English and Indonesian in their utterances. Wardhaugh (1986:86) states that a language or variety of a language is as a code. It can be said that people use language as a code to explain their ideas in order to be more understandable.

Code-switching is different from code-mixing. Marasigan (1983:7) states that code-switching refers to the use of two languages in the same sentence or discourse. It means that the subtitution of words, phrases, or sentences from one language with another words, phrases, or sentences in a single speech event. For example, a person who said, "*I want to eat*." and " *Saya ingin makan*." in a single utterance. Gumperz (1982:104) adds that code-mixing is the deliberate mixing of two languages without an associated topic change. It means that the blending of two separate language in a language system. For

example, a person who said, "*Kita akan mem*-prepare every thing *bersama-sama*". Speakers of more than one language are known from their ability to code switch or mix their languages during communication. This occurs when bilinguals substitute a word or phrase from one language with a word or phrase from another language.

Teaching in bilingual education is a challenging activity since bilingual teachers have to make learners comprehend the lesson which is taught in bilingual. They do not only have to be able to teach in English very well, but they also have to be able to make the lesson understood by the students because of his or her instructions. Moreover, they have to teach both hard science (mathematics, biology, physics, and chemistry) and soft science.

In this study, the writer assumes that teachers sometimes code-switch or code-mix when they teach the students especially in bilingual education. Therefore, here, the writer wants to know the languages that teachers code switch or code mix, even if they are bilingual teachers. He basically wants to know teachers' explaining techniques in teaching the class using code-switch and code-mix. He also wants to know the reasons.

1.2 Reasons for Choosing the Topic

Code-switching or code-mixing is a common phenomenon among bilingual or multilingual. As far as the writer knows, people have already used code-switching or code-mixing in their life normally but it is still limited study identifying about it and its functions. Especially in bilingual education, the

teachers of bilingual education have to teach both natural science (mathematics, biology, physics, and chemistry) and social science.

The writer assumes that there are little previous researches about code-switching or mixing which are conducted particularly in bilingual education. The writer wants to reveal the extent of code-switching or code-mixing which is sometimes used by the teachers of bilingual education as one of ways of their explaining techniques and their reasons of using it. It is expected that the topic can be used as a reference to be a consideration of problem solving in the study of sociolinguistics, especially in the study of conversational code-switching or mixing.

1.3 Statements of the Problem

In order to limit this study, the writer would like to state some purposes of this study are to answer the questions as follow:

1. To what extent do the teachers code-switch and code-mix in the bilingual classroom?

2. What are the reasons of the teachers to code-switch and code-mix in the bilingual classroom?

3. How do code-switching and code-mixing reflect the teachers' skill?

1.4 Objectives of The Study

The objectives of the study are as follow:

1. To find out to what extent teachers code-switch and code-mix in the bilingual classroom.

2. To find out about teachers' reasons to code-switch and code-mix in the bilingual classroom.

3. To find out how code-switching and code-mixing reflect the teachers' skill.

1.5 Significance of the Study

By doing this study, the writer analyzes the facts of teachers' code-switching and code-mixing in the classroom. It is expected that:

1) The result of this research hopefully would be valuable and useful for the researcher himself and other researchers in the next study especially for the study of sociolinguistics.

2) The study will give descriptions of bilingual teachers' code-switching and code-mixing in the classroom and their reasons.

3) Through this study, we will know that doing more code-switching and code-mixing is a good technique in teaching bilingual classroom or not.

1.6 Limitation of The Study

In the study, the writer wants to give operational definitions of the terms used in this thesis which are limited as:

1) *Teacher* is a person or someone who is actually responsible for educating the students through the teaching-learning process.

2) *Explaining* is to describe something in detail so that it can be easily understood.

3) *Code-switching* refers to alternate use of two or more languages varieties in a phrase or sentence.

4) *Code-mixing* occurs when a speaker use both languages together to the extent that they change from one language to other in the course of a single utterance.

1.7 Outline Of The Study

This writing is divided into five chapters. Chapter one is introduction, consisting of general background of the study, reasons for choosing the topic, statements of the problem, objective of the study, significance of the study.

Chapter II talks about review of the related literature, which consists of the definitions of code, the definition of code-switching, types of code-switching, reasons for code-switching, the definition of code-mixing, types of code-mixing, and reasons and factors for code-mixing, the definition of bilingual education and its aspects. The last is definition of international standard school and its characteristics.

Chapter III discusses the method of investigation. This chapter consists of the research design, objects of the study, method of collecting the data, method of analyzing data, and data analysis.

Chapter IV describes the result and the discussion of the study. This chapter has many points concerning the finding of the study.

The last chapter is chapter V that consists of conclusions of the study and the suggestions that the writer put forward.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer discusses about the definitions of code, the background of code-switching which comprises the types of code-switching, its reasons and factors, and the functions of code-switching. He also discusses the definitions of code-mixing, types of code-mixing, and reasons and factors for code-mixing. At the end of this chapter, the writer talks about bilingual education which concerns with International Standard School (*Sekolah Bertaraf Internasional*).

2.1 Code

People use codes as symbols to explain or convey their ideas in order to be more understandable by a receiver while they make an exchange. Wardhaugh (1986: 86) states that a language or variety of a language is as a code. He (Wardhaugh, 1986:37) also states that the term of code refers to each kind of system used to communicate by two or more speakers. Therefore, he considers "code" as a neutral term used to indicate or refer to the language or style used by the speaker.

Kridalaksana (1993:52) says that "code" is:

(1) a symbol as a system expression that is used to describe a certain meaning. Human being's language is a kind of code.

(2) a language system in a community.

(3) a certain variation in a language.

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In communications, a code is a rule for converting a piece of information (for example, a letter, word, phrase, or gesture) into another form, object, action, or representation (one sign into another sign), not necessarily of the same type or sort. Codes operate at the level of meaning; that is, words or phrases are converted into something else.

Based on the definitions above, I can put forward that "code" is a symbol as a system of expression used to communicate by two or more speakers.

2.2 Code-switching

Code-switching involves the alternate use of two languages or linguistic varieties within the same utterances or during the same conversation (Hoffman, 1991:110). He adds that in the case of bilinguals speaking to each other, switching can consist of changing languages: in that of monolinguals or shift of style.

Mc. Laughlin (1984 cited in Hoffman, 1991:110) emphasizes the distinction between mixing and switching by referring to code-switches as language changes occurring across phrase or sentence boundaries, whereas code-mixes take place within sentences and usually involve single lexical items.

"Code-switching or code-choice refers to the use of two languages in the same sentence or discourse." (Marasigan, 1983:7). "Language alternation can be divided into two categories, code-switching and code-mixing" (Kamwangamalu, 1992:175). "language alternation is a commonly observed phenomena with bilingual speaker that is rule governed and represents shifts to the other language within or across sentence boundaries" (Poplack,

1980:591). "Language alternation across sentence boundaries is known as code mixing and has been referred to as intra-sentential alternation" (Grosjean, 1982:104). Thus, "embedded word, phrases, and sentences from two languages are found across and/or within sentences" (Brice, 2004:2).

Language alternation allows the bilingual speaker opportunities to combine two distinct language systems including the pragmatic, syntactic, and morphological dimensions of both languages.

Code-switching is an inevitable consequence of bilingualism (Hudson, 1996:51). Anyone who speaks more than one language chooses between them according to circumstances. The first consideration is which language will be comprehensible to the person addressed; speakers choose a language which the other person can understand.

The speaker balance the two languages against each other-a few words of one language, then a few words of the other, then back to the first for a few more words and so on.

Hoffmann (1991:104) defines Code-switching as changes over phrases or sentences, including tags and exclamations at either end of the sentences and Code-mixing as switches occurring at the lexical level within a sentence. Code-switching is the alternately use of two languages or linguistic varieties within the same utterances or during the same conversation. (Hoffman, 1991:110).

Bilingualism refers to the use of two languages, which can involve four skills, namely speaking, understanding, writing, and reading. Bilingualism is

defined here as the ability to use two languages in varying degrees of proficiency and in different contexts, such as reading, writing, listening, and speaking. "For bilingual students, the process of code-switching requires a nonrandom, sophisticated cognitive and linguistic manipulation of the two languages" (Aquirre, 1988:30). "Code-switching and code-mixing occur only in the speech of bilinguals (Brice, 2004:4)."

There is nothing in the exchange as a whole to indicate that speakers do not understand each other. Milroy and Musyken (1995:57) define "code-switching as the alternative used by bilinguals of two or more languages in the same conversation". Myers Scotton (1993:52) also uses "code-switching as a cover term" and defines "it as alternations of linguistic varieties within the same conversation". They used code-switching as a cover term under which different form of bilingual behavior that are subsumed. The term intra-sentential is used for switches between sentences as the relevant unit for analysis.

Further, Auer (1995:23) uses term "code alternation as hyponym to replace code-switching, but it is marginally used in the same sense". Other writer (Gardner-Chloros, 1985:128) also emphasizes that code-switching can occur not only between languages but also dialects of the same language. So, I could claim that code-switching is a way of asserting identity for both types of bilingual to some extent.

Based on the explanation above, code-switching is used to fill gap. It is a conscious desire to mix the two languages to create new forms; the language

created in most code-switching has internal linguistic consistency and validity for the learner's deep structure. The surface structure also has bilingual consistency and validity to those communicating with it.

A special issue on code-switching in the journal of multilingual and multicultural development, there are the wide use of code-switching in different contexts and with different language-in-contact, the major purpose of code-switching as being both a social/discourse phenomenon as well as structural linguistic one, a comparison to the related notion of borrowing, a description of code-switching patterns not as aberration but as systemic and logical, the negative view many users and non users of code-switching still hold it.

2.2.1 Types of Code-switching

Code-switching is divided into two kinds, they are: situational and metaphorical code switching. Wardhaugh (1986:102-105) speaks that Situational code-switching occurs when the languages used change according to the situation in which the conversant finds himself. He speaks one language in one situation and speaks another language in a different situation. No topic changes are involved. When a change of topic requires a change in the language used, it is metaphorical code-switching.

He also says that Situational code-switching occurs when teachers give some kind of formal lecture. Gumperz (1982 cited in Hoffman, 1991:110) states Metaphorical code-switching is a more complicated phenomenon. Two basic types are those occurring across sentence boundaries (inter-

sentential), means the speaker switches language between sentences, and those occurring inside sentence (intra-sentential) that refers to switching languages within a sentence.

Carol Meyers Scotton (1993:63) classifies code-switching into two kinds such as marked and unmarked code-switching. Marked refers to the unexpected use of code-switching and unmarked refers to the conventional use of code-switching. The other types are conversational and situational code-switching. Situational refers to instances when code-switching is prompted not by something in the conversation but by circumstances surrounding the act of discourse, while conversation code-switching would be attributed to an element in the discourse itself.

2.2.2 Reasons and factors for Code-switching

There were a number of possible reasons to code-switching from one language to another, and these will now be considered. The first is of the notion that a speaker may not be able to express him or herself in one language, so he or she code-switches to the other languages to compensate or for the deficiency as said by Crystal (1987:105). As a result, the speaker may be triggered into speaking in other language for a while. This type tends to occur when the speaker is upset, tired, or distracted in some manner.

Secondly, code-switching commonly occurs when an individual wishes to express solidarity with a particular social group. Crystal (1987:107) suggests that where two bilingual speakers were accustomed to conversing

in a particular language, code-switching to other was bound to create a special effect. So, the notions suggest that code-switching might be used as a sociolinguistic tool by bilingual speakers.

Cook (1989:50) says "another method of using code-switching as a second language teaching was reciprocal language teaching". This method requires students to switch languages at predetermined points pairing students who want to learn each other's language. The students alternate between the two languages and exchange the roles of students and teachers.

A similar system may also be used by the teacher to code-switch by "starting the lesson in the first language and then moving into the second and back" (Cook, 1991:115). This makes the lesson as communicative as possible and it is similar to the new concurrent approach. This approach gets the teachers to balance in the using of languages within each lesson and the teachers allowed to code-switch languages at certain key points, such as during important concepts, when students are getting distracted during revisions or when students are praised and told off. On this basis, code-switching may be used as an effective teaching strategy for second language learning especially in bilingual education.
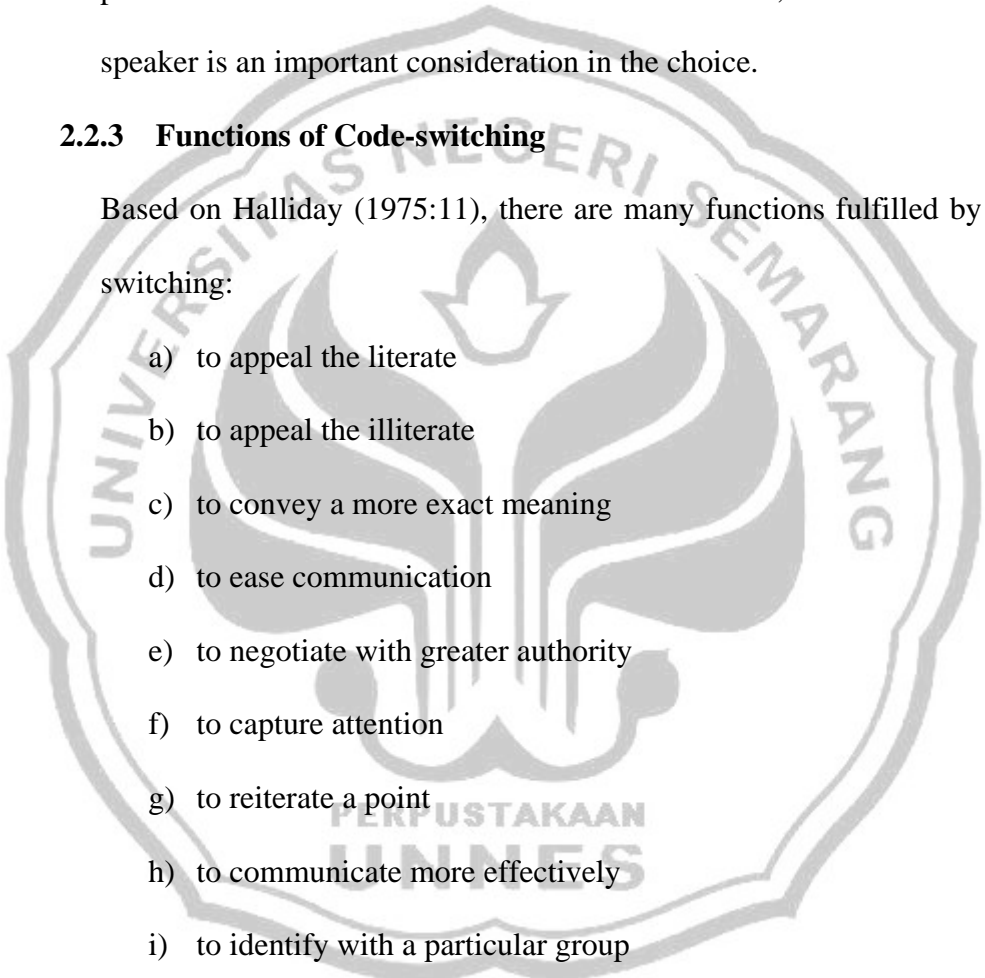
Cook (1991:117) suggests that the use of code-switching in the classroom would provide for a bilingual norm whereby code-switching is seen to be acceptable method of communication. Students would be comfortable

switching languages within normal conversations providing for a bilingual society.

In general, the main reasons, people code-switch or code-mix could be the following: for solidarity with listeners, ethnic identity, choice of topic and perceived social and cultural distance. In other word, the motivation of the speaker is an important consideration in the choice.

2.2.3 Functions of Code-switching

Based on Halliday (1975:11), there are many functions fulfilled by code-switching:

a) to appeal the literate

b) to appeal the illiterate

c) to convey a more exact meaning

d) to ease communication

e) to negotiate with greater authority

f) to capture attention

g) to reiterate a point

h) to communicate more effectively

i) to identify with a particular group

j) to close the status gap

k) to establish good will and support.

2.3 Code-mixing

Code-mixing occurs at the level within a sentence (intra-sentential switches).

"Code-mixing refers to the combining of elements from two languages in a

single utterance." (Hoffman, 1991:105). Further, Wardhaugh (1986:95) said that Code-mixing occurs when conversant uses both languages together to the extent that they change from one language to the other in the course of single utterance. Hoffman (1991:105) said that Code-mixing is defined as the child's using words or sentences in the action. From some point of view about Code-mixing, there is an opinion that Code-mixing is not only done by child but also by adults.

2.3.1 Types of Code-mixing

Hoffman (1991:105) in his book said that the forms of Code-mixing are in phonological, morphological, syntactic, lexico-semantic, phrasal, or pragmatic kind. This is the theory that the writer used to identify any kinds of Code-mixing occur in the classroom.

2.3.2 Reasons and Factors to Code-mixing

Code-mixing may occurs for a number of reasons. Hoffman (1991:107) said that there are some reasons to Code-mix such as:

1) If an item has been acquired in one language but not yet in the other, the child may use the one device he/she has available to express a certain lexical or grammatical meaning.

2) If an item temporarily unavailable, the subject is likely to resort to an equivalent form in the other language or what he/she thinks one.

3) If an item is more complex, or less silent, in one language, the young bilingual may make use of the corresponding one from the other.

4) If the child exposed to mixed input he/she will often respond with mixed production.

Hoffman (1991:108) presents the factors from his point of view that cause to Code-mix. There are at least three factors:

1) Language input
2) The linguistics development, and
3) The general cognitive development.

2.4 Bilingual Education

Bilingual education involves teaching all subjects in school through two different languages. The instruction occurs in English and a minority language with varying amounts of each language used in accordance with the program model.

In *http://www.proenglish.org/issues/education/beindex.html*, bilingual education refers to the practice of teaching through two different languages. Developed in the 1960's, such programs were intended to allow children to progress in subjects such as Math, Science, and Social Studies while they learned English in a separate class. Bilingual education was meant as a transitional program, but students frequently linger in such programs for most of their school years.

In *http://en.wikipedia.org/wiki/bilingual-education*, one of the most effective forms of Bilingual Education is a type of Dual Language program that has students study in two different ways:

1) A variety of academic subjects are taught in the students' second language, with specially trained bilingual teachers who can

understand students when they ask questions in their native language, but always answer in the second language; and

2) Native language literacy classes improve students' writing and higher-order language skills in their first language. Research has shown that many of the skills learned in the native language can be transferred easily to the second language later. In this type of program, the native language classes do not teach academic subjects. The second-language classes are content-based, rather than grammar-based, so students learn all of their academic subjects in the second language.

2.5 National Education Standards

(1) National education standards consist of the standard of the content, process, graduate outcomes, educational personnel, facilities and equipment, management, funding, and educational assessment, which should be improved systematically and regularly.

(2) National educational standards are used as a guideline for the development of curriculum, development of educational personnel, provisions of facilities and equipment, management, and funding.

(3) The development, monitoring, and reporting on the achievement of the national education standards are organized by a quality assurance body.

Standard of the content shall cover scope of education materials and levels of competency which are set as the requirements for graduate competency, competency in learning materials, competency for each subject matter,

and syllabus, which requirements must be achieved by learners at given levels and types of education.

Graduate competency means the qualification of graduates, which covers attitudes, knowledge and skills, in accordance with the national standards that are laid down.

Standards of personnel education cover criteria and feasibility for pre-service education training as well as in-service education training, both physically or mentally.

Standard of educational facilities and equipment cover classrooms, sport centers, pray-rooms, libraries, laboratories, workshops, playgrounds, creation centers, recreation sites, and other educational resources which are required to support a learning process, including the use of information and communication technology.

The national standard of education needs to be improved regularly and systematically to increase excellent local quality and to promote national interest and justice, keeping in view competition among nations globally.

2.6 International Standard School (*Sekolah Bertaraf Internasional /SBI*)

SBI is a national school which prepares students with national education standard of Indonesian in order to have international quality and competitive ability graduate.

2.61.   Characteristics of SBI

(1) Applying of School Based Curriculum which is developed from substance competence, graduate outcomes graduation based competence, and based competences that are enriched with International substance. the standard of the content, process,

(2) Applying teaching-learning process in English, at least for English, mathematics, and sciences.

(3) Adopting text books from developing country.

(4) Applying higher graduation standard from the graduation competence standard (*Standar Kompetensi Lulusan*) which is in the national education standard (*Standar Nasional Pendidikan/SNP*).

(5) Educators and educational personnel fulfill standard competence which is set in the national education standard.

(6) Infrastructures fulfill the national education standard.

(7) Assessments fulfill the national and international standard.

2.62.   Vision and Mission of SBI

Vision of SBI are programmed to fulfill three indicators are:

(1) Characterize the national perspective.

(2) Organize multiple intelligences.

(3) Raise the global competitive.

Mission of SBI is vision of SBI spells out which are set as references in developing the movement program planning. The acronym to set these mission indicators is SMART, which are:

(1) Specific

(2) Measurable

(3) Achievable

(4) Realistic

(5) Time Bound

An International Standard School (*Sekolah Bertaraf International*) is concerned as a bilingual education because it runs classes in bilingual. This study based on the assumption that code-switching or code-mixing happens in teachers' explaining and it serves for set function. The code-switching or code-mixing in this study is also intended for those functions. All the data are classified and described based on the set of functions. This study is aimed to give a comprehensive description of those functions.
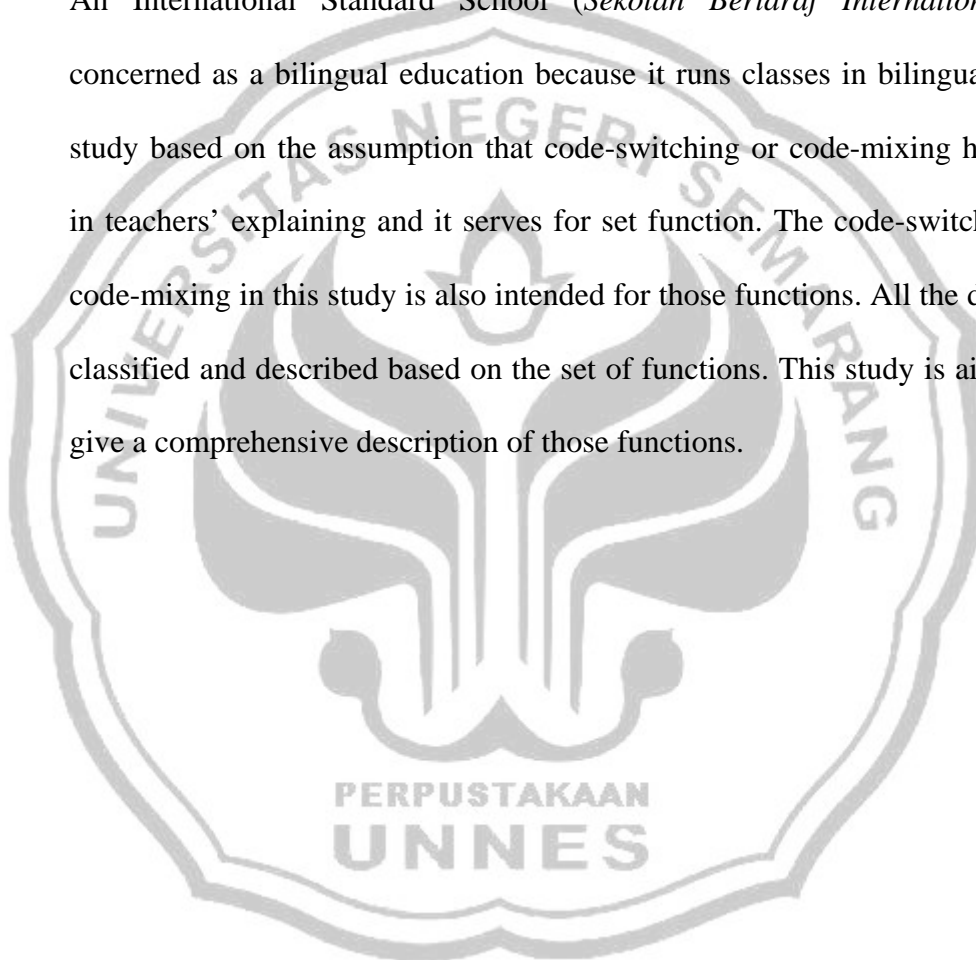
CHAPTER III

METHOD OF INVESTIGATION

The writer conducts the research through a qualitative research method. The data of the research are code-switching and code-mixing in the form utterances that consist of words, phrases, or sentences made by teachers in the classroom. The writer employs and analyzes the data. Then, he presents the method of collecting data to collect the data. After collecting the data, he will analyze it through a brief definition suggested by Hoffman (1991:104). Finally, he reports the result of the analysis through a technique that will be represented in the next chapter.

3.1 Research Design

The study will be held through a qualitative method to investigate natural phenomenon and the writer use a case study to get research data. This approach is used because the data collected is in the form of utterances. Code-switching or code-mixing is in the form of utterances that consist of words, phrases, or sentences. It is made by teachers in the classroom. They are analyzed by using the theory which is found by the linguists. Bodgan and Taylor (1975:5) define qualitative approach is an investigation procedure that produces descriptive data in the form of spoken or written words and utterances from the observed people or society. Crasswell (1994:9) defines Qualitative research is as interpretative research. It means the biases, values, and judgments of the researcher become stated explicitly in the research

report, such openness is considered to be useful and positive. According to Crasswell (1994:25), the qualitative method has assumptions. The assumptions are:

1) Qualitative researchers are concerned primarily with the process rather than outcomes or product.

2) Qualitative researchers are interested in meaning, in how people make sense of their lives and experiences.

3) Qualitative researchers are the primary instrument for data collection and analysis. Data are mediated through this human instrument rather than through inventories, questionnaires, or machines.

4) Qualitative research involves fieldwork. The researcher physically goes to the people, setting, site, or institution to observe or record behavior in its natural setting.

5) Qualitative research is descriptive in which the researcher is interested in process meaning, and understanding gained through words or pictures.

6) The process of Qualitative research is inductive in that the researcher builds abstractions, concepts, hypotheses, and theories from detail.

Those are the descriptions on a qualitative method that is used in this research. Another point is the analysis of code-switching and code-mixing will be really in utterances because it helps the writer to clarify whether teachers do code-switching or code-mixing in the classroom.

The study will be undergone with qualitative or descriptive type. The data are considered as qualitative because it is in the form of utterances rather than numbers. The qualitative method used in this research has some characteristics as follows:

1) Qualitative investigation was conducted in the real condition or situation.

2) People as instruments of investigation mean that the researcher writer himself has a role to collect the data. He interacted with the resource of the data to get the real data.

3) Descriptive, since the data collected are utterances, the data will be analyzed according to the words, discourses, and utterances. Moreover, the report of investigation will contain the citation of the data to give a real description.

3.2 Object of the study

The object of this research is teachers of SMP N 2 Semarang, especially the teachers of bilingual classroom. There are four teachers: Dyah Purwaningrum, Heppy Anggaryani, Herlian Desy K., and Setyo Asri. The writer collects the data by recording the teachers' explanation in the classroom. There are teachers' explanations in giving lesson to their students. The writer wants to analyze the utterances made by the different teachers from different subjects in the classroom. The utterances that produced by the teachers will be recorded when they are teaching in the classroom.

3.3 Method of Collecting Data

In order to obtain the data, I used observation and recording method in this research. Observation method is necessary done in every qualitative method. This method was used to observe the use of language in a real condition. Since the object of the study is the teachers' explanation, recording is the first step in collecting the data, the writer records the teachers' explanation that the writer wants to investigate. Then, the writer transcribes the recording of the utterances to convert the data from spoken into written form. The next step is selecting. The writer begins selecting which utterances are code-switching or code-mixing.

The other technique is by conducting an interview with them. The writer takes an interview in order to elicit information about the reasons toward code-switching and code-mixing and to get information whether code-switching and code-mixing reflect teachers' skill or deficit.

3.4 Method of Analyzing Data

The writer does some steps of analyzing the data. First, the writer transcribes the utterances of code-switching and code-mixing spoken by the teachers. It will help to classify the form of words, phrases, or sentences. After the data were collected, they would be put down in the written form through three steps as follow:

1) The writer listens carefully to the natural teaching-learning process in the recorded data.

2) The writer transcribes all the recorded data as accurate as possible and arranges them as series of teaching-learning process.

3) The writer classifies the data which contained code-switching or code-mixing. The data which contained code-switching or code-mixing would be used as the data of investigation.

In this case, the writer uses a brief definition of code-switching and code-mixing suggested by Hoffman (1991: 104) in his investigation, those are:

1) Code-switching is changes over phrases or sentences (inter-sentential), including tags and exclamations at either end of sentence.

2) Code-mixing is switches occurring at the lexical level within a sentence (intra-sentential switches).

The writer categorizes which utterances belong to code-switching and which belong to code-mixing, and this analysis helps the writer to know to what extent teachers code-switch or code-mix in the classroom.

Another step of analyzing is transcribing the interview that will help to know about the reasons toward code-switching and code-mixing and to get information whether code-switching and code-mixing reflect teachers' skill or deficit.

3.5 Data Analysis

The writer uses the explorative descriptive analysis to categorize the forms of the utterances and to analyze the functions and the conditions of utterances in order to make a percentage. Arikunto (1996:246) identifies that explorative descriptive analysis aims to describe a situation or phenomenon.

CHAPTER IV

THE FINDING OF THE STUDY

This chapter describes the results and the discussion of the study. This study means to describe the code-switching and code-mixing utterances made by the teachers in the classroom. This chapter contains the information dealing with the results and discussions of the study of data analyzed.

The Code-switching and code-mixing utterances which were considered as the primary data were categorized based on the discourse.

In this study, the teachers' code-switching and code-mixing utterances were considered the primary data. The utterances were recorded from the teachers of International Standard School of SMP N 2 Semarang in different subjects. The utterances of code-switching and code-mixing were recorded when they were teaching in their classes.

The other data was taken by interviewing with the teachers. The aim of the interview was to dig up more information about the reasons of teachers' code-switch and code-mix of English words, phrases, and sentences into Indonesian or Javanese.

And by conducting an interview I also tried to get information whether code-switching and code-mixing reflect teachers' skillful or unskillful.

The research and interview were conducted on October – November 2008. The analysis of code-switching and code-mixing should relay on a discourse

because it helped us to see clearly whether speakers do code-switching or code-mixing.

The followings are the description of data of code-switching and code-mixing of the teachers of International Standard School of SMP N 2 Semarang in different subjects.

4.1 Code-switching and Code-mixing made by teachers in the classroom

From the analysis, there are 148 utterances of code-switching and code-mixing. The utterances are classified into two classifications. The first is 105 or it is 70.95% utterances of code-switching and 43 or 29.05% utterances of code-mixing. The writer presented eight tables of analysis of utterances of code-switching and code-mixing made by teachers in the classroom. Tables 1 and 2 of appendix 1 are the result of utterances analysis of code-switching and code-mixing made by DP. Tables 3 and 4 of appendix 2 are the result of utterances analysis of code-switching and code-mixing made by HA. Tables 5 and 6 of appendix 3 are the result of utterances analysis of code-switching and code-mixing made by SA. Tables 7 and 8 are the results of utterances analysis of code-switching and code-mixing made by HD in the classroom.

4.1.1 Code-switching and Code-mixing made by DP in the classroom

In table 1, the writer classified the utterances into code-switching and code-mixing that made by DP in the classroom. In the first table, there are 27 utterances of code-switching and code-mixing. There are two groups.

The first group is utterances of code-switching. And the second group is utterances of code-mixing.

In the first group, there are 19 utterances of code-switching. They consist of one utterance in the form of word, 4 utterances of code-switching in the form of phrases, and 14 utterances of Indonesian sentences of code-switching.

The second is the group of code-mixing utterances. In table number 1, there are 8 utterances of code-mixing. They are divided into three groups. The first is in the form of word. There are two words of code-mixing utterances. The second form of code-mixing is in the form of sentences. As same with word form, there are 2 utterances in the form of Indonesian sentences. As the third, forms of Indonesian phrases are the highest number of code-mixing utterances in the table 1. There are 4 utterances of code-mixing in the form of Indonesian phrases that made by DP.

4.1.2 Code-switching and Code-mixing made by HA in the classroom

Then, in table number 3, there are 30 utterances of code-switching and code-mixing made by HA. They can be divided into two groups: a group of code-switching utterances and a group of code-mixing utterances.

There are 28 utterances of code-switching in the first group. They are divided into three groups. In the form of word, there is no utterance that could be found. Further, there are 14 utterances of code-switching in the form of phrase. Then, as same with phrases form, there are also 14

utterances of code-switching in the form of Indonesian sentences of code-switching made by HA from total number of code-switching utterances.

The second classification is the group of code-mixing utterances. In table 3, there are just 2 utterances of code-mixing. One is in the form of word and the other is in the form of Indonesian phrase. There is no utterance in the form of sentence of code-mixing utterances made by HA in the classroom.

4.1.3 Code-switching and Code-mixing made by SA in the classroom

Furthermore, in table 5, the writer showed 41 utterances that made by SA in the classroom. He categorized them into code-swarang and code-mixing. There are a group of code-switching and a group of code-mixing utterances.

In the first group, there are 28 utterances of code-switching. They consist of one utterance in the form of word and 2 utterances of code-switching in the form of phrase. The highest number of utterances of code-switching in table number 5 is in the form of Indonesian sentences. There are 25 Indonesian sentences of code- switching made by SA in the classroom.

The second is the group of code-mixing utterances. In table 5, there are 13 utterances of code-mixing. They are divided into three groups. The first is in the form of word. There are 4 words of code-mixing utterances. The second form of code-mixing is in the form of phrases. As same with word form, there are 4 utterances in the form of Indonesian sentences. Forms of sentences are the highest number of code-mixing utterances in the table

number 5. There are 5 utterances of code-mixing in the form of Indonesian sentences.

4.1.4 Code-switching and Code-mixing made by HD in the classroom

Next, in table 7, there are 27 utterances of code-switching and code-mixing. That made by HD in the classroom. They are classified into two groups. The first group is utterances of code-switching. And the second group is utterances of code-mixing.

There are 30 utterances of code-switching in the first group. They are divided into three groups. In the form of word, there is no utterance that could be found. Further, there are 7 utterances of code-switching in the form of phrase. Then, in sentences form, there are 23 utterances of code-switching made by HD from total number of code-switching utterances.

The second classification is the group of code-mixing utterances. In table number 7, there are 20 utterances of code-mixing. They are divided into three groups. One is in the form of word. There are 6 utterances of code-mixing in the form of word. The next form of code-mixing is in the form of sentences. There are just 3 utterances of sentences of code-mixing.

Dealing with two latest forms, the last is in the form of phrases. There are 11 utterances in the form of phrases from the total numbers of code-mixing made by HD in the classroom. Forms of phrases are the highest number of code-mixing utterances in table number 7.

4.2 Forms of Code-switching and Code-mixing made by teachers in the classroom

In this section, the writer described the form of code-switching and code-mixing utterances made by teachers of International Standard School of SMP N 2 Semarang in different subjects. It is stated that all of the number of code-switching and code-mixing utterances are in the form of Indonesian utterances.

4.2.1 Forms of Code-switching and Code-mixing made by DP

In table 1, the writer categorized the utterances into code-switching and code-mixing and also into the form of utterances of code-switching and code-mixing made by DP. In the first table, there are 27 utterances of code-switching and code-mixing.

In the first group, there are 19 utterances of code-switching. They consist of one utterance in the form of word and 4 utterances of code-switching in the form of phrase. It means that there are only 5.26% utterance of word and 21.06% utterances of phrases of code-switching. The utterance of code-switching in the form of word is number (CS/9). Then, utterances of code-switching in the form of phrases are numbers (CS/3), (CS/5), (CS/12), and (CS/19). The highest number of utterances of code-switching in table 1 is in the form of Indonesian sentences. There are 14 sentences of code- switching made by DP or it is 73.68% from total number of code-switching utterances. For examples are the utterances numbers (CS/1), (CS/2), (CS/4), etc.

The second is the group of code-mixing utterances. In table 1, there are 8 utterances of code-mixing. They are divided into three groups. The first is in the form of word. There are two words of code-mixing utterances. It means that there are 25% utterances from the total number of code-mixing utterances in the form of words. For examples, the code-mixing utterances in the form of word are numbers (CM/2) and (CM/4). The second form of code-mixing is in the form of sentences. As same with word form, there are 2 utterances in the form of Indonesian sentences. It means that there are 25% utterances of Indonesian sentences from the total number of code-mixing made by DP. These utterances are utterances numbers (CM/7) and (CM/6). Forms of Indonesian phrases are the highest number of code-mixing utterances in the table 1. There are 4 utterances of code-mixing in the form of Indonesian phrases. It is 50% utterances of Indonesian phrases from the total number of code-mixing in table 1. The utterances are utterances numbers (CM/1), (CM/3), (CM/5), and (CM/8).

4.2.2 Forms of Code-switching and Code-mixing made by HA

Then, in table number 3, there are 30 utterances of code-switching and code-mixing. They can be divided into two groups. The first is group of code-switching utterances. And the second is group of code-mixing utterances.

There are 28 utterances of code-switching in the first group. They are divided into three groups. In the form of word, there is no utterance that could be found. Further, there are 14 utterances of code-switching in the

form of phrase. It means that there are only 50% utterances of Indonesian phrases of code-switching. Those utterances of code-switching in the form of Indonesian phrases are, for examples, numbers (CS/1), (CS/4), (CS/5), (CS/7), (CS/6), etc. Then, as same with phrases form, there are also 14 utterances of code-switching in the form of Indonesian sentences. It also means that there are only 50% utterances of Indonesian sentences of code-switching made by HA from total number of code-switching utterances. For examples are the utterances numbers (CS/2), (CS/3), (CS/8), (CS/13), (CS/14), etc.

The second classification is the group of code-mixing utterances. In table number 3, there are just 2 utterances of code-mixing. One is in the form of word and the other is in the form of Indonesian phrase. There is no utterance in the form of sentence. It means that there are 50% utterance for both forms of word and phrase from the total number of code-mixing utterances made by HA. For examples, the code-mixing utterance in the form of word is number (CM/2) and number (CM/1) for phrase form.

4.2.3 Forms of Code-switching and Code-mixing made by SA

Furthermore, in table 5, the writer showed 41 utterances that made by SA. He categorized them into code-switching and code-mixing and also into the form of code-switching and code-mixing utterances. There are two groups. The first is a group of code-switching. And the second is a group of code-mixing.

In the first group, there are 28 utterances of code-switching. They consist of one utterance in the form of word and 2 utterances of code-switching in the form of phrase. It means that there are only 3.57% utterance of word and 7.14% utterances of phrases of code-switching. The utterance of code-switching in the form of word is number (CS/5). Then, utterances of code-switching in the form of phrases are numbers (CS/7) and (CS/21). The highest number of utterances of code-switching in table number 5 is in the form of Indonesian sentences. There are 25 Indonesian sentences of code-switching made by SA or it is 89.29% from total number of code-switching utterances such as the utterances number (CS/1), (CS/2), (CS/3), (CS/4), (CS/6), etc.

The second is the group of code-mixing utterances. In table 5, there are 13 utterances of code-mixing. They are divided into three groups. The first is in the form of word. There are 4 words of code-mixing utterances. It means that there are 30.77% utterances from the total number of code-mixing utterances in the form of words. The code-mixing utterances in the form of word are numbers (CM/4), (CM/7), (CM/10), and (CM/12). The second form of code-mixing is in the form of phrases. As same with word form, there are 4 utterances in the form of Indonesian sentences. It means that there are 30.77% utterances of Indonesian phrases from the total number of code-mixing made by SA. These utterances are utterances numbers (CM/3), (CM/5), (CM/6), and (CM/8). Forms of sentences are the highest number of code-mixing utterances in the table number 5. There are

5 utterances of code-mixing in the form of Indonesian sentences. It is 38.46% utterances of Indonesian sentences from the total number of code-mixing in table number 5. The utterances are utterances numbers (CM/1), (CM/2), (CM/9), (CM/11), and (CM/13).

4.2.4 Forms of Code-switching and Code-mixing made by HD

Next, in table 7, there are 27 utterances of code-switching and code-mixing. There are two groups. The first group is utterances of code-switching. And the second group is utterances of code-mixing.

There are 30 utterances of code-switching in the first group. They are classified into three groups. In the form of word, there is no utterance that could be found. Further, there are 7 utterances of code-switching in the form of phrase. It means that there are only 23.33% utterances of phrases of code-switching. Those utterances of code-switching in the form of phrases are, for examples, numbers (CS/1), (CS/6), (CS/15), (CS/16), (CS/17), etc. Then, in sentences form, there are 23 utterances of code-switching. It also means that there are 76.67% utterances of sentences of code-switching made by HD from total number of code-switching utterances. For examples are the utterances numbers (CS/2), (CS/3), (CS/4), (CS/5), (CS/7), etc.

The second classification is the group of code-mixing utterances. In table number 7, there are 20 utterances of code-mixing. They are divided into three groups. One is in the form of word. There are 6 utterances of code-mixing or 30% utterances of words of code-mixing utterances. For

examples, the code-mixing utterances in the form of word are numbers (CM/6), (CM/8), (CM/9), (CM/11), (CM/16), etc. The next form of code-mixing is in the form of sentences. There are just 3 utterances of sentences of code-mixing. It also means that there are only 15% utterances of sentences from the total number of code-mixing utterances made by HD. For examples, the code-mixing in the form of sentences are utterances numbers (CM/7), (CM/19), and (CM/20).

Dealing with two latest forms, the last is in the form of phrases. There are 11 utterances in the form of phrases. It means that there are 55% utterances of phrases from the total number of code-mixing made by HD. These utterances are utterances number (CM/1), (CM/2), (CM/3), (CM/4), (CM/5), etc. Forms of phrases are the highest number of code-mixing utterances in the table 7.

4.3 Language Used to Code-switch and Code-mix by teachers in the classroom

In this study, the writer tried to know what languages they used to code-switch or code-mix in the classroom. The writer would like to describe the language used by teachers to code-switch or to code-mix when they were teaching in the classroom.

Furthermore, based on the analysis of utterances of code-switching and code-mixing made by teachers in different subjects of classrooms, all of them code-switch and code-mix from English to Indonesian.

These analyses can be found and read in table numbers 1, 3, 5, and 7. The tables are about the summary of code-switching and code-mixing that made by teachers of International Standard School of SMP N 2 Semarang in different subjects.

The forms of code-switching and code-mixing made by teachers in different subjects are classified into three groups: in the form of words, phrases, and sentences. It means that all utterances of code-switching and code-mixing are highly verified. The dominant form of code-switching and code-mixing in these findings is the utterances in the form of sentences.

The answers of interview with them reflected the language that they used to code-switch and to code-mix when they were teaching in different subjects. It can be inferred that all of teachers of different subjects code-switch and code-mix from English into Indonesian. It means that Indonesian language is the domination language used in the classroom for code-switching and code-mixing,

There is a question of interview answered by teachers which indicated that what language teachers often use to code-switch and code-mix in their classroom. The question is: *What languages do you usually code-switch and code-mix in the classroom, Indonesian or Javanese?*

From this question, teachers answered that the language used to code-switch and to code-mix is Indonesian. They never do code-switch and code-mix from English into Javanese. It is showed from the teachers' answers as follow: *(a) I usually use Indonesian. I never use Javanese. (b) Indonesian*

because it is more formal. (c) Indonesian. I never use Javanese. (d) Indonesian.

From the interview, it could be concluded that the language used for code-switching and code-mixing is Indonesian and teachers never code-switch or code-mix from English into Javanese or others.

4.4 Functions and Conditions of Code-switching and Code-mixing made by teachers in the classroom

The purpose of this study is the writer would like to analyze the utterances of code-switching and code-mixing. It also means that the writer would like to explain the function and condition of utterances of code-switching and code-mixing made by teachers in the classroom.

There are 148 utterances of code-switching and code-mixing. The writer presented eight tables of analysis of functions and conditions of code-switching and code-mixing utterances made by teachers in the classroom. Table 2 of appendix 1 (page) is the result of analysis of functions and conditions of code-switching and code-mixing utterances made by DP. Table 4 of appendix 2 (page) is the result of analysis of functions and conditions of code-switching and code-mixing utterances made by HA. Table 6 of appendix 3 (page) is the result of analysis of functions and conditions of code-switching and code-mixing utterances made by SA. Then, Table 8 is the results of analysis of functions and conditions of code-switching and code-mixing utterances made by HD in the classroom.

4.4.1 Functions of Code-switching and Code-mixing made by teachers

Based on Halliday (1975:11), there are functions by code-switching and code-mixing as follow: (a) to appeal to literate, (b) to appeal to illiterate, (c) to convey more exact meaning, (d) to ease communication, (e) negotiate with greater authority, (f) to capture attention, (g) to reiterate a point, (h) to communicate more effectively, (i) to identify with a particular group, (j) to close the status gap, and (k) to establish good will and support.

In table 2, the writer describes that there are 27 utterances of code-switching and code-mixing made by DP. The utterances are classified into 5 functions. First, there are 4 or 14.81% utterances for function of appealing to illiterate. It is same with function of reiterating the point that happened 4 times or 14.81% utterances. Third is to convey more exact meaning. There are 5 utterances. It means that there are only 18.51% utterances. Then, function of capturing attention which is 6 or 22.22% utterances. The highest is function to ease communication. There are 8 utterances or 29.63% from the total utterances.

Next, in table 4, there are 30 utterances of code-switching and code-mixing. There is an utterance of function of capturing attention or it is 3.33%. In the function of easy communication, there are 2 utterances or 6.66% that could be found. As same with function of it, function of appealing to illiterate happened 2 times as well. Further, there are 9 utterances in the function of conveying more exact meaning. It means that

there are only 30% utterances. Then, in reiterating the point, there are 16 utterances. It also means that there are 53.33% utterances from total number of utterances made by HA.

Then, in table number 6, there are 41 utterances of code-switching and code-mixing. In the function to reiterate the point, there are 5 utterances that could be found. It is 12.19% utterances. Further, there are 6 utterances in the function of conveying more exact meaning. It means that there are only 14.63% utterances. Then, there are also 9 utterances in the function of appealing to illiterate as same with function of capturing attention. It also means that each of them only has 21.95% utterances. The highest is function to ease communication. There are 12 utterances or 29.63% from the total number of utterances made by SA in the classroom.

Furthermore, in table 8, the writer showed 50 utterances that made by HD. In the function to reiterate the point, there are only 2 utterances. It means that there are only 4% utterances. Then, there are 3 utterances in the function of conveying more exact meaning. It means that there are only 6% utterances. . Further, there are also 9 or 24% utterances in the function of appealing to illiterate. In to ease communication, there are 15 utterances. It also means that there are 30% utterances. The highest function in table number 8 is in capturing attention. There are 18 utterances or it is 89.29% from total number of utterances made by HD in the classroom.

Based on the analysis, there are just found five functions. They are: (1) to appeal to illiterate, (2) to convey more exact meaning, (3) to ease communication, (4) to capture attention, and (5) to reiterate a point.

4.4.2 Conditions of Code-switching and Code-mixing made by teachers

There are also many conditions as stated by Kow Yir Cheng (1995:213). He stated that there are ten conditions which are favorable for code-switching and code-mixing as follow: (a) lack of one word in either language, (b) some activities only have been experienced in one of the language, (c) some concept are easier to express in one of language, (d) some word are easier, more distinguishable and easier use in one of language, (e) a misunderstanding has to be clarified, (f) one wishes to create a certain communication effect, (g) one continuous to speak the language latest used because of their trigger effect, (h) one wants to make a point, (i) one wishes to express group solidarity, and (j) one wishes to exclude another person from the dialogue.

In table 2, the writer describes that there are 27 utterances of code-switching and code-mixing made by DP. The 27 utterances are classified into 4 conditions. First, there are 2 or 1.92% utterances for condition of lack of one word in either language. Second is condition of someone concepts are easier to express in one of the language that happened 7 times or 25.92% utterances. Third is condition of one wants to make a point. There are 8 utterances. It means that there are 29.63% utterances. The

highest is condition of one wishes to create a certain communication effect. There are 10 utterances or 37.03% from the total number of utterances.

Next, in table 4, there are 30 utterances of code-switching and code-mixing. There are just 3 conditions of code-switching and code-mixing. In the condition of one wants to make a point, there are 5 utterances or 16.66% that could be found. Then, condition of lack of one word in either language happened 11 times or it is 36.66% utterances. Further, there are 14 utterances in the condition of someone concepts are easier to express in one of the language. It means that there are only 46.66% utterances from total number of utterances made by HA in the classroom.

Then, in table number 6, there are 41 utterances of code-switching and code-mixing. In the condition of lack of one word in either language, there are 3 utterances that could be found. It is 7.31% utterances. Further, there are 8 utterances in the condition of someone concepts are easier to express in one of the language. It means that there are only 19.51% utterances. Then, there are also 13 utterances in the condition of one wishes to create a certain communication effect. It also means that there are only has 31.70% utterances. The highest is condition of one wants to make a point. There are 17 utterances or 41.46% from the total number of utterances made by SA.

Furthermore, in table 8, the writer showed 50 utterances that made by HD. In the condition of lack of one word in either language, there are only 2

utterances. It means that there are only 4% utterances. Then, there are 11 utterances in the condition of someone concepts are easier to express in one of the language. It means that there are only 22% utterances. Further, there are also 18 or 36% utterances in the condition of one wishes to create a certain communication effect. The highest condition in table number 8 is condition of one wants to make a point. There are 18 utterances or it is 38% from total number of utterances made by HD in the classroom.

Based on the analysis, there are just found five conditions. They are: (1) to appeal to illiterate, (2) to convey more exact meaning, (3) to ease communication, (4) to capture attention, and (5) to reiterate a point.

4.5 Factors of Code-switching and Code-mixing made by teachers in the classroom

As stated by Hoffmann (1991:108), there are at least three factors for code-switching or code-mixing. They are: (1) Language input, (2) the linguistics development, and (3) the general cognitive development.

From some descriptions of code-switching or code-mixing analysis, teachers code-switch or code-mix caused by language input although all teachers are from Javanese ethnic. The finding stated that teachers never code-switch or code-mix from English into Javanese.

Teachers argued that they use Indonesian to code-switch or code-mix because it is used to in formal situation. It differs with Javanese which is not a formal language in teaching learning situation.

Teachers often do code-switch or code-mix due to some reasons. From the interview, the reasons of teachers to code-switch or code-mix are: (1) that is the way the teachers explaining the lesson to their students. (2) to convey the meaning of English difficult words, phrases, or sentences. (3) to make the students easy to understand the lesson.

Based on the description above, it can be summarized that teachers' code-switch or code-mix due to students' language input, students' linguistic development, and students' cognitive development. As the writer knew so far, students of International Standard School must study hard to master English as a main means of communication in teaching learning process in the classroom.

The transcription of interviews can be read in the appendix 10 of this writing.

4.6 Code-switching and Code-mixing reflected teachers skill or deficit

The interview did not reflected the findings that the teachers' code-switch and code-mix neither because of their weaknesses nor because of their deficit to speak English continuously in the classroom.

The teachers do code-switch and code-mix because of linguistics development or students' competency for using English as means of communication in teaching learning process.

There are some questions of interview answered by teachers which reflected that teachers do code-switch and code-mix neither because of their

weaknesses nor because of their deficit to speak English continuously in the classroom.

Based on some answers of the interview on code-switching and code-mixing, it could be stated that teachers' code-switch and code-mix because of neither their weaknesses nor their deficit to speak English continuously in the classroom for using English as means of communication in teaching learning process. On other hand, teachers do code-switch and code-mix because of their skill to make their students understand with the lesson easily.

4.7 Interview on Code-switching and Code-mixing with teachers

The writer interviewed the teachers to gather the reliable data and to get information on their code-switching and code-mixing. The interview focused on the reasons and opinions of teachers to code-switch and code-mix. It was open-ended interview because interviews allowed the writer to go into depth about the reasons and opinions of the teachers to code-switch and code-mix. The participants are asked with the same questions.

The interviews were enclosed on the appendix 10 of this writing.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion and suggestion of the study based on the description of the findings in the previous chapter.

4.8 Conclusion

The overall analysis of code-switching and code-mixing made by teachers had been taken in the previous chapter. After analyzing the code-switching and code-mixing made by teachers in the classroom, the writer takes the conclusions are as follows:

1) Generally teachers still do more code-switch and code-mix in their teaching learning process. They code-switch or code-mix in the form of Indonesian utterances and never code-switch or code-mix into Javanese or other language.

2) From the analysis, the writer concluded that the highest number of utterances of code-switching and code-mixing is in the form of sentences. The total numbers of utterances of code-switching and code-mixing made by teachers of International Standard School of SMP N 2 Semarang in different subjects are 148 utterances. The utterances are classified into two classifications. The first is 105 or it is 70.95% utterances of code-switching and 43 or 29.05% utterances of code-mixing.

3) The writer found five functions of code-switching and code-mixing utterances produced by the teachers are; (1) to appeal to the illiterate, (2) to convey more exact meaning, (3) to ease communication, (4) to reiterate the point, (5) to capture attention.

4) From the analysis, it could be inferred that the highest number of the function of utterances related to code-switching and code-mixing is to ease communication. There are 37 utterances or it is 25% utterances. Further, the second high number of the function of utterances is to capture attention in which there are 34 utterances or it is 22.97% utterances. The next function is to appeal to the illiterate in which there are 27 utterances or it is 18.24% utterances. As same with previous, there are 27 utterances of function of reiterating the point or 18.24% utterances The last is to convey more exact meaning in which there are 23 utterances or it is 15.54% utterances from the total number of utterances made by teachers.

5) From the analysis, there are 4 conditions of utterances made by teachers in the classroom. The highest number of the condition of utterances is one wants to make a point. There are 49 utterances or it is 33.10% utterances. Further, the second high number of the condition is one wishes to create a certain communication effect in which there are 41 utterances or it is 27.70% utterances. The next condition is someone concepts are easier to express in one of the language. There are 40 utterances or it is 27.02% utterances. The last

is Lack of one word in either language in which there are 18 utterances or it is 12.16% utterances from the total number of utterances made by teachers.

6) Based on some answers of the interview on code-switching and code-mixing, it could be stated that teachers' code-switch and code-mix because of neither their weaknesses nor their deficit to speak English continuously in the classroom for using English as means of communication in teaching learning process. On the other hand, the teachers code-switch and code-mix because of their skill to make their students understand with the lesson easily.

4.9 Suggestion

Based on the problems above, the writer would like to offer some suggestions to be considered as follow:

1) Teachers of International Standard School should minimize doing code-switching and code-mixing in the classroom. Teachers should speak English more continuously at least when they were teaching English in the class to motivate the students to speak English. So, the students will be encouraged to learn English actively.

2) The teachers of International Standard from now on have to try to use more English continuously, especially when they are teaching in the class and the teachers should encourage themselves to use English for means of communication in teaching.

If they are continuously used English as a means of communication in teaching learning process, the students are used to hear English. And, the students will be used to speak English because they often hear their teachers using English as a means of communication in teaching learning process. Furthermore, the teachers will encourage learning and using English as a means of communication in teaching learning process.

Finally, the writer hopes that this writing will be useful for the next study especially for students of English Department of UNNES who basically will become novices and teachers. Then, this writing will attend to motivate them to improve their skill for teaching English.
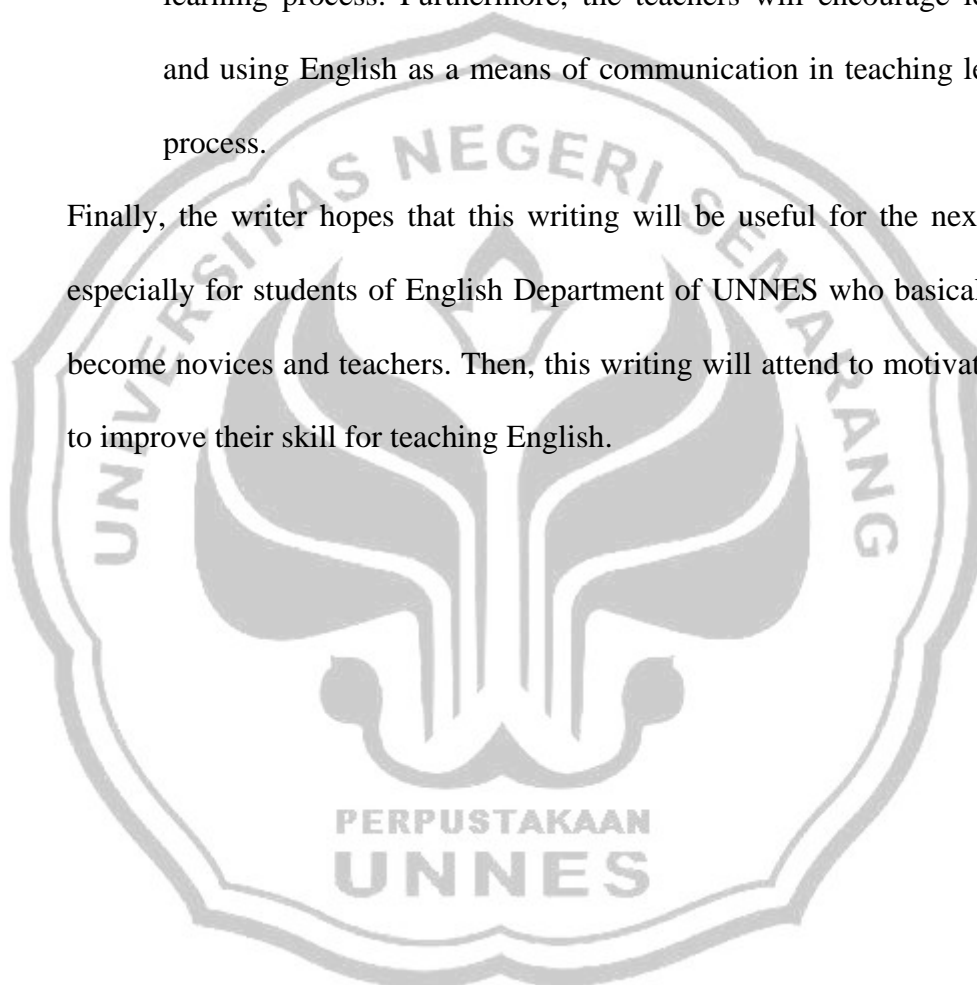
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