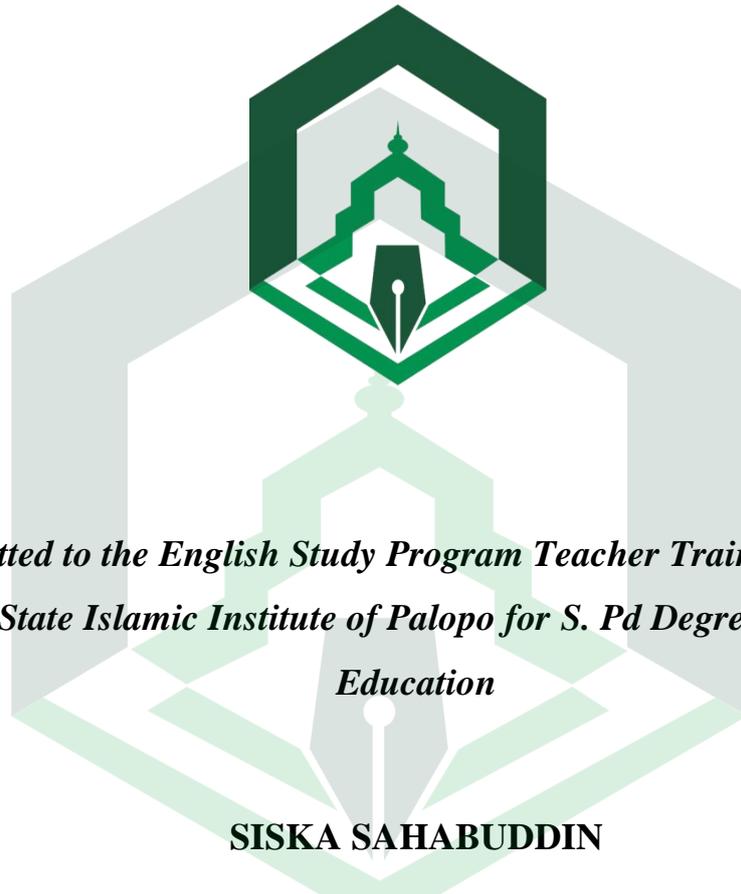


**THE ANALYSIS OF CODE SWITCHING IN EFL  
CLASSROOM INTERACTION**



*Submitted to the English Study Program Teacher Training Faculty  
of the State Islamic Institute of Palopo for S. Pd Degree in English  
Education*

**SISKA SAHABUDDIN**

**15.0202.0068**

**IAIN PALOPO**

**ENGLISH STUDY PROGRAM**

**TARBIYAH AND TEACHERS TRAINING FACULTY**

**STATE ISLAMIC INSTITUTE OF PALOPO (IAIN)**

**(2019)**

**THE ANALYSIS OF CODE SWITCHING IN EFL  
CLASSROOM INTERACTION**



*Submitted to the English Study Program Teacher Training Faculty  
of the State Islamic Institute of Palopo for S. Pd Degree in English  
Education*

**SISKA SAHABUDDIN  
15.0202.0068**

**Under Supervisions:**

- 1. Dr. Masruddin, S. S., M.Hum.**
- 2. Andi Tenrisanna, S.Pd., M.Pd**

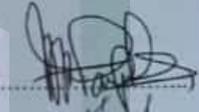
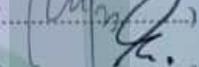
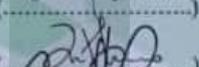
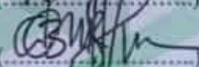
**ENGLISH STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO (IAIN)  
(2019)**

### THESIS APPROVAL

This thesis, entitled "The Analysis of Code-Switching in EFL Classroom Interaction" written by Siska Sahabuddin, Reg. Number 15.0202.0068, English S1 Study Program of Tarbiyah and Teachers Training Faculty at State Islamic Institute of Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Thursday, September 12<sup>nd</sup> 2019 M, coincided with Muharram 21<sup>st</sup> 1441 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, September 12<sup>nd</sup>, 2019 M  
Muharram 21<sup>st</sup> 1441 H

#### COMMITTEE OF EXAMINATION

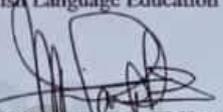
- |                                     |               |  |
|-------------------------------------|---------------|--|
| 1. Amalia Yahya, S.E.,M.Hum         | Chairman      | (.....  )   |
| 2. Muhammad Iksan, S.Pd.,M.Pd       | Secretary     | (.....  )  |
| 3. Dr. Jufriadi, S.S.,M.Pd          | Examiner I    | (.....  ) |
| 4. Drs. H. M. Abduh, M.Pd.I         | Examiner II   | (.....  ) |
| 5. Dr. Masruddin, S.S., M.Hum.      | Consultant I  | (.....  ) |
| 6. Andi Tenrisanna Syam, S.Pd.,M.Pd | Consultant II | (.....  ) |

#### Approved by:

a.n Rector of IAIN Palopo  
The Dean of Tarbiyah and  
Teachers Training Faculty

  
Dr. Nurdin K. M.Pd  
NIP. 19681231 199903 1 014

Head of the Study Program  
English Language Education

  
Amalia Yahya, S.E., M.Hum  
NIP. 190771013 200501 2 006

**CONSULTAN APPROVAL**

Thesis Entitled : *The Analysis of Code Switching in EFL Classroom Interaction*

Written By :

Name : Siska Sahabuddin

Reg. Number : 15.0202.0068

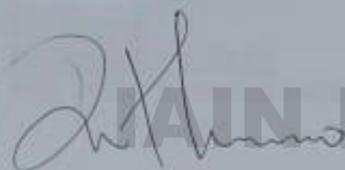
Faculty : Tarbiyah and Teacher Training

Study Program : English Education (S1)

Has been corrected and approved to be Munaqasyah examined.

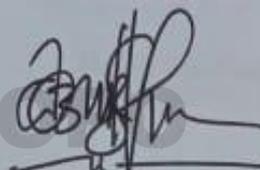
Palopo, 19 Agustus 2019

**Consultant I**



Dr. Masruddin, S.S., M.Hum  
NIP: 19800613 200501 1 005

**Consultant II**



Andi Tenrisanna Svam, S.Pd., M.Pd  
NIP: 19860423 201503 2 005

## NOTA DINAS PEMBIMBING

Hal : Skripsi

Lamp : -

Kepada Yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di,-

Tempat

Assalamu Alaikum Wr. Wb

Sesudah melakukan bimbingan skripsi mahasiswa tersebut dibawah ini:

Nama : Siska Sahabuddin

Nim : 15.0202.0068

Program Studi : Bahasa Inggris

Judul skripsi : The Analysis of Code Switching in EFL Classroom Interaction.

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk diproses selanjutnya.

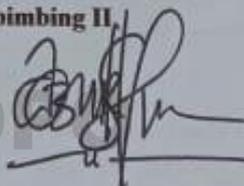
Wassalamu Alaikum Wr. Wb.

**Pembimbing I**



Dr. Masruddin, S.S., M.Hum  
NIP. 19800613 200501 1 005

**Pembimbing II**



Andi Tenrisanna Syam, S.Pd., M.Pd  
NIP. 19860423 201503 2 005

**EXAMINER APPROVAL**

Thesis Entitled : *The Analysis of Code Switching in EFL Classroom Interaction*

Written By :

Name : Siska Sahabuddin

Reg. Number : 15.0202.0068

Faculty : Tarbiyah and Teacher Training

Study Program : English Education

Has been corrected and approved to be munaqasyah examined.

Palopo, 19 Agustus 2019

**Examiner I**

**Dr. Jufriadi, S.S., M.Pd**  
NIP: 19720727 200604 1 002

**Examiner II**

**Drs. H. M. Abduh, M.Pd.I**  
NIP: 19680511 1997031002

**IAIN PALOPO**

## PRONOUNCEMENT

I have been signature below:

Name : SISKA SAHABUDDIN  
Reg. Number : 15 0202 0068  
Study program : English Language Teaching  
Faculty : Tarbiyah and Teachers Training

With all awareness and consciousness, the researcher who signs below, pronounces that this thesis is literary work of researcher herself. If someday it is proven this thesis is duplicated, copied or made by other people as whole or partially, so this thesis and the title researches caused this thesis invalid for law.

Palopo, 19 Agustus 2019

Writer



**SISKA SAHABUDDIN**  
Reg. Num: 15 0202 0068

## Acknowledgment

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, thank Allah SWT who has guidance in giving me a health and full strength to complete this research as the requirement for the degree of Strata one (S. Pd) at the State Islamic Institute of Palopo (IAIN) entitled "**The Analysis of Code-Switching in EFL Classroom Interaction**". To our beloved prophet, the chosen one Muhammad saw. Safety and peace be upon him.

On the other, a big thank also the researcher addressed to advise, guidance, encouragements, and comments from many people. Therefore, the researcher would like to express thank:

1. Dr. Abdul Pirol, M.Ag. as rector of IAIN Palopo.
2. H. Muammar Arafat, S.H, M.H. as the first deputy of the rector of IAIN Palopo.
3. Dr. Nurdin K, M.Pd as the dean of Educational faculty of IAIN Palopo.
4. Amalia Yahya, S.E., Hum. As the chief of the English Study Program, who always gives support and encourage how to be good students.
5. Dr. Sahreni, M.hum. as chief of Development of Language of IAIN Palopo, she is very given a big influence who has the support and teaches us early about proposal, so that my friend and I be able to know and understand about the research.

6. Dr. Masruddin, S.S., M.Hum and Andi Tenrisanna Syam, S.Pd., M.Pd as the first and second researcher's consultants who have always given everlasting guidances, explanation, corrections, suggestions, supports, and some ideas until the researcher can finish this thesis.
7. All the lecturers of English Study Program IAIN Palopo, especially for Devani Mardiana, S.Pd., M.Pd, Devi Ismayanti, S.S., M.Hum, Akbar S.Pd.I, M.Ed, Tri Endar Yogi, S.Pd., M.Pd, and Ikram Wahid, S.Pd., M.Pd who have given the researcher a big knowledge and motivation.
8. My beloved parents: Sahabuddin and Hasni who have always prayed for me, give me supports, motivations, strength to finish this thesis. I know that I couldn't give you the best for me as you have done for me, I wish you always healthy and waiting for me to give you all of the best. I couldn't express my feelings in my words but I just want to say big thanks for everything and I love you and I don't know who I am today without your mom and dad.
9. My grandmother Hajarrah, my aunty Hasriana, my older sister Hastuti, S.Pd and her husband Suharmoko, SH who has given the researcher help, supports and always working hard to fulfill my payments, my younger sister Sofiarni and my youngest brother Arjun, I'm sorry because I have not become a good sister for you. My princess Isti Adzah and Ayna Azkayra, becoming your aunty is the happiness ever in my life. I love you all.
10. Special thanks to the other my beloved sisters and brothers: Fadila Mujahid, Amd. Keb, Rahmaniar Amin, Amd. Keb. CHE, Mardianty Liberti, Amd. Keb, Tika Muniarti, SM, Andi Sakinah Saad, S.Pd, Irmawati Kartika Putri,

S.Pd, Nurazizah, S.Pd, Musdalifa, S.Pd, Nian Faradillah S.Farm, Ahmad, Ridwan, Nhuzul Wahyu, Muhammad Ariel, Musdalifa, Reski Aryani, and Vera Wati, thus are have not like my friends, they always give me supports and motivation to complete this thesis. Then, "BIG.C" as my big family that I could not mention one by one their names, "Kos Para Bidadari" my second home, my nice place to finish this thesis, and for "Cantika Bala-Bala", there are Esa Ananda, Cindi Puspita Sari, Denada Rusman, Nurhaliza, Nurhasada Aksa, Nurasikin, Ismiatun Khasanah, Riska, Risna, Sutiah, and Winda Rustam. They are my sharing in the same struggle in a hard and happy situation, my siblings in the other mom, always given me help, supports, motivations, and borrowed their laptop to finish my thesis. Finally, the researcher pray to God, Allah SWT gives regard to all of them, who have helped me. The researcher hopes this thesis can be useful for the readers.

Palopo, 19 September 2019

**The Researcher**

**Siska Sahabuddin**

**Reg.Num.15 0202 0068**

IAIN PALOPO

## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENT .....</b>	<b>i</b>
<b>TABLE OF CONTENT .....</b>	<b>iv</b>
<b>ABSTRACT .....</b>	<b>vi</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. Background .....	1
B. Problem Statement .....	4
C. Objective of the Research .....	5
D. Significance of the Research.....	5
E. Scope of Research .....	5
F. Explanation of Key Terms .....	6
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>7</b>
A. Previous of Research .....	7
B. Some Pertinent Ideas .....	9
1. Speaking .....	9
2. Purpose of Speaking.....	10
3. Monolingualism.....	10
4. Bilingualism.....	10
5. Multilingualism.....	11
6. Code Switching .....	12
7. Types of Code Switching .....	14
8. Classroom Code Switching .....	16

<b>CHAPTER III METHOD OF THE RESEARCH.....</b>	<b>17</b>
A. Research Approach .....	17
B. Setting of the Research.....	17
1. Time of the Research .....	17
2. Place of the Research.....	17
C. The Source of Data .....	18
D. Procedure of Collecting Data.....	18
1. Classroom Observation .....	18
2. Documentation .....	19
E. Instrument of Data Analysis .....	19
F. Technique of Data Analysis .....	20
<b>CHAPTER IV FINDINGS AND DISCUSSION.....</b>	<b>21</b>
A. Findings .....	21
B. Discussions .....	29
<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS.....</b>	<b>31</b>
A. Conclusions .....	31
B. Suggestions.....	32
<b>BIBLIOGRAPHY.....</b>	<b>33</b>
<b>APPENDIXES.....</b>	<b>35</b>

## ABSTRACT

**SISKA SAHABUDDIN, 2019. "The Analysis of Code-Switching in EFL Classroom Interaction" Thesis, English Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo (IAIN), Under Supervisors (1) Dr. Masruddin, S.S., M.Hum.(2) Andi Tenrisanna Syam, S.Pd., M.Pd**

**Keywords: Analysis, Code-switching, EFL Classroom Interaction**

---

In the classroom, certainly, the English lecturer found difficulties in the teaching-learning process. They have to use two or more languages when the students cannot understand what the lecturer said. This thesis was aimed to research how the lecturer applies code-switching in the classroom interaction at the English Department of IAIN Palopo.

This research took one of the lecturers and one class of English Department as the subject. The location was at the Islamic Institute of Palopo. The instruments of this research were observation, fields note, conversations recorded by using the audio-video recorder.

The data were analyzed using discourse analysis. The result of the analysis showed that the lecturer and the students used three types of code-switching, namely: inter-sentential code-switching, intra-sentential code-switching, and tag switching.

The researcher suggests for the next research to find out another object such as speech, and movie subtitle. Hopefully, this research can be a useful reference for the next research related to the topic. It also becomes another point of view doing linguistic research.

IAIN PALOPO

## CHAPTER I

### INTRODUCTION

#### A. Background

There are four skills in English and the most important is speaking skills used to communicate. People can easily know the situation and information from the other country or in the world by speaking. The speaking also called a verbal and non-verbal symbol in the process of developing and informs the meaning.<sup>1</sup>

#### 1. The Definition of Speaking According Experts as Follows:

- a. According to Henry Guntur Tarigan: claimed that speaking skills in the language through listening skill, it can be building the students' life and practice the ability to speak.
- b. According to DjagoTarigan: speaking is the skill of conveying messages through language.<sup>2</sup>

#### 2. The function of Speaking

There are three parts of the function of speaking; talk as interaction, talk as a transaction, and talk as performances. It is described as follows by Brown and Yule.

---

<sup>1</sup> Emma RosanaFebriyanti, "*Teaching Speaking Of English As A Foreign Language: Problems And Solutions*,"(Banjarmasin, FKIP UniversitasLambungMangkurat),p1. Accessed on 22<sup>nd</sup> September 2018.

<sup>2</sup>RiaFitria, "PengertianBerbicaraMenurut Para Ahli", (<https://www.trigonalmedia.com/2014/12/pengertian-berbicara-menurut-para-ahli.html>, accessed on May 16, 2018)

a. Talk as Interaction

Talk as interaction can explain as "conversation" there are speaker and hearer and have to refer what the social functions of that. The teacher usually find the difficulty with this case, so that the teacher has to invite the students.

b. Talk as Transaction

Talk as transaction focus on what do you want to say and do something. Message or make ourselves understood in clear and accurate are the focus points. It is not about participants, and how they interact with social each other, such as: asking instruction, discussion, etc.

c. Talk as Performance

Talk as performance-focused on participants, an organization that easily to prediction because performance disposed of in monologue than dialogue.<sup>3</sup>

Most of the people speaking their daily life not only one language but also sometimes they speak more than two languages, whether in Indonesia or English Language. Sometimes they speak in bilingual as spontaneities and their habits. It is as a consequence, sometimes they switch the language. In language, it is known as code, and it can be an explanation that code Switching. This chance the researcher will do the research in the educational field.

---

<sup>3</sup>M. DiniHandoko, "Concept of Speaking Performance" (<http://iqrometro.co.id/concept-of-speaking.html>, accessed on May 16, 2019)

People switch their language in conversation or change to another language so that they were able to communicate with other people. Mixing more than a phrase is called code-switching.

According to Romaine and Baredo (1995) In the International Journal of Linguistics, the types of code-switching are, intra-sentential code-switching at the clause, phrase, or words. These cases occur in sentences that switch with the other language in the middle of that. It's the most complete type of code-switching. The speakers have to control two languages.

The next type is inter-sentential code-switching. This type-directed on switching in the sentence by sentence. The speaker uttered one language in a sentence and their language in another language in one sentence again. The speakers do inter-sentential code-switching in conversation to emphasize or repetition. In order that the hearer can understand what the speaker says. Moreover, bilingualism is one of the strategies to avoid when the speaker does not know how to continue their language or used as negotiated in the development. <sup>4</sup>

Zulfa (2016) found in her researcher that, according to classroom code-switching function, there are fifteen functions are analyzed there are only nine functions that are found in English teaching-learning of 10th grade of MA DarulAmanahSukorejo. They are explanation function, students help each other function, move from one activity (topic) to another function, not knowing the English counterpart function, check for understanding function, teacher admonitions function, grammar-translation function, grammar explanation

---

<sup>4</sup> Mujiono, "Code-Switching in English as Foreign Language Instruction Practiced by the English Lecturers at Universitas" International Journal of Linguistics ISSN 1948-5425 2013, Vol. 5, No.2 (April 2013), p51. Accessed on 14<sup>th</sup> Mei 2019.

function, and lapses function, In English teaching-learning process within 2x45 minutes, there are 79 utterances in the classroom which contains 2480 utterances of code-switching types according to the grammatical and contextual classification (30.37%) and 47 utterances of code-switching function which are pronounced by the English teacher and students. Then, according to the grammatical classification, the researcher found that there are three types of code-switching that appeared in English teaching-learning of 10<sup>th</sup> grade of MA DarulAmanahSukorejo. They are tag codeswitching, inter-sentential code-switching, and intra-sentential code-switching. She used descriptive qualitative research.<sup>5</sup>

Besides, in university, the students study the English language, especially in the English Department. Most English lecturers indictable to speak in English in the learning process, especially for Speaking lecturers, and the lecturers in IAIN Palopo sometimes switch English and Indonesia in their interaction in the class includes opening class, conversation, ask the students until close the class. In every meeting surely they switch the code so that the writer has the initiative to write a thesis with the title” The Analysis of Code-Switching in EFL Classroom Interaction.”

## **B. Problem Statements**

Based on the background above, the researcher formulated the questions as follow:

---

<sup>5</sup>LailinaZulfa, “*Code-Switching in English Teaching-Learning Process of English as A Foreign Language (EFL)*,” (Semarang, Walisongo State Islamic University, 2016),p79. Accessed on 20<sup>th</sup> September 2018.

1. What are the types of code-switching used by speaking lecturers and the students of English Education IAIN Palopo?

### **C. The Objective of the Research**

Based on the research question, the researcher explains the objectives of the research as follow:

1. To figure out the types of code-switching used by speaking lecturers and the students of English education at IAIN Palopo.

### **D. Significance of the Research**

The researcher hopes that this research will be helpful for the lecturers to deliver their materials by used code-switching to make the students easy to comprehend the lessons. Then, for the students, this research will be helping them to fulfill their language or conversation to convey the purpose. Next, for a further researcher, this research will be giving the information and as references, so that this research can be repaired.

### **E. Scope of the Research**

The focus of this research is the types of code-switching in the English teaching-learning process of English education IAIN Palopo. The source of the data in this research is the second semester of English Department IAIN Palopo. This study is the limitation that the lecturer's and students' utterances in English teaching-learning process, it aims to use by the lecturer utterances in interaction formal in the classroom from speaking lesson and how the students feedback in giving an opinion, question, and answer. The researcher observes the

lecturer used English to Indonesian to explain the materials, that proposed to give a piece of new information, explanation the same term or language style.

#### **F. Explanation of Key Terms**

Code-switching is a term in language to using more than one language. This code always used by bilingual people to mix their languages in conversation, sentences, and explanations, and the others. Whether in Indonesia to the English or the English to Indonesia.



**IAIN PALOPO**

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Study

There are some previous studies that similarity with this research, these are:

1. Upa'(2014) aimed to describe and analyze the dominant types of code-switching used by the English teacher and teachers' perception types at SMA 1 Malili. The results of this study were found three types of code-switching used by the teacher in the presented data. The most dominant types used by the teacher were intra-sentential code-switching, then intra-sentential code-switching and last was tag switching. The difference of this research and Upa's research is this research discusses code-switching used by speaking lecturers of IAIN Palopo, then looks at the types and reasons the lecturers used them. Meanwhile, the research above discussed the types of code-switching used by the teacher and the teacher's perception.<sup>6</sup>

2. Faiz (2016) focuses on analyzing code-switching used Sacha Stevenson as a native speaker. She was fluent to speak Indonesian. He found that two types of code-switching used by Sacha Stevenson in Tonight Show, those are intra-sentential code-switching and inter-sentential code-switching. Then tag switching was found in Sarah Sechan TV Show. This data was collected used descriptive

---

<sup>6</sup>RahmawatiUpa', "Code-Switching Types Used By The English Teacher In English Classroom At Sma I Malili," Ethical Lingua, Vol. 1 No. 2 (Agustus 2014),p47. Accessed on 12<sup>th</sup> August 2018.

qualitative to analyze the process in the form of words through conversation produced in tonight show and Sarah Sechan while interviewed Sarah Sechan. The difference of this research and Faiz's research is: this research discusses code-switching used by speaking lecturers of IAIN Palopo, then looks at the types and reasons the lecturers used them. Meanwhile, the research above discussed code-switching used by Sacha Stevenson, she is one of the native speakers that used code-switching as covering inability in Speaking Indonesian.<sup>7</sup>

3. Syam (2017) focuses on analyzing the types and the reasons by the Facebook users used code-switching. The result of this study, the Facebook users showed they are switched in the free sentences clause. Emphasis, clarification, identifying particular topics, switching to separate feelings from facts, switching to intent on clarifying the speech content for the hearer, and switching to frame discourse, those are some of the functions of code-switching. Also, Facebook users' dialogue does not utilize grammatical rules. There were three common aspects by Facebook users switch their sentence. First, in the sociological aspect, there is a power and solidarity by the speaker and addressee. I physiological aspect the Facebook users very enjoyable to use code-switching to convey their problem with their friends in Face book. In the last aspect, Facebook users do not use references for their writing.<sup>8</sup>

---

<sup>7</sup> Ahmad Faiz, "*Code-Switching Used by Sacha Stevenson in Tonight Show and Sara Sechan on Net TV*"(Malang, Maulana Malik Ibrahim State University,2016),p4. Accessed on 12<sup>th</sup> August 2018.

<sup>8</sup> AndiTenrisannaSyam, "*An Analysis of Code-Switching in Facebook: A Discourse Approach*, "IDEAS: Journal on English Language Teaching and Learning, Linguistic and Literature. Vol. 5, No.1. (2017),p3. Accessed on 22<sup>nd</sup> September 2018

The difference of this research and Syam 's research is this research discusses code-switching used by speaking lecturers of IAIN Palopo, then looks at the types and reasons the lecturers used them. Meanwhile, the research above discussed code-switching used by Facebook users. Then, facebookers ' conversation does not follow the grammatical rules meanwhile the lecturer took the conversation to follow the grammatical rules.

## **B. Some Pertinent Ideas**

### **1. Speaking**

Nunan claimed speaking is an oral skill that consists of constructing systematic verbal utterances to convey meaning.<sup>9</sup> Moreover, this is an important skill, to express and communicate with other people. Meanwhile, the people can understand the meanings through speaking, by the Cameron.

In a slightly different statement, Richard and Renandya stated speaking is one of the four language skills that should be developed beside the other three language skills. The people do speaking to communicate with each other. Better communication means better understanding of others and our self. Communication is a continuous process of expression, interpretation, and negotiation.<sup>10</sup>

From the definition of speaking above, the writer concludes that speaking is the people able to say or express something to the other people. Speaking is one of the

---

<sup>9</sup> Sofyan A. Gani, et.al "Students' Learning Strategies for Developing Speaking Ability," Studies in English Language and Education, Vol.2. No.1 (2015),p19. Accessed on 22<sup>nd</sup> September 2018.

<sup>10</sup> Emma RosanaFebriyanti, "Teaching Speaking Of English As A Foreign Language: Problems And Solutions,"(Banjarmasin, FKIP UniversitasLambungMangkurat),p2. Accessed on 22<sup>nd</sup> September 2018.

important skills in the education field, it can be used in the international world so that the students have to master it.

## 2. Purpose of Speaking

According to Nunan, Language is used for communicating especially for information, and considers this purpose as a message in transactional discourse by Nunan.<sup>11</sup>

## 3. Monolingualism

Monolingualism is the ability to speak in only one language. This ability is common for people in the world, especially for Western. So that, monolingual individual regards as people that unimportant in business living because have not a wide connection and free to speak used the other language with other people<sup>12</sup>

## 4. Bilingualism

Bilingualism is the speaker's ability to use two languages at the same time.<sup>13</sup>

Wardhaugh explained that bilingualism is usually used such as immigrants, visitors, or children of a mixed marriage. This case not always regarded and accepted. Besides, Haugen explained, bilingualism is the ability of one language to speak a complete sentence in the other language. Moreover, Lado

---

<sup>11</sup> Shaimaa Abd El Fattah Torky Shaimaa Abd El Fattah Torky, "The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students," Ain Shams University Women's college Curricula and Methods of teaching Department,"(2006).p37. Accessed on 28<sup>th</sup> September 2018.

<sup>12</sup> Ronald Wardhaugh, *An Introduction to Sociolinguistics*, (Fifth edition published 2006 by Blackwell Publishing Ltd 2006), p96. Accessed on 21<sup>st</sup> September 2018.

<sup>13</sup> Sartika, "Code-Switching and Code Mixing in the Presenters of Break Out at Net TV Program," Palopo, The State Institute for Islamic Studies (IAIN) 2016),p13. Accessed on 21<sup>st</sup> 2018.

explained that bilingualism is the speaker's ability to use two languages as well which is involved the knowledge of two languages and the ignored of grade.<sup>14</sup>

From the definition above, the writer concludes bilingualism is the ability to speak in two languages through the code. They are used to communicate with the other people, it can whether it is realized or not and in many reasons especially to learn foreign languages too

Definitions of bilingualism are revolve skill minimal master in two languages until the speaker is probably able and showed as a native speaker. The people may say themselves as bilingual but it means the ability to communicate as orally.<sup>15</sup>

## 5. Multilingualism

Multilingualism is the ability to use more than two languages. It is the norm in this community. This case results from a pattern of consequent to marriage. This community no pressure on the various languages that used, because it regarded as energy so that enables a speaker from the other linguistic community to defend the contact with each other and prepare the source for the marriage pair that suitable for them.<sup>16</sup>

Bilingualism and multilingualism give some effects such as code-switching and code-mixing. But in this case, we will only discuss code-switching. Because code-switching always appears in the learning process used by the lecturer and the students in the classroom. Sometimes Code switching used by the

---

<sup>14</sup> Sumarsih, "Code-Switching and Code Mixing in Indonesia: Study in Sociolinguistic," *English Language and Literature Studies*, Vol.4, No. 1, p78.

<sup>15</sup> Charlotte Franson, "What is Bilingualism?," <http://www.naldic.org.uk/ITTSEAL2/teacing/B1.cfm>, (Accessed on Juni 5, 2018)

<sup>16</sup>Ronald Wardhaugh, *An Introduction to Sociolinguistics*, (Fifth edition by Blackwell Publishing Ltd 2006), p97. Accessed on 21<sup>st</sup> September 2018.

people because they don't know to continue or how to explain their meaning or purpose when they took the conversation.

## 6. Code-Switching

### a. Definition of Code Switching

Reviewed from sociolinguistic is studied to comprehend why the people master two or more languages and changed their conversation based on the situation or topic discussion. In changed the utterances involved words, phrases, clauses, and some sentences.<sup>17</sup>

Code-Switching is explained as a skill to speak bilingually. Code-switching is the term in linguistic that refers to utilizing more than one language or various in conversations. Sometimes, the speaker found the problem when they speak with the other bilingual. So, they changed their language in one code another language to make the hearer understand. Sometimes, they do this way with the same language background.<sup>18</sup>

Ronald Wardhaugh explained that code-switching is one of the strategies in conversation that people used to destroy the group's boundaries, to create the right and duty in the individual relation. On the other hand, Gumpers

IAIN PALOPO

---

<sup>17</sup>IrulDwiFitriani, "*Code-Switching Used By Students In A Speaking Class Activity*," *Language Circle Journal of Language and Literature*, Vol. VIII, No.1 (October 2013),p56. Accessed on 15<sup>th</sup> August 2018.

<sup>18</sup>FitrahAuliaAnsar, "*Code-Switching and Code Mixing in Teaching-Learning Process*," *English Educational: Jurnal Tadris Bahasa Inggris*, Vol.10, No.1 (2017),p31. Accessed on 12<sup>th</sup> August 2018.

argued code-switching is strategies in conversation, the goals it to convey the social meaning.<sup>19</sup>

The Hymes argued code-switching as an alternative in used two or more languages, the kinds of language, or just as speech stylish.<sup>20</sup>

From the definition above, the writer concludes that code-switching is an alternation language used by the people when they don't know the equal language in Indonesia, or it can happen caused they want to look more impressive, closely with the others, etc. So that they change their language into English for their purpose each other.

#### **b. The aspect of Code Switching**

Code-switching divided into two types by Wardaugh: situational code-switching is occurring when the language used by the speaker changed from a situation where the fluent speaker finds themselves they speak in the same language in one situation and the other different one. Metaphorical code-switching is occurring when the alternation topic needs alternation in the language used.<sup>21</sup>

Alternation code of situational occur when there is an alternation in a situation caused by the bilingual change from one code to another code. In case, the situational change involved the setting, audience, or norm of interaction. Meanwhile, metaphorical code-switching occurs when there is alternation in perception, the goal is the topic discussion about factors. The end of this kind

---

<sup>19</sup> Mujiono, "Code-Switching in English as Foreign Language Instruction Practiced by the English Lecturers at Universities," *International Journal of Linguistics*, Vol.5, No.2. (April 2013),p50. Accessed on 21<sup>st</sup> September 2018.

<sup>20</sup> Ngozi U. Emeka-Nwobia, "*Code-Switching In Igbo-English Bilingual Conversations*," *British Journal of English Linguistics* Vol.2, No.3 (December 2014).p2. Accessed on 21<sup>st</sup> September 2018.

<sup>21</sup>Ronald Wardhaugh, *An Introduction to Sociolinguistics*, (Fifth edition published 2006 by Blackwell Publishing Ltd 2006), p106. Accessed on 21<sup>st</sup> September 2018.

Edwin Gentzler, "*Translation Theory: Monolingual, Bilingual or Multilingual?*," *Journal of Translation Studies*, Vol. 9 No.1, (February 2006),p106. Accessed on 28<sup>th</sup> September 2018.

involved such as the act of sequence, or the key, and it's not the situation. The bilingual the alternations the codes as metaphorical probably try to change the feeling of hearer or audiences toward the situation.<sup>22</sup>

### 1. Example of situational code-switching:

Ari : Menurutku, semuanya karena mereka tidak tahu persis artinya, Mike,...

Alex: Hi, Ari.

Ari: Eh, What are you doing here Alex? Alex, this is my friend, Mike, from Jakarta.

Mike: Hi Alex. Nice to meet you.

Alex: Nice to meet you too. What are you talking about?

Ari: Nahh, ini dia kita bisa...Alex, can you help me?

### 2. Example of Metaphorical Code Switching:

Amir: We have the plan to go there...nah tempat itu biasa kita pakai untuk renang (swimming), and we are fishing, drinking, singing, having fun, ok

Rudy: Then, we are surfing,...terus, kepala jadi puyeng-puyeng (feeling dizzy) deh...ha..ha..ha

Amir: Do you want to join, Jimmy?

Jimmy: With my pleasure.

## 7. Types of Code Switching

Blom and Gumperz claimed that there are two kinds of alternation of code-switching, situational code-switching, and metaphorical code-switching.

Moreover, Poplack proposed a framework that identifies three kinds of code-

---

<sup>22</sup> Laila Zulfa, "Code-Switching in English Teaching-Learning Process Of English as A Foreign Language (EFL) Classroom," (Semarang, Walisongo State Islamic University, 2016),p20. Accessed on 21<sup>st</sup> September 2018.

switching such as Tag switching, Intra-sentential code-switching, and Inter-sentential-code switching.<sup>23</sup>

**a. Tag Switching**

Tag switching occurs of inserting a short phrase in one language in utterance the other way thoroughly in another language. This code occurs the most easily because tag-switching contains the limitation of syntax. So, this alternation not contravenes the rules of syntax when inserting in sentences that are given in L1 by Hammer and Blank. Tag-switching includes interjection, fillers, idiomatic expression. Examples of common English tags are "you know", "I mean" and "right".

**b. Inter Sentential Code Switching**

Inter sentential code-switching occurs where one clause or sentence in one language and the next sentence in the other language. This code usually used for repetition. Eldin and Mac Swan explained that inter-sentential code-switching occurs in the same language or between alternations of the speaker. This alternation needs continuity in both languages. So, the speaker able to follow the rules.

Example: Nah. Macik dah kata kan. Kamu ni sakit. I will carry you to the hospital.

Translation: (That's why. I knew it. You are having a sick. I will carry you to the hospital).

---

<sup>23</sup>NiemaHamad Al Heeti and Ammar A. Al Abdely, "Types and Functions of Code-Switching in The English Language Used by Iraqi Doctors in Formal Settings," IJARR: International Journal of Advanced Researcher and Review, Vol. 1. No. 8 (2016).P11-12. Accessed on 24<sup>th</sup> August 2019.

### c. Intra Sentential Code Switching

Intra sentential code-switching occurs in the middle of the sentence. This code indicates the characteristic of ideal bilingual and occurs in fluent bilingual.

Example: Iya budaya, culture. Culture nya kalau untuk orang Indoseia lebih unique.

### Classroom Code-Switching

Code-switching as a consequent in a bilingual class, even though some of the teachers unlike this way, but code-switching begin to use in teacher and students' discourse. So, people have to comprehend the function between L1 and foreign Language and basic reasons. Gumperz claimed, code-switching in the classroom will regard as a form of situational switching.<sup>24</sup>

Lin definition classroom code-switching an alternation language users, this alternate more than one code linguistic in the classroom by one of the class participants, for example, the teacher, students, and co-teachers.<sup>25</sup>

IAIN PALOPO

---

<sup>24</sup>LailinaZulfa, "Code-Switching in English Teaching-Learning Process Of English as A Foreign Language (EFL) Classroom," (Semarang, Walisongo State Islamic University, 2016),p26. Accessed on 21<sup>st</sup> September 2018.

<sup>25</sup> Angel Lin, "Classroom code-switching: three decades of research," De Gruyter Mouton, Applied Linguistics Review, Vol.4, No.1 (January 2013),p195. Accessed on 22<sup>nd</sup> September 2018.

## CHAPTER III

### METHOD OF RESEARCH

#### A. Research Approach

The research method is one of the scientific ways to get the data with the goals and specific function, The research method divided into two kinds; those are qualitative and quantitative research. One of the different both of them, qualitative research is an approach to exploration and comprehend the individual and group meaning that described a social or human being.<sup>26</sup> Meanwhile, quantitative research more concerned with the result of research.<sup>27</sup>

#### B. The setting of the Research

##### 1. Time of the research

The researcher does this research appropriate with the lecturer schedule who teaches. This research did as long as five days. It began from 7<sup>th</sup> Mei 2019 up to 4<sup>th</sup> June 2019 every Tuesday.

##### 2. Place of the Research

One of the characteristics of qualitative research is an environment as a direct source of the data and the human as the duty to collect and analyzing the data directly. So, choose the setting is most important. The researcher selected the lecturer and the students of the English study program have IAIN used two languages that are English to Indonesian in the teaching-learning process.

---

<sup>26</sup> Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif dan R & D*, et. X (Bandung: Alfabeta, 2010), p.1

<sup>27</sup> John W. Creswell, " *Research Design, Qualitative, Quantitative and Mixed Methods Approach*" (Fourth Edition, University of Nebraska-Lincoln)p32. Accessed on 29<sup>th</sup> September 2018.

### **C. The Source of Data**

The researcher took the subject of the was one of the speaking lecturers and the students of English education at IAIN Palopo. The researcher joins the classroom English teaching-learning-process to collected the data through audio-visual recording and video and field notes to observe the participant's communication. Then, as documentation the researcher makes all of the recordings became transcribed the result of observation. The last, the researcher adjust the result by an interview with the lecturer and the students. The researcher wanted to analyze the types of code-switching utterances produced by the speaking lecturer and the students of English Education IAIN Palopo in the classroom interaction. The utterances were spoken by the lecturer and the students in the teaching-learning process recorded.

### **D. The procedure for Collecting Data**

The techniques for collecting data in this research were observation, documentation, and Interview.

#### **1. Classroom Observation**

The technique in this observation which was used in observing and listening without participation means that the researcher does not participate in the talks of the teaching-learning process. The researcher observes and listens to the utterances between the lecturer and the students in the teaching-learning process in English Department education of IAIN Palopo through the audio-visual recording and video. Data collection began in Mei 2019. Moreover, it would support by interviewed to make it valid.

The process takes the data would stop after the numbers of the data were sufficient. The data limited when the researcher obtains enough data and already fulfills the purpose from had reached. The data have to show the presence switch code and factors that caused the events.

## **2. Documentation**

The technique used after an observation was documentation of recording. In this research, documentation done by the researcher herself, the researcher would transcribe (notice) the lecturer and the students' communication, interaction, or utterances according to the audio-visual recording as the source of information. The researcher should record the lecturer and students' utterances before make transcribe it in the complete notes. The complete notes are made into classifying the data included the types of code-switching.

### **E. The instrument of the Research**

The researcher needs an instrument as a tool when doing the research used as one of the important methods.<sup>28</sup> There five-question will be asked to the lecturer and students. The researcher used: 1. Three handphones to take audio-videos, these used to record the conversation and the activities of the lecturer and the students. 2. The conversation scripts, these used to analyze the code-switching between the lecturer and the students. 3. Field notes used to adjust the data obtained by the researcher, meanwhile conversation script contains words of sentences that supporting the audio and videos.

---

<sup>28</sup>SuharsimiArikunto, *Procedure Penelitian cet. VI* (Yogyakarta: PT RinekaCipta, 2010), p. 92.

## **F. The technique of Data Analysis**

A descriptive analysis was utilized to analyze the data. First, the researcher describes and analyzes the data that was collected. Then, make a decision or conclusion that related to the phenomenon explained in the data. The data collected through class observation analyzed in qualitative. The purpose of this analysis to find the types of code-switching used by the lecturer and the students in the learning process. There are four steps to analyze the data:

1. The researcher transcribes all of the recordings and videos who get as long as about five days in her research.
2. The researcher translates all of the Indonesian language data into the English language.
3. The researcher classified the types of code-switching (tag switching, intra-sentential, and inter-sentential) used by the speaking lecturer and the students in the classroom interaction at English education of IAIN Palopo.
4. The researcher gives the codes for each data.

**IAIN PALOPO**

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. FINDINGS

Based on the data by the interview with the lecturer and the students, the researcher found that utilized of code-switching occurs in the learning process were three types of code-switching guided by the Poplack's theory occurred that used by the lecturer, there were: intra-sentential code-switching, inter-sentential code-switching, and tag switching. Then, three types of code-switching that used by the students, there were; intra-sentential code-switching, inter-sentential code-switching, and tag switching also to facilitated their speech or to fulfill their language. Those results in the presented data below:

##### 1. Types of Code-Switching Used by the Lecturer

Code-switching proposed by Poplack (tag switching, inter-sentential code-switching, and intra-sentential code-switching) was analyzed by the researcher to found the types it in the lecturer's utterances.

**Table 4.1 Types of Code-switching Used by the Lecturer**

No	Types of Code-switching	Data
1.	Tag Switching	2
2.	Inter-Sentential Code-Switching	20
3.	Intra-Sentential Code-Switching	22
<b>Total</b>		44

The table above explained that the types of code-switching used by the lecturer in the classroom interaction. The classification of tag switching was 2 data, the classification of inter sentential code-switching was 20 data and the classification of intra-sentential code-switching was 22. The dominant types of code-switching used in the lecturer's utterances as long as the learning-process was intra-sentential code-switching and the least common type of code-switching were tag switching.

Several of the data examples by the analysis types of code-switching are the following and the other data in the appendix.

#### **a. Tag Switching**

Tag switching occurs of inserting a short phrase in one language in utterance the other way thoroughly in another language. This code occurs the most easily because tag-switching contains the limitation of syntax. So, this alternation not contravenes the rules of syntax when inserting in sentences that are given in L1 by Hammer and Blank. Tag-switching includes interjection, fillers, idiomatic expression. Examples of common English tags are "you know", "I mean" and "right".

Example: Ok, do you understand, paham?

#### **Extract 1:**

S: My interesting experience when I still childhood I go to my aunt and my cousin and I go to the mall in Makassar and I play some the game and then I still very happy and then I go to the farm. Itu ji.

L: Ok, thank you, next, **siapa?**

S: The first question in my mother's tempat di Sinjai island and nine puluh Sembilan pertama kalinya naik perahu, perahu apa? (ask her friends the English of perahu)

The inserted “**siapa**” isto emphasize for the students who is the next. That is why the lecturer’s utterance classified it as a tag switching.

(Transcript 2, Data No.9)

#### b. Inter Sentential Code Switching

Inter sentential code-switching occurs where one clause or sentence in one language and the next sentence in the other language. This code usually used for repetition. Eldin and Mac Swan explained that inter-sentential code-switching occurs in the same language or between alternations of the speaker. This alternation needs continuity in both languages. So, the speaker able to follow the rules.

Example: Nah. Macik dah kata kan. Kamu ni sakit. I will carry you to the hospital.

Translation: (That’s why. I knew it. You are having a sick. I will carry you to the hospital).

#### Extract 2:

L: So how many students are correct? **Berapa banyak siswa yang benar?**

S: Ini miss yang correct.

L: Ok, nine students.

Next number, number three. She and he blah blah blah correcting the assignments at the moment. So no choice you just answer the blank. (The lecturer count again 1, 2, 3) No cheating! Two, dua, dua, dua oke the last lift your paper (three), kira-kira what tenses it is?

S: Continues.

The lecturer used the same meaning in the other language to emphasize it. For that, the students can obtain the lecturer's point.

(Transcript 1, Data No. 39)

### c. Intra Sentential Code Switching

Intra sentential code-switching occurs in the middle of the sentence. This code indicates the characteristic of ideal bilingual and occurs in fluent bilingual.

Example: Iya budaya, culture. Culture nya kalau untuk orang Indoseia lebih unique.

#### Extract 3:

L: After this season we will make two groups between villages and cities. Then, all of you have to make an opinion about why do you choose to live in the city. **Silahkan** takes an easy word you can say when you don't know about the word just say in Bahasa, step by step you will learn from that, and then you can speak well. Come on!

S: Why we choose to live in the city because we can easily access the internet

L: Next, cepat ki'

S: Thanks for the chance. I will explain why I choose to live in the city because the first we can meet different people and different culture and much high building and many facilities that can manunjang pendidikan.

The lecturer inserted "silahkan" in the middle of her utterances as spontaneities.

(Transcript 3, Data No. 25)

## 2. Types of Code-switching Used by the Students

Code-switching proposed by Poplack (tag switching, inter sentential code-switching, and intra-sentential code-switching) was analyzed by the researcherto found the types it in the lecturer's utterances.

**Table 4.1 Types of Code-switching Used by the Students**

No	Types of Code-switching	Data
1.	Tag Switching	3
2.	Inter-Sentential Code-Switching	3
3.	Intra-Sentential Code-Switching	10
<b>Total</b>		16

The table above explained that the types of code-switching used by the students in the classroom interaction. The classification of tag switching was 3 data, the classification of inter sentential code-switching was 3 data and the classification of intra-sentential code-switching was 10. The dominant types of code-switching used in the students' utterances as long as the learning-process was intra-sentential code-switching and the least common type of code-switching were inter sentential code-switching and tag switching.

Several of the data examples by the analysis types of code-switching are the following and the other data in the appendix.

#### a. Tag Switching

Tag switching occurs of inserting a short phrase in one language in utterance the other way thoroughly in another language. This code occurs the most easily because tag-switching contains the limitation of syntax. So, this alternation not contravenes the rules of syntax when inserting in sentences that are given in L1 by Hammer and Blank. Tag-switching includes interjection, fillers, idiomatic expression. Examples of common English tags are "you know", "I mean" and "right".

Example: Ok, do you understand, paham?

#### Extract 1:

L: Next.

S: My interesting experience when I still childhood I go to my aunt and my cousin and I go to the mall in Makassar and I play some the game and then I still very happy and then I go to the farm. **Itu ji.**

The students spoke in English first to explain her purpose to the lecturer. Then, the students close her utterances with the Indonesian word “**ituji**” to emphasize just that about her explanation.

(Transcript 2 Data No. 8)

### b. Inter Sentential Code Switching

Inter sentential code-switching occurs where one clause or sentence in one language and the next sentence in the other language. This code usually used for repetition. Eldin and Mac Swan explained that inter-sentential code-switching occurs in the same language or between alternations of the speaker. This alternation needs continuity in both languages. So, the speaker able to follow the rules.

Example: Nah. Macik dah kata kan. Kamu ni sakit. I will carry you to the hospital.

Translation: (That’s why. I knew it. You are having a sick. I will carry you to the hospital).

#### Extract 2:

S: Ok, bismillahiorrahmanirrahim, why I...

L: Raise your voice, please.

S: I will give a question about why you choose to live in the village.

#### **Apakah kita bisa hidup sejahterah di kota?**

L: She said that why you choose to live in the village and then apakah bisa menunjang kesejahteraan yah? Come on! Who wanna be the first? Let me know your reason.

The students' utterance above spoke in English first as long as she can, but she changes her language into Indonesia at the end of her language because she doesn't know what the English of that is.

(Transcript 3, Data No. 32)

c. Intra Sentential Code Snitching

Intra sentential code-switching occurs in the middle of the sentence. This code indicates the characteristic of ideal bilingual and occurs in fluent bilingual.

Example: Iya budaya, culture. Culture nya kalau untuk orang Indoseia lebih unique.

**Extract 3:**

L: Ok, next.

S: Assalamualaikum. Interesting experience is when I junior high school I join **pramuka** and I always camping.

L: Please continue

S: Itu ji.

L: Thank you. Next.

The students mix in the middle her language with “**pramuka**” because she doesn't know the English of pramuka, so the students change it into Indonesia.

(Transcript 2, Data No. 14)

## B. DISCUSSION

This research is based on the questions in the problem statement is to analyze the types of code-switching used by the lecturer and the students in EFL classroom interaction. The lecturer used three types of code-switching in the learning process, there were; inter-sentential code-switching, intra-sentential code-switching, and tag switching and it based on Hoffman and Myers Scotton's theory.

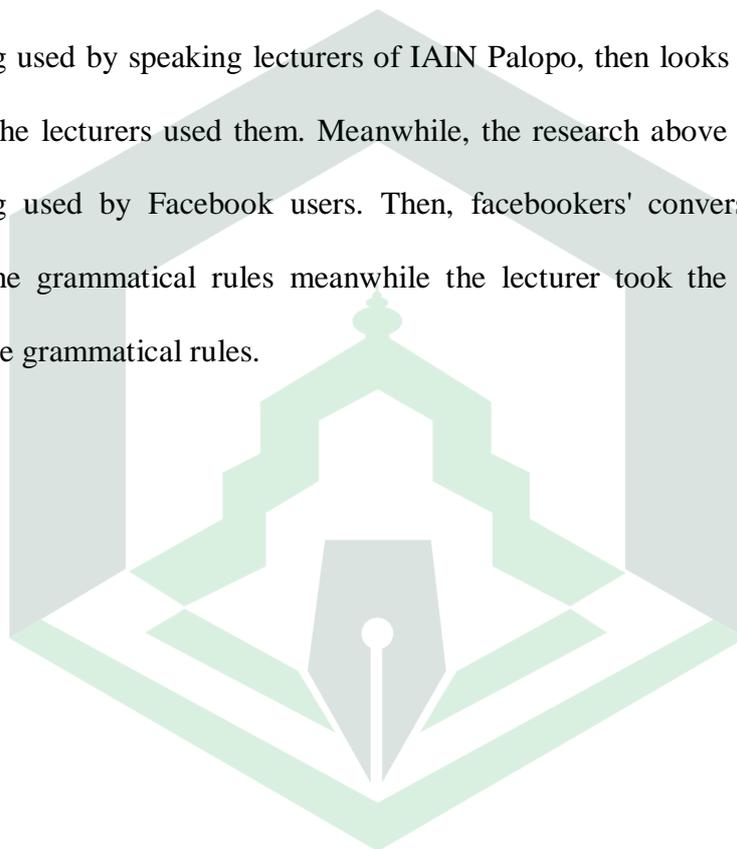
The researcher found some limitations when she took the data such as when the students spoke or explained something and they did not know how to say it in English words to continue their utterances, they stop talking or asked their friends, their pronunciation was unclear. Besides, when their other friends were talking, other students also made some noises. So, the researcher was difficult of transcribing the conversations.

Communication can be a challenge for many students who cannot speak English or are limited to English. One way to overcome this challenge is for the students to apply code-switching. Unfortunately, not all educators realize what role code-switching plays in learning.

This research finding is in line with Syam (2017), conversational code-switching took place for the functions of emphasis and clarification. Then, people did not follow the grammatical rules when they switched the code. In sociological aspects, there is power and solidarity in a speech that may also reflect the social relations between the speaker and the addressee. Shartiely (2016) also revealed that code-switching, a usual linguistic practice among multilingual speakers occurs when a speaker switches two or more language diversities in a single

conversation. This phenomenon displays itself in various ways and to achieve different aims. It can happen within or between sentences; it may indicate social features such as selfhood or chumminess among people who share values; it may serve instructional purposes.

The difference of this research is: this research discusses code-switching used by speaking lecturers of IAIN Palopo, then looks at the types and reasons the lecturers used them. Meanwhile, the research above discussed code-switching used by Facebook users. Then, facebookers' conversation does not follow the grammatical rules meanwhile the lecturer took the conversation to follow the grammatical rules.



**IAIN PALOPO**

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

From the result of the data analysis, it was also found that there were three types of code-switching used by the lecturer and the students in the presented data, including inter-sentential code-switching, intra-sentential code-switching, and tag switching.

Then this research also reveals that the teacher sometimes aware of his code-switching and that code-switching was often done unconsciously also. This can be seen from the comparison between the result of the observation and the answers to the interviews that the writer gave to the lecturer. The lecturer recommended that English should be used more than Indonesian in the learning process especially for the English course but the lecturer also should consider some things, including the students' proficiency level.

Meanwhile, the students delivered their opinion by using two languages; these are Indonesian and English languages. It occurs because students had no good preparation. One of the students that interviewed say need preparation at least like a little note, or saw the dictionary before doing the speaking. Then, they did not have enough time to practice speaking English well. In these conversations, the students answered or asked the question, explained something directly, it made them answered those slowly. Some students could answer by using English, but most of them switch and mix two languages. Most

students used the facility of common and famous expressions. The facility of expression was used by most of the students because they added the Indonesian language in their answer. They had no time to think when answered or asked the question and explain something using English. They added the Indonesian language to make the lecturer and other friends understand what they mean. Thus, the conversation can flow naturally.

## **B. SUGGESTION**

1. The English lecturer especially for the speaking lecturer should consider using code-switching in teaching but it should be limited because it can make the students lazy to study English. After all, they will always wait for switching to Indonesian. It can be done as long as its purpose is to make the students understand more the material being studied.

2. For the readers, this final project gives the readers better understanding of code-switching especially for the types and the reasons which often use in English classroom and for the following researchers, code-switching analyzed in the different topic because it can be found in another object such as TV program, novel, speech, and movie subtitle. Hopefully, this research can be a useful reference for the next research related to the topic. It also becomes another point of view in doing linguistic research.

## BLIBIOGRAPHY

- Ansar, FitrahAulia. (2017). Code Switching and Code Mixing in Teaching-Learning Process. *English Educational: JurnalTdrisBahasaInggris*. Vol.10, No.1, 2017.
- Canaragajah, A.Suresh. (2010). Functions of codeswitching in ESL classrooms: Socialising bilingualism in Jaffna. *Journal of Multilingual and Multicultural Development*, 16(3).
- Creswell, John W. (2014). *Research Design, Qualitative, Quantitative and Mixed Methods Approach*. Fourth Edition, University of Nebraska-Lincoln.
- Emeka-Nwobia, Ngozi U. (2014). *Code Switching In Igbo-English Bilingual Conversations*, "British Journal of English Linguistics Vol.2, No.3, 2014.
- Faiz Ahmad. (2016). *Code Switching Used by Sacha Stevenson in Tonight Show and Sara Sechan on Net TV*. Thesis. Malang: Degree of SarjanaSastra. Maulana Malik Ibrahim State University.
- Franson, Charlotte. "What is Bilingualism?," <http://www.naldic.org.uk/ITTSEAL2/teacing/B1.cfm>,
- Fong, Choy Wai.(2011).*Functions And Reasons For Code-Switching on Face book By Utar English-Mandarin Chinese Bilingual Undergraduates*.University Tunku Abdul Rahman.
- Febriyanti, Emma Rosana, *Teaching Speaking Of English As A Foreign Language: Problems And Solutions*. Banjarmasin, FKIP UniversitasLambungMangkurat.
- Fitriani, IrulDwi. (2013). Code-Switching Used By Students in A Speaking Class Activity.*Language Circle Journal of Language and Literature*. Vol. VIII, No.1, 2013.
- Gentzler, Edwin. (2006).Translation Theory: Monolingual, Bilingual or Multilingual?..*Journal of Translation Studies*.Vol. 9 No.1, 2006.
- Gani, Sofyan A. (2015). Students' Learning Strategis for Developing Speaking Ability.*Studies in Enlish Language and Education*, Vol.2.No.1, 2015.
- Hamad,NiemaAlHeeti and Ammar A. Al Abdely.(2016). " *Types and Functions of Code Switching in The English Language Used by Iraqi Doctors in Formal Settings*," IJARR: International Journal of Advanced Researcher and Reviw, Vol. 1. No. 8, 2016.

- Juni Bayu Saputra and Wargianto “*Communicative Language Teaching: Changing Students’ Speaking Skill,*” *Premise Journal*, Vol. 4 No. 1, 2015.
- Lilis, Suryani, (2015). *The Effectiveness of Role Play in Teaching Speaking*, journal, Volume 3 No.2, 2015.
- Lin, Angel. (2013). Classroom code-switching: three decades of research. *De Gruyter Mouton, Applied Linguistics Review*. Vol.4, No.1, 2013.
- Itmeizeh, Mahmoud Jebreen, (2017). *Code- Switching among Teachers of English Language Service Courses at PAUC: Types and Functions,*” *Asian Journal of Humanities and Social Studies*. Vol. 05, Issue 04, 2017.
- Mujiono. (2014). Code Switching in English as Foreign Language Instruction Practiced by the English Lecturers at Universities,” *International Journal of Linguistics*, Vol.5, No.2, 2013.
- Rahmania, NuriAfina. (2016). *Code Switching Used by KimmyJayanty In “iLook” Program on Net TV*. Malang: UIN Malik Maulana Ibrahim.
- Sartika. (2016). *Code Switching and Code Mixing in the Presenters of Break Out at Net TV Progra*. Palopo: The State Institute for Islamic Studies.
- Shartiely, N.E. (2016). Code-switching in university classroom interaction: A case study of the University of Dar es Salaam. *Stellenbosch Papers in Linguistics plus*, Vol. 49, 215-231.
- Syam, AndiTenrisanna. (2017). An Analysis of Code Switching in Facebook: A Discourse Approach. *IDEAS: Journal on English Language Teaching and Learning, Linguistic and Literature*. Vol. 5, No. 1, 2017.
- Torky, ShaimaaAbd El Fattah. (2006). *The Effectiveness of a Task- Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students,*” Ain Shams University Women’s college Curricula and Methods of teaching Department.
- Upa’, Rahmawati. (2014). *Code Switching Types Used By The English Teacher In English Classroom At Sma I Malili,*” *Ethical Lingua*, Vol. 1 No. 2, 2014.
- Wardhaugh, Ronald. (2006). *An Introduction to Sociolinguistics*. Fifth edition published by Blackwell Publishing Ltd.
- Waris, Ahmad Mustamir. (2017) Code switching and mixing (Communication in Learning Language. *JurnalDakwahTabligh*. Vol. 13 No. 1, 2012.

Yletyinen, Hana. (2004). *The Function of Code switching in EFL Classroom Discourse* Finlandia : University of Jyvaskyla.

Zulfa, Lailina (2016). *Code Switching in English Teaching Learning Process of English as A Foreign Language (EFL)*, Semarang: Walisongo State Islamic University.



**IAIN PALOPO**

A  
P  
P  
E  
N  
D  
I  
X  
S  
E

IAIN PALOPO

## APPENDIXES

**A. Table 1.1 The Types of Code Switching Used by Lecturer**

No.	Tag Switching	Number of Code Switching
<p style="text-align: center;"><b>1.</b></p>	<p>L: Next.</p> <p>S: My interesting experience when I still childhood I go to my aunt and my cousin and I go to the mall in Makassar and I play some the game and then I still very happy and then I go to the farm. Ituji.</p> <p>L: Ok, thank you, next, <b>siapa?</b></p> <p>S: The first question in my mother's tempat di Sinjai island and nine puluh Sembilan pertamakalinyanaikperahu, perahuapa? (ask her friends the English of perahu)</p> <p>L: The first time.</p>	<p><b>Transcript 1, Data no. 9</b></p>
<p style="text-align: center;"><b>2.</b></p>	<p>L: After this season we will make two groups between villages and cities. Then, all of you have to make an opinion why do you choose to live in the city. Silahkan take an easy word you can say when you don't know about the word just say in</p>	

	<p>bahasa, step by step you will learn from that and then you can speak well. Come on!</p> <p>S: Why we choose to live in the city because we can easily access internet</p> <p>L: Next, <b>cepatki'</b></p> <p>S: Thanks for the chance. I will explain why I choose to live in the city because the first we can meet different people and different culture and much high building and many facilities of that can manunjangpendidikan.</p>	<p><b>Transcript 3, Data No. 27</b></p>
--	--	---

No.	Inter Sentential code switching	Number of Code Switching
1.	<p>L: Dua jam yang lalu,it means past, Kalo past so we need verb 1 or verb 2?</p> <p>S: V2</p> <p>L: The answer is?</p> <p>S: Studied.</p> <p>L: Ok, Number two. My brother didn't blah blahblah dinner last night. Just fill the blank, no option, there is no options just fill the blank by writing the answer on</p>	

	<p>your paper. <b>Isi</b> <b>sajatitik-</b></p> <p><b>titiknyadengancaratusjawaban di ataskertas ta'.</b></p> <p>Ok.</p> <p>(Then, the lecturer count again 1, 2, 3).</p> <p>S: Ok Miss.</p>	<p><b>Transcript 1, Data No. 13</b></p>
<p><b>2.</b></p>	<p>L: Hey No one's writing! <b>Tidakalagi yang menulis!</b></p> <p>Dinner, my brother didn't blablabla dinner last night.</p> <p>Eh what is dinner? Apaitu dinner?</p> <p>S: Makanmalam.</p> <p>L: Makanmalamataumakanannya? The food or what is?</p> <p>S: Makanmalam, yang bagiananaunya miss,</p> <p>L: Noun or Verb?</p> <p>S: Bagiankegiatannya.</p>	<p><b>Transcript 1, Data No. 15</b></p>

**IAIN PALOPO**

<p>3.</p>	<p>L: For example, oh this is my breakfast, this my dinner. So what will we going? <b>jadiapa yang akan kalian lakukandenganmakanmalam kalian?</b></p> <p>S: Dimakan.</p> <p>L: Dimakan nah, Ok. The answer is?</p> <p>S: Have</p> <p>S: Had</p> <p>L: We have “didn’t”,kalosudahada “didn’t” maka kata kerjanya bentuk?</p> <p>S: Pertama.</p>	<p><b>Trnscript 1, Data No. 28</b></p>
<p>4.</p>	<p>L: Eat atau have? Who answers have?</p> <p>S: Yee benarka.</p> <p>L: Who answers eat? <b>Siapa yang jawabmakan?</b> Who answers have?</p> <p>S: Me</p> <p>L: So how many students are correct? <b>Berapabanyaksiswa yang benar?</b></p> <p>S: Ini miss yang correct.</p> <p>L: Ok, nine students.</p>	<p><b>Transcript 1, Data No. 37</b></p> <p><b>Transcript 1, Data No. 39</b></p>

<p>5.</p>	<p>L: My question is what have you done this afternoon?          Could you come forward and write your answer?          S: Cobasaya (write the sentence in whiteboard)          L: Ok. Next, thank you, any else? Ok from man? <b>Dari laki-laki?no more? Tidakadalagi?</b>          S: From those sentences, Could you guess we are going to learning today.</p>	<p><b>Transcript 1,          Data No. 76</b></p>
<p>6.</p>	<p>L: Bentukketiga, apanamanyaitu kata kerjabentukketiga?          What is it call?          S: Past participle.          L: Ok, good. Past participle. <b>Kata kerjabentukketiga. Yang manabukanbentuk kata kerja? Which one?</b>          S: Sleep.          L: Okey, and then we have to kitapunyadua auxiliary verb, jadi auxiliary verb itukanada to have, to be, to do kalau di present perfect ituinikitapunyapake we use yang to have-nya we use to have, to have itudisini present, karnadia present makakitagunakan have dengan ?</p>	<p><b>Transcript 1,          Data No. 84</b></p>
<p>7.</p>	<p>L: When do you use has?          S: She, he, it.</p>	

	<p>L: OK. It's the subject is singular verb. She, he, it, and when do you use have? I, you, we, they.</p> <p><b>Tulismikisajaduludek.</b></p> <p>S: I itubisajugadigunakan di have?</p> <p>L: Memang I, I, you, they, we memangpake have.</p>	<p><b>Transcript 1, Data No. 90</b></p>
<p><b>8.</b></p>	<p>S: Kalo if perfect itu miss sudahberlalutapimasihterjadisampaisekarangtapikala u past sudahterjadikemarindantidakterjadilagisekarang.</p> <p>L: Ok, thank you for the answer.</p> <p><b>Jadiginikalomenggunakan "present perfect tense" liatkisajapenandawaktunya, since and for.</b></p> <p>S: Since.</p>	<p><b>Transcript 1, Data No. 108</b></p>
<p><b>9.</b></p>	<p>L: Ok, Bismillahirrahmanirrahim, Assalamualaikumwarohmatullahiwabarokatu. Let's start our study today. I want you to sit with your group, <b>sayaingin kalian dudukdenganelompokmasing-masing.</b> Please make a space, <b>tolongbuatspasiataujarak.</b> I want Akbar's group to sit on there.</p>	<p><b>Transcript 3, Data No. 1</b></p>

	<p><b>Duagrupinisebagaipenanya.</b></p> <p>S: Come here please, you're my friend now.</p> <p>L: And this group, <b>diasebagaipembukaopini.</b>Do you wanna choose a village or city?</p> <p>S: Village (most of the students choose the village)</p> <p>L: It means jangan village semua.</p>	<p><b>Transcript 3, Data No. 1</b></p> <p><b>Transcript 3, Data No. 1</b></p>
<p><b>10.</b></p>	<p>L: Ok, I want all of you to talk and up the question for them. For example, why you choose to live in the city? Why don't you choose to live in the village?</p> <p><b>Berbentukmenghadapakesisniki, jangansalingmembelakangisemuamenghadapkes ini.</b></p> <p>In the village, you can get natural and then you didn't busy talk about everyday talk about work, and then a lot of pollution in the city. <b>Intinya kalian bertanyakepadamereka. Kelompokberapadisisni?</b></p> <p>S: Kelompokdua</p> <p>L: Jadicontohnyaada yang pilih city kaya kitajatuhkandia you have to ask them, why do you choose the city? The village better than the city? But, all of you have to talk. Got the point?</p>	<p><b>Transcript 3, Data No. 7</b></p> <p><b>Transcript 3, Data No. 7</b></p>

<p>11.</p>	<p>L: Ok, he said why you choose to live in the city, there is a lot of pollution, and there is a lot of thief.</p> <p><b>Silahkan yang baru datang, buat kelompok tiga orang dalam satu kelompok. Berapa orang tadi pilih kota? Baru satu orang di? Berarti kelompok ini, kita ulangi yah.</b> Our topic is living in the city and village and your group got to live in the city, you have to talk about reason why you choose in the city. Ok.</p> <p>S: Why we (...)</p> <p>L: Stand up please!</p> <p>S: Why we choose the city because the city we can find the network is good</p>	<p><b>Transcript 3, Data No. 17</b></p>
<p>12.</p>	<p>S: Why we choose the city because the city we can find the network is good</p> <p>L: Next! <b>Selanjutnya semua bicara</b>, come on come on!</p> <p>S: Why we choose to live in the city we can find easy work, and itu ji.</p> <p>L: She said why she chooses to live in the city because she will find easy work or job. <b>Kudung coklat</b>, time is yours!</p>	<p><b>Transcript 3, Data No. 21</b></p>

		<b>Transcript 3, Data No. 23</b>
<b>13.</b>	<p>L: Raise your voice please.</p> <p>S: I will give a question about why you choose to live in the village. Apakah kitabisahidupsejahterah di kota?</p> <p>L: She said that why you choose to live in the village and then <b>apakah bisamenunjang kesejahteraan yah?</b> Come on! Who wanna be the first? Let me know your reason.</p>	<b>Transcript 3, Data No. 33</b>
<b>14.</b>	<p>L: Ok, thank you. <b>Siapa lagi?</b> Any else? I need opinion.</p> <p>S: Assalamualaikum (...)</p> <p>L: Stand up please!</p> <p>S: Barusudahtawwasakitkak.</p> <p>L: Ok pale dudukmiki'</p>	<b>Transcript 3, Data No.59</b>
<b>15.</b>	<p>L: I want you to listen to me, <b>dengarkan baik-baik.</b></p> <p>S: Yes Miss!</p> <p>L: Okeh, nah sekarang you will list nantiakan list satu-satukedepan will write down one word, satu orang akanmenulisberapa?</p> <p>S: Satu kata.</p>	<b>Transcript 4, Data No. 1</b>

No.	Intra Sentential Code Switching	Number of Code Switching
1.	<p>L: Now, who answer the study? Down your paper, put your paper in your table if you choose studied put your paper on your table <b>yang pilih</b> study <b>kasih di ataski</b> paper-ta' <b>kasi di atasmeja</b> I mean. Ok, so you have the answer studies and studied atauapa? What is your answer? (Appoint one of students)</p> <p>S: Study</p> <p>L: Oh, Berartigugurmiki nah,,gugurmiki. Ok. Let's see the two hours ago, berarti two hours ago itu it means?</p> <p>S: Lampau, dua jam yang lalu</p>	<p><b>Transcript 1, Data No. 5</b></p>
2.	<p>L: Makanmalamataumakanannya? The food or what is?</p> <p>S: Makanmalam, yang bagiananaunya miss,</p> <p>L: Noun or Verb?</p>	

	<p>S: Bagiankegiatannya.</p> <p>L: Listen, dinner is <b>makanannya</b>food-nya<b>ataukah</b> action-nya. Noun or verb?</p> <p>S: Noun.</p>	<p><b>Transcript 1, Data No. 21</b></p>
<p>3.</p>	<p>L: Next number, number three. She and he blah blahblah correcting the assignments at the moment. So no choice, you just answer the blank. (The lecturer count again 1, 2, 3) No cheating! Two, <b>dua, dua, dua</b>oke the last lift your paper (three), <b>kira-kira</b> what tenses it is?</p> <p>S: Continues.</p> <p>L: How it continues tense?</p> <p>S: At the moment?</p> <p>L: Ok, at the moment. The question in the WA.</p> <p>S: OMG, I forgot about it.</p> <p>L: At the moment <b>berartidia</b> present continues tenses. At present continues we need?</p> <p>S: To be</p>	<p><b>Transcript 1, Data No. 42</b></p> <p><b>Transcript 1, Data No. 48</b></p>

<p>4.</p>	<p>L: To be-nya she and he <b>berapa orang</b> people? <b>Berartito</b> be-nya?</p> <p>S: Are</p> <p>L: Yang are kasinaik di ataskertas-ta', yang are, are are.</p> <p>Who answers 'are'? Are siapa are? Up your paper. Ok itu yang benar. Yang di WA tadimalamkan? question number three or number three or four?</p> <p>S: Four</p> <p>L: Four? I mean <b>dari WA, yang dari WA</b> number three. Number three or number five <b>yang di WA</b> in your group.</p> <p>S: Nggakada yang benar.</p> <p>L: Nggakada yang benarsemua.</p>	<p><b>Transcript 1, Data no. 50</b></p> <p><b>Transcript 1, Data no. 54</b></p>
<p>5.</p>	<p>L: Ok, Please transfer <b>ki</b> this sentence into past tenses. <b>Jadichanges kedalam</b> past tenses. <b>Kalimatnyasepertiini</b> I'm having lunch now.</p> <p>S: Selesai mi saya miss.</p> <p>L: 1, 2, 3 (Acocount again 1, 2, 3)</p> <p>S: Aiisalahkadisini bah.</p>	<p><b>Transcript 1, Data No. 62</b></p>

<p>6.</p>	<p>L: Always remember, <b>jadiingatki</b>, remember yah. Attentions please, remember dinner lunch, breakfast and then brunch <b>itumakannaya</b>, <b>itu</b> noun-nya, <b>yang kalian akanmakan</b>, apa action <b>kalian</b>, <b>adalahmakan</b>. <b>Makan</b> in English adalah? Eat atau have? If you say I'm breakfast <b>berartiyou adalahmakananpagiyou yang akandimakan</b>. Ok. Next remove to our business today.</p> <p>S: Future</p> <p>L: My question is what have you done this afternoon? Could you come forward and write your answer?</p>	<p><b>Transcript 1, Data No. 72</b></p>
<p>7.</p>	<p>L: So, our topic today our material today is about the present perfect tense. Present perfect tense, from your answer I'm going to correct some sentences and you have to write on the white board <b>jadikalo</b> you, <b>misalnyagini</b> you <b>ditanya</b> one have you</p>	<p><b>Transcript 1, Data No. 78</b></p>

	<p>done? You, <b>berarti jawabannya adalah?</b></p> <p>S: I</p> <p>L: Kemudian, next ada kata 'have' adapenanda 'have', have-nyaitu artinya telah setelah, after have kitapake kata kerja bentuk ke berapa?</p> <p>S: Bentuk ketiga</p>	
<p>8.</p>	<p>L: Ok, good. Past participle. Kata kerja bentuk ketiga. Yang manakan bentuk kata kerja? Which one?</p> <p>S: Sleep.</p> <p>L: Okey, and then we have to <b>kitapunyadua</b> auxiliary verb, <b>jadi</b> auxiliary verb <b>itukan</b> <b>adato</b> have, to be, to do <b>kalau di</b> present <b>perfect</b> <b>itu ini kitapunyapake</b> we use <b>yang</b> to have-nya we use to have, to have <b>itu di sini</b> present, <b>karna dia</b> present <b>makita gunakan</b> have <b>dengan?</b></p> <p>S: Has</p> <p>L: When do you use has?</p>	<p><b>Transcript 1, Data No. 86</b></p>

<p>9.</p>	<p>L: Memang I, I, you, they, we memangpake have.</p> <p>S: I had.</p> <p>L: I had is past, but if you say I have had lunch it means past perfect but if you say I had lunch, past tenses. Nah, sekarang the positive form <b>itubentukpositifnya</b> and then <b>bentuknegative form, bentuk negative-nya kalian tambahkansaja</b> not <b>setelah</b> have, <b>jadikalo</b> tenses <b>inipositive,</b> negative or interrogative we keep on using <b>kata kerjabentukketiga,</b> past participle, <b>tidaksamakalau kata kerjabentukehh</b> past tense yah negative <b>dengan</b> interrogative.</p> <p>S: Berubahjadi V1.</p>	<p>Transcript 1, Data No. 94</p>
<p>10.</p>	<p>L: Jadicontohnyaada yang pilih city kaya kitajatuhkandia you have to ask them, why do you choose the city? The village better than the city? But, all of you have to talk. Got the point?</p>	

	<p>S: Yes.</p> <p>L: All of the groups also have to talk. The first we're going to the questioner's group to ask one of <b>intinyasemuanyabicaratidakada yang tidak.</b> Ask about their point about why they choose to live in city and why they live in the village. Ok <b>silahkanpenanya. Ketikamerekananya,</b> why you choose to live in, <b>ataukasicukupduadisini ah begitumi, kenapadiabertanyakenapa kalian</b> why you choose live in city that the group choose live in the city have to talk all of you. When the question why do you choose to live in the village, it's mean the group choose the village have to talk. <b>Ketika yang ditanyaitutentangcity berarti yang pilihhidupdikotaharusbicara ,begitujugadengansebaliknyaketika yang ditanyakankampungberarti yang pilihkampungharusbicara.</b> Can we start?</p>	<p><b>Transcript 3, Data No. 11</b></p> <p><b>Transcript 3, Data No. 11</b></p> <p><b>Transcript 3, Data No. 11</b></p>
--	--	---

<p>11.</p>	<p>L: After this season we will make two groups between villages and cities. Then, all of you have to make an opinion why do you choose to live in the city.</p> <p><b>Silahkan</b> take an easy word you can say when you don't know about the word just say in bahasa, step by step you will learn from that and then you can speak well. Come on!</p> <p>S: Why we choose to live in the city because we can easily access internet</p> <p>L: Next, cepatki'</p>	<p><b>Transcript 3, Data No. 25</b></p>
<p>12.</p>	<p>L: The culture</p> <p>S: The culture is, apabahasainggrisnya,...</p> <p>L: Just says in <b>bahasa</b> when you don't know the word. The culture is <b>kental</b>, do you wanna say like that?</p> <p>S: Yes</p>	<p><b>Transcript 3, Data No. 37</b></p>

<p>13.</p>	<p>L: How are you doing this afternoon?</p> <p>S: OMG! Excellent.</p> <p>S: Good.</p> <p>L: Good, Ok. I'm going to thank you excellent. So, today we're here to fulfill one of our duty as a students to speaking subject and today we're going to practice your teaching skill and there are six, actually there are six groups, so I divided the groups into two classes. Ok, so today I invite to make this time more revision I invite group one to present their materials, and you have one hour from now. Group one, the first group. Come forward please, <b>mana</b> group one? How many students?</p>	<p><b>Transcript 5, Data No. 6</b></p>
<p>14.</p>	<p>L: The best form, <b>kalo</b> best form <b>kalo</b> you what is present daily activity that produce or your make like continue story I mean you continue the story about daily activity it's a simple daily activity and</p>	<p><b>Transcript 5, Data No. 34</b></p> <p><b>Transcript 5, Data No. 34</b></p>

you don't take a long for that. **So gini,** when you come about you don't need to directly to mention that you point to teach regular and irregular verb but first classification for example **yang initektektek, kasi stick-stick yang bagus 1,2,3dannaantiklasifikasinyasepertiini.**

And then, your voice intonation, it's like singer. Singer **ituada yang nada-nada kaya gini,** teacher **pun jugasepertiitu.**

Teacher **ndg low teruskarnakalo** you're **loyomaka** students ta **jugatidakakantermotivasi,** not

motivated. **Kalo** you don't have any enthusiasm so your students will not have **antusias** to study **kalo** you **tidakpunya** motivation

**tidakadajugamotivasinyadanantusiasn**

**yasiswa ta belajar,** that's way you just connectivity also. Next, about board management, and then any one to do activity, make sure that your students understand what they going to do, so you

Transcript 5, Data No. 34

Transcript 5, Data No. 34

	<p>have the clear instruction for doing that act, or give sample, give instruction, making sample, and check their understanding. <b>Jadiapakahdia tau instruksinya</b>, for example what are you doin to do next? Ok, do we make the line? Yes, and then, <b>jadiada</b> interaction-nyabukancuma you keep speaking, and interaction-nya. And then what are you going after make the line? <b>Kita begini mom begini</b>, ok good <b>dari situ jugawhile</b> activity the students and then your check the students' understanding.</p>	
--	--	--

**B. Table 1.2 The Types of Code Switching Used by the Students**

No.	Tag Switching	Number of Code Switching
1.	<p>L: Next.</p> <p>S: My interesting experience when I still childhood I go to my aunt and my cousin and I go to the mall in Makassar and I play some the game and then I still very happy and then I go to the farm.</p>	

	<p><b>Ituji.</b></p> <p>L: Ok, thank you, next, siapa?</p> <p>S: The first question in my mother's tempat di Sinjai island and nine puluh Sembilan pertamakalinyanaikperahu, perahuapa? (ask her friends the English of perahu)</p>	<b>Transcript 2, Data No. 8</b>
2.	<p>L: And this group, diasebagaipembukaopini. Do you wanna choose a village or city?</p> <p>S: Village (most of the students choose the village)</p> <p>L: It means jangan village semua.</p> <p>S: City mo!</p>	<b>Transcript 3, Data No. 6</b>
3.	<p>L: Next! Selanjutnyasemuabicara, come on come on!</p> <p>S: Why we choose to live in the city we can found easy work, and <b>ituji.</b></p> <p>L: She said why she chooses to live in the city because she will found easy work or job.Kudungcoklat, time is yours!</p>	<b>Transcript 3, Data No. 22</b>

No.	Inter Sentential Code Switching	Number of Code Switching
1.	<p>S: Why we choose to live in the city because we can easily access internet</p> <p>L: Next, cepatki'</p> <p>S: Thanks for the chance. I will explain why I choose to live in the city because the first we can meet different people and different culture and much high building and many facilities.</p> <p><b>Kemudiandapatmanunjangpendidikan.</b></p>	<p><b>Transcript 3, Data No. 28</b></p>
2.	<p>S: Ok, bismillahiorrahmanirrahim, why I...</p> <p>L: Raise your voice please.</p> <p>S: I will give a question about why you choose to live in the village.</p> <p><b>Apakahkitabisahidupsejahterah di kota?</b></p> <p>L: She said that why you choose to live in the village and then apakahbisamenunjangkesejahteraan yah? Come on! Who wanna be the first? Let me know your reason.</p>	<p><b>Transcript 3, Data no. 32</b></p>

3.	<p>L: Ok, the man one, give your reason, I need you to talk.</p> <p>S: My opinion about free sex many teenagers... because the parents pay less attention to their children.</p> <p><b>Merekakurangmemperhatikananakmereka.</b> I think that's all.</p> <p>L: A simple statement, any else?</p>	<p><b>Transcript 3, Data No. 66</b></p>
----	---	---

No.	Intra Sentential Code Switching	Number of Code Switching
1.	<p>S: Ok, Assalamualaikum. I would explain my interesting experience moment in my life. First is, my first time uses handphone maybe, when I junior high school. I, can I combination?</p> <p>L: Yes.</p> <p>S: I <b>menanamnilam</b> until five monthsmaybe and then I get many from my father, I sell my <b>nilam</b> and I go to Masamba to buy handphone and then I buy oppo A3s and I use it and I</p>	<p><b>Transcript 2, Data No. 6</b></p>

	<p>interested with my handphone and I forgot to help my father again in our garden and forgot to volleyball with my friends and maybe but I get more knowledge in my handphone especially in language in English language because in my the internet so a lot of English language inside the handphone so I can learn about this language. The second, interesting experience in my life is I can ride a motorcycle maybe when I junior high school my father to <b>mengajarisaya</b> a riding motorcycle and then I fall and then I have a <b>bekasluka</b> in my leg maybe. That's all thank you.</p> <p>L: Next.</p>	<p><b>Transcript 2, Data No. 6</b></p>
<p>2.</p>	<p>S: The first time <b>aistidakku tau</b>. The first time <b>naikperahu</b> then I see <b>ikanlumba-lumbaitu</b>.</p> <p><b>Disitulahpertamakalinyaliatlumba-lumba. Sudah mi.</b></p> <p>L: Ok, next.</p>	<p><b>Transcript 2, Data No. 12</b></p>

	<p>S: Assalamualaikum. Interesting experience is when I junior high school I join <b>pramuka</b> and I always camping.</p> <p>L: Please continue</p> <p>S: Ituji.</p>	<p><b>Transcript 2, Data No. 4</b></p>
<p>3.</p>	<p>L: Thank you. Next</p> <p>S: Bismillahirrahmanirrahim, now I would like to tell you my interesting experience, my interesting experience is my first time how to cook egg chicken. When I was in the elementary school I talk to my grandmother that I want to eat eggs and she asks me that I mast to learn how to cook some foods and I think from that time I don't know how to <b>menyalakankompor</b> and <b>mengeluarkan</b> fire for that and for the first time, my aunt helps me to turn on the <b>kompur</b>. Next, I try to fried the egg I don't know how to <b>membalikkan</b> the egg and the first time I learn to cook that the egg my hands. I think that's all.</p>	<p><b>Transcript 2, Data No. 18</b></p> <p><b>Transcript 2, Data No. 18</b></p>

	L: Ok, thank you, and the last one.	
4.	<p>S: I would like to tell about, my interesting experience in my life when I graduate from senior high school. I go to convoy with my friends on the beach and the name of the beach is Lemo-Lemo beach.</p> <p>And then when we <b>sampai</b> in Lemo beach we eat like meatballs ...and then we come back home and when I <b>sampai</b> in my home I <b>dimarahi</b> from my mom because my uniform is wet and then I still wash it. I think that's all thank you.</p> <p>L: Ok, thak you.</p>	<b>Transcript 2, Data No. 22</b>
5.	<p>L: She said that why you choose to live in the village and then apakahbisamenunjangkesejahteraan yah? Come on! Who wanna be the first? Let me know your reason.</p> <p>S: I choose village because <b>orang-orangnyamemiliki</b> have...and then <b>gayanya,</b> the culture is</p>	<b>Transcript 3, Data No. 34</b>

	<p><b>apabahasainggrisnya, ...</b></p> <p>L: The culture</p>	
6.	<p>L: Give me, tell us about the point that your friends' talk about.</p> <p>S: Bismillahiraahmanirrahim, <b>apa le</b> on the city so many facilities and so many people to come from village go to the city to study and <b>berdagang</b> in the market (...)</p> <p>L: You can say business.</p>	<b>Transcript 3, Data No. 46</b>
7.	<p>L: Ok, the last one, you. The glasses one.</p> <p>S: In the village. We can see many-many of view and in the city we can see <b>sedikit</b> population <b>dibandingdikota.</b></p> <p>L: Okeh, jam berapa?</p> <p>L: Ok, I have one topic and then I really need your opinion about this topic because this a viral, this topic really-really viral and then I want you to one by one talk about give opinion about this topic, and then give the solution then, when you say know about this topic, it's</p>	<b>Transcript 3, Data No. 52</b>

mean you can avoid from this case. I mean you to know really-really know about this problem so dangerous problem. (Talking about free sex) in this case is general, in village and city but there are a lot of case is so really-really happen in this city like last night I got nervous from Makassar into by instagram when in ramadhan, and then Sat Pol PP got the couple and in the boarding house like that and also in this in our city Palopo also happen always happen like this case. I want you to opinion about this. Who wanna be the first?

**IAIN PALOPO**

**C. Transcripts between the Lecturer and the Students in the Learning Process.**

**TRANSCRIPT 1:**

- (1) L: Good morning class, are you thirsty?
- (2) S: Yes miss.
- (3) L: Let's continue our study. Close your book, please. I would like to close your book and then you just hold one pen and peace of paper. Number one is, my sister and I study, studies, studied English two hours ago, (the lecturer starst to count one, two, three.) Don't lift your paper, you're late (appoint one of the students) and let me check it.
- (4) S: (lift they paper) and say their answer with study, studies and studied.
- (5) L: Now, who answer the study? Down your paper, put your paper in your table if you choose studied put your paper on your table yang pilih study kasih di atas ki paper-ta' kasi di atas meja I mean. Ok, so you have the answer studies and studied atau apa? What is your answer? (Appoint one of students)
- (6) S: Study
- (7) L: Oh, Berarti gugur miki nah,, gugur miki. Ok. Let's see the two hours ago, berarti two hours ago itu it means?
- (8) S: Lampau, dua jam yang lalu
- (9) L: Dua jam yang lalu,it means past, Kalo past so we need verb 1 or verb 2?
- (10) S: V2

- (11) L: The answer is?
- (12) S: Studied.
- (13) L: Ok, Number two. My brother didn't blah blah blah dinner last night.  
Just fill the blank, no option, there is no options just fill the blank by writing the answer on your paper. Isi saja titik-titiknya dengan cara tulis jawaban di atas kertas ta'. Ok.

(Then, the lecturer count again 1, 2, 3).

- (14) S: Ok Miss.
- (15) L: Hey No one's writing! Tidak adalagi yang menulis!  
Dinner, my brother didn't blablabla dinner last night. Eh what is dinner? Apaitu dinner?
- (16) S: Makan malam.
- (17) L: Makan malam atau makanannya? The food or what is?
- (18) S: Makan malam, yang bagian anaunya miss,
- (19) L: Noun or Verb?
- (20) S: Bagian kegiatannya.
- (21) L: Listen, dinner is makanannya food-nya atukah action-nya. Noun or verb?
- (22) S: Noun
- (23) S: Verb
- (24) L: Ok, what about breakfast and lunch? Breakfast itu apanya?
- (25) S: Sarapan.
- (26) L: Sarapan. Sarapan itu di apa? Digunakan berarti? Bendanya.

- (27) S: Noun
- (28) L: For example, oh this is my breakfast, this my dinner. So what will we going? jadi apa yang akan kalian lakukan dengan makan malam kalian?
- (29) S: Dimakan.
- (30) L: Dimakan nah, Ok. The answer is?
- (31) S: Have
- (32) S: Had
- (33) L: We have "didn't", kalo sudah ada "didn't" maka kata kerjanya bentuk?
- (34) S: Pertama.
- (35) L: Eat atau have? Who answers have?
- (36) S: Yee benarka.
- (37) L: Who answers eat? Siapa yang jawab makan? Who answers have?
- (38) S: Me
- (39) L: So how many students are correct? Berapa banyaksiswa yang benar?
- (40) S: Ini miss yang correct.
- (41) L: Ok, nine students.
- (42) L: Next number, number three. She and he blah blah blah correcting the assignments at the moment. So no choice, you just answer the blank. (The lecturer count again 1, 2, 3) No cheating! Two, dua, dua, dua oke the last lift your paper (three), kira-kira what tenses it is?
- (43) S: Continues.

- (44) L: How it continues tense?
- (45) S: At the moment?
- (46) L: Ok, at the moment. The question in the WA.
- (47) S: OMG, I forgot about it.
- (48) L: At the moment berarti dia present continues tenses. At present continues we need?
- (49) S: To be
- (50) L: To be-nya she and he berapa orang people? Berarti to be-nya?
- (51) S: Are
- (52) L: Yang are kasi naik di atas kertas-ta', yang are, are are.  
Who answers 'are'? Are siapa are? Up your paper. Ok itu yang benar.  
Yang di WA tadi malam kan? question number three or number three or four?
- (53) S: Four
- (54) L: Four? I mean dari WA, yang dari WA number three. Number three or number five yang di WA in your group.
- (55) S: Nggak ada yang benar.
- (56) L: Nggak ada yang benar semua.
- (57) S: Thirteen or fourteen?
- (58) L: Ok. Siapa yang benar satu? Yang dua?
- (59) S: Me
- (60) L: Yang tiga? One two three ok. Kita punya three kandidat, oh ia tiga kandidat, tiga bang mi saja, tiga dikasi baku tanding. Sini-sini yah come

come here, sekalian take your chair please yah disini chair-nya itu kan tempat lelaki ambilki chair ta' take your chair please.

- (61) S: Oh laki banget yah! Oh extra joss.
- (62) L: Ok, Please transferki this sentence into past tenses. Jadi changes ke dalam past tenses. Kalimatnya seperti ini I'm having lunch now.
- (63) S: Selesai mi saya miss.
- (64) L: 1, 2, 3 (Account again 1, 2, 3)
- (65) S: Aii salahka disini bah.
- (66) L: Ok. Lunch tadi apanya? Food-nya, so what will you to do lunch? Do you have? Have makan berarti lunch-nya itu di transfer menuju ke V2, rumusnya subject predikat object. Do we need to be? Apakah kita membutuhkan to be?
- (67) S: Tidak, No!
- (68) L: No. Karna itu kalimat verbal, jadi yang benar adalah? I had lunch yesterday. Kalo I was lunch berarti dulu itu adalah makan siang yang dulu. Ok.
- (69) S: Ronde kedua.
- (70) L: Sudah mi.
- (71) S: Yah...
- (72) L: Always remember, jadi ingatki, remember yah. Attentions please, remember dinner lunch, breakfast and then brunch itu makannaya, itu noun-nya, yang kalian akan makan, apa action kalian, adalah makan. Makan in English adalah? Eat atau have? If you say I'm breakfast

berarti you adalah makanan pagi you yang akan dimakan. Ok. Next  
remove to our business today.

(73) S: Future

(74) L: My question is what have you done this afternoon? Could you come  
forward and write your answer?

(75) S: Coba saya (write the sentence in whiteboard)

(76) L: Ok. Next, thank you, any else? Ok from man? Dari laki-laki? no  
more? Tidak ada lagi?

(77) S: From those sentences, Could you guess we are going to learning  
today.

(78) L: So, our topic today our material today is about the present perfect  
tense. Present perfect tense, from your answer I'm going to correct  
some sentences and you have to write on the white board jadi kalo you,  
misalnya gini you ditanya one have you done? You, berarti jawabannya  
adalah?

(79) S: I

(80) L: Kemudian, next ada kata 'have' ada penanda 'have', have-nya itu  
artinya telah setelah telah, after have kita pake kata kerja bentuk  
keberapa?

(81) S: Bentuk ke tiga

(82) L: Bentuk ke tiga, apa namanya itu kata kerja bentuk ke tiga? What is it  
call?

(83) S: Past participle.

- (84) L: Ok, good. Past participle. Kata kerja bentuk ke tiga. Yang mana bukan bentuk kata kerja? Which one?
- (85) S: Sleep.
- (86) L: Okey, and then we have to kita punya dua auxiliary verb, jadi auxiliary verb itu kan ada to have, to be, to do kalau di present perfect itu ini kita punya pake we use yang to have-nya we use to have, to have itu disini present, karna dia present maka kita gunakan have dengan ?
- (87) S: Has
- (88) L: When do you use has?
- (89) S: She, he, it.
- (90) L: OK. It's the subject is singular verb. She, he, it, and when do you use have? I, you, we, they. Tulis miki sajadulu dek.
- (91) S: I itu bisa juga digunakan di have?
- (92) L: Memang I, I, you, they, we memang pake have.
- (93) S: I had.
- (94) L: I had is past, but if you say I have had lunch it means past perfect but if you say I had lunch, past tenses. Nah, sekarang the positive form itu bentuk positifnya and then bentuk negative form, bentuk negative-nya kalian tambahkan saja not setelah have, jadi kalo tenses ini positive, negative or interrogative we keep on using kata kerja bentuk ke tiga, past participle, tidak sama kalau kata kerja bentuk ehh past tense yah negative dengan interrogative.
- (95) S: Berubah jadi V1.

(96) L: Berubah jadi V1, tapi kalo yang ini tidak positive, negative, Interrogative tetap kita pake kata kerja bentuk ke tiga, kasiki note disitu positive, negative, interrogative tetap pake bentuk kata kerja ke tiga, she, he, it menggunakan has, I, you, they, we menggunakan have taroki disitu anuta' tulis dibuku ta' atau disclose I'm going to check your book.

Selanjutnya, we're going to analyze, kita akan menganalisis jadi bukan analisa harusnya kalo orang bilang analisa you have to say analisis yang sebenarnya, jadi ada dua bentuk sentences on the white board adalah have lived in London since 2000 and I live in London two years ag, yang pertama bentuk present dan yang kedua bentuk past tense. Kira-kira apa bedanya? What is different

(97) S: Kalo simple past itu...

(98) L: Mix in English please. Combain.

(99) S: Simple past is the kejadiannya masih bisa di ingat baru-baru sekali ji, bagaimana di'?

(100) L: And then?

(101) S: Kalo present perfect itu yang lama sekali mi telah terjadi yang kaya lama sekali mi terjadi.

(102) L: Ok, thank you, next

(103) S: Kalo present perfect itu tell about like since 2000, menceritakan itu miss kaya tinggalnya yang baru-baru what is it, terus kalo past itu kaya

sementara bercakap I, saya tinggal mulai dari tapi sudah tinggal mi disitu. Thank you that's all.

(104) L: Ok, thak you, next.

(105) S: Kalo perfect, eeh combain miss.

(106) L: Yes, you have to combain.

(107) S: Kalo if perfect itu miss sudah berlalu tapi masih terjadi sampai sekarang tapi kalau past sudah terjadi kemarin dan tidak terjadi lagi sekarang.

(108) L: Ok, thank you for the answer. Jadi gini kalo menggunakan "present perfect tense", liatki sajawenanda waktunya, since and for.

(109) S: Since.

(110) L: Sebenarnya, actually since itu lebih dia ke arah present perfect tenses kalo for itu dia lebih mengarah ke present perfect continuous tense dia lebih mengarah ke durasinya, itu nanti bedanya. Ok, time is over so the conclusion is, but after this I'm going to check your paper before you got out.

**IAIN PALOPO**

**TRANSCRIPT 2:**

(1) L: Ok, today saya kasi kalian waktu tiga menit, I will teach you a topic and then I give your topic you have to answer as long as maksimal tiga menit paling sedikit satu menit tiga puluh detik. Ok, sesuai dengan abjad di absen.

- (2) S: Kau mi duluan.
- (3) L: Naik mi dulu di atas, beridiriki masa cowok duduk? Ok, listen to the question I want you to explain or tell us about your interesting experience.
- (4) S: Ok, Assalamualaikum. I would explain my interesting experience moment in my life. First is, my first time uses handphone maybe, when I junior high school. I, can I combination?
- (5) L: Yes.
- (6) S: I menanam nilam until five months maybe and then I get many from my father, I sell my nilam and I go to Masamba to buy handphone and then I buy oppo A3s and I use it and I interested with my handphone and I forgot to help my father again in our garden and forgot to volleyball with my friends and maybe but I get more knowledge in my handphone especially in language in English language because in my the internet so a lot of English language inside the handphone so I can learn about this language. The second, interesting experience in my life is I can ride a motorcycle maybe when I junior high school my father to mengajari saya a riding motorcycle and then I fall and then I have a bekas luka in my leg maybe. That's all thank you.
- (7) L: Next.
- (8) S: My interesting experience when I still childhood I go to my aunt and my cousin and I go to the mall in Makassar and I play some the game and then I still very happy and then I go to the farm. Itu ji.

- (9) L: Ok, thank you, next, siapa?
- (10) S: The first question in my mother's tempat di Sinjai island and nine puluh Sembilan pertamakalnya naik perahu, perahu apa? (ask her friends the English of perahu)
- (11) L: The first time.
- (12) S: The first time ais tidak ku tau. The first time naik perahu then I see ikan lumba-lumba itu. Disitulah pertamakalnya liat lumba-lumba. Sudah mi.
- (13) L: Ok, next.
- (14) S: Assalamualaikum. Interesting experience is when I junior high school I join pramuka and I always camping.
- (15) L: Please continue
- (16) S: Itu ji.
- (17) L: Thank you. Next
- (18) S: Bismillahirrahmanirrahim, now I would like to tell you my interesting experience, my interesting experience is my first time how to cook egg chicken. When I was in the elementary school I talk to my grandmother that I want to eat eggs and she asks me that I mast to learn how to cook some foods and I think from that time I don't know how to menyalakan kompor and mengeluarkan fire for that and for the first time, my aunt helps me to turn on the kompor. Next, I try to fried the egg I don't know how to membalikkan the egg and the first time I learn to cook that the egg my hands. I think that's all.

- (19) L: Ok, thank you, and the last one.
- (20) S: Assalaamualaikum warohmatullahiwabarokatu.
- (21) L: Waalaikumsalam warohmatullahi wabarokatu.
- (22) S: I would like to tell about, my interesting experience in my life when I graduate from senior high school. I go to convoy with my friends on the beach and the name of the beach is Lemo-Lemo beach. And then when we sampai in Lemo beach we eat like meatballs ...and then we come back home and when I sampai in my home I dimarahi from my mom because my uniform is wet and then I still wash it. I think that's all thank you.
- (23) L: Ok, thak you.

### TRANSCRIPT 3:

- (1) L: Ok, Bismillahirrahmanirrahim, Assalamualaikum warohmatullahi wabarokatu. Let's start our study today. I want you to sit with your group, saya ingin kalian duduk dengan kelompok masing-masing. Please make a space, tolong buat spasi atau jarak. I want Akbar's group to sit on there. Dua grup ini sebagai penanya.
- (2) S: Come here please, you're my friend now.
- (3) L: And this group, dia sebagai pembuka opini. Do you wanna choose a village or city?
- (4) S: Village (most of the students choose the village)
- (5) L: It means jangan village semua.
- (6) S: City mo!

- (7) L: Ok, I want all of you to talk and up the question for them. For example, why you choose to live in the city? Why don't you choose to live in the village? Berbentuk menghadap kesisni ki, jangan saling membelakangi semua menghadap kesini.

In the village, you can get natural and then you didn't busy talk about everyday talk about work, and then a lot of pollution in the city. Intinya kalian bertanya kepada mereka. Kelompok berapa disisni?

- (8) S: Kelompok dua

- (9) L: Jadi contohnya ada yang pilih city kaya kita jatuhkan dia you have to ask them, why do you choose the city? The village better than the city? But, all of you have to talk. Got the point?

- (10) S: Yes.

- (11) L: All of the groups also have to talk. The first we're going to the questioner's group to ask one of intinya semuanya bicara tidak ada yang tidak. Ask about their point about why they choose to live in city and why they live in the village. Ok silahkan penanya. Ketika mereka nanya, why you choose to live in, atau kasi cukup dua disini ah begitumi, kenapa dia bertanya kenapa kalian why you choose live in city that the group choose live in the city have to talk all of you. When the question why do you choose to live in the village, it's mean the group choose the village have to talk. Ketika yang ditanya itu tentang city berarti yang pilih hidup dikota harus bicara, begitu juga dengan

sebaliknya ketika yang ditanyakan kampung berarti yang pilih kampung harus bicara. Can we start?

- (12) S: Assalamualaikum. I wanna give some questions for (...)
- (13) L: Just say the village and city
- (14) S: (...) for the city. Ok. Why you choose to live in the city and as we know that in the city so many pollutions so many (...)
- (15) L: Yah bagus begitu, ketika mereka meberikan statement, mereka harus merendahkan.
- (16) S: (...) and so many thieves, you know thief and the (kurang jelas)
- (17) L: Ok, he said why you choose to live in the city, there is a lot of pollution, and there is a lot of thief. Silahkan yang baru datang, buatki kelompok tiga orang dalam satu kelompok. Berapa orang tadi pilihkota? Baru satu orang di? Berarti kelompok ini, kita ulangi yah. Our topic is living in the city and village and your group got to live in the city, you have to talk about reason why you choose in the city. Ok.
- (18) S: Why we (...)
- (19) L: Stand up please!
- (20) S: Why we choose the city because the city we can find the network is good
- (21) L: Next!Selanjutnya semua bicara, come on come on!
- (22) S: Why we choose to live in the city we can found easy work, and itu ji.
- (23) L: She said why she chooses to live in the city because she will found easy work or job.Kudung coklat, time is yours!

- (24) S: Bismillahirrahmanirrahim, Assalamualaikum. Why we choose the city because in the city we can see a building, big building, for examples restaurant, hotel, campus, and I choose the city because the city we can make internet and I think that's all. Hahahahha
- (25) L: After this season we will make two groups between villages and cities. Then, all of you have to make an opinion why do you choose to live in the city. Silahkantake an easy word you can say when you don't know about the word just say in bahasa, step by step you will learn from that and then you can speak well. Come on!
- (26) S: Why we choose to live in the city because we can easily access internet
- (27) L: Next, cepat ki'
- (28) S: Thanks for the chance. I will explain why I choose to live in the city because the first we can meet different people and different culture and much high building and many facilities. Kemudian dapat manunjang pendidikan.
- (29) L: Ok, give a question untuk living the village. Giving a question. Begini yang pilih village you have to show tell them kelebihan ketika kita hidup di kampung kalian harus membuat mereka berubah pikirannya untuk bilang ah kita hidup dikampung sja, karna dikampung enak. Ok, Tugas kalian sebagaipenanyasilahkan berikan pertanyaan untuk living in the village. Why, for example, why do you to choose

live in the village? Or another question doesn't some questions make it a little different question or interest question.

(30) S: Ok, bismillahiorrahmanirrahim, why I...

(31) L: Raise your voice please.

(32) S: I will give a question about why you choose to live in the village.

Apakah kita bisa hidup sejahterah di kota?

(33) L: She said that why you choose to live in the village and then apakah bisa menunjang kesejahteraan yah? Come on! Who wanna be the first? Let me know your reason.

(34) S: I choose village because orang-orangnya memiliki have...and then gayanya, the culture is apa bahasa inggrisnya, ...

(35) L: The culture

(36) S: The culture is, apa bahasa inggrisnya,...

(37) L: Just says in bahasa when you don't know the word. The culture is kental, do you wanna say like that?

(38) S: Yes

(39) L: Ok, thank you, I think today your nervous right or are you thirsty?

(40) S: Yes.

(41) L: Oh yes? Did you know the meaning of thirsty?

(42) S: Haus

(43) L: Thirsty is haus. Ok, next the scout one. The scout uniform

(44) S: Bertanya kah kak?

(45) L: Give me, tell us about the point that your friends' talk about.

- (46) S: Bismillahiraahmanirrahim, apa le on the city so many facilities and so many people to come from village go to the city to study and berdagang in the market (...)
- (47) L: You can say business.
- (48) S: (...) For example eh apa le. She is chooses to village but they are come in the city. Thank you.
- (49) L: You say in the city there is a lot of facility, that the everything we need there is in the city and then when the people from the village wanna get something wanna buy something and in the village there is no in the village they will buy from city. That's point. Ok, come on you!
- (50) S: Assalamualaikum, I think my opinion city and village they are disadvantage and advantage in the city advantages is we can access internet and advantages from village you can meet with the kind people.
- (51) L: Ok, the last one, you. The glasses one.
- (52) S: In the village. We can see many-many of view and in the city we can see sedikit population dibanding dikota.
- (53) L: Okeh, jam berapa?
- (54) S: Jam dua
- (55) L: Ok, I have one topic and then I really need your opinion about this topic because this a viral, this topic really-really viral and then I want you to one by one talk about give opinion about this topic, and then give the solution then, when you say know about this topic, it's mean you can avoid from this case. I mean you to know really-really know about this

problem so dangerous problem. (Talking about free sex) in this case is general, in village and city but there are a lot of case is so really-really happen in this city like last night I got nervous from Makassar into by instagram when in ramadhan, and then Sat Pol PP got the couple and in the boarding house like that and also in this in our city Palopo also happen always happen like this case. I want you to opinion about this. Who wanna be the first?

(56) S: Pake bahasa Indonesia?

(57) L: No

(58) S: Baik, jadi mengapa banyak terjadi sex bebas, because the parents tidak memperhatikannya. Then, parents meluaskan go and meet with their friends and intinya toh dimanja begitu, apapun yang dia minta pasti the parents give and this bulan ramadhansalah satu alasan mengapa terjadinya sex bebas itu adalah tarwih, but we cannot jadikan tarwih sebagai alasan. So many teenagers menjadikan apale, tarwih sebagai alasan. Eh for example, they are say with their mom or parent I want to go to tarwih in the masjid but they are go to Jaling. My solution I think the parents can give perhatian with theirn child and itu saja kak.

(59) L: Ok, thank you.Siapa lagi? Any else? I need opinion.

(60) S: Assalamualaikum (...)

(61) L: Stand up please!

(62) S: Baru sudah tawwa sakit miss.

(63) L: Ok pale duduk miki'

- (64) S: Ok, mengapa banyak terjadi sex bebas because I think one of the factor is eksistensi of promise sex bebas and the solution is choose the good friend I think that's all.
- (65) L: Ok, the man one, give your reason, I need you to talk.
- (66) S: My opinion about free sexmany teenagers... because the parents pay less attention to their children. Mereka kurang memperhatikan anak mereka. I think that's all.
- (67) L: A simple statement, any else?
- (68) S: Assalamualaikum, mengapa banyak terjadi sex bebas because there is no the real law in the community to mencegah this and then a lot of people just know happens from free sex bebas no about impact a big impact from free sex and my solution for thefree sex must there are the real law about free sex.
- (69) L: Law, hukum. Oke

#### TRANSCRIPT 4:

- (1) L: I want you to listen to me, dengarkan baik-baik.
- (2) S: Yes Miss!
- (3) L: Okeh, nah sekarang you will list nanti akan list satu-satu kedepan will write down one word, satu orang akan menulis berapa?
- (4) S: Satu kata.
- (5) L: Tulis kata sesuai dengan tema yang saya kasi, umapamanya, hm ibu, temanya yang berhubungan dengan ibu?
- (6) S: Cinta, sayang

- (7) L: Pokoknya segala macam kata yang berhubungan dengan tema yang saya sebut. Ok. So, do you know what we doing? Berapa orang lagi maju ke papan tulis? Berapa kata yang ditulis?
- (8) S: One word
- (9) L: Setelah satu, oper lagi ke temannya yang satu lari ke belakang. Mundur 40km
- (10) S: Weii sampe di Masamaba mi. (the students backed up a few steps)
- (11) L: Stop! Ok ok siap-siap jadi jangan tulis seperti jejak gajah nah. Tulisan kecil mo yang penting bias dibaca. Ok, siap yang pertama, tulisannya pake bahasa apa?
- (12) S: Bahasa Inggris
- (13) L: Bisa jiki' pake bahasa Indonesia tapi tuliski pake huruf lontara.
- (14) S: Wheiiii
- (15) L: Ok, siap yah, bahasa inggris yah. Ok siap. Tema pertama bathroom!
- (16) S: Badroom? Bathroom?
- (17) L: Bathroom. Weh be quick be quick be quick, satu dua stu dua setop!
- (18) S: Water, water
- (19) L: Ok, kita check nilainya. Apa tadi temanya?
- (20) S: Bathroom
- (21) L: Bathroom atau badroom?
- (22) S: Bathroom.
- (23) L: Di kamar mandi ada ini nggak sih? Astaga salah semua. Eh spidol kumpul semua kepada diriku, capek? Haus? Eh tinta, cintanya (spidol)

di check-check dulu, ih kenapa kering semua cintanya (spidol) haa ini oke. Ini kekurangan cinta dan kasih sayang. Ok, kita lanjut. Now, hari ini kita kira-kira mau jangan mi pale belajar karna kan kita tidak mau belajar, kita mau membahas tentang, disini apakah ini semua? (appoint on the white board)

- (24) S: Vocabulary
- (25) L: Vocab. Nah saya mau tanya, ada berapa jenis vocab yang bisa teman-teman liat di table ini?
- (26) S: Two
- (27) L: Apa saja?
- (28) S: Verb and noun
- (29) L: Yang mana verb?
- (30) S: Buy
- (31) L: Yang mana noun?
- (32) S: Semuanya
- (33) L: Sekarang saya mau tanya, apa...what is noun?
- (34) S: Kata benda
- (35) L: Yang bagaimana itu?
- (36) S: Yang bisa dilihat
- (37) L: Ok, apa itu? What is verb?
- (38) S: Verb is yang menejelaskan adjective.
- (39) L: Verb is 'what are you doing'. Satu lagi ada temannya tidak kalah penting tapi tidak kelihatan

- (40) S: Adjective
- (41) L: Apa itu adjective?
- (42) S: Kata sifat
- (43) L: Kata sifat adalah kata kata yang menjelaskan noun. Dia selalu menempel pada noun. Jadi sekarang kita akan membahas tentang part of speech , part of speech adalah?
- (44) S: Kelas-kelas kata.
- (45) L: Word class ada berapa?
- (46) S: Delapan
- (47) L: Ada banyaklah, cuma karna tidak cukup mungkin sampe lebaran tidak selesai kita hari ini bahas tiga saja. Apa tadi noun?
- (48) S: Kata benda
- (49) L: Apa saja yang termasuk kata benda?
- (50) S: Chair, table, lamp
- (51) L: Kalo saya bilang water?
- (52) S: Yes
- (53) L: Kalo saya bilang police?
- (54) S: Yes
- (55) L: Kalo saya bilang my mother?
- (56) S: Yes
- (57) L: My uncle?
- (58) S: Yes
- (59) L: My vionce?

- (60) S: Yes.
- (61) L: Fiance itu tunangan yah, amin, aminkan dong!
- (62) S: Amin.
- (63) L: Saya bahagia disini menampung doa.Ok, noun adalah kelas kata yang menjelaskan explain about things, place, people, jadi kalo dalam bahasa Indonesia kita ada namanya benda hidup dan benda mati segala benda hidup itu masuk di noun dalam bahasa Inggrisnya disebut things dan segala bentuk nama, nama jalan dan sebagainya itu disebut benda.Ok, kalo yang verb, dia adalah?
- (64) S: Kata kerja.
- (65) L: Di bahasa bule kita menyebutnya action or activity yang ada perbuatannya di dalam yang biasa kita kenal dengan bermacam-macam awalan –mem, -per, -di, dipukul, dihajar, diputuskan, dikunyah. Semua yang ada aksinya. Kalau tidur masuk dimana? Noun or verb?
- (66) S: Verb, kata kerja.
- (67) L: Kalau mimpi?
- (68) S: Verb
- (69) L: Dia bisa di verb bisa di noun tergantung kalimat. Kalau jalan?
- (70) S: Noun, Verb
- (71) L: Kalau saya bilang jalanan?
- (72) S: Noun
- (73) L: Vverb
- (74) L: Verb or noun?

- (75) S: Verb
- (76) S: Iya kan dijalankan, ada aksinya. Nah sekarang pindah di 'A D J' adjective apa?
- (77) L: Color
- (78) L: Dia adalah kata?
- (79) S: Kata sifat.
- (80) L: Kata sifat itu yang mana? Nah dia kata sifat ini dia berjodoh sama yyang ini (show Noun on the white board to the sttudents) tugasnya menejelaskan about noun and pronoun. Nah yang maksudnya menejelaskan itu apanya?
- (81) S: Kaya ee....
- (82) L: Ini apa? (take her bag)
- (83) S: Bag
- (84) L: Tas itu apa?
- (85) S: Noun
- (86) L: Warnannya apa?
- (87) S: Red
- (88) L: Bagus ato tidak? Mahal ato tidak?
- (89) S: Mahal, expensive.
- (90) S: Murah
- (91) L: Nah saya tanyaki tas itu noun atau adjective?
- (92) S: Noun
- (93) L: Besar?

- (94) S: Adjective
- (95) S: Bagus?
- (96) L: Adjective.
- (97) S: Tiga kata itu kalo tidak menempel di bendanya kira-kira tau tidak?
- (98) S: Tidak
- (99) L: Tidak akan kan? Ini warna apa? (show her dress to the students)
- (100) S: Blue.
- (101) L: Dia kelihatan biru, karna ada di baju saya. Dia menempel, jadi tiga sifat itu tugasnya untuk menjelaskan kata benda entah dia menjelaskan tentang warna, beratnya, besarnya, apa warnanya, usianya dan sebagainya. Jadi yang termasuk adjective ini sebenarnya lebih banyak dari pada yang dua ini (noun and verb) karna dia apa tadi?
- (102) S: Ada color, size, age
- (103) S: Ada opinion, feeling, process, shape dan sebagainya.
- (104) L: Ini semua termasuk di adjective. Nah saya tanyaki, 'bermimpi' is it verb? Is it adjective?
- (105) S: Verb
- (106) L: Bermimpi tentang warna hijau
- (107) S: Adjective
- (108) L: Mimpinya?
- (109) S: Noun
- (110) L: Hijaunya
- (111) S: Adjective

(112) L: Gampang toh, gampang sekali. Ok, jadi materi kita selesai sampe disini.

#### TRANSCRIPT V:

- (1) L: Assalamualaikum warohmatillahi wabarokatu
- (2) S: Waalaikumsalam warohmatillahi wabarokatu
- (3) L: How are you doing this afternoon?
- (4) S: OMG! Excellent.
- (5) S: Good.
- (6) L: Good, Ok. I'm going to thank you excellent. So, today we're here to fulfill one of our duty as a students to speaking subject and today we're going to practice your teaching skill and there are six, actually there are six groups, so I divided the groups into two classes. Ok, so today I invite to make this time more revision I invite group one to present their materials, and you have one hour from now. Group one, the first group. Come forward please, mana group one? How many students?
- (7) S1: Six
- (8) L: Six, ok. Time is yours.
- (9) S1: Now, I will, what is noun?
- (10) S2: Noun is benda.
- (11) S1: Apa saja yang termasuk noun?
- (12) S2: Noun like, animals, like chair, table, students
- (13) S1: Now we sing together
- (14) S2: Yee sing

- (15) S1: This is song a sing
- (16) S2: Sing a song!
- (17) S1: Hip hop hip (kalian harus menyebutkan vocab. Sebanyak tiga)  
(three times)
- (18) S2: River, marker, table
- (19) S1: Then, hello class, we , you are telah menyebutkan beberapa vocab.  
Tadi yah jadi suggest apa materi kita hari ini?
- (20) S2: Noun
- (21) S1: Specifically?
- (22) S2: Countable noun, bisa dihitung.
- (23) S1: Ok, selain ini ada lagi kata benda yang biasa dihitung?
- (24) S2: Ada, money, campus.
- (25) L: Next,
- (26) S1: Bismillahiraahmanirrahim, thank you for time has been given to  
me. Now I will one by one mention the vocabulary on your boarding  
house.
- (27) S2: What is the meaning of vocabulary?
- (28) S1: Kos. Ok, I will so one by one to mention vocabulary in your  
boarding house. Kalian akan menyebutkan satu per satu kata benda  
yang ada di kos kalian. Ok, I will, kita mulai dari kamu.
- (29) S2: eeh disebut saja tidak usah ditulis
- (30) S1: Disebut saja.
- (31) S2: Lamp, chair, table, matrass.

- (32) L: Ok, I've give correction. What is your topic?
- (33) S: Irregular verb
- (34) L: The best form, kalo best form kalo you what is present daily activity that produce or your make like continue story I mean you continue the story about daily activity it's a simple daily activity and you don't take a long for that. So gini, when you come about you don't need to directly to mention that you point to teach regular and irregular verb but first classification for example yang ini tek tek tek, kasi stick-stick yang bagus 1,2,3 dan nanti klasifikasinya seperti ini. And then, your voice intonation, it's like singer. Singer itu ada yang nada-nada kaya gini, teacher pun juga seperti itu. Teacher ndg low terus karna kalo you're loyo maka students tha juga tidak akan termotivasi, not motivated. Kalo you don't have any enthusiasm so your students will not have antusias to study kalo you tidak punya motivation tidak ada juga motivasinya dan antusiasnya siswa ta belajar, that's way you just connectivity also. Next, about board management, and then any one to do activity, make sure that your students understand what they going to do, so you have the clear instruction for doing that act, or give sample, give intstruction, making sample, and check their understanding. Jadi apakah dia tau instruksinya, for example what are you doin to do next? Ok, do we make the line? Yes, and then, jadi ada interaction-nya bukan cuma you keep speaking, and interaction-nya. And then what are you going after

make the line? Kita begini mom begini, ok good dari situ juga while activity the students and then your check the students' understanding.



**IAIN PALOPO**

## D. DOCUMENTATION





The photos above are taken by the researcher in the learning process.



**IAIN PALOPO**



**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**  
**PROGRAM STUDI TADRIS BAHASA INGGRIS**  
Jl. Agatis Telp. 0471-22076 Fax. 0471- 325195 Kota Palopo

Nomor : 180 / In.19/TBI/PP.00.9/04/2019  
Lampiran : 1 (satu) Lembar  
Perihal : Permohonan Pengesahan Draft Proposal

Kepada Yth  
Bapak Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Di –  
Palopo

**Assalamu' Alaikum Wr. Wb**

Dengan hormat, yang bertanda tangan di bawah ini:

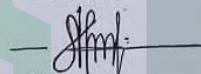
Nama : Siska Sahabuddin  
NIM : 15 0202 0068  
Jurusan : Ilmu Keguruan  
Prodi : **The Analysis of Code Switching in EFL Classroom Interaction**

Mengajukan permohonan kepada Bapak, kiranya berkenan mengesahkan Draft Proposal yang dimaksud di atas.

Demikian permohonan kami, atas perkenan Bapak diucapkan terima kasih.

Wassalamu' Alaikum Wr. Wb.

Pemohon

  
Siska Sahabuddin  
NIM 15 0202 0068

Menyetujui

Pembimbing I

  
Dr. Masruddin, S.S., M.Hum  
NIP 19800613 200501 1 005

Pembimbing II

  
Andi Penrisanna Syam, S.Pd., M.Pd  
NIP 19860423 201503 2 005

Mengetahui



Dr. Taqwa, S.Ag., M.Pd.I  
NIP 19760107 200312 1 002

## PENGESAHAN DRAFT SKRIPSI

Setelah memperhatikan persetujuan para pembimbing atas Permohonan saudara (i) yang diketahui oleh Ketua Jurusan Ilmu Keguruan Fakultas Tarbiyah dan Ilmu Keguruan, maka draft Proposal yang berjudul : **The Analysis of Code Switching in EFL Classroom Interaction**, dan yang ditulis oleh: Siska Sahabuddin NIM 15 0202 0068 dinyatakan sah dan dapat diproses lebih lanjut

Palopo, 03 April 2019  
a.n. Dekan  
Wakil Dekan I Akademik  
Dan Kelembagaan



**Dr. Munaemin, MA**

NIP. 19790203 200501 1 006

# IAIN PALOPO



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO  
FAKULTAS TARBIYAH & ILMU KEGURUAN  
Jl. Agatis Telp. 0471-22076 Fax. 0471-325195 Kota Palopo  
Email: [ftik@iainpalopo.ac.id](mailto:ftik@iainpalopo.ac.id) Web: [www.ftik-iainpalopo.ac.id](http://www.ftik-iainpalopo.ac.id)

Nomor : 0804 /In.19/FTIK/HM.01/05/2019 20 Mei 2019  
Lampiran : -  
Perihal : **Permohonan Surat Izin Penelitian**

Yth. Kepala Badan Kesbangpol dan Linmas  
Kota Palopo  
di -  
Palopo

*Assalamu Alaikum Wr. Wb.*

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu :

Nama : Siska Sahabuddin  
NIM : 15 0202 0068  
Program Studi : Tadris Bahasa Inggris  
Semester : VIII (Delapan)  
Tahun Akademik : 2018/2019  
Alamat : -

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi EFL Classroom Interaction dengan judul: **"The Analysis of Code Switching in EFL Classroom Interaction"**. Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

*Wassalamu Alaikum Wr. Wb.*



Dekan,

Dr. Nurdin K, M.Pd.  
NIP. 19681231 199903 1 014



1 2 0 1 9 1 9 0 0 9 0 9 9 2

PEMERINTAH KOTA PALOPO  
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

**ASLI**

**IZIN PENELITIAN**  
NOMOR : 992/IP/DPMPPTSP/II/2019

**DASAR HUKUM :**

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK,
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014,
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo,
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo

**MEMBERIKAN IZIN KEPADA**

Nama : SISKA SAHABUDDIN  
 Jenis Kelamin : Perempuan  
 Alamat : Jl. Agatis Kota Palopo  
 Pekerjaan : Mahasiswa  
 NIM : 15 0202 0068

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**THE ANALYSIS OF CODE SWITCHING IN EFL CLASSROOM INTERACTION**

Lokasi Penelitian : KAMPUS INSTITUT AGAMA ISLAM NEGERI (IAIN) KOTA PALOPO  
 Lamanya Penelitian : 19 Juli 2019 s.d. 19 Oktober 2019

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo  
Pada tanggal : 22 Juli 2019

a.n Kepala Dinas Penanaman Modal dan PTSP  
P. Sekretaris

**MUSLIMIN HASYIM, SE**  
Pangkat : Pembina  
NIP : 19731206 200003 1 004

Tembusart :

1. Kepala Badan Kesbang Prov. Sul-Sel,
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
Jl. Agatis Telp. 0471-22076 Fax. 0471- 325195 Kota Palopo  
E-mail : staimip@indosat.net.id

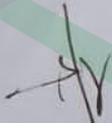
### SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

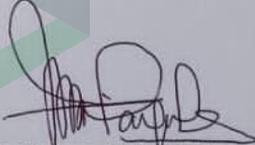
Nama : Siska Sahabuddin  
Nim : 15 0202 0068  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Alamat / No. HP : Jl. Agatis II / 085 240 279 073

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

a.n. Dekan  
Wakil Dekan I  
Fak. Tarbiyah dan Ilmu Keguruan

  
Munir Yusuf, S.Ag., M.Pd  
NIP. 19740602 199903 1 003

Palopo, 11 Juli 2019  
Ketua Prodi  
Pendidikan Bahasa Inggris

  
Amalia Yahya, S.E., M.Hum  
NIP. 19771013 200501 2006

# IAIN PALOPO

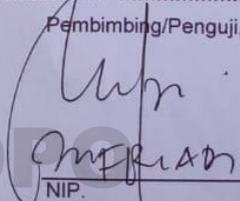
### CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama : Siska Sahabuddin  
NIM : 15 0202 0068  
Jurusan/Program Studi : Ilmu Keguru/ Pendidikan Bahasa Inggris  
Hari/Tanggal Ujian : Selasa / 03 September 2019  
Judul Skripsi : The Analysis of Code Switching in EFL Interaction

- put your correct data.

- "your data should be as 'vertical'  
no need 'landscape'."

Pembimbing/Penguji,

  
NIP.

IAIN PALOPO

CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama : Siska Sahabuddin  
NIM : 15 0202 0068  
Jurusan/Program Studi : Ilmu Keguru/ Pendidikan Bahasa Inggris  
Hari/Tanggal Ujian : Selasa / 03 September 2019  
Judul Skripsi : The Analysis of Code Switching in EFL Interaction

- Abstract  $\Rightarrow$  sebaiknya  
dijadikan 4 paragraph.

Pembimbing/Penguji,

IAIN PALOPO

NIP.