

**ENGLISH TEACHER'S CODE SWITCHING IN GRADE VII
AND VIII CONTEXT OF SMP N 92 JAKARTA**



*Building
Future
Leaders*

RIZKY SORAYA DIVA

2215130482

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of "Sarjana Pendidikan"***

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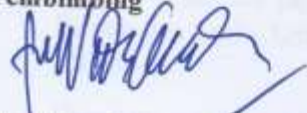
Skripsi ini diajukan oleh:

Nama : Rizky Soraya Diva
No. Registrasi : 2215130482
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : English Teacher's Code Switching in Grade VII and VIII
Context of SMP N 92 Jakarta

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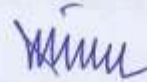
Pembimbing



Nina Wanda Cassandra, M.Pd

NIP.197806022005012002

Penguji Ahli Metodologi



Dr. Sri Sumarni, M.Pd

NIP. 196005201985032001

Ketua Penguji



Dra. Rutsje Helena Damongilala, M.Pd

NIP. 195410031986032001

Penguji Ahli Materi



Dr. Ratna Dewanti, M.Pd

NIP. 196211071988032001

Jakarta, 26 Januari 2018

Dekan Fakultas Bahasa dan Seni



Dr. Liliana Muliastuti, M.Pd

NIP. 196805291992032001

LEMBAR PERNYATAAN

Nama : Rizky Soraya Diva
No. Registrasi : 2215130482
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Jenis Karya : Skripsi
Judul : ENGLISH TEACHER'S CODE SWITCHING IN
GRADE VII AND VIII CONTEXT OF SMP N 92
JAKARTA

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NIM.2215130482

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NIM. 2215130482

ABSTRACT

Rizky Soraya Diva. 2018. *English Teacher's Code Switching in Grade VII and VIII Context of SMP N 92 Jakarta*. A Skripsi, Jakarta: English Language and Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

This study aims to identify the context of teacher's code switching occurs in English classroom and also to investigate teacher's reasons of conducting code switching in grade VII and VIII of SMP N 92 Jakarta. The data are obtained from classroom observations from class VII and VIII also teacher's interview. This study was conducted from November to December 2017. This study is a qualitative research with content analysis as the method of the study. The result of this study reveals there are five context of teacher's code switching occurs, they are: scrutinize students comprehension for 54 times, giving instruction 18 times, translating unknown vocabulary 27 times, introducing background information 13 times and grammatical explanation 21 times. This study also found the teacher's reasons in conducting code switching which classified into topic, addressee, emphasis, persuasion, and affection. In addition, this study also found another reasons, which is strategy. The findings of the study are expected to be used as reference for teacher-education purposes and contribute to existing database on reasons for code switching.

Keywords: Code-switching, Classroom Interaction, and Teacher's Utterances.

ABSTRAK

Rizky Soraya Diva. 2018. *Konteks Alih Kode Guru Bahasa Inggris di Kelas VII dan VIII SMP N 92 Jakarta*. Skripsi, Jakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini bertujuan untuk mengidentifikasi konteks alih kode oleh guru yang terjadi di dalam kelas Bahasa Inggris dan juga menyelidiki alasan guru menggunakan alih kode di kelas VII dan VIII SMP N 92 Jakarta. Penelitian ini dilaksanakan dari bulan November hingga Desember 2017. Data diperoleh dari pengamatan di dalam kelas dari kelas VII dan VIII juga wawancara dengan guru. Penelitian ini merupakan penelitian kualitatif dengan konten analisis sebagai metode penelitian. Hasil penelitian ini menunjukkan ada lima konteks alih kode guru terjadi, antara lain: meneliti pemahaman siswa sebanyak 54 kali, memberikan instruksi 18 kali, menerjemahkan kosa-kata yang tidak diketahui 27 kali, memperkenalkan latar belakang informasi 13 kali dan penjelasan tatabahasa 21 kali. Penelitian ini juga menemukan alasan guru dalam menggunakan alih kode yang diklasifikasikan berdasarkan topik, peserta, penekanan, persuasi dan afeksi. Selain itu, penelitian ini juga menemukan alasan lain, yaitu strategi. Temuan kajian penelitian ini diharapkan dapat digunakan sebagai referensi untuk tujuan pendidikan guru dan berkontribusi dengan basis data yang ada untuk alasan melakukan alih kode.

Kata kunci: alih kode, interaksi kelas, dan ujaran guru.

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Jakarta, January 2018

RSD

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, identification of the problems, statement of the problems, objectives of the study, scope of the study and significance of the study.

1.1 Background of the study

Code switching is a common phenomenon that often found in bilingual or multilingual societies where people have the opportunity to use two or more languages to interact. Code switching is defined as the alternation from one language to another in a conversation (Moghadam, Samad, & Shahraki, 2012). Woolard (2004:73-74) describes code switching as personal use of two or more varieties of languages in the one conversation. Wardaugh (2010) explains code switching as a process of when a speaker decides to switch one code to another within a very short speech and by that constructs a new code. These definitions indicate that code switching may occur among people who speak two or more different languages. People might do code switching to manage a situation into the way they expect, and also to convey their personal motive (Sert, 2005:24).

Code switching might occur in English language teaching and learning. For instance, during English language teaching and learning teacher might be facing difficulties due to students' lack of understanding in target language. Therefore, teacher might switch the language into students L1 or mix the language

in order to make students understand the materials easier. Lin (2007:1) perceives code switching as the alternating use of more than one code in the classroom by teacher and students. Code switching might bring advantages for students since it may assist them in understanding the teacher's explanation. Lin also considers switching the language might be an effective way to constantly build classroom interaction.

Code switching has been a subject of discussion because it is not always occurs consciously. Thus, it is regarded as an automatic and unconscious behavior (Modupeola, 2013). He also states that teacher's code switching might be a strategy to equipped students with opportunities to communicate during teaching and learning process. In addition, Modupeola (2013) emphasizes that it helps the flow of classroom instruction since teachers do not have to waste time on explaining the materials to the students and clarify any confusion that may appear during teaching and learning activities. Teachers can use code switching by integrating it into the activities conducted to teach the target language (Skiba, 1997:42). The use of teacher's code switching help both the process of teaching and also might improve student's understanding of the learning materials. Particularly, if students are at the basic levels and the lessons are mostly grammar.

Mujiono (2013:63) points out the reason of code switching occurs in the classroom is that the teacher may not convey the same meaning in target language. In a nutshell, lack of vocabulary might be one of the reason teacher's code switching occurred. Code switching might occurs if teachers do not have acceptable vocabularies on explaining the lesson, hence teachers tend to switch

the language thus students can easily comprehend. Teacher plays a significant role on encouraging and triggering students to use English in the classroom. However, in Indonesia, code switching between English and Bahasa Indonesia might give powerful effects to students on the learning process. Further, code switching might provide facility and might be a tool in delivering knowledge to the students.

Code switching might be seen as a useful strategy in assisting English language teaching and learning process, particularly at the basic levels where a skill is being presented to the students. Code switching helps students to acquire the knowledge given by their teachers. Sert (2005:20) argues that code switching has a positive effect in English language teaching and learning, since it allows bridging between the known to the unknown and vice versa.

However, code switching has its negative effects in English language teaching and learning. For instance, it leads to the loss of student's interest to communicate in target language since teachers mostly use mother tongue or their L1 while explaining the materials. It makes students are not triggered to practice in target language. For this reason, teachers have to know the appropriate time to do code switching thus the learning objectives will be achieved as it is expected.

Wulandari (2013) found several types of code switching that teacher's do in the classroom and the impact of conducting code switching. The results shown that the types mostly used in the classroom is situational switching and the impact of code switching generates the decreasing knowledge about English.

Seftiani (2013) found the teacher reasons of employing code switching in the classroom for asking a clear answer, conforming something, giving a deeper

understanding, emphasizing something, and managing the classroom. She also argues that teacher's code switching brings positive impact in the teaching and learning activities. In which the use of code switching makes the classroom interaction goes smoothly.

Meanwhile Qing (2010) found that code switching in language classroom is not always a deficiency in language learning, might be seen as a useful strategy and important element in the language teaching and learning. Qing also explored the use of teacher code switching in three ways; they are spontaneously, for direct translation and intentionally.

Jingxia (2010) found that code switching from English to Chinese is a common phenomenon in English foreign language classroom of Chinese universities, and it plays an important role in English learning and teaching process. Jingxia discovered that code switching to Chinese serves various functions such as translating vocabulary items, explaining grammar, managing class, and building close relation with students.

Wahyu (2016) found that the participants of the study code switched for the reasons that can be classified into topic, addressee, emphasis, persuasion, solidarity and affection based on Hoffman (1991), Holmes (1992) and Wardhaugh's (2006) studies. Further he found the type of code switching mostly employed by the participants which was situational code switching.

Previous studies in the area of teacher's code switching have achieved mixed results. The dominant types occurred in previous studies is situational code switching. Moreover, previous studies mostly analyzing the reasons from the data

transcriptions. There are two reasons why the researcher chooses to investigate the context and reasons of teacher's code switching. First, previous studies have not discovered the context of teacher code switching, as a matter of fact as mentioned by Wulandari (2013) found code switching leads to decreasing knowledge of English. Thus, it is necessary to know the right timing to conduct code switching for the teacher in which students are still triggered in target language.

The second reason, it is also important to know the teacher's reason in conducting code switching. Since, Qing (2010) found that teachers code switching brings benefit in language learning. For this reason, this study investigates similar code switching in the previous studies happening in English classroom setting. In addition, to report the teacher's reasons of conducting code switching in the classroom. Thus, this present study focuses on the context of teacher's code switching in English classroom and also the teacher's reasons of conducting code switching for grade VII and VIII of SMP N 92 Jakarta.

This study chooses SMP N 92 Jakarta because formerly this school is one of international standardized school or well known as *Sekolah Rintisan Sekolah Bertaraf Internasional* at East Jakarta authorized by *Direktorat Jenderal Pendidikan Dasar dan Menengah* in September 2011. Moreover this school is one of preferred junior high school in East Jakarta with and the passing grade of this school in 2016-2017 is quite high. The lower passing grade is 8.733, the highest is 9.767 and the average is 9.030. This school also earning awards from the

government, there is awards *Sekolah Adiwiyata* and *Sekolah Terintegritas* in 2015.

1.2 Identification of the Problem

In Indonesia, English becomes a compulsory subject and has been taught in each level from primary to university. In teaching English, teachers might switch their languages. They usually use two languages in explaining the teaching materials to their students. In Indonesia, they switch their language from Bahasa Indonesia to English or vice versa. The use of two languages means the English teachers conduct a code switching. They use code switching consciously and unconsciously.

While teacher explaining the learning materials in English, some students might have difficulties in understanding the explained materials. Consequently, teachers consciously switch the language to their L1 or Bahasa Indonesia so that the given material can be easily understood. However, some teachers do not recognize that they conduct a code switching. For example, during classroom interaction teacher might use vocabularies that are unfamiliar to students. Hence, they switch the English vocabulary into Bahasa Indonesia unconsciously. By switching the language, students might understand the learning materials easier.

There are some rationales behind the occurrence of code switching. The first one is because teachers might not have sufficient knowledge about code switching. Which means that English teachers sometimes do not realize that they

do a code switching. They do not realize what types of code switching and what factors that make them do code switching.

The second problem deals with unfamiliar words or vocabularies that teachers might use when they teach the lesson to the students. English teachers might use some unfamiliar words during teaching and learning process in the purpose of introducing new vocabularies to students.

After that, the last problem is the use of teacher's code switching might assist the English language teaching and learning process, especially at the foundation or basic level. Meantime in fact, in English language teaching and learning, teacher mostly over do the code switching in any schools level not only in foundation without reflected to the impact of it. Also, some teacher mostly conducts the code switching in every stage of learning process, which may lead to the loss of student's interest in target language (Wulandari, 2013).

Based on that ground, this study decided to analyze the occurrence of code switching in grade VII and VIII English classroom of SMP N 92 Jakarta to investigate in what context and reasons does code switching occurs.

1.3 Statements of the Problem

Based on the background above, this study seek to finds the answer to the following questions:

1. In what context do the English teacher's code switching occurs?
2. What are the English teacher's reasons in conducting code switching for Grade VII and VIII of SMP N 92 Jakarta?

1.4 Objectives of the Study

The study aims at finding out the context of teacher's code switching that occurs in English language teaching and learning process and also the teacher's reasons in conducting code switching for grade VII and VIII of SMPN 92 Jakarta.

1.5 Scope of the Study

This study focuses on teacher's code switching that might occur during English language teaching and learning activity. The object of this study is an English teacher who teach grade VII and VIII in SMP N 92 Jakarta. This study tries to investigate the context of teacher's code switching in English classroom and also the teacher's reasons in conducting code switching for grade VII and VIII of SMPN 92 Jakarta.

1.6 Significance of the study

This study is expected to give enlightenment to the readers related to the occurrence of code switching in English classroom. This research is also expected to become a reference for school to conduct teacher-training program that might help teachers overcoming their lack of knowledge in terms of code switching. This study also expected to be used as reference for teacher-education purposes and contribute to existing database on reasons for code switching. Hopefully, this study can be used as one of the references for other researchers to conduct similar study in the area of code switching.

CHAPTER II

LITERATURE REVIEW

This chapter encompasses classroom interaction, code switching in classroom context, the definition of code switching, reasons of conducting code switching, types of code switching, then followed with the previous studies, and conceptual framework.

2.1 Classroom Interaction

Tsui (2008) describes a classroom as a place where more than two people come together for the purpose of learning, with one set the role as the teacher. Classroom interaction is a crucial terms in language learning (Allwright and Bailey 1991:112). In addition, Dobinson (2001:88) defines classroom interaction as an oral or written communication among the teacher and the student or student with student. In the classroom interaction, teachers and students come together to learn the target language. The use of L1 or mother tongue might occur while teaching the target language. L1 might bring benefit in teaching target language whereas it will make students understand the material easier.

Auerbach (1993) lists several different positive uses of L1 in target language class: these are classroom management, language analysis, presenting grammar rules, discussing cross-cultural issues, giving instructions or prompts, explaining errors, and checking for comprehension. A successful classroom interaction means there are two-way communications between teacher and student

Teacher and students should take a part on every stage of learning process. Some aspects analyze a good interaction in the classroom, they are, first the teacher and the students have interaction constantly during teaching and learning process (Tsui, 1995). Second, students take participation actively in the learning activity for instance: students are able to answer teacher's questions or students take an initiative to ask questions to the teacher or their peers then they can give their responses to the questions (Cotton, 2004; Elkind, 1999; Xu, 2010). Third, there is an exchange of opinion or knowledge between teacher and students in negotiating the meaning of the lesson (Fu, 2002).

In the classroom, the teacher carries out their experiences, whole knowledge, textbook and syllabus to make students comfortable and satisfied with the lesson and learning process. But, no matter what the teacher brings, it still depends on how they are interacting with each other. In order to make the classroom interaction goes constantly, the teacher has to promote students to speak in class and interact among their friends. Through interaction, students are able to increase the opportunities to express their language for communication. Moreover, classroom interaction is one of the main indicator in which learning is accomplished in the classroom (Hall and Walsh, 2002). Thus, a classroom interaction can be achieved when both of teacher and student can interact actively and negotiate meaning in the class discussion. The composed of interaction between the teacher and students and among students, classroom interaction is one of chance where any reality about classroom phenomena is produced and can be observed at the similar time.

2.2 Code Switching in Classroom Context

Palardy (2015) defines context as a classroom's characteristics, such as the composition of the classroom interaction, classroom structures, and resources. Context is particular interest to teachers and a school administrator that may contribute to the achievement gap between students. In addition, Kow (2000) puts forth a few possible contexts for code switching in the classroom. Some of the context given includes lack of one word in either language, some activities being only experienced in one of the languages, some concepts being easier to express in one of the languages, a misunderstanding to be clarified, to create a certain communication effect, continuing to speak the language used in the conversation because of the trigger effect, to make a point, to express group solidarity or to exclude another person from the dialogue. Thus, code switching might also use by teachers during the context of teaching and learning process to introduce the meaning of concept words when introducing a new unit (Kasperczyk, 2005).

In this context, students have to work on listening and comprehension in the target language. Nevertheless, either conscious or unconsciously, code switching in classroom context necessarily serves some basic functions that might be beneficial in language learning environments (Qing, 2010). Learning is contextualized and the student cannot generalize it spontaneously without deeper explanation from the teacher. The more distinct the contexts or tasks are, the more difficult it is for a student to generalize what they have learned. This is why the teacher has guide the transfer of knowledge in specific context by utilizing their first language.

Wright (2010) emphasized that the teacher native language should not be ignored; instead schools should respect their teacher and students mother tongue. Context is a very real issue for today's classrooms that can contribute to the achievement gap among minority students. Through creating the context in classroom setting by utilizing native and mother language will help the teacher to understand students, frame the learning process, and become better educators for students (Palardy, 2015)

2.3 Definitions of Code Switching

Code switching is a process of when a speaker decides to switch one language to another or to mix language even within a very short utterance and create a new code (Wardough, 2006). Similarly, Holmes (1992) declares that code switching occurs when speakers shift from one language to another whether it is only one word, utterance, and even one sentence. Skiba (1997) suggests that code, or language, switching occurs when an individual who is bilingual alternates between two languages during his/her speech with another bilingual person.

Differently, Rihane (2007) notes that code switching is a language phenomenon that carried out from bilingualism and multilingualism. She adds that the code switching might happen intentionally or unintentionally. Yletyinen (2004) emphasized that in the field of bilingualism and multilingualism the term code switching used to refer to the alternate uses of two languages. In other words, code switching is a language phenomenon that commonly defined as the alternate use of two or more languages.

Code switching is widely observed as a language phenomenon that might be seen in bilingual or multilingual communities, from single-family units to enormous social groups. Code switching is a significant conversational strategy for communication for instance communication between the teacher and students during teaching and learning process. As Gal (1998) argues that code switching is a conversational used to establish, cross or destroy group boundaries, to create, evoke or change interpersonal relations with their rights and obligation. Inappropriate behaviour may vary depending on the teaching context and the group of students. The following are some strategies that may help you manage these situations. First, it is important to remain calm and maintain control of the group. Keeping your cool will give you the respect of students who can exert social pressure. context as the formal or informal setting in which a situation occurs. As language teachers, we would want to engage our students to acquire language meaningfully, to negotiate meaning and get their messages through. Context means a variety of things. Context can be linguistic, involving the linguistic environment of a language item, as well as situational, involving extra linguistic elements that contribute to the construction of meaning.

2.4 Reasons of Conducting Code Switching

This study will employ reasons of code switching as stated in Hoffman (1991), Wardhaugh (2006) and Holmes (2013) studies to analyze teacher's reasons in conducting code switching during the English language teaching and learning process. Based on the compilation of Hoffman, Wardhaugh, and Holmes,

there are five reasons for people to code switch. The reasons are topic, different of status and formalities or addressee, to quote other statements or emphasis, persuasion, and affection. Those reasons cannot be separated from each other that because, occasionally, they are occur on the same events.

1. Topic

Holmes (1992) states people may switch-code within a speech event to discuss a particular topic. Holmes adds that people find it is easier to discuss particular topics in one language rather than another. For example, Holmes (1992) finds that Chinese students who study aboard tend to use Cantonese to talk to each other, however, they switch to English when they discuss their studies.

From the explanation and example above, it can be concluded that speakers tend to switch languages in accordance with topics. Speaker will choose or switch to another languages that they are comfortable to use for talking particular topics.

2. Different status or formalities (addressee)

Holmes (1992) states that code switching may be related to a particular addressee. In other words, people switch their language depends on participants' background, relation with speakers and languages mastery. People or teacher will not code switch to a language that participants are not able to speak. The reason for switching according to participants emerges because the speakers want to clarify their messages.

3. Emphasis

Being empathic about something might trigger code switching when a subject is quoting somebody else to emphasize about something (Hoffman 1991). Speakers switch their language in intention to convey the right meaning and to make people understand of what they are emphasizing. The switch might be in the form of quotation, repetition or interjection.

4. Persuasion

To attract students attention, the teacher might do code switching. Rihane (2007) emphasized that people of bilingual communities switch their language to attract attention and persuade an audience. That switches make listeners or students realize that the teacher asks them to pay attention. As a result, code switching can increase the success of delivering messages.

5. Affection

People tend to do code switching due to they want express their affection. The affection can be happiness, sadness, anger, excitement, love or other feelings. People switch to languages that are able to convey their affection or feeling expressively.

2.5 Types of Code Switching

Linguists have discussed different types of code switching. Such as, Bloom and Gumperz (1972) describes two types of code switching which are

situational code switching and metaphorical code switching. Similarly, Wardhaugh (2006) supports Bloom and Gumperz's description about the type of code switching.

Further, Hoffman (1991) explains two basic types of code switching for instance across boundaries (Intersentential) and inside sentence (Intrasentential). Poplack (1980) also share the same types of the code switching such as inter-sentential, intra-sentential, but with addition of tag switching. This study uses the theory from Poplack (1980) which are intra-sentential, inter-sentential, and tag switching.

Inter-sentential switching involves a switch at clause or sentence boundary. Each clause or sentence is in one language or another. In this case one clause is in one language and the other in another language. Meanwhile, intra-sentential code switching involves switches of different types occurring within the clause boundary, includes within the word boundary. The last type is extra-sentential or tag switching that involves the insertion of a tag from one language into a clause or sentence in a different language.

2.6 The Related Previous Studies

There are studies conducted in relation to teacher's code switching. Wulandari (2013) conducted a study to found several types of code switching that teacher's do in the classroom and the impact of conducting code switching. The results showed that the type mostly used in the classroom is situational switching

and the impact of code switching generates the decreasing knowledge about English.

Another study conducted by Seftiani (2013) related to identify types and functions of teacher's code switching that occurs during teaching English grade VIII. In order to fulfill the aim, the researcher used IRF to analyze the data. The results of this study showed that mostly the teacher use intra-sentential for 115 times, tag switching for 54 times and inter-sentential for 24 times.

Qing (2010) also conducted a study to found out the types of code switching in language classroom. In addition, Qing (2010) found that code switching is not always a deficiency in language learning, but might be seen as a useful strategy and important element in the language teaching and learning. Qing also explored the use of teacher code switching in three ways; they are spontaneously, for direct translation and intentionally.

A study by Jingxia (2010) found that code switching from English to Chinese is a common phenomenon in English foreign language classroom of Chinese universities, and it plays an important role in English learning and teaching process. A questionnaire is made to know students perspective of teacher's code switching. Jingxia also discovered types of code-switching that occurred, including situational and metaphorical code switching. However, the dominant pattern is situational code switching.

More study conducted by Wahyu (2016) that found the participants of the study code switched for the reasons that can be classified into topic, addressee, emphasis, persuasion, solidarity and affection based on Hoffman (1991), Holmes

(1992) and Wardhaugh's (2006) studies. This study belongs to a basic interpretative study. Further he found the types of code switching that mostly employed by the participants, which was situational code switching.

2.7 Conceptual Framework

This study is conducted by using content analysis method that is classified into descriptive qualitative research. This study directs to investigate teacher's code switching in English classroom. In teaching and learning process, teacher and students have to interact each other to build a continuously classroom interaction. To establish the comfortable learning atmosphere that leads to classroom interaction the teacher tends to do code switching to make it easier. Hence, the researcher focuses on teacher's utterances which contains code switching during English language teaching and learning process. Further, the purpose of the study is to investigate the context of teacher's code switching and the teacher's reasons in conducting code switching.

Since this research is descriptive research, it will describe about the types of code switching mostly used by the teacher's in English classroom, the context of teacher's code switching and the reasons triggering the teacher's to use code switching. This study follows the theory of Poplack (1980) to analyze the types. This study conducts an interview with the teacher and adapts the theory of Wardhaugh (2006), Holmes (2013) and Hoffman (1991) to analyze the teacher's reasons of code switching,

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the purpose of the study, research design, data and data source, place and time of the study, instrument of the study, data collection procedure, and data analysis procedure.

3.1 The Purpose of The Study

The purpose of this study is to identify the context of the teachers code switching that occurs in English classroom and also to investigate the teacher's reasons in conducting code switching in grade VII and VIII of SMPN 92 Jakarta.

3.2 Research Design

Research design illustrates as a researcher's plan for conducting a study (Creswell, 2012). The method of this study is a content analysis, which is classified into descriptive qualitative research (Ary, et.al, 2010). Content analysis is a research method, which uses a set of procedures to make valid conclusion from text (Weber, 1990). Texts can be defined broadly as books, essays, interviews, discussions, speeches, conversations, informal conversation, or really any occurrence of communicative language. As Creswell (2012) states that qualitative research focuses on exploring a problem and elaborates a detailed understanding of a central phenomenon. Moleong (2005) describes qualitative research as a research that aims to understand phenomena happens to the subject

of research, such as behavior, perception, motivation, act, etc., thoroughly and descriptively in the form of word and language, in natural and specific context. The strength of qualitative research is that it develops mainly from its inductive approach, focusing more on particular situation or people and rather than number, also it stressing on words. Thus, this means that data in this study is evaluated in the form of identification or analysis of situation.

In this study, the writer analyzes the code switching used by the teacher during English language teaching and learning process. The role of the writer is a non-participant observer. Creswell (2012) states that the nonparticipant only observes the research take a place, takes notes and does not have any participation in the classroom activity.

3.3 Data and Data Source

The participants in this study are an English teacher and her students in the grade VII class f, g, h and VIII class a, b, c, d of SMPN 92 Jakarta. The teacher is graduated from *Universitas Uhamka* in 2000 and has been teaching English for 15 years. The data source of this study is the teacher's utterances during English language teaching and learning process in the classroom which contains code switching.

3.4 Place and Time of The Study

The study is conducted in SMP N 92 Jakarta located at Jalan Perhubungan XI Rawamangun, East Jakarta. Formerly, this school is one of international

standardized school or *Rintisan Sekolah Bertaraf Internasional* at East Jakarta authorized by *Direktorat Jenderal Pendidikan Dasar dan Menengah* in September 2011. This study is conducted from November 2017 until December 2017.

3.5 Instrument of The Study

The instruments used in conducting this study are:

3.5.1 Video and Audio Recorder

This study employs a classroom-recording session by using the audiovisual recorder device to collect the data of teacher's code switching during English language teaching and learning process. This study records the three phases of teaching and learning process in the classroom, includes opening stage, presenting, and closing stage.

3.5.2 Interview

In order to gain more data and also answer the research question number two, this study employs an interview session with the teacher. Ary, Jacobs, Sorensen & Razavieh (2010:439) state that interview is an instrument to gather data from people about their opinions, beliefs, and feelings about situations in their own words. Specifically, this study employed personal interview. The interview guideline employed in this study consists of 5 questions. Those questions are used to analyze the teacher's reasons for code switching related to

the Hoffman (1991), Wardaugh (2006) and Holmes (2013) theories of reasons in conducting code switching.

3.6 Data Collection Procedure

The data of this study are collected in some steps, as below:

1. Employing a classroom observation.
2. Recording the teaching and learning process.
3. Identifying the data transcription utilize table 3.1 and table 3.2
4. Employing an interview session with the teacher.
5. Analyzing the results of interview.

Table 3.1 Analysis: Types of Code Switching (Poplack, 1980)

No.	Teacher's Utterances	Types of Code Switching		
		Intra sentential	Inter sentential	Extra sentential

3.7 Data Analysis Procedure

The data analysis procedure implemented in this study as follow:

1. Transcribing the data from classroom observation.
2. Reducing the data transcription
3. Identifying the teacher's utterances which contains code switching.
4. Classifying the teacher's code switching into types of code switching (table 3.1)

5. Classifying the teacher's code switching into the context of code switching (table 3.2)
6. Calculating the frequency of types and context of teacher's code switching occurred in classroom.
7. Transcribing the interview results of teacher's reason in conducting code switching.
8. Analyzing the teacher's reasons of code switching.
9. Presenting the results of the data analysis
10. Drawing a conclusion and recommendations of the study.

Table 3.2 Analysis: The Context of Teacher's Code Switching

No	Teacher's Utterances	SSC	TUV	IBI	GE	GI

Notes:

1. SSC: Scrutinize Students Comprehension
2. TUV: Translating Unknown Vocabulary
3. IBI: Introducing Background Information
4. GE: Grammar Explanation
5. GI: Giving Instruction

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents findings and discussions of the research and the findings are based on the problem statement of this research as follow:

1. In what context do the English teacher's code switching occurs?
2. What are the English teacher's reasons in conducting code switching for grade VII and VIII of SMP N 92 Jakarta?

4.1 Findings

The data of this study is the teacher utterances, which contains code switching. This study observes an English teacher who teach grade VII and VIII in SMP N 92 Jakarta. There are 7 classes that are observed, includes class VII F, G, H and VIII A, B, C, D. There are two main topics discussed in grade VII, the first is reviewing student's exam, and the second is giving direction topic. The first topic is conducted on November 30, 2017. The second topic about giving direction is conducted on December 4, 2017. In grade VIII, there are also two topics, which are reviewing student's examination and invitation topic. Both topics are conducted on November 24, 30 and December 11, 2017.

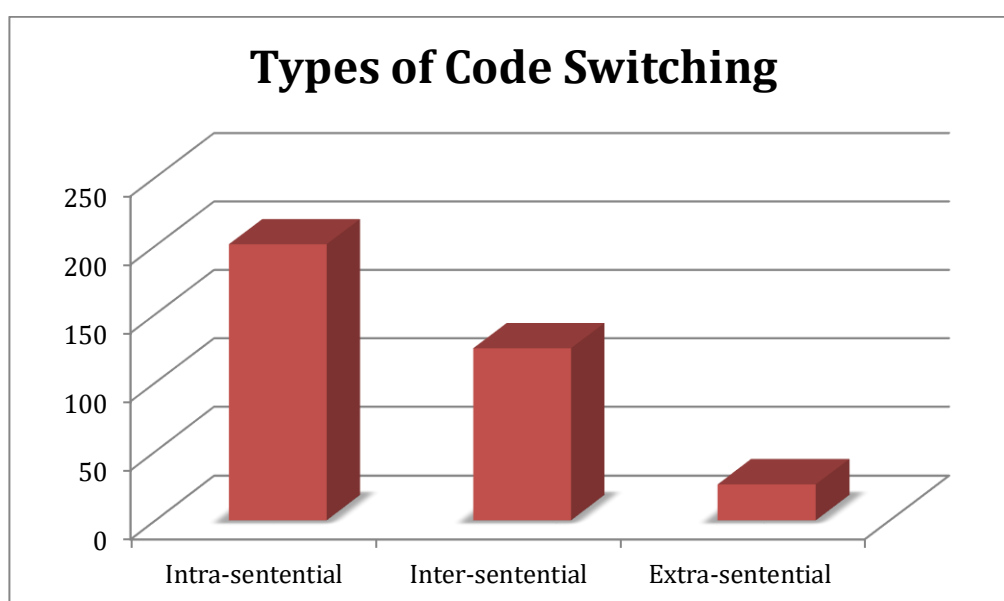
During English language teaching and learning activities the teacher utilize two languages, which are Bahasa Indonesia and English. The teacher mostly used Bahasa Indonesia during classroom interaction. However, in some context the teacher switch the language between Bahasa Indonesia to English or

vice versa to trigger students in target language. The teacher switches the language both in grade VII and VIII during teaching and learning process. The findings from this study will be elaborated in the following parts.

4.1.1 The Types of Teacher's Code Switching Occurred

During the observation, there are three types of code switching that is found. As similar with the theory of Poplack (1980, cited in Jingxia 2010), they are intra-sentential, inter-sentential and tag switching or extra-sentential. Cook (2008) found that code switching might happen if the speakers share similar languages. The teacher use code switching between Bahasa Indonesia which is the students mother tongue or L1 and English or vice versa in 352 turns: intra-sentential for 201 times, inter-sentential for 125 times, and extra-sentential or tag switching for 26 times. It can be seen on the chart below:

Chart 4.1 Types of Code Switching



4.1.2 The Context of Teacher's Code Switching Occurred

Based on the data analysis, teacher's code switching mostly occurs during grammatical explanation, giving instruction, scrutinize students comprehension, introducing background information, and translating unknown vocabulary. The data is shown on the table below:

Table 4.1 The Context of Teacher's Code Switching

No.	The Context	Total of Frequency
1.	Grammatical explanation	21
2.	Giving instruction	18
3.	Scrutinize students comprehension	54
4.	Introducing background information	13
5.	Translating unknown vocabulary	27

The table above depicts the total of frequency the context of teacher's code switching occurred during teaching and learning activity. The occurrence of grammar explanation for 21 times, giving instruction for 18 times, scrutinize students comprehension for 54 times, introducing background information for 13 times, and translating unknown vocabulary for 27 times.

4.1.3 The Teacher's Reason in Conducting Code Switching

Regarding to the results of the interview sections with the English teacher, the result shows that the English teacher conduct code switching between English

and Bahasa Indonesia in the classroom for some reasons. The result shares similar reasons as mentioned by Hoffman (1991, cited in Jingxia 2010), Holmes (1992) and Wardaugh (2006). Those reason includes, topic or conversation, addressee, emphasis, persuasion, and affection. In addition, it is also found another reason besides the reasons proposed by Hoffman (1991), Wardaugh (2006) and Holmes (1992) that is the reason as a strategy in English language teaching and learning. The explanation of the teacher's reason will be in the discussion section below.

4.2 Discussions

This section deals with the explanation of the research findings and research questions. This study focuses on the English teacher's code switching in the classroom. The teacher switches the language between Bahasa Indonesia and English or vice versa during teaching and learning activity. Moreover the teacher overuses the code switching in all learning stage from opening, while until closing stage.

4.2.1 The Types of Code Switching

The data about the teacher's code-switching in the classroom shows all the types of code-switching proposed by Poplack (1980) includes inter-sentential code-switching, intra-sentential code-switching, and extra-sentential or well known as tag-switching. The teacher uses intra-sentential switching dominantly in the classroom.

4.2.1.1 Inter-sentential Switching

In inter-sentential switching, the teacher switches the sentence or clause between the sentences. This type mainly helps the teacher to convey the information or the teacher attempts to get respond from the students towards the teacher's instruction.

Romaine (1989) considers inter-sentential switching as requiring greater fluency in both languages between mother language and target language. The examples of inter-sentential switching presented as follow:

Extract 1:

Teacher: The following are questions to ask information, except?
Di bawah ini adalah pertanyaan untuk menanyakan informasi, kecuali? Kecuali yang mana?

Extract 2:

Teacher: What is the meaning of Veranda? *Apa artinya veranda?*

That example above shows that the teacher switches the language to emphasize her question and also to make students understand about the question given by the teacher or what she meant. Thus, the teacher expects by switching the language from English to Bahasa Indonesia the students will respond her question. It is also found the pattern of when the teacher wants to instruct students, the teacher will use inter-sentential switching because the teacher always switch the whole sentence to instruct students.

4.2.1.2 Intra-sentential Switching

This type occurs within a clause or sentence boundary (Poplack, 1980 cited in Jingxia, 2010). The purpose of this type is to assist students to understand the meaning of certain or difficult words in English.

Extract 3:

Teacher: Sandi berkata, thank you for lending me the book. Terima kasih telah ___ buku. *Lending itu apa artinya Nak?*

Extract 4:

Teacher: sebelum membuat how to invite someone to do something, *how to invite someone. Itu apa artinya?*

The teacher asks the students about the meaning of a particular word. By switching the language, it will trigger students and give ease the students in predicting and understanding the meaning of the word. It is found the pattern that the teacher mostly used intra-sentential switching to scrutinize students comprehension.

4.2.1.3 Extra-sentential or Tag Switching

Tag switching is the switching of either a tag phrase or a word from one language to another. Poplack (1980) explains that tag switching occurs if tag part and main part of sentence are in different languages. There is often found the tag in Indonesia “ya, nah or jadi, iya kan?, begitu bukan?” used within English sentences and conversely. Susanto (2008) also found the possibility of the use of English fillers into Bahasa Indonesia, such as “now”, “so” or “then”, ‘isn’t it?.

Extract 5:

Teacher: number 6, *I'd like to introduce ya kan?*

Extract 6:

Teacher: Nah, sekarang page 47, dibaca dulu sebelumnya oleh Fauzi. Fauzi please read number 1!

Extract 7:

Teacher: Jadi, how many students absent hari ini?

Referring to the types of code switching as suggested by Poplack (1980) this type is relevant with the reason of lack of vocabulary triggering the teacher to conduct code switching in classroom by Holmes (2013). The teacher uses these fillers because she could not find proper words in English to convey what she meant.

4.2.2 The Context of Teacher's Code Switching Occurred

There are found five contexts in which teacher's code switching occurs in language teaching and learning activity. Namely, scrutinize student's comprehension (54 times), giving instruction (18 times), grammatical explanation (21 times), translating unknown vocabulary (27 times) and introducing background information (13 times). From the data analysis it is found that the teacher mostly conduct code switching to scrutinize students comprehension. During teaching and learning activity the teacher tries to use English as a target language but if when students get difficulties on understanding the learning material, the teacher will switch the language into Bahasa Indonesia. Each will be describe in the following parts.

4.2.2.1 Scrutinize Student's Comprehension

Extract 8:

Teacher: Tadi apa artinya I am happy to hear that?

The teacher explains the meaning of “I am happy to hear that” in Bahasa. She switches her language to check student’s comprehension whether they are really understand or just keep nodding their head pretends that they are understand.

4.2.2.2 Giving Instruction

Extract 9:

Teacher: Who is turn? giliran siapa sekarang yang baca?

The teacher switches the language from English to Bahasa in instructional language in order to attract student’s attention and also to familiarize students with kinds of English instruction.

4.2.2.3 Grammatical Explanation

Extract 10:

Teacher: keep silent please! ibu perbaiki sedikit, bacanya bukan finiset tapi finished, ed nya itu seperti ketelen bacanya.

The teacher switches the language to explain grammar, in this case the teacher explain the right pronunciation of a word. The teacher realize of her students mispronunciations, hence she fixed it. The teacher switches the language to make students knew their mispronunciation.

4.2.2.4 Translating Unknown Vocabulary

Extract 11:

Teacher: *So pale itu artinya kamu kelihatan pucat, pale itu artinya pucat jadi so pale itu berarti sangat pucat.*

The teacher switches her language in order to introducing new vocabulary to students. Thus, students can easily understand and remember the meaning of that word. Because to convey the meaning of foreign or target language through translation or switching the language may be an efficient way of helping the students feel natural in classroom. Qing (2010) emphasize that teachers do code switching to translate or elaborate the important message during the process of explaining or introducing new vocabulary or grammar to students.

4.2.2.5 Introducing Background Information

Extract 12:

Teacher: *Iya nama orang juga gak bisa diubah, building nama tempat nggak bisa diubah ya. We can't change.*

In teaching target language the teacher gives brief information about the background information of the lesson. Thus, to prevent misunderstanding the teacher clarifies that name of places can't be translate in target language. The teacher switches the language because it is easier to explain in Bahasa.

4.2.3 The Teacher Reason in Conducting Code Switching

This section discusses the findings to answer the second problem statement that is the English teacher reasons in conducting code switching for grade VII and VIII. The reasons is described below:

4.2.3.1 Topic or Conversation

Extract 13:

Ya, I often switch my language, because I think several students can't catch up with my language so I need to translate it into Bahasa Indonesia. For example I would explain concepts in English but if students do not understand, I will try to find easy word at first. If students still do not understand, I use Bahasa Indonesia. I think topic affects me a lot in code switching, for example for defining hard term or grammar So I think I need to use two languages and switch it which it will make my students understand easier about it but after that I'm going to translate the word into English also.

Extract 14:

Because the concept will be easier to retrieve by students if the concept is communicated using English and mother tongue. Karena, sering saya temukan ketika saya menjelaskan suatu topic in English siswa terlihat seperti kebingungan atau bahkan keep silent. Selain itu, kadang juga kita menemukan beberapa kata atau ekspresi dalam bahasa Indonesia yang sedikit sulit untuk kita ungkapkan dalam bahasa inggris secara langsung, nah.. biasanya untuk memudahkan saya dalam menyampaikan maksud saya itu, saya menggunakan bahasa Indonesia saja.

Based on the result of the interview above, it shows that the teacher conducted code switching on some topics or concepts to make students gain a better understanding. Further, the teacher believes that switches may help students to understand the teacher explanation in particular topic or concepts. In this case, code switching served as a bridge from the first language to the target language contents that are constructed in order to transfer new concepts and meanings (Sert, 2005). In a nutshell, the teacher conducts code switching for this reason because, first, the teacher has not found identical terms in English for Indonesian words. Second, the teacher wants to lead topics or concepts closer to students. Thus, students will understand it easier.

4.2.3.2 Addressee

Extract 15:

Itu juga tergantung dari kelas yang sedang saya ajar. Jika kelas tersebut saya anggap pemahaman dalam bahasa Inggris nya bagus, saya jarang switch bahasa. For example in my class 7 G, ini salah satu kelas unggulan, di kelas saya ini ada beberapa siswa yang punya kemampuan bahasa inggrisnya bagus, terutama siswa yang mengikuti kursus di luar sekolah, then I will try to use English more rather than Indonesia. Namun ada juga yang masih perlu dibantu dengan penjelasan berbahasa Indonesia. Kalau siswa nya di level yang standar saya ubah bahasa saya English to bahasa supaya jelas dan tidak ada misunderstanding. Karna kalau saya tetap menjelaskan in English akan menjadi masalah. Pertama, siswa tidak akan mengerti maksud penjelasan saya, kedua pastinya siswa merasa tertekan.

As stated by Holmes (1991) people may switch their code based on their interlocutor background, language mastery or relation. In this case, the interview result indicates that the teacher reason in conducting code switching depends on students level of language mastery. It also can be inferred that the teacher does not force herself and students to use full English in the class. Code switching occurs when the teacher wants to disclose their students with English as much as they could. On the contrary, this study finds that conducting English all the time might be a burden for some students who are not in the same level.

4.2.3.3 Emphasis

Extract 16:

Ketika saya ingin memperjelas materi yang sedang ataupun yang sudah dibahas di dalam kelas terkadang saya menggunakan bahasa Indonesia untuk mempermudah siswa memahami pesan yang saya coba sampaikan kepada mereka dan yang paling sering adalah untuk emphasize something. ketika melihat murid-murid sudah mulai bingung maksud dari kalimat saya sehingga harus lebih diperjelas memakai dan harus memakai bahasa agar tersampaikan pesannya. Most importantly, kalau ada suatu topic yang penting

sekali pasti saya akan tekankan berulang kali. Contohnya kalau sedang menjelaskan grammar itu saya suka mengetes murid dengan memberikan pertanyaan contohnya “play atau plays? With s or not?” jadi mereka mengetahui dan mengerti perbedaannya. Sekaligus memastikan they are really understand or not dengan mengulangnya.

The example above reveals the teacher’s reasons in conducting code switching for emphasizes or deliver necessary knowledge to students. The switches are found mostly in the form of repetition and interjection. Because the teacher wants to make students realize and understand what the teacher emphasizing about. This study finds that the use of repetition and interjection by utilizing two languages is useful for students’ understanding and to know whether students understand or not.

4.2.3.4 Persuasion

Extract 17:

For example, if they are not focusing on me and they can’t catch up my word. So I need to translate it into bahasa to make them pay attention. Especially, ketika saya menyuruh murid untuk membaca kalimat, atau menjawab pertanyaan. Terkadang saya menggunakan bahasa inggris, namun kadang pula siswa tidak merespon, bahkan berisik.

The teacher conducts code switching to grab students attention. Code switching will attract students attention and will enhance their motivation to scrutinize the message presented by the teacher (Nerghes, 2011). Moreover, Rihane (2007) emphasizes that switches make students realize that the teacher asks them to pay attention to the teacher. The result of the interview is that the teacher also uses code switching in their instructional languages for persuading students to listen to the teacher.

4.2.3.5 Affection

Extract 18:

Terkadang saya menggunakan bahasa inggris, namun kadang pula siswa tidak merespon, bahkan gaduh. Jadi saya harus mengingatkan mereka untuk diam, karena kondisi kelas terkadang tidak terkontrol atau tidak kondusif. Untuk mengingatkan, memberikan pertanyaan, atau bahkan komplimen saya menggunakan bahasa Indonesia atau nantinya saya switch

Extract 19:

For example, when students responding to my question I also give them compliment, kadang menggunakan bahasa inggris atau bahasa Indonesia. jadi mereka termotivasi dan terbiasa untuk berbicara dengan menggunakan bahasa inggris. So I think I dominantly I get to used bahasa Indonesia and English.

Rihane (2007) states that the teacher use code switching to express affection. The affection can be certain feelings and attitudes. This study finds the teacher sometimes express their affection employing Bahasa Indonesia to respond student's attitude. The form of affection that is shown are to show excitement and angry because the students misbehavior.

Other Findings

This study finds another findings related to the reasons which is not listed in Hoffman (1991), Wardaugh (2006), and Holmes (2013). The interview results also prove that the teacher conduct English – Indonesian code switching as her strategy in the class.

Extract 20:

Saya sebagai guru tidak bisa pungkiri bahwa penggunaan bahasa ibu juga penting dalam pembelajaran bahasa target. Saya menggunakan kedua bahasa ini sebagai strategi dalam mengajar bahasa inggris to build students understanding.

The teacher explains that code switching can be a strategy for saving time rather than trying to use English all the time to explain the lesson. This strategy helps the teacher to facilitate the flow of classroom instruction since the teacher does not have to spend so much time trying to explain to the students or search for the simplest words to clarify any confusion that may arise. The use of Bahasa Indonesia in English classroom is needed and it gives positive impact as Auerbach (1993) listed positive uses of L1 in target language class such as for classroom management, discussing cross-cultural issues and etc.

Finally, based on the interview results, this study concludes that the teacher considers the use of code switching in teaching and learning process. The reasons given by the teacher shows that the occurrence of teacher's code switching mostly for students understanding. The teacher wants students to scrutinize the message well and internalize it. Code switching occurs in English language teaching and learning is not because of the teacher lack of English proficiency but for the sake of student's comprehension in target language. Thus, the use code switching in English language teaching and learning might be an effective way to establish a continuously classroom interaction as if it is used in the right timing and circumstances. In contrast with Seftiani (2013) found that the reasons of code switching in the classroom because of the lack of teacher's proficiency in English.

CHAPTER V

CONCLUSION AND RECCOMENDATIONS

This chapter presents the conclusion of the research questions or findings and recommendations for further research.

5.1 Conclusion

As the findings stated previously, there are three types of code switching employed by the teacher during teaching and learning activity. Namely intra-sentential, inter-sentential and extra-sentential code switching. The data analysis reveals that the teacher use code switching in grammar explanation for 21 times, giving instruction for 18 times, scrutinize students comprehension for 54 times, introducing background information for 13 times, and translating unknown vocabulary for 27 times.

The teacher's reasons in conducting code switching also found during interview sessions with the teacher. The teacher states the reasons of conducting code switching in grade VII and VIII. The reasons are classified into topic, addressee, persuasion, emphasis and affection. This study also discovers another reason apart from reasons that proposed by Hoffman (1991). The teacher takes code switching as a strategy in teaching English.

The results above portray the use of teacher's code switching is meant for scrutinize students' understanding, it is not because of the teacher lack of English proficiency. The teacher's code switching plays a significant role during English

language teaching and learning process. It builds and cultivates students understanding of the lesson furthermore triggers students to improve their speaking and listening skill. More specifically, the teacher's reason in conducting code switching as a teaching strategy is useful for the effective contrasting and transmitting of ideas or knowledge from the teacher to students.

5.2 Recommendation

In the light of this study, there are some recommendations that might be useful for teachers and future researcher. Teacher should set the time to use code switching in the classroom. Since English as the target language, teacher has to trigger students to communicate in target language. Code switching might be use as if teacher wants to introduce a hard concept or grammar. It is also great for teacher and students to make some agreements in the classroom about how many percent of mother tongue or L1 can be used in the class.

However the occurrence of the code switching strategy should be slightest to ensure that teaching and learning of the English language is given the prominence that requires in the English language-learning environment. This study also advocate a more conscious and cautious use of code switching in English classroom due to excessive use of code switching for translation will result negative influences.

Future study may observe students' perspectives toward the use of teacher's code switching in language teaching and learning process. Thus, the future study may compare the perspectives between the students and teachers.

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APPENDIX 1
CLASS 7 F

Teacher: Who is absent today? Siapa yang absen hari ini?

Students: Nadia bu, sick.

Teacher: Alright, let's we start the lesson today. Kita bahas sama-sama soal yang kemarin. The other class kerjainnya di kertas foto-copy ya, disini enggak. Oke langsung aja deh number one jawabannya apa?

Students: D

Teacher: ya benar yang D. I'd like to introduce ya!

Students: ya

Teacher: please to meet you, nomor 2 D. Nomor 3. I'd like you to meet my friend, Weny. Saya ingin perkenalkan kamu dengan teman saya Weny. Memperkenalkan orang lain. Nomor 4? Excuse me, are you Ekawati? No. I'm Diana. Jadi nomor 4 jawabannya apa?

Students: D

Teacher: I'd like you to meet Didi my cousin. Hello didi how do you do?

Nomor 5, happy birthday Yana. Karena dikasih hadiah jadi jawabannya apa?

Students: Thank you

Teacher: the following are questions to ask information, except? Di bawah ini adalah pertanyaan untuk menanyakan informasi, kecuali? Kecuali yang mana?

Students: B bu

Teacher: itu minta informasi loh kalau what happen? Berarti jawabannya "why don't you do it ya" . nomor 6 jawabannya apa? Sorry to trouble you ya?

Students: ya bu

Teacher: 7 B, 8 C,

Students: C bu, what can I do for you

Teacher: goodbye mr rahmah, see you tomorrow. Kalau see you tomorrow itu namanya apa ya di bagian greetings?

Students: leave taking bu

Teacher: where do you live? Jadi nanyain alamat itu, where do you live ya!

Students: ya bu jadi jawabannya D. I live in jogja kan?

Teacher: Nomor selanjutnya, Andi please read! Andi kamu baca

Students: reading

Teacher: so what's the answer? A, b, c, or d?

Students: C bu

Teacher: selanjutnya, happy birthday yana. Here's a present for you, terus respond nya apa?

Students: B. Thank you

Teacher: Dido got a present from her mother. She was very happy, because it's a beautiful present. What's the answer?

Students: B bu

Teacher: masa itu? Salah c. selanjutnya, thank you very much for lending me the book? Apa artinya lending? Lending itu artinya meminjam, repeat after me "lending - meminjam"

Students: meminjam

Teacher: iya betul meminjamkan ya. Lanjut tomorrow ya, ibu ada 3 jam kan?

Students: yes miss.

CLASS 7 G

Teacher: Good morning students

Students: pay attention, greeting to the teacher. Good morning miss.

Teacher: how are you today?

Students: good

Teacher: who is absent today ? How many student absent?

Student: “noisy”

Teacher: how many students itu berapa banyak siswa yang absent today yang tidak masuk? Ngomong-ngomong ulangan kamu udah dibagiin belum sih ?

Students: satria bu, sick. He is sick.

Teacher: Miss Aya one thing you must know this is my class, satu hal yang harus diketahui adalah ini kelas saya jadi wali kelasnya saya , cheerful anak-anaknya penuh keceriaan , oia itu yang masalah musikalisasi gimana , kelas lain udah pada siap

Students: main gitar, yuk beatbox yuk

Teacher: Oia hari Senin , bawa kaos galaxy nya

Students: Hari ini juga saya bawa

Teacher: Tapi kalau kaosnya , eehhh (pukul meja) hari Senin spertinya tidak belajar , no lesson on Monday. Jadi bawa kaosnya ya kaosnya yang waktu kita pesen itu yang 100 iya itu dibawa yang perempuan bawa training lah , kalau trainingnya mau samaan kira-kira trainingnya warna apa. Tetapi, terserah deh, dan dikondisikan kamu bawa makan dari rumah ibaratnya sarapan dulu terus bawa uang lebih barangkali nanti mau jajan banyak kan karena nanti aktifitasnya banyak

Students: tapi paginya ulangan prakarya, tapi prakarya ulangan bu katanya

Teacher: katanya ?

Students: Iya

Teacher: Nggak tau setau ibu pagi aja kita guru-guru upacara , nanti yang upacara semua guru-guru petugasnya gur-guru yang ngibarin benderanya gur-guru

Students: Ibu jadi apa

Teacher: Ibu hanya jadi paduan suara padus

Students: wesss suaranya bagus nih

Teacher: Nggak juga , mungkin karena kemaren ga ikut latihan taronya di padus, sama aja sih diatro dimana aja . Oke jadi gitu kalo bisaa Senin bawa makan , nawa uang lebih , trainingnya ...

Students: gak ada lagi bhu

Teacher: Udah ? kamu ga nyatet ?

Students: saya udah tapi anak-anak yang lain belum]

Teacher: emang fotocopynya gak sejumlah 36 ?

Students: 36 tapi pada ilang2an bu

Teacher: Ayo kita

Students: Ayo siapa yang belum dapet B

Teacher: Ini yang A dulu yang kita bahas , sekarang kita bahas mulai dari sana

Students: (reading)

Teacher: Iya nomer 1 liat ada percakapan dialog between Bryan and Rio , Bryan menyapa Mr Rio , Good morning my father , terus how do you do Mr Bryan , how do you do Mr Rio jawabannya apa ?

Students: B

Teacher: Iyaaa , I'd like to introduce . Rio I'd like to introduce my father. Mr Rio saya ingin memeperkenlakan ayah saya nah dia baru bilang how do you do Mr. Bryan , si Bryan how do you do Mr. Rio berarti jawabannya nomer 1 ?

Students: B

Teacher: B iyaa memperkenalkan orang lain ya , introduce other , baca yang kencang!please read loudly!

Students: Reading

Teacher: jawabannya yang B pleased to mee you . This is Mr. Wang an old friend of me teman lama saya , an old friend of me , an old friend of mine , teman lama saya dia menjawab , pleased to meet you , senang bertemu dengan mu , kan gak mungkin jawab welcome atau May I know tyour name , kan udah kenalan tadi namanya siapa ?

Students: Mr Wqang

Teacher: jadi jawabannya ? Apa itu C ?Rita I'd likeyou to meet my friend Weni . Jadi ini ingin memperkenalkan orang lain yaa temanya. Saya ingin kamu bertemu dengan Weni atau Rita and Weni saking berjabat tangan . Pleased to meet you , pleased to meet you too kata si Weni , senang bertemu denganmu juga . Tapi sebelumnya bilang apa si Dini, si Dini disini sebagai apa ? si Dini sebagai perantaranya yang memperkenalkan antara Rita dan Weni , makanya dia bilang Rita I'd like you to meet my friend Weni . Saya ingin kamu bertemu dengan teman saya Weni . Jadi nomer 3 jawabannya?

Students: C

Teacher: number four

Students: (Reading)

Teacher: Excuse me are you Eka Wati ? No I am Diana , what is your name ?, I am Eka Wati berarti nomer 4 jawabannya

Students: Eka Wati

Teacher:Nomer 5

Students: Reading

Teacher: e nya apa di baca . Iya Miss Dian menyapa I'd like to meet Didi I only son . anak laki-laki satu-satunya saya , satu-satunya anak laki-laki

Students: anak laki satu-satunya

Teacher: Iya anak laki satu-satunya. Oke hello Didi how do you do ? nah didi bilang hello how do you do , nice to meet you, senang bertmu denganmu, berarti nomer 5 jawabannya

Students: B

Teacher: Iya yang B number 6

Students: Reading

Teacher: Happy birthday Ana here a present for you, apa itu present?

Students: Hadiah

Teacher: Ini hadiah untukmu , terus apa jawabannya? What is the answer?

Students: Oh thank you

Teacher: Oh thank you, gak mubgkin kan is it for me ? atau is this presnt for you udah tau this is present for you masa masih nanya lagi , is this for me ? apakah ini untuk saya ? kalau yang d how kind of you , baik sekali kamu berarti yanglebih tepat jawabannya apa ?

Students: B

Teacher: Oh Thankyou , terimakasih karena sudah diberikan sesuatu , diberikan hadiah . Berarti nomer 6 jawabannya ?

Students: B oh thank you

Teacher: Terus apa jawabannya ?

Students: B

Teacher: Chika terimakasih banyak atas bantuanmu, thank you very much for your help . Kalau orang berterimakasih kamu jawabnya apa ? . Yang a no I don;'t itu gak mungkin, nevermind, nevermind itu lupakan saja , don't mention it tak perlu dikatakan terus yang d it will be my pleasure dengan senang hati . Thank you veruy mych for your help jawabannya yang c , don't mention it . Jawabannya yang C bukan yang D it would be my pleasure itu akan menjadi kesenangan saya , bukan ya . yang lebih tepat jawabannya C don't mention it.

Students: B thank you

Teacher: tamunya apa bilang apa , thank you for a lovely time , terimakasih untuk waktu yang menyenangkan kemudian the houses's will say tuan rumah itu akan mengatakan apa thank you for coming si tamunya berterimakasih si tamunya juga berterima kasih , thank you for coming terimakasih anda telah berkunjung , numbr eight is B . Number nine

Students: Reading

Teacher: what is the answer ?

Students: B, thank you very much

Teacher: Dido get a present from her mother , Dido mendapatkan hadiah dari ibunya , She was very happy for a present , because it was the most beautiful present in her birthday karena ini adalah hadiah yang paling beautiful in her birthday. Ibunya mengatakan happy birthday dear this is a present for you ini hadiah untukmu, oh it is very beautiful , ini sangat indah bla bla bla terus ibunya bilang your welcome apa kira-kira terusannya?

Students: Thank you very much , oh it is so beautiful , thank you very much , your welcome kata ibunya jadi no 9 jawabannya ?

Teacher: B , 10 number ten

Students: (reading)

Teacher: Ya sssshh keep silent please! ibu perbaiki sedikit, bacanya bukan finiset tapi finished , ed nya itu seperti ketelen bacanya , si petugas perpustakaan nya bilang : have you finished reading the book you borrowed from me? apakah kamu telah selesai membaca buku yang kamu pinjam dari saya , nah terus kata student nya bilang yes , I have finished it last night , saya telah menyelesaikannya tadi malam , good kata librariannya terus studentnya bilang blab la bla thank you for lending me the book apa tuh jawabannya?

Students: silent

Teacher: Iyaaa , thank you very much , for lending me the book , terimakasih sudah meminjamkan saya , buku, librariannya menjawab “ your welcome” and then number ten.

Teacher: Number eleven?

Students: Reading

Teacher: You look so pale, apa artinya?

Students: reading

Teacher: Coba ibu jelasin dulu , sssshhhh bibi bilang you look so pale , so pale itu artinya kamu keliatan pucat , pale ya pale itu artinya pucat jadi so pale itu sangat pucat (INSERTING NEW INFORMATION), kamu keliatan sangat pucat tersu bilang : I have fot cold apa itu got cold ?

Students: kedinginan

Teacher: Iya saya kedinginann , I think I must see a doctor, kayaknya saya harus pergi ke dokter deh gitu kan , Oh I must see a doctor Oh I am sorry to hear that , apa?

kalau kita mendengar suatu berita yang tidak enak , kita bisa kita katakana I am sorry to hear that berarti ungkapan simpati , ungkapan duka cita . I am sorry disini bukannya minta maaf tapi mengungkapkan simpati , ungkapan simpati . Si bram bilang I lost my pen, saya kehilangan pulpen saya nah dia bilang. I am sorry to hear that, saya sedih mendengernya ya. I lost my wallet , oh I am sorry to hear that nah jangan bilang oh I am happy to hear that

Students: laughing

Teacher; berarti itu senang di atas penderitaan orang lain , kalau mendengar berita baik kamu bilang I am happy to hear that (INSERTING) saya senang mendengarnya . Oh my father go to Singapore come back last night, dia kembali tadi malam bring a present membawa hadiah . Oh I am happy to hear that , saya senang mendengarnya , jangan bilang I am sos sorry to har that . Tadi apa artinya I am happy to hear that?

Students: Saya senang mendengarnya

Teacher: Kapan kamu bisa katakan itu?

Students: kalau teman kita lagi susah

Students: Salah Bu kalau lagi seneng

Teacher: Kita bisa katakana itu saat teman kamu senang , terus kebalikannya I am sorry to hear that , itu apa ? Saya sedih mendengarnya bukan saya meminta maaf , saya sdih mendengarnya itu bisa kita katakana ketika saat teman kita susah

Students: (Reading)

Teacher: Nanti di diskusikan lagi pas pulang, udah ? nomor berapa sekarang ? Who is turn ? giliran siapa ?

Students: no 12 (reading)

Teacher: No 12 perhatikan kertasnya , the following question , berikut ini pertanyaan for asking information meminta informasi , ask kan meminta information infromasi except kecuali , informasi tuh kaya gimana si a who did it siapa yang melakuakannya , kalau b what happened apa yang telah terjadi kalau yang C why did it happen ? bagaimana itu terjadi yak an ? terus kalau yang D why don't you do it, kenapa kamu tidak melakukannya ? yang mana yang bukan kalimat informasi ? . Berikut ini pertanyaan untuk menanyakan informasi kecuali

Students: D

Teacher: Karena apa , apa artinya ? mengapa kamu melakukannya ? Itu bukan kalimat informasi kan ? Kalau menanyakan kalimat informasi tuh siapa yang melakukannya a, yang b what happened ? apa yang terjadi ? kejadiannya begini, kalau yang c why did it happen ? mengapa itu terjadi nah berarti itu menanyakan informasikan , yang bukan adalah yang D why don't you do it , mengapa kamu tidak melakukan itu , itu bukan pertanyaan itu nmanya , tapi pernyataan kenapa kamu todak melakukan itu berarti jawabannya yag ?

Students: D

Teacher: number thirteen

Students: (reading)

Teacher: Apa jawabannya ?

Students: D

Teacher: Iya D, Vita is at station , information then stated information that . Iya bagian apa sih yang pemberitahuan

Students: bagian informasi

Teacher: she is asking about train to Jakarta, dia menanyakan kereta yang menuju ke Jakarta , Vita bilang bla bla bla, do you know what time the next train to

Jakarta . Apakah kamu tau jam berapa kereta menuju yang meninggalkan Jakarta , the woman menjawab in half an hour

Students: setengah jam yang lalu

Teacher: Just wait , setengah jam lagi , in half an hour satu setengah jam lagi ya ? iya setengah jam lagi just wait , tunggu saja , terus apa katanya kira-kira jawabannya , sorry to trouble you , do you know what time ... iya bener jawabannya D , 13 D . Sorry to trouble you maaf mengganggu kamu , do you know what time .

Students: (reading)

Teacher: Iya terus apa jawabannya ?

Student: D bu

Teacher: speaking itu artinya iya saya sedang bicara tapi iya bener nomer 14 jawabannya D , kalau gitu si penelpon bilang hello is that apakah ini nomor 6866678 terus kamu menjawab sorry you got wrong number , maaf kamu mendapatkan nomer yang salah , I am sorry you got the wrong numbr apa artinya? Maaf kamu mendapatkan nomer yang salah you got a wrong number , number 14 b bener , 15

Teacher: Liat dulu, di sini between maker and neighbor apa sih artinya neighbor ?

Teacher: tetangga bener , ibunya bilang, hey listen to me pay attention ! . Ibunya bilang my girl lost her money , anak kehilangan uangnya , terus tetangga bilang how come?, bagaimana bisa ? Ibunya bilang lagi A thief stole It in the bus , itu apa , pencuri telah mengambilnya di dalam bus. Terus from the dialog we know that kita ketahui bahwa tetangganya itu apa? a, asking for information b asking for apologizing c explaining something d giving information

Students: A

Teacher: Iya A giving information , giving information itu apa ?

Students: menanyakan informasi

Teacher: menanyakan informasi karena dia bilang how come , bagaimana bisa , kan sudah dijelasin dia kecurian di dalam bis jadi itu adalah asking for information , minta maaf gak ? nggak, menjelaskan sesuatu nggak ? tidak yang menjelaskan justru neighbornya menjelaskan ke tetangganya , 15 bener that is correct , 16

Students: (reading)

Teacher: apa jawabannya, will you have someone iron no thank you , yang digaris bawah itu apa ?

Students: its time to say good bye

Teacher: It is to say goodbye , see you tomorrow apa artinya ? Baiklah well baiklah . Ini adalah waktunya saya untuk goodbye saya berpisah waktunya saya pergi see you tomorrow bertemu besok , nah itu pernyataan apa ? greeting ? introducing ? apologizing ? atau say goodbye ?

Students: Say goodbye

Teacher: Greeting ? greeting itu apa ya?

Students: Menyapa

Teacher: Iya sapaan salam , benar you are right , kalau introducing?

Students: Perkenalan

Teacher:Iya introducing perkenalan , introducing ada yang introducing my self , my self apa ?

Students: perkenalan diri sendiri

Teacher: Iya perkenalan diri sendiri kalau introducing others ?

Students: mengenalkan orang lain

- Teacher: Mengenalkan orang lain , ibu sih udah kenal sama dia dan dia tapi dia belum kenal sama ini nah ngomongnya gimana Hi Eva this is my friend Ray, baru setelah itu bilang nice to meet you , nice to meet you too gitu kan ? itu namanya apa ? introducing others. Kalau apologizing, apa apologizing?
- Students: meminta maaf
- Teacher: meminta maaf , kalau saying goodbye artinya ?
- Students: mengucapkan salam selamat tinggal , it is time to say goodbye , sudah waktunya saya pergi , seventeen ayo
- Students: (reading the text)
- Teacher: apa jawabannya ?
- Students: How are you
- Teacher: Hi Nadia, how are you ?, fine how about you ? , 18, 17 jawabannya b ya , 18
- Students: (reading)
- Teacher: Good bye Mr Rahmat see you tomorrow terus kata Mr Rahmat ya see you tomorrow 18 berarti ?
- Students: B
- Teacher: 19 apa ? giliran siapa? Who's turn?
- Students: Reading
- Teacher: kata si Lucky ssssh kata si Lucky is there it ? apakah benar ? nice name , nama yang bagus thank you terimakasih , sudah di puji bilang apa ? makasih , 20
- Students: (reading)
- Teacher: Iya, kata gurunya that's all for now, cukup sekian terimakasih untuk sekarang, see you next week , sampai jumpa minggu depan, see you again next week. Sampai bertemu minggu depan dijawab apa ? see you next week, kan gak mungkin yang a kalau see us apa see you mam sampai ketemu lagi kita , yang bener jawabannya b see you mam terus 21 ,
- Students: (reading)
- Teacher: Disapa dengan good morning ya dijawab dengan good morning . Good morning Denny good morning Kayla , terus , Denny this is Dinda, hi Dinda
- Students: reading
- Teacher: Iyaa , nice to meet you, nice to meet you too . Berarti jawabannya ? D 23 nanyain tempat tinggal, asking about address ya! Oke , benar di kali 4 ya

CLASS 7 H

- Students: The following are question for asking information, except? Jawabannya D. Why don't you do it?
- Teacher: iya betul jawabannya why don't you do it, kenapa kamu tidak melakukannya. Itu kan bukan lagi nanyain information ya!
- Students: iya bu
- Teacher: Mr Rio, blabla my father. How do you do Mr Bryan, how do you do Mr Rio. Yang namanya how do you do itu diucapkan pada saat pertama kali bertemu dengan seseorang. Kalo kita sudah kenal itu kita katakan how are you. Tapi kalo belum kenal kita bilang how do you do. How do you do itu adalah sapaan untuk orang yang baru kita kenal. Nah ini, si dian ini mengenalkan

sama siapa sama Mr Rio. Mr Rio, I like to introduce my father, saya ingin memperkenalkan ayah saya. Sama seperti tadi umpamanya, student I like to introduce miss aya. Saya ingin memperkenalkan miss aya umpamanya gitu. Nah baru diantara rio sama ari jabat tangan dijawab, how do you do dijawab dengan how do you do juga, how are you dijawab dengan im fine. How do you do itu bukan menanyakan kabar tapi sapaan salam sama seperti hello atau hai. Nice to meet you biasanya dijawab dengan nice to meet you too. Nomor 1 jawabanya salah, jawabanya D I'd like to introduce my father. Diingat ya, apa tadi how do you do?

Students: Sapaan salam untuk orang yang baru kita kenal.

Teacher: dia artinya sama dengan?

Students: Hai atau Hello

Teacher: nomor 9, apa jawaban nya?

Students: B

Teacher: Nicole mendapatkan hadiah dari ibunya, he got a present for her mother, she was very happy, dia bahagia with the present dengan hadiahnya. Because its, karena itu adalah most beautiful present in birthday day, karena itu hadiah paling indah dari ulang tahun nya. Ibunya bilang Happy birthday Dear. This is a present for you... Oh its very beautiful thank you very much.. you're welcome. Terima kasih banyak, sama sama. Nomor 10, jawabanya apa?

Students: D

Teacher: iya, Have you finished reading the book you borrow from me? Apatuh? Apa artinya? Have you finished reading.. Have you, apakah kamu sudah menyelesaikan membaca buku, you borrowed from me, yang kamu pinjam dari saya.. ya kan?

Students: iya

Teacher: Borrowed from me, dari kata borrow, kalo borrowed berarti yang sudah kamu pinjam dari saya. Past tense.. Yes I am, iya saya sudah.. I finished last night, saya sudah menyelesaikan tadi malam, berarti lampau.. Good kata librarian, terus apa jawaban nya?

Students: Thank you very much you borrowing to me

Teacher: Good, terima kasih banyak sudah. Meminjamkan saya buku. You're welcome, sama sama. Eleven.

Teacher: You look so apa itu you look so, kamu tampak sangat pucat. I cold Saya flu atau demam. I think I must see ing doctor saya rasa saya harus menemui dokter. Oh im so sorry to hear that. Im sorry to hear that itu bukan berarti minta maaf tapi apa? Ungkapan duka?

Students: kita

Teacher: Atau simpatik. Kalo mendengar berita buruk kamu katakan, im sorry to hear that. Tapi kalo mendengar berita senang? Im happy to hear that.. jangan kamu balik. Nanti senang diatas penderitaan orang lain.. (Laugh) contohnya.. I lost my wallet, ooh im happy to hear that..

Students: (laugh)

Teacher: Mestinya im sorry to hear that, sorrynya bukan minta maaf.

Teacher: Halaman 60, Page Sixty.. disitu ada contoh" benda yang ada di dalam kelas. things around the class. Ada a globe, a globe itu menandakan apa? Satu atau sebuah. Kalo lebih dari satu gimana penulisan nya?

Students: Globe's, ditambahkan s nya

Teacher: ya, ditambahkan s.. kemudian picture.

Students: gambar
Teacher: iya gambar atau lukisan. A board?
Students: Papan
Teacher: A window apa artinya?
Students: jendela
Teacher: An air conditioner?
Students: AC
Teacher: kenapa pake an?
Students: huruf vocal
Teacher: iya karena kata benda yang menggunakan huruf vocal awalnya, terus a table
Students: Meja
Teacher: a book
Students: buku
Teacher: Kalo bukunya lebih dari satu?
Students: books
Teacher: a chair, a floor, a wall. Lanjut halaman 62, sixty two. Iya ini adalah things in our bags, apa tuh?
Students: benda di dalam tas
Teacher: Iya, benda yang ada di dalam tas kita.. ada two pencils dua pensil, karena lebih dari satu maka ditambahkan s. A ruler karena penggarisnya satu, a ruler.
Students: Penghapus
Teacher: Some books
Students: beberapa buku
Teacher: Beberapa..... iya apa artinya some? Kalo many? Apa artinya some dengan many? Some digunakan untuk kalimat positif, many untuk kalimat negative. Kalo few sama little? Sedikit, apa bedanya?
Students: Kalo few buat many
Teacher: Few untuk benda yang bisa di hitung, kalo little? Benda yang tidak bisa dihitung. Karena kalau sedikit itu bukan Karen kalimat positif dan negative tapi karena bendanya bisa dihitung atau tidak. Kalau much sama many?
Students: Banyak
Teacher: Banyak, kalau much?
Students: uncountable
Teacher: Uncountable, kalo many?
Students: countable
Teacher: Uang, banyak uang berarti apa? Much money, karena uang tidak bisa dihitung. Kalau banyak apel?
Students: Many apple
Teacher: terus lanjut, a lunch box. Yes kotak makan.. A pair of scissors
Students: gunting
Teacher: iya, gunting itu pakenya a pair sama seperti celana. Celana itu apa?
Students: Pants
Teacher: kita nyebutnya a pair of pants. Sepasang celana. Sama juga sepatu kita nyebutnya a pair of shoes. Terus udah belajar juga kan, benda yang tidak bisa di hitung tapi bisa dihitung dengan menggunakan ukuran. Kalo umpamanya Liter, apa artinya?
Students: Liter
Teacher: terus kalo a bunch? Bunch itu apa? Ayo bunch itu apa.
Students: Seikat
Teacher: Terus kalo a cup?

- Students: secangkir
 Teacher: a Bar?
 Students: Sebatang
 Teacher: A plate?
 Students: sepiring
 Teacher: A Slice?
 Students: Sepotong
 Teacher: A lot? Untuk kata benda tapi untuk apa?
 Students: Roti
 Teacher: A lot of bread. Banyak kan baca-baca ya dirumah. Kalo a sack?
 Students: Sekarung
 Teacher: a sachet, pieces,
 Students: Sebagian, sepotong
 Teacher: A spoon?
 Students: Sesendok
 Teacher: a bucket?
 Students: Seember
 Teacher: a bowl
 Students: Se-mangkuk
 Teacher: Belajar dirumah ya nak. Terus lanjut.. Halaman 64, Halaman 64 ini We will report our finding to the class Kita akan report melaporkan penemuan di dalam kelas secara apa? secara langsung. Contohnya Kamu menemukan apa didalam kelas? I have a rubers, karena penghapusnya ada dua maka dia menggunakan s kata kerjanya jadi two rubers pake s, and Rudi has three rubers, dan budi mempunyai tiga penghapus. Jadi disini diminta cek temen kamu punya apa saja. Oke lanjut halaman 66 sixty six. Nah ini belum ibu terangin. We will learn to them the public building. Public building itu apa?
 Students: Gedung.
 Teacher: Gedung-gedung umum, public itu kan tempat umum atau gedung-gedung umum. Bank?
 Students: Bank
 Teacher: Tax office?
 Students: Kantor Pajak.
 Teacher: Tax office itu namanya kantor pajak, kalo Post office?
 Students: Kantor pos
 Teacher: iya, kalo police station?
 Students: Kantor polisi
 Teacher: Kalo Gas Station?
 Students: Spbu, pom bensin.
 Teacher: Kalo hospital?
 Students: Rumah SAKit
 Teacher: Kalo hotel?
 Students: Hotel
 Teacher: Zoo?
 Students: Kebun binatang
 Teacher: restaurant?
 Students: Restoran
 Teacher: Lanjut ke halaman 67, dibaca dulu dialog between Father and Son. Read loudly please, baca dengan kencang. Coba apa artinya?

Students: apa kau melihat gedung di kiri?
Teacher: Apa kau melihat gedung yang disebelah kirimu? Left, sebelah kiri. Yes, what it is this building, artinya?
Students: Bangunan apa itu
Teacher: ya, bangunan apa itu.
Students: This is bank
Teacher: ya, ini bank.
Students: I see.
Teacher: I see, I see disini apa? Ya saya tahu bukan saya melihat. This building on the left is bank, gedung yang ada di sebelah kiri adalah Bank. Lanjut sekarang Kamu!
Students: What about that building next to the bank? That's the post office, I see.. the building next to the bank
Teacher: Ya, what about that bulding next to the bank, bagaimana gedung yang ada di sebelah bank? Oh that is the post office, itu adalah kantor pos. the building next to the bank, gedung yang ada di sebelah bank adalah kantor pos. Oh Right, apa right?
Students: Benar
Teacher: Iya right disini jangan diartikan kanan tapi benar. The bank and the post office are next each other, saling bersebelahan. Terus kalo Behind?
Students: DIBelakang
Teacher: kalo under?
Students: Dibawah
Teacher: Kalo On?
Students: diatas
Teacher: Iya, kalo in?
Students: Didalam
Teacher: kalo left?
Students: Kiri
Teacher: Right?
Students: kanan
Teacher: left side
Students: Sebelah kiri
Teacher: Right side
Students: Sebelah kanan.
Teacher: a cross apa artinya?
Students: Sebrang
Teacher: corner?
Students: pojok
Teacher: Lanjut yang ketiga, daughter and mother. Speak louder please, apa louder?
Students: Kencang
Teacher: Mom, do you know that building on the right? Apakah kamu tau gedung yang ada di sebelah kanan? A cross from the bank, disebangnya bank. And the post office dan kantor pos. Oh that building is the post office, gedung itu adalah kantor pajak. Oh I know, I see, I know right, that building on the right is the tax office. Gedung itu ada di sebelah kanan nya kantor pajak. Remember, INgat! Th tax office is a cross, kantor pajak itu ada di sebrang. Kalo next sebelah, kalo near?
Students: Dekat
Teacher: Lanjut...

- Students: And what building in front of us? Oh that building is a hospital.
- Teacher: And what building in front of us, dan gedung apa yang ada di depan kita. Oh itu adalah rumah sakit, Oh that building is a hospital. Lanjut.
- Students: And that building next the tax office? Oh there is a school.. I see, so the school is next to the tax office.. Yes it is right to the tax office.
- Teacher: And that building next the tax office? Dan gedung yang disebelah kantor pajak? Oh there is a school, oh itu adalah sekolah. I see, so the school is next to the tax office. Jadi gedung itu dekat dengan kantor pajak. Yes it is to right the tax office, ya gedung itu ada disebelah kanan kantor pajak. Terakhir nak.
- Students: and how about that building next the school on the corner? That building is police station.. I see, so the police station is a cross from the school.. Right it is on the corner, across from the hospital too.
- Teacher: Iya, dan bagaimana dengan gedung yang di sebelah sekolah on the corner yang ada di pojok. That building is the police station. Gedung itu adalah kantor polisi, I see, so the police station is a cross from the school, kantor polisi ada di depan sekolah. Right it is on the corner, benar itu ada di sudut. Across from the hospital too, disebaliknya rumah sakit juga. Selanjutnya ada contoh soal seperti ini, ini contoh map petanya. Ya ada lokasinya. Nomor 1 apa nama tempatnya?
- Students: Post office
- Teacher: Nomor 1 post office, number two?
- Students: Bank
- Teacher: Number Four?
- Students: Police station
- Teacher: Number five?
- Students: Bus Stop
- Teacher: Halte, terus kalo yang ke enam?
- Students: Rail station
- Teacher: Stasiun kereta, seven?
- Students: Airport
- Teacher: Bandara... Nah, disini posisinya X, bagaimana si X ini mau menuju market. Excuse me, permisi, can you show me.. bisa kah kamu menunjukkan. The way to the market, jalan menuju kepasar. Nah bagaimana caranya. Kasih taunya kamu sebagai si Y bagaimana kamu memberi tahun si X Jalan menuju ke market. Go straight, artinya apa go straight?
- Students: Lurus
- Teacher: Ya jalan lah lurus ke depan until you find, samapai kamu menemukan. Interfection apa itu interfection?
- Students: Perempatan
- Teacher: Setelah sampai ke perempatan jangan lupa kasih tau dia kalo kesana belok kanan kalo kesini belok kiri terus gimana?
- Students: Turn right
- Teacher: Ya, jalan lah lurus kedepan sampai kamu menemukan perempatan, and then you turn right kamu belok kanan and the building.. ada disebelah kananmu atau disebelah kirimu?
- Students: Kanan
- Teacher: ya and the building is on the right side, udah pasti banget nih gedungnya ada di sebelah kanamu. Nah sekarang adalagi masih bisa nyasar juga dia. Ya the market is between, between apa? The Post Office and bank. Namanya between kan diantara ya diantara the post office dan bank. Sekarang ibu kasih

soal yang sama antara x dan y, si x nya posisinya sama. Excuse me, kata si X.. woul you tell me, sama saja can you tell me would you tell me sama saja. Excuse me would you tell me where is the Rain station? Jadi kamu posisinya harus kemana? Sampe kamu ketemu perempatan setelah itu across, gedungnya ada di sebelah mana? Sebelah kiri. Kata sambungnya itu gimana? Itu bisa langsung Pake then, then itu kemudian. Oh pake after that juga boleh setelah itu juga boleh. Kalo position sudah kan? Across sebrang, left side sebelah kiri, intersection junction ada disitu. Kalo in front of di depan, near dekat, next disebelah, ada catetanya kan. Go straight itu jalan lurus go ahead juga jalan lurus. Ini untuk kalian belajar, misalnya tiba-tiba didepan sana ada bule terus bule itu nanya excuse me would you tell me where is the Terminal, harus tau harus bisa jawab. Kalo yang ga tau bisa juga jawab giini oh please take a taxi. Maksudnya naik taxi aja. Walk along tadi jalanan sepanjang jalan kalo go straight tadi jalan lurus kedepan.

Teacher: Are you finished?

Students: belum.

Teacher: Excuse me, would you tell me, ya sama saja can you tell me would you tell me kalau tell me apa katakana pada saya , ya sama saja , excuse me would you tell me where is the , jadi kamu harus kemana ? sampai ketemu dengan perempatan a cross ini ada disebelah mana kalau kata sambungnya dimana then itu kemudian , until itu sampai and then pakai then juga gapapa , pakai after that juga gapapa *the teacher explaining more about the picture on the text*. Liat catetannya preposition ada kan ? right side sebelah kanan , left side sebelah kiri interjunction ada disebelah situ , infront of di depan ada catetannya kan ?

Students: Reading

Teacher: Go straight itu jalan lurus, go ahead itu lanjutkan , kita posisinya begini nih jalan lurus *explaining about the picture and direction*. Kalau kamu nanti lanjut ke SMA nanti kamu ketemu pelajaran ini lagi. kalau yang gak tau k halte sini nih oh please take a taxi maksdnya naik taxi . Setidaknya kan kamu tau jalan lurus kana pa ? eh kalau belok kanan apa ?

Students: Turn right

Teacher: Turn right tapi kalau sebelah kanan ?

Students: Right side

Teacher: Kalau turn right itu belok kanan kalau sebelah kanan right side

Students: "reading"

Teacher: walk along juga bisa , ini juga bisa walk along jalanan panjang , nah disini kalau bisa katakan walk along jalan perhubungan street, iya nama jalan gak bisa dirubah

Students: nama orang juga gak bisa diubah bu?

Teacher: Iya nama orang juga gak bisa diubah , gedung nama tempat nggak bisa diubah Walk Along Perubuan street until you find sampai kamu menemukan perempatan setelah itu belok lapangan, walk along artinya berjalan di sepanjang jalan kalo go straight tadi jalanan lurus ke depan go straight aja boleh , walk along jalan di sepanjang jalan , go straight jalan lurus kedepan.

CLASS 8 A

Teacher: B kenapa? karena subjeknya yang melakukan itu si "We" makanya kata kerjanya itu without S , kalau yang D sama itukan bentuk bentuk past tense , berarti nomer 2 jawabannya?

Students: Reading the text

Teacher: Iya yang E , Listen !

Students: (complain)

Teacher: Oh jawabannya use ? uses ya ? , kan komputernya 1 yaa? Oh ini kalimat aktif sayang. My computer is used by my father, komputernya digunakan ayah saya setiap malam untuk mengerjakan PR by my father jadi jawabannya yang C is used the computer is used jadi jawabannya C . Ssshh kalau kalimat aktif pasif itu kalau simple present pakai is am are kata kerjanya bentuk ketiga

Students: (reading)

Teacher: Iya by yang b, nomer 4 ini murni simple present kalau yang tadi nomer 3 simple present tapi yang kalimat aktif , ya number 5 Listen

Students: (Reading)

Teacher: Ya they never come to my house again now, they never come , come nya itu yang a bener , ya nomer 5 jawabannya A

Students: (reading)

Teacher :Iya they do not , Mereka tidak do, do not yang pertama itu artinya tidak, do not mereka tidak, do mengerjakan their homework pekerjaan mereka from their teacher dari guru mereka berarti nomer 6 C . Number 7

Students: (reading)

Teacher: Iyaa number 7 A, number eight

Students: (reading)

Teacher: Naa nomer delapan juga sama kaya nomer 2 , itu jadi jawabannya the past I was, kenapa pakenya are karena was nya bentuk kata krja ketiga jadi are was , nomer 8 jadi jawabannya A

Students: (reading)

Teacher: Apa ? iya are sold jenis buah-buahan ini pasangannya are sold telah terjual

Students: (reading)

Teacher: iya pertanyaanya does she have a car? Yes she does number nine B.

Students: (reading) _

Teacher: I don't know , tapi kalo n o w bacanya naw tapi kalo k n o w bacanya now , 11 jadi jawabannya yang

Students: A

Teacher: ei (A)

Students: (Reading)

Teacher: hello my name is Boko I am from Papua I am (C) , I live in Jogjakarta , now, I live in Jogjakarta now with my family... , sekarang saya tinggal bersma Mr. Raharjo dan Miss Sulasti . Terus jawabannya yang?

Students: Are

Teacher: yang are, kenapa are ? kenapa are ? Mr Raharjo dan ms Sulastini are my parents, parents nya yang mana ?

Students: Yang B

Teacher: Iya yang ? Yang B kan disitu kan father and mother parents nya pake ?

Students: S

Teacher: lanjut

Students: (reading)

Teacher: Iya, I have two, I have two brothers laki-laki , saya punya 2 saudara laki-laki ,
19 ?

Students: B

Teacher: Iya jawabannya B , iya they are ada dua , they are mereka Haikal and Suta
adalah my older brother , terus ?

Students: (reading)

Teacher: Iyaa,, terus ?

Students: (Reading)

Teacher: Iya, He studies benar karena tunggal maka He nya tambahkan es studies
ditambah es atau e s , karena disini study maka studies , He studies at
university now , Dia belajar di universitas sekarang , Arini is younger than
me, Arini lebih muda daripada saya . Siapa ?

Students: (reading)

Teacher: Iya, jawabannya ? , dia ada disekolah elementary

Students: C

Teacher: he is in elementary, dia ada di sekolah elementary , apa itu elementary school ?

Students: SD sekolah dasar

Teacher: kedua orang tua saya all of my parents are teachers, adalah guru . They teach,
19 19 itu , they are they are, they teach , teach nya without s kan ?

Students: iyaaa

Teacher: kan they , teach itu jawabannya C terus 19 jawabannya ? C tach without es .
Iya nggak ?

Students: Iyaaa

Teacher: They teach in asmp 2 Jogjakarta , 20 siapa ? Who is turn?

Students: (Reading)

Teacher: Jawabannya 20 apa ? 20 jawabannya each karena disitu sudah disebutkan each
of them artinya masing-masing dari mereka jadi satu0satu nih each of them
teach English in their school , masing-masing dari mereka mengajar Bahasa
inggris di sekolah mereka 20 jawabannya B karena ada kata each of them
kalau Cuma they saja itu artinya mereka kalau each artinya salah satu , each
itu kan artinya masing-masing , lanjut nomer twenty one. Ye, I have a
computer , what is your name ? (menanyakan nama kepada murid tersebut)

Students: Nadia

Teacher: Nadia nomer 21 jawabannya C, 22 . When do you send the letter ? kapan kamu
mengirim suratnya , yaa it is sent by him now , suratnya dikirim oleh dia
sekarang jadi nomer 22 ? 22 C ya it is sent by him now . Harus pakai kata
kerja ketiga , nomer 22 juga ini kalimat aktif ya, it is sent by him now, sent itu
kata kerja ketiga, send sent sent sedangkan a sama b masih pakai send kalau
kalimat ketiga itu harus pakai kata kerja ketiga , 23 sekarang

Students: Reading

Teacher: This tv channel apa ? jawabannya ?

Students: B

Teacher: Tv channel nya mempersembahkan atau menghadirkan kebudayaan setiap hari
libur jadi jawabannya adalah D karena this Tv channel ini kan satu kan ? , TV
channel yang ini maksudnya yang menghadirkan kebudayaan jadi satu maka
23 jawabannya pake s , 23 D. 24

Teacher: all the students berarti don't come all students don't come on holiday, tidak
datang pada hari libur , jawabannya apa ? yang C kan come came come
twenty five

Students: Reading

Teacher: jarang datang ke ... akhir-akhir ini , jadi jawabannya C ganang does not come to my house nowadays , Ganang tidak datang ke rumah saya saat ini , jawabannya apa maka yang C Ganang tidak datang ke rumah saya kalau yang B ganang jarang datang berarti jawabannya yang B Ganang jarang datang ke rumah saya seldom kan jarang ya, 25 B, kalau yang C kan Ganang tidak datang , 25 B

Students: Reading

Teacher: keep quite please! 25 tuh Rafi. Kan ibu bilang kan kelas 8 kemarin kerjainnya pakai kertas lembar kalau kamu di fotocopy kan ? iya minjem kertas kamu sekalian ngoreksi tapi kita cek benar apa salah sekalian aja kita Bahas biar kamu tau soalnya ada beberapa soal yang ibu buat untuk soal UAS nanti jadi biar tau juga, oke lanjut sekarang temanya tentang past tense kan ?

Students: Reading

Teacher: Iya jawabannya took sudah jelas disitu karena last week minggu lalu itu past tense kata kerja kedua dari take itu took , Anita took a lot of photograph , Anita mengambil banyak foto ketika dia went to Padang last week jadi jawabannya ?

Students: C took

Teacher: terus nomer 2 ?

Students: (Reading)

Teacher: Move nya yang a , b , c Iya , move, ed nya nggak jelas ya , moved to , jangan muped . They moved to Jakarta when I was child nomer 2 b , bebek .

Teacher: The car was stolen last night mobilnya sudah tercuri tadi malam, stolen itu dicuri mobilnya dicolong tadi malam . Iya nomer 4.

Students: Reading

Teacher: Teacher gave homework to us last week. Guru memberikan kita PR last week . Number 4 C

Students: Rading

Teacher: Iya benar bacanya came , They were at home when I came last night ini juga past tense nya bukan past tense murni namanya past continuous tense ya ada dua kejadian di sini ketika mereka ada di rumah , terus ketika mereka ada di rumah

Students: Reading

Teacher: Iya I was very lazy when I was at school, saya malas ketika saya berada di sekolah . oke number seven

Students: Reading

Teacher: Iya both of my parents visited last night , iya nomer 7 c, no 8

Students: Reading

Teacher: *reading* apa book fair ? Bukunya telah terbeli , number 9 who is turn giliran siapa

Students: Reading

Teacher: Iya jawabannya apa ? they were ya ? they were at school when they house , lanjut siapa

Students: Reading

Teacher: Iya artinya ada dua kejadian mereka sedang ada di sekolah ketika rumahnya terbakar itu namanya past continuous ada dua kejadian di sana , ketika saya sedang mandi ada tamu datang , yang nomer 9 apa isinya ?

Teacher: NO 9 B , Iya no 10 B juga were burned juga their house were burned when they were at school . Mereka sedang berada di sekolah ketika rumah mereka terbakar, yang 9 b. No 10 juga b. They were at school when their house were

burned . Kesian banget lagi di sekolah rumahnya kebakar , jadi ada dua kejadian itu ya itu namanya bukan past tense murni itu past continuous , 11

Students: Reading

Teacher: Iya saya ketemu dia ketika saya sedang berjalan , I met him when I was walking at the park this morning , 11 A ini sama keduanya past continuous yang pertamanya pake past tense yang keduanya pake past continuous. Past continuous itu sebenarnya gampang kalau present continuous pake is am are tapi kalau past continuous pake was sama were

Students: reading

Teacher: terus jawabannya ?

Students: reading

Teacher: Iya the car , apa jawabannyab ?

Students: was

Teacher: Iya, was being used, no 12 b, the car was being used . Mobilnya sedang digunakan ketika saya bertanya pada Mr. Hardoyo , no 12 being used

Students: *reading*

Teacher: Iya, jawabannya ?

Students: *telling*

Teacher: Iya 13 b, saya tertidur ketika my teacher was explaining , saat emnejelaskan . Yak an ada dua kejadian disitu , saya nya tertidur gurunya sedang menjelaskan , itu namanya past continuous infront of the class 14

Teacher: They were watching TV when I called , mereka sedang nonton TV ketika saya sedang menelpon . Saya saja yang tadi ibu bilang , saya sedang mandi ketika tamu datang 14 tadi jawabannya d , kan they were . They pasangannya were yang was itu hanya apa , I was , she was , He was , It was , 15

Students: reading

Teacher: Iya, when I visited Anita she is doing her assignment, Ketika saya kunjungi rumah Anita dia sedang mengerjakan assignment, apa assignment ?

Students: Reading

Teacher: 16 apa jawabannya ?

Students: B

Teacher: Iya B had moved when I visited her last month , dia sudah pindah ketika saya berkunjung kerumahnya bulan lalu , 17 seventeen

Students: reading

Teacher: Iya Tania had submitted her assignment, apa sih submitted? submitted itu mengumpulkan Tania sudah mengumpulkan tugasnya , saat saya menanyakan tentang itu, when I asked her about it kalau bisa, bacanya disambung about it , iya 18 B . Rumahnya sudah dijual ketika I visited him yesterday , telah terjual , nomer 19 nineteen

Students: reading

Teacher: Kenapa kamu tidak bergabung makan siang bersama kami ? 16 jawabannya ?

Students: b

Teacher: I have had my lunch , karena saya sudah makan siang juga kalau makan siang sarapan itu jangan eat lunch eat breakfast ya itu biasanya I have breakfast. Would you like to have dinner with me ?, would you like, maukah kamu makan malam dengan saya jadi jangan eat lunch eat breakfast atau eat dinner tapi have lunch have breakfast and have dinner ,makanya di sini I have had my lunch saya sudah makan makan siang saya.. 20 ?

Students: reading

Teacher: iya twenty A jawabannya A , the car has been sold , mobilnya sudah terjual ketika saya ingin membelinya , 21 ?

Students: reading

Teacher: Iya she had been waiting , dia telah menunggu 2 jam duh kesian ya, jawabannya A, lalu setelah itu the last number ?

Students: Reading

Teacher: Mobinya sudah di repaired sudah di? perbaiki , mobilnya sudah dibetulkan ketika saya datang kemarin.

CLASS 8 B

Teacher: ya, I beg your pardon. Apa artinya?

Students: maaf

Teacher: what is the answer? Apa jawabannya Nak?

Students: saya meminta maaf

Teacher: Terus number 15?

Students: a. asking permission

Teacher: Kita bahas karena kalau langsung isinya karena kalian nggak foto copy kan? atau kalau bisa sekalian dikoreksi . Ayo liat soalnya tak a look at text . Number 1 dibaca deh mulai dari kamu

Students: Reading

Teacher: Anita took a lot a photograph when she went to Padang last week . Anita mengambil poto ketika dia pergi ke Padang Last week nomer satu jawabannya C, number two

Students: reading

Teacher: they moved to Jakarta when I was child , nomer 2 jawabannya ?

Students: B

Teacher: B moved, moved itu kata kerja yang beraturan , jadi jawabannya B moved , N jawabannya B, number three

Students: Reading

Teacher: Yaa last night , berarti nomer 3 jawabannya ? Iyaa was stolen , nomer 3 jawabannya A. The car was stolen last night , mobil telah dicuri tadi malam , nomer 4

Students: Reading

Teacher: kalau bisa udah salah satu dulu kan ntar ketauan pas dikoreksi yang punya kelas kamu aja belum , nomer 8

Students: A

Teacher: Iyaa, teacher gave the homework for us last week, artinya ?

Students: Guru memberikan

Teacher: Guru memberikan PR untuk kita minggu kemarin , jadi jawabannya gave bukan give atau given tapi gave , number five

Students: Reading

Teacher: Iya nomer 5 jawabannya B work at home bentuk past tense dari to be nya adalah were, was sama were , kalau they maka pasangannya were , kalau I itu I was , terus nomer 5 jawabanya ?

Teacher: terus nomer 6 jawabannya ?

Students: C

Teacher: I was very lazy when I was at school , saya sangat malas saat saya di sekolah , terus nomer 7 ?

Students: reading

Teacher: all of my parents , kedua orang tua saya apa ? kedua orang tua saya

Students: visited

Teacher: Visited iyaa , all of my parents visited my grandparents last month , kedua orang tua saya mengunjungi rumah kakek dan nenek bulan lalu C ya nomor 7 C . nomer delapan

Students: reading

Teacher: Iya nomer delapan jawabannya B , the books were bought from the bookfair , apa tuh artinya ?

Students: Saya ke toko buku kemarin

Teacher: Iya ke took buku kemarin ke book fair yesterday

Students: reading

Teacher: They apa ? Iya they were nomer sembilan jawabannya ? iya jawabannya B they were , karena kalau are itu present, jadi jawabannya they were at their school when their school were burned, iya were . Mereka di sekolah saat rumah mereka terbakar . Sembilan B 10 ?

Students: Saya berada di sekolah saat rumah saya terbakar , were burned

Teacher: Iya I met him when I was working at the office this morning 11 ?

Students: reading

Teacher: The car was used when I asking to Mr. Hardoyo, mobilnya digunakan saat saya sedang meminta ke Mr . Hardoyo, ya +tag YA number thirteen ?

Students: reading

Teacher: Iya artinya ? I was very sleepy saya sedang tertidur when my teacher was explaining infront of the class yesterday saat guru saya sedang menjelaskan di depan kelas , nomer 12 apa jawabannya ? Iya was explaining, ketika guru sedang menerangkan infront of the class di depan ? kelas yesterday . Saya sedang tertidur saat guru sedang menerangkan di depan kelas . 14 fourteen ?

Students: reading

Teacher: Iyaa they ? they were watching TV when I called Udin , mereka sedang menonton TV ketika saya menghubungi Udin, empatbelas B , limabelas ?

Students: reading

Teacher: Iya , what is the meaning of assignment ?

Students: Tugas

Teacher: Iyaa, assignment itu tu ? tugas ketika saya mengunjungi Nita she was doing her assignment , Dia sedang mengerjakan PR nya mengerjakan tugasnya nomer lima belas jawabannya ?

Students: B

Teacher: B was doing, 15 B , udah lanjut 16

Students: Reading

Teacher: enam belas jawabannya A iya , yang nomer 16 A . She had moved when I visited her last month , 16 jawabannya A , 17 ?

Students: reading

Teacher: Ini sebenarnya kalimat aktif pasif ya , 17 apa jawabannya ? Iya 17 itu jawabannya A . Apa sih artinya ? Submitted itu apa ?

Students: mengumpulkan

Teacher: Iya dia mengumpulkan tugasnya ketika saya menanyakan , number sixteen

Students: reading

Teacher: Apa jawabannya ? Iya apa artinya? The house had sold artinya ?

Students: terjual

Teacher: Rumahnya telah terjual when I am asking yesterday. Rumahnya sudah terjual.

Students: Reading

Teacher: why did not you join us for lunch , mengapa kamu tidak bergabung makan siang?, mengapa kaamu tidak bergabung saat makan siang kemarin . Terus apa jawabannya ? Jawabannya yang benar adalah ?

Students: A

Teacher: B I have had my lunch saya sudah makan siang , mengapa kamu tidak bergabung?, karena saya sudah makan siang . Sembilan belas A , 20 ? twenty

Students: Reading

Teacher: Iyaa had been sold sama tadi mobilnya sudah terjual , 21

Students: reading

Teacher: Iya lanjut lanjut wjat the answer, jawabannya A 21, she had been waiting selama?

Students: 2 jam

Teacher: 2 jam two hours, until the doctor come at nine A.M. , jam Sembilan pagi o'clock yesterday . twenty two . Ayo the last!

Students: Reading

Teacher: Jawabannya ? I came yesterday, bukan I come tapi I came, because waktu nya kan 'yesterday' it means sudah terjadi. Jadi verbnya harus verb berapa?, Sudah ? Jumlah benar dibagi 2,2 .

Teacher: Sekarang sebelum present ya tema nya ya ? terus ? Can you repeat again ? .

Students: Reading

Teacher: He goes to school everyday. He goes, nomer satu jawabannya goes .

Students: Noisy

Teacher: Sssshhhh, ada apa ini ? what happened?

Students: reading

Teacher: Biasanya iyaa meet kenapa tidak pakai s kata kerjanya ? nomer delapan ? karena subjeknya "we" kalaau subjeknya He seperti di atas maka kata kerjanya menjadi goes , kalau yang kedua we usually tanpa s, jadi jawabannya yang kedua D they ususally visit our family in Bandung when Holiday

Students: Reading

Teacher: The computer is used by my father everynight for doing his homework. komputer digunakan ayah saya setiap malam untuk mengerjakan tugas nya jadi nomer tiga jawabannya C , the answer is C nomer tiga C . Nomer empat , number four

Students: Reading

Teacher: A , B , C ?

Students: B

Teacher: Iya benar My mother and I buy bukan buys ,is buy atau buys buy tanpa s without s , number four B, number five ?

Students: reading

Teacher: They never?

Students: Come

Teacher: They never come to my house again now , artinya apa tuh ? artinya . Iyaa, mereka tidak pernah datang lagi kerumah saya sekarang to my house again , number six

Students: Reading

Teacher: Number six jawabannya ?

Students: C

Teacher: C , iyaa

Students: They do not do , apa do not do ? . mereka tidak do not do artinya tidak do itu artinya melakukan , jadi mereka tidak melakukan their homework , tidak melakukan tugas mereka from their teacher, dari guru mereka , nomer enam jawabannya C , number seven ya!

Students: Reading

Teacher: The school, the school apa ?

Students: noisy

Teacher: nomer tujuh jawabannya ?

Students: A

Teacher: The school is closed , sekolahnya ya closed , the school is closed number seven jawabannya A , number eight ?

Students: Reading, A

Teacher: Iyaa A The cars are washed by father now , mobil telah dicuci oleh ayah sekarang , the cars are washed karena mobilnya lebih dari satu cars kemudian washed bentuk past tense , my father oleh ayah now number nine

Students: Reading

Teacher: All fruits are sold in the supermarket , nomer Sembilan C jawabannya , terus number ten ?

Students: Reading

Teacher: Does she have a car ? Yes she does jadi jawabannya yes she does she have a car , next

Students: Reading

Teacher: I don't know nya ? A, B , C ?

Students: A

Teacher: Salah , I don't know without s , I don't know about the timing for assignment

Students: Reading

Teacher: Iya I am , I am ?

Students: I come I come

Teacher: I come I come without s jadi B , nomer 12 bener jawabannya B I am bukan come . hello my name is Joko I am from Papua, masa I come from Papua , I am from Papua, bener 12 C , lanjut , udah abis ya ?

Students: udah

Teacher: empat lagi, thirteen ?

Students: Reading

Teacher: Iya number thirteen jawabannya are , Mr Raharjo and Ms Sulasti are my parents, parents nya ? A atau B iya with S , karena parents nya pakai s parents , fourteen B jawabannya terus fifteen ?

Students: reading

Teacher: I have two brothers, I have two brothers jawabannya ?

Students: A

Teacher: Iya jawabannya A, sixteen , sixteen apa ?

Students: they are

Teacher: Iya they are bener, I have two brothers , they are saya punya dua saudara mereka adalah they are jadi jawabannya D ya they are Amin and Susan , .. is my older brother terus yang D , apa jawabannya ? He ? Iya He is , nomer enam belas apa jawabannya ? C, He studies at university now , dia belajar di universitas sekarang . Arifin is younger than me , Arifin lebih muda daripada younger than me , lebih muda daripada saya . delapan belas apa ?

Students: B

Teacher: Delapan Belas jawabannya B , He is an elementary school student . Dia adalah seorang pelajar SD, He is an elementary school student , all of my parents are teachers , they are at SMP 2 Jogjakarta , 19 jawabannya ? Iya they are teach , each of them masing-masing dari mereka , 19 jawabannya C , C they teach

Students: Miss duapuluh miss duapuluh miss

Teacher: nomer Sembilan belas C , enam belas each aja , dua puluh apa jawabannya ? Dua puluh A salah , jawabannya B each karena each masing-masing beda sama each of them, masing-masing dari mereka teach English in that school , teach nya pakai apa ? pakai ? es . Paham nggak ? . Yang nomer dua puluh jawabannya each karena disitu awalnya each of them teach English at school , tapi kalau nomer 19 jawabannya ? C tanpa es teach nya tanpa es karena itu sudah jamak . Nomer 21 . Siapa nak ? kamu ?

Students: reading

Teacher: Iyaa , do you have a computer ?

Students: reading

Teacher: Yes I have a computer , duapuluh dua ? . Sssshhh suara nya dong yang kenceng

Students: reading

Teacher: When do you send a letter ? It is sent by him now . Twenty two C , terus twenty three ?

Students: Reading

Teacher: This TV channel present about culture on Sunday, apa sih artinya ? . Tv channel ini menghadirkan tentang kebudayaan atau culture pada hari Sunday jadi jawabannya ? D . twenty three ?

Students: Reading

Teacher: Listen ! pakai S , karena yang ditunjuk this TV channel hanya satu this TV channel, TV channel ini menghadirkan kebudayaan setiap hari ? Sunday , maka present nya pakai s karena cuma satu . Jawabannya D bukan B, dadu dadu

Students: dadu dadu

Teacher: kalau simple present itu verb nya pakai S karena kan tunggal pakai s menandakan present .

Students: Noisy

Teacher: Ayo silent! all the students doesn't come

Students: Don't come

Teacher: All the students don't come ya!

Students: Yang mana nih miss, yang C ya ?

Teacher: Iya twenty four C karena all the students pakai s maka nggak mungkin doesn't , don't come yang C . Okay the last ! the last

Students: reading

Teacher: Ssssh. Ganang jarang datang kerumahku saat ini . Ganang does not , Ganang seldom come to my house nowadays . Iya dua puluh lima ?

Students: Reading

Teacher: Jawabannya ?

Students: B

Teacher: Salah , kata seldom dipakai setelah , always never itu kan keterangan waktu yang dipakai setelah subjek kan ? Iya jadi yang benar ini ? kalau yang C apa artinya ? Ganang tidak datang kerumah saya saat ini tapi kalau yang E artinya Ganang jarang datang kerumah saya Cuma salah pakai is , yang benar adalah B Ganang seldom to come to my house nowadays. Dua puluh lima B , yang jawab C salah , karena artinya yang C adalah Ganang tidak datang

Students: B

Teacher: Yang benar B , kalau kamu jawab C salah karena C artinya ? Ganang tidak datang bukannya jarang tapi tidak datang

Students: Yang benar B kan

Teacher: Yang B bebek, udah sampai 25 kan ? Jumlah benar dikali empat atau dibagi 2,5

CLASS 8 C

Students: Ayo bu, miss ulangnya (noisy)

Teacher: Fauzi ya Fauzi soalnya kecampur sama anak kelas yang kedua, kan kamu gak fotocopy langsung jawabannya terus kita bahas mulai dari sini kamu baca soalnya. Fauzi read number dua!

Students: (noisy)

Teacher: keep quite please, jangan berisik. Pay attention, perhatikan! kamu nggak ngerjain tuh dibelakang ada siapa ada Miss Aya. hey please listen, perhatikan, who's at the back? Jangan berisik

Students: sorry miss

Teacher: Lets, read number one! Ayo dibaca soalnya number 1

Students: (Read the test no 1)

Teacher: Coba dilihat, Danny how are you? kata si Lilin: Fine, thanks the underline word means _____ yang di underline kan kata fine nah fine itu persamaan katanya apa? a. certainly, b. not at all, c. very well d. it is okay. Kira-kira jawabannya yang mana? jawabannya apa? Very well, kalau certainly: tentu saja, not at all tidak sama sekali, it's okay: tidak apa-apa berarti kalo fine berarti very well. Nomer 1 jawabannya

Students: C

Teacher: No 2 dibaca

Teacher: Iya nomer 2 Renny and her brother randi were talking in veranda. veranda itu apa sih? What is the meaning of Veranda? Apa artinya veranda? Veranda itu teras depan beranda depan, Renny and her brother Randi, Renny sama Randi sedang talking in veranda when Dita and Renni's friends come, ketika Dita dan temannya Reni datang. Reni introduce her brother to Dita, Reni memperkenalkan her brother kakaknya kepada Dita nah terus Reni bilang "How do you do?" "Nice to meet you" kata dia kat Reni "How do you do, nice to meet you too", karena baru kenal mereka menyapanya dengan "How do you do?" without bukannya how are you ya. Jadi apa bedanya how are you dengan how do you do? kalau how are you menanyakan kabar, itu biasanya diucapkan sama orang yang udah kita kenal, kalau "how do you do" itu bukan menanyakan kabar itu hanya say greeting menanyakan kabar, salam, dijawab dengan "how do you do" kembali "How do you do?" "Pleased to meet you", "pleased to meet you too" senang bertemu denganmu juga tapi kalau ibu sudah kenal sama dia ya gak berhak mengatakan how do you do lagi paling bisa menyapanya dengan how are you. Tapi kalau dia ibu knalin sama namanya anak ibu hi nah sambal jabat tangan "hi how do you do" dia menjawab dengan how do you do juga. Tadi Reni apa isinya? Reni apa isinya a. How are you b. How do you do c. Dita this is .. d Dita this is my brother. Ini meperkenalkan orang lain ya. Apa jawabannya?. Jawabannya D. Dita this is my brother baru deh keduanya saling "how do you do" "nice to meet you" "nice to meet you too" "senang bertemu denganmu juga" jadi ini bagaimana cara memperkenalkan orang lain "Dita this is my brother Remdi, Dita ini adlaah kakak saya Rendi. Nomer 3 read please!

Student: kalau ditulis a b c d nya doang Tapi ga ditulis jawabannya?

Teacher: a b c d nya doang? tapi gak ditulis jawabannya? Yaudah gapapa Semua ga ditulis secara keseluruhan? males banget itu, siapa?

Student: Jidan Bu

Teacher: Bilangin nilainya dikurangin, tinggal nulis jawabannya doang, ayo nomer 3

Student: (reading no 3)

Teacher: Baca ulang disini dialog between Wawan and Mira hello , how is everything ?
apa itu how is everything ?

Students: Bagaimana kabarnya ?

Teacher: iya, bagaimana kabarnya, jadi sama aja menanyakan kabar seperti “how are you”, ‘how is everything”, “how is life”, itu sama ya menanyakan kabar terus kata si Mira blab la bla just fine , hi, atau hello atau Oh yeah atau that’s me .
Apa jawabannya ? Hello, karena diatasnya hello dijawabnya hello , jadi jawabannya B. Number 3 B

Students: (Reading next number)

Teacher: Jawabannya apa ? what’s the answer? a b c or d ?

Students: D

Teacher: D, ya number 4. Disini percakapan between Mira and Ryan . Mira bilang: how are you Ryan ? not too bad, apa itu not too bad ? berarti sama dengan ? fine ya kan ? tidak buruk tapi baik kan ? not too bad thanks , the underlined word means ini yang digaris bawah adalah how are you nya , how are you itu sinonim nya dengan apa sinonimnya apa, apakah dia masih introduction telling about other atau talking about weather? , talking about weather itu apa ?

Students: cuaca

Teacher: tentang cuaca membicarakan tentang cuaca atau asking about health, menanyakan tentang kesehatan , jadi apa ? jawabannya apa

Students: D

Teacher: D yaaa, asking about health, kalau introduction kan enggak kan ?, introduction apa ?

Students: perkenalan

Teacher: iya perkenalan , kalau perkenalan biasanya apa ? disebutkan nama nya, sedangkan ini how are you , brarti asking about ? hayoo kenapa sih kamu tuh ? what’s going on? Please don’t make a noise

Students: ini bu tucker-tucker bu

Teacher: becanda terus, ayo nomer 6 nomer 5 baca. Suaranya, kamu kalau becanda suaranya kedengeran sampai kesitu, giliran suruh baca aja, latihan baca dirumah ya ! latihan baca di rumah . No 5 soalnya gini the following is what you say to someone, following itu apa sih ?

Students: berikut ini ...

Teacher: berikut ini what you say, apa yang kamu katakan to someone kepada seseorang when you met him at night, ketika kamu bertemu dengannya pada?

Students: Malam hari

Teacher: Apa yang kamu katakana pada malam hari ?

Students: Good Evening

Teacher: Iya, good evening, kalau good afternoon?

Students: Selamat siang

Teacher: Iya, kalau good night?

Students: selamat istirahat

Teacher: Iya diucapkan pada saat ingin istirahat ya maksudnya ketika ingin tidur , tapi ketika ketemu seseorang pada malam hari kamu katakannya ?

Students: “Good Evening”

Teacher: Iya good evening, baca, except kecuali

Students: (reading)

Teacher: Apa jawabannya ?

Students: B

Teacher: yang b, the following statement tag expression are correct except , semua berikut ini adalah salam leave taking, , leave taking apa ? catetannya udah ibu kasih greeting . leave take . Okay apa leave taking ? Apa leave taking ?

Students: silent

Teacher: Hey, salam perpisahan, nah berikut ini adalah salah satu salam perpisahan kecuali, liat yang A liat yang A . I think I must be off now . Apa itu artinya?

Teacher: Saya harus pergi sekarang I think I must be off now, yang b I have a wonderful time , saya ada waktu yang bagus maksudnya I have a wonderful time , yang C I am afraid that is time for me to leave, sepertinya saya harus pergi sekarang, it is time for me to leave , yang D I am sorry I have to leave now maaf saya harus pergi sekarang, jadi pernyataan mana yang bukan leave taking ?

Students: Yang B

Teacher: yang b, karena disitu menyatakan kalau yang B waktu yang indah buat dia, iya kan ?

Students: Iya

Teacher: I have a wonderful time kita memiliki waktu yang indah , I have a wonderful time itu bukan salam perpisahan , tapi kalo a c dan d itu adalah ?

Students: Salam perpisahan

Teacher: I think I must be off, I am afraid it is time for me to leave, I am sorry I have to leave now, nomer 7

Students: (Reading)

Teacher: apa jawabannya ?

Students: I think it is time for you to leave now

Teacher: Iya, I think it is time for you to leave now. Please listen, dengerin ibu someone says no thank you, tidak terimakasih , well it is nearly ten ini sudah mendekati jam 10 , good night . Nah jadi diisi dengan apa ? . I think it is time for me to leave , saya rasa ini waktunya untuk saya pergi, good night selamat malam . Jadi no 7 isinya ? number seven D , makanya konsentrasi udah sampai mana kamu masih itu aja , nomer 7 C nomer 7 D, I Think it is time for m to leave now , number 8

Students: Reading

Teacher: baca-baca number 8, I am afraid I have to go now terus kata Windy : Do you have to go soon ? Apakah kamu harus pergi segera? Yes good night , good night see you tomorrow kata Windi selamat malam sampai ketemu besok . The underline sentence that Kikan word it blab la bla Windi yang digaris bawah itu adalah good night berarti apa ? a . to meet b. to invite c. to leave d. Introduce

Students: C. to leave

Teacher: Ya to leave untuk berpisah see you tomorrow, sampai berjumpa kembali besok , nomer 9

Students: (reading)

Teacher: Iya C , coba dilihat dulu number 9 teacher nya bilang is there anything else you want to know? Apakah ada lagi yang ingin kamu ketahui?

Students: terus student nya jawab that's all I want to know, cukup sekian yang saya ingin ketahui

Teacher: Alright “ baiklah” See you tomorrow class Sampai bertemu besok class, the underline word means, see you tomorrow yang di underline ya , see you tomorrow berarti apa ? greetingkah ? Apologizing? leave taking atau?

Students: leave taking

Teacher: bukan perhatiin dari tadi , yang digaris bawah itu see you tomorrow jadi see you tomorrow itu masuknya apa? Greeting? apologizing ? leave taking atau congratulating ? hah ? masuknya kemana ?

Students: “silent”

Teacher: Emang kalau greeting itu apa ? greeting itu apa ? greeting itu sapaan, ucapan salam , apologizing itu apa?

Students: meminta maaf

Teacher: ini lagi aja dari tadi catetan udah dari awal dikasih tau juga , kalau apologizing itu permintaan maaf . leave taking apa artinya ?

Students: Pergi

Teacher: salam perpisahan, kalau congratulating ? congratulate to your birthday “selamat atas ulang tahunmu atau “congratulate you are the best in class “ selamat kamu menjadi yang terbaik di kelas itu kan namanya dapat selamat , nah kalau yang digarisbawahi di sini see you tomorrow itu masuknya kemana

Students: Leave taking

Teacher: sampai berjumpa besok, itu kan namanya salam perpisahan jadi bener jawabannya C, 10

Students: Reading

Teacher: Before Sandi goes ___ Sandy itunnama orang ya , before Sandi goes to bed , sebelum si sandy pergi tidur saya blab la bla to his parents , kemudian dia mengatakan apa?

Students; good night

Teacher: a. good night b. thank you c. good bye d. so long

Students: a

Teacher: ya good night , 11

Students: reading

Teacher: underline, ajeng latihan baca di rumah nih kelas 7 nih , baca baca di rumah, kalau umpamanya ada kata yang sulit kamu kan bisa cari di google, car abacanya bagaimana , iya masa under (ander) aja under , udah 11, teacher bilang have you done your homework in ? have you done have you done sudahkah kamu menyelesaikan homework pr mu terus si Intan menjawab I am sorry I apologize for it, maaf ibu I apologize, apa apologize ?

Students: meminta maaf

Teacher: Meminta maaf untuk itu, it doesn't matter kata gurunya , it doesn't matter gak masalah but next time tapi lain waktu you have to do it at home tapi kamu harus melakukannya di rumah next time maksudnya jangan diulangi lagi , Rita menjawab : certainly maam , oke ibu. The underline sentence itu apa yang di underline “ I am sorry maam I apologize for it berarti apa tuh ? a. the teacher forgot, b. Intan did not forget c. the teacher reminds it , mengingatkan d. Intan did not remember

Students: d

Teacher: Iya Intan did not remember karena disitu pernyataannya I am sorry maam I apologize for it, sedangkan kalau yang b Intan tidak lupa, kalau tidak lupa brarti ingat kan , berarti 11 jawabannya d, intan did not remember kalau ada PR jadi dimaafkan but next time tapi lain waktu you have to do it kamu harus melakukannya

Students: Reading

Teacher: Iya nomer berapa, Laura sama Tomy shhh blab la bla Tommy I could not come to your house yesterday, I could not come saya tidak bisa datang kerumahmu kemarin . Nevermind kata Tommy but call me if you can come

next time tapi hubungi saya kalau kamu tidak bisa datang ya next time lain waktu . jadi saya nya tuh gak berharap maksudnya gitu , jadi next time if you don't come please call me kalau yang a I do apologize b you are very sorry . Jawabannya a I do apologize tommy, saya minta maaf I Tommy could not come to your house yesterday saya tidak bisa datang kerumahmu kemarin , 12 jawabannya a sampai berapa soal sih

Students: 25

Teacher: Jawabannya aja ya ? trs skrg nomer 12 selanjutnya 13, 13 a , 14 ?

Students: c

Teacher: Iya I am sorry I don't see the sign tandanya, 15 ?

Teacher: b I do apologize meminta maaf , terus 16 . Saya dengar bahwa kakakmu di jambret di depan bank di apa namanya ?

Sudents: di rampas

Teacher: di .. di rampas semua bajunya , oh iya 16 jawabannya a itu tidak benar at all and he is fine , itu tidak benar dia ada di rumah kok dia baik-baik saja , 16 a , 17 ?

Students: a

Teacher: 17 a , 18 ?

Students: D

Teacher: D, this is my friend's house, iya 18 D

Students: 19 c

Teacher: 19

Students: C

Teacher: What do you know from the dialog that the text give information, iya 19 c , 20 ?

Students: c

Teacher: I am sorry officer, mohon maaf , 20 c , 21 ?

Students: B

Teacher: Daniel I need some sugar for the cake ya?

Students: Iya

Teacher: Sorry I am too busy to go to the market, dan saya sangat sibuk untuk pergi ke pasar , saya butuh gula untuk membuat kue , tapi saya terlalu sibuk untuk pergi ke pasar , can you can you give me to, can you give me can you help me ? 21 jawabannya D . 22 a 23 d can you help me to buy it ? bisakah kamu membantuku untuk membelikannya to buy it , 21 d 22 a 23 d ,

Students: B

Teacher: masa can you give me , can you help me , dapatkah kamu membantu saya to buy it untuk membelinya , 24 c , 25 of course mom, thank you pleasure mom, jadi thank you itu jawabannya 25 a dijawab dengan my pleasure udah di total jumlah benar dibagi 2,5 atau gimana ?

Students: dikali 4

Teacher: dikali 4 boleh, yaudah di total dulu, tadi yang a b c d nya doang ibu kurangi nilainya yang penting kamu total dulu berapa , dikali empat boleh atau jumlah benar dibagi 2,5 kalau udah kumpulin lagi.

CLASS 8 D

Teacher: Good morning students

Students: Good morning miss

Teacher: How are you today

Teacher: How many students that absent today? Jadi, how many students absent today?
berapa siswa yang absent today ya?

Students: Hilmy...

Teacher: Siapa aja?

Students: "silent"

Teacher: Who are they? Siapa saja? Denta..

Students: Lulu, sama Nesya

Teacher : What happened to them? Kenapa mereka?

Students: Meriang

Teacher: Meriang itu berarti apa? Sakit semuanya Sekarang ibu tanya kembali apa artinya suggestion? Suggestion, Suggestion itu berarti saran... Tidak harus tapi pasti saran, disarankan. Kalau Must apa artinya?

Students: harus

Teacher : kalo must itu Berarti harus terus sekarang lanjut, oiya ini kamu belum ini ya, belum latihan membuat percakapan dengan menggunakan can. Halaman chapter Five Halaman Fourty Five, Open your book buka buku kamu page fourty five.iya chapter empat, fourty five.. oke disini ada ungkapan happy birthday, maksudnya come to my birthday please. Suruh membuat apa? greeting card sama invitation card.

Students: iya

Teacher: Kartu ucapan sama kartu ucapan ulang tahun, kalo greeting aja itu kartu ucapan.

Teacher: Nah, disini kita mempelajari tentang.... sebelum membuat how to invite someone to do something, how to invite someone. Itu apa? Mengundang, invite. Mengundang seseorang untuk melakukan sesuatu. Terus yang kedua poin nya adalah give instruction.

Students: Memberi

Teacher: Memberi perintah, Hey Do it! Kerjakan jangan bercanda. Ask for permission. Artinya meminta apa?

Students: Izin.

Teacher: ask for permission meminta izin okay Nah Sekarang halaman 47, dibaca dulu sebelumnya oleh, Nabila please read!...

Students: Nabila, Nabila.

Students: Good Morning, good morning. Oh hei how are you. Fine, I just got your invitation card your birthday card. You are coming aren't you? Yes I am, thanks for invite me. of course you are one of my best friend, don't forget to wear t shirt. Are you sure this should dress wear thshirt to your party? Yes, there will be some outdoor game. Wow that must be fun. Okay see you then. Allright see you soon.

Teacher: repeat Good morning, good morning. Oh hei how are you. Fine, I just got your invitation card, I just got your invitation card yang berarti saya baru saja, I just. Saya baru saja got mendapatkan undangan mu, mendapatkan undangan untuk ke pesta ulang tahun mu. You are coming aren't you? Kamu datang bukan?. You are coming aren't you, ada kata aren'tyou itu berarti bukan? Mempertegas kembali mempertegas. Ini namanya tag question. You are coming aren't you, kamu datang bukan? Yes I am, ya saya datang, thanks for invite me, terima kasih sudah mengundang?

Students: Saya...

Teacher: pernyataan yang mana yang mengundang dari kalimat diatas?

Teacher: ya.. you are coming aren't you. Of course you are one of my best friend, tentu saja kamu adalah teman baik saya. Don't forget to wear tshirt, iya jangan lupa untuk memakai tshirt. Jadi biasanya kalo pesta itu ada dresscodenya. Are you sure this should wear tshirt to your party? Apakah kamu yakin, are you sure? This should dress the wear? Menggunakan tshirt ke pesta mu? Ya, there will be some outdoor games. Ya akan ada apa? There will

Students: Akan ada... games games diluar ruangan.

Teacher: Wow that must be fun. Itu akan menyenangkan. Okay see you then, sampai bertemu lagi. Allright see you soon, sampai bertemu kembali. Jadi itu pecakapan? Ya.. conversation by phone. Selanjutnyaa.. Halaman 49 read please Bayu.

Students: Hello david this is april, how are you? Im fine. David are you coming to nina birthday party? Yes you are coming too aren't you? Offcourse lets walk together. Okay don't forget to wear a tshirt . Really? Okay I will wear my purple tshirt. So we'll just walk to nina's party right. Wait for me near the bridge. Okay we'll meet at 9 there. Be there on time. Don't let me wait to long.

Teacher: Ini juga percakapan lewat telephone. Tapi lain orang, make sure lagi memastikan. Helo david this is april how are you im fine. David are you coming to nina birthday Party? Apakah kamu akan datang ke ulang tahun nina? Yes, you are coming too aren't you? Nah apatuh artinya. You are coming too aren't you? Kamu datang juga bukan? Cuma mempertegas aja. Kamu datang juga bukan? Offcourse tentu saja lets walk together, ayo kita jalan bersama sama. To her house, kerumah nya. Okay don't forget to wear a tshirt. Jangan lupa memakai?

Student: Tshirt

Teacher: we will play outdoor games there. Kita akan memainkan beberapa permainan disana. Really? Benarkah?. Okay I will wear my purple tshirt. Okay saya akan memakai baju apa anak ku?

Student: Baju berwarna ungu

Teacher: Tshirt itu kaos kalo Shirt baju (with). Iya saya akan memakai kaos berwarna purple atau ungu. So We'll just. Bacanya We'll jangan Well, Kalo well itu baik kalo ini we'll. We'll itu singkatan dari we will. So We'll just walk to Nina's party right, mari kita jalan menuju pesta nya nina. Wait for me near the bridge. Wait for me, tunggu saya di? Dekat jembatan. Okay we'll meet at 9 there. Kita akan bertemu disana jam?

Student: Sembilan.

Teacher: be there on time. Datanglah tepat waktu. Don't let me wait to long. Jangan biarkan saya menunggu terlalu lama. Yes don't forget to have your breakfast before to go. Ya jangan lupa, have your breakfast, sarapan dulu sebelum kamu berangkat. Jadi kalo mengatakan sarapan itu jangan eat breakfast karna breakfast itu sudah makan jadi have your breakfast, have lunch, have dinner jangan nanti ditambahin eat breakfast eat lunch itu salah. Ade kalo mau ngajakin dinner gimana?

Student: dinner with me?

Teacher: gimana caranya? Will you have a dinner with me tonight? Maukah kamu, have a dinner jangan eat a dinner. Tonight nanti malam atau malam ini.

Teacher: Lanjut halaman 51. 51 ini adalah kalimat perintah.

Student: Thanks for the ... I like it, open it please, bukalah, there is something in it. Open it now, I hope you like it. Sure allright let me open it now.

Teacher: ... thanks for the ..., I like it. Terus open it please, bukalah. There is something in it. Open it, berarti kan suruh buka ya, perintah, bukalah. There is something in it, apa tuh artinya?

Students: sesuatu di dalam nya.

Teacher: iya jadi gaperlu lagi tulis Nya tapi langsung di singkat jadi it. There is something in it. Boleh dibaca nyambung, open it now tina. Bukalah sekarang tina. I hope you like it. Sure. Saya harap kamu menyukainya. Suruh buka tuh, sure allright let me open it now. Izinkan saya membukanya sekarang.

Student: Edo this cup is really beautiful thanks, im glad you like it. Remember, never put hot water in it okay.

Teacher: edo, this cup is really beautiful. Really jangan Rally bacanya . This cup is really beautiful thanks. Cangkir ini sangat cantik terima kasih. Im glad you like it. Saya?

Student: senang kamu menyukainya.

Teacher: Remember, ingat. Never put hot water in it okay? Siapa namanya, Uda coba apa artinya, Remember never put hot water in it.

Student: Jangan..

Teacher: never put hot water in it okay.

Student: jangan nyicip

Teacher: Put itu apa? Taruh. Ingat, jangan taruh air panas kedalamnya. Okay. Karena mungkin mudah pecah.

Teacher: Selanjutnya, ... lets sing. Ini mengajak, lets sing ayo bernyanyi. Favorite Song together. Kita nyanyi lagu favorit kita bersama. Sure, tentu saja. Jadi kalimat ini, mana yang punya kata perintah?

Teacher: lets, meet now, iya never put, jangan pernah itu juga sama kalimat larangan itu ya. Kemudian lets sing. Lanjut halaman 53, dibaca dulu semuanya.

Student: lets ... exercise outside, don't be lazy, get up. Okay wait let me put on my shoes.

Teacher: sudah cukup sampai disitu dulu. Udin, Lets go out. Ayo kita keluar, don't be lazy

Student: jangan malas

Teacher: Get up ya!

Student: Bangun

Teacher: lets ... exercise outside, ayo kita latihan di luar. Okay wait, tunggu let me put on my shoes, saya pakai sepatu dulu

Teacher: daddy Leave that for a while, tinggalkan sebentar and lets go out for some exercise. Ayo kita keluar untuk latihan. Okay let me put in the bag first, izinkan saya menaruh tas saya terlebih dahulu.

Teacher: Terus, Tina is a break time Stop working, iya stop working berhenti bekerja. Lets go out for some fresh air

Student: ayo kita keluar untuk udara

Teacher: ayo kita keluar untuk menghirup udara segar. Okay, little bit more. Sedikit lagi.. jadi artinya little bit more tunggu sebentar atau wait a minute.

Teacher: Just wait a minute, artinya tunggu sebentar

Teacher: Siti, lets join the boys in the yard. Kata gurunya gitu, Siti ayo kita gabung sama anak laki-laki yang ada di?

Student: halaman.

Teacher: Iya di halaman, bahasa inggris nya in the yard. Yes but please wait for lina

Student: tunggu lina

Teacher: iya tapi tunggu lina dulu. She'll be here in a minute. Dia akan ada disini selama beberapa menit.

Teacher: Nah from the dialogue, mana yang mengandung perintah yang tidak boleh atau larangan?

Student: Don't be lazy,

Teacher: don't be lazy ya, artinya jangan malas. Kalau pakai don't itu berarti tidak atau jangan malas.

Student: Stop working

Teacher: iya, stop working, berhenti bekerja. Terus apalagi? Sudah ya

Teacher: Sekarang halaman 55

Teacher: disitu nomor 1 ditulis, Daiyu says, Daiyu berkata, Siti and Nina lets play football tomorrow afternoon, Siti dan Nina mari kita bermain Sepakbola besok

Student: Sore

Teacher: terus nomor 2, Siti says, you can wear a batik shirt or a formal shirt but please don't wear a tshirt. Siti berkata, you can wear kamu bisa memakai baju batik atau baju formal, but please don't wear a tshirt

Student: jangan pakai tshirt

Teacher: terus nomor 3, Tina says, Tina berkata For exercise please run or ride a bicycle, don't use expensive tools, apa artinya ?

Student: Latihan lari atau sepeda

Teacher: Untuk latihan olahraga berlari, jalan atau mengendarai sepeda. Tapi jangan menggunakan barang" yang mahal.

Teacher: Nomor 4, Ring

Teacher: okay lanjut after the break time ya. Without.

APPENDIX 2

TABLE ANALYSIS TYPES OF CODES SWITCHING

No.	Teacher's Utterances	Types of CS		
		Intra	Inter	Extra
1.	Fauzi read number dua!	√		
2.	hey please listen, perhatikan, who's at the back? Jangan berisik		√	
3.	Ayo dibaca soalnya number 1	√		
4.	kalau certainly : tentu saja , not at all tidak sama sekali	√		
5.	Iya nomer 2 Renny and her brother randi were talking in veranda. veranda itu apa sih ?	√		
6.	What is the meaning of Veranda? Apa artinya veranda? Veranda itu teras depan beranda depan	√		
7.	Renny sama Randi sedang talking in veranda when Dita and Renni's friends come , ketika Dita dan temannya Reni datang	√		
8.	Reni introduce her brother to Dita , Reni memperkenalkan her brother kakaknya kepada Dita		√	
9.	karena baru kenalan mereka menyapanya dengan "How do you do ?"		√	
10.	Jadi apa bedanya how are you dengan how do you do?	√		
11.	Jadi apa bedanya how are you dengan how do you do?		√	
12.	kalau how are you menanyakan kabar	√		
13.	"pleased to meet you too" senang bertemu denganmu juga	√		
14.	"pleased to meet you too" senang bertemu denganmu juga		√	
15.	Baca ulang disini dialog between Wawan and Mira hello , how is everything ? apa itu how is everything ?	√		
16.	Mira bilang : how are you Ryan ? not too bad, apa itu not too bad ?	√		
17.	berarti sama dengan ? fine ya			√

18.	talking about weather itu apa ?	√		
19.	membicarakan tentang cuaca atau asking about health	√		
20.	the following is what you say to someone , following itu apa sih ?	√		
21.	apa yang kamu katakan to someone kepada seseorang when you met him at night, ketika kamu bertemu dengannya pada ?	√		
22.	Iya, good Evening, good Eening, kalau good afternoon ?	√		
23.	semua berikut ini adalah salam leave taking, , leave taking apa ?	√		
24.	Okay apa leave taking ? Apa leave taking ?	√		
25.	I think I must be off now . Apa itu artinya?	√		
26.	yang D I am sorry I have to leave now maaf saya harus pergi sekarang		√	
27.	I have a wonderful time kita memiliki waktu yang indah , I have a wonderful time itu bukan salam perpisahn , tapi kalo a c dan d itu adalah		√	
28.	Do you have to go soon ? Apakah kamu harus pergi segera?		√	
29.	teacher nya bilang is there anything else you want to know ? Apakah ada lagi yang ingin kamu ketahui ?		√	
30.	terus student nya jawab that's all I want to know, cukup sekian yang saya ingin ketahui	√		
31.	class Sampai bertemu besok class, the underline word means , see you tomorrow yang di underline ya , see you tomorrow berarti apa ? greetingkah ? apologizing ? leave taking atau		√	
32.	see you tomorrow berarti apa ? greetingkah ?	√		
33.	greeting itu apa ?	√		
34.	apologizing itu apa?	√		
35.	leave taking apa artinya ?	√		
36.	“congratulate you are the best in class “ selamat kamu menjadi yang terbaik di kelas		√	
37.	si Intan menjawab I am sorry I apologize for it, maaf ibu I apologize, apa apologize ?	√		
38.	“ I am sorry maam I apologize for it berarti apa tuh	√		

39.	Iya Intan did not remember karena disitu pernyataannya	√		
40.	Iya Intan did not remember karena disitu pernyataannya		√	
41.	call me if you can come next time tapi hubungi saya kalau kamu tidak bisa datang ya next time lain waktu		√	
42.	call me if you can come next time tapi hubungi saya kalau kamu tidak bisa datang ya next time lain waktu	√		
43.	Iya I am sorry I don't see the sign tandanya, 15 ?	√		
44.	Daniel I need some sugar for the cake ya ?			√
45.	Sorry I am too busy to go to the market, dan saya sangat sibuk untuk pergi ke pasar		√	
46.	Sorry I am too busy to go to the market, dan saya sangat sibuk untuk pergi ke pasar, busy apa ?	√		
47.	bisakah kamu membantuku untuk membelikannya to buy it	√		
48.	Who is absent today? Siapa yang absen hari ini?		√	
49.	Alright, let's we start the lesson today. Kita bahas sama-sama soal yang kemarin. The other class kerjainnya di kertas foto-copy ya, disini enggak. Oke langsung aja deh number one jawabannya apa?		√	
50.	I'd like to introduce ya!			√
51.	the following are questions to ask information, except? Di bawah ini adalah pertanyaan untuk menanyakan informasi, kecuali? Kecuali yang mana?		√	
52.	Berarti jawabannya "why don't you do it ya"			√
53.	nomor 6 jawabannya apa? Sorry to trouble you ya?			√
54.	goodbye mr rahmah, see you tomorrow. Kalau see you tomorrow itu namanya apa ya di bagian greetings?	√		
55.	where do you live? Jadi nanyain alamat itu, where do you live ya!			√
56.	Here's a present for you, terus respond nya apa?	√		
57.	thank you very much for lending me the book? Apa artinya lending?	√		
58.	I beg your pardon. Apa artinya?	√		
59.	what is the answer? Apa jawabannya Nak?	√		

60.	Terus number 15?		√	
61.	Anita took a lot a photograph when she went to Padang last week . Anita mengambil poto ketika dia pergi ke Padang Last week		√	
62.	they moved to Jakarta when I was child , nomer 2 jawabannya ?	√		
63.	moved itu kata kerja yang beraturan	√		
64.	The car was stolen last night , mobil telah dicuri tadi malam		√	
65.	teacher gave the homework for us last week, artinya ?	√		
66.	I was very lazy when I was at school , saya sangat malas saat saya di sekolah	√		
67.	all of my parents , kedua orang tua saya		√	
68.	all of my parents visited my grandparents last month , kedua orang tua saya mengunjungi rumah kakek dan nenek bulan lalu		√	
69.	the books were bought from the bookfair , apa tuhh artinya ?	√		
70.	Iya ke took buku kemarin ke book fair yesterday	√		
71.	The car was used when I asking to Mr. Hardoyo, mobilnya digunakan saat saya sedang meminta ke Mr . Hardoyo, ya	√		
72.	I was very sleepy saya sedang tertidur when my teacher was explaining infront of the class yesterday saat guru saya sedang menjelaskan di depan kelas		√	
73.	iya was explaining, ketika guru sedang menerangkan infront of the class di depan	√		
74.	they were watching TV when I called Udin , mereka sedang menonton TV ketika saya menghubungi Udin		√	
75.	what is the meaning of assignment ?	√		
76.	ketika saya mengunjungi Nita she was doing her assignment	√		
77.	Submitted itu apa ?	√		
78.	The house had sold artinya ?	√		
79.	why did not you join us for lunch , mengapa kamu tidak bergabung makan siang		√	

80.	2 jam two hours , until the doctor come at nine A.M. , jam Sembilan pagi o'clock	√		
81.	Ayo the last!			√
82.	The computer is used by my father everynight for doing his homework. komputer digunakan ayah saya setiap malam untuk mengerjakan tugas		√	
83.	Iya benar My mother and I buy bukan buys ,is buy atau buys buy tanpa s without s		√	
84.	They never come to my house again now , artinya apa tuh ?	√		
85.	Number six jawabannya ?	√		
86.	, number seven ya!			√
87.	The school, the school apa ?	√		
88.	The school is closed , sekolahnya ya closed	√		
89.	The cars are washed by father now , mobil telah dicuci oleh ayah sekarang	√		
90.	empat lagi, thirteen ?	√		
91.	He studies at university now , dia belajar di universitas sekarang		√	
92.	Arifin is younger than me , Arifin lebih muda daripada younger than me , lebih muda daripada saya		√	
93.	He is an elementary school student . Dia adalah seorang pelajar SD		√	
94.	Twenty two C , terus twenty three ?	√		
95.	This TV channel present about culture on Sunday, apa sih artinya ?	√		
96.	Tv channel ini menghadirkan tentang kebudayaan atau culture pada hari Sunday	√		
97.	Ayo silent !			√
98.	All the students don't come ya!			√
99.	How many students that absent today? Jadi, how many students absent today?		√	
100.	berapa siswa yang absent today ya?			√

101.	Who are they? Siapa saja?		√	
102.	What happened to them? Kenapa Mereka?		√	
103.	Suggestion, Suggestion itu berarti saran	√		
104.	Kalau Must apa artinya?	√		
105.	How many students that absent today? Jadi, how many students absent today?		√	
106.	Kartu ucapan sama kartu ucapan ulang tahun, kalo greeting aja itu kartu ucapan.	√		
107.	sebelum membuat how to invite someone to do something, how to invite someone. Itu apa?	√		
108.	Hey Do it! Kerjakan		√	
109.	Ask for permission. Artinya meminta apa?	√		
110.	ask for permission meminta izin okay			√
111.	I just got your invitation card yang berarti saya baru saja, I just. Saya baru saja got mendapatkan undangan mu,		√	
112.	You are coming are'nt you? Kamu datang bukan?.		√	
113.	Of course you are one of my best firend, tentu saja kamu adalah teman baik saya.		√	
114.	Apakah kamu yakin, are you sure?		√	
115.	Wow that must be fun. Itu akan menyenangkan.		√	
116.	Ini juga percakapan lewat telephone. Tapi lain orang, make sure lagi memastikan.	√		
117.	David are you coming to nina birthday Party? Apakah kamu akan datang ke ulang tahun nina?		√	
118.	we will play outdoor games there. Kita akan memainkan beberapa permainan disana.		√	
119.	Okay I will wear my purple tshirt. Okay saya akan memakai baju apa anak ku?		√	
120.	Tshirt itu kaos kalo Shirt baju.	√		
121.	So We'll just walk to Nina's party right, mari kita jalan menuju pesta nya nina		√	

122.	Okay we'll meet at 9 there. Kita akan bertemu disana jam?		√	
123.	be there on time. Datanglah tepat waktu.		√	
124.	Don't let me wait to long. Jangan biarkan saya menunggu terlalu lama		√	
125.	Yes don't forget to have your breakfast before to go. Ya jangan lupa, have your breakfast, sarapan dulu sebelum kamu berangkat	√		
126.	Ade kalo mau ngajakin dinner gimana?	√		
127.	gimana caranya? Will you have a dinner with me tonight? Maukah kamu, have a dinner jangan eat a dinner. Tonight nanti malam atau malam ini.		√	
128.	There is something in it. Open it, berarti kan suruh buka ya, perintah, bukalah.		√	
129.	There is something in it, apa tuh artinya?	√		
130.	I hope you like it. Sure. Saya harap kamu menyukai nya		√	
131.	This cup is really beautiful thanks. Cangkir ini sangat cantic		√	
132.	never put hot water in it okay.			√
133.	Put itu apa?	√		
134.	Selanjutnya, ... lets sing. Ini mengajak, lets sing ayo bernyanyi		√	
135.	Lets go out. Ayo kita keluar,	√		
136.	Get up ya!			√
137.	Okay wait, tunggu let me put on my shoes, saya pakai sepatu dulu		√	
138.	Okay let me put in the bag first, izinkan saya menaruh tas saya terlebih dahulu.		√	
139.	Terus, Tina is a break time Stop working, iya stop working berhenti bekerja. Lets go out for some fresh air	√		
140.	jadi artinya little bit more tunggu sebentar atau wait a minute.	√		
141.	Siti, lets join the boys in the yard. Kata gurunya gitu, Siti ayo kita gabung sama anak laki-laki yang ada di?	√		
142.	Iya di halaman, bahasa inggris nya in the yard	√		

143.	Nah from the dialogue, mana yang mengandung perintah yang tidak boleh atau larangan?	√		
144.	don't be lazy ya			√
145.	Siti berkata, you can wear kamu bisa memakai baju batik atau baju formal, but please don't wear a tshirt		√	
146.	jangan pakai tshirt	√		
147.	Tina berkata For exercise please run or ride a bicycle, don't use expensive tools, apa artinya ?	√		
148.	okay lanjut after the break time ya	√		
149.	okay lanjut after the break time ya			√
150.	kalau kalimat aktif pasif itu kalau simple present pakai is am are kata kerjanya bentuk ketiga (explaining grammar)	√		
151.	kenapa pakenya are karena was nya bentuk kata kerja ketiga jadi are was	√		
152.	I have two brothers laki-laki	√		
153.	they are mereka Haikal and Suta adalah my older brother	√		
154.	He studies at university now , Dia belajar di universitas sekarang , Arini is younger than me, Arini lebih muda daripada saya		√	
155.	dia ada disekolah elementary	√		
156.	dia ada disekolah elementary		√	
157.	he is in elementary, dia ada di sekolah elementary , apa itu elementary school ?	√		
158.	kedua orang tua saya all of my parents are teachers, adalah guru		√	
159.	kedua orang tua saya all of my parents are teachers, adalah guru	√		
160.	teach nya without s kan ?			√
161.	20 siapa ? Who is turn ?		√	
162.	each of them teach English in their school , masing-masing dari mereka mengajar Bahasa Inggris		√	
163.	each of them teach English in their school , masing-masing dari mereka mengajar Bahasa Inggris	√		

164.	lanjut nomer twenty one	√		
165.	When do you send the letter ? kapan kamu mengirim suratnya		√	
166.	When do you send the letter ? kapan kamu mengirim suratnya	√		
167.	This tv channel apa ? jawabannya ?	√		
168.	Tv channel nya mempersembahkan atau menghadirkan kebudayaan setiap hari libur	√		
169.	Tv channel nya mempersembahkan atau menghadirkan kebudayaan setiap hari libur		√	
170.	jadi jawabannya adalah D karena this Tv channel ini kan satu kan ?			√
171.	all the students berarti don't come all students don't come on holiday, tidak datang pada hari libur		√	
172.	ganang does not come to my house nowadays , Ganang tidak datang kerumah saya saat ini		√	
173.	ganang does not come to my house nowadays , Ganang tidak datang kerumah saya saat ini	√		
174.	saya seldom kan jarang ya			√
175.	last week minggu lalu itu past tense kata kerja kedua dari take itu took		√	
176.	Anita took a lot of photograph , Anita mengambil banyak foto ketika dia went to Padang last week		√	
177.	Anita took a lot of photograph , Anita mengambil banyak foto ketika dia went to Padang last week	√		
178.	The car was stolen last night mobilnya sudah tercuri tadi malam		√	
179.	Teacher gave homework to us last week. Guru memberikan kita PR last week		√	
180.	Teacher gave homework to us last week. Guru memberikan kita PR last week	√		
181.	number 9 who is turn giliran siapa		√	
182.	their house were burned when they were at school . Mereka sedang berada di sekolah ketika rumah mereka terbakar		√	
183.	their house were burned when they were at school . Mereka sedang berada di sekolah ketika rumah mereka terbakar	√		
184.	saya ketemu dia ketika saya sedang berjalan , I met him when I was walking at the park this morning	√		

185.	saya ketemu dia ketika saya sedang berjalan , I met him when I was walking at the park this morning		√	
186.	saya tertidur ketika my teacher was explaining , saat emnejelaskan . Yak an ada dua kejadian disitu , saya nya tertidur gurunya sedang menjelaskan		√	
187.	They were watching TV when I called , mereka sedang nonton TV ketika saya sedang menelpon		√	
188.	when I visited Anita she is doung her assignment, Ketika saya kunjungi rumah Anita dia sedang mengerjakan assignment,		V	
189.	Ketika saya kunjungi rumah Anita dia sedang mengerjakan assignment, apa assignment ?	√		
190.	Iya B had moved when I visited her last month , dia sudah pindah ketika saya berkukung kerumahnya bulan lalu		√	
191.	Tania had submitted her assignment , apa sih submitted?,	√		
192.	Rumahnya sudah dijual ketika I visited him yesterday	√		
193.	Rumahnya sudah dijual ketika I visited him yesterday		√	
194.	would you like, maukah kamu makan malam dengan saya jadi jangan eat lunch eat breakfast atau eat dinner tapi have lunch have breakfast and have dinner	√		
195.	the car has been sold , mobilnya sudah terjual	√		
196.	Iya she had been waiting , dia telah menunggu 2 jam		√	
197.	lalu setelah itu the last number ?	√		
198.	Mobinya sudah di repaired	√		
199.	how do you do Mr Rio jawabannya apa ?	√		
200.	Rio I'd like to introduce my father. Mr Rio saya ingin memeperkenlakan ayah saya		√	
201.	iyaa memperkenalkan orang lain ya , introduce other	√		
202.	baca yang kencang!please read loudly!		√	
203.	This is Mr. Wang an old friend of me teman lama saya		√	
204.	dia menjawab , pleased to meet you , senang betermu dengan mu		√	

205.	Pleased to meet you , pleased to meet you too kata si Weni , senang bertemu denganmu juga		√	
206.	Rita I'd like you to meet my friend Weni . Saya ingin kamu bertemu dengan teman saya Weni		√	
207.	Happy birthday Ana here a present for you, apa itu present?	√		
208.	terus apa jawabannya? What is the answer?		√	
209.	is this for me ? apakah ini untuk saya ?		√	
210.	is this for me ? apakah ini untuk saya ?	√		
211.	Chika terimakasih banyak atas bantuanmu, thank you very much for your help		√	
212.	it would be my pleasure itu akan menjadi kesenangan saya		√	
213.	it would be my pleasure itu akan menjadi kesenangan saya , bukan ya .			√
214.	tamunya apa bilang apa , thank you for a lovely time , terimakasih untuk waktu yang menyenangkan	√		
215.	Dido get a present from her mother , Dido mendapatkan hadiah dari ibunya		√	
216.	karena ini adalah hadiah yang paling beautiful in her birthday	√		
217.	Ibunya mengatakan happy birthday dear this is a present for you ini hadiah untukmu, oh it is very beautiful , ini sangat indah	√		
218.	si petugas perpustakaan bilang : have you finished reading the book you borrowed from me?	√		
219.	I have finished it last night , saya telah menyelesaikannya tadi malam		√	
220.	for lending me the book apa tuh jawabannya?		√	
221.	thank you very much , for lending me the book , terimakasih sudah meminjamkan saya , buku,		√	
222.	You look so pale, apa artinya?	√		
223.	bibi bilang you look so pale , so pale itu artinya kamu keliatan pucat , pale ya pale itu artinya pucat jadi so pale itu sangat pucat		√	
224.	I think I must see a doctor, kayaknya saya harus pergi ke dokter deh gitu kan		√	
225.	kalau kita mendengar suatu berita yang tidak enak , kita bisa kita katakana I am sorry to hear that berarti ungkapan simpati	√		

226.	I lost my pen, saya kehilangan pulpen saya nah dia bilang. I am sorry to hear that, saya sedih mendengernya ya.	√		
227.	kalau mendengar berita baik kamu bilang I am happy to hear that (INSERTING)		√	
228.	Tadi apa artinya I am happy to hear that?	√		
229.	terus kebalikannya I am sorry to hear that , itu apa ?	√		
230.	Who is turn ? giliran siapa ?		√	
231.	the following question , berikut ini pertanyaan for asking information meminta informasi	√		
231.	she is asking about train to Jakarta, dia menanyakan kereta yang menuju ke Jakarta	√		
232.	the woman menjawab in half an hour	√		
233.	Just wait , setengah jam lagi , in half an hour satu setengah jam lagi ya ?	√		
234.	I am sorry you got the wrong numbr apa artinya?	√		
235.	Maaf kamu mendapatkan nomer yang salah you got a wrong number		√	
236.	di sini between maker and neighbor apa sih artinya neighbor ?	√		
237.	Ibunya bilang my girl lost her money , anak kehilangan uangnya	√		
238.	terus tetangga bilang how come?, bagaimana bisa ?		√	
239.	pencuri telah mengambilnya di dalam bus	√		
240.	Terus from the dialog we know that kita ketahui bahwa tetangganya itu apa?	√		
241.	Iya A giving information , giving information itu apa ?	√		
242.	see you tomorrow apa artinya ?	√		
243.	Ini adalah waktunya saya untuk goodbye	√		
245.	Greeting ? greeting itu apa ya?	√		
246.	Iya sapaan salam , benar you are right , kalau introducing?	√		

247.	Iya introducing perkenalan , introducing ada yang introducing my self , my self apa ?	√		
248.	Iya perkenalan diri sendiri kalau introducing others ?	√		
249.	Kalau apologizing, apa apologizing?	√		
250.	meminta maaf , kalau saying goodbye artinya ?	√		
251.	giliran siapa? Who's turn?	√		
252.	kata gurunya that's all for now	√		
253.	Disapa dengan good morning ya dijawab dengan good morning	√		
254.	Iya betul jawabannya why don't you do it, kenapa kamu tidak melakukannya.	√		
255.	Itu bukan lagi nanyain information ya!			√
256.	Yang namanya how do you do itu diucapkan pada saat pertama kali bertemu dengan seseorang. Kalo kita sudah kenal itu kita katakan how are you.	√		
257.	I like to introduce my father, saya ingin memperkenalkan ayah saya.		√	
258.	how many students itu berapa banyak siswa yang absent today yang absen hari ini	√		
259.	Iya betul jawabannya why don't you do it, kenapa kamu tidak melakukannya.	√		
260.	Itu bukan lagi nanyain information ya!			
261.	Yang namanya how do you do itu diucapkan pada saat pertama kali bertemu dengan seseorang. Kalo kita sudah kenal itu kita katakan how are you.	√		
262.	I like to introduce my father, saya ingin memperkenalkan ayah saya.		√	
263.	Diingat ya, apa tadi how do you do?	√		
264.	Nicole mendapatkan hadiah dari ibunya, he got a present for her mother		√	
265.	Because its, karena itu adalah most beautiful present in birthday day, karena itu hadiah paling indah dari ulang tahun nya		√	
266.	Have you, apakah kamu sudah menyelesaikan membaca buku, you borrowed from me, yang kamu pinjam dari		√	

	saya			
267.	yang kamu pinjam dari saya ya kan?			
268.	Borrowed from me, dari kata borrow, kalo borrowed berarti yang sudah kamu pinjam dari saya		√	
269.	You're welcome, sama sama		√	
270.	You look so apa itu you look so	√		
271.	Halaman 60, Page Sixty		√	
272.	Disitu ada contoh" benda yang ada di dalam kelas. things around the class		√	
273.	Kalo bukunya lebih dari satu? Books ya			
274.	Lanjut halaman 62, sixty two		√	
275.	Iya ini adalah things in our bags, apa tuh?	√		
276.	ada two pencils dua pensil		√	
277.	Apa artinya some dan many?	√		
278.	Some digunakan untuk kalimat positif, many untuk kalimat negative	√		
279.	Uncountable, kalo many?	√		
280.	Kita nyebutnya a pair of pants	√		
281.	Kalo umpamanya Liter, apa artinya?	√		
282.	Terus kalo a bunch? Bunch itu apa? Ayo bunch itu apa	√		
283.	Kalo a sack?	√		
284.	A sachet, a pieces artinya apa?	√		
285.	A spoon apa artinya?	√		
286.	A bucket apa?	√		
287.	We will report our finding to the class Kita akan report melaporkan penemuan di dalam kelas		√	

288.	Public building itu apa?	√		
289.	public itu kan tempat umum atau gedung-gedung umum		√	
290.	Kalau Bank apa artinya?	√		
291.	Tax office itu namanya kantor pajak, kalau Post office?	√		
300.	iya, kalau police station?	√		
301.	Kalau Gas Station apa artinya?	√		
302.	Kalau hospital apa artinya?	√		
303.	Kalau hotel artinya?	√		
304.	Read loudly please, baca dengan kencang. Coba apa artinya?	√		
305.	Yes, what is this building, artinya?	√		
306.	The building on the left is bank, gedung yang ada di sebelah kiri adalah Bank		√	
307.	Lanjut sekarang Kamu, yes your turn!		√	
308.	What about that bulding next to the bank, bagaimana gedung yang ada di sebelah bank?		√	
309.	Oh right, apa right?	√		
310.	Iya right disini jangan diartikan kanan tapi benar	√		
311.	The bank and the post office are next each other, saling bersebelahan. Terus kalo Behind?	√		
312.	kalau under artinya apa?	√		
313.	Kalau On artinya apa?	√		
314.	Iya, kalau in artinya apa?	√		
315.	kalo left artinya apa?	√		
316.	corner artinya apa?	√		
317.	Speak louder please, apa louder?	√		

318.	Mom, do you know that building on the right? Apakah kamu tau gedung yang ada di sebelah kanan?		√	
319.	A cross from the bank, disebarnya bank.		√	
320.	Oh that building is the post office, gedung itu adalah kantor pajak		√	
321.	that building on the right is the tax office. Gedung itu ada di sebelah kanan nya kantor pajak.		√	
322.	Kalo next sebelah, kalo near?	√		
323.	And what building in front of us, dan gedung apa yang ada di depan kita		√	
324.	Oh itu adalah rumah sakit, Oh that building is a hospital. Lanjut.		√	
325.	And that building next the tax office? Dan gedung yang disebelah kantpr pajak?		√	
326.	Oh there is a school, oh itu adalah sekolah.		√	
327.	so the school is next to the tax office. Jadi gedung itu dekat dengan kantor paja		√	
328.	Yes it is to right the tax office, ya gedung itu ada disebelah kanan kantor pajak		√	
329.	That building is the police station. Gedung itu adalah kantor polisi,		√	
330.	so the police station is a cross from the school, kantor polisi ada di depan sekolah		√	
331.	Selanjutnya ada contoh soal seperti ini, ini contoh map petanya.	√		
332.	Number three, nomor tiga?		√	
334.	Stasiun kereta, seven?	√		
335.	Excuse me, permisi, can you show me.. bisa kah kamu menunjukkan. The way to the market, jalan menuju kepasar		√	
336.	artinya apa go straight?	√		
337.	Ya jalan lah lurus ke depan until you find, samapai kamu menemukan		√	
338.	apa itu interjection?	√		
339.	and then you turn right kamu belok kanan and the building.. ada disebelah kananmu atau disebelah krimu?	√		

340.	Ya the market is between, between apa?	√		
341.	Go straight itu jalan lurus go ahead juga jalan lurus	√		
342.	Are you finished? sudah selesai kamu?		√	
343.	pakai after that juga gapapa	√		
344.	Liat catetannya preposition ada kan ?	√		
345.	Right side sebelah kanan , left side sebelah kiri interjunction ada disebelah situ	√		
346.	Go straight itu jalan lurus, go ahead itu lanjutkan	√		
347.	Turn right tapi kalau sebelah kanan ?	√		
348.	Kalau turn right itu belok kanan kalau sebeleah kanan right side	√		
349.	Walk Along Perhubungan street until you find sampai kamu menemukan perempatan setelah itu belok lapangan , walk along artinya berjalan di sepanjang jalan	√		
350.	kalo go straight tadi jalanan lurus ke depan go straight aja	√		
351.	walk along jalan di sepanjang jalan	√		
352.	go straight jalan lurus kedepan	√		

APPENDIX 3

TABLE ANALYSIS THE CONTEXT OF TEACHER'S CODE SWITCHING

No.	Teacher's Utterances	SSC	TUV	IBI	GE	GI
1.	Diingat ya, apa tadi how do you do?	√				
2.	Borrowed from me, dari kata borrow, kalo borrowed berarti yang sudah kamu pinjam dari saya.		√			
3.	You look so apa itu you look so....kamu tampak sangat pucat.		√			
4.	Mestinya im sorry to hear that, sorrynya bukan minta maaf.			√		
5.	kenapa pake an?	√				
6.	Iya ini adalah things in our bags, apa tuh?	√				
7.	Few untuk benda yang bisa di hitung, kalo little? Benda yang tidak bisa dihitung. Karena kalua sedikit itu bukan Karen kalimat positif dan negative tapi karena bendanya bisa dihitung atau tidak.			√		
8.	terus kalo a bunch? A bunch itu apa? Ayo a bunch itu apa.	√				
9.	a bucket apa?	√				
10,	I have a rubers, karena penghapusnya ada dua maka dia menggunakan s kata kerjanya jadi two rubers pake s, and Rudi has three rubers, dan budi mempunyai tiga penghapus				√	
11.	Public building itu apa?	√				
12.	Kalau Bank apa artinya?	√				
13.	Tax office itu namanya kantor pajak, kalau Post office?	√				
14.	Kalau Gas Station apa artinya?	√				
15.	Kalau hospital apa artinya?	√				
16.	Yes, what is this building, artinya?	√				
17.	kalau under artinya apa?	√				
18.	Speak louder please, apa louder?	√				
19.	Kalo next sebelah, kalo near?	√				

20.	artinya apa go straight?	√				
20.	apa itu interjection?	√				
21.	Namanya between kan diantara ya diantara the post office dan bank			√		
22.	Iya nama orang juga gak bisa diubah, building nama tempat nggak bisa diubah ya. We can't change.			√		
23.	The following are questions to ask information, except? Di bawah ini adalah pertanyaan untuk menanyakan informasi, kecuali? Kecuali yang mana?	√				
24	Berarti jawabannya "why don't you do it ya" . nomor 6 jawabannya apa? Sorry to trouble you ya?	√				
25	Goodbye mr rahmah, see you tomorrow. Kalau see you tomorrow itu namanya apa ya di bagian greetings?	√				
26	Here's a present for you, terus respond nya apa?	√				
.27	Lending itu artinya meminjam, repeat after me "lending - meminjam"		√			
28	Happy birthday Ana here a present for you, apa itu present?	√				
29	so pale itu artinya kamu keliatan pucat , pale ya pale itu artinya pucat jadi so pale itu sangat pucat		√			
30	kalau kita mendengar suatu berita yang tidak enak , kita bisa kita katakana I am sorry to hear that berarti ungkapan simpati			√		
31	Tadi apa artinya I am happy to hear that?	√				
32	kalau mendengar berita baik kamu bilang I am happy to hear that			√		
33	terus kebalikannya I am sorry to hear that , itu apa ? Saya sedih mendengarnya bukan saya meminta maaf , saya sdih mendengarnya itu bisa kita katakana ketika saat teman kita susah			√		
34	Who is ? giliran siapa ?					√
35	I am sorry you got the wrong numbr apa artinya?	√				
36	di sini between maker and neighbor apa sih artinya neighbor ?	√				
37	A thief stole It in the bus , itu apa , pencuri telah mengambilnya di dalam bus.		√			
38	Giving information itu apa ?	√				
39	Iya perkenalan diri sendiri kalau introducing others ?	√				

40	Mengenalkan orang lain , ibu sih udah kenal sama dia dan dia tapi dia belum kenal sama ini nah ngomongnya gimana Hi Eva this is my friend Ray, baru setelah itu bilang nice to meet you , nice to meet you too gitu kan ? itu namanya apa ? introducing others			√		
41	Halaman chapter Five Halaman Fourty Five, Open your book buka buku kamu page fourty five.					√
42	sebelum membuat how to invite someone to do something, how to invite someone. Itu apa?	√				
43	Hey Do it! Kerjakan jangan bercanda					√
44	Ask for permission. Artinya meminta apa?	√				
45	Nah Sekarang halaman 47, dibaca dulu sebelumnya oleh, Nabila please read!					√
46	Halaman 49 read please Bayu					√
47	Tshirt itu kaos kalo Shirt baju			√		
48	We'll itu singkatan dari we will				√	
49	Ade kalo mau ngajakin dinner gimana?					√
50	Jadi kalo mengatakan sarapan itu jangan eat breakfast karna breakfast itu sudah makan jadi have your breakfast, have lunch, have dinner jangan nanti ditambahin eat breakfast eat lunch itu salah			√		
51	Put itu apa? Taruh. Ingat, jangan taruh air panas kedalamnya.		√			
52	Who are they? Siapa saja?					√
53	jadi artinya little bit more tunggu sebentar atau wait a minute.		√			
54	Just wait a minute, artinya tunggu sebentar		√			
55	Iya di halaman, bahasa inggris nya in the yard		√			
56	Nah from the dialogue, mana yang mengandung perintah yang tidak boleh atau larangan?	√				
57	Tina berkata For exercise please run or ride a bycicle, don't use expensive tools, apa artinya ?	√				
58	Fauzi , please read number 2, baca nomor 2					√
59	hey please listen, perhatikan					√
60	Ayo dibaca soalnya number 1					√
61	What is the meaning of Veranda? Apa artinya veranda? Veranda itu teras depan beranda		√			

	depan					
62	karena baru kenalan mereka menyapanya dengan “How do you do ?” without bukannya how ar you ya				√	
63	itu biasanya diucapkan sama orang yang udah kita kenal , kalau “how do you do “ itu bukan menanyakan kabar itu hanya say greeting menanyakan kabar , salam , dijawab dengan “how do you do” kembali “How do you do ?” “Pleased to meet you”,			√		
64	apa itu how is everything ?	√				
65	iya, bagaimana kabarnya, jadi sama aja menanyakan kabar seperti “how are you”, “how is everything”, “how is life”, itu sama ya menanyakan kabar			√		
66	The following is what you say to someone , following itu apa sih?	√				
67	semua berikut ini adalah salam leave taking, , leave taking apa ?	√				
68	see you tomorrow berarti apa ? greetingkah ? apologizing ? leave taking atau	√				
69	greeting itu apa ? greeting itu sapaan, ucapan salam		√			
70	kalau apologizing itu permintaan maaf		√			
71	Kalau congratulating itu artinya mengucapkan selamat. Seperti congratulate you are the best in class		√			
72	si Intan menjawab I am sorry I apologize for it, maaf ibu I apologize, apa apologize ?	√				
73	karena subjeknya yang melakukan itu si “We” makanya kata kerjanya itu without S				√	
74	Ssshh kalau kalimat aktif pasif itu kalau simple present pakai is am are kata kerjanya bentuk ketiga				√	
75	itu jadi jawabannya the past I was, kenapa pakenya are karena was nya bentuk kata krja ketiga jadi are was				√	
76	yang are, kenapa are ?	√				
77	He studies bener karena tunggal maka He nya tambahin es studies ditambah es atau e s ,				√	
78	karena disini study maka studies					
79	he is in elementary, dia ada di sekolah elementary , apa itu elementary school ?	√				
80.	Teach nya without s kan?	√				
81.	20 siapa ? Who is turn ?					√
82.	ini kalimat aktif ya, it is sent by him now, sent itu kata kerja ketiga, send sent sent				√	

	sedangkan a sama b masih pakai send kalau kalimat ketiga itu harus pakai kata kerja ketiga					
83.	Iya jawabannya took sudah jelas disitu karena last week minggu lalu itu past tense kata kerja kedua dari take itu took				√	
84.	stolen itu dicuri		√			
85.	Iya benar bacanya came, They were at home when I came last night ini juga past tense nya bukan past tense murni namanya past continuous tense ya ada dua kejadian di sini ketika mereka ada di rumah				√	
86.	apa book fair ?	√				
87	Iya artinya ada dua kejadian mereka sedang ada di sekolah ketika rumahnya terbakar itu namanya past continuous ada dua kejadian di sana. their house were burned when they were at school . Mereka sedang berada di sekolah ketika rumah mereka terbakar				√	
88.	ini sama keduanya past continuous yang pertamanya pake past tense yang keduanya pake past continuous. Past continuous itu sebenarnya gampang kalau present continuous pake is am are tapi kalau past continuous pake was sama were				√	
89.	They pasangannya were yang was itu apa pasangannya?	√				
90.	When I visited Anita she is doing her assignment, Ketika saya kunjungi rumah Anita dia sedang mengerjakan assignment, apa assignment ?					
91	Tania had submitted her assignment , apa sih submitted?,	√				
92.	Submitted itu mengumpulkan		√			
93.	lalu setelah itu the last number ?					√
94.	Mobilnya sudah di repaired, apa itu repaired?	√				
95.	Repair itu artinya diperbaiki		√			

97.	keep silent please! ibu perbaiki sedikit, bacanya bukan finiset tapi finished , ed nya itu seperti ketelen bacanya				√	
98.	Move, ed nya nggak jelas ya , moved to , jangan muped				√	
99.	The car was stolen last night mobilnya sudah tercuri tadi malam, stolen itu dicuri mobilnya dicolong tadi malam		√			
100	Past continuous itu sebenarnya gampang kalau present continuous pake is am are tapi kalau past continuous pake was sama were				√	
101	Mobinya sudah di repaired sudah di ? perbaiki , mobilnya sudah dibetulkan ketika saya datang kemarin.		√			
102	I don't know , tapi kalo n o w bacanya naw tapi kalo k n o w bacanya now				√	
103	I beg your pardon. Apa artinya?	√				
104	I came yesterday , bukan I come tapi I came, because waktu nya kan 'yesterday' it means sudah terjadi. Jadi verbnya harus verb berapa?				√	
105	karena subjeknya "we" kalaau subjeknya He seperti di atas maka kata kerjanya menjadi goes , kalau yang kedua we usually tanpa s, jadi jawabannya yang kedua D they ususally visit our family				√	
107	Go straight itu jalan lurus, go ahead itu lanjutkan		√			
108	Ada a globe, a globe itu menandakan apa? Satu atau sebuah. Kalo lebih dari satu gimana penulisan nya?				√	
109	A window apa artinya?	√				
110	An air conditioner artinya apa?	√				
111	a cross apa artinya?	√				
112	keep quite please, jangan berisik. Pay attention, perhatikan!					√

113	Suggestion, Suggestion itu berarti saran		√			
114	Kalau Must apa artinya?	√				
115	Ask for permission meminta izin okay		√			
116	There is something in it, apa tuh artinya?	√				
117	Just wait a minute, artinya tunggu sebentar		√			
118	What happened to them? Kenapa mereka?					√
119	Halaman Fourty Five, Open your book buka buku kamu page fourty five					√
120	iya, stop working, berhenti bekerja		√			
121	please run or ride a bicycle, don't use expensive tools, apa artinya ?	√				
122	Lets, read number one! Ayo dibaca soalnya number 1					√
123	Nomer 3 read please !					
124	Jawabannya apa ? what's the answer? a b c or d ?					√
125	talking about weather itu apa ?	√				
126	Please listen, dengerin ibu					√
127	greeting itu sapaan, ucapan salam		√			
128	apologizing itu apa?	√				
129	They never come to my house again now , artinya apa tuh ?	√				

130	good evening, kalau good afternoon ?	√				
131	Under itu bacanya u nya jadi a jadi ander bukan under				√	
132	This TV channel present about culture on Sunday, apa sih artinya ?	√				
133	kalau simple present itu verb nya pakai S karena kan tunggal pakai s menandakan present				√	
134	Inconvenience artinya ketidaknyamanan		√			
135	Kalau turn right itu belok kanan kalau sebelah kanan right side		√			
136	A cross from the bank, artinya disebaliknya bank.		√			
137	When you want to invite someone, pastikan harus ada tujuan dan pengirimnya siapa, kalau di invitation card umumnya ada to and from			√		

NOTES:

1. SSC: Scrutinize student's comprehension
2. IBI: Introducing background information
3. GI: Giving instructions
4. TUV: translating unknown vocabulary
5. GE: Grammar explanation

APPENDIX 4**LIST OF INTERVIEW QUESTIONS**

1. Do you often switch your language from English to Bahasa Indonesia or conversely during teaching and learning activities in the grade VII and VIII?
2. Do you realize that you are switching from one language to another during class activities?
3. When do you usually switch your language (in what context do you switch your language)?
4. Do you think that students feel less stressful and become more comfortable to learn when you switch your language?
5. Why do you sometimes switch your language in the class?

APPENDIX 5

TRANSCRIPTIONS OF TEACHER'S INTERVIEW

1. Ya, I often switch my language, because I think several students can't catch up with my language so I need to translate it into Bahasa Indonesia. For example I would explain concepts in English but if students do not understand, I will try to find easy word at first. If students still do not understand, I use Bahasa Indonesia. The concept will be easier to retrieve by students if the concept is communicated using English and mother tongue. Tetapi, itu juga tergantung dari kelas yang sedang saya ajar ya. Jika kelas tersebut saya anggap pemahaman dalam bahasa Inggris nya bagus, saya jarang switch bahasa. Tetapi, jika kelas tersebut dianggap bahwa rata-rata kemampuannya di bawah standar, pasti saya lakukan pengalihan bahasa tersebut dan itu tidak bisa dihindari. Selain itu, kadang juga kita menemukan beberapa kata atau ekspresi dalam bahasa Indonesia yang sedikit sulit untuk kita ungkapkan dalam bahasa Inggris secara langsung, nah, biasanya untuk memudahkan menyampaikan maksud kita itu, kita menggunakan bahasa Indonesia saja. For example in my class 7 G, di kelas saya ini ada beberapa siswa yang punya kemampuan bagus, terutama siswa yang mengikuti tambahan atau kursus di luar sekolah, I try to use English more rather than bahasa Indonesia. Namun ada juga yang masih perlu dibantu dengan penjelasan berbahasa Indonesia. Tetapi kalau siswa nya di level yang standar saya gunakan ubah bahasa saya English to bahasa supaya jelas dan tidak terjadi misunderstanding. Karna kalau saya tetap menjelaskan in English akan menjadi masalah. Pertama, siswa tidak akan mengerti maksud penjelasan saya, kedua pastinya siswa merasa tertekan.
2. Somehow, well in some occasion I realize that but it is goes spontaneously. So here's the case, if I'm going to say something in English, and students are not responding I tend to switch it into Bahasa Indonesia because its goes spontaneously but right after I speak in Bahasa, I'm going to switch it into English for making it better so the students can understand my respond in English also. So, terkadang itu terjadi dengan tidak sengaja atau secara natural. Dalam pengajaran bahasa kedua, juga diperlukan bahasa ibu
3. I usually use code switching when students do not understand and to check my student's comprehension. While I'm giving instruction more that two sentences, I think I'm going to switch not only switch but also translate it into bahasa Indonesia and I'm going to switch bahasa Indonesia into English again. So it's not a full English class but there is a bilingual class. Ketika saya ingin memperjelas materi yang sedang ataupun yang sudah dibahas di dalam kelas terkadang saya menggunakan bahasa Indonesia untuk mempermudah siswa memahami pesan yang saya coba sampaikan kepada mereka dan yang paling sering adalah untuk emphasize something. ketika melihat murid-murid sudah mulai bingung maksud dari kalimat saya sehingga harus lebih diperjelas memakai dan harus memakai bahasa Indonesia agar tersampaikan pesannya. Most importantly, kalau ada suatu topic yang penting sekali pasti saya akan tekankan berulang kali. Contohnya kalau sedang menjelaskan grammar itu saya suka mengetes murid dengan memberikan pertanyaan contohnya "play atau plays? With s or not?" jadi mereka mengetahui dan mengerti perbedaanya. Also,

when I say something spontaneously I need my vocabularies to be simple. Another occasion is also goes if I'm going to find another similar word and I need to adjust it into a simple one to my students because it based on the participant in the class so I need to do code switching. I think topic affects me a lot in code switching, for defining hard term or grammar. So I think I need to use two languages and switch it, which it will make my students understand easier about it but after that I'm going to translate the word into English also.

4. I don't think so, but when I observed. Somehow it's so helpful for them. For example, if they are not focusing on me and they can't catch up my word. So I need to translate it into bahasa to make it clear and simpler for them. I think switching the languages affects my students in a way that, If I'm going to say something only in bahasa Indonesia, they will only to be use to it only in bahasa Indonesia. So I think they need to understand that there is similar expression "hampir saja" in bahasa Indonesia, but we are going to say "oh that so close" in English. That expression is literally not from dictionary you need to know about it by interacting with people in English. It will affect my students a lot. In time that I teach my students if I'm only using 80% bahasa Indonesia in my class it's not going to affecting their listening comprehension well, because they need to listen to me in English so they get use to it. Also they need to respond me back in English. For example, when students responding to my question I also give them compliment, kadang menggunakan bahasa inggris atau bahasa Indonesia. hal itu membuat mereka termotivasi, dan terbiasa untuk berbicara dengan menggunakan bahasa inggris. I think by using two languages will make students less stressful so they can relax and make them learn better.

5. I use two languages in order to convey messages that students have to understand. I also use code switching to correct students' mistakes. If I mainly use English, maybe some students will have some problems in understanding. So, code switching is for lessening the tension and helping students to understand better. Karena untuk mengajarkan bahasa target masih sangat diperlukan bahasa pertama yaitu bahasa Indonesia. For example, ketika saya menyuruh murid untuk membaca kalimat, atau menjawab pertanyaan. Terkadang saya menggunakan bahasa inggris untuk memicu siswa dalam target language, namun kadang pula siswa tidak merespon, bahkan gaduh. Jadi saya harus mengingatkan mereka untuk diam, karena kondisi kelas terkadang tidak terkontrol atau tidak kondusif. Untuk mengingatkan, memberikan pertanyaan, atau bahkan komplimen saya menggunakan bahasa Indonesia atau nantinya saya switch. Another occasion, when I'm using advanced word I will made it into a simpler way and also make it in the English and Bahasa indonesia form. Sehingga bisa menambah kosakata baru untuk siswa. Saya sebagai guru tidak bisa memungkiri bahwa penggunaan bahasa ibu juga penting dalam pembelajaran bahasa target. Saya menggunakan kedua bahasa ini sebagai strategi dalam mengajar bahasa inggris to build students understanding.

BIODATA PENULIS



Rizky Soraya Diva merupakan nama penulis skripsi ini. Penulis dilahirkan di Jakarta, 4 September 1995. Anak kedua dari pasangan Bapak Junaedi dan Ibu Rasmining ini menempuh pendidikan Strata Satu (S-1) di program studi pendidikan bahasa inggris, fakultas bahasa dan seni, Universitas Negeri Jakarta pada tahun 2013-2018.

Penulis telah menempuh pendidikan formal di TK Nurfitri, SD Negeri 11 Serdang Jakarta Pusat, SMP Negeri 119 Jakarta Pusat dan SMA Negeri 15 Jakarta Utara. Penulis bertempat tinggal di jalan sunter jaya 2A Blok B 1 No. 29 kelurahan sunter jaya kecamatan tanjung priok, kota Jakarta Utara, kode pos 14360. Penulis dapat dihubungi melalui alamat surel sorayadivs@gmail.com