

APPENDICES

Appendix I

Teacher's Interview

I. Personal Background

Education Level:

Academic Level:

Years of Teaching:

Language competence:

II. Guidance

In foreign language classes, sometimes teachers may shift from one language to another (e.g. from English to bahasa Indonesia or Javanese) in their teaching. This phenomenon is called code-switching (CS) which refers to the alternate use of the first language and the target language.

III. Questions

1. Do you often switch your language from English into Bahasa Indonesia or conversely in your classroom?
2. If so, why do you switch those languages? Is there any special situation that you have to switch your language in the classroom?
3. Do you think by switching your language in the classroom affects the students comprehension in the target language?
4. If so, according to you, what is / what are the functions of switching the language in the classroom for the students? is there / are there any beneficial for the students?

Appendix II

Findings of the types of code-switching in the classroom

Class: XI-IPA 4

Date: Wednesday, September 3rd

Teacher: Do you think that number two is correct?

Students: Yes... No.

Teacher: Yes or no? Betulkah menurut kamu nomor.. (while pointed the answer of number two at the white board)

Students: Tidak

Teacher: Who can correct it?

[Inter-sentential code-switching without inserting new information]

Teacher: If you finish please send your representative to come here! Coba kirim perwakilannya satu untuk kesini!

[Inter-sentential code-switching without inserting new information]

Teacher: May I erase this part?

Students: (confused)

Teacher: Boleh saya hapus bagian yang ini?

[Inter-sentential code-switching without inserting new information]

Class : XI-IPA 4

Date : Wednesday, September 3rd

Teacher : Today, we will playing some game. *Game yang akan kita mainkan adalah puzele game, dalam permainan kali ini bapak akan membagi satu kelas mejadi 5 grup setia grup terdiri dari 5-6 orang.*

[Inter-sentential code-switching which inserting new information]

Class : XI-IPA 5

Date : Monday, September 1rd

Teacher: Before coming to the real reading text. let's go to the activity one. There is a special picture. I think that ini adalah legenda, bahkan kalian telah menjawab soal yang saya berikan tadi.

[Inter-sentential code-switching without inserting new information]

Teacher: According to the legend, bagaimanakah malin kundang ini tetap eksis?

[Intra-sentential code-switching]

Teacher: Kalau artinya curse dalam bahasa Inggris itu apa?

[Intra-sentential code switching]

Teacher: Jadi dipending dulu, nanti minggu depan ya!

[Intra-sentential code switching]

Teacher: Siapa lagi yang complains tidak ada pasangannya?

[Intra-sentential code switching]

Class : XI-AGM (agama)

Date : Tuesday, September 2nd

Teacher: Menurut bacaan, kapan mereka celebrated the harvest?

[Intra-sentential code-switching]

Teacher: The last number, kita melihat bagaimana untuk merayakannya.

[Intra-sentential code-switching]

Class : XI IPA 4

Date : Sunday, September 1st

Teacher: OK, if I am not mistaken. Last week we make a dialogue and you'll perform in front of the classroom.

[Tag-switching]

Teacher: Jadi depending dulu, nanti minggu depan ya!

[Tag-switching]

Class : XI-AGM

Date : Tuesday, September 2nd

Teacher: oke, You do it now!

Students: Yes.. mam.

[Tag-switching]

Teacher: Then, listen to me while look at the paper!

[Tag-switching]

APPENDIX III

Findings of the factors triggering the teachers to use code-switching in the classroom

Class : XI-IPA 4

Date : Wednesday, September 3rd

Teacher : Well, the first page.. you find the colours" page. Pasti yang pertama kita temukan adalah halaman yang berwarna, apalagi dalam koran Fajar, Tribun, atau Ajatappareng (name of newspaper).. but, the first we look.. the last page, because the last page is entertainment.. kenapa kira-kira kalau kita baca koran... yang langsung kita lihat adalah halaman terakhirnya.. ada sepak bolanya, kisah so sweet nya, ada gosip pemain sepak

bolanya... kemudian ada tentang profile... itukan yang paling sering anda baca.. Nah, newspaper.. enjoying, entertain and colorful, but sometimes.. tapi kadang-kadang, apa kira-kira kelemahan dari koran itu? Maksudnya disini adalah bukan kualitasnya, tetapi kelemahan yang kita maksud disini itu.. koran itu bagaimana?

[Rhetoric reason]

Teacher : Sekarang coba kalian... please imagine about your classroom, in And at your classroom please identifying noun kata benda yang ada disini apa-apa saja.. sekarang buat itu menjadi sebuah kalimat buat dari kata newspaper. Mirror, clock, door, window, dan liat yang termasuk adjective. kata-kata sifatnya dari kata-kata yang saya tulis di papan tadi.

[Rhetoric reason]

Class : XI-AGM

Date : Wednesday, September 3rd

Teacher: (after asking two students to get in front of the class for the role play) Eka as a student and Dina as a teacher. Now you, why don't you move here (while coughing) Guru biasa batuk-batukan? Karena kurang vitamin. Students: (laughed)

[Differences status or formalities]

Class : XI IPA 5

Date : Wednesday, September 3rd

Teacher: I think I can conclude from the other answers. First, people who get interested in history, it says here "*kalau ingin mengenal suatu daerah kenali dulu sejarahnya,*" (while rising of two her fingers to show that she quoted the statements). Second, people who want to see new place. Third, people want to know different of people.

[To quote other statements or proverbs]

Class : XI-AGM

Date : Wednesday, September 3rd

Teacher: I wanna ask your group something, oke It is about plastic surgery, right?

Students: Yes sir

Teacher: Jadi, what do think about luka bakar?

[Lack of vocabulary]

Teacher: Padahal, I have promised to you to give you an examination today.

[Lack of vocabulary]

Findings of the functions of code-switching in the classroom

Class : XI-AGM

Date : Tuesday, September 2nd

Teacher: (after giving the students the copy of the teaching materials)

Now, I'll give you the text tapi sebelumnya buat grup dan duduk berhadapan.. Pindahkan kursinya!

[Topic-switch]

Class : XI-IPA 5

Date : Monday, September 2st

Teacher: The word curse synonym to? The word curse.. Ada apa itu?

(while turning to the students who make some noise) the word it synonym to??

Students: Word from god for punishment..

Teacher: Good. Apa di belakang itu?? (The teacher waited for the students to remain quite)

[Topic-switch]

Class : XI-IPA 4

Date : Monday, September 2st

Teacher: By the way. Who can make the conclusion of this? Can you tell me this text in your own words?

Students: (looked confused)

Teacher: By reading this text, what can we get? Nah.. What is the aim of our reading?

Students: (remained confused)

Teacher: Apa yang dapat kita ambil dari sini?

[Topic switch]

Class: XI-IPA 5

Date: Monday, September 2st

Teacher: Turn to page 11! Before we read the story.. there are some word related to the story.. By consulting the dictionary, match the word to the meaning or the synonym.. On the left column is the words and the right column is the meaning or the synonym of the words!

Students: (looked confused)

Teacher: Match the word on the left side to the meaning on the right side!

Students: (remained confused)

Teacher: Pada permintaannya disini, cocokkan kalimat yang ada di kolom
kanan dan kolom yang kiri.. buka kamusnya!

[Repetitive function]

APPENDIX IX

Types of code switching in the class room observation checklist and not taking

Date : September 1st 2018

Class : XI-IPA 5

Function of code switching	Phase					
	Presenting the material		Practicing the language		Feedback	
	Tabulation	Note taking	Tabulation	Note taking	tabulation	Note taking
Topic switch	I	-	I	-	I	-
Affective function	-	-	-	-	-	-
Repetitive factian	I	-	I	-	I	-

Presenting the material		Practicing the material			Feedback			
Yes		No	Yes		No	Yes		No
T	NT		T	NT		T	NT	
IIII II	-	-	IIII II	-	-	II	-	-

Note

T : taking

NT : Note Taking

Types of code switching	Phase		
	Presenting the teaching materials	Practicing the target language	Feedback
Inter-sentential code switching	I	I	-
Intra-sentential code switching	IIII	IIII	-
Tag-switching	-	-	-

(Modified from the types of code switching propose by poplack, 1980)

Types of code switching in the class room observation checklist and note taking

Date : September 1st 2018

Class : XI-IPA 4

Function of code switching	Phase					
	Presenting the material		Practicing the language		Feedback	
	Tabulating	Note taking	Tabulating	Note taking	tabulation	Note taking
Topic switch	I	-	I	-	II	-
Affective function	-	-	-	-	-	-
Repetitive factian	-	-	-	-	-	-

Presenting the material		Practicing the material			Feedback			
Yes		No	Yes		No	Yes		No
T	NT		T	NT		T	NT	
IIII IIII III	-	-	IIIIII	-	-	IIII IIII	-	-

Note

T : taking

NT : Note Taking

Types of code switching	Phase		
	Presenting the teaching materials	Practicing the target language	Feedback
Inter-sentential code switching	IIII I	IIII I	II
Intra-sentential code switching	IIII	IIII	II
Tag-switching	II	II	IIII

(Modified from the types of code switching propose by poplack, 1980)

Types of code switching in the class room observation checklist and note taking

Date : September 2st 2018

Class : XI-AGM (agama)

Function of code switching	Phase					
	Presenting the material		Practicing the language		Feedback	
	Tabulating	Note taking	Tabulating	Note taking	tabulation	Note taking
Topic switch	I	-	II	-	-	III
Affective function	-	-	-	-	-	-
Repetitive factian	-	-	-	-	-	-

Presenting the material		Practicing the material				Feedback		
Yes		No	Yes		No	Yes		No
T	NT		T	NT		T	NT	
IIII	-	-	IIII I	-	-	IIII IIII I	-	-

Note

T : taking

NT : Note Taking

Types of code switching	Phase		
	Presenting the teaching materials	Practicing the target language	Feedback
Inter-sentential code switching	-	-	-
Intra-sentential code switching	II	II	IIII
Tag-switching	II	II	IIII

(Modified from the types of code switching propose by poplack, 1980)

APPENDIX X

The factor triggering the code switching in the classroom observation and checklist

Date : September 3rd 2018

Class : XI-IPA 5

Factor triggering the teacher to use code switching	Phase		
	Presenting the teaching material	Practicing the target language	Feedback
Rhetoric reason	-	-	-
Differences status and formalities	-	-	-
Topic change	-	-	-
To quote other statement or proverb	✓	✓	-
Lack of vocabulary	-	-	-
Existence of the participant in the conversation	-	-	-

(Modified from the factor of code switching purposed by Holmes, 2013)

The factor triggering the code switching in the classroom observation and checklist

Date : September 3rd 2018

Class : XI-IPA 4

Factor triggering the teacher to use code switching	Phase		
	Presenting the teaching material	Practicing the target language	Feedback
Rhetoric reason	✓	✓	-
Differences status and formalities	-	-	-
Topic change	-	-	-
To quote other statement or proverb	-	-	-
Lack of vocabulary	-	-	-
Existence of the participant in the conversation	-	-	-

(Modified from the factor of code switching purposed by Holmes, 2013)

The factor triggering the code switching in the classroom observation and checklist

Date : September 3rd 2018

Class : XI-AGM

Factor triggering the teacher to use code switching	Phase		
	Presenting the teaching material	Practicing the target language	Feedback
Rhetoric reason	-	-	-
Differences status and formalities	✓	✓	-
Topic change	-	-	-
To quote other statement or proverb	-	-	-
Lack of vocabulary	✓	✓	-
Existence of the participant in the conversation	-	-	-

(Modified from the factor of code switching purposed by Holmes, 2013)

APPENDIX XI

The function of code-switching in the classroom observation check list

Date : September 2st 2018

Class : XI-IPA 5

Function of code switching in the classroom	Phase		
	Presenting the teaching material	Practicing the target language	Feedback
Topic switch	✓	✓	-
Affective function	-	-	-
Repetitive function	✓	✓	-

(Modified from the function of code switching in the classroom purposed by sert, 2005)

The function of code-switching in the classroom observation check list

Date : September 2st 2018

Class : XI-IPA 4

Function of code switching in the classroom	Phase		
	Presenting the teaching material	Practicing the target language	Feedback
Topic switch	✓	✓	-
Affective function	-	-	-
Repetitive function	-	-	-

(Modified from the function of code switching in the classroom purposed by sert, 2005)

The function of code-switching in the classroom observation check list

Date : September 2st 2018

Class : XI-AGM (agama)

Function of code switching in the classroom	Phase		
	Presenting the teaching material	Practicing the target language	Feedback
Topic switch	✓	✓	-
Affective function	-	-	-
Repetitive function	-	-	-

(Modified from the function of code switching in the classroom purposed by sert, 2005)

APPENDIX VI

LIST OF INTERVIEW QUESTIONS

1. Do you often switch your language from English into Bahasa Indonesia or conversely in your classroom? (Apakah Anda sering mengalihkan bahasa pengantar Anda dari Bahasa Inggris menjadi Bahasa Indonesia atau sebaliknya dalam kelas?)
2. If so, why do you switch those languages? Is there any special situation that you have to switch your language in the classroom? (Jika iya, mengapa Anda melakukannya? Apakah ada situasi tertentu dimana Anda harus mengalihkan bahasa anda dalam kelas?)
3. Do you think by switching your language in the classroom affects the students' comprehension in the target language? (Menurut Anda dengan mengalihkan bahasa anda di dalam kelas dapat mempengaruhi pemahaman siswa terhadap bahasa target?)
4. If so, according to you, what is / what are the functions of switching the language in the classroom for the students? is there / are there any beneficial for the students? (Jika iya, menurut Anda, apakah fungsi pengalihan kode bahasa dalam kelas bagi siswa? Adakah keuntungan yang dapat diperoleh oleh siswa?)

APPENDIX VIII

Result of the teachers' interview

Interviewee : The teacher who teach in XI-IPA 4,5 and Agama

Date : Monday, September 2018

Place : Teacher Rooms

1. Ya, dikondisikan, tergantung dari kelas yang sedang kita ajar. Jika kelas tersebut kita anggap bisa mengerti bahasa Inggris sebagai pengantar awal, kita lakukan. Tetapi, jika kelas tersebut dianggap bahwa secara rata-rata di bawah standar, terkadang kita lakukan pengalihan bahasa tersebut.
2. Memang ada beberapa kondisi dalam kelas yang mengharuskan kita untuk menggunakan bahasa yang lebih mudah dipahami oleh siswa, dalam hal ini bahasa Indonesia yah.. sebagian besar karena keadaan siswa itu sendiri, contohnya, kemampuan bahasa inggris mereka yang tidak sama. Maksudnya.. ada sekelompok siswa yang memiliki kemampuan berbahasa inggris yang cukup baik, namun sebagian lagi.. kemampuannya tidak mampu mengimbangi teman mereka yang lain itu. jadi terkadang saya harus menngulang kalimat berbahasa inggris kedalam bahasa Indonesia. 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.

3. Jelas sangat mempengaruhi pemahaman siswa pada bahasa target.. karena kita ketahui bahasa target itu bukan bahasa kita... jadi sangat mendesak sekali kita memberikan beberapa teknik dalam pemerolehan bahasa karena tidak semua siswa mempunyai akselerasi dan pemahaman bahasa yang sama... jadi kita harus hati-hati betul.. tapi dengan jalan seperti ini.. siswa lebih cepat memahami bahasa.
4. Fungsinya yaitu.. siswa akan lebih cepat memahami bahasa target, siswa yang kemampuan memahaminya kurang baik, mereka tidak merasa frustrasi karena dalam hal ini gurunya memberikan terjemahan dari bahasa target ke bahasa Indonesia. Siswa yang pemahamannya cukup baik, atau dianggap di atas rata-rata terbantu dengan mengingat kembali kosakata tersebut. Dengan mengalihkan kode bahasa di dalam kelas siswa yang kurang baik pemahamannya terhadap bahasa target menjadi paham. Penggunaan tersebut bila menjadi kebiasaan hasilnya lebih bagus lagi.