

CHAPTER IV

FINDINGS AND DISCUSSION

Findings

In this part, the data finding are presented from 2 different types of data collection sources which is collected through observation and interview. They were categorized into certain theme and code to support finding and discussion of this study.

4.1 Observation

The observations were done 4 times in the classroom at MAN 3 Sleman. The observation were conducted in the two class at X IPS 2 and X IPS 3 of which the dates, time, and the number of students to each class were displayed in the table below:

Table 4.1 *The observation list at MAN 3 Sleman.*

Observation	Class	Date	Students	Time
1st	X IPS 2	Thursday, September 6 th 2018	34 Students consist of 22 female students; 13 male students.	08.30- 10.00 AM
2nd	X IPS 2	Thursday, September 13 th 2018	34 Students consist of 22 female students; 13 male students.	08.30- 10.00 AM
3th	X IPS 3	Saturday, September 29 th 2018	34 students; 20 female students and 13 male students	11.00- 11.30 AM
4th	X IPS 3	Thursday, October 4 th 2018	34 students; 20 female students and 13 male students	07.00- 08.30 AM

The subject of the observation were micro function and macro function of code-switching at X IPS 2 and IPS 3 classroom. The researcher observed how the teacher used code-switching to teach English in the classroom. The researcher used observational record while observed the class and the observational involved the participant on the activities in the classroom. The observation approach that researcher did was to observe and analyze the implementation of the use of code-switching especially in classroom management and content transmission which included in micro function and macro function. Thus, the researcher was going to analyze the whole activities during English teaching learning. The finding of the observation result presented in the table below.

4.1.1 Code Switching Classroom Management

The first table describe the implementation code-switching in classroom management. The coding is presented in the checklist below;

Table 4.2 *Code Switching in Classroom Management*

RH	Request Help
TCMD	Teacher Command
TCMP	Teacher Compliment
TA	Teacher Admonitions
TE	Teacher Encouragement
P	Pleading
MD	Managing Discipline
UI	Unofficial Interaction
B	Teacher
S	Student
/	Situation

This research involved 8 functions of code-switching according to Canagarajah (1995), which are *request help* (RH), *teacher command* (TCMD), *teacher compliment* (TCMP), *teacher admonitions* (TA), *teacher encouragement* (TE), *pleading* (P), *managing discipline* (MD), and *unofficial interaction* (UI).

(T) : teacher (S) : students (S1) : students 1 (/) : situation

Table 4.3 *1st Observational Tool; Code-switching in classroom management*

Code	Observation	Code switching CM							
		RH	TCMP	TCMD	TA	TE	P	MD	UI
	<i>(the teacher asked the students to learn about today's topic in a group)</i>								
0120	T: So I want to you work independently in a groups boleh berempat bertiga berempat bertiga try to understand this chapter for 5 minute			✓					
0121	T: For 5 minute			✓					
0122	T: Halaman berapa... halaman berapa what's chapter? Thirty one to....								
0123	S: thirty one until thirty five								
0124	T: Thirty one thirty five								

The researcher analyzed the use of code-switching in managing classroom based on the first observation. There are eight points based on the first observation that suitable with Canagarajah (1995) classroom management types which are *request help*, *teacher command*, *teacher compliment*, *teacher admonitions*, *teacher encouragement*, *pleading*, *managing discipline*, and *unofficial interaction*. In the

first observation there are 485 utterances, the result showed that request help and managing discipline did not happen, teacher compliment happened 7 times, teacher command happened 19 times, teacher admonitions happened 2 times, teacher encouragement happened 5 times, pleading happened 1 times, and unofficial interaction happened 4 times. According to the number teacher command happened more often during the class and the lowest number were pleading and request help.

The students asked to the teacher to help them translate the difficult word.

The table above is the example of their conversation during observation.

Table 4.4 *2nd Observational Tool; Code-switching in classroom management*

Code	Observation	Code switching CM							
		RH	TCMP	TCMD	TA	TE	P	MD	UI
	<i>(the teacher go back to one of the groups to make sure they are working on the task)</i>								
015	T: Ini tiga apa empat? Two of?								
016	S: yang ini peminatan yang ini wajib								
017	T: Which one is wajib?								
018	S: yang ini ms								
019	T: Okay, is that any word that you don't understand the meaning?								✓
020	T: What is it?								✓
021	S: ini ms S-l-i-g-h-t								✓
022	T: Slight not severe, not serious, not hard <i>(student did still not understand when the teacher gives the keyword)</i>								

On the second, there are 122 utterances, the result showed that *request help* happened 1 times, teacher compliment happened 2 times, teacher command happened 13 times, teacher admonition happened 2 times, teacher encouragement happened 5 times, unofficial interaction happened 10 times, pleading has a lowest number which happened only 1 times, and managing discipline did no has number. According to the number teacher command still happened more often in this second observation.

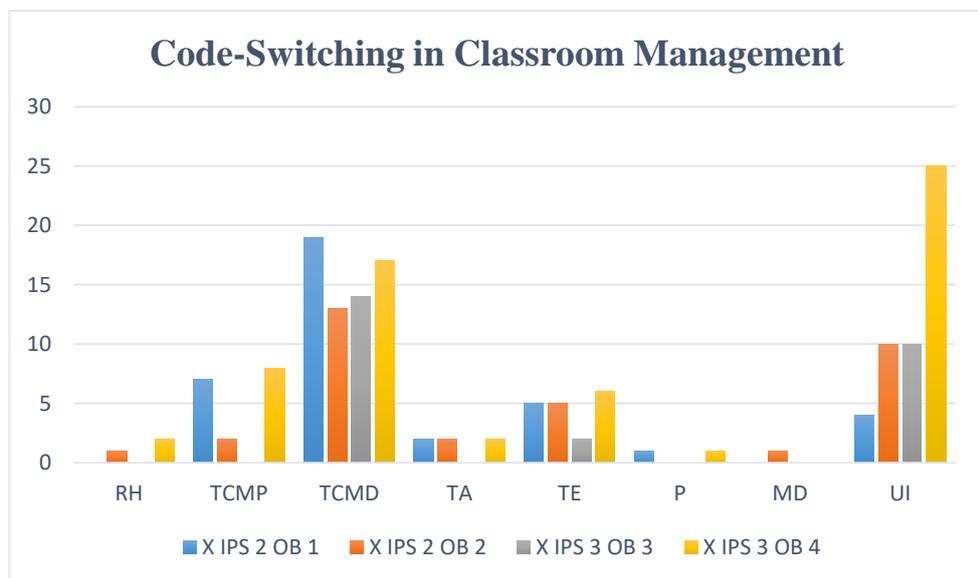


Figure 4.1 Chart of Observation Analysis of Code-Switching in Classroom Management at X IPS 2 and X IPS 3 class.

The chart above is focused on the use of code-switching in classroom management at MAN 3 Sleman. Canagarajah (1995) stated that the function of code-switching in the classroom was divided into two categories; classroom management included 11 types and content transmission included 6 types. Meanwhile, the researcher highlighted some point of code-switching in classroom management that were suitable with the focus of this research. Those point are

request help, teacher encouragement, teacher command, teacher compliment, teacher admonitions, pleading, managing discipline, and unofficial interaction. The researcher found eight types in during observations.

Teacher command was mostly happened during teaching learning process. During teaching learning process the teacher usually use code-switching to give instruction toward her students in the classroom. The 4.1.1 figure showed that unofficial interaction mostly happened in fourth observation, meanwhile in the third observation decreased because in the first observation the teacher focus to the explanation about the intention, it made the teacher and students little bit did short talk. In second and third observation unofficial interaction has a same number.

Teacher command has a highest number in the first observation than fourth observation. However, teacher command in the second and third observation decreased it might be happened because the teacher frequently used in some situations when she asked her students during teaching learning process.

Teacher compliment more often used in the fourth observation, in the first observation teacher compliment decreased 1 point. In the second observation teacher has a lowest number. However, in the third observation teacher compliment did not happened during teaching learning process.

Request help increased from the second observation to fourth observation because there is one student asked teacher the meaning of difficult word. However, in the first and third observation request help did not happend in the class.

Teacher admonitions in the first, second, and fourth observation has a same number. However, in the third observation teacher admonitions did not happened.

Teacher encouragement has a highest number in the fourth observation, in the first and second observation teacher encouragement has a same number. On the other hand, in the third teacher encouragement decreased it might be happened because the teacher sometimes used in certain situations during teaching learning process.

Pleading has a same lowest number during first and fourth observation. It might be happend there are some teacher gave an excusse to the teacher during teaching learning precess. However, in the second and third pleading did not happend. Managing dicipline just only happened during second observation. It might be happended because there are one students complain to the teacher regarding a problem with her classmate. During the first, third, and fourth observation managing dicipline did not happened in the class.

In the third and fourth observation the use of code-switching has a higher number in some types during teaching learning in the classroom. The table below revelad the result during observation in the classroom.

(T) : teacher (S) : students (S1) : students 1 (/) : situation

Table 4.5 3rd *Observational Tool; Code-switching in classroom management*

Code	Observation	Code switching CM							
		RH	TCMP	TCMD	TA	TE	P	MD	UI
0163	T: ask me question in English					✓			
0164	S: ms Kok fast banget.... kok fast banget								✓
0165	T: kok fast banget, that is MAN 3 annual program so is always on the same time is not fast ya								✓
0166	S: Ms... nanti dirumah ngomong bahasa Inggris?								✓
0167	T: of course you speak English								✓
0168	S1: bahasa Arab								
0169	S2: bahasa China								

The table above is presented the example of unofficial interaction between the teacher and students. In the third observation there are 343 utterances, the result showed that request help, teacher compliment, teacher admonition, pleading, and managing discipline did not happen during teaching learning English in the classroom. However, teacher command happened 14 times, unofficial interaction happened 10 times, and teacher encouragement happened 2 times. According to the number teacher command more often happened then teacher encouragement in the classroom.

In fourth observation teacher students discuss about the task that the teacher gave to the students. In some number the did not know the answer and they asked her teacher.

(T) : teacher (S) : students (S1) : students 1 (/) : situation

Table 4.6 4th *Observational Tool; Code-switching in classroom management*

Code	Observation	Code switching CM							
		RH	TCMP	TCMD	TA	TE	P	MD	UI
085	T: what else? Ada lagi?								
086	T: ada lagi? Sebelah sana kok tidak ada aksi reaksi								
087	T: no problem here?								
088	S: Ms					✓			
089	T: yes?					✓			
090	S: number nine					✓			
091	T: what is it? What is it problem?					✓			

In this observation there are 420 utterances, request help happened 2 times, teacher compliment happened 8 times, teacher command happened 17 times, teacher admonition happened 2 times, teacher encouragement happened 6 times, pleading happened 1 times, and unofficial interaction happened 25 times. However, managing discipline did not happen in this observation. According to the number an unofficial interaction more often happened then pleading in the classroom.

4.1.2 Code Switching Content Transmission

The first table describe the implementation code-switching in content transmission. The coding did present in the checklist below;

Table 4.7 *Code Switching in Content Transmission*

M	Motivation
E	Explanation
D	Definition
R	Review
PT;NM	Parallel Translation; Negotiate Meaning
USC	Unofficial Student Collaboration

This research involved 6 functions of the use of code-switching according to Canagarajah (1995), which are *motivation (M)*, *explanation (E)*, *definition (D)*, *review (R)*, *parallel translation (PT)* and *negotiate meaning (NM)*, *unofficial students collaboration (USC)*.

(T) : teacher (S) : students (S1) : students 1 (/) : situation

Table 4.8 *1st Observational Tool; Code-switching in Content Transmission*

Code	Observation	Code switching CT					
		M	E	D	R	PT;NM	USC
0163	<i>(the teacher tried to discuss examples of students and trying to correct one of vocabulary)</i>						
0164	T: aaa ada yang masih pake Bahasa Indonesia, is that any word that you to change adakah padanannya? Pencak silat...					✓	
0165	S: self defence...					✓	
0166	T: bela diri					✓	
0167	T: self defence					✓	
0168	T: namanya apasih? Martial art					✓	

The reasearcher analyzed the use of code-switching in content transmisson based on the first observation. There are six points based on the first observation that suitable with Canagarajah (1995) content transmission types which are motivation, explanation, definition, review, parallel translation and negotiate meaning, and unofficial students collaboration. In the first observation there are 485 utterances, the result showed that *motivation* happened 5 times, *explanation* happened 25 times, *definition* happened 1 times, *parallel translation*; *negotiate meaning* happened 16 times, *unofficial students collaboration* and *review* did not happen in the class. According to the number explanation happened more often during the class and the lowest number was definition.

(T) : teacher (S) : students (S1) : students 1 (/) : situation

Table 4.9 2nd *Observational Tool; Code-switching in Content Transmission*

Code	Observation	Code switching CT					
		M	E	D	R	PT;NM	USC
0111	T: Dear Ann I am going to see you, do you think your parent will allow me mengijinkan saya will allow me to your house iyalah mengijinkan saya, terus I will go there by bus you should not buy me a train ticket knp?						✓
0112	S: kamu tidak boleh						✓
0113	T:Kamu boleh jadi kalau si should itu sebalik tapi kalau should itu dipake negatif kamu tidak usah						✓

On the second observation, there are 122 utterances *explanation* happened 7 times, *motivation* happened 5 times, *parallel translation*; *negotiate meaning*

happened 6 times. *Definition, review* , and *unofficial students collaboration* did not happened in the classroom.

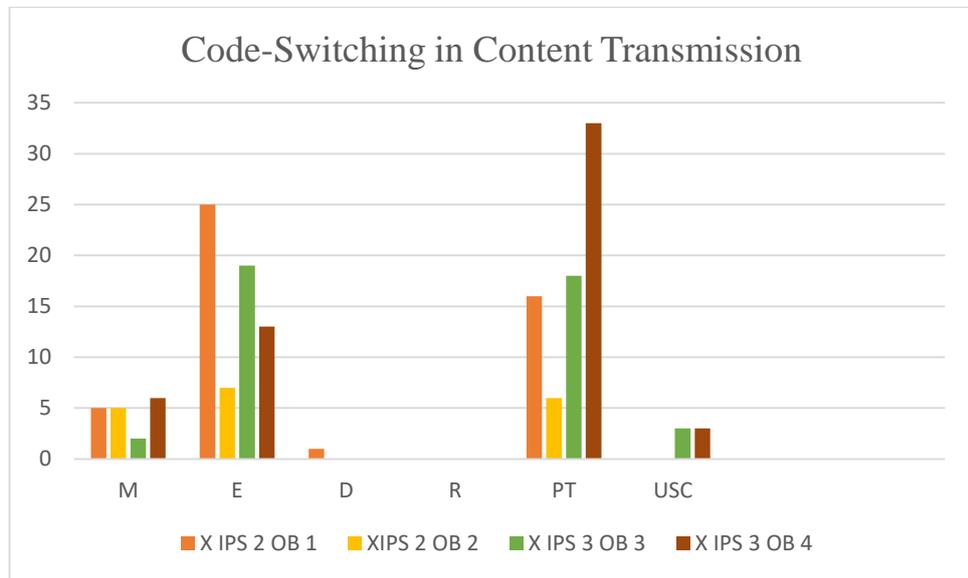


Figure 4.2 Chart of Observation Analysis of Code- Switching in Content Transmission at X IPS 3 and X IPS 2 class.

The chart above is focused on the use of code-switching in content transmissin at MAN 3 Sleman. Canagarajah (1995) stated stated that the function of code-switching in the classroom was divided into two categories; classroom management included 11 types and content transmission included 6 types. Meanwhile, the researcher highlighted some point of code-switching in classroom management that were suitable with the focus of this research. Those point are *motivation, explanation, definition, review, parallel translation* and *negotiate meaning, unofficial students collaboration*.

The chart above showed the result that explanation has a high number. In the first observation, there are some point in the chart categorized as the

characteristic of code-switching in content transmission. Explanation more often used by teacher because the teacher transferred intention material to students. The second highest number followed by parallel translation which frequently used by teacher during teaching learning activities. Motivation has low number, because when the teacher motivate her students to speak English during the lesson the students choice to speak Indonesia. The lowest in the first observation is definition because the teacher made the definition just when the teacher asked to her students what is the definition of intention. However, review and unofficial students collaboration did not happened, because the teacher directly asked her students about their homework or teacher asked to work in group.

The second observation, there are three point showed up catagorized as code-switching in content transmission. Explanation came up in the first place, the second place is parallel translation. The last low number is motivation during teaching learning in the class. Meanwhile, definition, review, and unofficial students collaboration did not happened in the class. It might be happened because the teacher more focus to disccuss midterm exercise with her students.

The third observation, explanation came up in the first place, the second place is parallel translation. It might be happened because when the teacher explained some information with her students, at the same time she asked the students about some vocabulary or someting else. Unofficial students collaboration rarely happened in this observation because students did short talk about the clarified the content among themselves in Bahasa. The lower number occupied in

motivation because the students choice to speak Bahasa even though the teacher already motivated her students by encourage them to speak English.

The fourth observation, there are four points occurred in the chart categorized as code-switchiing in content transmission. Those points are *motivation, explanation, parallel translation, and unofficial students collaboration*. Parallel translation mostly came up in the first place, it might be happened because the teacher discussed an excercise at the same time aksed her students about the vocabulary. The second place is explanation because the teacher explained some information to her students. Motivation has a little bit incresed in this observation because the teacher tried to motivate students to ask using English when they discussed an annual activites of the school in the class. Unofficial students collaboration has a lowest number because students did short talk about the clarified the content among themselves in Bahasa.

(T) : teacher (S) : students (S1) : students 1 (/) : situation

Table 4.10 3rd *Observational Tool; Code-switching in Content Transmission*

Code	Observation	Code switching CT					
		M	E	D	R	PT;NM	USC
0260	S: location?						
0261	T: Location boleh ya betul		✓				
0262	T:Location tapi bukan location yang di Yogayakarta location in the building side for example this part of this building aa... is exactly the right side of apa or the northen part of main building misalnya begitu ya		✓				
0263	T:Jadi posisinya dibangunan utama itu dimananya and then after that setelah itu		✓				

In the third observation there are 343 utterances, the result showed that the result showed that *motivation* happened 2 times, *explanation* happened 19 times, *parallel translation* happened 18 times and *unofficial students' collaboration* happened 3 times. However, *review* and *definition* did not happen in this observation. According to the number explanation happened more often during the class and the lowest number was motivation.

(T) : teacher (S) : students (S1) : students 1 (/) : situation

Table 4.11 *4th Observational Tool; Code-switching in Content Transmission*

Code	Observation	Code switching CT					
		M	E	D	R	PT;NM	USC
058	S1: I am is presenter two <i>(the teacher tried to correct students' sentence)</i>						
060	T: I am is itu doble, I am presenter two <i>(the students repeat once again)</i>						
061	S1: I am is prsenter two						✓
062	S:2 gak pake is						✓

In the fourth observation there are 420 utterances, the result *showed parallel translation; negotiate meaning* happened 33 times, *explanation* happened 13 times, *motivation* happened 6 times, and *unofficial students collaboration* happened 3 times. However, *review* and *definition* did not happen in this observation. According to the number parallel translation and negotiate meaning has a high number and the unofficial students collaboration is the lowest.

4.2. Interview

The interview involved one participant, the teacher who was chosen as the participant of this study was Mrs. Ami who taught X grade social at MAN 3 Sleman. The teacher chosen because she implemented code-switching during English lesson in the classroom. Moreover, she was keen teacher, she has a motivation because she encouraged students to try to speak English. Thus, the characteristic helped the researcher to gain rich data and deep analysis data.

In this research, the researcher observed the participant related to the implementation code-switching in the classroom during English classroom. Hopefully, the participant could share an information or ide related to the research. In this case, the teacher would give her information related code-switching in the classroom English classroom at MAN 3 Sleman. She would present the data based on her view about her class and how she implemented code-switching during English classroom especially at X grade who had a different background each of students.

The interview was done in one time with the participant. The interview was done on Saturday, October 6th 2018 and started around 7 am at MAN 3 Sleman. The teacher of English lesson taught X grade social. She implemented code-switching in the classroom, she used both *Bahasa* and English when she explained lesson to students or manage the classroom and she also encouragement students to try spoke English during the lesson.

While doing the interview from the participant, the researcher focus based on teachers' view. The researcher investigated through the interview how the teacher implemented code-switching especially in macro and micro function at X grade Social in MAN 3 Sleman. The interview result summarized in the below;

Table 4.12 Excerpt of Interview Transcription

Interview Transcription

Participant : English teacher of MAN 3 Sleman

Time : 7.20 am – 8 am

Date : October, 6th 2018

Place : MAN 3 Sleman

I: Interviewer **P:** Participant

Table 4.12 Excerpt of Interview Transcript

Subject	Line	Transcription
I		When you want to request help to your students, what language would you prefer? And why you choose that language when learning English class?
P	20	I give them a lot of English I want them to be exposed to English a lot of English in the English class but <u>when it come to request, when it come some direction that they should know I should use English until he is completely clear.</u>
I		When you give a compliment to your students, what language would you prefer? What is the reason behind?
P	24	I prefered English if it was not important, it was not important, it was not least important was the impact when they praised encouraging right, motivating, encouraging but <u>from my gesture, they already know that I praised them. I had a gesture such as a good job, give applause that they already know they praised</u>

The table above was a portion of the interview transcript that researcher obtained by way of an interview session with the participant. The complete interview transcription attached in the appendix.

4.3. Documentation

In this research, the documentation will be presented in this sub-chapter were some pictures during the classroom activities. Those documents got from the teacher. The learning activities run smooth in X Social 3 because the students were easily to manage and not to crowded different from X Social 2 the students were little bit crowded. However, when teacher taught in the both of class, the students felt enjoy with the environment in the classroom.

Based on the interview, the teacher taught *wajib* English lesson allocated two hours for each meeting by curriculum. Thus, the teacher divides into some activities during teaching learning process such as; discussion, individual exercised, or presentation. On the other hand, the teacher helped students when they did not understand with the topic by coming one by one each group or asked to the students which part they did not understand.



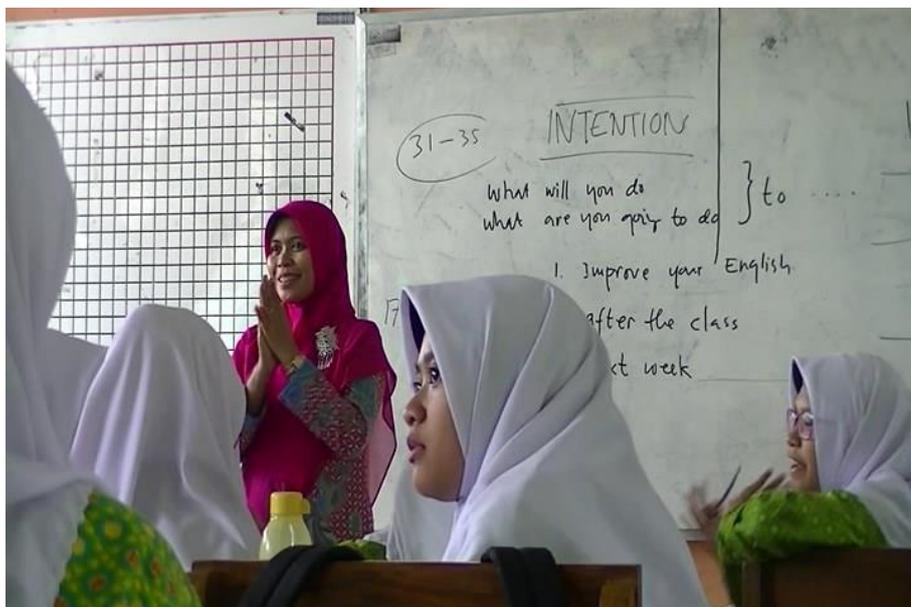
Images 4.1 *Students explained the topic.*

Images 4.1 showed the students explained the topic about intention in front the class. This activities used by teacher to make sure that the students understood about the intention, gave the example, and the different between each intention before the teacher explained over all the material.



Images 4.2 *Teacher helped the students.*

Meanwhile, images 4.2 showed that teacher helped students when they did not understand about the topic after they discussed with their group. The teacher said as much as they understood.



Images 4.3 *Teacher gave an applause to one of group.*

Images 4.3 showed that the teacher gave an applause to one of representative group who wanted come forward to give an example that they already made by themselves.



Images 4.4 *Students gave their observation report.*

Images 4.4 showed that one of the group gave an observation report about the historical place that they already observed with their group to the teacher. The topic they studied was description text.

4.4 Coding

Coding is the process categorized and to put the specific data's into broad theme that suitable with the theme (Creswell J. W., 2012). In this research, the researcher categorized the data by making the code system from all collected data that researcher gained during collecting data.

Table 4.13 *Coding Systems*

Data Source	Coding	Meaning
Interview	I1/TUCMC/20	'I' means the data is collected from the interview. '1' means the data gained from first interview. 'TUCMC' means Teachers' Preference Classroom Management. '20' means to the line of interview transcription.
	I1/TUCCT/24	I' means the data is collected from the interview. '1' means the data gained from first interview. 'TUCCT' means Teachers' Preference Content Transmission. '24' means to the line of interview transcription.
Observation	OBT1/001/TUCMC	OBT1' means the data is collected from the first observation. '001' means the data gained from code number observation. 'TUCMC' means Teachers' Preference Classroom Management.
	OBT1/001/TUCCT	OBT1' means the data is collected from the first observation. '001' means the data gained from code number observation. 'TUCMC' means Teachers' Preference Content Transmission.
Documentation	ON1/TUCMC	'ON' means observation note during the class. 1 is directed to the first observation. TUCMC means the categorization and acronym from Teachers' Preference Classroom Management
	ON1/TUCCT	'ON' means observation note during the class. 1 is directed to the first observation. TUCCT means the categorization and acronym from Teachers' Preference Content Transmission.

4.5 Thematizing

Kvle states in (Warren, 2011) stated thematizing is categorized the data into theme which was fits with interview. The researcher clarify the themes become specific themes.

Table 4.14 *Thematizing Matrix*

No	Code	Theme	Sub Themes
1.	TUCMC	Teachers' Use of Code- switching in Managing Classroom	Request Help Teacher Compliment Teacher Command Teacher Encouragement Teacher Admonitions Pleading Negotiate Meaning Unofficial Interaction Managing Discipline
2	TUCCT	Teachers' Use of Code-switching in Content Transmission	Review Definition Explanation Motivation Unofficial Student Collaboration Parallel Translation - Negotiate Meaning

Discussion

This part contains the researchers' interpretation and analysis toward the data collection. The data interpreted and analysis were elaborated by the theme matrix. There were two main points that researcher discussed in this part. The first was about teachers' preferences in managing classroom at X Social 2 and X Social 3. The second was teachers' preferences in content transmission at X Social 2 and X Social 3.

4.6. Teachers' Use of Code- switching in Managing Classroom

Code-switching has a several function in education especially in classroom management. The use of code-switching by teacher in managing classroom may help them to control the situation during foreign lesson. However, the use of code-switching depends on the preference of teacher in using what language that will be used when managing classroom. It is in line with Cahayani, de Coorcy, Barnett (2016) who said that teacher uses code-switching in classroom management not only to translate the word by using foreign language but also the teacher should adapt which languages that is appropriate to students in the classroom. Teachers also need to represent themselves as professional when they do code-switching it should not be use random, it must have a meanings.

In this research, Mrs. Ani used code-switching in managing her classroom. In the following example, she discussed the plan to have annual activities of MAN 3 in Pulesari with her students. The students asked her some questions. The encryption was provided below;

T: **Yes Akbar what your question? What is your question?**
 S: bajunya gimana ms? Maksudnya ni (how about the dresscode ms? I mean...)
 S: speak English
 T: **Speak English**
 S: ra iso bahasa Inggris aku (I can not speak English)
 T: **Try...**
 (*there was one student tried to ask about what unifrom they worn*)
 S: Ms what is....
 T: **What is our**
 S: dress
 T: **Our costum kalau dress itu gak bisa dipakai laki-laki ya?** (our costum, if drees it can not wear by male students)
 (*the teacher give good job gesture to her student who already tried to ask by using English*)
 T: **Ya bagus bagus, good question sudah bagus dia tanya walaupun dia salah kalian tanya pun gak mau** (good good, good question he tries to ask although he is wrong, it is better than you do not want to ask.)
 (OBT4/0201-0211/TUCMC)

From the conversation above, it showed that Mrs. Ani was very interactive to the students. She gave not only a compliment but also she did unofficial interaction and negotiate meaning with her students. In this case, Mrs. Ani preferred to use code-switching to give compliment, she did not only use English word and simply translate it, but she adapted the language which was appropriate to her students in the classroom. The example of Mrs. Ani did not only use L2 and simply translate, it instead she adapted it into “**ya bagus bagus, good question**”. If she was not aware of code-switching practice, she would only say “*ya bagus bagus, yes good good*”. However, she put an effort to contextualize the word “*bagus*” as a compliment for the students’ question. Thus, she said “*ya bagus, bagus, good question*”. However, she was a little bit missed in adapting L2 the word “*bajunya*.” She used the word “costume” instead of clothes to adapt an appropriate language to her students. The word “costume” according to Oxford English Dictionary means

clothes worn by people from a particular place or during a particular historical period, she should use the word clothes.

This fourth observation the teacher praised her students that already brave trying to ask using English, the finding is supported by data from researchers' observation note below(ON4/TUCMC);

Observation	Time	Note
4	Thursday, October 4th 2018 07.00-08.30 AM	The teacher asked students to give their question one by one so the other students could listen it. There is one male student asked to the teacher by using Bahasa, the teacher asked his to speak English. The male students did not ask. There is one female students asked using English, the teacher gave her praise because she asked by using English.

In this case, although Mrs. Ani has fluctuative performance in either translating or adapting the Indonesia word to English, but Mrs. Ani was successful to make the students contribute in the class. Especially contribute to speak English. This is in line with Ferguson (2003) stated that teacher used code-switching to make students contribution during the lesson.

The teacher also gives praise to students by using the English and *Bahasa* to show appreciation toward students in learning English. To make sure students do not miss teacher's praise, teachers willing use mother tongue to maximize the students' feeling of being praised, complimenting student by using mother tongue has a good effect to teachers-students relationship (Qian, Tian, & Wang, 2009) and Lin (1996). However, there are some meetings that Mrs. Ani used English to praise her students during the lesson. For example when one of her students presented the

example of expressing intention in front of the class. She was an average achiever student.

S: (*the sound is not clear*) kayak misal nyeritain... nyeritain besok itu mau.... kayak (*the sound is not clear*) kayak besok itu aku pengen ke Jakarta (for example tell about... tell about tomorrow want to... like... like tomorrow I want to go to Jakarta)

S: masa depan (future)

S: I would rather to kayak I would rather stay at home than go to fishing aku memilih buat tinggal dirumah daripada aa... apa pergi memancing ada planning tapi ada pilihannya (: I would rather to like I would rather stay at home than go to fishing, I would rather stay at home than aa... what is it... go to fishing, there are a planning but with a choice) (*the teacher gives praise to student who have been bravely explained the example*)

T:Okay alright alright that nice

(OBT1/0274-0277/TUCMC)

This phenomenon is considered to be acceptable because teacher can also gave students praise by using the English to show her generosity toward the students and she wanted to make less distance relationship with students during English lesson Cahyani, et. al (2016). When the teacher used English to compliment students, she wanted to show her generosity toward her student that students felt that their answer was appreciated by the teacher.

In this observation result, Mrs. Ani implemented code-switching or full English to show her appreciation toward her students who already brave to ask by using English. This practice was also good for the students, because the students also responded the compliment by smiling. This is in line more to Cahyani, et. al (2016) and Canagarajah (1995), that praise code-switching not only to show honesty, force, but also to motivate the students to learn English.

In the first observation the teacher gave the praise to one of the representative group by using English This finding supported by data from researchers' observation note below(ON1/TUCMC);;

Observation	Time	Note
1	Thursday, September 6 th 2018 08.30-10.00 AM	The teacher gave a praise using English to the one of representative group who already brave to come forward and tried to explain it.

In the interview with the researcher, the teacher said that she did not only praise her students by word but also she used gesture such as good job and give applause to show her students that the teacher gave a praise or compliment. The teacher stated her reason below;

“ I preferred English if it was not important, it was not important, it was not least important was the impact when they praised encouraging right, motivating, encouraging but **from my gesture, they already know that I praised them. I had a gesture such as a good job, give applause that they already know they praised**”
(I1/TUCMC/24)

The teacher stated that by using gesture she believed that her students understood that she gave praise to her students. When the teacher used gesture which concurrently with sentence of compliment.

The use of code-switching helped between teacher and students during English lesson in communication because it may avoided the gap in the class. According to Mujiono, et. al (2013) said that the use of code-switching in EFL classroom has effective effect because the use of code-switching to keep balance in communication and to avoid gap for teacher and students in the class during English

lesson. From the fourth observation, Mrs. Ani did unofficial interaction with her students. When she did interaction with her students, at the first Mrs. Ani used English then she tried to use code-switching to communicate with her students. She used code-switching simply to greet and to chat her students who had just entered the class. The encryption was provided below;

T: Where have you been? Dari mana (where have you been? where)

S:Dari kamar mandi ms (I from restroom ms)

(*the teacher tried to ask again to students*)

T: Okay, kalau dari... Where... where... where are you from?

S:Asal (coming from)

S:Jakarta

T: Ya... Where have you been?

(*the students did not answer question from the teacher*)

T: Barusan dari mana? (where have you been?)

S:Dari kelas (from classroom)

(OBT1/001-008/TUCMC)

This finding in first observation is supported by data from researchers' observation note below(ON1/TUCMC);;

Observation	Time	Note
1	Thursday, September 6 th 2018 08.30-10.00 AM	The teacher asked two students who after went to toilet by asking “where have you been”. Then follow up with other question which the teacher and some students did a short talked.

When Mrs. Ani used code-switching to communicate in the class, she wanted to avoid the gap with her students. Thus, she could feel closer to her students. The teacher stated her reason below;

“ If for emotional relationship definitely use Indonesian Language (I1/TUCMC/79)

“Em.... If kids like this they are still desperately need our figure, **so that if I using English there is distance.**” (I1/TUCMC/81)

“If conditioning, I use the English he get scoring by speaking Bahasa English they got the bonus, bonus score from me.” (I1/TUCMC/82)

Mrs. Ani implemented code-switching or Bahasa to show her affection when she communicate with her students in the class. By Mrs. Ani show her affection the students feel comfortable with the teacher. This is in line with Canagarajah (1995) that teacher and students switch L1 to L2 to simply have a chat about personal issue while also inserts extra pedagogical matters, in this case is the use of be expression where have you been. Although this unofficial interaction did not fully successful to gain extra pedagogical matter L1 to L2. However, when the teacher switched L2 to L1, the students were then able to achieve the meaning.

In terms of classroom management, Canagarajah (1995) mentioned that giving command is also part of the function of code- switching. The use of code-switching or mother tongue in giving command may effective for directing the students during the lesson. Teacher will switch from English to mother tongue when they need to clarify the instruction in whole class or individual to the students Setati, et. al (2002). In this observation Mrs. Ani used code-switching from L2 to L1 in giving command to her students. In the example, Mrs. Ani gave command to her students to sit with their group. The encryption was provided below;

(the teacher asked the students to learn about today's topic in a group)

T: So I want to you work independently in a groups boleh berempat bertiga berempat bertiga try to understand this chapter for 5 minute (consist of four, three, four, three student)

T: For 5 minute

T: Halaman berapa... halaman berapa what's chapter? Thirty one to.... (what the page number?)

S: thirty one until thirty five

T: Thirty one thirty five

(OBT1/0120-0214/TUCMC)

From the conversation above, it showed that Mrs. Ani used code-switching in giving command to her students. In this case, Mrs. Ani preferred to use code-switching in term of group activities to her students. She wanted her students to discuss about the topic in chapter 5 and trying to understand about that chapter. She asked her students to make a group consist of 3 or 4 students. When she gave an instruction to her students, she used code-switching L2 to L1 to direct her students. This is in line with Atkinson (1993) that when teachers use code-switching or mother tongue in learning foreign language it may help them to explain the instruction to the students.

This finding in first observation which teacher did a command to her students is supported by data from researchers' observation note below (ON1/TUCMC);

Observation	Time	Note
1	Thursday, September 6 th 2018 08.30-10.00 AM	The teacher asked her student to work in group to discuss about intention and after they finished the discussion with their group, they should come forward.

In the interview Mrs. Ani used *Bahasa* to give a command when she felt her students did not understand with her instruction but she tried to use code-switching instead using of *Bahasa* in the first. It was supported with her reason through the interview result below;

“I am combining English to Bahasa ya so I aaa... I will speak English first and then I try to speak slowly to make them understand but when I see still confused face insted they need to aaa... Understand more so I will try to speak Bahasa.” (I1/TUCMC/28)

The use of code-switching for teachers may help them to show teacher affection to make students more confident in learning foreign language. According to Chen & Rubinstein-Avila (2015) said that code-switching may help them to make comfortable atmosphere during learning foreign language. In this meeting, Mrs. Ani switched from English to mother tongue to encourage her students asked the question by using English. The encryption was provided below;

S: Ms kita (Ms we are)

T: We are

S: Ms itu tu kita campurnya sama kelas lain atau kelas sendiri? (Ms we are join with the other class or only with our class?)

T: No other class so IPS with IPS social class with social class and then the other term will belong to scient class

(the classroom situation is noisy because the student discussed with their own friends and there are student who asked individually with the teacher)

(the teacher gave the students hands lifting gesture in order to ask)

T: Yes

(there is one of the students asked the teacher by using Bahasa but the sound is unheard)

T: How do you say that... why would you try to speak English kenapa gak ngomong bahasa Inggris (why you do not speak English)

(OBT4/0170-0175/ TUCMC)

From conversation above, Mrs. Ani used code-switching when she tried encouragement her students to try speak English. In this case, one of her the students

asked Mrs. Ani with *Bahasa* about do when they were at home mixed with other class then Mrs. Ani answered by using full English toward her students. There is one of her students asked Mrs. Ani again by using Bahasa but the student asked personally to Mrs. Ani. Then Mrs. Ani said to her students how they said their question in English, she tried her students to ask using English. When Mrs. Ani encourage her students to ask, she switched from L2 to L1. This is in line with Canagarajah (1995) said that teachers use encouragement toward their students to create a less uncomfortable atmosphere during learning foreign language. Thus, the students to be active in the classroom.

This finding in fourth observation which teacher encouragement her students to ask by using English is supported by data from researchers' observation note below (ON4/TUCMC);;

Observation	Time	Note
4	Thursday, October 4th 2018 07.00-08.30 AM	The teacher asked students to give their question one by one so the other students could listen it. There is one male student asked to the teacher by using Bahasa, the teacher asked his to speak English. The male students did not ask. There is one female students asked using English, the teacher gave her praise because she asked by using English.

During the interview, Mrs. Ani said that she switched from L2 to L1 because she did not want to if her students harbored many question. It was supported with her reason through the interview result below;

“When I speak English suddenly I will speak Indonesia when I see need to understand when they need absord immediately. I do not want to long use English, then Indonesia continued to save the so many questions so I speak English little bit then aaaa ... I insert language. (I1/TUCMC/35)

So the level is also very me...me ... determine mbak Nawang if the level is indeed level children who have become accustomed to English then I increasingly rarely speaking in Indonesia, but **if the kids the background did not** (the sound of students' speak) **speak in English the more often I am speaking Indonesia first for encouraging and the second for the understanding.**” (I1/TUCMC/37)

The teacher used code-switching or Bahasa during English lesson based their background. Mrs. Ani adapted to the circumstances of each class that she taught English lesson. She did not want to make her students harbored their question if they did not understand during learning process. According to Karjo (2007) said teacher use code-switching in EFL class is common because the teacher feel if the students not ready using full English. Thus, she used code-switching to encourage her students if she felt her students not yet ready using full English during English lesson.

During a lesson process in second observation, Mrs. Ani asked her students to make a group in term to discuss a *wajib* and *peminatan* exercise that she gave to her students. She walked around the class to check her students if there were a group who needed her explanation or assistance. There was one group who needed Mrs. Ani to explain some vocabularies that they did not know. The encryption was provided below;

(the teacher go back to one of the groups to make sure they are working on the task)

T: Ini tiga apa empat? Two of? (this is three or four)

S: yang ini peminatan yang ini wajib (this one is peminatan this one is wajib)

T: Which one is wajib?

S: yang ini ms (this one ms)

T: Okay, is that any word that you don't understand the meaning?

T: What is it?

S: ini ms S-l-i-g-h-t (this is ms s-l-i-g-h-t)

T: Slight not severe, not serious, not hard

(student did still not understand when the teacher gives the keyword)

T: The serious one is severe/ringan

(the student pointed to one of the answers in multiple choice)

S: yang ini ms (this one ms)

(the teacher informed that it was not the right answer by repeating once again the keywords)

T: No... sama dengan ringan (no... the same with light)

S: jadi harus mengurangi (so should reduce) (OBT2/015-026/TPCM)

From an encryption above, Mrs. Ani helped one of student that he found a difficult vocabulary, she gave a clue in English to her students but her students still did not understand. Thus, Mrs. Ani used code-switching to give a clear clue. The teacher used code-switching to help them find a replacement word in mother tongue when the students found a difficult vocabulary word (Rahimi, 2013); Atkinson (1993). In this case, the teacher helped her students when the student did not know the vocab "slight". At the first the teacher gave a clue in English such as "Slight not severe, not serious, not hard" she tried to make her students understand with her clues but the students did not understand, then she gave again the next clue with code-switch in *Bahasa* and the students respond her clue. Thus, when the teacher used code-switching to find a replacement word it helped both teacher and student during English lesson.

This finding in first observation which teacher helped her students during teaching learning process is supported by data from researchers' observation note below (ON2/TUCMC);

Observation	Time	Note
2	Thursday, September 13 th 2018 08.30-10.00 AM	The teacher helped one of the group because they did not know the meaning of difficult vocabulary by coming to them and she gave a clue so the students can guess the meaning.

In the interview with the researcher, Mrs. Ani wanted her students to be exposed when English lesson. However, when the teacher wanted giving some direction or there were students asking help to her. She used English at first to explain it, then she used Bahasa and English language at the end. The teacher stated her reason below;

“I give them a lot of English I want them to be exposed to English a lot of English in the English class but **when it come to request, when it come some direction that they should know I should use English until he is completely clear.**
(I1/TPCM/20)

(However) in the end I should combined English and Bahasa.
(I1/TPCM/21)

Before going to discuss further the phenomena of code-switching for request help, it must be taken note that the form of request help that are said by the students were mostly about asking for the teacher's presence to answer some question related to the given material rarely did the students requested help for unofficial interaction. The present of mother tongue used by teachers during negotiate the meaning helped the students to know the meaning of a difficult word when they learn foreign language (Turnbull & Arnett, 2002). The teacher stated that she preferred English language when she wanted giving her students some direction.

However, at the end the teacher preferred to use code-switching to make her students understood during English lesson.

4.7 Teachers' Use of Code- switching in Content Transmission

In EFL context the English language becomes a foreign language learned by students in school, it leads the EFL students a little bit difficult to understand when teachers explain the lesson using full English. According to Yao (2011) the EFL students especially in China context prefer if the teachers use mother tongue to explain the material or grammar because the use of code-switching for teacher tend to create a good atmosphere. It is in line with the use of mother tongue by Mrs. Ani context that she use mother tongue in explain the content of material to her students during English lesson in the classroom.

In this research, Mrs. Ani used mother tongue to explain toward her students about the use of would I like to in intention lesson. Even though Mrs. Ani used mother tongue, she still inserted code-switching to explain the content lesson to her students. It is provided with the encryption below;

(The teacher gives back an explanation of would I like to...)

T: bagaimana dengan would I like to tidak karena... apa tadi mbak Hana? tidak karena apa tadi? (how about ‘ would I like to’, it is not because... what is it mbak Hana? it is no, because of what?)

T: tadi mbak Hana bilangny tadi would like to kayaknya sudah (mbak Hana you tell earlier ‘would like to’ that already)

S: belum... belum tentu dilakukan (not...not necessary done)

T: bukan belum tentu dilakukan atau sudah dilakukan tetapi dia bentuk yang more polite yang lebih sopan (not, not necessary done or already done but it is more polite, more polite)

T: I would to tell you... nah saya gak... gak sok akrab sama murid saya (I would to tell you... well I am not... I am not familiar with my students)

T: jadi dipakai untuk situasi yang more formal atau lebih formal atau disituasi-situasi yang eee... Memang kita gak kenal jadi misalnya ada tamu would you like to drink? Itu kan menawarkan kan, what will you like to drink? (so, it is use for situation that are more polite or in situation that eee... indeed we do not know for example there is a guest would you like to drink? it is offered right, what will you like to drink?)

T: bukan kita bertemen.... Kita sudah dekat what will you have to your breakfast? Apa ku mau makan apa? Itu kita tawarkan tapi kita lebih sopan (not we are friend... we are close, what will you have to your breakfast? what do you want to eat? that we offer but we are more polite)

T: ketika kamu didepan nih mau kasih explanation yang kayak tadi, kalau lebih resmi I would like to tell you iya gak sih? (when you in front of you want to give explanation, if more formal I would like to tell you, isn't it?)

T: jadi dia berfungsi untuk menjadikan kalimat kita lebih sopan atau more polite (so the function to make our sentence more polite, more polite?)
(OBT1/ 0423-0431/TUCCT)

From the conversation above, it showed that Mrs. Ani gave the explanation and clarification about the use of would I like to toward her students. She clarified about the use of would I like to by using mother tongue and code-switching. She gave the explanation and clarify after one of her students tried to explain the use of would I like to by using her own understanding in front of the class. Before she gave her explanation and clarify toward all of the students, she asked Hana by using mother tongue about her explanation would I like to “*bagaimana dengan would I like to tidak karena... apa tadi mbak Hana? tidak karena apa tadi?*”. Hana gave her opinion by using mother tongue “*belum... belum tentu dilakukan*”. Then Mrs. Ani used mother tongue when she explained the function of would I like to toward her students “*jadi*

dia berfungsi untuk menjadikan kalimat kita lebih sopan atau more polite” but she used code-switching in giving an example of expression would I like to toward her students. This is in line with Canagarajah (1995) and Yao (2011) that teacher used code-switching or mother tongue to reformulate the content of material may useful for students’ understanding the information in material.

This finding in first observation which teacher explained the material about intention to her students is supported by data from researchers’ observation note below (ON1/TUCCT);

Observation	Time	Note
1	Thursday, September 6 th 2018 08.30-10.00 AM	After the students explained by their own language about intention in front of the class. In the end the teacher explained the content about intention by giving them the more information and the example.

The teacher used code-switching and *Bahasa* when she did teaching English to her students in the classroom. It is supported by teachers’ statement based on interview below;

“For the first time I would speak English much more than *Bahasa*, **and then after that we need comes to the practice face and we come to the practice face so we have to mix it, between English and Bahasa, because we make the interaction, when we have to produce English, fully English, except that they really need to be understood, I will speak Bahasa to make them understand.**” (I1/TUCCT/105)

Based on interview, Mrs. Ani did code-switching in practice with her students because she did interaction with students which is the interaction with students it may some discussion. However, the teacher used *Bahasa* when she should explain an important lesson to make students understood. Anton and

DiCamilla (1998) as reviewed in (Turnbull & Arnett, 2002) said that L1 for the students may help them to understand the content of lesson, when the teachers use mother tongue during foreign language, they want to assist students understanding step by step in learning foreign language. The teacher stated through in interview that she tent to use code-switching when she interacted with her students in discussion. However, she used mother tongue during clarify the content material which is the content material was important and her students should understand.

To transfer an information and clarifying a meaning the teachers use code-switching when they teach foreign language to their students. The use of code-switching may helped the teacher as a useful strategy to interaction with her students. When teacher used code-switching in English lesson, it helped the teacher in transferring knowledge to the students and she wanted to make clear of the meaning to the students (Qing, 2010).

In the fourth observation, Mrs. Ani discussed an exercise that Mrs. Ani gave to her students, she did code-switching to ask the meaning of vocabulary words toward her students. The encryption was provided below;

T: Common coba sama-sama common (common try together common)

(*the students reaptng the word from the teacher*)

T: Apa itu common? (what is it common?)

S: umum (common)

T: Umum and then the answer be... (commond and then the answer be...)

S: abnormal

T: What is abnormal?

S: tidak normal (abnormal)

T: Tidak normal, tidak biasa ya. (abnormal, unusual ya)

(OBT4/056-064/TUCCT)

From conversation above, the teacher negotiated meaning about some vocabulary with her students. In this case, the teacher asked to her students about some vocab, she did that because she wanted to know if the students understood the meaning of the vocabulary in reading. Mrs. Ani asked her students about what the meaning of some vocabulary. Thus, it made teacher and students discuss one another. The discussion began with the teacher asked the meaning of *common* and then the students answered the meaning of *common*. Then Mrs. Ani asked again the meaning of *abnormal* to her students, one of the students answered the meaning. After she asked her students about what the meaning of abnormal, she gave her answer to make a clear the meaning. Brook and Donato as cited in Turnbull & Arnett (2002) stated that when students wanted to negotiate the meaning that they did not know, the students used L1 when negotiate with the teacher.

This finding in fourth observation which teacher negotiate the meaning of vocabulary with her students to ask by using English is supported by data from researchers' observation note below (ON4/TUCCT);

Observation	Time	Note
4	Thursday, October 4th 2018 07.00-08.30 AM	The teacher and students discussed about an exercise that the teacher gave to her students before she came to the class. In the middle of discussion the teacher asked students what the meaning of some vocabulary.

In the interview, Mrs. Ani started negotiate meaning by asking her students to find a difficult word in the dictionary. However, if Mrs. Ani spent too much time when explain some material, she used *Bahasa* to translate the meaning. It supported by teachers' statement based on interview below;

“He’em usually I let them search alone because by exploring there is an effort (suara batuk). (I1/TUCCT/61)

If for example I didn't rush my time and I only have one hour ma Or two hours' time I spent a lot of time but she still not understand not understand this I use the language of Indonesia in definition or the other word sinonimnya at least something that they already known lah.” (I1/TUCCT/63)

Mrs. Ami used *Bahasa* in condition where she felt spending a lot of time during the lesson and her students still did not understand the meaning or she used the replacement word to her students during negotiate meaning. This is in line with Turnbull & Arnett (2002) said that teacher use L1 as a time saving tool during explain the meaning of word when the students find a difficult words.

For EFL students English is language that is a little bit hard especially when the teacher explain the contexts and provide definitions related to contexts by using full English , it leads the EFL students a little bit difficult to understand in learning foreign language. According to Sultana & Gulzar (2010) stated that the use of code-switching in review or making definition should involve not only translating but also let the students to discuss based on their background knowledge because the use of code-switching is consider to be helpful for the students to the understand the meaning or the lesson.

In the first observation, the researcher found out that Mrs. Ani preferred to use code-switching when she explained the lesson or make a definition to her students. Mrs. Ani used code-switching when she gave a definition associated with a topic about intention they learned that day. The encryption was provided below;

T: What does intention mean?

S: attention

T: Attention perhatian kalau intention? (Attention, if intention?)

(*students no one has answered question from the teacher*)

T: Ini yang disebut-sebut ini intention so what is it? (that you mention thsi is intention, so what is it?)

(*the teacher pointed to the example made by students on the whiteboard*)

S1: maksud (purpose)

T: apa lagi? (and the other?)

S2:planning

T: apa lagi? (any other?)

S3:tujuan (goal)

T:apa lagi niat, niatannya, rencana so that we call intention (what else purpose, plan so we call intention)

(OBT1/0110-0199/ TUCCT)

From the conversation above, the teacher gave definition about intention by eliciting students' answer during the lesson. In this case, Mrs. Ani explained the material of intention by giving the students examples of sentences. Thus, the students had discussion. The discussion here was begun with Mrs. Ani gave a question about intention after that she asked her students to give an examples in the whiteboard by making their own sentences. Then she asked to her students what intention mean is, she elicited the students' answer by pointing an example that students already made in the whiteboard. When the students gave their answers one by one, Mrs. Ani elicited them by asking "*apalagi*" instead she gave a definition to her students directly. Mrs. Ani concluded the answer from students' answer and she made her own definition about intention.

In this case, the use of code-switching by Mrs. Ani in line with Sultana & Gulzar (2010); Atkinson (1993) because she involved a discussion with her students to make a definition about intention by eliciting students' answer.

This finding in first observation which teacher made the definition about intention to her students is supported by data from researchers' observation note below (ON1/TUCCT);

Observation	Time	Note
1	Thursday, September 6 th 2018 08.30-10.00 AM	The teacher asked students the definition of intention by elicit students' answer by using Bahasa and after that the teacher conclude the definition by her own definition after elicit her students.

The teacher used full English at first and then she used code-switching when she gave a definition to her students in the classroom. It supported by teachers' statement based on interview below;

“Just slowly (I1/ TUCCT/103)

So still use English, with a slow but when it's up to slowly I see what I want is not reached then I just mix with Indonesia.”
(I1/ TUCCT/104)

When Mrs. Ani explained the material or giving a definition she used English but slowly, thus that the students were familiar with she explained during learning English. However, Mrs. Ani mixing between English and *Bahasa* when she felt what she wants is not reached during the study and her students still did not understand with the material.

In EFL classroom the use of target language should more often used by teachers when they teach foreign language to the students. As cited MacDonald (1993) in Turnbull (2001) said that when teachers teach the target language in the classroom. Teachers should more often use the target language in classroom

because it has an effect for some students motivation in learning target language, it makes students see that some knowledges in target may useful in future.

In third meeting, Mrs. Ani asked her students to try using English when they want to ask some question to Mrs. Ani. The encryption was provided below;

T: I think you can ask me question one by one, is that any question?
(*there is one of the students asked*)

T: Yes

S: itu tidurnya dimana ms? (where do we sleep ms?)

T: Speak English... speak English please

S: itu sleepnya dimana? (where do we sleep?)

T: Itu sleepnya dimana? (where do we sleep?)

S: where... where

(*the teacher wrote the phrase question asked by student on the whiteboard in English*)

S: where do we spend the night?

T: Where do you sleep kan biasa tapi kalau tidur malam hari kan kita lebih spesifik pakai spend the night (where do you sleep already regular but if we are more specific use spend the night)
(OBT4/0151-0159/TUCCT)

From an encryption above, Mrs. Ani tried to make her students spoke in English when there is one of her students asked to Mrs. Ani by using *Bahasa*. In this case, there is one her students asked about where they will sleep by using *Bahasa* at first, then Mrs. Ani did not answer the students' question but she asked her student to ask by using English. The students mixed the language between English and *Bahasa*, in the end Mrs. Ani wrote student' question on the whiteboard and the students read what Mrs. Ani wrote the correct question. Thus, Mrs. Ani still strive to use English even though the students asked the question by *Bahasa*. One of the reason, Mrs. Ani attempt to give motivation to her students by encouraging them to ask by using English not only that Mrs. Ani provides an information on how the correct question when the students asked where we will sleep. It is in line with MacDonald (1993) cited in Turnbull (2001) stated that

teacher should maximal the target language when they teach English, it has an effect toward students' motivation which they can think at least some knowledge can be useful in the future.

This finding in fourth observation which teacher motivated her students to ask by using English with encouraging them is supported by data from researchers' observation note below (ON4/TUCCT);

Observation	Time	Note
4	Thursday, October 4th 2018 07.00-08.30 AM	When the teacher tried to motivate her students to ask by using English, there is one female student asked the teacher where did they sleep, the students asked by using English and Bahasa. The teacher correct her question by writing in the whiteboard and then the teacher gave some information.

In the interview, Mrs. Ani said she spoke English mazimixe during English lesson. She made an agreement with her students before she taught in the class. It was supported with her reason through the interview result below;

“Ee two language but the portions more Englis, I have shared many years contract at the beginning ee... we use ee... ninety percent English , ten percent Bahasa they shook their head just beginning definetly they already shool their head then we used 20 percent eee 80 percent English twenty percent Bahasa still shook the head until their asked for fifty-fifty, fifty: fifty. (I1/TUCCT/92)

Yes fifty, nah I shook the head, No, I'm not teaching you, if that's what you'd expect I'm not teaching you, I retreat. Nah so the beginning like that, over the years I have found that there are still requested fifty : fifty I do bot give more opportunities to negotiate. **I direct the portion just right I am speaking English around 70% and I'm speak in Bahasa 30%. (I1/TUCCT/ 93)**

Yes, for motivate them to speak.” (I1/TUCCT/94)

Mrs. Ani made her agreement how percent of her spoke English in the classroom with her students before she taught English. When the students asked 50:50 Mrs. Ani did not want to teach them. At the end Mrs. Ani tried to make her

portion to speak English around 70% and Bahasa 30% when she taught English. The reason Mrs. Ani used 70% to speak English because she wanted her students motivate in speaking during the lesson. According to MacDonald (1993) cited in Turnbull and Arnett (2002) said that teacher should not to depend with L1 when they transferred a meaningful information because It made students has no motivation to understand foreign language.

4.8 Teacher Choices in Code-switching Vocabulary

During the observations the researcher found there were emergence finding in the use of code-switching by Mrs. Ani during teaching and learning English at X Social 2 and X Social 3. In the first and fourth observation the researcher found that the teacher tend to have unique vocabulary choices when she use in code-switching, it is not yet know whether this is interference or the teacher uses of vocabulary in code-switching practice is include as interference or it is her own option to use that. It is still also not yet know whether it is the teacher by intention or spontaneous. The thing that happen was that for example when Mrs. Ani encourage her students to come forward in front of the class to give an example about intention. The encryption was provided below;

(the teacher asked the first student to give her answer)

T: Mbak Hana First

S: I will tell that my *(the student kind of feel hesitant to stand and the slowly stand up)*

T: You can say that... that your write way salah satu saja (you can say that... your write way one of them)

(the student still feel doubtful despite being stood up and asked the teacher)

S: duduk apa stand up ms? (sit or stand up ms?)

T: Please stand up and the view your friends nah... karena susah ya duduknya mbak Hana ya (nah... because mbak Hana's seat hard)

T: Okay boleh lah maju lah... (okay come forward)

(OBT1/ 042-047)

This finding in first observation which teacher asked one of her students to give an example is supported by data from researchers' observation note below (ON1);

Observation	Time	Note
1	Thursday, September 6 th 2018 08.30-10.00 AM	The teacher asked students to make her own planning and after that they come forward to give the example. The teacher asked the first students to come forward and gave her example.

The emergence finding also happen in fourth observation that for example when one of Mrs. Ani students asked to her about what clothes they should wear in Pulesari and she corrected the vocabulary of her students. The encryption was provided below;

T: Yes Akbar what your question? What is your question?

S: bajunya gimana ms? Maksudnya ni (how about the classroom ms? I mean...)

S: speak English

T: Speak English

S: ra iso bahasa Inggris aku (I can't speak English)

T: Try...

(there was one student tried to ask about what unifrom they worn)

S: Ms what is....

T: What is our

S: dress

T: Our costume kalau dress itu gak bisa dipakai laki-laki ya? (if dress it can't wear by male students)

(the teacher give good job gesture to her student who already tried to ask by using English)

T: Ya bagus bagus, good question sudah bagus dia tanya walaupun dia salah kalian tanya pun gak mau (good good, good question she tries to ask although he is wrong, it is better that you do not want to ask) (OBT4/0201-0211/)

The researcher could only analysis the vocabulary choices in whether or not it is suitable with the meaning in the dictionary. In the first observation, the meaning of "view" according to Oxford English Dictionary is the ability to see something or to be seen from a particular place, she should use the word come to her students. In

the fourth observation, the meaning of “costume” according to Oxford English Dictionary means clothes worn by people from a particular place or during a particular historical period, she should use the word clothes. However, the students seems to just accept when the teacher uses the word of view and costume.

This fourth observation the teacher praised her students that already brave trying to ask using English, the finding is supported by data from researchers’ observation note below (ON4);

Observation	Time	Note
4	Thursday, October 4th 2018 07.00-08.30 AM	The teacher asked students to give their question one by one so the other students could listen it. There is one male student asked to the teacher by using Bahasa, the teacher asked his to speak English. The male students did not ask. There is one female students asked using English, the teacher gave her praise because she asked by using English.

4.9 Teacher Choices in Code-switching Grammar

In some meetings the researcher found there were emergence finding in the use of code-switching by Mrs. Ani. In the first and second observation the researcher found that the teacher a little bit miss in the use of grammar speak when she use in code-switching, it is not yet know whether the teacher spontaneously when she speaks using code-switching in the class. The thing that happen was that for example when Mrs. Ani asked her students to make group consist of 3 or 4 people to discuss about chapter 5. The encryption was provided below;

(the teacher asked the students to learn about today's topic in a group)

T: So I want to you work independently in a groups boleh berempat bertiga berempat bertiga try to understand this chapter for 5 minute (consist of four, three, four, three student)

T: For 5 minute

T: Halaman berapa... halaman berapa what's chapter? Thirty one to.... (what the page number?)

S: thirty one until thirty five

T: Thirty one thirty five

(OBT1/0120-0214)

This finding in first observation which teacher did a command to her students is supported by data from researchers' observation note below (ON1);

Observation	Time	Note
1	Thursday, September 6 th 2018 08.30-10.00 AM	The teacher asked her student to work in group to discuss about intention and after they finished the discussion with their group, they should come forward.

In the second observation the researcher found the emergence finding that for example when Mrs. Ani asked her students about if they have a different answer during discussion in the classroom. The encryption was provided below;

(teacher and students resumed checking an answers)

T: Is that any different answer?

S: B

T: B or A

T: Yes I am? Yes I am atau No, I am not?

S: yes, I am

(OBT2/048-052)

This finding in first observation which teacher asked to her students about there were any different answer when they discussed the midterm answer is supported by data from researchers' observation note below (ON1);

Observation	Time	Note
1	Thursday, September 6 th 2018 08.30-10.00 AM	When teacher and students discussed the answer the teacher checked again her students' answer by asking another students if there any different answer.

The researcher could only analysis the grammar choices that the teacher uses when she teaches English lesson in the classroom. However, the teacher was sometimes aware with her grammar choice and she corrected her grammar unconsciously.