

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Conclusions

This thesis applied a qualitative descriptive analysis in a field study of code switching between Indonesia and English during a bilingual classroom of Biology. The major findings of this study have generated the conclusions which follow.

This study represents an attempt to make contributions to a better understanding of teacher code switching between English and Indonesia in bilingual context. It first describes the dominant type of teacher's code switching. English is more intrusive in the bilingual classroom than Indonesia. There was more frequent code switching by the teacher during the lesson in a Biology bilingual classroom. This intrusiveness was manifested by teacher responses in English to students' utterances in Indonesia during the lesson. The contrast among the amount of code switching types in numbers may be based on the learning's strategy and purpose of the teacher. There is an extreme point of view from this study that the teacher expected the students' understanding on the subject regardless of their using of English as a foreign language. Most of the code switching was used for the purpose of maintaining class control. Even though some of them were used to expand or translate what had already been said in Indonesia. In general, teacher code switching during Biology bilingual class

appeared to be a communicative strategy which is used by the teachers in order to be certain of communication with the students.

This study has three problems which had been solved during the research. The dominant type among the three types of code switching (intra-sentential, inter-sentential and tag switching) is tag switching. It happened because of the teacher's influence of awareness using tag in Indonesia even though she speaks in foreign language. There were six reasons why the teacher used code switching during the lesson; they are: (a) institutional factor; (b) owing to teacher's linguistic competence and insecurity; (c) for ease of expression; (d) for translation of unfamiliar words and expressions; (e) for repetitive functions; and (f) for socializing functions. With using English and also Indonesia in delivering the lesson, code switching is important to help whether the teacher and the students understand each other regardless of the language. Code switching gives the benefits for students. Many students felt OK if the teacher used code switching in the classroom because they can get two advantages in one lesson; to comprehend a foreign language and also learn Biology in another hand. Although many students felt OK in teacher's code switching, there are some students felt annoyed of it due to the distraction. The students felt distracted when teacher code switched during the lesson. They felt whether they had to focus on the Biology matter or English comprehension. Because they felt they can comprehend English in language lesson not in Biology lesson.

Suggestions

In relation to the conclusions above, some suggestions are proposed as the following:

1. Bilingual is not a new term anymore in education field. Many schools in Indonesia have already developed it in the school curriculum. However, it needs more attention from all individuals to make it more comprehended and applied well.
2. In helping students and teachers also in bilingual classroom, code switching is needed to cope the language proficiency problems. It is suggested that teacher should use code switching in a bilingual class to make an effective learning process.
3. This study is far from perfection. Moreover, there are a lot studies dealing with code switching needs to be found and researched. It is hoped many college students will be interest to dig in more into this subject, especially in Indonesia to vary the research field.



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APPENDICES

APPENDIX A

Transcription of Observation in Biology Class of SMAN 2 Balige

- Teacher : OK. Right students. Could you explain about the [eeeeee] blood circula ...circulatory system?
- 1st student : (presenting in front of the class)
The blood circulatory system occurred in mammals. The first is systemic circulation. Blood is pumped to the left side of heart to the parts of the body except lungs.
The second is pulmonary circulation. The blood is pumped to the right side of the right ventricle to the pulmonary arteries.
- Teacher : OK, OK.
So, about the circulatory occurred in mammals, *ya*? OK.
- 1st student : Yes, miss.
- Teacher : Systemic circulation fromfrom where?
- 2nd student : Left side
- Teacher : From?? (asking)
- 2nd student : Left side.
- Teacher : From left side of the heart.
Can you explain about this? (pointing the picture on the whiteboard)
This is a heart, *ya*?
- 1st student : Yes, miss.
- Teacher : Blood is pumped to the left side of the heart, you see this one (pointing) left side of the heart *ya*, right? On the left ventricle, right?
- 1st student : No, no, no.
- Teacher : Just left.
- 2nd student : Ah...Eh.... (confirming)
Bener itu. Bener itu.

1st student : Right. Right.

Teacher : This is left, right?

2nd and 3rd students: Right, right. Left.

Teacher : Left ventricle, right? This the left atrium and this is the right atrium. From the left side of the heart. Here, right?

1st student : Yes.

Teacher : OK.
Then, and then from the heart go to the all part of the ... (asking)

All students : Body.

Teacher : Body.
All part...part of body. OK. *Semua bagian tubuh.*
Pulmonary ... (asking)

1st student : circulation

Teacher : circulation
Blood is pumped to the right side of the heart ...

2nd student : from the body.

Teacher : right side, *ya* right?
From the right side of the heart to the ...

2nd student : Lung. Lung.

Teacher : Pulmonary artery. OK.
To the lung, right?

1st student : Yes.

Teacher : To the lung. And then?
Heart to the pulmonary artery of the lung. OK.OK. That's it. This is picture about...This is a mammal, right? (pointing the picture)
Mammal has four chambers, right?
Consists of four chambers.

2nd student : Left atrium.

Teacher : Left atrium, and then?

2nd student : Right atrium.

Teacher : Right atrium.

1st student : Left ventricle.

Teacher : And then? Right....

2nd student : Ventricle.

Teacher : From the systemic circulation first, blood from the left side of the heart go to the right side of the body. It is a body, right?

3rd student : What? (confuse)

Teacher : From, from the right atrium. And then which one? What? What kind of blood is here?

2nd student : Oxygenated.

Teacher : Oxy, oxygenated or deoxygenated?

2nd student : Oxygenated.

Teacher : Right, oxygenated.
And then, go to the...
Part of body.
What kind of blood?

All students : Deoxygenated.

Teacher : Deoxygenated...

All students : blood.

Teacher : Deoxygenated blood.
Blood go to the heart especially in the right atrium. From the right atrium go to the ventricle and then go to the lung. Lung, OK.
Lung, OK. And then from the lung go to the left...

2nd student : ventricle.

Teacher : left ventricle. Which one of the blood is here?
Oxygenated or deoxygenated?

All students : Deoxygenated.

Teacher : Deoxy...

All students : genated.

Teacher : Deoxygenated blood. OK.
And then in the lung occurs the changing of gases. And then deoxygenated blood from the lung, left atrium. *Ya*, left atrium. Because in mammals is contain circulatory. From the heart go to the whole part of the body and then back to the heart and then from the heart go to the lung and back to the heart. Because they have the two circulatory so we call?

2nd student : double

Teacher : Double circulatory

Teacher & students : system.

Teacher : OK. Systemic from heart to the body and then back to the heart. And then pulmonary circulation from the heart go to the lung and then back to the heart. This is a pulmonary circulation. And this one is a?

1st student : Systemic.

Teacher : Systemic. Systemic?

All students : circulation.

Teacher : circulation. OK. You understand? *Paham kan?*

All students : *Ya, miss.*

Teacher : You got the answer, right?

2nd student : *sempat-sempatnya.*

Teacher : The chamber of mammal's heart.

2nd & 3rd student : (making noise)
Just make sense.
Not make sense.

2nd student : Can you speak, could you speak?

4th student : Miss, Miss, Miss!

Teacher : What? Number...

4th student : Question No. 4.

Teacher : No. 4?
Blood vessel which deoxygenated blood from to the heart.
[eeeeee]. What kind of vessel? OK. This is what kind of vessel.
What kind of vessel which deoxygenated blood come to the heart?

4th student : Oh. I see, I see.

Teacher : OK. No.6. Right atrium, left atrium, right ventricle, and left ventricle.
No. 4, Juandi.

All students : (laughing)

2nd & 3rd students : (discussing)
What vessel is this?
Right, right. Why you read again the question?
(singing)
Global warming nich. Pake jawaban lengkap, full answer.

Teacher : OK. What kind of vessel?

3rd student : What is... Aduuh. What kind of vessel?

Teacher : This is a heart, right?
And then blood from vessel which deoxygenated blood get into the heart. What kind of vessel?

All students : (laughing)

Teacher : What kind of vessel?
The question is what kind of vessel. This is an atrium, right?
Right atrium and then left atrium and then this right ventricle and left ventricle. And then the question is what vessel which deoxygenated blood from vein?

2nd student : Oya, jelas ya.
From vein.

Teacher : Vein.
What kind of vessel is here? This is from the body, not only from the body, right? And also from the, from the, from brain.

All students : Oooooo.....

Teacher : From the whole part of the body, get to the ...

Teacher & students: right atrium.

Teacher : What kind of vessel is here and then here?
What kind of vessel is here and then here?
Anybody can help?
Anybody can help him?

3rd student : Eeee... (thinking). Cava.

3rd student : Ha...Ha... (confuse)

2nd student : Superior venacava.

All Students : Cieee.... (praising)

Teacher : Yes, superior venacava.
Supe...rior venacava (while writing).
Superior venacava is a blood, deoxygenated blood from brain.
From?

2nd student : brain.

Teacher : from head, from head, OK. And then below, below, under the,
under the superior venacava?

3rd student : Under the ... (confuse)

2nd student : Inferior venacava.

Teacher : Inferior venacava.

All students : Cieee.... (praising)

Teacher : Inferior?

All students : venacava.

Teacher : venacava.
Where is the blood come from?
From our arm, from our leg, right? Get into the heart from to
inferior?

All students : venacava.

Teacher : venacava.

So, the blood come to the, to the heart, deoxygenated blood come to the heart has a two, two vessels inferior venacava from our leg, our arm, and then superior venacava from our head. OK, *ya*. OK.

5th student : Miss, miss, miss.

Teacher : Number what?

Feny! Feny, from the right ventricle, from the right ventricle, blood come to where?

2nd & 3rd students : (making noise)
Ideas for life.

3rd student : *Itu LG.*

Teacher : Left ventricle.

From the pulmonary copulary, right? Go to the pulmonary copulary, is it? Pulmonary copulary. OK. Pulmonary copulary go to the?

2nd student : Lung.

Teacher : Lung. Go to the lung.

So from the inferior venacava or from superior venacava, blood come to the right atrium and then go to the right ventricle. From the right ventricle, blood is pumped to the?

2nd student : pulmonary.

Teacher : to the lung? Yes, pulmonary.

All students : capillary.

Teacher : Number 6.

Kind of valve from right ventricle, [eeee], right ventricle to the lung, OK. From right ventricle to the lung.
Intan...

All students : (making noise)
Juandi, Juandi, Juandi.

Teacher : Where is Intan?

All students : Not coming.

All students : Juandi, Juandi, Juandi.

Teacher : Juandi.

Juandi : OK.

Teacher : Anybody?
Yes. The kind of valve. The kind of valve from right ventricle, from right ventricle go to the lung. Yes. Deoxygenated blood, right. Deoxygenated blood. What kind of valve? What kind of valve?

Juandi : Heh... (confuse)

Teacher : What kind of valve?
Blood is coming back. The movement of blood is coming back.
OK. No, No. 6, right?
Kind of valve from right ventricle.

Juandi : Pulmonary, *kan?*

Yuki : Valve, Pulmonary.

Teacher : You know Yuki?
Please open your book.
What? What kind of valve?

Yuki : I read this Miss. Pulmonary similarly. (laughing)

Teacher : Come on.

3rd student : *Jangan, jangan, aduh.*

Teacher : OK.

All students : (laughing)

Yuki : Pulmonary valve.

2nd student : Speak English in English class.

Teacher : OK. Pulmonary Valve.
Pulmonary valve is pumped from the right ventricle to the right lung.

Teacher : No. 7. Michael.

All students : Michael (calling)

Teacher : Tricyspid valve. To go to all part of body. That's the vein of oxygenated blood. What kind of valve? What kind of valve? *Jenis apa?* From the left ventricle go to the lung.

2nd student : (Opening the page of the book and laughing.)

Teacher : OK. To all part of the body. That's a valve. What kind of valve? From the left atrium to the right ventricle. What kind of valve? And then from the right ventricle go to the valve. What kind of valve?

2nd student : Semi lunar valve. *Itu* cardiac muscle. Eh... (doubt) cardiac muscle.

Teacher : OK. Semi lunar valve. OK. Good. Semi lunar valve. OK. No. 8. The example of smooth muscle. Anybody knows about the example of smooth muscle?

2nd student : Heart.

Teacher : Heart! (Surprising)

All students : (Making noise)

Teacher : No, no, no. No heart.

2nd student : Bicep.

Teacher : Bicep, bicep. No, no, no. No bicep.

2nd student : Ah... (disappointed)

Teacher : The example of smooth muscle? The example of smooth muscle? Anybody?

3rd student : Brain, brain, brain. (whispering)

Teacher : The smooth muscle. The example of smooth muscle?

2nd student : Tongue, tongue.

Teacher : Ha! (confirming) What?

2nd student : Tongue.

Teacher : Skin. The example of strong muscle is bicep and triceps muscle.
What we call? The other term? OK.

Students : Good afternoon miss.

Teacher : Please clean the whiteboard.
Ya, today [eee] I remember. Yes, we'll call... We'll collect our project. *Ya*, project about the poster of ...

Students : Smoke Smoke....

Teacher : Cigarette. The poster of smoking.

Students : Smoking.

Teacher : You have ... you have five groups *ya*... [eee] this morning I have [eee] we have ... we have ... I, I have collected from ... from Sopo class and [eeee] ...

Students : [murmuring something]

Teacher : [hmm?]

Students : The result?

Teacher : Were very good and very creative. Hopefully you ... you do your best too. So, let's see one...one group for [eee] to ... for another group. Ok. See... The first group, please come up and present your poster. First group.... Come on.

Students : [murmuring]

Teacher : *Ya*.
Here are the first group. Give applause first.

Students : [applause]

Teacher : *Ya*. One student as presenter.

Students : *Yei* ... Jan. Jan. Jan. Sama-sama kita.

Teacher : One group as presenter. One [eee] one student as presenter. One student as hanger /hʌŋər/ [eee] hanger /heŋər/

1st Student : hei...

Teacher : No? Ok. Who will be the presenter?

1st Student : Eits... Lupa pula dia itu...[hehehe]

2nd Student (Presenter) : Good day, friend.

Students : Good day.

2nd Student : Now, we will explain about our ...[eee]... project. We ... we made this project from *kertas padi* [*karton padi*] so we make the project like *labirin*...*labirin* and the ... the start is from here, from here, and from here and finish...is ... is this to... two ways. And from this poster [eh] we hope of you can choice the right way. If you choose the wrong way, you will end like this. You will have coronary heart, cancer of lungs, and intestine cancer but if you choose the right way, you will have a good life. Ok, so please have [ee] a right choose... choose...

Students : [applause]

Teacher : Ok, make sample please *ya*. Choose a .. one way then will be end on good life or

Students : dangerous life.

Teacher : dangerous life IyaI.

Students : [murmuring]

Teacher : Please try one.

Feny : *yah mencoba untuk Untuk merokok kan [hmm]. Ini ... ini....ini...kesini....kesini...*

Teacher : Ok. Continue....continue...*terus*.

Feny : *Kesini...gini...ke bawah.*

Teacher : *terus..?*

Feny : *gini ...ke bawah...bawah...terus..ini...ini...terus kesini..lewat sini. Situ..[oh] [ee] langsung..*

Teacher : And Feny got intestine cancer.

Students : hahaha....[laughing]

Teacher : Because as we see from trying smoking *ya* trying smoking and in the end got intestine cancer. Ok. Next, another choice for good life.

Feny : *Ya, dari sini kan ...*

Teacher : But Feny was regret *ya...dia menyesal lalu dia kembali.*

Students : hahaha [laugh]

Teacher : Now [eh] she try to start from never smoking or never try smoking.

Feny : *Dari sini ke sini...terus ke sini...kesini...naik ke atas terus...*

Students : *Yei..[applause]*

Teacher : [eee]

Students : *Feny masih sakit. Feny masih sakit..kumat lagi.*

Teacher : Is it valid? I mean maybe one way will...will be wrong way we start from never try smoking then we got a heart coronary [hehehe] ...disease...*hah?* No? Is it valid? Ok. You may try. Everyone can try *ya* after day. Thank you for you. Have a good day.

Students : [applause]

Teacher : No, *kalian* here.

Students : [still applause]

Teacher : For next group don't forget to start your presentation with your motto. Make the right choice, don't smoke. Like that.

Students : *Yei..[applause]*

Teacher : First group motto is [students still applause]. The 1st group motto is ...”make the right choice, don't smoke!” Ok. Let's see for another group. I give for ... time to.. 4th group, please.

Students : *Yei [applause]*

Teacher : Come on. 4th group come forward.

Students : *Yei...hidup Won Bin.*

Teacher : Oh *ya* [ee], my conclusion this poster is a smart poster.

Students : *Yei* [applause]

Teacher : Let's see from from another. Smart and *pinky ya. Pinky* poster.

Students : *Pinky...pinky..Won Bin..Bi Won..*

Teacher : *Pinky* ribbon [hehehehe]

Students : [scream astonishingly] *Ya!!! Hahaha* [laugh] *Ya ampun..hoi..*

Teacher : Save positions today.

Student : *a..a..[bernada joking]..kredit point.*

Teacher : *Ya..tidak mengurangi nilai.*

Students : [laugh]

Teacher : Next to start. Who will be the presenter? Ok. Yes Ropenti?

Ropenti : Ok. Now friend. I want to explain our ..about our poster [ee] you know our poster will explain about..

Teacher : [interrupt] What is [ee] what is the the motto?

Ropenti : The motto is one...

Student : [laugh]

Teacher : On your poster? On your poster? Yes..

Ropenti : One..two..three.. STOP SMOKING!

Students : *yei..hahaha*

Teacher : Ok. Go head!

Students : *Eits...eits...Cimen...Cimen...*

Ropenti : In our poster we want [ee] to explain the substance in the cigarette [ee] the substance such as [ee] cyanide butane formaldehyde and etc that we know [ee] this substance is very dangerous for our body

and we want to [ee] *menggambarkan bahwa* cigarette is very [ee] dangerous for our body like [long pause] gun...gun..

Student : Fathers..

Ropenti : So [ee] *tapi* our group *menggambarkan pelurunya adalah rokok dan rokok itu bisa membunuh* our ten points in our body and this ... this draw will explain by Jouito.

Teacher : Ok, Jouito.

Jouito : Ok, the...This picture explain that the cigarette can make our body disfunction and so make cause many disease that can make all of us can die like the man in the picture [long pause]

Teacher : Is that all? Anymore? Anymore information about your poster? [someone raises his hand] Yes, Swandi..

Swandi : *Gini miss. Seperti yang dijelaskan oleh Jouito miss [ee] semua orang [ee] manusia yang akan seperti minta tolong karena sbenarnya sampai-sampai jika ada yang tidak dikurangi atau pun diminimalisir bisa-bisa sampai saja seperti bebek atau mungkin saja dunia mengalami kekhawatiran massa miss.*

Teacher : hmm Ok.

Swandi : *Gitu miss...*[someone raises his hand]

Teacher : Yes..

Student : *Dengan merokok kita dapat*[murmuring something unclearly]

Teacher : By ... by consuming this cigarette we'll get this...all of this *ya*. Butane, formaldehyde, neptylonine tar, meridine acetone, fenoptalyne, cyanic, formid acid, nicotine, biditine, ammonia and etc. OK. Thank you. I think it's a ... interesting poster in ...

Students : *Yei ..yei..*[applause]

Teacher : Please stitch a hole and then give it to me. OK. Next the ...

Student : Third..

Teacher : Third group.

Students : [applause]

Teacher : They have They have a television box.

Students : Hahaha [laugh]

Ernest : OK, friend. Our motto is a ... beware of smoke. Because your lungs. You can see your lens said go way, you make me broken. First, what? If you consume the cigarette you have bonus dangerous things. The cigarette said that “consume me” then you will get bonus, dangerous substance, like tar, nicotine, methanol, cyanide, formaldehyde, even you got ecatol, butane and tiredine. You know [ee] one of Indonesian merck of cigarette contain tar 30 mg and nicotine 1.8 mg. And you know this heart ..our ..[ee] .. we..

Teacher : Oh, are they heart?

Students : No.

Ernest : [ee] this lungs...

Teacher : Lungs.

Ernest : He said that “go away”, you make me broken. You know [ee] actually our happen to be broken because our lungs delightly broken because we consume this cigarette. And you know as we see of merck cigarette in Indonesia said that “*merokok dapat menyebabkan kanker, serangan jantung, impotensi, gangguan kehamilan dan janin*” but we improve that sentence become “*merokok tidak hanya dapat menyebabkan kanker, serangan jantung, impotensi, gangguan kehamilan dan janin bahkan kematian.*”

Teacher : *Iya.*

Ernest : In the sentence

Teacher : OK... [students applause]

Ernest : And materialnya [ee] this from *kain perca*, this bronchus and bronciolus from *cabang dari pohon cemara yang di asrama* .. [students laugh] and this background Background is .. the cover of one one of Indonesian merck of cigarette but we don't show you the merck, we just [ee] we just take the *keindahan dari bungkus rokok itu*.

Teacher : OK, *ya*. Give applause for this very nice poster. [students applause] OK, next we go to 2nd group. Second group please. The

motto is if you want to know, go away you make me broken. “Go away, you make me broken.”

Student : Broken heart.
[Teacher goes around the class]

Teacher : No smoking area. OK. *Ya*.

Student : OK friend, we are from 2nd group we'll present our creativity.

Students : *Yei...*

Student : With our motto “How is your life?” Before or after? Before we use NAPZA because NAPZA is from *narkotika* can be ... can also cigarette. But we contain it all to be NAPZA. We know that NAPZA make our body not health and it make our body ... our Our...

Teacher : What is NAPZA? Ruth?

Ruth : *Narkotika, Psikotropika, Zat Aditif.*

Student : You know that cigarette contains of nicotine, tar, carbonmonoxide, ammonia, and cyanidine.

1st student : Cyanide...cyanide...

Student : Cyanide...cyanide... If we use that we will like this. This..

Teacher : Like what?

Student : Like this...

Teacher : Such a nice boy... [students laugh]

Student : No, mam. Maybe the first, the first is just be the silent people [ee] and the other ...maybe can go to be dying because it contains much and much. So, if we use also drugs means you sign the death contract. Sign the death of contract. So, we ... we make this that ..[ee] from *gabus*. The *gabus* is not from *pasar yang terbuang-buang* and we use this cava.

Teacher : Recycle *ya*. OK.

Student : We use this cave because we .. we didn't have many money...much money so we..

Teacher : To buy pink ribbon?

Student : So we use cava. And this *triplek* from *gudang* from *gudang*.

Teacher : And you got permission? [students laugh]

Student (girl) : Maybe, maybe the *triplek* is nothing. Not using anymore. So, that's our presentation. Thank you. [students applause]

Teacher : Simple and meaningful poster.

Students : Yei..yei...[student raises his hand]

Teacher : Oh *ya..ya..more...more*.

Mateus : *Ada lagi maksudnya*.

Teacher : Oh, there is addition information.

Mateus : From this picture we can see the boy with that, there is two girl. This girl [ee] because he is the Olympiad winner so many many girls..[female students become noisy] want to become her ... his...

Teacher : He is

Mateus : Become his

Female students : *Bilang aja ceweknya*.

Mateus : But, when we consume the cigarette we know that he become this boy...there is no girl want to be with him.

Students : ohh????

Teacher : OK. I ask the girls here. Do you like the boy with smoke?

Female students : No, miss.

Teacher : You like smoker? Smoker man?

Female students : No, miss.

Teacher : All of you?

Female students : Yes miss.

Teacher : Depend on ...[hmm]? How if he a handsome, a very handsome, one? But smoking? [students become noisy]. Bintang wants to say his like to be nice boy like this [ee] like this. OK, thank you and have a seat please.

Students : The last The last..

Teacher : Yes, the last group. Yes, the last. Have you give the poster, please. Delivery it here. I want to keep them [ee] *iya*. No?

Student : We forgot to..

Teacher : OK. OK.

Yuki : The first, we are from the 5th group. Our motto is, "We smoke or without smoke?" Which one will we choose? OK, now I want to present it. First, with smoke we [ee] first of all...these two people is a ...both of them are senior high school students if we see they are using white and grey uniform so it means that this .. this [ee] this poster is made for teenagers like us. We can see the first boy with ...in...with smoke but he looks like suffer. The eyes are black, he's crying and he's like [ee] *minta tolong* and he's think and we can see his nails are black. That means he use smoke. And the second boy [ee]..he got ideal life and then we say achievement yes. Now, we can see that if we [ee] think carefully we can see that this boy he's [ee] cool...not like us..like this.

Teacher : Cool boy

Yuki : *Dasinya ke atas*. It means that to be *gaul* it's not mean we have to us esmoke. We can be *gaul* without use...without using smoke.

Teacher : Yei..Give applause to them.

Students : Yei..... [shout and applause]

Teacher : *Gaul* without?

Students : Smoke.

Yuki : And then [eeee] we understand that a poster is not oly for us who already [eee] to study about Biology so we know about everything the contains so we just add the most known...the most well known [eee] that really is dangerous for our body like tar, carbon *monoksida* and nicotine ...[ee] because and then and we know that poster is most of ... poster are *lebih banyak gambarnya jadi*..

Teacher : mmmm

Yuki : *Tulisannya sedikit namun gambarnya itu dapat menyampaikan pesannya dengan apa..... dengan jelas begitu. So ...[ee]..we just make the simple. We can see the school is broken by the cigarette. It's ditancapkan...[eee]...menusuk.*

Teacher : Oh, OK. Enough? Anymore information?

Yuki : *Banyak. [students chat each other] OK. About the materials we use katon padi like the first group and then for this picture we use [eee] karton manila and kertas gambar [eee] and for the fire that meaning that means smoke is burning your life, we use plastic for kliping. [Students applause]*

Teacher : Enough? OK. Thank you for your group. What meaning of this “keren”? [students laugh]. It means cool poster. Once again applause and you may sit. *Ya..[eee].. I will hang them on the magazine wall. And left and do you want to put them in the dorm?*

Students : Yes.

Teacher : OK. I'll try to choose which one suitable for our dorm. Not not because of ...[eee]...[students murmur something]. What? Not because of the mark *ya atau nialinya ya*. But, I just...I want to make it ..[ee]..what say that?...[ee]..balance between our school and dorm. OK. Thank you. You are very very...[students cheer up]...you are very very?

Students : Cool, keren.

Teacher : OK. You are very very cool. OK. And you are very very...

Students : Smart.

Teacher : Creative. [students cheer up]. You know, you know... You look silent and full of problems at once but actually you are very very attractive.... You are very very creative. [students cheer up and applause]. I cannot stand for waiting your next moment to show your creativity. Yes...in our dorm because the third year will [eee] not will already busy with the test by test. Now time for you to show your creativity up. Show us that you are productive also *tidak hanya seperti selama ini. Kayaknya kelas dua diem aja ya*. No perform, no ... *apa namanya?* ...[eee].... No meaning activities. *Sepertinya begitu* but you change my mind *ya* by seeing your

poster. OK. Thank you. And then we continue our lesson. We still have our time.

Student : Ten minute.

Teacher : Just about?

Student : Ten minute.

Teacher : Ten minutes more *ya*. Is the lamp off in this class? On? Actually I ... [busy put on the devices like laptop].. We have learned about filtration *ya*?! Now, we continue with reabsorbtion. What do you know about filtration? Let's review first. [Students murmur something]. *Ya*, filtration...[students still murmuring]. Filtration. What do you know about filtration? Please tell me all about filtration. The first...[students murmur the answer unclearly]...produce primary urine and....primary urine, it is for? Primary urine also called as ...

Students : Filter croneoulus.

Teacher : Filter croneoulus. OK. Good. Next.

Student : Urine primer contains glucose.

Teacher : Urine primer still contains important substances for our body they are

Students : Glucose, amino acid, *kalium*, potassium, *natrium*, water.

Teacher : Protein *ya* maybeany other? And etc. And what are.... Come on tell me just tell me ...or ..Do you need? ...*Ya*... What is the location of filtration?

Students : Lopelus.

Teacher : And

Students : Capsule boma.

Teacher : What is the function of filtration? What is the function?

Students : To ...[murmuring unclearly]... the blood to...

Teacher : To our ..

Students : From...

Teacher : From?...[students still murmuring]... To filter our blood from...

Students : [murmuring the answer unclearly] general substance.

Teacher : So, if it'll not enter the ...

Student : blood vessel.

Teacher : Tubulus renaldis *atau ... pembuluh-pembuluh ginjal*. Because if the blood enter tubulus renaldis it will go through to our ureter and then to uretra. It's very dangerous, *ya*. So, it will filter the old blood components to be separated from another substances. OK. That is first. The second? About re-absorbtion *ya*... Re-absorbtion means

Students : *Penyerapan kembali*.

Teacher : *Penyerapan kembali zat-zat yang masih diperlukan oleh tubuh. Zat-zat* is like filtration. So, the location? OK, it is the lamin rombulus.

Students : Rombulus Fornoculus.

Teacher : Tubulus? We call it tubulus renaldis, specially or start from....start from *tubulus pontertus proximal* or pontertus proximal tubul then go to[long explanation].... So, the reabsorbtion is then in along of this tubul. Proximal tubul descending in ... Then, [eee] it is the location. Now, the function, *funksinya*. The function is to re-absorb.....

Students : Important substances.

Teacher : Important substances *ya*... They are amino acid, glucose,else... what else? Water *ya*...water...So, what else?

Students : *Pigmen*.

Teacher : *Pigmen* also?

Student : *Penicilin*?

Teacher : To reabsorb? *Berarti dia?*

APPENDIX B

The Interview Sheet for Teacher

1. What is your name?
2. What is your native language?
3. What is your dominant language?
4. At what age you first learned English?
5. What language do you use most often on a daily basis?
6. What language do you use most often with friends/family/students?
7. What are your reasons for code switching in your classroom?
8. Have you ever code switched before in class?
9. If yes, how often? (daily, weekly, once in a while)
10. What language to what language?
11. What are your reasons for code switching?
12. With whom do you usually code switch? (friends, family, others)



APPENDIX C

Interview Sheet for Students

1. What is your name?
2. What class are you? (Sopo or Surung)
3. Do you think your teacher should only talk about the material to be covered in class?
4. Does it help you when your teacher speaks in Indonesian?
5. What are your reasons?
6. Do you think your teacher should always speak in English?
7. Explain your answer.
8. Does it feel natural to you to speak and to be spoken to in English?
9. Do you understand your teacher better when she speaks Indonesian or English?
10. What proportion of the time does your teacher normally speak in Indonesian?

