

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and the suggestion of the study. Conclusion goes in line with the problem statements and the objectives having been formulated in chapter one, theory in chapter two, methods and techniques of the data analysis applied in chapter three and the result of the data having been found in chapter four.

#### **5.1 Conclusion**

In language teaching, in this case teaching the English language, there often appears the sociolinguistic phenomenon of code-switching, which is the use of two languages in a single interaction or event. In the teaching of English, the use of code switching into Indonesian occurs frequently in Indonesia. However, some experts disagree with code-switching because they perceive it to have low prestige and to lessen the emphasis on becoming fluent in English. However, for English Educational Study Program students, who are future teachers, awareness of the effects of code switching towards teaching-learning process is very important.

Conclusions in this part were presented based on the questions formulated in chapter I. Those questions were 1) what are the types of code switching used by

English teacher in classroom teaching? 2) What are the functions of code switching used by English teacher in classroom teaching?

Based on the findings of this study showed that there were three types of code switching which existed in teaching English. Those types were tag switching, inter-sentential code switching and intra-sentential code switching. The most frequent type which existed in teaching English to the grade 11 students of SMA Katolik St. Familia Kupang was intra-sentential code was switching.

Based on the finding also, the use of code-switching in the language instruction has multiple functions that support an effective learning process. These functions include (1) repetition, (2) explanation, (3) asking, (4) translation, and (5) developing vocabulary. The most effective function that English teachers use in their classroom teaching is translation. Based on the interviews obtained from the teacher, it proves that by translating, students will better understand the material being explained.

### **5.3 Suggestion**

Based on the discussion and findings of the research, the researcher would like to propose some suggestions.

1. English teachers should consider using code switching in teaching but this should be limited because it can make students lazy to learn English because they will always be waiting to switch to Indonesian. This can be done as long as the goal is for students to better understand the material being studied.

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# **APPENDIXES**

## Appendix 1

### Transcribe

Students' greeting: Good morning Miss, sister

Teacher: how are you today?

Students: we are fine.

Teacher: *(the teacher introduced to students that there is student from Unika who will conduct research in their class)*

Teacher: before we start the class, I will check your attendance first.

Teacher: *(teacher called the students name one by one)*

Teacher: before we start the class, I would like to ask you. What did you learn last week? I mean the day before, on Monday, Right?

Students: yes, ya

Teacher: In Miss Osins class, what did we do? Kita buat apa waktu kita pake past tense, kita bahas tentang PTS (past tense) baru – baru ya?

Students: yes

Teacher: so I hope you can understand the material and for the next week, we will have exam. Let's start. Today we are going to learn about "Meaning through Music". I know that all of us here in this classroom, like to listen the song, right?

Students: yes

Teacher: kalian semua di sini suka dengar lagu ka tidak?

Students: suka

Teacher: what kind of song do you like to listen? Lagu – lagu seperti apa?

Students: lagu galau

Teacher: I don't mean like lagu galau, lagi falling in love or whatever. I mean genre, like pop, rock, like that.

Students: pop

Teacher: ok, listen! So, there is many kind of music especially Western music. Jadi, hari ini kita belajar tentang makna lewat lagu.

Of course we are not learning about Indonesian's song. We learn about Western song. First is definition. Can you see? *Song is a composition of tone or voice in sequence, combination and temporal relation to produce a musical composition that has unity and continuity. **Song atau lagu adalah gubahan seni musik atau suara dalam suatu urutan, kombinasi, dan hubungan temporal biasanya diiringi alat musik yang mengandung kesatuan dan kesinambungan.***

Jadi antara bait pertama *verse* dengan dia punya *chorus* atau ref itu berkesinambungan. *Biasanya usually someone like if you want to tell something but you can't express*, tidak bisa mengungkapkan secara langsung, kita bisa mengungkapkan lewat lagu.

What else? *Poetry bisa, puisi juga bisa*. Ada orang yang dia tidak bisa menyampaikan isi hatinya, jadi dia menulis. Nah, dari tulisan itu bisa berupa lagu, juga bisa berupa puisi. *So, understand ya?* Lagu itu berupa lirik lalu ada nadanya. Lalu diatur sedemikian rupa untuk membentuk sebuah gubahan yang bagus.

*Next, social function*. Fungsi dari musik (teacher and students) atau lagu. Pertama, *Songs are used to express feeling and idea in an entertaining world*. Lagu digunakan untuk mengekspresikan perasaan atau ide dengan cara yang menyenangkan. Jadi, lagu itu benar – benar dikemas dengan bagus supaya pedengarnya itu benar – benar suka.

Next, to entertain the listener. *Menghibur, lagu itu juga menghibur, to?*

**Students: ya**

*Teacher: when you are stress or like you having so many tasks from your teacher. Tugas terlalu banyak dari guru apalagi pada waktu corona virus, tugas itu not only from your English teacher but other teacher sampai dengan guru olahraga, and so many. That's why you stop. Miss dulu waktu kuliah, tugas terlalu banyak, saya stop dulu ketiknyanya lalu dengar lagu. Kasih refresh otak dulu dengan lagu.*

Next, to teach the moral value. *Ada beberapa jenis lagu*, there are kind of song that teach us about moral value, *pesan moral. Jadi dari lagu itu ada dia punya pesan. Contohnya dia lagi galau. For example kehilangan seseorang. Lalu dia mulai mengutarakan, kira – kira dari lagu itu makna yang adik – adik tangkap itu apa*

Next, *to share someone's emotion with other. Jadi seseorang itu bisa mengungkapkan emosi atau perasaannya lewat lagu (students) untuk orang lain. Maksudnya dia menyampaikan pesan atau emosinya dia contohnya dia lagi falling in love. For example: Mickel is falling in love to Sisil and he can't express his feeling that's why he used song and may be he said the lyric of the song to Sisis and he said that's what my heart. Itu saya punya isi hati. I hope you can understand. Jadi bisa menyampaikan emosi atau perasaan lewat lagu.*

**Students: iy**

Teacher: Generic Structure of the song.

**Students: struktur.**

*Teacher: iy, struktur kebahasaan. The first is Intro. Intro is the beginning of song. Intro itu biasanya bersisi instrument atau pengenalan suara dari penyanyi. Kalian bisa tangkap ketika ibu putar lagu lalu oh itu masuk intro. Belum, biasanya masih instrument lalu dia mulai masuk dengan lirik.*

The second is verse. Verse usually tells the story. *pengantar dari sebuah lagu.*

Lalu the third is chorus. Chorus is the part of song that is often repeated and it is the chore main part of the song. *Kalian kalau menyanyi atau mendengar lagu pasti yang diingat itu lebih ke ref. Itu namanya chorus. Dan biasanya inti dalam sebuah lagu itu ada di chorus. diulang dan diulang.*

*Mulai dari intro, we move to verse and then chorus and the bridge.*

Bridge is the limited connecting with the chorus. *dia ini harus sama dengan verse, tapi dia itu menghubungkan chorus dengan chorus yang berikutnya. Dalam sebuah lagu itu, not only one chorus ya. Ada dua atau tiga chorus. biasanya lagu barat itu panjang. Jadi biasanya untuk menentukan mana chorusnya, mana main chorusnya agak sedikit sulit, ok? Bisa ya?*

**Students: bisa**

Teacher: next, language Features. *Di dalam sebuah lagu itu terdapat dengan unsur – unsur kebahasaan. Nah, di dalam lagu biasanya penyanyi membuat sebuah lagu menjadi indah, dia suka menambahkan majas. Majas itu yang disebut dengan language feature tadi. Oh I am sorry, figurative language atau dalam bahasa Indonesia majas atau bahasa kiasan.*

The first is metaphor. Metaphor is figure of the use of the speech used to explain or describe something by referring to other things that are considered to have something in similar to something or someone who wants to be described. *Jadi metaphor itu adalah majas perbandingan yang digunakan untuk membandingkan satu benda dengan benda yang lain. contoh dalam bahasa Indonesia: Pak Brian itu tangan kananya kepala sekolah. Tangan kanan ini, makna bukan berarti tangan kanan yang kita miliki. Tangan kanan disini maksudnya orang yang membantu, orang kepercayaan. Atau saya menyelesaikan masalah saya dengan kepala dingin. Bukan berarti your head is full of ice. No, maksudnya menyelesaikan masalah dengan baik, tenang. Itu contoh dari metaphora.*

The next is simile. *Bukan smile ya. Simile is figure of the speech used to describe a situation by comparing with something else. Itu juga merupakan makna perbandingan tetapi dalam simile ini dia menggunakan as atau like. Contohnya: kamu berenang seperti ikan. You swim like a fish. Apa lagi? Kamu berlari seperti kuda. You run like horse. Nah itu disebut dengan majas simile.*

Next, hyperbole. Dari kata hyper ini kamu tau, hyper ini berlebihan **over. Hyperbole is figure of speech used to explain something this figure .....**jadi dia melebihi – lebihkan segala sesuatu. Contohnya rasaku kepadamu seperti dalamnya lautan. Atau yang lain, **I can swim in the ocean and I can climb to the mountain just to be with you.** Bayangkan dia bisa menyeberangi lautan dan mendaki gunung hanya untuk bersama mu. Jadi majas hyperbole itu ialah majas yang berlebihan.

The last is personification. Figure of speech that gives life to .....*jadi dia membandingkan benda mati itu seperti benda hidup.*

Next is moral value. Moral value is advice or something that we can get from the song. *Moral value itu pesan moral berupa nasihat atau pesan yang bisa kita angkat dari sebuah lagu.*

Lagu ini tidak terlalu tenar di kalangan kamu, tapi lagu ini adalah **inspirational song**, lagu inspirasi.

Students: judulnya, Miss?

Teacher: Half of Fame.

Teacher (sementara memutar lagu) bisa dengar? Can you hear?

This is my favorite song when I was in high school. Lagu ini sangat inspirasi.

Lagu diputarkan (jeda)

**Teacher started to explain the song that had been played.**

Teacher: generic structure of the song., bisa tidak? Jadi dengar di sini. Jadi sebelum masuk di bait lagu, ada intro dulu.

Next is verse: you could be the greatest, you could be the best, you can be the King Kong bangun' on your chest, and sampai di dedicate yourself and going to find yourself. Ini merupakan verse.

Standing in the hall of fame sampai di and you'll be on the walls of the hall of fame. Itu merupakan chorus. and the next is, you can go the distance, you can run the mile and you can walk straight and so on sampai di cause there's gon'be a day when you're itu merupakan bridge, penghubung dari chorus dengan chorus yang lainnya.

Next is pesan moral. Pesan moral itu kira – kira apa?

Students: oooo..pesan yang tersirat dalam lagu tersebut.

Teacher: jadi dari lagu tadi itu ada kosakata. Kosakatanya sangat banyak. Vocabnya. Yang pertama itu luck, luck *itu keberuntungan*. Itu ada di dalam lagu. Don't wait for luck. *Jangan menunggu sampai keberuntungan itu datang. Yang kedua dedicate atau persembahkan*. Next, move *pindah. Maksudnya berlahan untuk melupakan*. Next is champion, **juara**. Next, **bangin itu memukul**, and you can see in the screen. *Itu adalah beberapa kosa kata yang ibu ambil dari lagu half of fame*.

Students: judulnya apa tadi, Miss?

Teacher: half of fame. Sorry I forgot my marker. Do you have marker?

Students: no

Teacher: ok. These are the guide questions for you to answer based on the song that you had listened. *Ini ada beberapa pertanyaan*. Number one, what is the title of the

song? *Setelah mendengar itu lagu, kira-kira yang dapat kalian dari lagu selain pesan yaitu dia punya tittle judul apa tadi?*

Students: half of fame

Teacher: ok next, what is the meaning of the song? *Siapa yang tau?* Makna dari lagu. Who knows? What is the meaning of the song?

Teacher: *lagu itu bercerita tentang kerja keras, dan never give up. Tidak pernah menyerah.* It's the meaning of the song. *Pesan dari lagu tadi. Seperti Miss sekarang menjadi guru bahasa Inggris, dan menjadi guru bahasa Inggris is not easy, itu tidak gampang.* Everything needs a process. *Pesannya seperti itu.* So again, what is the meaning of the song? *Saya sudah kasih gambaran tadi.*

Students: figure (one of the students)

Teacher: no. the meaning of the song. Makna dari lagu half of fame tadi.

Students: pesan dari lagu tadi yaitu, jangan pernah menyerah, tetap berjuang untuk mencapai suatu kesuksesan.

Teacher: ya, never give up. If you want to make your dream comes true, just continue and then don't give up. *Harus percaya diri juga. Saya bisa,* I can do it.

Teacher: next, majas kiasan apa yang bisa kalian ambil dari lagu? Yang tadi ibu sudah jelaskan. Yang membandingkan antara manusia dan benda atau yang melebihi – lebihkan sesuatu. Majas itu gaya bahasa yang dipakai oleh penyair untuk memperindah lagu tersebut. Seperti: you can move the mountain. Kamu bisa memindahkan gunung. Itu termasuk majas apa? Metafora, personifikasi atau hyperbole?

Students: hyperbole

Teacher: hyperbole *itu segala sesuatu yang berlebihan. Kalau* you can move the mountain, *apakah itu sesuatu yang berlebihan?*

Students: berlebihan.

Teacher: jadi dia itu termasuk dalam hyperbole. Apa lagi? Another one, you can go to God and bangin on His door. *Kamu bisa mengetuk pintu surga? Bisakah kamu mengetuk pintu surga?*

Students: tidak bisa

Teacher: next, you can be the King Kong bangin on your chest. **King Kong itu apa?**

Students: raja

Teacher; jadi yang terkandung dalam lagu itu ada hyperbole, ada metaforanya juga. Seperti You can be the King Kong on your chest, itu termasuk methafora. Ia membandingkan manusia dengan binatang.

Number four. What are the generic structure of the song.

Students: strukturnya

Teacher: yes, but I am not asking bahasa Indonesianya. **Tapi struktur bahasa yang terdapat dalam lagu tadi apa – apa saja?**

Students: ada intro, verse, chorus, dengan bridge dengan coda.

Teacher: good. The last one, what is the moral value. **Pesan yang terdapat dalam lagu tadi.** What is the moral value that you can get from the song?

Students: pesannya itu ialah jangan mudah menyerah, tetap berusaha untuk mencapai apapun yang kita diinginkan.

Teacher: you can do anything, you can be anything the important is never give up. **Kamu mau jadi apa saja,** it's up to you and never give up. **Itu semua terwujud dengan kerja keras dan tidak pernah menyerah.**

Teacher: Mia, what is the moral value? **Ibu barusan omong tadi, pesan moralnya itu apa?** Maria, what is the moral value? **Pesan moralnya apa?** You, Arianti, what is the moral value? **Coba, siapa yang bisa mengulangi?** In English.

Students: bisa pake bahasa Indonesia saja ka, Miss?

Teacher: it's ok

Student: semua yang diinginkan bisa tercapai dan bisa terwujud asalkan mau berusaha.

Teacher: whatever you wanna be and whatever you want to do, you should work hard. Maria Kase, **dia punya pesan itu, mau jadi apapun, mau buat apapun, itu dengan kerja keras, pantang menyerah. Bisa?**

Student: bisa, Miss.

Teacher: now, I want to divide you into four groups. How many of you? **Berapa kalian semua di sini?**

Students: dua belas.

Teacher: ok, **bagi 4 atau 3 orang dalam 1 grup**. I prepare four songs. **Saya siap empat lagu. Bentuk kelompok sudah**. Don't forget to write your name. Eka, you move here. Ok. Listen, I will play the music.

Teacher: What is your song? **Judulnya apa?**

Students: you are the reason.

Teacher: I will play the song and please listen. **Ibu akan putar lagunya.**

*Teacher play the music and each groups is listening to the song (jedah)*

Teacher: (after listening to the song) you will answer the questions based on the song that you listened before. **Jawab pertanyaan berdasarkan lagu tadi.**

### **Group Discussion**

Teacher: you can use your phone, but only for translate and not to find the answers. Understand?

Students: yes, Miss

Student: Miss *(the student calls Miss for a question)*

Teacher: yes, any questions?

Student: bisa tunjukkan pertanyaannya, Miss?

Teacher: kalau **number one** itu mudah sekali. **It's very easy.**

Students: judul lagu

Teacher: yes. Number two is the meaning of the song. Figurative language, generic **structure juga mudah, ya?** And then the last one is the moral value.

Student: pesan dari lagu tadi.

Teacher: jadi, jangan sampai **you only sing the song** tapi tidak tau dia punya lagu, makna dari dia punya lagu. Lalu, lagu **you are the reason** itu, **I mean you are falling in love**. Lalu salah satu dari mereka **makes mistake**, tidak setia itu or **unfaithful**. Lalu mereka putus. **And then**, dia mencoba untuk apa?

Students: mendaki gunung, hanya untuk bersamamu.

Teacher: coba baca lagi yang berikutnya.

Students: Miss, pake bahasa Indonesia ka?

Teacher: in English.....(teacher goes to the group one and tries to translate and explain the song)...I climb every mountain and swim every ocean just to be with you. Jadi saya akan mendaki gunung dan menyelami samudra hanya untuk bersamamu. And fix. Apa itu fix? Fix itu memperbaiki.

Teacher: listen group one, two, three. Pay attention to the song “you are the reason”. **Lagu ini sangat gampang**, that’s why I chose this song for you.

Teacher: so, the first group who will present is from group 3. Group three, ayo maju.

**(Students go to the in front of the class and start to present their work discussion)**

Teacher helps the students how to presentate their work

Teacher: tau kan cara berpresentasi? In English.

Students: yes

Teacher: thanks for the time is given for our group. We are from group two will present our material discussion. You may start now, **ayo mulai sudah**.

Group 3: good morning Miss and my friends. Thank you for the time is given for our group. Now, we want to present our material discussion.

Teacher: ok, time is yours. Question number one.

Group 3: what is the title of the song? The title of the song is and so on.....(*presentation*)

Teacher: everyone must get your turn. Group 1 and 2, please listen to group three.

*(Group 3 continued their presentation).*

Teacher: bisa diterjemhkan?

*(The students tried to explain in English about the meaning of the song),*

Teacher: next.

Teacher: **listen**, kita tidak bisa **explain one by one because of the time**. Nanti pekerjaan kalian ibu lihat lagi.

Student: *(hard to say the sentence)*

Teacher: *(helps the student)* what is the figurative language?

Student: what are the figurative languages?

*(Group three continue their presentation)*

Teacher: don't cover your face, please. **Jangan tutup muka.**

*(continue presentation)*

Teacher: itu termasuk dalam apa?

*(Group explains again)*

Teacher: you only got one? **Majasnya cuman satu?**

Group: yes Miss *(continue their presentation)*

Teacher: faster, because we will move to another class. Next, what are the structures of the song?

*(Group 2 continue their presentation)*

Teacher: ok, give a big hand for group 3. Thank you. Now, group number one please.

Group 1: kami belum, Miss. Ok, we move to group number 3. Ok, please welcome group 3.

Teacher: next week **baru kita** explain **lagi, ya?** Group 1 and 2 please listen to the group 3. Ok, time is yours.

(Group 3 stars for presentation)

Teacher: can you explain to us in Indonesia?

(Group 3 tried to explainin Bahasa)

Teacher: nanti **next week**, masing – masing mempertanggung jawabkan hasil diskusinya. Karna ini belum selesai.

Ok. Continue number 3

(group 3 continue their presentation)

Teacher: ok. Give the big hand for group 3

Ok. Now group 1.

(Group one starts for the presentation)

Teacher: ok. Give them a big hand. You may go back to your seat.

Ok, for group 1,2 and 3, thank you for your participation today and you have done your presentation and see you next week.

## Appendix 2

### *Types and functions of Code Switching of teacher*

Case No.	Teacher's utterances	Types Of Cs			Functions Of Cs				
		Inter	Intra	Tag	Repetition	Explanation	asking	Translation	Dev. Vocab.
1.	In Miss Osin's class, what did we do? <b>Kita buat apa waktu kita pake</b> past, <b>kita</b>		√		√		√	√	

	<i>bahas tentang</i> past tense <i>baru</i> – <i>baru?</i>								
2.	So, I hope you can understand the material and for the next week, we will have exam. Let's start. Today we are going to learn about "Learning through Music". I know that all of us here in this classroom like to listen to song, right? <i>kalian semua di sini suka dengar lagu ka tidak?</i>	√					√		
3	what kind of song do you like to listen? <i>Lagu – lagu seperti apa?</i>	√			√		√	√	
4	I don't mean like <i>lagu galau, lagi</i> falling in love or whatever. I		√						

	mean genre, like pop, rock, like that.								
5	ok, listen! So, there is many kind of music especially Western music. <b>Jadi, hari ini kita belajar tentang makna lewat lagu.</b>	√				√			
6	<i>First is definition. Song is a composition of tone or voice in sequence, combination and temporal relation to produce a musical composition that has unity and continuity. Song atau lagu adalah gubahan seni nada atau suara dalam suatu urutan, kombinasi dan</i>	√			√			√	

	<i>hubungan temporal, biasanya diiringi alat musik yang mengandung kesatuan dan kesinambungan.</i>								
7	Jadi antara bait pertama <i>verse</i> dengan dia punya <i>chorus</i> atau ref itu berkesinambungan. Biasanya <i>usually someone like if you want to tell something but you can't express</i> , tidak bisa mengungkapkan secara langsung, kita bisa mengungkapkan lewat lagu.		√			√			
8	<i>What else? Poetry</i> bisa, puisi juga bisa. Ada orang yang dia tidak bisa menyampaikan isi hatinya, jadi		√			√			

	<p>dia menulis. Nah, dari tulisan itu bisa berupa lagu, juga bisa berupa puisi. <b>So, understand ya?</b> Lagu itu berupa lirik lalu ada nadanya. Lalu diatur sedemikian rupa untuk membentuk sebuah gubahan yang bagus.</p>								
9	<p><b>Next, social function.</b> Fungsi dari musik atau lagu.</p>	√			√				
10	<p><i>Songs are used to express feeling and idea in an entertaining world. Lagu digunakan untuk mengekspresikan perasaan atau ide dengan cara yang</i></p>	√			√			√	

	<i>menyenangkan</i> <i>n. Jadi, lagu</i> <i>itu benar –</i> <i>benar dikemas</i> <i>dengan bagus</i> <i>supaya</i> <i>pedengarnya</i> <i>itu benar –</i> <i>benar suka.</i>								
11	<i>Next, to</i> <i>entertain the</i> <i>listener.</i> <i>Menghibur,</i> <i>lagu itu juga</i> <i>menghibur,</i>	√			√			√	
12	<i>when you are</i> <i>stress or like</i> <i>you having so</i> <i>many tasks</i> <i>from your</i> <i>teacher. Tugas</i> <i>terlalu banyak</i> <i>dari guru</i> <i>apalagi pada</i> <i>waktu corona</i> <i>virus, tugas itu</i> <i>not only from</i> <i>your English</i> <i>teacher but</i> <i>other teacher</i> <i>sampai</i> <i>dengan guru</i> <i>olahraga, and</i> <i>so many.</i> <i>That's why you</i> <i>stop</i>		√						

13	<p>Miss dulu waktu kuliah, tugas terlalu banyak, saya <b>stop</b> dulu ketiknyalu lalu dengar lagu. Kasih <b>refresh</b> otak dulu dengan lagu.</p>		√						
14	<p>Next, to teach the moral value. <b>Ada beberapa lagu,</b> there are kind of song that teach us about moral value, pesan moral. <b>For example</b> kehilangan seseorang.</p>		√		√			√	
15	<p>Next, to share someone's emotion to other. <b>Jadi seseorang itu bisa mengungkapk an emosi atau perasaannya lewat lagu untuk orang lain.</b></p>	√				√			
16	<p>For example: Mickel is falling in love</p>	√						√	

	<p><i>to Sisil and he can't express his feeling that's why he used song and maybe he said the lyric of the song to Sisis and he said that what I have in my heart. <b>Itu saya punya isi hati.</b></i></p>								
17	<p><b>Next struktur kebahasaan.</b>  <i>The first is Intro. Intro is the beginning of song. <b>Intro itu biasanya bersisi instrument atau pengenalan suara dari penyanyi.</b></i></p>		√			√			
18	<p><i>Chorus is the part of song that is often repeated and it is the main part of song. <b>Kalian kalau menyanyi atau mendengar lagu pasti yang diingat</b></i></p>	√				√			

	<i>itu lebih ke ref. Itu namanya chorus.</i>								
19	<i>Dan biasanya inti dalam sebuah lagu itu ada di <b>chorus</b>. diulang dan diulang. Mulai dari <b>intro</b>, we move to verse and then <b>chorus and the bridge</b>.</i>		√			√			
20	<i>Bridge is the limited connecting with the chorus. <b>dia ini harus sama dengan</b> verse, tapi <b>dia itu menghubungkan an chorus dengan chorus yang berikutnya</b>. Dalam sebuah lagu itu, not only one chorus ya. Ada dua atau tiga chorus. biasanya lagu barat itu panjang. Jadi</i>		√			√			

	<i>biasanya untuk menentukan mana chorusnya, mana main chorusnya agak sedikit sulit, ok? Bisa ya?</i>								
21	<i>Dalam sebuah lagu itu, not only one chorus ya.</i>			√					
22	<i>Metaphor is figure of the use of the speech used to explain or describe something by referring to other things that are considered to have something in similar to something or someone who wants to be described. Jadi metaphor itu adalah majas perbandingan yang digunakan</i>	√			√			√	

	<i>untuk membandingkan satu benda dengan benda yang lain.</i>								
23	<i>contoh dalam bahasa Indonesia: saya menyelesaikan masalah saya dengan kepala dingin. Bukan berarti <b>your head is full of ice. No,</b> maksudnya menyelesaikan masalah dengan baik, tenang. Itu contoh dari metaphora.</i>		√						
24	<i>The next is simile. Simile is figure of the speech used to describe a situation by comparing.....i tu juga merupakan makna perbandingan tetapi dalam figurative ini dia menggunakan</i>		√			√			

	<i>as atau like.</i>								
25	<p><i>Contohnya:</i>  <i>kamu berenang seperti ikan. <b>You swim like a fish.</b> Apa lagi? Kamu berlari seperti kuda. <b>You run like horse.</b> Nah itu disebut dengan majas <b>simile.</b></i></p>		√		√			√	
26	<p><i>Next, hyperbole. <b>Dari kata hyper ini kamu tau, hyper ini berlebihan over.</b></i></p>		√					√	√
27	<p><i>Hyperbole is figure of speech used to explain something this figure .....jadi <b>dia melebihi – lebihkan segala sesuatu.</b></i></p>	√				√			
28	<p><i>Contohnya rasaku kepadamu seperti dalamnya</i></p>		√		√			√	

	<p>lautan. Atau yang lain, <b><i>I can swim in the ocean and I can climb to the mountain just to be with you.</i></b></p> <p>Bayangkan dia bisa menyeberangi lautan dan mendaki gunung hanya untuk bersama mu. Jadi majas hyperbole itu ialah majas yang berlebihan.</p>							
29	<p>The last is personification . Figure of speech that gives .....<b><i>jadi dia membandingkan benda mati itu seperti benda hidup.</i></b></p>	√					√	
30	<p>Next is moral value. Moral value is something that we can get from the song.</p>	√			√		√	

	<p><i>Moral value itu pesan moral ya. Perbuatan, sikap atau pesan yang kita angkat dari sebuah lagu.</i></p>							
31	<p><i>Next is verse: you can be the greatest, you can be the best, you can be the King Kong bangin' on your chest, and <b>sampai di</b> dedicate yourself and going to find yourself. <b>Ini merupakan</b> verse.</i></p>	√			√			
32	<p><i>Standing in the hall of fame <b>sampai di</b> and you'll be on the walls of the hall of fame. <b>Itu merupakan</b> chorus. and the next is, you can go the</i></p>	√			√			

	<p><i>distance, you can run the mile and you can walks straight and so on sampai di cause there's gon'be a day when you're itu merupakan bridge, penghubung dari chorus dengan chorus yang lainnya.</i></p>							
33	<p><i>Kosakatanya sangat banyak. Vocabnya. Yang pertama itu luck, luck itu keberuntungan . Itu ada di dalam lagu. Don't wait for luck. Jangan menunggu sampai keberuntungan itu datang. Yang kedua dedicate atau persembahkan. Next, move pindah. Maksudnya</i></p>	√					√	√

	<p><i>berlahan untuk melupakan.</i></p> <p><i>Next is champion, juara. Next, bangin itu memukul, and you can see in the screen. Itu adalah beberapa kosa kata yang ibu ambil dari lagu half of fame.</i></p>								
34	<p><i>These are the guide questions for you to answer based on the song that you had listened.</i></p> <p><b>Ini ada beberapa pertanyaan.</b></p>	√						√	
35	<p><i>Number one, what is the title of the song?</i></p> <p><b>Setelah mendengar itu lagu, kira-kira yang kalian dapat dari lagu selain pesan yaitu dia</b></p>	√					√		

	<i>punya judul apa tadi?</i>							
36	<i>ok next, what is the meaning of the song? Siapa yang tau? Makna dari lagu. Who knows? What is the meaning of the song?</i>	√		√		√		
37	<i>lagu itu bercerita tentang kerja keras, dan never give up. Tidak pernah menyerah. It's the meaning of the song.</i>	√		√			√	
38	<i>Pesan dari lagu tadi. Seperti Miss sekarang menjadi guru bahasa Inggris, dan menjadi guru bahasa Inggris is not easy, itu tidak gampang. Everything needs a process. Pesannya</i>	√					√	

	<i>seperti itu.</i>								
39	<i>So again, what is the meaning of the song? <b>Saya sudah kasih gambaran tadi.</b></i>	√							
40	<i>If you want to make your dream comes true, just continue and then don't give up. <b>Harus percaya diri juga. Saya bisa, I can do it.</b></i>		√						
41	<i><b>hyperbole</b> itu segala sesuatu yang berlebihan. <b>Kalau you can move the mountain,</b> apakah itu sesuatu yang berlebihan?</i>		√			√	√		
42	<i>Another one, you can go to God and bangin on His door. <b>Kamu bisa mengetuk</b></i>	√					√		

	<i>pintu surga? Bisakah kamu mengetuk pintu surga?</i>								
43	<i>next, you can be the King Kong bangin on your chest. King Kong itu apa?</i>	√					√		√
44	<i>The last one, what is the moral value. Pesan yang terdapat dalam lagu tadi. What is the moral value that you can get from the song?</i>		√		√		√		
45	<i>you can do anything, you can be anything the important is never give up. Kamu mau jadi apa saja, it's up to you and never give up. Itu semua terwujud dengan kerja keras dan tidak pernah</i>		√						

	<b>menyerah.</b>							
46	<p><i>Mia, what is the moral value? Ibu barusan omong tadi, pesan moralnya itu apa? Maria, what is the moral value? Pesan moralnya apa? You, Arianti, what is the moral value? Coba, siapa yang bisa mengulangi? In English.</i></p>	√			√		√	
47	<p><i>whatever you wanna be and whatever you want to do, you should work hard. Maria Kase, dia punya pesan itu, mau jadi apapun, mau buat apapun, itu dengan kerja keras, pantang menyerah.</i></p>	√			√		√	

	<b>Bisa?</b>								
48	<i>now, I want to divide you into four groups. How many of you? <b>Berapa kalian semua di sini?</b></i>	√			√		√	√	
49	<i>I prepare four songs. <b>Saya siap empat lagu. Bentuk kelompok sudah.</b> Don't forget to write your name.</i>		√		√			√	
50	<i>I will play the song and please listen. <b>Ibu akan putarkan lagunya.</b></i>	√			√			√	
51	<i>you will answer the questions based on the song that you listened before. <b>Jawab pertanyaan berdasarkan lagu tadi.</b></i>	√			√			√	
52	<i>kalau number one itu mudah sekali. <b>It's very easy.</b></i>		√		√			√	

53	<p><i>Number two is the meaning of the song. Figurative language, generic structure <b>juga mudah, ya?</b> And then the last one is the moral value. jadi, jangan sampai <b>you only sing the song</b> tapi tidak tau dia punya lagu, makna dari dia punya lagu.</i></p>	√							
54	<p><i>Lalu, lagu <b>you are the reason itu, I mean you are falling in love.</b> Lalu salah satu dari mereka <b>makes mistake,</b> tidak setia itu or <b>unfaithful.</b> Lalu mereka putus.</i></p>	√							
55	<p><i>I will climb every mountain and swim every ocean just to be with you.</i></p>	√		√			√		

	<i>Jadi saya akan mendaki gunung dan menyelami samudra hanya untuk bersamamu.</i>								
56	<i>Listen, group one, two,three. Pay attention to the song "you are the reason". Lagu ini sangat gampang, that's why I chose this song for you.</i>		√						
57	<i>kita tidak bisa explain one by one because of the time. Nanti pekerjaan kalian ibu lihat lagi.</i>		√						
58	<i>you only got one? Majasnya cuman satu?</i>	√					√		
59	<i>next week baru kita explain lagi, ya?</i>		√						
60	<i>nanti next week, masing – masing mempertunggu</i>		√						

ng jawabkan hasil diskusinya. Karna ini belum selesai.									
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### *Appendix 3*

#### *Interview*

This research instrument is used to get deep information about function of code switching used by English teacher in classroom teaching. This interview will be questioned to the teacher.

1. Do you always use two languages when teaching?
2. When do you usually switch the languages?
3. When you speak English with the student in class, do they understand quickly? And if they don't understand, what will you do?
4. Does switch from English to Indonesia or vice versa affect the learning activities in class?
5. What can be learned from code switching in classroom teaching?

Interviewer: Do you always use two languages when teaching?

Teacher: of course, I use two languages during teaching and learning process. Because if I only use English for the whole class, the students are hard to understand. That's why, I use two languages or code switching for them to understand well. Because English is our foreign language and that's why we have to use two languages to the students.

Interviewer: When do you usually switch the languages?

Teacher: well, when I want to explain the topic, and also the material like what I did before. I usually use English first and then translate it in Bahasa Indonesia so that they can understand.

Interviewer: When you speak English with the student in class, do they understand quickly? And if they don't understand, what will you do?

Teacher: based on my observation, the students here especially in IPS class, their understanding of English is still very low. If I explain the material everything in English, then it is difficult for them to understand it. So that, when I explain the material to them I have to switch to another language and that is Bahasa Indonesia. And especially I want to make a joke with them, I have to use bahasa first and then I switch into English.

Interviewer: Does switch from English to Indonesia or vice versa affect the learning activities in class?

Teacher: yes, because by switching the language from English to Indonesian or vice versa helps them to understand the material.

Interviewer: What can be learned from code switching in classroom teaching?

Teacher: using code switching in teaching helps students to better understand the material being taught.