

Appendix 1.1

The First classroom observation meeting transcript

- Teacher : “*Assalamualaikum. Good morning students*”
- Students : “Good morning Bu”
- Teacher : “*Absen dulu. (Checked the students’ attendant list) Hey, hey, attention please! Last week, we talked about Simple Present Tense, still remember? Gimana masih ingat?*”
- Students : “*Nggeh (Javanese language for yes)*”
- Teacher : “Students A, what is Simple Present Tense? *Apa itu Present Tense? Give example! Contohnya juga.*”
- Students A: “(Read her note) Simple Present Tense *adalah bentuk tense yang digunakan untuk menjelaskan sesuatu yang terjadi saat ini pada suatu spesifik waktu dan menggunakan kata kerja pertama atau verb satu pada kalimatnya. Example my father drinks coffee every morning.*”
- Teacher : “Yes, *itu Simple Present Tense. Okey, we continue our study kita lanjutkan pelajaran kita*”
- Students : “Okay, *Bu.*”
- Teacher : “*Mas B, please turn on the LCD. Itu loh LCDnya tolong dinyalakan and also close the door pintunya tolong ditutup. Okay, quiet please and I’ll show this materials. Nanti saya putarkan video dan diperhatikan.*”
- Students : “*Ya, Bu*”
- Teacher : “Present Continuous Tense. So, today we will learn Present Continuous Tense. *Jadi pelajaran kita nanti hari ini Present Continuous Tense itu digunakan untuk apa? Last week Simple Present is used to show? Yang kemarin itu Simple Present Tense itu digunakan untuk menyatakan kejadian?*”
- Students : “*Sehari-hari.*”

Teacher : “*Sehari-hari atau kejadian umum. Now, please watch this material (played the video) Dilihat. Mas C nulisnya nanti dulu. (Walked around the class).*
 (To Student A) *jangan ngene tangane. Soundnya ya. Salonnya ini gak bisa?”*

Students : “*Gak bisa.*”

Teacher : “*Gak bisa?”*

Student D : “*Bisa. Coba dulu.*”

Teacher : “*Okay, let’s start again. Dari awal aja ya.*”

Students : “*Ya.*”

Teacher : “*We view thisOkay, we focus this material about Simple Present Continuous Tense. (Played the video and walked around the class)”*
 (Video content: Present Continuous Tense *adalah Tense yang digunakan untuk membuat kalimat yang menunjukkan suatu kegiatan atau perbuatan yang sedang berlangsung saat dibicarakan. Di dalam membuat kalimat Present Continuous Tense, kita memakai to be yang kemudian diikuti kata kerja Present participle atau verb-ing artinya sedang. Contoh: Saya sedang belajar. I am studying. Mary sedang memasak. Mary is cooking. Mereka sedang mandi. They are bathing. Kamu sedang menangis. You are crying. Ibu saya sedang membaca. My mother is reading. Kami tidak sedang bermain. We are not playing. Dia laki-laki tidak sedang bernyanyi. He is not singing. Harry tidak sedang tidur. Harry is not sleeping. Saya tidak sedang nonton TV. I am not watching TV. Mereka tidak sedang berkelahi. They are not fighting. Apakah kamu sedang makan? Are you eating? Apakah mereka sedang bertengkar? Are they arguing? Apakah dia perempuan sedang meulis? Is she fighting? Apakah saya sedang bermimpi? Am I dreaming? Apakah dia laki-laki sedang mencuci? Is he washing? Dari contoh-contoh di atas dapat kita lihat bahwa kalimat Present Continuous Tense memakai kata kerja bentuk ing yang diletakkan setelah to be. Untuk membentuk kalimat negative atau meniadakan cukup kita tambahkan not di belakang to be. Sedang untuk kalimat interrogative atau bertanya kita letakkan to be di depan subject kalimat atau di awal kalimat. Untuk lebih jelasnya perhatikan rumus berikut ini:*
 Positive (+) : Subject + be + kata kerja ing

Negative (-) : Subject + be + not + *kata kerja* ing

Interrogative (?) : Be + subject + *kata kerja* ing?)

Teacher : “(Paused the video)”

Students : “(Wrote down the formula)”

Teacher : “Okay, is there any question about Simple Present Continuous Tense? *Ada pertanyaan?*”

Students : “No.”

Teacher : “So, what is the different *apa perbedaannya* Simple Present Tense and Present Continuous? What is the different between Simple Present Tense and Present Continuous? Students E, *apa* Simple Present Tense?”

Student E : “Present Tense *untuk kegiatan sehari-hari* Present Continuous *perbuatan sedang dilakukan.*”

Teacher : “*Yang lain? Students A?*”

Student A : “Simple Present *untuk kegiatan yang dilakukan setiap hari*, Simple Present Continuous *untuk sekarang*”

Teacher : “*Ya*. So, for Present Tense is for daily activity *atau kegiatan sehari-hari* and Present Continuous is for Present activity *atau kegiatan pada saat sekarang*. Now please there is a film about Simple Present Continuous.”

Students : “Mr. Bean?”

Teacher : “(Played a short movie)”

Teacher : “(Read the content of the movie) *Ya. Jadi*, to describe an action happening now or at the moment *jadi untuk mendiskripsikan atau mengungkapkan kejadian yang terjadi pada saat sekarang atau yang sedang berlangsung. Ini rumusnya sama tadi* to be plus verb ing am is are verb ing. What about Simple Present? *Kalau* Simple Present *gimana rumusnya?*”

Students : “Subject verb one object.”

Teacher : “(Played the video) Okay, *sudah*. Now, please *kamu tulis* please write Present Continuous form *dari film ini* (Paused the video) Now,

please write what Mr. Bean is doing? *Di situ kamu catat apa yang dilakukan Mr. Bean. Now is your turn. Now please write what is Mr. Bean doing in Present Continuous Tense sudah tahu kan rumusnya tadi?*”

Students : “Sudah.”

Teacher : “Now please look at the video and write down in your book, *ditulis di buku.*”

Students D : “*Yang mana, Bu?*”

Teacher : “*Lah ini kamu tulis, itu tulisannya tadi. Loh kok didelok tok? Langsung. Lah ini lho. Write down kamu tulis in the form of Present Continuous.*”

Students : “Ooohhh”

Teacher : “*Lah wes ayo. Harus bisa.*”

Students : “*Bu, gak bisa.*”

Teacher : “*Itu ada tulisannya. Ayo what is Mr. Bean doing? Okay, do you get it? Okay, now I’ll review from it’s your turn. From it’s your turn please write in your book what is Mr. Bean doing. Please write in Present Continuous Tense.*”

Students : “(Did the exercise)”

Teacher : “Okay, how many sentences did you get? *Dapat berapa kalimat?*”

Students : “*Sebelas.*”

Teacher : (Checked the students work)”

Students : “*Tapi belum selesai, Bu.*”

Teacher : “So, that’s for homework *aja. Buat PR. Satu bangku satu. The next week dikumpulkan.*”

Appendix 1.2

The Second classroom observation meeting transcript

- Teacher : “*Assalamualaikum. Good morning students*”
- Students : “Good morning Bu”
- Teacher : “Have you done your homework? *Sudah PRnya minggu kemarin?*”
- Students : “Sudah.”
- Teacher : “(Checked the students’ homework) Okay, attention please
perhatikan semuanya!”
- Student A : “Attention, please!”
- Teacher : “I will absent first (Checked the attendant list) Okay, *kalian kemarin sudah latihan Simple Present Tense dan Continuous Tense. Do you still remember? Masih ingat Simple Present Tense? Students B untuk apa Simple Present Tense?* “
- Students : “*Menyatakan suatu perbuatan..*”
- Teacher : “*Perbuatan apa? Lainnya bagaimana?*”
- Students : “*Menyatakan kegiatan sehari-hari.*”
- Teacher : “*Ya. Jadi nek perbuatan sehari-hari atau fakta umum. Bisa ya? How about Present Continuous?*”
- Students : “Lupa, Bu.”
- Teacher : “*Lah, kemarin itu?*”
- Student B : “*Masih belum bisa, Bu. Sulit.*”
- Teacher : “Okay, Present Continuous Tense. *Yang namanya continuous itu berlangsung atau dalam proses. So, what it is for? Digunakan untuk apa itu? Okay, Present Tense is used for daily activity kegiatan sehari- hari kalau Present Continuous Tense itu untuk apa? Ditulis, ya. (Wrote in the board)*”
- Students : “*Nggeh.*”
- Student B : “*Ditulis kabeh ta Bu itu?*”
- Teacher : “*Nggak yang ini aja.*”
- Students : “*Yang Present Continuous?*”

Teacher : “*Ya, ini kan sudah saya ulangi lagi. Ditulis dulu (Let the students to write)*”

Students : “*Ya, Bu.*”

Student C : “*Bu, ini tadi tugas saya belum.*”

Teacher : “*Ya, mana?*”

Student D : “*Bu, itu apa?*”

Teacher : “*Yang mana?*”

Students : “*Yang Verb satu plus?*”

Teacher : “*Verb ing.*”

Student F : “*(Came forward)*”

Teacher : “*Loh, ngapain kamu?*”

Student F : “*Gak ketok Bu.*”

Teacher : “*Loh, duduk lihat punya temannya. Finished? Sudah nulisnya?*”

Students : “*Belum.*”

Students : “*(Talking with each other and being noisy).*”

Teacher : “*Opo ae? (Waited the students to write) Finished? Wes sudah?*”

Students : “*Sudah?*”

Teacher : “*Okay, attention please perhatikan!. Present Continuous tells about menunjukkan kegiatan yang dilakukan seseorang atau sedang berlangsung. Contohnya sekarang. What are you doing now? Kalian ini lagi apa?*”

Students : “*Belajar.*”

Teacher : “*So, gimana? Subject. To be nya am is atau are. Verb nya using ing. How about Simple Present? Kalau Simple Present kemarin apa?*”

Students : “*Verb one.*”

Teacher : “*Ya. Present Continuous using verb ing menggunakan verb ing. Can you give me example? Bisa beri contoh? Saya sedang belajar sekarang. Perhatikan! I saya, kalau I using apa?*”

Students : “*Am.*”

Teacher : “*I am. Belajar verbnya apa?*”

Students : “*Study.*”

Teacher : “So, I am study plus ing. *Jadi kata kerjanya ditambah ing. I am studying now. Saya sedang belajar sekarang. Bisa?*”

Students : “*Bisa Bu.*”

Teacher : “(Wrote questions in a board) (Pointed student B) Come on, *ayo gak papa. Ayo, Present Continuous subject plus to be plus Verb ing. Ayo dicoba. Bisa bisa.*”

Student E : “(Came forward and answered the question)”

Teacher : “Good *bagus mau nyoba. Anwar is reading a book. Ya, correct. Sudah betul, yang lain?*”

Student F : “(Came forward)”

Teacher : “*Lah, ini sudah bisa. Okay, attention please perhatikan semuanya. Any question? Ada pertanyaan?*”

Students : “No.”

Teacher : “Now, how about the negative *kalau negatif bagaimana?*”

Student A : “Subject *ditambah* to be *ditambah* not *ditambah* verb ing.”

Teacher : “*Lah, itu ingat. (Wrote in the board) Subject plus to be is am are plus not plus verb ing. Okay, how about the sentences bagaimana kalimat negative nya dalam bentuk Simple Present Continuous Tense. From this I am ditambah not jadi I am not studying now. Sekalian interrogative. Kalau interrogative to be is before the subject, to be nya di depan. Ini jadi apa?*”

Students : “Am I studying now?”

Teacher : “*Ya. Any questions? Ada yang mau tanya?*”

Students : “No.”

Teacher : “Now, make a sentences using Simple Present continuouse. Writing *buat kalimat.*”

Students : “*Berapa Bu?*”

Teacher : “As many as you can. *Sebanyak- banyaknya.*”

Students : “(Did the exercise)”

Teacher : “*Sudah? Let’s see. (Checked the students’ work) Okay, some of you have been understand about Present Continuous. Sudah banyak yang sudah bisa. Berhubung sudah habis waktunya I’ll give you*

homework. *Kalian buat dalam bentuk Present Continuous. Ayo diperbaiki lagi.* For next week, make a dialogue in pair. *Buat dialog dengan teman sebangku. Using Simple Present Continuous and perform it in front of the class. Dipertunjukkan di depan kelas.*”

Appendix 1.3

The Third classroom observation meeting transcript

- Teacher : “*Assalamualaikum. Good morning students.*”
- Students : “Good morning, Bu.”
- Teacher : “(Checked the students’ attendant list) Have you done your homework? *Sudah dikerjakan tugasnya?*”
- Students : “*Sudah.*”
- Teacher : “Now, who want to come first? *Siapa yang mau maju duluan?*”
- Students : “(Students A and B came forward to perform their work)”
- Teacher : “Good. You may sit. *Boleh duduk.*”
- Students : “(Students C and D came forward to perform their work)”
- Teacher : “In the canter. *Di tengah Mas. Bukunya mana? Eh, sini-sini kok ngunu tok? Ayo repeat diulangi lagi yang keras.*”
- Students : “(Students E and F came forward to perform their work)”
- Teacher : Eh, quiet please, *yang lain dengarkan.*”
- Students : “(Students G and H came forward to perform their work)”
- Teacher : “*Jangan di sini, di tengah. Louder yang keras.*”
- Students : “(Students I and J came forward to perform their work)”
- Teacher : “Face your friend *menghadap temanmu. Yang lain perhatikan. Sudah gak ada yang mau maju lagi? Loh, ayo. You’ll get a point. Ayo dapat point. Kalau gak ada yang mau maju lagi kumpulkan bukunya I’ll grade your homework saya nilai. Let me see your LKS, pinjam LKS nya. Now, for the exercise the material is Simple Present Tense and Simple Continuous. Latihanya kamu kerjakan page sixty one halaman enam puluh satu. Kamu kerjakan A, B, dan C then next Wednesday kita ulangan harian. The material is Simple Present and Present Continuous. Dua itu.*”
- Students : “Yes, Bu.”
- (Students did the exercises and the teacher walked around the class)
- Teacher : “Ayo, *dicek sama-sama. Student A, question number one.*”

Student A : “They bla bla bla mathematic in the class. A, are studying.”

Teacher : “Correct? *Betul?*”

Students : “*Betul.*”

Teacher : “Okay, number two. The next quiz.”

Student K : “*Titik titik* are buying many books at the bookstore. B, the Student.”

Teacher : “*Yang mana?* Which is the correct one? *Yang betul yang mana?*
Kalau ada are, *perhatikan* the subject for are *itu* you we they, *kalau ada* are *biasanya* subject *nya kalau gak* you we *ya* they. Now let see, *sekarang dilihat* number two. *Kalau* the teacher *ini satu berarti* using is *menggunakan* is *kemudian* the students *gak pakek s kan?* *Berarti* is. The old women. *Ini* women *jamak dari* woman. Woman *ini* singular, plural women. *Lah ini berarti lebih dari satu* it means using are.”

Students : “Oh.”

Teacher : “*Kalau* woman using is. *Jadi bagaimana?* The right answer is? *Jawaban yang betul?*”

Students : “C”

Teacher : “*Jadi*, the right answer is this. *Yang betul itu* women. Number three.”

Students B : “Bla bla bla you bla bla bla my dictionary right now? C. Are bringing.”

Teacher : “Yes, are you bringing my dictionary right now? *Apakah kamu membawa kamusku saat ini?* Number four.”

Students L : “Budi and I bla bla bla working in a big company. A, am.”

Teacher : “Okay, Budi and I, what is the to be? *Ini to be nya apa?*”

Students : “Are.”

Teacher : “*Ini kan* Budi sama I *jangan melihat ini tapi lihat ini juga*. Budi and I *itu dua orang*. So, using are. Number five, the police?”

Student E : “The police bla bla bla under the tree. A, is lying.”

Teacher : “Ya, is lying. Number six *selanjutnya*. The Present continues form will be? “*Ayo kamu.*”

Students C : “The Present Continuous form will be A, All of my friend is living in Jakarta.”

Teacher : “*Kalau* all of my friend, *itu biasanya plural bentuk jamak ya, jadi?*”

Students : “C, Bu.”

Teacher : “The correct answer is C, all of my friends. Ya. Number seven. Ardianto’s teeth were better.”

Students : “C”

Teacher : “*Yang mana?*”

Students : “C”

Teacher : “B. Okay, the formula *rumusnya gimana?* Present Continuous subject *terus?*”

Students : “To be verb ing.”

Teacher : “*Di sini kata sifat adjective maka, setelah to be ada being. Contohnya I am being happy, saya sedang bahagia.* Number eight.”

Student A : “He has practiced pronunciation. B.”

Teacher : “Ya. *Lha, itu* he has practiced pronunciation *itu* what is the Tenses? *Tensis apa itu?*”

Students : “Past Tense.”

Teacher : “*Bukan. Kalau ada* subject plus has or have plus verb three, *ini* Present Participle, *ini belum kalian pelajari.* So, the Present Continuous form of this *jadi apa? Gimana* Present Continuous *nya?* B. He is practicing pronunciation. Number nine.”

Students : “A.”

Teacher : “Yes, number ten.”

Students : “A.”

Teacher : “Okay, my brother is doing a great job. Number eleven.”

Students : “D.”

Teacher : “Twelve.”

Students : “B.”

Teacher : “Thirteen.”

Students : “C.”

Teacher : “Fourteen.”

Students : “C.”

Teacher : “The last, *terakhir* fiveteen.”

Students : “Looking for.”

Teacher : “Looking for a better job. Okay, *yang betul semuanya siapa?*”
Students : “*Gak ada.*”
Teacher : “*Salah satu siapa?*”
Students : “*Gak ada.*”
Teacher : “Okay, *Di papan ditulis buat tambahan.* So prepare at home the materials about Simple Present Tense and Simple Present Continuous Tense, yes.”
Students : “Yes.”

Appendix 2.1

Observation sheet of code switching usage by the teacher on the first meeting

Meeting : 1st Meeting

Material : Simple Present Continuous Tense

NO	CODE SWITCHING USAGE	VERBAL ACCOUNT
1.	Situation awareness:	
	- Explain difficult material	<i>Teacher : “Ya. So, for Present Tense is for daily activity atau kegiatan sehari-hari and Present Continuous is for present activity atau kegiatan pada saat sekarang.”</i>
	- Give command and instruction	<i>Teacher : “Okay, sudah. Now, please kamu tulis please write Present Continuous form dari film ini (Paused the video) now please write what Mr. Bean is doing? Di situ kamu catat apa yang dilakukan Mr. Bean. Now is your turn. Now, please write what is Mr. Bean doing in Present Continuous Tenses udah tahu kan rumusnya tadi.”</i>
	- Casual talk	<i>Teacher : “Lah ini kamu tulis, itu tulisannya tadi. Loh kok didelok tok? Langsung. Lah ini lho. Write down kamu tulis in the form of Present Continuous.”</i>
2.	Translating	<i>Teacher : “(Read the content in the movie) To describe an action happening now or at the moment. Jadi untuk mendeskripsikan atau mengungkapkan kejadian yang terjadi pada saat sekarang atau yang sedang berlangsung. Ini rumusnya sama tadi to be plus verb ing am is are verb ing.”</i>
3.	Repeating	<i>Teacher :” Mas B, please turn on the LCD.Itu loh LCD nya tolong dinyalakan and also close the door pintunya tolong ditutup. Okay quiet please and I’ll show this materials. Nanti saya putarkan video dan diperhatikan.”</i>

Appendix 2.2

Observation sheet of code switching usage by the teacher on the second meeting

Meeting : 2nd Meeting
 Material : Simple Present Continuous Tense

NO	CODE SWITCHING USAGE	VERBAL ACCOUNT
1.	Situation awareness:	
	- Explain difficult material	<i>Teacher</i> : “ Lah itu ingat. (Wrote in the board) <i>Subject plus to be is am are plus not plus verb ing. Okay, how about the sentences bagaimana kalimat negatifnya dalam bentuk Simple Present Continuous Tense. From this I am ditambah not jadi I am not studying now. Sekalian interrogative. Kalau interrogative to be is before the subject to be nya di depan. Ini jadi apa?”</i>
	- Give command and instruction	<i>Teacher</i> : “Okay, some of you have been understand about Present Continuous. Sudah banyak yang sudah bisa. Berhubung sudah habis waktunya, I’ll give you homework. Kalian buat dalam bentuk Present Continuous. Ayo diperbaiki lagi. For next week make a dialogue in pair. Buat dialog dengan teman sebangku. Using Simple Present Continuous and perform it in front of the class. Di performkan di depan kelas. ”
	- Casual talk	<i>Student F</i> : “(Came forward)” <i>Teacher</i> : “ Loh, ngapain kamu? ” <i>Student F</i> : “ Gak ketok Bu. ” <i>Teacher</i> : “ Loh duduk lihat punya temannya. Finished? Sudah nulisnya? ” <i>Students</i> : “(Talked with each other and being noisy)” <i>Teacher</i> : “ Opo ae? ”

		<i>Finished? Wes sudah?"</i>
2.	Translating	<i>Teacher : "Have you done your homework? Sudah PRnya minggu kemarin?"</i>
3.	Repeating	<i>Teacher : "Okay, attention please perhatikan semuanya."</i>

Appendix 2.3

Observation sheet of code switching usage by the teacher on the third meeting

Meeting : 3rd Meeting
 Material : Simple Present Continuous Tense

NO	CODE SWITCHING USAGE	VERBAL ACCOUNT
1.	Situation awareness:	
	- Explain difficult material	<i>Teacher : “Kalau ada are perhatikan the subject for are itu you we they, kalau ada are biasanya subjectnya kalau gak you we ya they. Now let see. Sekarang dilihat number two kalau the teacher ini satu berarti using is menggunakan is kemudian the student gak pakek s kan? Berarti is. The old women. Ini women jamak dari woman. Woman ini singular, plural women. Lah ini berarti lebih dari satu it means using are.”</i>
	- Give command and instruction	<i>Teacher : “Let me see your LKS. Pinjam LKS nya. Now for the exercise the material is Simple Present Tense and Simple Continuous. Latihanya kamu kerjakan page sixty one halaman enam puluh satu. Kamu kerjakan A, B, dan C then next meeting kita ulangan harian. The material is Simple Present and Present Continuous. Dua itu.”</i>
	- Casual talk	<i>Teacher : “In the center. Di tengah mas. Bukunya mana? Eh sini-sini kok ngunu tok? Ayo repeat diulangi lagi yang keras.”</i>
2.	Translating	<i>Teacher: “Yes. Are you bringing my dictionary right now? Apakah kamu membawa kamusku saat ini?”</i>
3.	Repeating	<i>Teacher : “In the center. Di tengah mas. Bukunya mana? Eh sini-sini kok ngunu tok? Ayo repeat diulangi lagi yang keras.”</i>

		<i>Eh quiet please! Yang lain dengarkan. Jangan di sini di tengah. Louder yang keras. Face your friend. Menghadap temanmu.”</i>
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Appendix 3.1

Questions List for Teacher Interview

This interview is practically to know how the teacher use code switching during EFL teaching learning process and it is also used in order to answer the research question.

1. What is your reason to use code switching?
Apa alasan Anda menggunakan Code Switching?
2. How often do you use Code Switching during teaching and learning process?
Seberapa seringkah Anda menggunakan Code Switching dalam proses pembelajaran?
3. Does procedure that you use to apply code switching depend on the situation that triggered to make code switching occurred?
Apakah prosedur Anda dalam mengaplikasikan Code Switching tergantung pada situasi yang memicu untuk menggunakan code switching?
4. In what kind of situation that you usually consider to use Code switching?
Dalam situasi yang bagaimana biasanya Anda mempertimbangkan untuk menggunakan Code Switching?
5. What kind of procedure that you usually used to apply code switching?
Apakah prosedur Anda dalam mengaplikasikan Code Switching tergantung pada situasi yang memicu untuk menggunakan code switching?

Appendix 3.2

Result of Teacher Interview

- Peneliti* : “Assalamualaikum, Bu.”
- Researcher* : “Assalamualaikum, Ma’am.”
- Guru* : “Wa’alaikumsalam.”
- Teacher* : “Wa’alaikumsalam.”
- Peneliti* : “Sebelumnya terima kasih ya Bu sudah meluangkan waktu buat saya untuk wawancara ini.”
- Researcher* : “Before, I would like to say thank you for your time to do this interview with me, Ma’am.”
- Guru* : “Iya Mbak nggak apa-apa. Malah saya senang bisa membantu”
- Teacher* : “It’s okay Miss. I’m pleased to help.”
- Peneliti* : “Begini Bu saya mau menanyakan apa alasan Anda menggunakan Code Switching?”
- Researcher* : “Ma’am I would like to ask you what is your reason to use Code Switching in the classroom?”
- Guru* : “Begini Mbak, alasan saya merubah bahasa atau yang seperti Mbak bilang Code Switching itu karena kalau saya full menggunakan bahasa Inggris tanpa ada selingan bahasa Indonesia atau Bahasa Jawa itu sudah pasti membingungkan untuk murid-murid saya. Banyak dari murid di kelas yang kurang memahami beberapa kosakata Bahasa Inggris sehingga mereka juga akan kesulitan merespon saya dan dalam memahami materi yang saya berikan.”
- Teacher* : “My reason to change the language or as you called code switching is because if I use English fully without any interlude of Indonesian or Javanese, surely it will confuse my students. Most of my students in the class are less understood of English vocabulary so they also will be difficult to respond to me and in understanding of the material that I gave.”
- Peneliti* : “Seberapa seringkah Anda menggunakan Code Switching dalam proses pembelajaran?”
- Researcher* : “How often do you use Code Switching during teaching and learning process?”
- Guru* : “Ya sering Mbak. Soalnya kalau saya kebanyakan memakai Bahasa Inggris itu anak-anak kadang suka protes atau mereka sering gak nyambung dengan apa yang saya ucap. Tapi saya usahakan agar seimbang dalam penggunaan bahasa Inggris dan bahasa sehari-hari mereka.”
- Teacher* : “I used it many times. Because if I mostly use English, my

students sometimes like to protest or they are often disconnected with what I said. But I try to make it balanced with my use of English and their daily language.”

Peneliti : “Apakah prosedur Anda dalam mengaplikasikan Code Switching tergantung pada situasi yang memicu untuk menggunakan code switching?”

Researcher : “Does procedure that you use to apply code switching depend on the situation that triggered to make code switching occurred?”

Guru : “Tentu saja. Selama proses pembelajaran Bahasa Inggris di kelas itu sering muncul keadaan- keadaan atau situasi-situasi yang membuat kita merubah bahasa Inggris menjadi Bahasa Indonesia atau bahkan ada saat-saat di kelas kita menggunakan Bahasa Jawa.”

Teacher : “Of course. During English teaching and learning process in the classroom, often appear conditions and situation that make the teacher to change the language from English to Indonesian or even there is a time in the class when we use Javanese language.”

Peneliti : “Dalam situasi yang bagaimana biasanya Anda mempertimbangkan untuk menggunakan Code Switching?”

Researcher : “In what kind of situation that you usually consider to use Code switching?”

Guru : “Saya merubah bahasa itu di situasi-situasi yang menunjukkan kalau siswa-siswa itu bingung dengan apa yang saya utarakan atau ketika mereka sulit menyerap isi bahan ajar dikarenakan mereka kesulitan mengerti kosakata-kosakata bahasa Inggris yang belum mereka pahami.”

Teacher : “I switch the language in the situations that show that the students are confused with my statement or when they faced the difficulty to absorb the content of the material because they having difficulties to understand the vocabularies of English.”

Peneliti : “Prosedur yang bagaimana yang biasanya Anda pakai dalam mengaplikasikan code switching?”

Researcher : “What kind of procedure that you usually used to apply code switching?”

Guru : “Prosedurnya ya ketika saya menerangkan bahan ajar tetapi murid saya masih bingung dengan apa yang saya terangkan, disitulah saya menerangkan kembali menggunakan bahasa Indonesia. Biasanya yang butuh penggunaan bahasa Indonesia itu memang menjelaskan materi-materi sulit seperti grammar. Saya juga biasanya mengartikan isi dari materi yang ada di buku sehingga mereka bisa mengerti isi dari materi tersebut. Saya juga menggunakan bahasa Indonesia ketika ngobrol biasa dengan

- murid.*”
- Teacher : “The procedure is when I explained the materials but the students still confused, there I explained again using Indonesian. Usually the need to use Indonesia is when I explaining difficult materials such as grammar. I also usually translated the content of the materials from their textbook so that they can understand the materials. I also used Indonesian when having a casual communication with the students.”
- Peneliti* : “*Sekian interview dari saya, Bu. Terima kasih dan maaf kalau mengganggu kegiatan Ibu.*”
- Researcher : “That is the interview from me, Ma’am. Thank you and sorry if I disturbed your activity.”
- Guru* : “*Sama-sama, Mbak. Semoga bisa membantu.*”
- Teacher : “You are welcome, Miss. Hope it can help.”