

Observation Sheet

School : SMP Muhammadiyah 9 Boarding School Tanggulangin

Date : Februari 16th, 2023

Topic : How many verbs do you know?

No.	Type of Code-Switching	Sentences	Function of Code-Switching		
			Topic Switch	Affective Function	Repetitive Function
1.	Tag switching	1. <i>Ulangi ya, reply.</i>			√
		2. Next, <i>ayo selanjutnya.</i>	√		
		3. <i>Iya gapapa, it's okay.</i>		√	
		4. After that, <i>iya setelah itu.</i>	√		
		5. <i>Iya, good!</i>		√	
2.	Intra-sentential switching	1. We must not blame the student who said 'day'. <i>Kita tidak boleh menyalahkan murid yang berkata 'day'.</i>		√	
		2. <i>Menyebutkan lima kata kerja aja.</i> Only five verbs.			√
		3. You can say in Bahasa. <i>Jangan langsung Bahasa Inggris.</i>		√	
		4. <i>Oke selanjutnya.</i> The second you should study with book.	√		
		5. You know top? <i>Di atas nulisnya.</i>			√
		6. Can you mention the verbs? <i>Kata kerjanya aja.</i>			√
3.	Inter-sentential switching	1. What are <i>Selasa</i> and <i>Kamis</i> ?			√
		2. <i>Kalau Tuesday itu Selasa, kalau Thursday itu kamis.</i>			√
		3. Before we start our lesson, let's do 'konsentrasi' clap.		√	
		4. <i>Kalau drink itu minum ya.</i>			√
		5. <i>Rainy itu hujan.</i>			√
		6. <i>Setelah</i> we found the verb, <i>kita cari artinya apa.</i>		√	
		7. <i>Schedule itu jadwal.</i>			√
		8. <i>Do itu bisadiartikan menjadi mengerjakan, understand?</i>			√
		9. <i>Nah, itu dia</i> the verb yang ada di sekitarkita.		√	

Observation Sheet

School : SMP Muhammadiyah 9 Boarding School Tanggulangin

Date : Februari 23th, 2023

Topic : How many verbs do you find?

No.	Type of Code-Switching	Sentences	Function of Code-Switching		
			Topic Switch	Affective Function	Repetitive Function
1.	Tag switching	1. And you? <i>Bagaimana kabarnya?</i>		√	
		2. Where is other? <i>Lainnya mana?</i>		√	
		3. <i>Iya lagi</i> , more.			√
		4. Fold, <i>dilipat ya</i> .			√
2.	Intra-sentential switching	1. For homework, you must write your activities. <i>Tugasnya tetep</i> .			√
		2. You should write in every fold. <i>Ditulis di setiap kotaknya</i> .			√
		3. Find the same word. <i>Cari kata yang sama aja</i> .			√
		4. <i>Kalau sudah ketemu selanjutnya disilang</i> . Cross the word.			√
3.	Inter-sentential switching	1. Taking shower <i>itu mandi ya</i> .			√
		2. <i>Kalau sholat itu prayer</i> .			√
		3. And you, why <i>belum selesai?</i>		√	
		4. <i>Gimana? Ada yang same with her?</i>			√
		5. Life <i>sama live itu beda ya</i> .			√
		6. <i>Kalau life itu hidup</i> .			√
		7. <i>Kalau live itu nyata atau langsung</i> .			√

Observation Sheet

School : SMP Muhammadiyah 9 Boarding School Tanggulangin

Date : March 16th, 2023

Topic : Making sentences

No.	Type of Code-Switching	Sentences	Function of Code-Switching		
			Topic Switch	Affective Function	Repetitive Function
1.	Tag switching	1. <i>Satu kata aja</i> , one word.			√
		2. Subject <i>itu orangnya</i> .			√
		3. Verb <i>itu kata kerja ya</i> .			√
		4. Object <i>itu kata bendanya</i> .			√
2.	Intra-sentential switching	1. Who is absent today? <i>Siapa yang nggak masuk?</i>		√	
		2. Like we make the sentences in Indonesia. <i>Sama kayak kita buat kalimat kayak biasanya.</i>		√	
3.	Inter-sentential switching	1. <i>Berarti</i> listen <i>tadi itu mendengar</i> .			√
		2. <i>Peraturannya</i> you can't <i>mengulang</i> the same verb.			√

Interview Sheet

Date : March 16th, 2023

Teacher Name : Irma Indriyani, S.Pd.

No.	Question	Answer
1.	<p>How often does an Ustadzah use code-switching in class while teaching?</p> <p><i>(Seberapa sering Ustadzah menggunakan code-switching di kelas sewaktu mengajar?)</i></p>	<p>For me, it's probably almost 50%, right, because each lesson meets different students and different competences, so we have to facilitate students who really don't like English by giving Indonesian vocabulary, so it's not full English.</p> <p><i>(Kalau saya mungkin hampir 50% ya, karena setiap ngajar itukan bertemu dengan different students dan different competents jadi kita harus memfasilitasi anak-anak yang memang nggak suka bahasa Inggris dengan cara kita memberikan kosa kata bahasa Indonesia, jadi nggak bahasa Inggris full.)</i></p>
2.	<p>Is the use of code-switching one of the methods applied in learning English in specialization classes?</p> <p><i>(Apakah penggunaan code-switching tersebut merupakan salah satu metode yang diterapkan dalam pembelajaran di kelas peminatan Bahasa Inggris?)</i></p>	<p>It could be, because the provision of English is in the vocabulary, so if we give English to students, all of them automatically don't like it, and less can even say they don't like it even more and can't. Unless there is a student who has a lot of vocabulary in her brain, she immediately connects with the language.</p> <p><i>(Bisa jadi, karena modal English itu vocabulary, jadi kalau anak-anak itu kita kasih English semuanya otomatis yang tidak suka dan tidak bisa malah semakin nggak suka dan semakin nggak bisa. Kecuali memang anaknyatuh yang punya banyak kosa kata di otak, jadi dia langsung nyambung.)</i></p>
3.	<p>Is the use of code-switching in describing something really needed when teaching? Why?</p> <p><i>(Penggunaan code-switching dalam mendeskripsikan sesuatu apakah sangat dibutuhkan ketika mengajar? Mengapa?)</i></p>	<p>Yes, back again. When we want our material to reach the students and the students understand what we mean and do what we say, we have to transfer it. Now, knowledge is transferred by language; when we speak, we only use code switching. Insya Allah, later, the students will understand what we want, even if it's not 100%. Yes, we'll still use it. I usually call the method "gado-gado," because it mixes Indonesian and English so they understand. Those who can't even want to do my assignments, which they think they can't do, but they want to do them because they know what we want.</p> <p><i>(Ya, kembali lagi, ketika kita ingin materi kita sampai dianak-anak dan anak-anak memahami maksud kita dan mengerjakan yang apa kita berikan, kita harus mentransferkan, nah ilmu pengetahuan ditransfer dengan bahasa, ketika kita berbahasa hanya menggunakan code-switching, Insya Allah nanti anak-anak itu mengertilah apa yang kita inginkan gitu, meskipun nggak 100% ya, tetep kita gunakan. Kalau saya biasanya menyebut</i></p>

		<i>metodenya dengan bahasa 'gado-gado' karna kan campur bahasa Indonesia dan bahasa Inggris itu ya biar mereka itu paham. Yang nggak bisa tuh bahkan mau mengerjakan tugas saya yang mereka anggap nggak bisa, tapi mereka mau lah mengerjakan karena tau apa yang kita inginkan.)</i>
4.	<p>What are the specific goals of using code-switching in class?</p> <p><i>(Apa tujuan spesifik dalam penggunaan code-switching di kelas?)</i></p>	<p>For me, I want students to be able to understand and like English. By implementing code-switching as well, students can get along well before going into full English. Here, they mainly use Arabic, so let them get used to it first. Right now, there are also many who use English. So I want them to be able to understand and use English well even though it's not as perfect as the language of native speakers.</p> <p><i>(Kalau saya si inginnya anak-anak bisa memahami dan menyukai bahasa Inggris. Dengan menerapkan code-switching juga biar anak-anak bisa akrab dulukan ya sebelum ke full bahasa Inggris, kan disini mereka utamanya pakai bahasa Arab, jadi biar suka dulu. Karena kan sekarang jaman juga sudah banyak yang menggunakan bahasa Inggris. Jadi saya inginnya mereka bisa memahami dan menggunakan bahasa Inggris dengan baik meskipun itu nggak sempurna native speakers.)</i></p>
5.	<p>What are Ustadzah's thoughts on the benefits of code-switching?</p> <p><i>(Apa keuntungan dari penggunaan code-switching yang Ustadzah rasakan?)</i></p>	<p>The advantage of code-switching earlier is that students who don't speak English are able to understand what the purpose of learning is; if it's negative, it's not good because maybe the students don't seem motivated to find vocabulary in English, but we as teachers have to be able to combine the advantages and disadvantages of code-switching earlier. We still use code-switching, but we still teach new vocabulary when teaching.</p> <p><i>(Code-switching tadi itu kalau kelebihanannya anak-anak yang nggak bisa bahasa Inggris itu mampu memahami apa tujuan pembelajaran, kalau negatifnya itu kurang bagus karna mungkin anak-anak itu kayak nggak termotivasi untuk mencari vocabulary di bahasa Inggris, cuman kita sebagai guru kita harus bisa meng-combine kelebihan dan kekurangan code-switching tadi. Tetep kita pakai code-switching tapi kita tetep kita kasih kosa kata baru ketika mengajar.)</i></p>
6.	<p>According to Ustadzah, how effective is the use of code-switching in teaching English for middle school students?</p> <p><i>(Menurut Ustadzah, seberapa efektif penggunaan code-switching dalam pengajaran Bahasa Inggris bagi siswa kelas menengah?)</i></p>	<p>Here, they are indeed bilingual, but the bilingualism is Arabic, not English. So if I am, it's effective because many students are still not proficient in English. So going back to the way we were before, we know that there are many who are not good at English and don't like it. If we force everything to be native, they won't be able to and won't pay attention to us. So yeah, I'm effective because I understand that, even though they don't like it and can't speak</p>

		<p>English, they still know what we want.</p> <p><i>(Kalau disini kan memang bilingual tapi bilingualnya itu bahasa Arab bukan bahasa Inggris, jadi kalau saya sih efektif-efektif saja, karna banyak anak yang memang masih belum mahir berbahasa Inggris. Jadi kembali seperti tadi, kita tau banyak yang kurang baik dan kurang suka dalam bahasa Inggris kalau kita paksakan pakai native semuanya, mereka nggak akan bisa dan nggak akan memperhatikan kita. Jadi ya saya efektif sih, karena saya kan paham meskipun mereka nggak suka dan nggak bisa bahasa Inggris tapi tetep tau apa mau kita.)</i></p>
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