

**APPENDIX 1****Observation Schedule****Observation Schedule 1**

| Item                | Description                                       |
|---------------------|---------------------------------------------------|
| School              | MTs Al Khairiyah Tegal Linggah                    |
| Class               | VIII                                              |
| Number of Students  | 28 Students                                       |
| Subject             | English                                           |
| Observation Meeting | First Observation                                 |
| Date                | February 2026                                     |
| Time                | 08.00–09.20 WITA                                  |
| Duration            | 80 Minutes                                        |
| Topic               | Descriptive Text                                  |
| Teacher             | English Teacher of MTs Al Khairiyah Tegal Linggah |
| Researcher          | Muhammad Bagus Fahrezy                            |

| Time        | Classroom Activities | Observation Focus                                                      |
|-------------|----------------------|------------------------------------------------------------------------|
| 08.00–08.10 | Opening Activities   | Greeting students, checking attendance, introducing lesson             |
| 08.10–08.25 | Vocabulary Review    | Students answered vocabulary questions and translated unfamiliar words |
| 08.25–08.45 | Teacher Explanation  | Students asked questions and responded to teacher explanations         |
| Time        | Classroom Activities | Observation Focus                                                      |

|                 |                    |                                                     |
|-----------------|--------------------|-----------------------------------------------------|
| 08.45–<br>09.05 | Group Discussion   | Students discussed worksheet answers in groups      |
| 09.05–<br>09.15 | Group Presentation | Students presented discussion results               |
| 09.15–<br>09.20 | Closing Activities | Teacher summarized the lesson and assigned homework |

| Item                | Description                    |
|---------------------|--------------------------------|
| School              | MTs Al Khairiyah Tegal Lingsih |
| Class               | VIII                           |
| Number of Students  | 28 Students                    |
| Subject             | English                        |
| Observation Meeting | Second Observation             |
| Date                | February 2026                  |
| Time                | 08.00–09.20 WITA               |

| Item       | Description                                       |
|------------|---------------------------------------------------|
| Duration   | 80 Minutes                                        |
| Topic      | Recount Text                                      |
| Teacher    | English Teacher of MTs Al Khairiyah Tegal Lingsih |
| Researcher | Muhammad Bagus Fahrezy                            |

| Time        | Classroom Activities   | Observation Focus                                        |
|-------------|------------------------|----------------------------------------------------------|
| 08.00–08.10 | Opening Activities     | Greeting students and reviewing previous lesson          |
| 08.10–08.30 | Reading Activity       | Students read recount texts and discussed vocabulary     |
| 08.30–08.50 | Grammar Discussion     | Students asked grammar questions and completed exercises |
| 08.50–09.10 | Pair Discussion        | Students discussed answers with classmates               |
| 09.10–09.20 | Reflection and Closing | Teacher reviewed lesson and gave feedback                |

### Observation Aspects

During the second observation, the researcher focused on:

1. Students' code-switching frequency.
2. Types of code switching used by students.
3. Classroom situations where code switching occurred.
4. Pedagogical functions of code switching.
5. Students' responses to teacher questions.
6. Group interaction.
7. Vocabulary learning activities.
8. Grammar discussion.
9. Classroom presentation.
10. Overall classroom communication.

**APPENDIX 2**

Observation Sheet

**Research Title**

**Students' Code Switching Practices and Their Pedagogical Functions in English Classroom Interaction at MTs Al Khairiyah Tegal Lingsih**

|                            |                                |
|----------------------------|--------------------------------|
| <b>General Information</b> |                                |
| School                     | MTs Al Khairiyah Tegal Lingsih |
| Subject                    | English                        |
| Class                      | VIII                           |
| Number of Students         | 28 Students                    |
| Observation                | First Meeting                  |
| Topic                      | Descriptive Text               |
| Date                       | February 2026                  |
| Time                       | 08.00–09.20 WITA               |
| Observer                   | Muhammad Bagus Fahrezy         |

## Observation Checklist

| No | Observation Aspects                                          | Yes | No | Notes                                                           |
|----|--------------------------------------------------------------|-----|----|-----------------------------------------------------------------|
| 1  | Students participate actively during classroom interaction.  | ✓   |    | Most students responded to teacher's questions.                 |
| 2  | Students communicate in English during classroom activities. | ✓   |    | Students attempted to speak English before switching languages. |
| 3  | Students use Bahasa Indonesia during English lessons.        | ✓   |    | Frequently used when explaining ideas.                          |
| 4  | Students perform code switching.                             | ✓   |    | Observed throughout the lesson.                                 |
| 5  | Teacher encourages students to speak English.                | ✓   |    | Teacher consistently motivated students.                        |
| 6  | Students ask vocabulary questions.                           | ✓   |    | Several students asked the meaning of unfamiliar words.         |
| 7  | Students discuss answers with classmates.                    | ✓   |    | Group discussion was active.                                    |
| 8  | Students answer teacher's questions.                         | ✓   |    | Students answered individually and in groups.                   |
| 9  | Students present discussion results.                         | ✓   |    | Each group presented briefly.                                   |
| 10 | Classroom interaction occurs naturally.                      | ✓   |    | Students interacted comfortably.                                |

## Field Notes

## Opening Activity

The teacher greeted the students and checked attendance before introducing the topic about descriptive text. Students responded enthusiastically although most answers were still short

## Vocabulary Activity

Students answered vocabulary questions from the teacher. Several students switched from English to Bahasa Indonesia when explaining the meanings of unfamiliar words.

## Example

Teacher:

What is the meaning of beautiful? Student:

Beautiful itu cantik, Sir.

The researcher noted that vocabulary explanation was one of the situations where code

switching occurred most frequently.

#### Teacher Explanation

While explaining descriptive text, students occasionally interrupted to ask vocabulary meanings.

#### Example

##### Student

Sir, careful itu apa ya?

The student combined English and Bahasa Indonesia naturally without hesitation.

#### Group Discussion

Students worked in groups to complete worksheets.

Most students began discussions in English but later switched to Bahasa Indonesia when negotiating answers.

#### Example

##### Student A

I think number three is correct. Student

##### B

Tapi aku kurang yakin.

Students appeared more relaxed during peer interaction than during teacher-led activities.

#### Classroom Atmosphere

The classroom atmosphere was conducive and interactive.

Students showed confidence in participating despite limited English vocabulary.

Code switching appeared naturally as a communication strategy rather than as a deliberate language choice.

#### Researcher's Reflection

During the first observation, students demonstrated a clear tendency to begin speaking in English before switching to Bahasa Indonesia whenever they experienced vocabulary limitations or wished to provide more detailed explanations.

Inter-sentential switching appeared more frequently than the other types

Observation Sheet 2

|                            |                                |
|----------------------------|--------------------------------|
| <b>General Information</b> |                                |
| School                     | MTs Al Khairiyah Tegal Linggah |
| Subject                    | English                        |
| Class                      | VIII                           |
| Number of Students         | 28 Students                    |
| Observation                | Second Meeting                 |
| Topic                      | Recount Text                   |
| Date                       | February 2026                  |
| Time                       | 08.00–09.20 WITA               |
| Observer                   | Muhammad Bagus Fahrezy         |

| No | Observation Aspects                    | Yes | No | Notes                                                  |
|----|----------------------------------------|-----|----|--------------------------------------------------------|
| 1  | Students actively respond to teacher.  | ✓   |    | Participation increased compared to the first meeting. |
| 2  | Students practice English expressions. | ✓   |    | Students attempted longer responses.                   |
| 3  | Students perform code switching.       | ✓   |    | Still frequently observed.                             |
| 4  | Students ask grammar questions.        | ✓   |    | Many grammar-related questions occurred.               |
| 5  | Students discuss tasks in pairs.       | ✓   |    | Pair discussions were active.                          |
| 6  | Students help classmates.              | ✓   |    | Peer assistance frequently occurred.                   |
| 7  | Students explain answers.              | ✓   |    | Explanations often contained code switching.           |

| No | Observation Aspects              | Yes | No | Notes                                        |
|----|----------------------------------|-----|----|----------------------------------------------|
| 8  | Students use English vocabulary. | ✓   |    | Vocabulary usage increased slightly.         |
| 9  | Teacher gives feedback.          | ✓   |    | Teacher corrected pronunciation and grammar. |
| 10 | Learning objectives achieved.    | ✓   |    | Activities were completed successfully.      |

Okay, tapi kamu tulis dulu.

Students naturally alternated between English and Bahasa Indonesia during c

#### Field Notes

##### Reading Activity

Students read a recount text aloud.

Some students immediately translated unfamiliar vocabulary into Bahasa Indonesia while reading.

##### Grammar Discussion

Students discussed the use of past tense.

##### Example

Student

Sir, why use "was"? Karena subject-nya satu ya?

This utterance represented code switching used to confirm grammar understanding.

##### Pair Discussion

Students exchanged opinions while completing exercises. Example

Student A

Let's write together. Student B

collaborative work.

##### Presentation Activity

Each group presented the answers.

Several presenters began in English before continuing in Bahasa Indonesia when explaining more complex ideas.

#### Example

Our group chooses picture number four karena menurut kami paling sesuai.

#### Closing Activity

The teacher reviewed the lesson and assigned homework.

Students asked several final questions, and most of them used code switching to clarify instructions.

#### Researcher's Reflection

The second observation confirmed the findings of the first meeting.

Students consistently used code switching during vocabulary learning, grammar discussion, classroom presentation, and peer interaction.

Inter-sentential switching remained the most dominant type observed throughout classroom interaction.



**APPENDIX 3****Observation****Transcript Research****Title**

**Students' Code Switching Practices and Their Pedagogical Functions in English Classroom Interaction at MTs Al Khairiyah Tegal Linggah**

School : MTs Al Khairiyah Tegal Linggah

Class : VIII

Participants : 28 Students

Observation : Meeting 1

Topic : Descriptive Text

Duration : 80 Minutes

**Transcript of Observation Meeting 1****Opening Activity**

Teacher

Good morning, everyone.

Students

Good morning, Sir.



Teacher

How are you today?

Students

We are fine, thank you.

Teacher

Today we will learn about descriptive text.

Students

Yes, Sir.

Teacher

Can anyone tell me what descriptive text is?

Student A

Descriptive text is text untuk mendeskripsikan seseorang atau sesuatu. Teacher

Very good.

Teacher

Can you give one example?

Student B

My mother is beautiful dan baik hati.

Teacher

Excellent.

Teacher

What is the meaning of beautiful?

Student C

Beautiful itu cantik, Sir.

Teacher

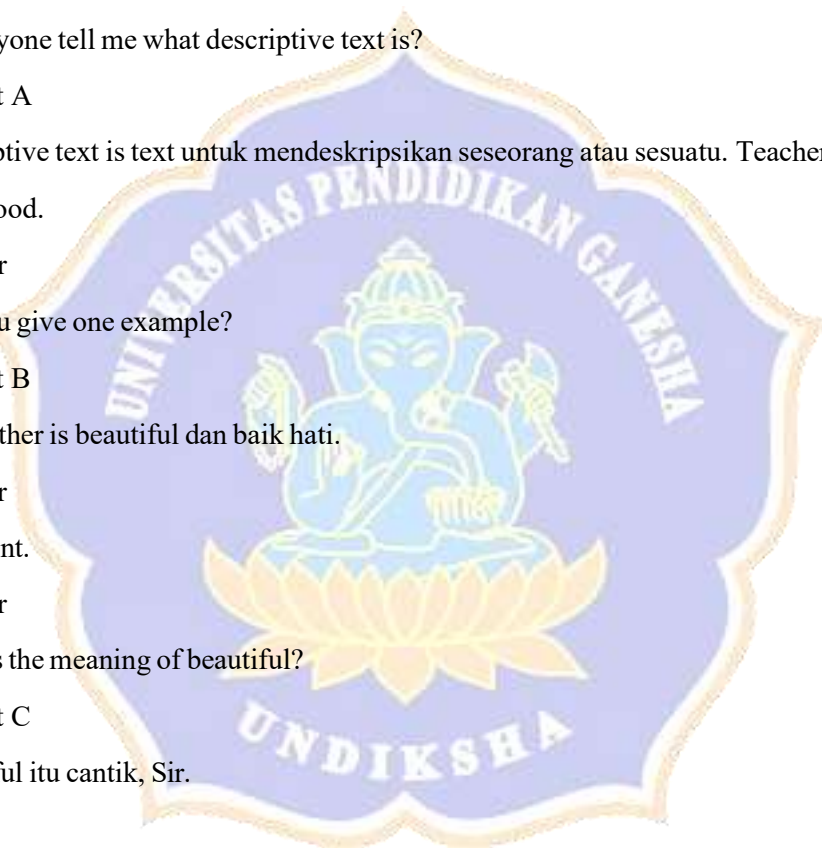
Correct.

Teacher

How about handsome?

Student D

Handsome itu tampan.



Teacher

Good.

Teacher

Teacher

Nice answer.

Teacher

Why do you like your friend?

Student E

Because he always helps me jadi saya senang berteman dengan dia.

Teacher

Very good.

Teacher

What does diligent mean?

Student F

Rajin,

Sir.

Teacher

Can you say it in English?

Student F

He is very rajin... eh... diligent.

Teacher

Excellent correction.

Can someone describe your best friend?

Student E

My best friend is funny tapi kadang pemalu.

Teacher

Please work in groups.

Student G

Okay, Sir.

Student H

Let's move, tapi meja kita di belakang.



Student G

It's okay.

### **Group Discussion**

Student A

What is the answer for number one? Student

B

I think it is "kind".

Student C

Tapi aku kurang yakin. Student

A

Let's check together.

Student D

Number two is easy.

Student E

Iya, because the picture shows a teacher. Student

D

Write it first.

Student F

What is number three? Student G

Maybe "beautiful".

Student H

Karena gambarnya perempuan.

Student A



Can you write?

Student B

Wait, aku masih baca.

Student C

I think this answer is correct.

Student D

Tapi lihat lagi paragraph kedua.

Student E

Let's finish quickly.

Student F

Biar nanti bisa present.

Teacher

What does borrow mean?

Student A

Borrow itu meminjam.

Teacher

Correct.

Teacher

What does careful mean?

Student B

Sir... careful itu apa ya?

Teacher

Careful means hati-hati.

Student B

Oh, thank you Sir.

Teacher

What is clever?

Student C

Clever berarti pintar.



### Vocabulary Session

Teacher

Excellent.

Teacher

Can you make a sentence? Student

C

She is clever karena selalu belajar.

Teacher

Good.

### **Presentation**

Student A

\Good morning everyone.

Student B

Today our group will explain descriptive text.

Student A

Our picture is about my father.

Student C

He is tall dan sangat ramah.

Student D

He works as a farmer.

Student C

Karena beliau rajin bekerja every day.

Teacher

Very good presentation.

### **Closing Activity**

Teacher

Any questions?

Student E

Can you repeat?

Student F

Saya kurang dengar.

Teacher

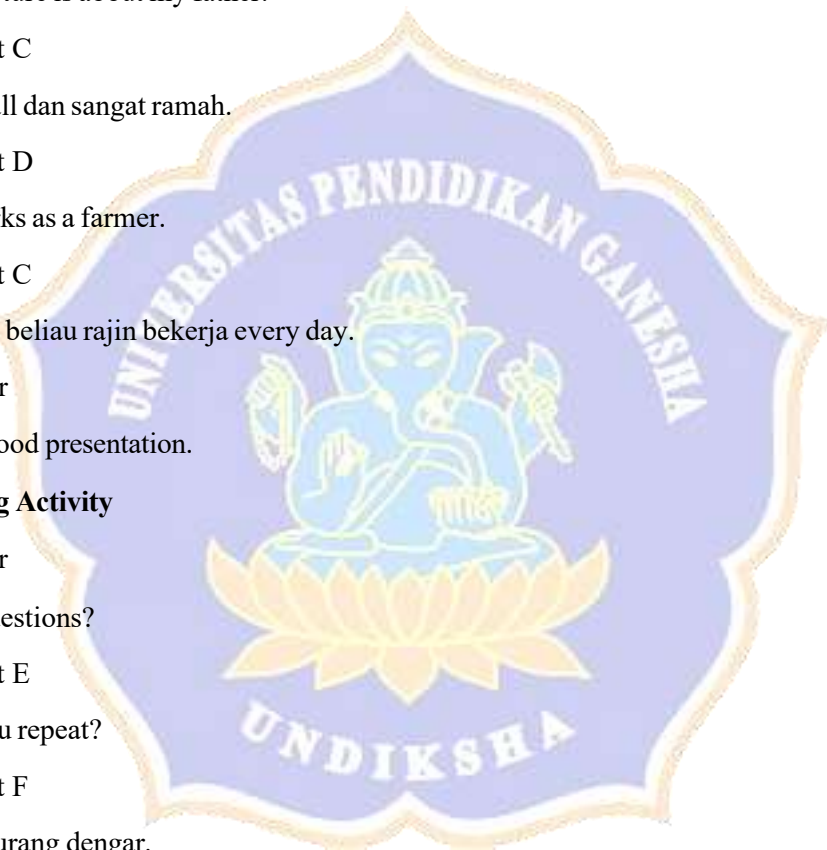
Of course.

Teacher

Thank you for today.

Students

Thank you, Sir.



### Researcher's Notes

During the first observation, students frequently alternated between English and Bahasa Indonesia while answering questions, discussing worksheets, presenting ideas, and asking vocabulary meanings.

Most code switching occurred because students needed clarification or lacked English vocabulary.

The classroom atmosphere remained active throughout the lesson, and students appeared confident in participating despite their limited English proficiency.

### Observation Meeting

#### 2 Research Title

**Students' Code Switching Practices and Their Pedagogical Functions in English Classroom Interaction at MTs Al Khairiyah Tegal Lingsih**

School : MTs Al Khairiyah Tegal Lingsih

Class : VIII

Participants : 28 Students

Observation : Second Meeting

Topic : Recount Text

Duration : 80 Minutes

#### Opening Activity

##### Teacher

Good morning, students.

##### Students

Good morning, Sir.

##### Teacher

How are you today?

##### Students

We are fine, Sir.

##### Teacher

Today we will learn about recount text.



**Students**

Yes, Sir.

**Teacher**

Who still remembers last week's lesson?

**Student A**

We learned descriptive text, terus hari ini recount text.

**Teacher**

Excellent.

**Teacher**

What is recount text?

**Student B**

Recount text tells pengalaman di masa lalu.

**Teacher**

Very good.

**Reading Activity**

**Teacher**

Please read the text silently.

*(Students begin reading.)*

**Student C**

Sir, "holiday" itu liburan kan?

**Teacher**

Yes, correct.

**Student D**

Yesterday I went to Bali... terus setelah itu apa ya?

**Student E**

Continue with your activities.

**Teacher**

Who wants to read the first paragraph?

**Student F**

I will, Sir.

---

*(Student reads aloud.)*

**Teacher**

Good pronunciation.

**Grammar**

**Discussion Teacher**

Why do we use Verb 2?

**Student G**

Because recount text tells past events.

**Teacher**

Excellent.

**Student H**

Sir, why use "was"? Karena subject-nya satu ya?

**Teacher**

Exactly.

**Student I**

Past tense itu pakai Verb 2, right?

**Teacher**

Yes.

**Student J**

Can we use "go"?

**Teacher**

No.

**Student J**

Jadi harus "went."

**Pair**

**Discussion**

**Teacher**

Please discuss with your partner.

**Student A**

What is the answer for number four?

**Student B**



I think "visited".

**Student C**

Tapi coba lihat paragraph kedua.

**Student D**

Let's answer together.

**Student E**

Okay, tapi kamu tulis dulu.

**Student F**

Number five is easy.

**Student G**

Because the writer visited his grandmother jadi jawabannya visited.

**Student H**

I agree.

Tapi alasanmu kurang lengkap.

**Vocabulary Session**

**Teacher**

What does "arrived" mean?

**Student I**

Arrived berarti tiba.

**Teacher**

How about "returned"?

**Student J**

Returned itu kembali.

**Student A**

Sir, "souvenir" itu apa?

**Teacher**

Souvenir means oleh-oleh.

**Student A**

Thank you, Sir.

**Presentation**



**Teacher**

Each group will present your answers.

**Presenter 1**

Good morning everyone.

Today we want to explain our recount text.

**Presenter 2**

Last holiday we visited Bali karena tempatnya sangat indah.

**Presenter 1**

We enjoyed our trip.

Terus kami pulang sore hari.

**Teacher**

Very good.

Any questions?

**Student B**

Can you repeat?

Saya kurang dengar.

**Presenter**

Yes.

**Closing Activity****Teacher**

What have you learned today?

**Student C**

We learned recount text dan penggunaan Verb 2.

**Student D**

We also learned many new vocabularies.

**Teacher**

Excellent.

Don't forget your homework.

**Students**

Thank you, Sir.



See you next week.

### Researcher's Notes

The second observation confirmed the findings obtained during the first classroom observation.

Students consistently performed code switching while:

- answering teacher's questions;
- asking grammar questions;
- explaining vocabulary;
- discussing worksheets;
- presenting group work;
- responding to classmates.

Most students began their utterances in English before switching to Bahasa Indonesia whenever they encountered unfamiliar vocabulary or wished to explain more complex ideas.

Compared with the first meeting, students appeared more confident in speaking English; however, code switching remained a natural communication strategy throughout the lesson.

The dominant type of code switching observed during the second meeting was **inter-sentential switching**, followed by **intra-sentential switching**, while **tag switching** occurred less frequently.

### Observation Summary

| Observation | Number of Students | Duration   | Main Topic       | Result                                                                           |
|-------------|--------------------|------------|------------------|----------------------------------------------------------------------------------|
| Meeting 1   | 28                 | 80 Minutes | Descriptive Text | Frequent code switching during vocabulary learning, discussion, and presentation |
| Meeting 2   | 28                 | 80 Minutes | Recount Text     | Similar code-switching patterns observed, confirming consistency of findings     |

#### APPENDIX 4

##### Data Classification

##### Table Research Title

##### Students' Code Switching Practices and Their Pedagogical Functions in English Classroom Interaction at MTs Al Khairiyah Tegal Lingsih

| No | Meeting | Classroom Context   | Student Utterance                                            | Code Switching Type | Pedagogical Function              | Analysis                                                                                      |
|----|---------|---------------------|--------------------------------------------------------------|---------------------|-----------------------------------|-----------------------------------------------------------------------------------------------|
| 1  | 1       | Vocabulary Checking | "Beautiful itu cantik, Sir."                                 | Inter-sentential    | Clarifying Meaning                | The student translated the English word into Bahasa Indonesia to explain its meaning clearly. |
| 2  | 1       | Question and Answer | "Because the character is kind, jadi semua people like him." | Intra-sentential    | Supporting Comprehension          | The student mixed both languages within one sentence to maintain communication.               |
| 3  | 1       | Group Discussion    | "I think the answer is went, tapi aku kurang yakin."         | Inter-sentential    | Reducing Anxiety                  | The student expressed uncertainty using Bahasa Indonesia after giving the answer in English.  |
| 4  | 1       | Group Discussion    | "Let's write together. Tapi kamu tulis dulu."                | Inter-sentential    | Maintaining Classroom Interaction | The student organized group work by alternating languages.                                    |
| 5  | 1       | Vocabulary Learning | "Borrow itu meminjam."                                       | Inter-sentential    | Clarifying Meaning                | The student immediately translated the vocabulary item.                                       |

|   |   |                     |                            |                  |                          |                                                                       |
|---|---|---------------------|----------------------------|------------------|--------------------------|-----------------------------------------------------------------------|
| 6 | 1 | Vocabulary Learning | "Sir, careful itu apa ya?" | Intra-sentential | Supporting Comprehension | The student requested vocabulary clarification using mixed languages. |
| 7 | 1 | Grammar Discussion  | "Sir, why use was? Karena  | Inter-sentential | Supporting Comprehension | The student confirmed a grammar rule                                  |

| No | Meeting | Classroom Context  | Student Utterance                                                          | Code Switching Type | Pedagogical Function              | Analysis                                                               |
|----|---------|--------------------|----------------------------------------------------------------------------|---------------------|-----------------------------------|------------------------------------------------------------------------|
|    |         |                    | subject-nya satu ya?"                                                      |                     |                                   | through code switching.                                                |
| 8  | 1       | Grammar Discussion | "Past tense itu pakai verb two, right?"                                    | Intra-sentential    | Supporting Comprehension          | English terminology was inserted into an Indonesian sentence.          |
| 9  | 1       | Presentation       | "Our group chooses picture number four karena menurut kami paling sesuai." | Inter-sentential    | Maintaining Classroom Interaction | The presenter explained ideas more comfortably using Bahasa Indonesia. |
| 10 | 1       | Presentation       | "Can you repeat? Saya kurang dengar."                                      | Inter-sentential    | Supporting Comprehension          | The student clarified that they could not hear the explanation well.   |

| No | Meeting | Classroom Context  | Student Utterance                                                     | Code Switching Type | Pedagogical Function              | Analysis                                                                       |
|----|---------|--------------------|-----------------------------------------------------------------------|---------------------|-----------------------------------|--------------------------------------------------------------------------------|
| 11 | 2       | Opening Activity   | "We learned descriptive text, terus hari ini recount text."           | Inter-sentential    | Maintaining Classroom Interaction | The student connected previous and current lessons through code switching.     |
| 12 | 2       | Reading Activity   | "Holiday itu liburan kan, Sir?"                                       | Intra-sentential    | Clarifying Meaning                | Vocabulary clarification occurred                                              |
| No | Meeting | Classroom Context  | Student Utterance                                                     | Code Switching Type | Pedagogical Function              | Analysis                                                                       |
|    |         |                    |                                                                       |                     |                                   | naturally during reading.                                                      |
| 13 | 2       | Reading Activity   | "Yesterday I went to Bali, terus setelah itu apa ya?"                 | Inter-sentential    | Reducing Anxiety                  | The student switched languages when forgetting the next expression.            |
| 14 | 2       | Grammar Discussion | "Past tense itu pakai verb two, right?"                               | Intra-sentential    | Supporting Comprehension          | The student confirmed grammatical understanding.                               |
| 15 | 2       | Grammar Discussion | "Jadi harus went."                                                    | Tag Switching       | Supporting Comprehension          | A short English lexical item was inserted while confirming the correct answer. |
| 16 | 2       | Pair Discussion    | "Because the writer visited his grandmother jadi jawabannya visited." | Intra-sentential    | Supporting Comprehension          | Both languages were combined within one sentence.                              |

|           |                |                          |                                                               |                            |                                   |                                                                          |
|-----------|----------------|--------------------------|---------------------------------------------------------------|----------------------------|-----------------------------------|--------------------------------------------------------------------------|
| 17        | 2              | Presentation             | "Last holiday we visited Bali karena tempatnya sangat indah." | Inter-sentential           | Maintaining Classroom Interaction | The presenter elaborated the explanation more fluently.                  |
| 18        | 2              | Presentation             | "Can you repeat? Saya kurang dengar."                         | Inter-sentential           | Supporting Comprehension          | The student ensured understanding by switching languages.                |
| 19        | 2              | Closing Activity         | "We learned recount text dan                                  | Intra-sentential           | Clarifying Meaning                | English terminology was integrated                                       |
| <b>No</b> | <b>Meeting</b> | <b>Classroom Context</b> | <b>Student Utterance</b>                                      | <b>Code Switching Type</b> | <b>Pedagogical Function</b>       | <b>Analysis</b>                                                          |
|           |                |                          | penggunaan verb two."                                         |                            |                                   | into an Indonesian sentence.                                             |
| 20        | 2              | Closing Activity         | "Okay, ya Sir."                                               | Tag Switching              | Maintaining Classroom Interaction | The Indonesian discourse particle was attached to an English expression. |

| Code Switching Type        | Frequency | Percentage  |
|----------------------------|-----------|-------------|
| Inter-sentential Switching | 10        | 50%         |
| Intra-sentential Switching | 7         | 35%         |
| Tag Switching              | 3         | 15%         |
| <b>Total</b>               | <b>20</b> | <b>100%</b> |

| <b>Pedagogical Function</b>       | <b>Frequency</b> |
|-----------------------------------|------------------|
| Clarifying Meaning                | 5                |
| Supporting Comprehension          | 8                |
| Maintaining Classroom Interaction | 5                |
| Reducing Anxiety                  | 2                |
| <b>Total</b>                      | <b>20</b>        |

#### Researcher's Note



The twenty representative utterances presented above were selected from more than one thousand student utterances generated during two classroom observations.

Following the data condensation procedures proposed by Miles, Huberman, and Saldaña (2014), only utterances that (1) were produced by students, (2) contained code switching, (3) occurred naturally during English classroom interaction, and (4) represented different types and pedagogical functions of code switching were included in the analysis. This classification table served as the primary source for the findings discussed in Chapter IV.



## **APPENDIX 5**

### **Semi-Structured Interview Guidelines**

#### **Research Title**

**Students' Code Switching Practices and Their Pedagogical Functions in English Classroom Interaction at MTs Al Khairiyah Tegal Lingsih**

#### **Interview Information**

| <b>Item</b> | <b>Description</b>             |
|-------------|--------------------------------|
| Interviewee | English Teacher                |
| School      | MTs Al Khairiyah Tegal Lingsih |
| Interviewer | Muhammad Bagus Fahrezy         |
| Technique   | Semi-Structured Interview      |
| Duration    | Approximately 30–40 Minutes    |
| Language    | Bahasa Indonesia and English   |

#### **Purpose of the Interview**

The interview was conducted to obtain supporting information regarding students' code-switching practices, the types of code switching used during classroom interaction, and the pedagogical functions of code switching in English learning. The interview also served as a triangulation technique to strengthen the credibility of the observation findings.

#### **Interview Questions**

##### **Part A: General Information**

##### **1. How long have you been teaching English at MTs Al Khairiyah Tegal Lingsih?**

Purpose:

To identify the teacher's teaching experience.

**2. Could you briefly describe the English proficiency of the eighth-grade students?**

Purpose:

To understand students' general English ability.

**Part B: Students' Code Switching Practices**

**3. Do students frequently use code switching during English lessons?**

Purpose:

To determine whether code switching commonly occurs.

**4. In what classroom situations do students usually switch between English and Bahasa Indonesia?**

Purpose:

To identify classroom contexts where code switching appears.

**5. Why do students usually switch languages during classroom interaction?**

Purpose:

To identify the reasons behind students' code switching.

**6. Which classroom activities generate the highest occurrence of code switching?**

Possible activities:

- Vocabulary learning
- Grammar discussion
- Question-and-answer session
- Group discussion
- Classroom presentation

Purpose:

To determine situations that encourage code switching.

**Part C: Types of Code Switching**

**7. What kinds of language switching do students usually perform?**

Purpose:

To confirm whether students switch between complete sentences, within sentences, or by inserting short expressions.

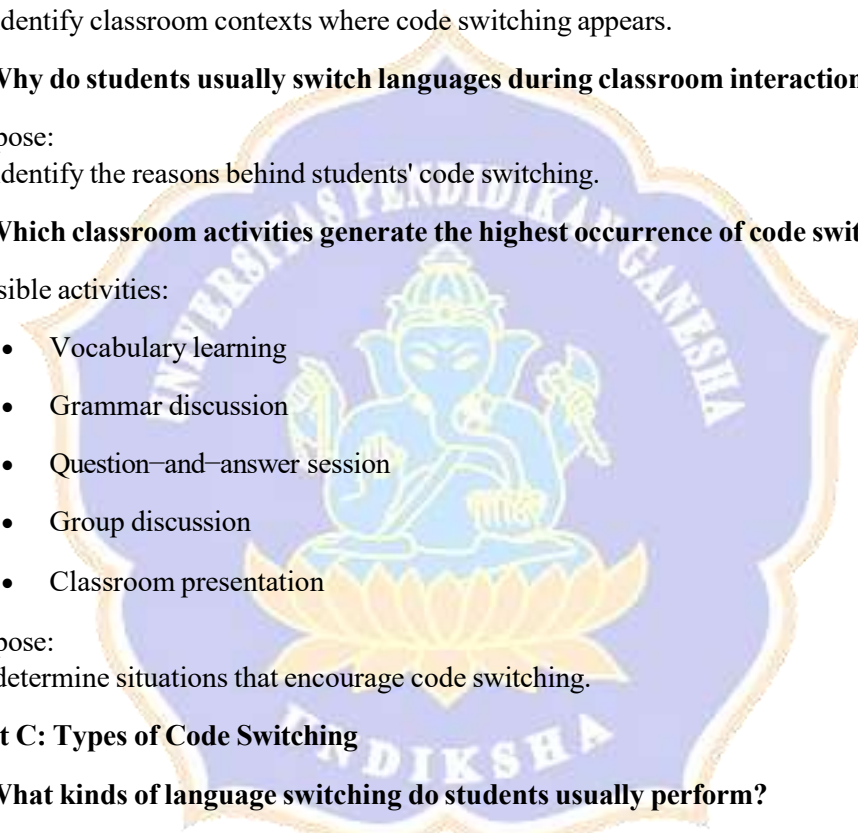
**8. Which type of code switching do you observe most frequently?**

Purpose:

To support the observation findings.

**Part D: Pedagogical Functions**

**9. In your opinion, why do students use code switching during English lessons?**



Purpose:

To explore the pedagogical functions of code switching.

**10. Does code switching help students understand the lesson? Why?**

Purpose:

To identify its role in supporting comprehension.

**11. Does code switching increase students' confidence when speaking English?**

Purpose:

To investigate its relationship with reducing language anxiety.

**12. Does code switching make classroom interaction more effective?**

Purpose:

To examine its contribution to classroom communication.

**Part E: Teacher's Opinion**

**13. Do you allow students to use limited code switching during English lessons? Why?**

Purpose:

To explore the teacher's classroom policy.

**14. What advantages do you observe when students use code switching?**

Purpose:

To identify positive effects.

**15. Are there any disadvantages of students' code switching?**

Purpose:

To obtain a balanced perspective.

**16. What strategies do you use to encourage students to speak more English while still allowing appropriate code switching?**

Purpose:

To understand the teacher's instructional strategies.

**Closing Statement**

"Thank you very much for your participation and valuable information. All responses will be used only for academic purposes and will remain confidential."

## **APPENDIX 6**

### **Interview**

### **Transcript**

### **Research Title**

**Students' Code Switching Practices and Their Pedagogical Functions in English Classroom Interaction at MTs Al Khairiyah Tegal Lingsih**

### **Interview Information**

| <b>Item</b> | <b>Description</b>             |
|-------------|--------------------------------|
| Interviewee | English Teacher                |
| School      | MTs Al Khairiyah Tegal Lingsih |
| Interviewer | Muhammad Bagus Fahrezy         |
| Date        | February 2026                  |
| Duration    | Approximately 35 Minutes       |
| Method      | Semi-Structured Interview      |

### **Interview**

### **Transcript**

### **Question 1**

#### **Researcher:**

How long have you been teaching English at MTs Al Khairiyah Tegal Lingsih?

#### **Teacher:**

I have been teaching English at MTs Al Khairiyah Tegal Lingsih for several years. During that time, I have taught students from different grade levels, especially seventh, eighth, and ninth grades. This experience has helped me understand students' language learning characteristics and the challenges they face when learning English as a foreign language.

### **Question 2**

#### **Researcher:**

How would you describe the English proficiency of the eighth-grade students?

#### **Teacher:**

Their English proficiency is quite varied. Some students are able to communicate using simple English expressions, while others still rely heavily on Bahasa Indonesia. Most students understand basic vocabulary and simple grammar, but they often have

difficulty expressing longer ideas completely in English.

### **Question 3**

**Researcher:**

Do students frequently use code switching during English lessons?

**Teacher:**

Yes. Code switching occurs quite frequently during classroom interaction. Students usually begin speaking in English, but when they encounter unfamiliar vocabulary or difficult grammatical structures, they naturally switch to Bahasa Indonesia so that they can continue communicating.

### **Question 4**

**Researcher:**

In what classroom situations do students usually use code switching?

**Teacher:**

It commonly happens during vocabulary learning, grammar explanation, question-and-answer sessions, group discussions, and classroom presentations. During those activities, students often need to explain ideas, ask questions, or clarify information, so they alternate between English and Bahasa Indonesia.

### **Question 5**

**Researcher:**

Why do students usually switch between English and Bahasa Indonesia?

**Teacher:**

The main reason is their limited English vocabulary. Sometimes they know what they want to say, but they cannot remember the English words. They also switch languages when they want to make sure that their classmates or the teacher understand what they mean.

### **Question 6**

**Researcher:**

Which classroom activity generates the highest occurrence of code switching?

**Teacher:**

Based on my observation, group discussions and vocabulary learning generate the highest number of code-switching utterances. Students feel more relaxed when talking with their classmates, so they naturally combine English and Bahasa Indonesia. Vocabulary activities also encourage code switching because students frequently ask about word meanings.

### **Question 7**

**Researcher:**

What kinds of code switching do students usually perform?

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**Teacher:**

Students use different kinds of code switching. Sometimes they finish one sentence in English and continue with Bahasa Indonesia. At other times they insert Indonesian words into English sentences or add short expressions such as *ya*, *kan*, or *okay* during conversation.

**Question 8****Researcher:**

Which type of code switching appears most frequently?

**Teacher:**

From what I have observed, inter-sentential switching is the most common. Students usually start their answers in English and then continue explaining in Bahasa Indonesia whenever they need to provide more detailed information.

**Question 9****Researcher:**

Why do students use code switching during English lessons?

**Teacher:**

Code switching helps students communicate more effectively. Instead of remaining silent, they continue expressing their ideas by combining both languages. This allows classroom interaction to continue smoothly.

**Question 10****Researcher:**

Does code switching help students understand the lesson?

**Teacher:**

Yes. It helps students understand vocabulary, grammar explanations, and classroom instructions more easily. When students understand the lesson, they become more confident in participating during classroom activities.

**Question 11****Researcher:**

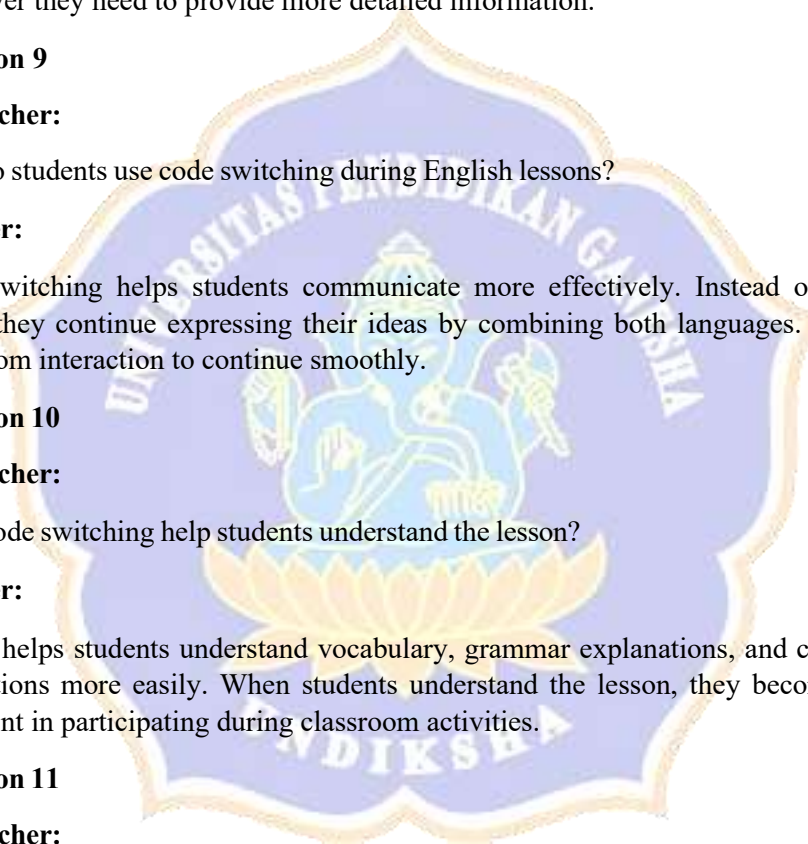
Does code switching reduce students' anxiety?

**Teacher:**

Yes, I believe it does. Many students are afraid of making mistakes when speaking English. Allowing limited code switching reduces that fear because they know they can still express their ideas even if they cannot produce completely English sentences.

**Question 12****Researcher:**

Does code switching improve classroom interaction?



**Teacher:**

Absolutely. Students become more active in asking questions, answering the teacher, discussing tasks, and participating in presentations. Without code switching, some students would probably remain silent because they lack confidence.

**Question 13****Researcher:**

Do you allow students to use code switching during English lessons?

**Teacher:**

Yes, but only to a certain extent. I always encourage students to speak English as much as possible. However, I also understand that they are still learning, so limited code switching is acceptable when it helps them communicate or understand the lesson.

**Question 14****Researcher:**

What are the advantages of students' code switching?

**Teacher:**

There are several advantages. It helps students understand difficult concepts, encourages classroom participation, reduces communication breakdowns, and increases students' confidence. It also creates a more interactive learning environment because students are willing to express their opinions.

**Question 15****Researcher:**

Are there any disadvantages?

**Teacher:**

Yes. If students rely too much on Bahasa Indonesia, they may become less motivated to practice speaking English. Therefore, teachers need to manage code switching carefully so that it supports learning without replacing English practice.

**Question 16****Researcher:**

What strategies do you use to encourage students to speak more English?

**Teacher:**

I usually begin classroom interaction using English and encourage students to answer in English first. If they experience difficulty, I allow limited code switching and then help them express the same idea using English. In this way, students gradually improve their English proficiency while still feeling comfortable participating in classroom activities.

### Researcher's Summary

The interview findings support the classroom observation results. According to the English teacher, students naturally employ code switching during vocabulary learning, grammar discussions, question-and-answer sessions, group work, and classroom presentations. The teacher confirmed that **inter-sentential switching** is the most frequently observed type, while code switching generally serves pedagogical functions such as **clarifying meaning, supporting comprehension, reducing students' anxiety, and maintaining effective classroom interaction**. The teacher also emphasized that limited code switching can be beneficial as long as it is used to facilitate learning and does not replace students' opportunities to practice speaking English.



**APPENDIX 7****Research Permission Information**

| Item                       | Description                                                                                                                                  |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| University                 | Universitas Pendidikan Ganesha                                                                                                               |
| Faculty                    | Faculty of Language and Arts                                                                                                                 |
| Department                 | English Language Education                                                                                                                   |
| Researcher                 | Muhammad Bagus Fahrezy                                                                                                                       |
| Student ID                 | 1912021211                                                                                                                                   |
| Research Title             | <i>Students' Code Switching Practices and Their Pedagogical Functions in English Classroom Interaction at MTs Al Khairiyah Tegal Linggah</i> |
| Research Site              | MTs Al Khairiyah Tegal Linggah                                                                                                               |
| Research Method            | Descriptive Qualitative Research                                                                                                             |
| Data Collection Techniques | Classroom Observation, Interview, Documentation                                                                                              |
| Research Participants      | 28 Eighth-grade Students and One English Teacher                                                                                             |

**Statement**

The researcher conducted the study after obtaining permission from the school principal and the English teacher of MTs Al Khairiyah Tegal Linggah. The research activities were carried out during regular English classroom instruction without disrupting the teaching and learning process. All participants voluntarily participated in the study, and the collected data were used solely for academic purposes.

**APPENDIX 8****Observation****Instrument Research****Title**

*Students' Code Switching Practices and Their Pedagogical Functions in English Classroom Interaction at MTs Al Khairiyah Tegal Linggah*

**Observation Instrument**

| Item               | Information                    |
|--------------------|--------------------------------|
| School             | MTs Al Khairiyah Tegal Linggah |
| Subject            | English                        |
| Class              | VIII                           |
| Number of Students | 28                             |
| Observer           | Muhammad Bagus Fahrezy         |
| Observation        | Meeting 1 / Meeting 2          |

| No | Indicators                                     | Observation Focus                              |
|----|------------------------------------------------|------------------------------------------------|
| 1  | Students participate in classroom interaction. | Students respond to teacher and classmates.    |
| 2  | Students speak English.                        | Students attempt to communicate using English. |
| 3  | Students switch to Bahasa Indonesia.           | Occurrence of code switching.                  |
| 4  | Students ask vocabulary questions.             | Vocabulary clarification.                      |
| 5  | Students discuss grammar.                      | Grammar-related interaction.                   |
| 6  | Students participate in group discussion.      | Peer interaction.                              |

|           |                                          |                                  |
|-----------|------------------------------------------|----------------------------------|
| 7         | Students present their work.             | Presentation activity.           |
| <b>No</b> | <b>Indicators</b>                        | <b>Observation Focus</b>         |
| 8         | Students ask for clarification.          | Communication strategies.        |
| 9         | Students answer teacher's questions.     | Question-and-answer session.     |
| 10        | Students maintain classroom interaction. | Overall classroom communication. |

| Time        | Classroom Activity        | Students' Utterances                                         | Code Switching Observed | Researcher's Notes                                                                                                                                                        |
|-------------|---------------------------|--------------------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 08.00–08.10 | Opening Activity          | <Good morning, Sir.= <Good morning.=                         | No                      | The teacher greeted the students and introduced the learning objectives. Students responded enthusiastically and appeared ready to participate in the lesson.             |
| 08.10–08.20 | Review of Previous Lesson | "Descriptive text itu menjelaskan seseorang atau sesuatu."   | Intra-sentential        | Several students combined English and Bahasa Indonesia while recalling the previous lesson. Students attempted to answer in English before switching to Bahasa Indonesia. |
| 08.20–08.35 | Vocabulary Learning       | "Beautiful itu cantik, Sir."<br>"Borrow itu meminjam."       | Inter-sentential        | Students frequently translated English vocabulary into Bahasa Indonesia to demonstrate understanding of unfamiliar words.                                                 |
| 08.35–08.45 | Question and Answer       | "Because the character is kind, jadi semua people like him." | Intra-sentential        | Students mixed English and Bahasa Indonesia when giving longer explanations because they lacked vocabulary.                                                               |

|             |                           |                                                                            |                                |                                                                                                               |
|-------------|---------------------------|----------------------------------------------------------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------------|
| 08.45–09.00 | Group Discussion          | "I think the answer is went, tapi aku kurang yakin."                       | Inter-sentential               | Students naturally alternated between English and Bahasa Indonesia while discussing                           |
| <b>Time</b> | <b>Classroom Activity</b> | <b>Students' Utterances</b>                                                | <b>Code Switching Observed</b> | <b>Researcher's Notes</b>                                                                                     |
|             |                           |                                                                            |                                | worksheet answers with classmates.                                                                            |
| 09.00–09.10 | Grammar Discussion        | "Sir, why use was? Karena subject-nya satu ya?"                            | Inter-sentential               | Students used code switching when asking grammar-related questions and confirming grammatical rules.          |
| 09.10–09.15 | Presentation              | "Our group chooses picture number four karena menurut kami paling sesuai." | Inter-sentential               | Students attempted to present in English but switched to Bahasa Indonesia when explaining more complex ideas. |
| 09.15–09.20 | Closing Activity          | "Can you repeat? Saya kurang dengar."                                      | Inter-sentential               | Students used code switching to ask for clarification before the lesson ended.                                |

|             |                           |                                                             |                                |                                                                                                         |
|-------------|---------------------------|-------------------------------------------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>Time</b> | <b>Classroom Activity</b> | <b>Students' Utterances</b>                                 | <b>Code Switching Observed</b> | <b>Researcher's Notes</b>                                                                               |
| 08.00–08.10 | Opening Activity          | "We learned descriptive text, terus hari ini recount text." | Inter-sentential               | Students reviewed the previous lesson while naturally alternating between English and Bahasa Indonesia. |
| 08.10–08.25 | Reading Activity          | "Holiday itu liburan kan?"                                  | Intra-sentential               | Students switched languages while asking about unfamiliar vocabulary found in the reading text.         |

|                 |                          |                             |                      |                                                                                                        |
|-----------------|--------------------------|-----------------------------|----------------------|--------------------------------------------------------------------------------------------------------|
| 08.25–<br>08.40 | Vocabulary<br>Discussion | "Sir, souvenir itu<br>apa?" | Intra–<br>sentential | Students frequently asked<br>for the meanings of<br>unfamiliar English words<br>using mixed languages. |
|-----------------|--------------------------|-----------------------------|----------------------|--------------------------------------------------------------------------------------------------------|



| Time        | Classroom Activity | Students' Utterances                                                  | Code Switching Observed | Researcher's Notes                                                                                                    |
|-------------|--------------------|-----------------------------------------------------------------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 08.40–08.55 | Grammar Discussion | "Past tense itu pakai Verb 2, right?"                                 | Intra-sentential        | Students confirmed grammatical concepts by combining English terminology with Bahasa Indonesia.                       |
| 08.55–09.05 | Pair Discussion    | "Because the writer visited his grandmother jadi jawabannya visited." | Intra-sentential        | Students collaborated actively and alternated languages to maintain smooth communication during discussion.           |
| 09.05–09.15 | Presentation       | "Last holiday we visited Bali karena tempatnya sangat indah."         | Inter-sentential        | Students began presentations in English but continued in Bahasa Indonesia when elaborating on their ideas.            |
| 09.15–09.20 | Closing Reflection | "We learned recount text dan penggunaan Verb 2."                      | Intra-sentential        | Students summarized the lesson using both languages to ensure that they could express their understanding accurately. |

### Overall Observation Summary

Across the two classroom observations, students consistently demonstrated code-switching practices during English classroom interaction. Code switching was observed during vocabulary learning, grammar discussions, question-and-answer sessions, group discussions, classroom presentations, and lesson reflections. Most students attempted to initiate communication in English before switching to Bahasa Indonesia whenever they encountered unfamiliar vocabulary, complex grammatical structures, or difficulty expressing their ideas. The observations also indicated that **inter-sentential switching** was the most frequently occurring type, followed by **intra-sentential switching** and **tag switching**. These findings support the analysis presented in Chapter IV and indicate that code switching functioned as a natural communication strategy to facilitate classroom interaction and learning.

### Code Switching Classification

#### Utterance Inter-sentential Intra-sentential Tag Switching Notes

#### Pedagogical Function Checklist

| Function                          | √ |
|-----------------------------------|---|
| Clarifying Meaning                |   |
| Supporting Comprehension          |   |
| Reducing Anxiety                  |   |
| Maintaining Classroom Interaction |   |



## **APPENDIX 9**

### **Interview Instrument**

#### **Interview Information**

Interviewee : English Teacher

School : MTs Al Khairiyah Tegal Linggah Technique : Semi-Structured Interview

Researcher : Muhammad Bagus Fahrezy

#### **Interview Instrument**

##### **Section A. Students' Code Switching Practices**

1. Do students frequently use code switching during English lessons?
2. During which classroom activities does code switching usually occur?

#### **Interview Instrument**

##### **Section A. Students' Code Switching Practices**

1. Do students frequently use code switching during English lessons?
2. During which classroom activities does code switching usually occur?
3. Why do students switch between English and Bahasa Indonesia?
4. When do students usually begin switching languages?

##### **Section B. Types of Code Switching**

5. What kinds of code switching do students usually perform?
6. Which type appears most frequently?
7. Can you provide examples of students' language switching?

##### **Section C. Pedagogical Functions**

8. Does code switching help students understand the lesson?
9. Does code switching increase students' confidence?
10. Does code switching facilitate classroom communication?
11. Does code switching help students explain ideas more clearly?
12. Does code switching support vocabulary learning?

##### **Section D. Teacher's Opinion**

13. What are the advantages of code switching?
  14. What are the disadvantages of code switching?
  15. How do you manage students' code switching during English lessons?
  16. What strategies do you use to encourage students to speak more English?
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