

A Descriptive study of Code Switching used by the English Teacher at  
9<sup>th</sup> grade of SMPN 1 Gunungsari during Teaching and Learning  
process in Academic Year 2015/2016



A Journal

Submitted as the Partial Fulfilment of the  
Requirements for Undergraduate Degree of Education (S1)  
In English Language and Art Department

By

MIFTAHUL RAHMAYANTY

E1D 111 085

**ENGLISH EDUCATION PROGRAM**  
**LANGUAGE AND ART DEPARTMENT**  
**FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY OF MATARAM**  
**2016**

**A DESCRIPTIVE STUDY OF CODE-SWITCHING USED BY THE ENGLISH  
TEACHER AT 9<sup>TH</sup> GRADE STUDENTS OF SMPN 1 GUNUNGSARI DURING  
TEACHING LEARNING PROCESS IN ACADEMIC YEAR 2015/2016**

**By:**

**Miftahul Rahmayanty**

**Ithaq16@gmail.com**

**English Education Faculty of Teacher Training and Education**

**Mataram University**

**ABSTRACT**

The objectives of the study are: (1) to investigate the kinds of code-switching frequently used in teaching learning process, (2) to find out the teacher reasons to use code switching in teaching learning process, and (3) to see the students' responses toward code-switching used by the teachers in teaching learning process at students of grade 9<sup>th</sup> of SMPN 1 Gunungsari. The sample of this study were the English teachers and all of grade 9<sup>th</sup> students of SMPN 1 Gunungsari which consist of nine classes. The design of this research was qualitative descriptive with observation, recording, note-taking, interview were conducted to collect data. The collected data then transcribed into written form and then analyzed them. The researcher used three steps i.e.; Identification, classification, and description. It was found that the most dominant code-switching used during the teaching and learning process at grade 9 of SMPN 1 Gunungsari was situational code switching with seventeen (17) or was about 41.46%. In the second, third, fourth, and the fifth place respectively, there were intra-sentential with 10 or 24.39%, tag code-switching with 6 or 14.63%, inter-sentential with 5 or 12.19%, and metaphorical code-switching with only 3 or 7.31%. In terms of reasons of using code-switching were habits, bilingualism, and the teacher's awarness of her students' level which lead her to use code-switching. Meanwhile, other reasons were giving explanation, checking understanding, interaction, asking for help, and clearing misunderstanding. The last result was the students' response. The result showed that the students' response varies according to the situation. The dominant responses were positive since the combination of the two languages (English and Bahasa Indonesia) was able to help them clearly understand what teacher said.

*Key words: descriptive, code-switching, responses, reasons.*

## A. Introduction

In certain communication, people may find social phenomenon in which ones produce an utterance which actually does not exist in their language. The clear example of this phenomenon is the use of 'Assalamualaikum' and 'Sorry' by sasak people in the middle of conversation which actually those words are not originally from their language but from Arabic and English. Thus, we can draw an assumption those people are able to use more than one language. The phenomenon in which ones switch the language they use from one language to other is called *code-switching*.

Code-switching is the phenomenon which is uniquely occurred in one utterance in which people produce and use their mother tongue and other language (their second language) in one utterance. It means when talking people may use the language they always use and in the middle of the conversation, there is possibility of switching it to other language they knew which means those people are able to use more than one language. Thus, the phenomenon of code-switching cannot be separated from the issues of bilingualism and multilingualism as they have very strong relation.

There are many societies whose members are being able to use more than

one language. Indonesia in one of the obvious examples in which many societies used more than one language. This phenomenon occurred as in Indonesia, English has been taught as the first-foreign language in school curriculum which drives people are able to master more than one language. Thus, in a country like Indonesia, the case of switching one language to another is considered as quite normal phenomenon as they used to master more than one language (bilingual and multilingual).

Code-switching is a common occurring phenomenon among bilingual or multilingual society. In Indonesia, English is a common language which is usually switched with Bahasa Indonesia by Indonesian people even they switched it with their mother tongue. People sometimes switch their language automatically without any plans or hesitation. Indonesia is a multilingual country in which there are many languages are used within the country, and many people in Indonesia use more than one language –mother tongue, first language, second language, and foreign language-.

Sasak tribe which lives in Lombok Island in handed use is one of the examples of the phenomenon explained before. People who live there are using *Basa Sasak* as their mother tongue. Some

of them are also able to speak Bahasa Indonesia and other are able to speak English too. Thus, it can be said that people in Lombok live in bilingual and multilingual society.

In relation to this, Spolsky (1998) pointed out that bilingual as a person who has some functional ability in second language. Bilinguals are able to choose what and which language they are going to use in communication. Spolsky (1998) further said that the bilinguals have a repertoire of domain-related rules of language choice. In other words, in order to communicate effectively, bilinguals have an ability to vary their choice of language they use to suit the existing situation and condition in communication. This leads them to alternate two languages within the same utterance or commonly called code switching. Thus, it can be said that there are many possibilities for them to use code-switching in communication as they live in bilingual society.

There are many code-switching phenomena that we may find in society and the types of them may have many variety based on their needs. People may use code-switching for reason –for styled, maintaining relationship, or for teaching-. In classroom learning activities, teachers sometimes are forced to use language other than English. One of the possible reasons

it occurred is students feel hard to understand the materials explained using English. At SMPN 1 Gunungsari which used two languages namely English and Bahasa Indonesia in their English education program has possibility of facing that problem. Therefore, this study tried to investigate the types of code-switching commonly used by teacher in teaching and learning process. Furthermore, this study also tried to find out the reason of using code-switching and in what situation and condition code-switching is often used. This study chose SMPN 1 Gunungsari especially students at grade 9<sup>th</sup> as the subjects of study because the institution is a bilingual model school.

## **B. Literature Review**

Codes according to Crystal (2008: 83) refer to “terms in sociolinguistics, where it is mainly used as a neutral label for any system of communication involving language.” People commonly use codes as symbols to convey their intention in purpose of making it more understandable while receiving by the receiver when they make an exchange. Code is also defined as a language or variety of a language by Wardhaugh (2006). Thus, the term of code has closely related to each kind of system used by people to communicate. Therefore, as a neutral system, code is suitable to use to refer to the language or

style used by the speaker. In relation to this, Kridalaksana (1993) further define code as a systematic expression symbol that is used to describe a certain meaning.

In communication, a code is considered as a rule which is functioned as tool of combining the part of information such as; letter, word, phrase, or gesture into another understandable form. Thus, codes can be said operating at the level of meaning in which words or phrases are converted into something else. Based on the definitions above, it can be concluded that code is a symbol to form systematic expression which is used by two or more speakers to communicate. Speakers attempt to use communicative codes linguistically or paralinguistically to communicate with other language users. In addition, listeners use their own codes to process and understand the information they get in interaction. Thus, listeners may need to shift their expectations to come to a useful understanding of speakers' intentions. Similarly, speakers may switch the form of their contributions in order to signal a change in situation, shifting relevance of social roles, or alternate ways of understanding a conversational contribution.

In conclusion, code is a system which can be used to build meaning based on the users knowledge, expectation, and

experience. Code is neutral system as it can be given any meaning by the users. Therefore, in this study, the communication pattern used in teaching learning process by teacher and students at grad IX<sup>A</sup> of SMPN 1 Gunungsari considered as code.

### **1. Code-switching**

Code, as what have explained above, is certain neutral symbolic system used in communication Crystal (2008). Meanwhile, switching commonly refers to change something with another thing. Thus, we can simply define code-switching as phenomena in communication in which speakers switch certain code they use to another code. In other words, it is the alternate use of two languages within the same utterances or during the same conversation. Code-switching in general assumption commonly occurs in bilingual and multilingual society as it is the phenomenon of switching one language to another one.

In relation to bilingual society, switching can consist of changing languages in that of monolinguals or shift of style (Hoffman, 1991). In case of code-switching, we may find another term which is precisely similar to the code-

switching namely code-mixing. The distinction between switching and mixing can be seen from the codes they switch. Code-switching only switches phrase or sentence boundaries, whereas code-mixing occurs within sentences and usually involve single lexical items.

Code-switching refers to using two languages in the same sentence (Marasigan, 1983). Code-switching is the phenomenon occurs as an inevitable consequence of bilingualism (Hudson, 1996). People who are able to use more than one language adjust between those languages they mastered based on the circumstances. The main consideration is which language was used first in order to be comprehensible to the person addressed which means speakers should choose a language which the other person can understand.

The speaker, in code-switching phenomena, usually balances the two languages in which it includes balancing between a few words of one language with a few words of the other, then back to the first for a few more words and so on. Code-switching can occur between languages as well as between dialects of the same language. So, code-switching is a way of asserting identity for both types of bilingual to some extent. Based on the explanation above, code-switching is used

to fill gap. It is a conscious desire to mix the two languages to create new forms; the language created in most code-switching has internal linguistic consistency and validity for the learner's deep structure. The surface structure also has bilingual consistency and validity to those communicating with it.

There are a number of possible reasons people code-switching from one language to other. Chaer & Agustina (2010) provided possible reason people switch their language. Speakers may do code-switching to get advantages from what he/she code-switched. Some speakers code-switch because of their habits. Partners also can cause people to do code-switching, for example, a speaker wants to balance the partner's language skill. In addition, the present of new person which comes from different backgrounds from the speaker may cause to code-switch because the status of participants also determine which language that shall be used. Moreover, changing from formal to informal situation or vice versa also may influence people to switch their language. The formal to informal situation happens in the class and out the class, in the office and out the office, etc. which depends on the language background of the speakers and partners. Furthermore, the change of

topic discussing also can give impact to the people switching their language.

## **2. Types of Code-Switching**

Code-switching in general can be classified in to two different classifications namely grammatical and contextual. The grammatical classification is based on the appearance of the switching in certain sentence or utterance while the contextual one tends to see the reasons of a bilingual switches language. The grammatical classification divided into three types of code-switching, namely tag-code-switching, inter-sentential code-switching and intra-sentential code-switching (Jendra, 2010).

A tag code-switching happens when speakers insert short expressions, in this case, a tag from different language, at the end of the utterances they produced. Thus, tag-switching involves the insertion of tag of one language into an utterance which is in other language.

Next code-switching is inter-sentential code-switching which refers to the movement of one language to the other in which it involves sentences or clause, or between turns. An inter-sentential code-switching happens if there is a complete sentence in a foreign language uttered

between two sentences in a base language. Thus, this situation may also include a switch from a whole sentence or more than one sentence produced entirely in one language to the other language(s) in the conversation. According to Romaine (2000:123), this type of code-switching “requires speakers to have greater fluency in both language than, say, merely to have an ability to tag-switch, because the major portion of the utterance has to conform to the rules of both languages.”

Moreover. Other kind was intra-sentential code-switching. Susanto (2008) asserted that intra-sentential code switching is language alternation that occurs within sentence or a clause boundary. Sometimes it includes mixing within word boundaries. Thus, we can conclude that an intra-sentential code-switching appears when a word, a phrase, or a clause of a foreign language is found within the sentence in a base language.

Unlike the grammatical classification, which is based on the different place codes appeared in the utterances, the contextual classification sees the code-switching from the reasons of people switch their language. Blom and Gumperz (1972) distinguish contextual classification into two types of code switching, namely ‘situational code switching’ and ‘metaphorical code switching’. Situational

codeswitching relates to the change of situation, for instance, when a new participant joins in the conversation or a when the topic or setting of conversation are changing. On the other hand, metaphorical code-switching is commonly used as a strategy in conversation to enhance conversational acts such as requests, denials, topic shifts, elaborations or clarifications (Shin, 2010).

A situational code-switching, as what mentioned before, appear if there is a change in the situation that causes the speakers should switch from one code to the other. The situational factors involve setting, participants, or the norms of interaction. The example below describes an example of a situation when an Indonesian bilingual switches from Indonesian to English because of the presence of an English native-speaker friend (participant).

In addition, there is a metaphorical code-switching. This kind happens if there is a change bases on purpose of participants or the topic of the conversation. In relation to this, requests, denials, topic shifts, elaborations or clarifications will be the considered factors. Thus, this type of code-switching involves the ends, act sequences, or the key, but not the situation. Speakers that switch the code metaphorically perhaps try

to negotiate to change the participants' feeling towards the situation. The following example illustrates Indonesian students jokingly switch from English to Indonesian to affect a serious dialogue to be a bit humorous.

Code switching in the classroom can be defined as switching the language use from one language to another language in the teaching and learning process in the classroom. The phenomenon of code-switching is commonly also occurred in second language classrooms. For instance, during an English lesson in a classroom, English and mother tongue may frequently be switched. Many teachers of English seem to agree that code-switching is one of the useful communicative strategies for learners who do not have sufficient vocabulary knowledge. As a result, teachers may become intolerant to switch to the native language. At the same time, Bolander (2008) stated that many recent studies suggest using code-switching as a part of the process of acquiring second language skill and it may be an important competence which lead speakers to the way of being able to alternate between the two languages and use each language for specific purposes.

Code switching is a phenomenon that widely observed which especially seen in multilingual and multicultural

communities. In ELT classroom, code-switching is used by both the teachers and the students. Using code-switching obviously leads to better and understandable instruction used by teacher during the lesson instruction. Foreign language classroom communication is more complex than common social communication in society because in the classroom there is a double level of communication.

The foreign language is not only used to share ideas or to communicate, but more than that it is also used to talk about the language itself. When the teacher conveys information in the foreign language, the learners commonly intervene in the native language in order to clarify and assimilate the information. A situation where this type of learner intervention is likely to occur is when grammar is being taught. Another typical situation would be when the learners use their native language in order to check their understanding of lexical items. Consequently, the choice of code is closely related to the type of task or activity being performed in the classroom.

According to Yletyinen (2004), there are ten functions code switching has in the EFL classrooms. The functions are for explanation, requesting help, pupil helping each other, self-correction, moving from

one activity to other, clearing misunderstandings, knowing the English counterpart, checking for understanding, interaction, and commenting.

The function of code-switching for explanation usually occurs when the teacher wants to clarify what has been previously uttered in foreign language by using student's mother tongue in order to help them understand easily. It happens since the students are not enough competent in understanding the foreign language and may need an explanation in language they have known to help them understand the lesson better. Other function of code switching in classroom is requesting help. It occurs when students faced certain problem or question during the lesson. The students who are less competent in using foreign language tend to switch to their mother tongue when asking for help or asking question.

In addition, students can function code-switching to help each other. The previous function mentioned, in this case asking for help, has dealt with interaction between teacher and students in which students are requesting help to teacher who provides the answer to the question. In this function, there are some instances in which students are helping each other when doing a group activity in classroom. This kind of code switching usually occurs when the teacher

gives or asks something in English in which the students cannot understand and then the other students attempt to help by translating it into other language which is able to understand.

The other function of code switching is self-corrections in which students do it by producing an answer to the teacher's question in foreign language first and then when they realized in which part they made mistake, they then correct it by inserting word in their mother tongue. Besides that, code-switching is usually used to move from one activity to another in classroom. This function is employed by the teachers to mark a movement in the lesson. This activity happens when the teachers move from one topic to another in teaching learning process. Students, in clearing misunderstandings, also switch their language to clarify what they have understood based on the explanation in order to make the material being clear.

Moreover, when students find the unknown English counterpart at that moment, then the students have inserted their mother tongue, the teacher usually react to that by trying to find the correct translation of it although it is not always happened. In addition, code switching can also be used for checking students' understanding. Teacher asks the students the meaning of new expression they found

in material then translating it into their mother tongue if they do not know to make sure they fully understand the lesson. However, teacher does not need to translate every expression to let students participate more actively to the lesson.

Furthermore, according to Canagarajah (1995), interactions that do not have any relation and are not demanded by the lesson are called unofficial interactions. He stated that in the interaction among students, beyond teaching learning activity, they tend to use their mother tongue in classroom. The last function of code-switching in classroom is for students' comments. When students comment to the exercises or activities, they use their mother tongue since they face difficulty in using target language.

### **C. Purposes of Study**

This study, generally, is aimed to analyze the use of code switching in teaching and learning process.

Particularly, this study aimed to investigate:

1. The kinds of code-switching are often used in teaching learning process at students of grade 9<sup>th</sup> of SMPN 1 Gunungsari.
2. The reason teachers use code switching in teaching learning

process at students of grade 9<sup>th</sup> of SMPN 1 Gunungsari.

3. The students' responses toward code-switching used by the teachers in teaching learning process at students of grade 9<sup>th</sup> of SMPN 1 Gunungsari

#### **D. Research Method**

This study uses the qualitative approaches. According to Patton (2002: 4), "qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis." There are some types of qualitative research namely exploratory, descriptive, analytical, and predictive. This study applied descriptive research as its method of analysis.

Descriptive research can be used to identify and classify the elements or characteristics of the subject. Thus, this study identified the data and then classifying the data into types of code switching. This study attempted to describe, explain and interpret conditions and situation in which code-switching used. The purpose of a descriptive study is to examine a phenomenon that is occurring at a specific place and time. A descriptive research is concerned with

conditions, practices, structures, differences or relationships that exist, opinions held processes that are going on or trends that are evident.

The subjects of this study is all of English teachers and all of 9<sup>th</sup> grade students of SMPN 1 Gunungsari which amount of nine classes. Technique of data collection is the way certain study collect the data which is suitable with variable in the study. The common data collection methods used in qualitative study was observation, recording, note-taking and interviewing. The purpose of conducting observation is to know the types of code switching used by the teacher in teaching and learning English process. It was also to see the responses of students toward the code-switching used by teacher during teaching and learning process. This study also collected data through recording and note-taking. This study recorded teacher's utterances when teaching and learning English process. After that, this study analyzed and classified the data based on types of code switching.

Furthermore, this study also conducted interview to know the teacher's reason in using code switching in teaching and learning English process. This study asked some questions about the teacher's reason in using code switching in teaching and learning English process. Therefore,

this study used observation and interview as its instrument.

Data analysis is a process in which the researcher systematically search and arrange the data in order to increase their understanding of the data and enable them to present what they learned to others. This study used descriptive study in analysing data. This study described the data that have been collected in the field. The procedures of analysing data in this study were in three steps i.e. identification, classification, and description

## **E. Discussions**

Before discussing the result of the study, it needs to be explained that recorded data has conducted for three meetings in which the length of recording was 30 minutes in average. From those recordings, the researcher noted there were forty one (41) sentences or expression in which the teacher switched her language from English to Bahasa Indonesia and vice versa. As what has been explained previously, the speaker, in switching their language, tried to balance two languages in properly. This phenomenon includes balancing a few words of one language speakers used with a few of the other. In this study, the researcher found that the teacher during teaching and learning

process used two languages (Bahasa Indonesia and English) side by side. She tried to balance those two using code-switching in proper way. As a result, there were many sentences and expressions that she produced contained different kinds of code-switching.

As what has been explained previously on chapter 2, there are, in general, two kinds of code-switching, namely, grammatical and contextual one. Grammatical, according to Jendra (2010), classified the code switching based on its appearance in sentence. Thus, he divided code-switching into three i.e. tag, inter-sentential, and intra-sentential code-switching.

### **1. Kinds of Code-switching appeared**

From the data obtained, the first kind of code-switching that appeared was tag-code switching. This kind of code switching, as Jendra (2010) said which provided on the previous chapter, relates to the use of question tag. In this kind of code-switching, speakers tend to insert a short expression in other language. In this study, the researcher found six (6) tag code switching out of forty one (41) which is meant there were only 14.63 % tag code-switching used in all meetings.

Other kinds of code-switching existed during the teaching learning process at

grade IX<sup>A</sup> of SMPN 1 Gunungsari is inter-sentential code-switching. This type saw code switching based on a full different sentence that appears between two others that in different language from it. The researcher noted that there were also five (5) appeared during the class that meant only 12.19 % occurrence. The utterances bellow were the inter-sentential code-switching the teacher used based on what researcher recorded.

In addition to inter-sentential code switching, other one namely intra-sentential code-switching also emerged during the teaching learning process. Since inter-sentential focused on the existence of sentence, intra-sentential see the emergence of code-switching in terms of words and clause boundary (Susanto, 2008). During the teaching learning process, the researcher noticed there were ten (10)/24.39% intra-sentential code-switching used by teacher. From the eight codes, it was dominated by clause boundary in which there were four words and six clause boundaries.

In addition to grammatical code-switching (i.e. tag, inter-sentential, and intra-sentential codes-witching), contextual one also appeared during the teaching learning process. This kind of code-switching classified the appearance of which by looking at the speakers'

purpose of switching their language. In this study, the researcher found two contextual code-switching, namely, metaphorical and situational code-switching.

Metaphorical code-switching was used by teacher during the teaching and learning process. This type of code-switching aimed to negotiate and influence people's feeling toward the situation. Based on the data, the teacher used three (3) metaphorical code-switching that meant there was only 7.31 %.

The last code-switching that used by the teacher during the teaching learning process at grade IX<sup>A</sup> of SMPN 1 Gunungsari was situational one. Situational code-switching tends to see the use of switching language in term of the reason the speaker switches (Blom and Gumperz, 1972). So, contextual not focused on the form of sentence but it rather see the use based on the situation and condition. In this study, the researcher found the teacher used some situational code-switching. The situation that make her used this type of code-switching is the level of students that still low which demand her to switch her language to Bahasa Indonesia. In this case, the rest of code-switching collected by the researcher other than what have been mentioned previously were situational code-

switching. The total was seventeen (17) situational code-switching. It obvious that this kind of code-switching dominated since the purpose of the teaching was to make the students fully understand about the materials explained. Thus, it was not surprised that the teacher used this kind because of the situation demanded her to do it.

## **2. Teacher's Reason Using Code switching**

People, in common, switched their language based on two primary reason i.e. internal and external reason. Internal reason related to the speaker itself. It means the reason they switch their languages was because of themselves not the circumstance or the situation. Meanwhile, internal reason referred to the outside factors such as situation, condition, and circumstance.

Based on the observation and the interview, the researcher found that the teacher was originally from Indonesia. It means when the teacher is able to speak a language other than Bahasa Indonesia, it is called bilingual person. The internal reason was from her since she was a bilingual one and it was the consequence since code-switching is the phenomenon occurs as an inevitable consequence of bilingualism (Hudson, 1996). It meant, the bilingual

naturally, either conscious or unconscious, tend to use both of language they mastered.

Moreover, Chaer & Agustina (2010) asserts that one speaker switched their code because of their habits. Since the teacher mastered both English and Bahasa Indonesia, her brain must have contained many expressions from those two languages that enable her unconsciously used English expression to express Bahasa Indonesia and vice versa. The researcher noticed this reason when the teacher said "*T..... kan kalo udah jelas jawabannya gitu ndaq perlu di ulang lagi, you understand? (students' response: yeeeeesss).*" The teacher unconsciously said "*you understand*" whereas from the beginning she used Bahasa Indonesia. Thus, the researcher noted that bilingualism was on of the internal reason the teacher switched her language.

Furthermore, during the interview, the teacher said that she was aware of the students level so that she decided to lowered the level of vocabulary she used even she used Bahasa Indonesia to make sure the students were able to follow her. The proof that she was aware of the students' level was in the interview she said "*first problem because they were low in vocabulary that they cannot understand the discussion.*" Thus, the researcher draw

conclusion that the internal reason teacher used code-switching was because of that awareness of her students' level which need to help to understand the materials better. She believed that the students were enjoy with her action to swith the language, this belief was proof by the fact that when interview she said "*I think my students enjoy the learning, if not, they will interfere.*" From that statement, the teacher was sure that her awarness about students' level lead her to use code-switching and this action was able to make students enjoy learning English beside it can lead students to bettet understanding.

The next was external reason. Based on the short interview with the teacher, the researcher noted that the external reason teacher switch her language from English to Bahasa Indonesia was because the situation and the condition of students, particularly the students' proficiency in English. She switch her language to the students' mother tongue was to make students understand the explanation easily. She said that the students sometimes felt confuse with the explanations that contain words/sentences they never heard before. Thus, she said it was important to sometimes give the students the explanation in the language they can understand easily. However, she

continued, not every explanation must be strictly given in Bahasa Indonesia. We sometimes need to make them work on their own and try to understand and interpret the explanation based on their judgment. The statement about switching language in teaching and learning process to make students easier to understand the materials was in a line with Bolander (2008) who suggested using code-switching in class as a part of the process of learning and acquiring second language skill. He further asserted that it was an important competence which can lead the learners to the way of being able to alternate between the two languages and use each language in appropriate situation. This result also supported by Komariah's study (2012) who revealed the reason of teacher using code-switching was to ease the teaching and learning process, to expand students' comprehension, to help the students stick on the topic, to help the students confident in communicating, and to obey the rule of bilingual school.

Moreover, Yletyinen (2004), in case of aims of using code switching in class, mentioned that there were ten function of code switching in the EFL classrooms, namely, giving explanation, requesting help, pupil helping each other, self-correction, moving from one activity to other, clearing misunderstandings,

knowing the English counterpart, checking for understanding, interaction, and commenting. In this case, the teacher applied the function of code-switching as tool of giving explanation, checking understanding, interaction, asking for help, and clearing misunderstanding. The teacher, during the teaching learning process, usually gave the sentences in English, then explaining again in Bahasa Indonesia.

The teacher also stated that besides using English to talk to students, she used Bahasa Indonesia to intensify their relationship. It, she said, aims to strengthen their relationship in interacting. It was crucial since the teacher and the students needed to understand each other to build intensive interpersonal relationship in order to create pleasure in study. Using code-switching was seen as tool that leads to a better understandable instruction that teacher gave during the lesson instruction. Since foreign language classroom communication is bit more complex than common social communication in certain society as in the classroom there was different level of communication. In term of as tool of interaction, Canagarajah (1995) included interaction to an unofficial interaction which was not part of the formal lesson. He stated that interaction among students

or with teacher outside the class was beyond teaching learning activity thus they tend to use their mother tongue. As Brown and Yule (1983) stated that the language can be functioned as interactional talk which aimed to build relationship. Thus, it obvious that language here, particularly code-switching, was used by the teacher in purpose of interaction with students.

In addition, the teacher also uses code-switching in purpose of asking for help to the students. This function of code switching usually occurs when the teacher gives or asks something in English in which the students were unable to understand and then the teacher decided to translate it into other language which is able to understand.

Furthermore, the researcher also asked the teacher about what she thinks about switching language during teaching learning process. She stated that it sometimes giving advantages in term of making students easier to understand the materials. On the other hand, the students were become lazy to find out by themself. They tended to wait for the teacher to give them explanation in Bahasa Indonesia. It was not good for their development because they will tend to wait rather than active to learn by themselves.

Besides, when students find the unknown English expression in the class during the teaching and learning process, the students tended to insert their mother tongue. In this case, the teacher should react to that by trying to find the correct translation of it although it is not always happened. For checking students' understanding, teacher asks the students the meaning of new expression they found in material then translating it into their mother tongue if they do not know to make sure they understand the materials. However, it was better for teacher to not to translate every expression to let students participate more actively in the lesson.

The last, the teacher was asked about when the most appropriate time to switch our language to Bahasa Indonesia. She said that the most appropriate one was when explaining about the grammar and language focus. It aims to strengthen their comprehension. In addition, the other appropriate time was when giving instruction to the exercise. The reason was to make students know what they should do. In short, it can be said that the main purpose of teacher using code-switching was to make sure the students fully understand and be able to involve in the teaching and learning process.

### **3. Students' response toward code-switching**

From the data collected, there were various responses to from the students toward the use of code-switching (see appendices). The researcher noted that the response of the students was influenced by the situation. In addition, as the teacher revealed her purpose of using code switching was to lead students to understand better the materials, this way was proved successful. Moreover, the data showed that most of the students giving a response that indicate they understand what teacher said. It was obvious since the teacher switch its language to Bahasa Indonesia which can easily be understood by the students

During the interview with the students in which they were asked about what they think about when the teacher change his/her language from English to Bahasa Indonesia. Most of the students said that with the combination of the two languages used by the teacher, they became easier to understand the materials. They said the explanation became clearer and avoid them from confusing. This result was in line with Weng (2012) who investigated the use of code-switching in an English classroom in Taiwan. The result of his study indicates that the phenomenon of mixing the source language and the students' mother tongue in code-switching to explain the lesson

proven to be a very useful way to facilitate the students in L2 (second language) learning. Thus, using L1 and L2 side by side could be a useful and crucial element to help L2 learners to learn the foreign language during the learning process.

Once again, the response of students toward the use of code switching was positive and they were happy with that since they never found any difficulty when teacher explained the lesson. The students became fully aware of the instruction and definitely can totally involve in the teaching learning process.

#### **F. Conclusion**

The most dominant code-switching used during the teaching and learning process at grade IX of SMPN 1 Gunungsari was situational code switching with seventeen (17) or was about 41.46%. In the second, third, fourth, and the fifth place respectively, there were intra-sentential with 10 or 24.39%, tag code-switching with 6 or 14.63%, inter-sentential with 5 or 12.19%, and metaphorical code-switching with only 3 or 7.31%.

In term of the reason of using the code-switching, the teacher had several two primary reasons i.e. internal and external reason. Internal reason covered habits, bilingualism, and the teacher's

awareness of her students' level which lead her to use code-switching. Meanwhile, external one covered giving explanation, checking understanding, interaction, asking for help, and clearing misunderstanding. But the main reason according to the teacher was to give explanation and checking students' understanding.

The last but not least, the students' response toward that code-switching used by the teacher was various based on the situation. But it obvious that the students' response was positive since the combination of the two languages (English and Bahasa Indonesia), in their opinion, was able to help them clearly understand what teacher said.

#### **G. Recommendation**

This study, in fact, only limited its investigation at grade IX of SMPN 1 Gunungsari which the characteristics of the students and teacher were different. This study also only limited on analyzing the kinds of code-switching used by teacher, the reason of using it, and the students' response toward it. Thus, it is suggested to make a further research by making a wider investigation in analyzing the effect of code-switching toward students in learning English and investigate how the use of code-switching

can affect students' comprehension toward English.

## References

- Aguirre, A. *Code-switching, Intuitive Knowledge and The Bilingual Classroom*. In H. Garcia & R. Chavez (Eds), *Ethnolinguistic Issues in Education*. Lubbock: Texas Tech University, p. 28.
- Blom, J, and Gumperz, J. (1972). *Social Meaning in Linguistic Structures: Code Switching in Northern Norway*. New York: Holt, Rinehart, and Winston.
- Bolander, I. (2008). *Code-Switching in The Classroom: A Sign of Deficiency or A Part of The Learning Process*, Karlstads: Karlstads Universitet.
- Bowers, W & Bradac, J.J. (1984). *Contemporary Patterns in Human Communication Theory*, Boston: Allyn & Bacon.
- Brown, G. Yule, G. (1983). *Discourse Analysis*. Cambridge: Cambridge University Press.
- Canagarajah, A. Suresh. (1995). *Functions of Codeswitching in ESL Classrooms: Socialising Bilingualism in Jaffna*. *Journal of Multilingual and Multicultural Development*. Vol. 16, No. 3, 173-195.
- Chaer, A and Agustina, L. (2004). *Sociolinguistik*. Jakarta: PT Rineka Cipta.
- Cook, V. (2001). *Second language learning and teaching*. New York: Oxford University Press.
- Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics Sixth Edition*. Blackwell Publishing Ltd.
- Giussani, C., Roux, F. E., Lubrano, V., Gaini, S. M. & Bello, L. (2007). *Review of language organisation in bilingual patients: what can we learn from direct brain mapping?* *Acta Neurochirurgica*, 149, 1109-1116.
- Hoffmann, C. (1991). *An Introduction to Bilingualism*, UK: Longman Group UK Limited.
- Hudson, R. A. (1996). *Sociolinguistics*, Cambridge: Cambridge University Press.
- Jegede, O. (2011). *Code Switching and Its Implications for Teaching Mathematics in Primary Schools in Ile-Ife, Nigeria*. *Journal of Education and Practice* Vol 2 No 10 of Department of English, Obafemi Awolowo University, Ile-Ife, Nigeria.
- Jendra, W. I. (2010). *Sociolinguistics: The Study of Society's Languages*, Yogyakarta: Graha Ilmu.
- Key, J. P. (1997). *Research Design in Occupational Education*.

- Oklahoma State University.  
 Accessed from World Wide Web:  
<http://www.okstate.edu/ag/agedcm4h/academic/aged5980a/5980/newpage110.htm>  
 on 13th August 2015
- Komariah, E, A. (2012). *The Analysis of Code-switching Used By Bilingual School Teachers*. Unpublished Thesis of FKIP Universitas Syiah Kuala, Jl. T. Nyak Arief Darussalam Banda Aceh.
- Kridalaksana, H. (1993). *Kamus Linguistik, edisi III*. Jakarta: Gramedia Pustaka Utama.
- Longman. (2003). *Longman Dictionary of Contemporary English, The Living Dictionary*. England: Pearson Education Limited
- Marasigan, E. (1983). *Code-Switching and Code-Mixing in Multilingual Societies*. Singapore University for SEAMO Regional Language Center.
- Mahootian, S. (2006). *Code Switching and Mixing*. In: Keith Brown, (editor in chief) *Encyclopedia of Language & Linguistics, Second Edition, Volume 2, pp. 511-527*. Oxford: Elsevier.
- Patton, M. (2002). *Qualitative Research and Evaluation Methods: Third Edition*. Thousand Oaks. CA. Sage.
- Romaine, S. (2000). *Language in Society: An Introduction to Sociolinguistics*. New York: Oxford University Press.
- Savile-Troike, M. (2006). *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press.
- Shin, Sun-Young. (2010). *The Function of Code Switching in A Korean Sunday School*. Winter: Heritage Language Journal.
- Skiba, R. (1997). *Code switching as a countenance of language interference*. The Internet TESL Journal, 10(8). Retrieved from <http://iteslj.org/Articles/Skiba-CodeSwitching.html> on 12th August 2015.
- Spolsky, B. (1998). *Sociolinguistics*. New York: Oxford University Press.
- Trudgill, D. (1974). *Introduction to Sociolinguistic*. Harmondsworth: Penguin.
- Wardhaugh, R. (2006). *An Introduction to Sociolinguistics, Fifth edition*. Blackwell Publishing Ltd
- Watkins, P. (2005). *Learning To Teach English*. Delta Publishing.
- Weinreich, U. (1970). *Languages in Contact*. Paris: Mouton & Co., N.V. Publisher.
- Weng, P. (2012). Code-Switching as a Strategy Use in an EFL Classroom in Taiwan Tamkang University, New Taipei, Taiwan, US-China Foreign Language, ISSN 1539 8080 October 2012, Vol. 10, No. 10, 1669-1675.

Wirda, A. (2011). *English Teacher's Code-switching: In the Drive For Maximal Use of English (A Descriptive Study of 10th Grade English Teacher of SMAN 7 Semarang in the Academic Year of 2010/2011)*. Unpublished Thesis of Tarbiyah Faculty Walisongo State Institute For Islamic Studies Semarang.

Yletyinen, Hanna. (2014). *The Functions of Code Switching in EFL Classroom Discourse*. Department of language: University Of Jyväskylä.