

## TEACHERS' VIEWS ON CODE SWITCHING IN EFL CLASSROOM

Agus Rahmat

STMIK Handayani Makassar

[rahmatppsunm14@gmail.com](mailto:rahmatppsunm14@gmail.com)

### *Abstract*

*The aims of this research were to find out the categories and the functions of code switching used by the English teacher of SMK Negeri 1 Makassar. This research employed descriptive qualitative research design. The participant was one of all the English teacher of SMK Negeri 1 Makassar, this participant is taken by using purposive sampling technique. The instruments were observation and audio recording. The results showed that (1) The three category of code switching mentioned by (Appel & Muysken, 2006) are found by the researcher. There are six examples of tag switching category, fourteen examples regarding with inter-sentential as well as there are thirteen examples of intra-sentential code switching found by the researcher in EFL classroom of SMK Negeri 1 Makassar; (2) The four functions mentioned by (Eldridge, 1996) are correct because the researcher found the example of equivalence in the extract one, floor-holding in the extract two, reiteration in the extract three and the last, conflict control in the extract four. It means that the researcher supports the theory of the expert regarding with the functions of code switching in EFL classroom.*

**Keywords:** Analysis, teacher, code switching, EFL (English as a foreign language)

### INTRODUCTION

Indonesia is one of the countries which have many languages. Most of Indonesians speak two or more than two languages in their daily life. In Indonesia especially in South Sulawesi, Besides English as a foreign languages and Indonesian as a national language, there are many local languages used by the people such as Makassarese, Buginese and Mandarese and so forth. It cannot be denied that the code switching certainly often occurs in their daily conversation especially in teaching EFL (English as a foreign language) classroom. This makes Indonesia an ideal site for researching teachers' multilingual code-switching and how it relates to these dual goals. The people predominantly use the national language (Bahasa Indonesia) for educational and formal purposes. For this reason, using English as a medium of instruction in academic subject areas typically requires switching across languages in order to enhance both content learning and English language learning. This has implications for teaching academic subject areas bilingually in diverse contexts around the world. Code-switching has been a

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central issue in bilingual research, illuminating our understandings of bilingualism, Code-Switching Biling. Child (2007).

“Most of the world population in the era of globalization and technology advancement today is bilingual rather than monolingual. The number of multilingual speakers is also increasing rapidly. The number of languages one speaks plays an imminent role in determining the rate of success one might achieve (Ahmad & Jusoff, 2009).” Specifically in learning EFL (English as a Foreign Language), the interactions among the students or between the teacher and the students certainly cannot be avoided switching the code to make the second speaker understood what the first speaker has said in the learning and teaching process. This appropriate with (Burden, 2001) has argued that “code switching can be a useful tool in assisting English language teaching and learning process.” Code switching itself can be utilized to help the teachers if the teachers coincidentally forgot the English vocabulary while describing the materials by using English fully in learning and teaching process. It can be said as a great strategy in teaching EFL.

According to Burden (2001) Code-switching should not be considered as a sign of defect in the teacher. Instead, it is a careful strategy employed by the teachers. Code-switching should be allowed whenever necessary with some learners in specific situations. The users of bilingual language must not be shy to switch the target language into another language (National Language). Code switching is very essential employed in the learning and teaching process especially in EFL classroom. As non-native speakers certainly cannot be native speakers even though they are speaking similar with the native speakers. Whereas the English teachers in Indonesian context to be certain have many weaknesses in teaching the target language (English) in EFL classroom. Therefore, the existence of code switching in the learning conversation can help the teacher to make the students comprehend the materials or the instruction for their teacher. It is in line with Setati et al (2002) said that in classroom practice, code-switching can support communication and exploratory talk as a part of the students’ learning.

Multiple diverse of the teachers assumptions concerning about the use of the target language fully in the classroom interaction. There are many teachers supposed that the use of target language by the teachers fully in the learning and teaching process can improve the students' skill in English. In great quantities of the teachers also assume that the use of target language should be followed by the national language in order to the communication in the classroom can be running well. It's regarding with Sert (2005) stated that "there are two opposing sides on the issue of code switching in language classroom settings. On one side, there are the teachers who prefer to adhere to the formal rules of second language learning...In another hand, Martin (2018) noted that "code-switching offers classroom participants 'creative, pragmatic, and safe practices ... between the official language of the lesson and a language to which the classroom participants have a greater access."

According to Shin (2004) "the teachers often discouraged students from code-switching and insist they use the target language instead". Nowadays, many teachers don't pay attention with the ability or the skill of the students. They sometimes impose the students to speak English fully in the EFL classroom even though the students are lack of vocabularies; don't master the grammatical structure and many others. Whereas Muthusamy (2009) stated that when "a certain vocabulary is not available to a speaker in the first language," he or she switches to the second language during a dialogue. Besides, teachers also frequently feel guilty and uncomfortable over using the first language in the foreign language classroom or in classrooms where English is the medium of instruction (Wang & Kirkpatrick, 2013). Based on these problems in the EFL classroom, the researcher is interested to conduct a research regarding with the code switching used by the teachers. The researcher conducted the research at SMK Negeri 1 Makassar, located at Bontotangnga village, Bulukumba.

Some experts already give definitions regarding with the code switching. Those definitions are elaborated as follow:

Cambridge Handb. Linguist. Code-Switching (2009) stated that code-switching refers to the capacity of using, replacing, or switching two languages in

use. In this case, the speaker at least has the proficiency of the second language in addition to the first language so that he or she might switch from the first language to the second language and vice versa.

Cook (2012) in López and González.D (2016) defined code-switching as a highly skilled activity that may help language users carry out a range of social and psychological functions.

Gardner.C (2010) Code-switching is defined as the practice of moving back and forth between two languages or between two dialects or registers of the same language and occurs far more often in conversation than in writing.

Based on the definitions from the experts as stated before, the researcher concludes that code switching is the practice of switching the code between two languages either from the first language to the second language or vice versa to help conveying the speakers' idea in the conversation.

Appel & Muysken (2006) and other linguists divided code-switching into three categories in terms of grammatical aspect. These categories are tag switching code-switching, inter-sentential code-switching, and intra-sentential code-switching. Each category will be explained in the following sections.

Tag switching refers to the code-switching that belongs to the units of independent elements contained in a statement or a question; the tag switching usually appears in the beginning or in the end of the statement or the question. Holmes (2013) stated that tag switching is sometimes called emblematic switching where the switch is simply an interjection, sentence filler in the other language that serves as an ethnic identity marker. Several examples of interjection that belong to the tag switching are wow! OY! D'oh!, hello!, Hi!, bye!, Ouch!, Oh!, and alike. On the other hand, the examples of sentence filler that belong to the tag switching are like, you know, well, actually, basically, literally, and alike. Tag-Switching In addition to interjection and sentence filler. Similar to sentence filler, discourse markers only serve to guide the direction of the conversation without implying certain meaning. The discourse markers that belong to the tag switching are you know, I mean, by the way, hi, okay, and alike. The example of

such case is presented below. The proceeding went smoothly, ba? (Tagalog) (The process run smoothly, doesn't it?)

The second type of code-switching is inter-sentential code-switching. Appel and Musyken (2006) argued that Inter-sentential switching is the alternation in a single discourse between two languages, where the switching occurs after a sentence in the first language has been completed and the next sentence starts with a new language or, on the other hand, means that inter-sentential code-switching occurs between a different numbers of sentences. In other words, inter-sentential code-switching refers to the code-switching that occurs between two different languages. An example of this situation is provided below. That is the book. *Aku mau membaca buku itu besok.* (Bahasa Indonesia) (That is the book). I would like to read it tomorrow.)

The third type code-switching is intra-sentential code-switching. Similar definition is also proposed by Appel & Musyken (2006) who argued that intra-sentential switching occurs within a sentence or a clause. An example of intra-sentential code-switching is presented below. *This morning saya antar my baby.* (This morning I drive my baby.)

As it is the case for teachers' code switching, the teachers also are not always aware of the reasons, functions and outcomes of code-switching. The functions mentioned by Eldridge (1996) were: equivalence, floor-holding, reiteration, and conflict control.

Regarding the function of equivalence, the teacher makes use of the native equivalent of a certain lexical item in target language and code switches to the native tongue. In other words, the teacher uses the native lexical item when he/she does not have the competence for using the target language equivalent for a particular lexical item. Therefore, equivalence functions as a defensive mechanism for teachers as it gives the teacher the opportunity to continue communication by bridging the gaps resulting from foreign language incompetence.

Floor-holding is another function of teachers' code-switching. While conducting a conversation in the target language, the teachers fill the gaps with

native language use, as a mechanism to avoid deficiency in communication. Code-switching deriving from the need to hold the floor indicates lack of fluency in target language or inability to recall the appropriate target language structure or lexicon. According to Eldridge (1996), reiteration, the third consideration in teachers' code-switching, is a situation where "messages are reinforced, emphasized, or clarified where the message has already been transmitted in one code, but not understood". In this case, the teacher repeats the message in native tongue, either because they may not have transferred the meaning exactly in target language' or because they think that it is more appropriate to code switch in order to indicate the student that the content is clearly understood by them.

The last function of teachers' code switching to be introduced here is conflict control. The teacher uses code switching in order to avoid a misunderstanding, as a strategy to transfer the intended meaning whenever there is a lack of some culturally equivalent lexis among the native language and target language. In this case, there may be violation of the transference of intended meaning, which may result in code-switching for conflict control; therefore, possible misunderstandings are avoided. In addition, code-switching should be regarded as a careful strategy employed by the teachers, which has some positive and facilitating functions approved by both the teachers and learners, such as explaining grammar and new vocabulary, reducing learners' stress, clarifying instructions and establishing a relationship with learners. The formulations of the research questions are as follow: (1) what categories of code switching are used by the English teacher of SMK Negeri 1 Makassar? (2) what are the functions of code switching used by the teacher of SMK Negeri 1 Makassar? Based on the research questions as stated before, the objectives of the research are as follow: (1) to find out categories of code switching are used by the English teacher of SMK Negeri 1 Makassar; (2) to find out the functions of code switching used by the teacher of SMK Negeri 1 Makassar.

## **RESEARCH METHOD**

This research employed descriptive qualitative research design to analyze the teacher's code switching in teaching EFL classroom of SMK Negeri 1 Makassar.

Qualitative research method is research that is used in the condition of natural setting and the researcher is the main instrument (Sugiyono, 2015). The researcher applied a descriptive method in order to answer the research questions. Nevertheless, the main purpose of this research were to find out the category of code switching are used by the teacher and the functions of code switching are used by the teacher in EFL (English as a foreign language) classroom of SMK Negeri 1 Makassar. The participant of this research was one of all the English teacher of SMK Negeri 1 Makassar, this participant is taken by using purposive sampling technique. It is appropriate with Sugiono said that “purposive technique sampling is one of the technique used to determine the participants by using considering something Sugiyono, (2015).” So the participant of this research was just a person.

The instruments of this research were observation and audio recording. In this research, the researcher used passive participation observation. Passive participation is one of the participant observation. According to Sugiyono (Sugiyono, 2015) Passive participation was the writers present at the scene of actions but the writer does not interact or participate on the activity. Besides, the researcher also conducted a data recording by using handphone to record the voice of the participant while teaching and learning process during five meetings in the classroom. The procedures of collecting the data, firstly the researcher asked permission to the teacher concerned. After getting the permission, the researcher recorded the learning teaching process and took photograph of the teacher in the classroom as many as five meetings based on the schedules of the teacher that was considered as adequate for representing the code switching used by the teacher in EFL classroom. At last, the data gathered were transcribed, classified, translated and analyzed based on the code mixing used by the participant in this research to answer the research questions.

## **RESEARCH FINDINGS AND DISCUSSION**

### ***Findings***

This section comprises of findings and discussion. The context of this section derived from the instruments were used by the researcher, they are

interview, observation and also audio recording. All of the instruments were conducted by the researcher while learning and teaching process in EFL classroom start from the beginning until the end of the meeting as many as five meetings at SMK Negeri 1 Makassar. The data gathered are as follow:

***The code switching category used by the teacher in EFL classroom***

Appel & Muysken (2006) and other linguists divide code-switching into three categories in terms of grammatical aspect. These categories are tag switching code-switching, inter-sentential code-switching, and intra-sentential code-switching. The findings of the research concerning with the category of code switching used by the teacher will be illustrated as follow:

**1. Tag switching**

***Extract 1***

Teacher : Okey *ya* eee. We start our lesson today, *ya*?  
There are three times to describe, *ya*? Like this *ya*.

Based on the extract one, the participant uses the word “ya” (Indonesian) four times in the end of English statement. It should be “we start our lesson today, don’t we?” “There are three times to describe, aren’t there? The participant often uses the word “ya” in the end of his statements while learning and teaching process.

***Extract 2***

Teacher : Okey, we move to the next time *ya*, okey.  
*Tapi Sapril bilang Ica biasa-biasa saja, okay*  
**(But Sapril said that Ica is not special)**

In the extract two, the participant still uses the word “ya” in the end of English statement. And the participant also uses the word “okay” in the end of Indonesian statement.

***Extract 3***

Teacher : *Ah!* Are you ready today?  
Students : Ready!!!!  
Teacher : *Okay baik.* Ok before we study, I want to say something about our study.



In Extract three, the participant says “Ah!” as a part of interjection. Besides, the participant uses sentence filler “okay baik” (Indonesian) in the English statement.

#### **Extract 4**

- |         |  |
|---------|--|
| Teacher | : <i>Oh! silahkan dibikin dulu bhs indonesianya, mirip mirip seperti itu. Yah, kalo perlu ada hobinya apa, ditambah tambahi yah.</i><br><b>(Eh! Please make the Indonesian version first, similar like that.If it's necessary there is a hobby, you can add)</b> |
| Student | : <i>Siiiir, ndak bisaa (Sir, disable)</i>   |

In the extract four, the participant still uses the word “Oh!” as a simply interjection. After the word “Oh!” the participant continue his statement by using Indonesian.

#### **Extract 5**

- |         |  |
|---------|--|
| Teacher | : <i>Helloooowww! ok you have one week to prepare your presentation. Kamu punya waktu satu minggu untuk mempersiapkan presentasinya.ok you must print, kamu harus print yah. Print in paper, yang kertas tebal itu. (You have a week to prepare your presentation. You must print with bold paper)</i> |
| Student | : <i>Oh yang karton itu? Oh! (Is the carton?)</i>  |
| Teacher | : <i>Hello, lagi 10 menit, tunggu mi saselesaikan dulu</i><br><b>(Hello! 10 minutes left, please waiting I will finish it first)</b>   |

In the extract five, the participant says “hello” two times but in the first one, The participant uses English statement after that. Besides, in the second one the participant say “hello” again and after that uses Indonesian in his statement. The second one is included as tag switching.

#### **Extract 6**

- |         |   |
|---------|---|
| Teacher | : <i>Eh! Gini gini pemandangan opini itu. you know opini. Cantik, cantik bagisa yaitu adalah relative. Mungkin Ikram ya, we say that beautiful, Ica is a beautiful also I also beautiful, sometimes we say Ica is not beautiful.</i><br><b>(Eh! That's opinion. You know opinion. Beautiful, for me beautiful is relative. Maybe Ikram, we say that beautiful, we say Ica is beautiful.</b> |
| Student | : <i>Oh! kecil (Oh! Small)</i>  |

In the last extract of tag switching, the participant says “Eh!” as an interjection. After hand, the participant uses Indonesian in his statement. Besides, the participant says “you know” it’s included as a sentence filler in the statement and after that the participant continues his statement uses Indonesian.

## 2. Inter-sentential Code Switching

### *Extract 1*

Teacher: The first one, we must translate word by word. *Kata demi kata dulu.*  
(Word by word first)

Based on the extract One, the participant switches his statement. The first sentence uses English and after hand, the participant uses Indonesian in the statement.

### *Extract 2*

Teacher : Okey, please silence, okeyya lets’ look the long sentence. *Silahkan liat kalimat yang ketiga.* ( **Please look at the third sentence**)  
Student : *Apa itu? TV itu kak, saya membeli yang baru besar berbentuk datar.*  
(**what is that? Is it television? I bought the big one with flat form**)

In the extract two, the participant switches the statement from English into Indonesian. The first sentence, the participant uses English and then continuing his statement by using Indonesian.

### *Extract 3*

Teacher : *Kalau didapat opininya bilangya, kalau tidak ada tinggalkan* and then move to the next formula. (**Please say if you get the opinion. If you don’t get, leave and move to the next formula**)  
Student : Big....big..*besar.* (**Big**)  
Teacher : *Apa?* (**What**)  
Student : Big...  
Teacher : Okay, big

In the extract three, the participant switches his statement from Indonesian into English. The first sentence uses Indonesian and after that, continues his statement by using English.

#### **Extract 4**

- Student : *Apa materinya, java, jawa* (**What is the material? Java**)  
Teacher : Okay, the word that I underlined you find the meaning and then make it the sequence sentence, *jadi kalimat yang saya garis bawah menjadi kalimat urutan yang bagus.*  
(**So, the sentence whom I underlined become the good sequence sentence**)

Based on the extract four, the participant gets his students to arrange the words into a good sentence. But the participant switches his statement from English to Indonesian, in the beginning of his statement uses English and after that the participant continues his statement by using Indonesian.

#### **Extract5**

- Teacher : You may find me at the T room or other place. When you see me, you can memorize it in that place. *Yah boleh diruangan guru, kamu liat saya di koridor, kamu hafal disitu.*  
(**You may get me in the teacher room, you see me at corridor, you can memorize there**)  
Student : *Menghafal apa?*(**What should be memorized?**)

In the extract five, the participant gives a command to his students to find him after learning and teaching process. The participant switches his code from English into Indonesian, the first statement uses English and the second one uses Indonesian.

#### **Extract 6**

- Teacher : *Yah, belum sampe situ saya bahas.* (**Yes, I'm not explain until there yet**) Ok, and our main lesson today is, yah, describing something and then I choose describe person ok. But you will do it in yah in presenting this actress. *Jadi presentasinya tidak pake kertas yah, tidak menghafal tapi presentasi didepan.* (**So, the presentation don't use the paper, don't memorize but presenting in front side**)  
Student : Sir sir, *pake bahasa inggris?*(**Sir, Should we use English?**)  
Teacher : *Iya* (**Yes**)

Based on the extract six, the participant switches his statements two times. The first statement uses Indonesian and then switches into English. Afterward, the participant switches again into Indonesian.

#### Extract 7

- Teacher : *Karang-karang saja. Err, maybe you can add, tambah yah, tambah mungkin tanggal lahir atau tempat tanggal lahir. (Just arrange. Err, maybe you can add, please add. Maybe you can add birthday or birthplace)*
- Student : *Pake hape sir, untuk translate ji. (Using handphone sir for translating)*

In the extract seven, the participant switches two times the code. The participant uses Indonesian in the first statement, Afterward switches into English and switches again into Indonesian.

#### Extract 8

- Teacher : Good morning. I will check attendance list first, *jadi dengar baik- baik yah. (So, listen carefully)* Oke. Before we countinue our lesson, I want to talk with Hariawan. Hariawan , there are many assignments that u dont do it. *Maksud saya adalah banyak sekali tugas yang tidak kamu kerjakan. (I mean, many assignments that you don' do)* You have one week to finish your assignment . You have to meet me. *Kamu menghadap saya. Oke (You see me, okay)*
- Student : Yes sir.

Based on the extract eight, the participant checks the attendance list and asks his student to do the assignment. To convey his statements, the participant switches his statement two times, at the beginning uses English and then switches into Indonesian. Afterward, the participant uses English again and changes into Indonesian again to deliver his intention.

#### Extract 9

- Teacher : Okay, there is your friend asking me err. How to write in paper. Paper yah big paper. *Kertas yang kayak buku besarnya. (The paper is like a book)* And then she says that we can cut the picture beside the writing. *Artinya dia temple disitu dan ada juga disini tulisannya. The meaning is she/he pasted there and it's writing also here)* Boleh juga begitu. (May be like that) Or you have two papers. *Satu presentasi kertasnya untuk tulisannya satu gambarnya. Bisa juga begitu. (One is presenting the paper for its writing and another one for its picture. May be like that.)*

In the extract nine, the participant switches his statement three times. The first sentence uses English and the next sentence is changed into Indonesian. It's similar with the second the third statement, at the beginning uses English and afterward changes into Indonesia.

#### ***Extract 10***

Teacher :As we know if singular there is word a, an. It is singular.Remember, if you find in English the word “a book” it means that singular. *Tapi bukan itu saja, banyak yang lainnya.* (Not only that but only many others) Singular has several meaning. *Maksud saya adalah a/an mempunyai makna yang berbeda-beda. (I mean a/an has different meaning)*

In the extract ten, the participant describes about singular thing. In his statements, the participant two times switches the code from English into Indonesian.

#### ***Extract 11***

Teacher : Yah, good *seorang lelaki dan seorang perempuan. (a man and a woman)* How about the paper?  
 Student :*Selemba sir (a piece sir)*  
 Teacher :Good. A paper. *selembar (a piece of paper) (ada siswa yang masuk tanpa salam) (there is a student come in to the classroom without greeting)*  
 Hei, if you enter the class please say salam,,  
 I dont hear. *Keluar dulu baru salam (Go out first then say*

Based on the extract eleven, the situation is a student comes in to the classroom without greeting. Therefore, the participant asks the student to say greeting first by using English. But in the end, the participant asks the student to go out the come in again by using Indonesian.

#### ***Extract 12***

Teacher : For example book. If you want to change into plural, you must add “s” in the end word become books. *Jadi kamu hanya menambahkan “s” di belakang kata bendanya. (So, you just adding “s” behind the noun)*  
 Student : *Jadi bagaimana sir?*

In the extract twelfth, the participant explains the way to change the singular becomes plural by adding “s”. The participant switches his statement from English into Indonesian. The first sentence uses English and then the second sentence changes into Indonesian.

**Extract 13**

Teacher	:What else??? <i>City menjadi cities. Y berubah menjadi i dan di tambah es. (City becomes cities. Y change become I and adding es)</i> <i>Nah sekarang. (Now) open your book on page seventy eight.</i>
Student	: <i>Di apa ini sir...(What must be done sir)</i>

Based on the extract thirteen, the participant explains the way to add “es” and then gets the students open their book. While explain the way to add “es” the participant uses Indonesian and the suddenly switches his statement while asking students to open their book.

**Extract 14**

Teacher	: <i>Bagi dua bukunya yah. (Your book divides into two parts)</i> And now open your book on page sixty eight. <i>Untuk exercise nya. (For the exercise)</i>
Student	: <i>Halaman enam delapan sir? (On page sixty eight sir?)</i>

In the extract fourteen, the participant asks the students to divide their book by using Indonesian but the participant switches his statement into English while asking the students to open their book.

**3. Intra-sentential code-switching**

**Extract 1**

Teacher	:Ya, okey. For the first time, we have a formula yak and the second time, we have also the formula. What is it? okey,,, eeee like this she is okey girl small beautiful. <i>Yang mana disini opininya disitu... yang menurutmu this is opinion. (Which one is here the opinion? According to you which one is opinion?)</i>
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Based on the extract one, the sentence of “yang menurutmu this is opinion”, the participant inserts the word “opinion” into Indonesian sentence.

### ***Extract 2***

Teacher : *Jadi* you are opinion (**So, you are opinion**)  
Student : *Kecil, Kecil* (**small, small**)

In the extract two, the participant inserts the word “Jadi” into the English sentence. Indonesian and English are joined into one sentence.

### ***Extract 3***

Teacher : *Gadis*, raise your hand. *Cantik*, raise your hand. (**Girl. Raise your hand. Pretty, raise your hand.**)  
Student : Small and beautiful, *gadis.... Kecil..pasti mi ya, cantik.*  
(**Small and beautiful, girl. Small, it’s certainly beautiful**)

In extract three, the participant asks the students to raise the hand. But, the participant uses the words “gadis and cantik” at the beginning of the English sentence.

### ***Extract 4***

Teacher : Please, translate word for word. *Silahkan* translate *kata demi kata* (**Please translate word by word**)  
Student : I buy new TV (laughing) I buy TV new big flat.

In the extract four, the participant asks the students to translate word by word. But, the participant inserts the word “translate” into Indonesian sentence.

### ***Extract 5***

Teacher : *Okay... listen, listen, and listen*  
*Okay dengarya*, listen, listen. (**listen**)

Based on the extract five, the participant asks the students to listen. The participants repeats the word listen five times but the participant inserts the word “dengar yah” (Indonesian) while saying “listen”

### ***Extract 6***

Teacher : Okay, tomorrow, tomorrow *bisa*, listen (able)  
Everybody I mean the S please bring a poster ya, *actris* poster ya  
Student : *Berapa sir?* ( How many sir?)  
Teacher : Ya depends on you, you buy on market, at home

In the extract six, the participant joins the word “bisa” into English sentence. The participant says to bring a poster tomorrow, but the participant inserts the word “bisa” in the sentence.

**Extract 7**

Teacher : *Boleh boleh. Okay, nah sekaranggini. Jadi, listen listen. Your assign, yah you have. (May, okay. Like this. So, listen, you have an assignment.)*

In the extract seven, the participant inserts the word “okay” in Indonesian sentence. Afterward, the Indonesian word “jadi” is inserted in English sentence.

**Extract 8**

Teacher : *Karton karton yah. And the carton is fourteen yah. Sizenya fourteen. (Yes, Carton. The carton is fourteen. Its size is fourteen)*  
 Student : *14 atau 40? (14 or 40?)*  
 Teacher : *14 yah. 14 sizenya. (Yes 14. Its size is fourteen)*

In this extract, the participant mentions the size of the carton. But, the participant joins the Indonesian by saying “empatbelas” (14) and English by saying “size”.

**Extract 9**

Teacher : *Okay we have two meetings in our class. Friday and Saturday. So, the first presentation you must be ready for the first name until tenth yah, the tenth name. Jadi kamu harus siap nama pertama sampai yang kesepuluh., yah hari jumat. From ananda until ndak tau siapa namanya. (So, prepare yourself number one until number ten on Friday. From Ananda until I don't know)*

Based on the extract nine, the participant says the sentence “From Ananda until ndak tau siapanamanya”. The participant uses English at the beginning of the sentence but changes into Indonesian in the end of the sentence.

**Extract 10**

Teacher : *I dont hear. Berdiri di pintu sana five minutes. (Stand up near the door during five minutes)*  
 Student : *Beh sir, jangan sir (Beh sir, don't do that sir)*



In the extract ten, the participant asks the students who come in late to stand near the door during five minutes. But the participant inserts the word “five minutes” in Indonesian sentence.

**Extract 11**

Teacher	: <i>Kamu kerjakan</i> task five and six, oke. <b>(You do task five and six) okay.</b>
Student	: Yes sir.

In the extract eleven, the participant joins Indonesian and English words in one sentence. At the beginning uses Indonesian and in the end, the participant uses English in the sentence.

**Extract 12**

Student	: Apa sir? command? <b>(What sir?)</b> Command <i>itu komentar</i> sir and request <i>itu permintaan</i> . <b>Command is a comment sir and request is permintaan (Indonesian)</b>
Teacher	: Oke good. Your answer <i>satu benar</i> . <b>(One answer is correct)</b>

In the extract twelfth, the participant joins the English and Indonesian again in one sentence. Two words at the beginning use English and two words at the last use Indonesian.

**Extract 13**

Teacher	: Remember there are except for them <i>yang tidak harus di tambahkan “s”</i> . Benda yang berakhiran huruf “ch” you must add “es” not “s”. <b>(Remember, not all words must be added “s” but the noun which ended “ch” must be added “es”)</b>
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In the Extract thirteen, there are two sentences of this extract. The first sentence, the participant uses English at the beginning and Indonesian at last. Vice versa in the second sentence, the participant uses Indonesian at the beginning and English at last.

***The functions of code switching used by the teacher in EFL classroom***

According to (Eldridge, 1996) there are four functions of code switching. The functions mentioned are: equivalence, floor-holding, reiteration, and conflict control.

As it is the case for teachers' code switching, the students also are not always aware of the reasons, functions and outcomes of code-switching. The data gathered concerning with the function of code switching is as follow:

### 1. Equivalence

Regarding the function of equivalence, the teacher makes use of the native equivalent of a certain lexical item in target language and code switches to the native tongue. In other words, the teacher uses the native lexical item when he/she does not have the competence for using the target language equivalent for a particular lexical item. Therefore, equivalence functions as a defensive mechanism for teacher as it gives the teacher the opportunity to continue communication by bridging the gaps resulting from foreign language incompetence.

#### *Extract 1*

Teacher	: Okey, now, we make it good sentence, <i>urutan yang bagus ya</i> <b>(the good sequence)</b> , good sentence.
Student	: beautiful color hahahah. I buy new thing color, <i>bisa ditambah kata-katanya</i> <b>(can be added the words)</b>
Teacher	: Okey, please check it, a good sentence. Okey, for English one, which one in there opinion, <i>yang mana disini yang kamu anggap opini dulu</i> <b>(Which one here are you supposed as opinion first?)</b>
Student	: Hmmmmm
Teacher	: <i>Apakah flat, apakah big, apakah new</i> <b>(Is it flat? Is it big? Is it new?)</b>

Based on the extract one, the participant asks the students to arrange the senece become a good/correct sentence and determines the sentence is fact or opinion. While the participant gives the instruction to the students, the participant switches the code into the native tongue (Indonesian) because of particular vocabulary/ certain lexical item, such as: “urutan”, “anggap” “apakah flat?,apakah big?, apakah new?”. The participant doesn't recall or know the particular lexical item while giving the instruction so the participant finally switches the code into the native tongue (Indonesian).

## 2. Floor-holding

Floor-holding is another function of teacher' code-switching. While conducting a conversation in the target language, the teacher fills the gaps with native language use, as a mechanism to avoid deficiency in communication. Code-switching deriving from the need to hold the floor indicates lack of fluency in target language or inability to recall the appropriate target language structure or lexicon.

### *Extract 2*

Teacher : Okay, there is your friend asking me err. How to write in paper. Paper *yah* big paper. *Kertas yang kayak buku besarnya. (The paper is like a book)* And then she says that we can cut the picture besides the writing. *Artinya dia temple disitu dan ada juga disini tulisannya. The meaning is she/he pasted there and its writing also here)* *Boleh juga begitu.* (May be like that) Or you have two papers. *Satu presentasi kertasnya untuk tulisannya satu gambarnya. Bisa juga begitu. (One is presenting the paper for its writing and another one for its picture. May be like that.)*

Based on the extract two, the participant answers the question from his student about how to write in paper. While the teacher explains the way to write in paper, the teacher switches the code three times into the native tongue (Indonesian). The participant looks like doesn't recall the appropriate language structure or lexicon of the target language. So, the participant switches the code from the target language (English) into Indonesian.

## 3. Reiteration

According to Eldridge (1996), reiteration, the third consideration in teacher' code-switching, is a situation where "messages are reinforced, emphasized, or clarified where the message has already been transmitted in one code, but not understood". In this case, the teacher repeats the message in native tongue, either because they may not have transferred the meaning exactly in target language' or because they think that it is more appropriate to code switch in order to indicate the student that the content is clearly understood by them.

### Extract 3

- Teacher : Okay, now I wanna begin now. Yeah, please take out your picture. You can write in Indonesian first. *Kamu bias tulis dalam kalimat bahasa Indonesia dulu* (**You can write in Indonesian first**) oke and then you can translate it in English.
- Teacher : Ehhh, *silahkan dibikin dulu bahasa indonesianya*, mirip-mirip seperti itu. Yah, kalo perlu ada hobinya apa, ditambah tambahi yah. (**Eh! Please make in Indonesian first, it's similar like that. If necessary, you can add the hobby, just adding.**)

Based on the extract three, the participant teaches the students about describing thing (picture). The participant explains the easy way to describe the picture. The participant repeats the explanation by using Indonesian in order to the message can be transferred to the students. Afterward, the participant reemphasizes or clarifies the message to the students in order to the students can be understood what the teacher has said.

#### 4. Conflict control

The last function of teachers' code switching to be introduced here is conflict control. The teacher uses code switching in order to avoid a misunderstanding, as a strategy to transfer the intended meaning whenever there is a lack of some culturally equivalent lexis among the native language and target language. In this case, there may be violation of the transference of intended meaning, which may result in code-switching for conflict control; therefore, possible misunderstandings are avoided.

### Extract 4

- Student : Ohh yang karton itu? (**Is it the carton?**)
- Teacher : *Karton karton yah*. And the carton is fourteen yah. Sizenya fourteen. (**Yes, Carton. The carton is fourteen. Its size is fourteen**)
- Student : 14 atau 40? (**14 or 40?**)
- Teacher : 14 yah. 14 sizenya. (**Yes 14. Its size is fourteen**)

Based on the extract four, the participant explains about the size of the carton. The participant already says that the size of the carton is fourteen but the students asks again in Indonesian "Empat belas atau empat puluh?". At the time the

participant replies by switching the code into Indonesian to avoid misunderstanding between the teacher and the students.

### **Discussion**

In this part, discussion deals with the interpretation of findings derived from the result of findings are based on the research questions of this research. The research questions are regarding with the categories of code switching and the functions of code switching used by the teacher of SMK Negeri 1 Makassar. Appel & Muysken (2006) and other linguists divided code-switching into three categories in terms of grammatical aspect. These categories are tag switching code-switching, inter-sentential code-switching, and intra-sentential code-switching. Based on the description of the data collection through observation and audio recording while learning and teaching process in EFL classroom. The data collection will be discussed as follow:

Tag switching refers to the units of independent elements comprised of a statement or a question at the beginning or in the end of the statement or question. Holmes (2013) stated that tag switching is sometimes called emblematic switching where the switch is simply an interjection, sentence filler in the other language that serves as an ethnic identity marker. Based on the data analysis regarding with the tag switching category, there are six examples of tag switching category found by the researcher during five meetings in EFL classroom. In extract one, the participant often uses the word “ya” (Indonesian) at the end of the statement. Actually, not only in the extract one but also most of the statements of the participant always use “ya” at the end of his statement. It’s similar with the use of the word “okay” in extract two, the participant often uses it either at the beginning or at the end of the statement. Most of his statements always use the word. In the extract three, four, five and seven, the participant uses tag switching concerning about the interjection such as: “Ah!” “Oh!” “Hello!” “Eh”. Besides, the sentence filler found in the extract three such as: “okay, baik” and the discourse marker found in the last extract of tag switching such as “you know”

Inter-sentential code-switching. Appel&Musyken (2006) argued that inter-sentential switching is the alternation in a single discourse between two

languages, where the switching occurs after a sentence in the first language has been completed and the next sentence starts with a new language. Based on the data analysis regarding with the inter-sentential category, there are fourteen extracts found by the researcher. The participant sometimes switches the statement from English (Target language) into Indonesian (National language/native tongue) and vice versa from Indonesian into English. There are six extracts such as: extract one, two, four, five, eleven, and twelfth, the participant switches the code from English into Indonesian while just in the extract three the participant switches the code from Indonesian into English. There are five extracts; the participant switches the code two times in once conversation such as: extract six, seven, ten, thirteen, and fourteen. Besides, the participant switches the code three times in the extract eight and nine.

Intra-sentential code-switching occurs within a sentence or a clause. Based on the data analysis regarding with the intra-sentential category, there are thirteen extracts found by the researcher. In the extract one, four, eight, ten and eleven, the participant inserts English vocabulary in Indonesian sentence while there are six extracts the participant inserts Indonesian vocabulary in English sentence such as: extract two, three, five, six nine and twelfth. Besides, in the extract seven and thirteen, the participant inserts the code either Indonesian into English or English into Indonesian two times in one conversation.

(Eldridge, 1996) mentions some functions of code switching are as follow: equivalence, floor-holding, reiteration, and conflict control. Based on the data analysis regarding with the functions of code switching according to (Eldridge, 1996), the researcher found that the four functions mentioned by the experts are correct indeed because the researcher found the example of equivalence in the extract one, floor-holding in the extract two, reiteration in the extract three and the last, conflict control in the extract four. It means that the researcher supports the theory of the expert regarding with the functions of code switching in EFL classroom.

## CONCLUSION

Based on the research findings and discussions, the researchers draw the conclusions as follows:

The three categories of code switching mentioned by Appel & Muysken (2006) are found by the researcher. There are six examples of tag switching category, fourteen examples regarding with inter-sentential as well as there are thirteen examples of intra-sentential code switching found by the researcher in EFL classroom of SMK Negeri 1 Makassar

The four functions mentioned by Eldridge (1996) are correct because the researcher found the example of equivalence in the extract one, floor-holding in the extract two, reiteration in the extract three and the last, conflict control in the extract four. It means that the researcher supports the theory of the expert regarding with the functions of code switching in EFL classroom.

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