The Use of Code-Switching by EFL Teachers in Indonesian Junior High School

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Abstrak

Ada banyak hal yang perlu dilakukan pelajar untuk belajar bahasa asing, seperti memahami aspek tata Bahasa, mengetahui bunyi dalam Bahasa tersebut, dan yang paling penting, membiasakan diri dengan bahasa target. Salah satu cara dalam mengakrabkan atau memberikan pemaparan Bahasa target adalah dengan menggunakan alih kode, yang mengubah sebagian Bahasa ke Bahasa lain dalam percakapan atau pidato dari Bahasa target ke Bahasa ibu, dan sebaliknya (Mangubhai & Bartorowicz, 1997). Penelitian ini dilakukan dengan menggunakan penelitian kualitatif deskriptif, dimana peneliti mengamati dan merekam video tiga guru yang mengajar di kelas. Rekaman video ditranskripsikan dan dianalisis bersama dengan catatan lapangan yang diambil selama pelajaran yang diberikan oleh ketiga guru ketika diamati. Hasil menunjukkan bahwa pengalihan kode *inter-sentential* digunakan paling banyak oleh tiga guru dalam memberikan instruksi kepada siswa mereka, diikuti dengan pengalihan kode extra-sentential yang terjadi secara tidak sengaja karena pengaruh bahasa ibu yang ditunjukkan pada dua dari tiga guru. Selain itu, tiga guru menggunakan pengalihan kode dengan fungsi yang sama, yaitu mentransfer makna dan isi kalimat/kalimat baru yang memberikan kejelasan dan mengubah bahasa mereka dalam menangani beberapa poin tertentu dari tata bahasa yang diajarkan ke bahasa ibu, dan sebaliknya; atau juga dikenal sebagai fungsi topik.

Kata kunci: Pengalihan kode, siswa-siswa SMP, Present continuous tense, Kurikulum 2013

Abstract

There are many things that learners need to do to learn foreign languages, such as understanding the grammatical aspects of the language, knowing the sounds in said languages, and most importantly, familiarizing themselves with the target language. One of the ways in familiarizing or giving exposure of the target language is using code-switch, which is changing a part of the language to another language in a conversation or a speech from the target language to mother tongue, vice versa (Mangubhai & Bartorowicz, 1997). The research is done by using a descriptive qualitative design, in which the researcher observed and video-recorded for three different teachers teaching in the classroom. The video recording were transcribed and analysed along with the field notes taken during the lessons that the three teacher given while being observed. The outcome shows that Inter-sentential code switch is used the most by the three teachers in giving instructions to their students, followed by extra-sentential code-switch that happened unintentionally because of the mother tongue's influence that showed in two of the three teachers. Moreover, three of the teacher used code-switching with the same function, which is to transfer the meaning and content of the new phrase/sentence which provides clarity and shifting their language in dealing with some particular points of grammar taught to the mother tongue, vice versa; or also known as topic function.

Keywords: Code-switching, Junior High School Learners, Present continuous tense, 2013 curriculum

INTRODUCTION

Language is human's primary source of communication which behaves as a habit. Learning another language is like learning a habit from another human's culture. Failing to notice these habits, they might not be able to learn or acquire the language. In this case, especially in communicating with various people from various part of the world, learning languages is extremely important. Therefore, only when there are interactions between two or more people communication could be meaningful. Moreover, English become one of the most influential language in communication and could not be denied or ignored, since English is generally

used everywhere in the world, particularly in educational aspects.

In the classroom, which is the main source of education, teachers should be familiar and understand in using English when giving materials and instructions to expose the learners with English. Learners need to interact with both teachers and their peers intensively using English to enable them in using English in an actual communication with people in an actual situation. Good interactions between learners and teacher and learners and learners would result in a successful language acquire.

Another important aspect in using language is grammar. However, students often think that grammar aspect of language learning is boring with no use in real life situations. Actually, grammar is divided into many parts; one of them is tense forms. It shows the time of action, whether the action happened in the past, happen in the present, or would happen in the future. Indonesian learners only find tenses in English, which does not exist in Bahasa Indonesia. This becomes one of the many factors that obstruct learners in understanding the concept of tenses itself.

There are five of basic tenses; one of them is present continuous tense. Present continuous tense is stated in curriculum for the eighth grade of Junior High School. Present continuous tense is used to talk about actions and situations that are going on at the moment of speaking. People actually use it when there are some points, some values in commenting people's actions. Based on Competency Standard (SK) and Basic Competency (KD), the objective of teaching present continuous tense for the student of eight grade Junior High School are expected to be able to apply simple oral and written text to express, ask, and respond to the self-introduction, with a very short and simple, with attention to the social function, the structure of the text, and linguistic elements are correct and appropriate context.

Furthermore, teachers in the classroom are facing some conditions; which are the groups of learners that suffer from failure, slowdown, and faltering in learning which make them require more time than other learners in completing any learning task. Those learners are categorized by their language problems, inability in paying attention, memory problems, and attention dispersals (Abu Nemrah, 2006). In this case, teachers need to prepare learners in using the language for communicating by focusing on activities that promote communicative competence and fluency (Amorim, 2012). When the communication done in the classroom is effective, the learners and teachers would benefit. It makes the learning processes easier, helps learners achieve the goals better, increases learning capacity,

strengthen bonds between teachers and learners, and creates an overall positive experience.

Thus, code-switching could be a good strategy that teachers could use in aiding their learners understand and being involved in the learning processes. Code-switching is a strategy that assists learners comprehending both the materials and the instructions. Code-switching helps teachers and learners by enabling them in using their mother tongue in aiding them, using L1 and the target language simultaneously, which is already common and proven by previous study (Sert, 2005). Mangubhai and Bartorowicz (1997) added that it happens when a part of the language is shifted to another language by the speakers in a conversation and or speech. Therefore, it could be extremely useful in transferring knowledge to the learners practically.

Code switching is able to enhance learners' ability in learning English while also improving their way of answering and asking questions. Learners could involve themselves more in learning, understanding the subject better, and solving complex language concepts (Simasiku, Kasanda & Smit, 2015). Moreover, it is really good to negotiate between learners and teachers or learners and learners for the nature of the interaction which is usually revealed by cues, setting, topic, and status of the speakers (McClune & Wentz, 1975).

This study is designed to investigate the appropriateness of using code-switching when the teachers implement it in classroom. Not to mention that it is considered as an important aspect of the development of cognitive and social communication for learners (Mishra & Yadav, 2013). In most cases when teachers are teaching and communicating by using the target language, code-switching is proven to be an effective teaching and learning technique in schools with the second language as the medium of instruction (Huerta-macias & Quintero, 1992).

This study would be focused on the junior high school teachers in using code-switching and perceptions towards the learners' development in aiding understanding the materials. It would be done by observing class activities during the teaching process. Thus, this study will focus on these research questions below:

a) How is the implementation of code-switching used by English junior high school teachers?
b) What kinds of code-switching functions used by EFL teachers towards the learners of junior high school during the teaching process?

RESEARCH METHODOLOGY

Research Design

The objective of this research is to give a better aiding the understanding of the use of code-switching in giving instructions and materials to junior high school learners. Exposure of code-switching in aiding to enhance learners' comprehending the materials is the main objective of the researcher. Thus, qualitative analyses would be used in this research since it offers a great and deep methodological framework in fulfilling the aim of the study.

Strauss & Corbin (1994) stated that Qualitative analysis is a general methodology used in developing basic theory, a theory that is fundamental in gathering and analyzing data systematically. Furthermore, it provides elements of both inductive and deductive, from data and the literature behind the study which is considered as *a religious* point of view in research (Stern, 1980).

Qualitative analyses use progressive integration and identification of data by using *categories of meaning*. As mentioned before, the method is in the process of category identification and the theory is in the product that is researched. It provides guidelines for identifying categories, making links between them, and establishing the relationship between the said categories. It also provides an explanatory framework for aiding understanding the investigated matter. The main goal in using Qualitative analyses is to identify, refine and integrate categories, and to develop theory. *Constant comparative analysis, theoretical sampling,* and *theoretical coding* are the key strategies that are used in establishing qualitative research.

Subject and Setting of the Research

The participants, in this case, are 3 English teachers of Junior High School which use English for the daily basis on English class. Junior High School is chosen because Indonesian children who mostly use Bahasa Indonesia do not have much of exposure to English yet, and this would enable the researcher to figure out whether code switching enhances their understanding or not, as explained in the first chapter of this research. Moreover, the Junior High School has implemented 2013 Curriculum while also using English as their daily language at school in English class. The teacher also would most likely expect a good improvement in learners' comprehension in aiding understanding the materials by using code-switching.

The subject of this research is chosen based on Ary's concept of choosing a specific group of people from a certain population (2010). As mentioned in the previous chapters, which is about the lack of exposure in the use of code-switching in enhancing learners' comprehension in understanding the materials, the researcher is determined to choose this specific sample and topic. Since code-switching could be used in teaching learning process with ease and might be one of the most efficient ways of improving learners in understanding materials.

Data and Source of the Data

The first data would be from the teachers' utterances and the source of the data would be the teachers who explain the materials during the teaching-learning process. It would be taken by the researcher using video recording.

The second data would be the description or the notes related to the teaching and learning process. Source of the data of this research are from the implementation of code-switching used by EFL teachers in the classroom. The data would be in forms of words and would be taken and written by the researcher using field notes.

Instrument of the Research

Field notes would be taken by the researcher each time the observation is conducted. The researcher would take notes on the interaction of the teacher in giving instruction using code-switching. Since qualitative data are required in this research, the field notes would be descriptive notes with no checklists or pre-determined points. Ary, et. al (2015) stated that the successful outcome of qualitative observation relies on accurate, extensive, and detailed field notes. The researcher would record mostly everything that the researcher would see, hear or experience during the sessions. The researcher would use Bogdan and Biklen's (1998) field notes design since it provides easier and deeper note-taking task.

The details of the field notes are as follows:

1. The field notes would be written in a small notebook for jottings purposes. Jottings would be done to help the researcher remember things that the researcher wants to include in the full-fledged notes. And it would also help the note-taking processes to be more efficient

2. Description about almost everything would be written on the notes – an introduction, a sequence of events, etc. it would be useful to gather in-depth data and general information of things is proven to be useful later when interpreting the data (Ary et al., 2015). And it could also be used to link one phenomenon to another to give useful research direction later.

An example of a field note:

"The teacher started by turning on the LCD projector while telling the learners to get their books out. Then the teacher asked how the learners are doing by telling "did

you have a great day?" Then the teacher asked the learners to open their book on a specific page using English at first, then switch to the mother language since 5 of the learners didn't understand or didn't hear what the teacher was talking about.

After that, one of the learners told the teacher that he didn't bring the book in English "sorry mam, I forgot my book". The teacher responded "that's okay, *coba gabung dengan deskmatenya*"

Moreover, the sessions would be recorded in a video, which would be done in secret to ensure the natural flow of the classroom, and to ensure that no learners or teachers would be bothered by the recording sessions. But the researcher would ask for the subjects' permission to use the video after the sessions are done to follow the code of conduct of research.

Data Collection Technique

This research would use theoretical sampling, where participants are selected by using criteria generated by the researcher and based on initial findings.
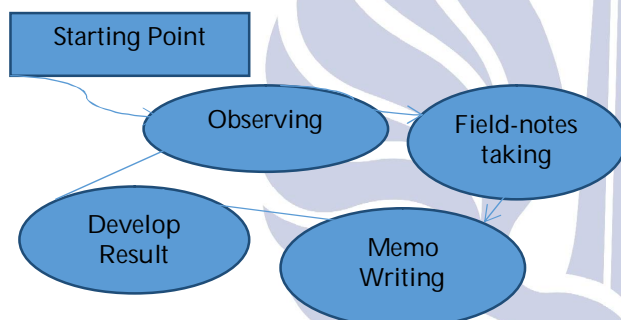
Data collection and analyses sequences could be seen in the figure. It is a cycle of induction and deduction, consist of data and comparison between new findings and results to guide data collections further. Hence, the identification and development of variables take place as part of the data collection process. The variables are initiated, further developed, and conceptualized by the researcher. The relationships between categories are established until no relevant or new data emerges.

Observation would be used as the data collection technique in this research. The observation would be conducted at least twice for each teacher or more until there are no more new data emerges from the observation, Ary, et. al (2015) stated that observation is a basic data collection method in qualitative research, and it is different with quantitative researches' observation. This research would employ unstructured field notes including behaviour observation tools. Moreover, the observed classroom activity would be recorded in making sure that the researcher would not miss any details.

Qualitative observation, which would be used in this research, would rely on words to describe the behaviour, the setting, and the interaction of the subject, which would be the teachers that use code switching. This data collection technique is chosen since it would allow the researcher in getting more in-depth information in the classroom. Moreover, interaction analysis is going to be conducted in the observation since small classroom is going to be a designated place for this research.

The researcher would take observer as participant stance, which means the researcher might interact with the subjects, but would not be involved in the activity (Marshall & Rossman, 2006). This is important since the researcher wants the data obtained to be as natural as possible, but still manage to get the observed event going on.

Data Analysis Technique

The field notes gathered from the observation done to the teachers would be analysed using Bogdan & Biklen's (1998) guideline, and would be done not only by the researcher, but also by two other scholar to ensure the validity and the reliability of the analysed data.

1. Familiarizing and organizing

The data would be organized and divided based on the proficiency level of the participants for avoiding mistakes, and to familiarize the researcher with the data. The data collected would be transcribed directly to avoid bias in interpreting the data.

The analyses would focus on the use of code-switching in the classroom based on Bogdan & Biklen's guideline (1998). The researcher would write further notes from the jottings written and the video recorded in the classroom. The notes would be marked by multi-coloured highlighter and would be grouped based on the categories that the researcher has made; which are code-switching in giving instruction, code-switching in giving explanation, code-switching used by the learners in various context, etc. this would provide deeper information on the use of code-switching in the classroom, and would enable the researcher to point out specifically which note leads to which.

2. Coding and reducing

The transcribed data would be coded and reduced. Coding would be done for recognizing differences and similarities between the data and the theories. The transcribed think-aloud protocol recording would be coded using framework that would be developed by the researcher based on previous studies. This process would also open the possibilities in finding unique data that aren't actually included for the purpose of the research.

3. Interpreting and representing

The last main step in this research would be interpreting the data collected which involves reflecting the acts and the words of the participants. Profiling would be done in detail for individual result to ensure that in-depth information would be obtained from the data gathered. Peer debriefing would be conducted in checking the validity and the reliability of the data interpreted. This would provide supports and assumptions challenges in making sure that the result is presentable (Lincoln & Guba, 1985)

After categorizing the field notes, the categories would be further examined for the frequency and the effect to the learners. The analyses would be written in form of paragraphs, and would also be given to the researcher's acquaintance to be checked whether there would be bias in the analyses or an error in interpreting the data gathered to ensure the reliability of the result of this research.

RESULTS

The researcher use the code A (1st teacher), B (2nd teacher), and C (3rd teacher) in referring to each subject to make sure that the subjects would remain anonymous.

The Implementation of Code-switching Used by the Teachers

First Meeting on Class A

The most noticeable from the transcript made of teacher on class A's recording was that the influence of mother tongue could be felt almost all the time, and this was expected since all of the subjects were native Indonesian with Indonesian education background and with no exposure of native English speaker. As could be seen in:

"Okay, well students today..ee.. we will learn about present continuous tense but before we learn about it, who's absent now? Who's absent now? No one? No? Okay, good. Well, students, now.. eemm.. board marker.. present continuous tense (writing on the board)..hmm".

"*Who's absent now? Who's absent now?*" this referred to Bahasa Indonesian way in asking about whether there were students who were sick or absent from the class "*ada yang tidak masuk*". The researcher could take from this fact that the code-switching made by this teacher, would most likely be affected by mother's tongue a lot.

The first and one of the most noticeable code-switching used by this teacher was the use of Extra-Sentential code-switch, in the utterance of "e… e…" which means "umm…umm…" in:

"After learning about this..ee. we hope.. I hope you can ee..express the activity that is in progress by using present continuous tense".

Referring to the utterance said when one's thinking about what to say next, This utterance was used pretty often by this teacher along the lesson. This was supported by the researcher's statement stating that the 3 teachers did not get enough exposure of English as the foreign language. The next one could be seen in:

"Okay..now, please..In pairs.. emm tidak ada pertanyaankah? tidak ada..okay please in pair, please. Ee..complete thefollowing picture with the suitable sentences in the box. I give you 2 minutes. In pairs. Please do in pairs.. ehemm..(walking to the students)".

"*Okay.. now, Please… In pairs… emm tidak ada pertanyaankan? Tidak ada... okay please in pair, please*" which was an example of Inter-sentential code-switch, code-switching that was done at sentence boundaries. This type of code-switching was actually done by this teacher multiple times. We could also see this in "*so ee… karena sedang dilakukan ya anak-anak maka kita mengungkapkannya dengan kalimat seperti itu. Dengan apa mas?*" in:

Teacher: "ee.. Well students, emm,, each pictures has an.. activity and because the activity is in progress, so ee.. karena sedang dilakukan ya anak-anak maka kita menungkapkannya dengan kalimat seperti itu. Dengan apa mas?"

Students: "Verb ing"

Teacher : "Verb ing, verb ing. Apakah semua ada ingnya? Okay, good".

And the researcher also found something that was really interesting regarding not only the use of code switching by the teacher, but also a strong influence from the mother tongue: "Verb –ing, verb –ing. *Apakah semua ada –ing nya*?". Yes, we could see clearly that Inter-sentential code-switch happens in this sentence, but what interesting was that the teacher use "*verb –ing*" to refer to "progressive verbs". This gives an implication that code switching was also affected by the speaker's mother tongue.

More proof could be found after that sentence, "Well, now please make a group of 4. Make a group of 4 students. Please, you, Turn your body, Turn your body, okay Turn your body, the first line and third line. please turn.. turn your body to your friends. And.. okay, Have you ready? Okay, sudah dilakukan?".

"*Have you ready? Okay, sudah dilakukan?*", the code switch used in this question was actually had a strong connection in the English version of the "*sudah dilakukan*" in which the teacher said it as "*have you ready?*". This was not only an error of translation, but also an error in instruction-giving of classroom language.

First, the teacher referred "have" as "sudah", making the sentence that supposed to be "have you done?" to "have you ready?". Furthermore, the fact that the code-switch used after that question was used to make the students understood what the teacher asked did not match with the English used: "sudah dilakukan?" was a question used to ask whether someone has already started doing something or not, and "have you done?" (1ˢᵗ possible intention of the teacher) was used to ask whether someone has completed the task and "*are you ready?*" (2ⁿᵈ possible intention of the teacher) referred to asking whether someone was ready to start doing whatever one has to do. This could cause massive misunderstanding if the students thought that "*have you ready*" was the English for "*sudah dilakukan*?" since the students must have understood well the reason why the teacher used English and Bahasa in asking that was to show the students the translation of his/her question. And this clearly showed that the code-switching used in this utterance did not meet the intention of the teacher. Therefore, the teacher failed to utilize code-switching successfully on this part.

Some examples of Intra-sentential code-switch could also be found all over the data. Intra-sentential code switch, the code switching done in the middle of a sentence, was usually done unintentionally, and it sometimes also referred as "*code mixing*". Now took a look at the sentence "*ada* subject, and then to be…", "gapapa ya *5 minutes more* ya". Code switching was not always about using mother language words in speaking using foreign language, but it was also possible that code switching in using foreign words in speaking using mother tongue. The first sentence, "*ada* subject, and then to be…", was the code switching in which mother language's word was used in speaking with foreign language, and the second sentence, "gapapa ya *5 minutes more* ya" was the code switching in which foreign language was used in speaking using mother tongue. This finding was actually expected, since basically, code-switching was used to bridge the mother tongue and the foreign language. But this actually had a huge flaw that was more likely to petrify the mother tongue in students' way of speaking. The first sentence's code switching "*ada* subject" was actually referred to "there is" or "there are", which was the way we pronoun things depended on whether the mentioned *thing* was plural or singular. This was extremely important in English, since just mere *tobe* could alter the understanding of the people we were speaking to. Instead of bridging the language, the use of "*ada*" instead of "*there are*" did not make Indonesian students with Bahasa as the mother tongue, which had no concept of singular or plural pronoun in pointing non-living things, staying alienated from the concept of

English pronoun. Once again, the teacher failed in utilizing code-switching to enhance students' in aiding understanding in English concepts and petrified the use of their mother tongue instead.

Second Meeting on Class B

Similar to teacher on class A, teacher on class B was also highly affected by the mother tongue in speaking English and using code switching. The case was almost the same as teacher A, but differed in the type of the code switch. The example was in:

Teacher: "Okay, Who is absent today? Nggak ada yang absent today? Nggak ada yang absen hari ini?"

Students: "Atalla is umroh"

The teacher stated "nggak ada yang *absent today*?" was used for asking whether anyone was incapable of coming to class that day. But instead of using Bahasa words in speaking English, the teacher used English words in speaking Bahasa. Even though this did not expose the students to the culture of English speakers, whereas they just directly told the students that they were going to check on their attendance, and started calling names one by one. Nevertheless, at least this code switching helped students to understand that *absent* meant those who could not come to school (along with the pronunciation).

Moreover, the use of "ee…" could also be seen in teacher B, but not as often. Instead, teacher B said "*ya*" most of the time, which meant "okay" or "yes" in English. But this utterance was used as a filler instead of using "ee…" to mask it as if the speaker did not hesitate in saying anything after that utterance. This was a common phenomenon for Indonesian, where most people use either "ee…" or "ya.." in speaking any foreign language as fillers. These extra-sentential code switching occurred the most during the data gathering.

As for the intra-sentential code switching used by teacher B, could be seen in:

"The objective learning ee..today is that ya, we are or you are able to describe ya, kalian nanti di akhir pembelajaran ini diharapkan akan bisa apa? to describe untuk mendeskripsikan the action, ya The action which is happening now. Pada akhir pembelajaran, Kalian diharapkan bisa mendeskripsikan apa? kejadian-kejadian yang terjadi pada saat ini. The action which is happening now. And using? Using simple present continuous tense. Menggunakan simple present continuous tense".

The sentence: "to describe, untuk mendeskripsikan the action, ya". This sentence actually used two kinds of code-switch, which were inter-sentential on the "*to describe*, untuk mendeskripsikan…" and in "*mendeskripsikan* the action". Unintentionally, the teacher used two kinds of code-switching in the sentence the teacher spoken. The first one, which was the inter-

sentential one, was intended to be used as the direct translation to "untuk mendeskripsikan". The teacher used this code-switching to guide the students and show that the meaning of "to describe" in Bahasa was "untuk mendeskripsikan". Thankfully, this was executed quite well. The teacher was able to utilize code switching in a way that the students would be able to pick up the intention without the teacher needed to explain why or how the code-switch was done. The second one, which was most likely done unintentionally, was "mendeskripsikan the action ya" which was a type of intra-sentential code switch. This code switch did not alter the meaning nor the culture of English in a way that it would cause confusion around students in the future, and it was done well since the code switch was done in the most important part of the sentence. If we combined those two code-switch in that sentence, it would most likely make students able to understand what the teacher said both in English and in Bahasa, making it easier for them to know what the lesson was about.

There were also more examples of inter-sentential code switching done by the teacher;

Teacher: "Coba, Now I will give you example. Saya akan memberikan contoh ya, tentang the actions which are happening now. What am I doing now? What am I doing now? You are.. teaching.. English now. Okay, I ask you. What are you doing now?

Student: "study English now"

"Coba, now I will give you example", the "coba" in this sentence meant "now" in English. Its not the "now" used as a time signal, but the "now" used when we wanted to show people something that they should definitely see or check. Following that sentence, intra-sentential code switch was used on "tentang the actions which are happening now", the "tentang" referred to the English word "about". If we only see the individual code-switch in isolation, it would not make that much of a difference in students' understanding. But by using both code-switch, the teacher was able to guide the students that the teacher wanted to show them an example of (in this case, about) actions that were happening at the moment.

Even though teacher on class B showed good examples in using code-switching, some examples did not go well with the context, even did not make any sense. "rumusnya, *what is the thing that*… dari ini kalian coba untuk menganalisa…" the utterance used as the code-switch did not refer to anything, and mostly useless. Even without using that code-switch, the teacher would be able to deliver the intention to the students. Addition of that utterance caused confusion to students since it did not match the context of the intention of the speaker and it did not translate any part of the sentence to make them understand. For example, we could see in "now, I <u>give you to make a</u> group of four. *Kalian bikin kelompok 4*". The intention of using "kalian bikin kelompok 4" was to show the students that "I give you to make a group of four" meant "kalian bikin kelompok 4". But, the English utterance was straightforward wrong. "I give you to make a group of four" had so many grammatical and syntactical errors. First, the use of give, which meant "berikan" in Bahasa did not suit the context of words used to let someone to do something. Second, the whole sentence "I give you to make a group…" was not the correct form of making people create groups, which should be "now, please form groups of four". This would lead the students to think that telling people to do something used "I give you…" and would most likely embarrass them later in the future.

Although teacher on class B has made quite a few mistakes in using code-switching, many of the code-switch used actually able to enhance students' understanding in English since they were put correctly, and the intention of the speaker matched the code-switch utterance.

Third Meeting on Class C

There was not much to analyse on teacher class C, since the use of code-switching was constant and the purpose of using it relatively the same throughout the lesson. The extra-sentential code-switch could barely be found, which meant that teacher C was not affected by its mother tongue much. There could also be found some examples of intra-sentential code-switch, and most of them were used properly.

Teacher C mostly used inter-sentential code-switch in delivering the lesson;

Teacher 1: fine too, thank you. Class, today we'll study about the three sentences that I wrote on the the board here. Have you ever seen the sentence like this?. Pernah kalian mengenali kalimat seperti itu?.

Students: pernah

Teacher: Okay, Do you know the name? tau namanya apa? No?

Students: no.

"Have you ever seen the sentence like this?. *Pernah kalian mengenali kalimat seperti itu*?", "Do you know the name? tau namanya apa?", "Do you agree, Tri? *Setuju apa nggak Kira-kira dengan jawabannya*?", "any other opinion? *Ada yang punya pendapat lain*?.", "Can you see the sentences clearly? *bisa melihat dengan jelas*?", "Do you want to know about this? *Masa kamu nggak ingin tahu apasih namanya itu tadi*?". If we took a look at the examples above, which represented most of the inter-sentential code-switch used in the lesson, they all had the

same purpose; to bridge the foreign language with the mother tongue.

Now if we reviewed the actual purpose of code switching, it matched with how the teacher used it, which was to make students / speakers able to relate unfamiliar words / sentences of foreign language in order to enable them to understand and able to either reply, or to absorb the meaning of the utterances / sentences. Teacher on class C was able to execute all of the inter-sentential code-switch beautifully, resulting in student's positive response (even though most of them were not brave enough to neither answer the questions nor reply the teacher).

Intra-sentential code-switch was also used by teacher on class C, although it was less than 5 times throughout the lesson. For instance: "*baik, sekarang* please observe this", the phrase "baik, sekarang" represented "okay, now" which was proper in telling the students to alter their focus from the previous task to the new one(s). Another example was on "what is the name of the sentence *gitu aja gapapa*", the "gitu aja gapapa" meant "it is okay just to mention the…" which was stressed by the teacher to encourage the students to do the task better, simpler, and easier. This was an important finding, that code-switching was not only gave understanding on foreign language, but it also able to be used in encouraging the students using the mother tongue to make them more motivated or to guide them in doing tasks.

As stated in the beginning of this sub-chapter, there was not much that the researcher able to analyze since teacher C mostly used the same type of code-switch for the exact same purpose. But there was an interesting finding, which even though teacher on class C used inter-sentential code-switching with minimum use of extra-sentential code-switch, the use of code-switch decreased overtime. On the pre-teaching, the teacher approximately used code-switch 6 times, 8 times on while-teaching, but only 1 time on post-teaching. Moreover, the goal of code-switch used in the post-teaching was not as important as the previous ones. For instance, in:

"Please write and change the bracket to the present continuous, not more than 6 minutes, tidak boleh lebih dari 6 menit.".

"Not more than 6 minutes, *tidak boleh lebih dari 6 menit*" this inter-sentential code-switch was used to translate "not more than 6 minutes", only indicating time required for the students to do the task instead of to deliver the task itself.

In conclusion, teacher on class C was able to utilize inter-sentential code-switch really well despite the fact that they had the same purpose, which was to translate the instruction of the task and the task itself.

Yet, the use of code-switch worn off overtime, leading to less exposure of the spoken foreign language from the teacher to the students.

The Kinds (Function) of Code-switching Used by the Teachers

Table 1. Code-switching applied by teachers on class A, B, and C

Teacher	Code-switch type			Code switch function
	Intra-sentential	Inter-sentential	Extra-sentential	
A	Low-frequency	High-frequency	High-frequency	Topic function
B	Low-frequency	High-frequency	High-frequency	
C	Moderate-frequency	High-frequency	Almost no trace of extra-sentential code-switch	

Following the previous sub-chapter, in which the researcher broke down the code-switch used in each meeting, the researcher found that there were various types and a function of code-switching used by the three teachers.

As mentioned by the first teacher, the phrase *"Any else? Any else? Ada lagi yang mau maju?"* was used in order to make learners understood the instruction that was given at that time, which was to ask whether there were other learners who wanted to give their opinion regarding the sentence's patterns. It went the same with the second teacher, as in *"Coba, Now I will give you example. Saya akan memberikan contoh ya, tentang the actions which are happening now"*. The third teacher also used the same goal in *"Have you ever seen the sentence like this? Pernah kalian mengenali kalimat seperti itu?"*, in which the teacher used code-switch to ease the learners in recognizing what the teacher was talking about, which was about whether any of the students have ever seen a kind of sentence like what was shown by the teacher.

All of the subjects have shown the use of code-switching with topic function; to give clarity to the sentences and or phrases stated by the speakers which according to the topic in under discussion. The topic function mentioned in this chapter was also directly in line with 2013 curriculum that was mentioned in the previous chapter.

DISCUSSIONS

The Implementation of Code-switching Used by the Teachers

In this sub-chapter, the researcher showed both the similarities and differences in the use of code-switch among teachers as well as the pattern. The researcher also pointed the code-switch that worked well with the instruction-giving within the teaching processes and the ones that did not and would most likely not going to be either understand or meet the goal of the code-switching used by the teachers.

From teachers on class A, B, and C which had the same education background and mother tongue, it was expected that they would show a pattern in the use of code-switching within giving instruction to the students. And as forecasted, the three teachers used inter-sentential code-switch which was the code switch which was done at sentence boundaries such as full stop, comma, etc.

The inter-sentential code-switches used by the teachers had not only similar nature, but also having similar goals. For instance, in teacher on class A's "*have you ready? Okay, sudah dilakukan?*", Teacher on class B's "now, I give you to make a group of four. *Kalian bikin kelompok 4*", and Teacher on class C's "Do you know the name? tau namanya apa?". All the three statements' goal was to show the meaning or the translation from the mother tongue to the target language and *vice versa*, although only Teacher C did it well by completing the goal. Taken from Myers-Scotton's (1993) explanation in which emphasized that the choices of linguistic aspects accomplish more than just altering the referential meaning. Moreover, the analysis above was also explained by Kasperczyk (2005), he stated that alteration of sentences, phrases and switching in long narrative were several forms that code-switching could take on. Moreover, Kasperczyk also explained that intersentential was done at the sentence boundaries and mostly used by bilingual speakers. In addition, their similar goal and motivation matches with Rose's (2006) explanation, whereas socio-psychological motivation used in code-switching was considered as an important element in analysing speaker's background and goal.

Even though the three teachers had the same background, but the researcher could only find huge impact from the mother tongue from Teacher on class A & B only, judging by the number of extra-sentential code-switch, insertion of an utterance from mother tongue, used in the teaching processes. Teacher in class A & B showed a lot of usages of the utterance "e…" which means "umm…" in English; and even Teacher B showed higher number of the usages of the utterance "ya…". The utterance "ya…", even though it had a literal meaning in English which was "yes", did not have a meaning in English figuratively. It only served the purpose of an addition in speaking which could only be finding in Bahasa Indonesia. This matched metaphorical code-switching on Bloom and Gumperz (1972) research, in which the alternations allowing the allusion to more than one social relationship within the situation.

The researcher found an interesting pattern between Teacher on class A and B that did not show up on Teacher C, which was the use of intra-sentential code-switch. Teacher on class A and B used a lot of expressions such as "gapapa ya 5 minutes more ya" on Teacher A and "… untuk mendeskripsikan the action ya" on Teacher C. These extra-sentential code-switches was used by Teacher on class A and B to show translations in context in a sentence, which was already considered as high-thinking process instead of giving the translation to the whole sentence.

The Kinds (Function) of Code-switching Used by the Teachers.

From the evidences shown in the previous sub-chapter, it was concluded that the code switches used by the teacher had a topic function, which answered the second research question for this research which was used to transfer the meaning and content of the new phrase / sentence which provided clarity (Sert, 2005) and shifting their language for dealing with some particular points of grammar taught to the mother tongue, vice versa (Cole, 1998).

The topic function mentioned in this chapter was directly in line with 2013 curriculum that was mentioned in the previous chapter. If we saw the big picture, using code-switch with affective function would not only make the learners felt comfortable with the teacher, but also made them more confident in doing task out lout or answering questions in front of the class, which was also one of the goals in 2013 curriculum.

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However, no repetitive function and Affective function in the code-switches were used by the 3 teachers in their lesson. As stated on the second chapter, affective function could be used to build connections with the students, which was one of the goals in K-13 in Indonesia. It was unfortunate that no affective functions were carried out by the teachers in encouraging or giving praise to their students in the target language. A simple "good job" or "you can do it! *Kamu pasti bisa*" would be sufficient to give students confidence boost in doing the task that has been given. Moreover, the impact of this could be seen throughout the lesson in which almost no students wanted to try answering or giving examples out loud in the task during the lesson. If we saw the big picture, using code-switch with affective function would not only make the students felt comfortable with the teacher, but also made them more confident in doing task out loud or answering questions in front of the class, which was also one of the goals in 2013 curriculum.

To sum everything up, according to the goal, type, and functions that the teachers selected and used in the class, only a part of the code-switch met the requirement of the code-switch itself. And the fact that the teachers failed to use affective or repetitive function showed the lack of understanding in 2013 curriculum. Nevertheless, the fact that EFL teachers use code-switch in their lessons (despite the small amount of the code-switch and the lesser amount of the proper code switch used) give that Indonesian teachers are going to the right direction, showing that the ultimate goal of learning language is to be able to use the foreign language in communication; both verbal and non-verbal.

CONCLUSION AND SUGGESTIONS

Conclusion

The goal of bridging students' target language and their mother tongue is done by the teachers using Inter-sentential code-switch, in which enables students understand sentence as a unity instead of just random words; which is also one of the goals of 2013 Curriculum. The goals that the teachers set in using the code-switch were mostly not met due to many misinterpretations of sentences' meaning and structure since mother tongue influences the teachers' use of code-switch and the fact that there are many expressions of Bahasa Indonesia that could not simply be translated directly to the target language.

Moreover, all the code switches utilized by the educators as a link from unfamiliar diction to familiar diction is utilized to exchange the importance and substance of the new expression/sentence which gives clarity. In short, the code switches utilized by the

instructor have a topic function; in which educators move their dialect for managing some specific purposes of language structure instructed to the first language, and the other way around, which answers the second research question for this exploration. There was no trace of the other two code-switch functions used by the teachers, this could be caused by the difference of the proficiency levels of the students, which is mostly low to middle with only a few of high proficiency students.

However, the effects of the used of code-switch used from the perspective of the students is still unknown and left for future research.

Suggestions

In this study, the researcher has found the pattern of the code-switch used by the three teachers and found many traces of code switching with the same goal. Therefore, the researcher wish that the outcome of this research would be able to enlighten other teachers about the use of code-switch, and able to utilize it on their own lessons in their own classes. On top of that, for the teachers that have used code-switch in their lessons might be able to direct their code-switch in such a way that it would meet the goal of the code-switch that they use.

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