Functions of Code-switching by English Language Teachers at

SMKN 1 Enam Lingkung

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Abstract

Indonesian people is easily considered as bilinguals, and even, multilinguals. Members of bilingual and or multilingual community are subject to change in their ability to understand the languages they spoke daily. One of the phenomenon can be observed from this is code-switching, whether in trades, offices, and schools. This research aimed to describe the functions of code-switching by English Teachers at SMKN 1 Enam Lingkung. This research was conducted using qualitative-descriptive method. In order to obtain the data necessary for this study, the researcher recorded, transcribed, and tabulated the utterances of English teachers while teaching. The results of the study showed that message qualification has the highest occurrences. It was later followed by reiteration, personalization vs objectivization, addressee specification, quotation. Interjections as a function of code-switching was not found in this research.

INTRODUCTION

Indonesian students have naturally involved on the intercultural language learning since day one they enter primary school. This is due to multiculturalism that led to multilingualism in Indonesia. This can be seen from the 350 ethnics and 746 languages recognized by the country (Idris & Widyantoro, 2019). In an EFL classroom, English should be encouraged and used more frequently in order to stimulate the students to learn and use the target language. This, however, might be difficult for teacher to manage their English in the classroom, and the use of L1 in teaching English as a foreign language process are inevitable. This phenomenon referred to as translanguaging. While it covers code-switching, it also includes several language alternation occurrence like code-mixing (Christoffersen & Carvalho, 2015). Code refers to distinct language varieties. The term is preferred due to its neutrality; hence sociolinguist can avoid associated

terms like dialects, language or variety, in which have specified theories. However, this is not a limitation to identify language as a code. Wardaugh (2015) later stated that code can be defined as a set of system used for communication means, between two or more parties used at any occasions.

One of the most common phenomenon of language alternation is code-switching. Code-switching definitions generally perceived as a phenomenon in which two languages are altered in a single clause or sentence. One party may switch to another language as a signal of group membership and shared ethnicity with the other party (Legère & Holmes, 2013). Analysis of functions of code-switching were brought by Mattson and Burenhult as in Narasuman Suthagar and Zahir Wali (2019). Code-switching, whether it performed is by choice or subconsciously, have functions and useful in EFL classroom. Topic switch is when the teacher switches code based on the topic discussed such as in grammar instructions where the teacher tries to explain certain grammatical features by switching to first language. The affective function is used by teachers in order to maintain interpersonal connections and solidarity with their students. Repetitive functions of code-switching enabled teachers to share knowledge to students by making them easier for students to comprehend. For example, teachers may be repeating instructions from English to the first language of the students for clarifying. In this current study, the researcher wanted to provide analysis of functions of code-switching from English teacher in the classroom using theory proposed by Gumperz (1982). There are six functions of code-switching based on that; (a) to indicate that the speaker is quoting another speaker (quotation). (b) To specify their addressee (addressee specification). (c) To express emotional associations with different languages, or because specific expressions come to mind more readily in language that in another (interjection). (d) to clarify or emphasize a certain message (reiteration) (e) to provide emphasis through linguistic contrast (message qualification) (f) to express objective facts, whereas others are associated with subjective opinion (personalization vs Objectivization).

METHOD

The researcher is using descriptive-qualitative for this research. Descriptive research is to describe a phenomenon, its characteristics, and concerned more with what happened rather than how or why (Nassaji, 2015). Qualitative research, however, is more holistic and frequently involves a rich collection data from various sources to get an extensive understanding of participants. According to Cresswel (2012), Qualitative research is a method of examining and comprehending the meaning that individuals or groups attributed to a social or human issue. Later, Denzin and Lincoln stated in Richards (2009) that qualitative studies explore objects in their natural settings in order to interpret phenomena in terms of the meanings that other people assign to them.

The researcher obtain the data by recording. The source of data were from the audio recordings of 4 teachers at SMKN 1 Enam Lingkung. Each teachers being recorded two times in different teaching sessions. The data were in the form of transcribed utterances which contain code-switching delivered by the teachers

in the classroom. The researcher also taking notes in order to track the context of overall situation in the classroom.

RESULT AND DISCUSSION

Research Finding

The researcher showed the findings of the research related to the function of code-switching by English teachers at SMKN 1 Enam Lingkung that have been analyzed from the utterances based on the audio recordings.

Functions of Code-switching

In analyzing the function of code-switching, the researcher used model proposed by Gumperz (1982). It was proposed that there were six functions of code-switching: Quotation, Addressee Specification, Interjection, Reiteration, Message Qualification, and Personalization versus Objectivization. However, this research only found five of them, Interjection being the function that was not found in this current research.

Table 1. Functions of Code-switching by EFL Teachers at SMKN 1 Enam

Lingkung

No	Functions of Code-switching	Quantity	Percentage %
1	Quotation	12	2.4%
2	Reiteration	170	33.9%
3	Interjection	0	0%
4	Message Qualification	237	47.3%
5	Addressee Specification	18	3.6%
6	Personalization versus Objectivization	64	12.8%
	Total	**501**	**100%**

There are 501 total of functions of code-switching. The first function of code-switching is quotation function. There are 12 data found for this function, which represent 2.4% of the data. The next function is reiteration. This function occurred 170 times, which represent 33.9% of the functions of code-switching. Message Qualification has the highest frequency with 237 occurrences or 47.3% of the data. Addressee specification has 18 occurrences, in which translates to 3.6% of the data. The last function is Personalization vs Objectivization. It has 64 of occurrences, or 12.8% of the data. Originally the theory proposed six functions, however the researcher only found five of them. The researcher could not find any data of Interjection functions. Interjections are fillers and short expression that did not grammatically related with the rest of the sentence.

Quotations

This function of code-switching occurred when a speaker delivered a direct quotation or reported speech. In this function, the speaker usually use the same code as the original/source utterance. The original utterance does not have to be from another speaker, it can also from different types of source. Since this research was conducted in the classroom, the textbook, and/or other source can also be quoted. The datum following are the example of quotation function of code-switching.

Datum 16

Lihat dari kalimat kamu ni ya. **Dahlia saw me**.

In the example, previously a student was giving an example of a sentence in past tense. The teacher later used that as an example to start explaining to the students about the past form of verbs. The full sentence was "Dahlia saw me with my sister in the bookstore yesterday". After quoting part of the sentence, the teacher initiated discussion in order to explain the part of the lesson.

Datum 98

Coba kita lihat oke. Kita lihat paragraph one. **Benjamin Harrison lacks and unusually active grow as a president at the time.**

In this example, the teacher was previously talking in Indonesian, along with a phrase in English. The teacher than switching into English in order to quote a sentence from the book. It was the first paragraph, can be seen from the sentence: "Kita lihat paragraph one" (Let's see paragraph one). The sentence followed by a complete sentence in English, in which the teacher was reading and quoting "Benjamin Harrison lacks and unusually active grow as a president at the time." from the book.

Datum 284

Katanya di situ, "**Share your story**" **Learning objective.**

In the datum above, the teacher was telling the students the learning objective. The teacher was quoting a part of the textbook used in the class. The teacher already showed the intention to quote by deploying the clause "Katanya di situ", which can be understood as "as the book says" in English the beginning of the utterance.

Datum 292

Kemudian **"they are usually written"**. They tu siapa? Mereka tu siapa tu?

In the datum above, the teacher previously talking in Indonesian, and later switched into English when quoting a sentence from the book explaining language features of a recount text. The original sentence was in English since the teacher was quoting from an English textbook. The teacher later was asking to the students on to which "they" was referred to.

Datum 305

Pertanyaan pertamanya, **"have you ever heard of Benjamin Harrison**?" katanya kan.

The teacher was asking a question by quoting from a book. The teacher started the sentence by using an Indonesian phrase "pertanyaan pertamanya" (the first question). It followed by an independent clause in English **"have you ever heard of Benjamin Harrison?"** and followed by an Indonesian clause after, "katanya kan" (as it written/said). The Indonesian clause in the end used as an

indicator that it was quoted. The teacher quoted the question from the book in English in order to deliver the meaning as intended.

Reiteration

This function of code-switching occurred when a speaker repeat his/her utterances in a different language code. This does not necessarily mean that it has to be a direct translation for the previous utterance. The aims of reiteration are to intensify, affirm, and classify the message itself in order to make the utterances can be understood by the recipient.

Datum 8

Who did not come before? **Sia yg ndak datang patang ko?** Who did not come the last meeting?

The utterances above shows function of code-switching for reiteration. It used an interrogative sentence in English asking who did not come in the previous meeting. In the next sentence, it can be seen that the teacher repeated the question by switching to Minang language. The teacher repeated the question in the students' first language in order to intensify the question so the students have a grasp of what was being asked.

Datum 35

You have learned about it and you also watch the generic structure of news item. **Kamu juga sudah mempelajari generic structure dari news item**

In datum 35 shown above, the teacher was reviewing the previous learning in which the students learned about generic structure of a news item text. The utterances above started with an English sentence. The teacher later switched into Indonesian in order to repeat the statement.

Datum 131

Fauzul, ini ada kamu baca kan? Udah yakin? **Are you sure?**

The utterances showed another example of code-switching function as reiteration or repetition. The teacher was asking a student named Fauzul whether he is sure about the homework. The teacher started by using Indonesian and asked "Udah yakin?", and later repeated the question in English by asking "Are you sure?" to the student. Both sentences have the same objective: to find out whether a student named Fauzul have read and confident of his homework.

Datum 142

Did you still remember about this tense? **Masih ingat ga?**

In the example above, the teacher was asking to the students whether they still remember about past tense. The teacher first asked the question in English "Did you still remember about this tense?", and later switched to Indonesian repeating the question **"Masih ingat ga?".** However, the Indonesian

sentence was not an equal translation of the previous question.. **"Masih ingat ga?"** can be translated to English as "Did you still remember?"

Interjection

This function occurred when the code-switching used as an expression for emotions in the utterances. This function usually used in the sentence from one language that is inserted into another language. The researcher did not found any code-switching data function as interjections in this current research.

Message Qualification

This function of ode-switching occurred when an utterance introduced in one language and clarified or commented upon in another language. This is not equal to asserting the message, rather to make it clearer for the interlocutors to understand with the provided details.

Datum 37

What is newsworthy**? Kejadian yang patut atau layak diberitakan.** Itu newsworthy.

The utterances above shows an example of code-switching function as message qualification. In the example above, the teacher delivered a sentence in English asking to the students. The teacher later clarified the question by explaining in the next sentence using Indonesian language. The teacher explained what a newsworthy event is in a news item text.

Datum 58

Fungsinya untuk menjelaskan**, to explain the event or things that have occurred in the past**. Yang terjadi di masa lampau, sekarang telah selesai. Misalnya kemaren.

In the example above, the teacher was explaining the use of past tense in sentences. The teacher firstly spoken in Indonesian clause: "Fungsinya untuk menjelaskan" (the function is to explain…). Later, the teacher switched mid-sentence into English. It can be seen with the clause marked in bold. The teacher switched into English in order to give additional information regarding the function of past tense. The teacher also switched into English in order to familiarize the language to the students. Later, the teacher also switched back to Indonesian so that the students still be able to understand.

Datum 91

White house Do you know white house? **Oke rumah putih. Kalau di amerika kalau orang bilang** white house **itu apa?**

In the utterances above, the teacher was asking about White House to the students using English. Later the teacher switched into Indonesian since the students was answering in Indonesian:"Oke, Rumah Putih". Teacher was asking a

follow-up question by giving more information: "Kalau di amerika kalau orang bilang white house itu apa?" (In the US, what do people mean by the White House?). Here can be seen that the teacher commented upon her previous question using Indonesian by giving more information related to the question.

Datum 119

He did some work as a teacher. **Setelah dia tidak menjadi presiden lagi. Dia bekerja sebagai seorang guru dan pengacara.**

In the datum 119 above, the teacher was reading a recount text about former US President Benjamin Harrison. It can be seen in the clause marked in bold, the teacher was giving an additional information preceded repeating the sentence by switching into Indonesian. The English sentence does not have any information regarding the end of presidency. The additional information worked as a way to emphasize the information that the text being read was already at the point after Benjamin Harrison presidency.

Addressee Specification

In this function of code-switching, the switch is a mean to direct the message towards particular person in the environment. The speaker will switch codes in order to get the intended person interact within the environment, especially if the intended person was not engaging within the interactions.

Datum 10

Rian, **what was our lesson**, patang**?**

In the datum 10 above, "patang" is a Minang word, meaning "yesterday." By incorporating a Minang vocabulary into an otherwise English sentence, code-switching occurs. It was used to add specificity to the time frame being referred to, indicating that the speaker is specifically asking about the lesson taught the previous day. Therefore, the sentence exhibits both addressee specification through the mention of Rian's name and code-switching occurred through the inclusion of "patang".

Datum 61

Do you still remember? We discussed about all of the tenses**. Ini si Ikbal sama Rohan ini lah batupang kapalo**

In the example above, the teacher was reminding the students about the tenses they previously learned. The teacher was asking in English. The teacher realized that two students named Ikbal and Rohan was holding their head with their hands. This gesture is known as getting bored of something, or being sleepy. The teacher switched into Indonesian by mentioning the students' names directly. The teacher is specifically addressing them, indicating that the statement is directed towards them.

Datum 133

What about you? **Julian mana teksnya, ada dipahami teksnya?**

In the example of addressee specification above, the teacher were reviewing students' homework related to recount text. "What about you?" is a general question addresses the whole class. The use of pronoun "you" in the sentence indicates the teacher is directing question towards a particular addressee. Later, the clause "Julian mana teksnya, ada dipahami teksnya?" further specifies the addressee as Julian, indicating that the following statement is directed towards him. Therefore, addressee specification is evident in this sentence through both the direct addressing in English ("What about you?") and the subsequent code-switching clause that mentions Julian by name.

Datum 212

Boleh ya yang penting kamu paham. **Ilham how about you? Tell me in your own language**. Beritahu saya dengan bahasa kamu sendiri

In this example the teacher was asking the students about their understanding regarding recount text. The utterances started with an Indonesian sentence. The teacher switched to English and addressed Ilham directly by mentioning his name and requesting a response (explanation) in his own language. It can be seen in the sentences "Ilham how about you?" and "Beritahu saya dengan bahasa kamu sendiri" (meaning "Tell me in your own language"). The code-switching in this example functions as addressee specification by explicitly addressing Ilham and requesting an explanation regarding recount text in his own language. It helps establish a direct and tailored communication channel between the teacher and Ilham, allowing Ilham's understanding about the lesson and inviting his participation.

Personalization versus objectivization

Personalization in code-switching occurs when speakers intentionally incorporate elements from their native language or dialect into the conversation to express their personal identity, affiliation, or emotional connection. It emphasizes the speaker's individuality and cultural background. Objectivization, on the other hand, involves the use of code-switching as a deliberate strategy to present an objective or neutral stance, often associated with formal or professional settings. It aims to convey authority, professionalism, or to establish a clear boundary between personal and professional discourse. Objectivization is frequently observed in academic, legal, or technical contexts where code-switching may be used to introduce specialized terminology, concepts, or to maintain a certain level of formality.

Datum 181

What informaton that you get from the people? **Itu jawabannya** yes **atau** no? Kalau jawaban (dari) pertanyaannya itu jawabannya yes atau no

The code-switching phrase "Itu jawabannya yes atau no?" (Translation: "Is the answer to that yes or no?") serves as an objectivization strategy by providing a direct and concise explanation or clarification in the students' native language. By introducing the translation in Indonesian, the teacher aims to ensure that the question is clearly understood by the students. This use of code-switching as a

clarification or translation tool in an educational context aligns with the function of objectivization, as it maintains a formal and instructional tone while providing a more precise explanation for the students.

Datum 211

The boys can you tell me? **Jan mangamek jo** boys

The teacher was asking to the students about their understanding of the lesson. The teacher later direct the question to the boys, which there are only 6 of them in the class. The teacher and switched to Minang "Jan mangamek jo boys". The code-switching to the Minangkabau language, "Jan mangamek jo boys," adds personalization and emphasis to the message. The phrase "Jan mangamek jo boys" means "don't just smile, boys". The use of the local language adds a sense of familiarity, cultural connection, and potentially reinforces the seriousness or importance of the instruction. Therefore, in this specific context, the code-switching example functions as personalization. The teacher directly addresses the boys and incorporates the Minangkabau language to provide a specific instruction, emphasizing that they should not just smile but do something more.

Datum 253

Ya kamu kan sering ndak bawa kamus. **You have to bring dictionary every time studying English. A dictionary is a ticket to join class with me**

In the example above, the teacher was asking the students to bring a dictionary with them when studying English, and most students did not. The utterances start with an Indonesian sentence. The teacher later switched into English. In this context, code-switching serves as a form of Objectivization. The teacher switched in order to show sense of authority and maintaining level of formality in the class. The teacher stated that whoever did not bring a dictionary would not be welcomed to join the class in the next session.

Datum 302

…. Benjamin Harrison grew up on a farm, in the midwestern state, Ohio as one of eight children. **Halo lai manyimak nak? Lai manyimak?**

In the example of Personalisation vs Objectivization above, the teacher previously was reading a recount text from a book. The teacher later stopped, and switched into Minangkabau language in order to control the students' attention, since the students at the time was talking to each other. The switching into Minangkabau was to maintain a formal and professional tone while familiarise the sentence by using the students' first language.

Discussion

As bilinguals themselves, the English teachers at SMKN 1 Enam Lingkung happened to experience language alternation phenomenon, namely code-switching. Whether the switch was conscious or not, the switches have functions of their own. This research found five of six functions of code-switching based on Gumperz (1982). The one function absent in this research was Interjection. Interjection is words or phrase used to express strong emotions or sudden exclamations.

Switching in order to utter interjections was not found in this research, as mostly the teachers express themselves in sentences.

The researcher also compared this current research with similar previous study. Putri (2020) previously also conducted study on language code by English teacher at senior high school. She explored both code-switching and code-mixing. The research findings revealed the following: (1) English was the primary language used by the teachers when delivering English materials to the students; (2) teachers predominantly engaged in code-mixing rather than code-switching; (3) the identified types of code-switching included Metaphorical Code Switching and Conversational Code Switching, while code-mixing involved Intra Sentential, Intra Lexical, and Change of Pronunciation; (4) the students demonstrated positive perceptions towards their teachers' use of code-switching and code-mixing.

Another relevant study comes from Afifah, Bahri, & Sari (2020) who delved into the functions of code-switching by an English teacher at MAN 1 Pidie. They identified three primary functions of code-switching, encompassing topic switch, affective, and repetitive functions. Their observation checklist outcomes underscored the prevalence of topic switch function in the teacher's English instruction.

Furthermore, Husni & Arianto (2023) carried out a similar study aiming to comprehend code-switching types, functions, and underlying reasons among English teachers at MAN 4 Tanah Datar. Differing from the current research, their exploration of code-switching functions was grounded in theory by Flyman-Mattsson & Burenhult (2009). The identified functions comprised topic switch, affective function, and repetitive function. The study also expounded on the rationale behind switching, notably emphasizing its role in aiding student comprehension and potentially improving academic performance. Additionally, the study highlighted the teachers' consciousness of code-switching and its associated functions.

In a related study, D. M. Putri (2020) also conducted research on English Teacher's Code Switching in The Classroom, focusing on a Vocational High School (SMK) setting. The study expanded its scope to include teachers' attitudes toward switching to the first language (L1) in the classroom. The study revealed that teachers perceived switching as potentially beneficial for enhancing comprehension. The functions of code-switching encompassed translating unfamiliar vocabulary, explaining grammar, managing the classroom, highlighting crucial points, and exhibiting empathy and solidarity with students.

Similarly, Dyah (2017) explored Code-switching by English teachers, investigating functions using Gumperz's theory (1982). The study identified six functions of code-switching, including quotations, addressee specification, interjection, reiteration, message qualification, and personalization or objectification. Among these, reiterations were the most frequent function in teacher utterances, with 35 instances. In comparison, the present research documented 170 instances of reiteration. Message qualification emerged as the second most common function, with 29 instances, diverging from the current research where message qualification ranked highest, with 501 instances.

Personalization or objectification function appeared third, with 22 instances, in contrast to the present research, which recorded 64 occurrences of Personalization or objectification. Notably, addressee specification and interjection had equivalent frequencies in teacher utterances, with the present study documenting 18 occurrences of addressee specification. However, no instances of interjections were observed in the present research. Quotations function appeared least frequently, with three instances, mirroring the current research where only 12 instances were found.

CONCLUSION

Based on the analysis, it was found that out of the six proposed functions, five functions were observed in the data: Quotation, Reiteration, Message Qualification, Addressee Specification, and Personalization versus Objectivization. The function of Interjection was not found in the analyzed data. Overall, these findings highlight the various functions of code-switching employed by EFL teachers in the research context. The dominant functions were Message Qualification and Reiteration, indicating the importance of code-switching for clarification and reinforcement of the message in the classroom setting. From the analysis previously shown, the following recommendations can be made. The teachers needed to be provided a professional development opportunities to enhance their understanding and awareness of code-switching functions. This training can help teachers utilize code-switching effectively and purposefully in the classroom to support students' learning. The researcher also encourage further research on code-switching in EFL contexts to gain deeper insights into its functions and effects on language learning. The impact of code-switching also need to be investigated on student engagement, comprehension, and language proficiency to inform instructional practices.

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