INVESTIGATING THE TYPES OF CODE SWITCHING IN LANGUAGE TEACHING INSTRUCTION IN EFL CLASS OF SMA I NEGERI SAMARINDA

Desy Rusmawaty

Universitas Mulawarman
Pos-el: desyrusmawaty@yahoo.com

ABSTRACT

Not only as a language interference, code switching was able to be used as one of language teaching strategy. This study investigated the types of code switching used by a teacher in language teaching instruction in EFL class of SMA I Negeri Samarinda. As a case study, an English teacher and third grade students of SMA I Negeri Samarinda were the subjects of this study. The data in the form of utterances between a teacher and her students were collected by taping and recording the natural interaction using video cameras and a voice recording. After transcribed and analyzed the data, this study revealed that a teacher practiced five types of code switching in her language teaching practices, they are (1) inter-sentential code switching, which involves a word within a sentence, a verb phrase, a question tag, and an adverb phrase; (2) inter-sentential code switching; (3) emblematic code switching; (4) intra-lexical code switching; and (5) changing pronunciation features. This study found also as new kind of intra sentential which involves an adverb phrase.

Keywords: codeswitching, language teaching instruction, EFL context

ABSTRAK

Tidak hanya sebagai gangguan bahasa, alih kode juga dapat digunakan sebagai salah satu strategi pengajaran bahasa. Penelitian ini mengkaji jenis-jenis alih kode yang digunakan seorang guru dalam pengajaran bahasa di kelas EFL SMA 1 Negeri Samarinda. Sebagai sebuah studi kasus, seorang guru bahasa Inggris dan siswa kelas tiga SMA I Negeri Samarinda digunakan sebagai subyek penelitian ini. Data dalam bentuk ujaran antara guru dan muridnya dikumpulkan dengan cara menyadap dan merekam interaksi alami menggunakan kamera video dan perekam suara. Setelah mentranskripsikan dan menganalisis data, penelitian ini menunjukkan bahwa seorang guru mempraktikkan lima jenis alih kode dalam pengajaran bahasa, yaitu: (1) alih kode antarsensial yang melibatkan kata dalam kalimat, frasa verba, kalimat tanya klarifikasi, dan frasa adverbia; (2) alih kode antarsensial; (3) alih kode simbolik; (4) alih kode intra-leksikal; dan (5)

mengubah cara pengucapan. Dalam penelitian ini juga ditemukan sebagai bentuk baru intra-sentensial yang melibatkan frase adverbia.

Kata Kunci: alih kode, instruksi pengajaran bahasa, konteks EFL

A.   INTRODUCTION

Code switching is in fact a construct derived from the behavior of bilinguals. In observing the daily interactions of people in pluralingual communities, linguist noticed that such speakers often appeared to be drawing on two or more different varieties and combining them in socially meaningful ways (Gardner-Chloros, 1991). Code-switching is a common linguistic outcome in situations of language contact in most bilingual communities. It seems that code-switching is a language universal in the behavior of multilingual speakers (Franceshini, 1998). Code switching is typically defined as the alternating use of two or more 'codes' within one conversational episode (Auer, 1998), where "codes" refers to distinct language varieties or dialects. However, code-switching is seen by some people as a sign of lack of mastery of either or both languages. Some studies on bilingualism has claimed has claimed that the ideal bilingual is someone who is able to switch between languages when required to do so by changes in the situation but who does not switch when the speech situation is unchanged and certainly not within a single sentence (Weinreich, 1953).

On contrary, some studies recognize code-switching as a functional practice and as a sign of bilingual competence. Code-switching is a verbal skill requiring a large degree of linguistic competence in more than one language, rather than a defect arising from insufficient knowledge of one or the other. The rule governed nature of code-switching is upheld by even the non-fluent bilinguals in the sample (Poplack, 1998).

In Indonesia, the phenomenon of code switching is common happen in daily communication. It is because mostly Indonesian people acquire at least two languages. First language is the language they acquire since they were born and the second one is the language they usually acquired from educational institutions. Furthermore, nowadays, children can use more than two languages (i.e. vernacular language, Indonesian language, and English). The acquisition of multilanguage, sometimes, can lead to the switch of some words to different context of language. Related to that condition, in conducting the teaching and learning process, the teachers apply code switching either consciously or unconsciously. Therefore, this phenomenon challenges the writer to conduct a study to find the types of code switching in language teaching instruction in EFL context used by the teacher in the classroom setting.

B. THEORY

The idea of code switching cannot be separated with being bilingual. Broadly defined, code switching is the ability on the part of bilinguals to alternate effortlessly between two languages. Bilinguals in language contact situations commonly use forms that integrate their two languages to some degree. First, code switching extends from the insertion of single words to the alternation of languages for larger segments of discourse. Second, it is produced by bilinguals with different proficiencies who reside in various types of language contact settings, and as the consequences their code switching patterns may not be uniform. Third, the code switching is used for a number of reasons: filling linguistic gaps, expressing ethnic identity, and achieving particular discursive aims among others (Bullock & Torribio, 2009).

In addition, code switching patterns may be used as a measure of bilingual ability, rather than deficit. In fact, the degree of language proficiency that a speaker possesses in two languages has been shown to correlate with the type of code switching engaged in. Poplack (1998) observes that adult bilinguals who reported to be dominant in one language tended to switch by means of tag-like phrases; in contrast, those who reported and demonstrated the greatest degree of bilingual ability favored intra-sentential switches. Similar patterns were attested among the school-age children studied by McClure (1981), who concludes that:

> … just as the monolingual improves his control over his verbal resources with age, so too does the bilingual. Further, just as there is a developmental pattern in the monolingual's syntactic control of his language, so too may such a pattern be found in the bilingual's control of the syntax of code switching, which begins with the mixing of single items from one code into discourse in the other and culminates in the code changing of even more complex constituents (McClure, 1981).

According to Hoffman (1991) there are five types of code switching as follows:

(1) Emblematic

In this kind of code switching, tags and certain set phrases in one language are inserted into an utterance otherwise in another.
For example : Indonesian - English
'By the example from the second text, it is one example, **ya** (yes)!'.

(2) Intra-sentential

Intra-sentential code switching occurs in a word or phrase within the same sentence. In intra-sentential code-switching, the shift is done in the middle of a

sentence, with no interruptions, hesitations, or pauses indicating a shift. The speaker is usually unaware of the switch.

For example: Spanish–English

Sometimes I'll start a sentence in Spanish *[sic] y termino en espan˜ol* (and I finish in Spanish)

(3)   Inter-sentential

Inter-sentential code switching occurs between a different number of sentences. In inter-sentential code-switching, the language switch is done at sentence boundaries. This is seen most often between fluent bilingual speakers.

For example: Swahili – English

That's too much. **Sina pesa** (I don't have [much] money).

(4)   Establishing continuity with the previous speakers

This kind of code switching occurs to continue the utterance of the previous speaker, as when one Indonesia speaker speaks in English and then the other speaker tries to respond in English also. Yet, the speaker can also switch again to Indonesian language.

(5)   Involving a change of pronunciation

It occurs at the phonological level, as when Indonesian people say an English word but modify it to Indonesian phonological structure.

For example: The word 'strawberry" will be pronounced as 'stoberi' for Indonesian speakers.

In addition, Saville-Troike (1986) gives several types of code switching based on the juncture or the scope of switching where an utterance takes place:

a.   Code witching in the form of Nouns or Noun Phrases
   "….coba kamu nanti sore pergi saja ke bank atau *money changer*…"
b.   Code switching which occurs at constituent boundaries or emblematic switching.
   "..berapa hari puasanya,*rek?*"
c.   Code switching which occurs within words or intra-lexical code switching
   "…dimana anda akan ber-*old and new*…"

Moreover, Poplack (in Saville-Troike, 1986) reports that the most common intra sentential code switching involves the insertion of a single noun from another language, a noun phrase, a verb phrase, an independent clause and a question tag. There are some examples to give a clear description:
a.   a single noun from another language
   "*Oncor-oncor* yang dipasang di pagar."

b. a noun phrase
    " ditolak karena itu nanti dikira karyawan *guesthouse* Wisma Pancasila"
c. a verb phrase
    " lha, *ngalap berkah* dari siapa?"
d. an independent clause
    "….dan bersemangat *mangan ora mangan waton kumpul*"
e. a question tag
    " …and almost fight, ya.."

Code switching signals contextual information equivalent to what in monolingual settings is conveyed through prosody or other syntactic or lexical processes. It generates the presuppositions in terms of which the content of what is said is decoded (Gumperz, 1982:98). Like other contextualization cues, language alternation may provide a means for speakers to signal how utterances are to be interpreted—i.e. provide information beyond referential content. In some situations, code-switching is done deliberately to exclude a person from a conversation. It is seen as a sign of solidarity within a group, and it is also assumed that all speakers in a conversation must be bilingual in order for code-switching to occur. Bilinguals do not usually translate from the weaker language to the stronger one, and is used most often when a word doesn't "come". Therefore, the competence of the teacher in the native language is also taken into consideration. In fact, the use of code-switching in classrooms efficiently provides continuity in speech. This helps students with both communication and social interaction (Sert, 2005).

Code switching can be both beneficial and a possible language interference, depending on the situation and the context in which it occurs (Skiba, 1997). In this case, code switching may become one of strategies to encounter problem faced in English learning and teaching such as the lack of vocabulary in speaking activities. In fact, the use of code switching may block the students' ability in exposing and using the target language. However, code switching is believed to help the students to learn and acquire the target language as long as it can transfer meaningful and comprehensible input. To some extent, the use of code switching may serve several functions. Eldridge (1996) states some aspects that motivate teachers and students to switch the language in the classroom as follows:

(1) Equivalence, in which the speakers use equivalent items in the other code.
(2) Floor-holding. It is a kind of stopgap.
(3) Metalanguage, in which the speakers give comment, evaluation, and talk about the task in their mother tongue.
(4) Reiteration, where messages are reinforced, emphasized or clarified where the message has already been transmitted in one code.
(5) Group membership, as in group identity markers

(6) Conflict control, in order to mitigate a face threatening act, caused by a conflicting situation

(7) Alignment and misalignment, a strategy for negotiation towards the conversation.

Due to the function of code switching, Hoffman (1991) claimed that there are some reasons people tend to switch languages, such as

(1) Talking about a particular topic.

People sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express their emotional feeling or private matters in a language that is not their mother tongue.

(2) Quoting somebody else

People sometimes like to quote a famous expression or saying of some well-known figures are mostly from some English-speaking countries. Then, because many of Indonesia people nowadays are good in English, those famous expressions or sayings can be quoted intact in their original language.

(3) Being emphatic about something

Usually, when someone who is talking using a language that is not his native language suddenly wants to emphatic about something, s(he) either intentionally or unintentionally will switch from his second language to his first language. Or, on the other hand, there are some cases where people feel more convenient to be emphatic in their second language rather than in their first language.

(4) Interjection (Inserting sentence fillers or sentence connectors)

Language switching among bilingual or multilingual people can sometimes mark an interjection or sentence connector. It may happen intentionally or unintentionally.

(5) Repetition used for clarification

When a bilingual wants to clarify his/her speech so that it will be understood more by the listener, s(he) can sometimes use both of the languages that s(he) masters saying the same utterances.

(6) Intention of clarifying the speech content for interlocutor

When a bilingual talks to another bilingual, there will be lots of code switching and code mixing occurs. It means to make the content of his or her speech can be understood.

(7) Expressing group identity

Some people talk in target language to give the identity for their community, like English Department students use English for communication to give a

mark of their group. In other words, the communication way of one community is different from the people who are out the community.

C.   METHOD

This paper focuses on the code switching phenomenon occurred in SMU 1 Negeri Samarinda during the English lesson. The subjects of the study are an English teacher and the third grade students of SMU 1 Negeri Samarinda. The data were the utterances between an English teacher and her students during the English lesson. The data were collected by taping and recording the natural interaction using a voice recorder and video cameras. The activity in collecting the data lasted for one hour and thirty minutes. The data, then, were transcribed before they were analyzed. Finally, the studier interpreted the data in order to answer the study questions.

D.   RESULTS AND DISCUSSION

Some extracts were taken to provide clear overview of code switching regarding to its types and its functions. From the transcribing data, it was found that the code switching done by the teacher can be classified into inter-sentential, intra-sentential, emblematic, involving a change in pronunciation, and continuing to the previous speaker. In relation to its function, it can be seen in the following analysis.

1.   Inter-sentential

Extract 1

In this extract, the teacher (T) proposed one student to give the example based from the shown picture about bullying activity.

T	:	the category… or… the meaning of bully… or what? You don't know? ***Ya***? Maybe later/ Qonita…/ Take a look at the first article that you see. This one. If you cannot see clearly from your paper you can read the article. Why ten people in secondary school is bullied/ Here is the example of the picture ***Siapa tadi yang saya panggil?*** **(Who is the person I called?)** ***Ya***, Qoni. What is the content of the text?
Qoni	:	(…)
T	:	Sorry? Is about? Bully at school/ I think you can help to clarify, Vic. Victor.

Extract 2

This fragment talks about the discussion between the teacher (T) and her students (S). They discuss the example of the bullying action.

T	: How big is the problem? It's talking about, that actually we cannot think that bully is an easiest action. Because it can be/ a big problem. Just like/

> e… what Tamara said, one example of bully is when someone a.. grab her food without any permission, it can be category as a bully. Because one day it can be a rob. ***Mungkin kalo cuma makanan kecil kaya'nya sederhana ya ngambil tanpa izin* (May be if (Ind. informal form)) only snacks (it) seems simple, right (we/you) took (Ind. informal form) without permission).** ***Tapi satu hari* (but one day)** when it come bigger and bigger, it can be a pickpocket. ***Bisa jadi copet kalo orangnya…* ((it) can be (a) pickpocket if (Ind. informal form) the person…).**
> Okay. Come into the second, sorry.
> So what is actually the best title?
> How big is?

Students   : How big is the problem?

Based on the above extract, it can be seen that the teacher switched her utterances into Indonesian language. The code switching phenomenon occurred as in ***Siapa tadi yang saya panggil?* (Who is the person I called?); *Mungkin kalo cuma makanan kecil kaya'nya sederhana ya ngambil tanpa izin* (May be if (—Ind. informal form) only snacks (it) seems simple, right (we/you) took (—Ind. informal form) without permission); *Bisa jadi copet kalo orangnya... ((it) can be (a) pickpocket if (—Ind. informal form) the person…)*.** It is noticed that the switching from Indonesian into English occurred in one complete sentence independently. Hoffman (1991) classified these utterances as inter-sentential type of code switching since they occur between a different number of sentences. This is seen most often between fluent bilingual speakers.

Furthermore, from the point of view of grammatical approach (Poplack, 1980), the utterance ***Siapa tadi yang saya panggil?* (Who is the person I called?), *Mungkin kalo cuma makanan kecil kaya'nya sederhana ya ngambil tanpa izin* (May be if (—Ind. informal form) only snacks (it) seems simple, right (we/you) took (—Ind. informal form) without permission); *Bisa jadi copet kalo orangnya... ((it) can be (a) pickpocket if (—Ind. informal form)the person…)*** are categorized in the equivalence constraint. Since, the utterance does not violate the grammar of either language.

From the point of view of sociolinguistic approach, Blom & Gumperz (1972) in Eldridge (1996) the sentence ***Mungkin kalo cuma makanan kecil kaya'nya sederhana ya ngambil tanpa izin* (May be if (—Ind. informal form) only snacks (it) seems simple, right (we/you) took (—Ind. informal form) without permission)** functioned as a repetition used for clarification. It occurred because the teacher wanted to clarify something in order to give best explanation to her students. The teacher repeated the same message using both languages. On the other hand, the sentence ***Siapa tadi yang saya panggil?* (Who is the person I called?)** has a function as a reminder to her previous intention to ask one of student to answer her question related to the topic of bullying.

From the interactional approach, Bloom and Gumperz (1972) noted that the conversation happened in the classroom environment between the teacher and students might use an informal speech style as in the sentence ***Mungkin kalo cuma makanan kecil kaya'nya sederhana ya ngambil tanpa izin* (May be if (—Ind. informal form) only snacks (it) seems simple, right (we/you) took (—Ind. informal form) without permission)**. The sentence ***Bisa jadi copet kalo orangnya.. ((it) can be (a) pickpocket if (—Ind. informal form)the person…)*** functioned as a group identity marker. However, from the grammatical approach, this sentence violates grammatical rules in both languages. It seemed that the teacher put her vernacular language (i.e. Banjarese language) interference in this sentence with the use of the word ***kalo* (as if)**. For people who have Banjarese's background, the sentence ***Bisa jadi copet kalo orangnya' ((it) can be (a) pickpocket if (—Ind. informal form) the person…)*** can be understood perfectly. This sentence is categorized as a conditional sentence in Banjarese language, although the word's structure did not follow an SVO (Subject Verb Object) pattern. In fact, this sentence tried to shorten the distance between the speakers. So, it belongs to casual speech style.

2. Intra-sentential
Extract 2

This fragment talks about the discussion between the teacher (T) and her students (S). They discuss the example of the bullying action. Then the teacher asked the students to give title for the text.

> T : How big is the problem? It's talking about, that actually we cannot think that bully is an easiest action. Because it can be/ a big problem. Just like/ e… what Tamara said, one example of bully is when someone a.. grab her food without any permission, it can be category as a bully. Because one day it can be a rob. ***Mungkin kalo cuma makanan kecil kaya'nya sederhana ya ngambil tanpa izin* (May be if (—Ind. informal form) only snacks (it) seems simple, right (we/you) took (—Ind. informal form) without permission)**. ***Tapi satu hari* (but one day)** when it come bigger and bigger, it can be a pickpocket. ***Bisa jadi copet kalo orangnya.. ((it) can be (a) pickpocket if (—Ind. informal form) the person…)***.
> *Okay. Come into the second, sorry.*
> *So what is actually the best title?*
> *How big is?*
> S : *How big is the problem?*

Extract 3

This fragment showed the conversation between the teacher and her student. The teacher expected her student to tell the story based on the given example.

T   : By the example from the second text, it is one example *ya* **(yes).** So… a… ***Safira, kira-kira isi ceritanya ni apa, sih?* (Safira, what do you think this (—Ind. informal form) (the/its) story about,** *sih* **(—Ind. informal form of clitic)?)**
Safira : (…)

The extract above shown some code switching, indicating intra-sentential type, that is, ***Tapi satu hari* (but one day)** *when it come bigger and bigger, it can be a pickpocket, So… a…* ***Safira, kira-kira isi ceritanya ni apa, sih?* (Safira, what do you think this (—Ind. informal form) (the/its) story about, sih (—Ind. informal form of clitic)?).** It is noted that the switch occurred in a word or phrase within the same sentence. Hoffman (1991) called this as intra-sentential code-switching, the shift is done in the middle of a sentence. The speaker is usually unaware of the switch.

According to Poplack (1980), from the grammatical approach, the utterances ***Tapi satu hari* (but one day)** *when it come bigger and bigger, it can be a pickpocket, So… a…* ***Safira, kira-kira isi ceritanya ni apa, sih?* (Safira, what do you think this (—Ind. informal form) (the/its) story about,** *sih* **(—Ind. informal form of clitic)?)** classified into Free Morpheme Constraint because code-switching occur independently or not attached to other morphemes. It is noticed also that the intra-sentential type of code switching as in the sentence ***Tapi satu hari* (but one day)** *when it come bigger and bigger, it can be a pickpocket* occurred in adverb phrase. In its usage, the teacher admitted that she used this kind of code switching because she wanted to minimize a face threatening act that she just proposed when her student gave an opinion about the example of bullying activity. It is shown from her previous sentence, she said ***Mungkin kalo cuma makanan kecil kaya'nya sederhana ya ngambil tanpa izin* (May be if (—Ind. informal form) only snacks (it) seems simple, right (we/you) are taking (—Ind. informal form) without permission),** this sentence showed that the teacher did not really impress with her student's response.

Therefore, to avoid the students being afraid to share their opinion, the teacher tended to utter that sentence. In line with that, Eldridge (1996) considered this utterance as a conflict control. In addition to Poplack (1980), the use of the sentence *So… a…* ***Safira, kira-kira isi ceritanya ni apa, sih?* (Safira, what do you think this (—Ind. informal form) (the/its) story about,** *sih* **(—Ind. informal form of clitic)** can be analyzed that the switched sentence ***Kira-kira isi ceritanya ni apa, sih?* (what do you think this (Ind. informal form) (the/its) story about,** *sih* **(—Ind. informal form of clitic)?)** is an independent clause.

Furthermore, based on the sociolinguistics approach, this code switching functioned as an intention to clarify the speech content. During the interview with the teacher relating to the result found in her class, she said that she wanted her

students aware with the content of the text. On the interactional approach, it can be analyzed that the utterance is mentioned by the teacher to her student so that her students is able to give opinion about the content of the text. The use of code switching in this line aims to clarify the expected answer related to the discussed material.

3.   Emblematic
Extract 4

This fragment is the conversation between the English teacher and her students discussing about the characteristics of bullying.

T	: Just imagine when somebody just enter our school… and then you always bully by asking him to a… treat you in canteen or… **ya** (yes), always ask him to do anything that you want **ya** (yes). And next/ people who are (…) quiet or shy/. Is there any experience? About Someone who has mm.. (…) quiet or shy? Any? Yepi? ***Apa katanya?* (what did he say?)** ***Ada yang bisa membantu menterjemahkan?* (can somebody help to translate?)** *Ya kaya'…* **(Yes, (it is) like…).**
S	: Wahyu

Extract 5

In this extract, the teacher (T) tried to find a real example for someone whose the characteristic resemble to the topic which is being discussed.

T	: Just like (…) He is an exception *ya* (yes). An exception ***Ada ngga' di sini orang yang pemalu?* (is there somebody here a shy person?).**
S	: Alin…….
T	: Alin?
S	: Alin.. Alin…(laugh)

On the two above extract, the teacher wanted to give more illustration on the bullying experience had by the students. In this kind of code switching, tags and certain set phrases in one language are inserted into an utterance otherwise in another. It is noticed that code switching involving in emblematic type do existed in those fragments. It is in line with Hoffman's finding.

According to Hoffman (1991), this type of code switching occurs at constituent boundaries or emblematic switching. However, the use of *ya* (yes) has different functions according to interactional approach. The first and third using of *ya* (yes) indicated that the teacher wanted to fill the empty space before continuing to the next sentence. So, it functioned as a floor-holding. The second using of *ya* (yes) indicated that the teacher stressed the meaning from the

previous sentence. In addition, based on Eldridge (1996) from the sociolinguistic approach, this code switching has a function to emphasize the previous statement. Based on the interview done related to the use of this type of code switching, the teacher admitted that she wanted to seek the same understanding of the proposed idea she had given before. From the interactional approach, this sentence happened in the classroom setting between the teacher and her students, so the switch of the code does not show intimacy, but formal speech style.

4. Involving a change of pronunciation
Extract 6

This fragment showed the teacher tried to explain the phenomena of bullying in Indonesia. She also reveal the fact the Indonesia adopt the word "bully" into Indonesian words.

T	: ***Ternyata, orang yang hobi membuli orang, itu di Indonesia* (In fact, someone whose hobby bullying, that in Indonesia).** And it can be e… Indonesian vocabulary. ***Buli itu menjadi salah satu kosakata, bahkan di dalam character building, itu sering dipakai* (that becomes one of vocabularies, even in character building that often used).** Teacher cannot bully. Bully just like ***e… bodo' ya kamu!* (You are stupid!)** It's also categorized as a ...
S	: Bully (laugh)

Extract 7

In this extract, the teacher explained the characteristics of bullying activity. Then, she tried to bring her students to discuss the category of bullying.

T	: Bullies are usually popular and have a lot of friends. Ok. Bullies is someone who do bully. ***Jadi ada kata ini…* (So, there is a this word..) *Orang yang melakukan itu, namanya bullies* (The person who does that is called by bullies). *Jadi pelakunya biasanya orang yang?* (So, the actor is usually the person that…)**
S	: ***Populer* (popular)**
T	: ***Ya. Yang kategorinya populer…* (Yes, the one who categorize popular…) *kalo jadi artis kah...* (if become an actress…) *Populer itu mungkin dia cantik dan merasa.*** She feels that she is more beautiful, maybe the most beautiful lady in the school… or…feel that he is the richest a… boy in the school… *ya* (yes). And then… actually, the bullies, ***dia bilang kategori ke dua apa?*(she said what the second category?)**
S	: *They are not stupid.*

On the above extract, it is shown that the teacher adopted the second language word and used it in the middle of the sentence unconsciously. These phenomena can be seen in Extract 6 and 7 as in the sentence ***Ternyata, orang yang hobi membuli orang, itu di Indonesia* (In fact, someone whose hobby**

bullying, that in Indonesia); ***Buli itu menjadi salah satu kosakata, bahkan di dalam character building, itu sering dipakai* (that becomes one of vocabularies, even in character building that often used); *Orang yang melakukan itu, namanya bullies* (The person who does that is called by bullies); *Ya. Yang kategorinya populer…* (Yes, the one who categorize popular…); *And then… actually, the bullies, dia bilang kategori ke dua apa?* (she said what the second category?)**. On extract 6, it is noticed that the teacher placed the word bully with Indonesian's prefix *mem-* (*membuli)*. This word, then acted as a verb. Still on Extract 6, it is also found that the word 'bully' is used in Indonesian sentence as a noun. Regarding to its pronunciation, the teacher adopted "*bully"* and pronounced it in Indonesian way *(buli)*. It is also occurred on Extract 7 when the teacher and student said the English word *(popular)* into Indonesia phonological structure *(populer)*. Slightly different, the switch on Extract 7 occurred at noun. According to Hoffman (1991) this kind of code switching is categorized as a change in pronunciation. Having analyzed the word ***membuli*** and ***populer*** the switch occurred at phonological level. It is shown when the teacher said an English word but modified it to Indonesian phonological structure.

Based on the interview, she admitted that she found difficulties to find the equivalent term in native language. It is analyzed that these words are meant used by the teacher unintentionally. It means the teacher did not realize when she used these terms. She admitted that she felt comfortable in expressing the content of her topic by using the English terms. She argued that if she used the Indonesian terms equivalence to those terms, her students might not get the message. According to Eldridge (1996), we could categorize that these terms have equivalence function from the point of view of interactional approach. In addition, it is noticed that the teacher wanted to bring her students getting familiar with the proposed terms, that is '*bully*' and '*popular*' by uttering those terms and defining them in Indonesian language.

5.   Establishing continuity with the previous speakers
Extract 8

This conversation talks about the teacher (T) asked the students (S) to make the suitable title for an article which are showed on the Powerpoint.

T	: (Showing an article with no title on a Powerpoint) Okay/ Enough? Do you understand? Elmira/ what is the title, I mean the suitable do you think, can be suitable for the first article. You do that? You need more time? Okay.What about others? ***Ada yang sudah pernah, sudah pernah membaca ini belum?* (Have you ever, ever read this yet (not yet/before) (—Ind. informal form)?)**
S	: ***Belum…* (Not yet)**
T	: *This is the first time.*

Extract 9

In this extract, one of the students shared her opinion about the consequences of doing bullying.

S	: Because we think their problem is the reason why they often do that. The last, if you worried, tell to the teachers. So, the teacher will give the punish and give some advice.
T	: ***Ya,*** thank you Omen. One more group. ***Kalo ngga' salah yang di depan.*(If (I) am not mistaken the one in front)**
S	: ***Eva bu. Eva bu*. (Eva, mam. Eva, mam).**
T	: *You the first.* ***Ya***.
S	: *Good morning friends.*
T & S	: *Morning...*
S	: *E.. My group, I will present about bullying in many schools since (...) and... the first point is.. why do people become bullies. E... based on our discussion, emm ... I think or we think/ that people become bullies because e... they want to be e... center of attention in.. **ya** in schools and of course their friends. And the second, maybe they want to bea... popular guy in... their schools. But with the wrong ways, I think. And... There are several ways to stop them, to stop bully at school. And... the way to stop it first, don't let it happen. Don't let it go in our school. And...*
T	: *Don't let it happen.*
S	: *Yes*

On the above extract, it is known that the teacher and the students often switched their utterances from the target language (English) into Indonesia. From Extract 8 and 9, it is noticed that the utterance produced by the teacher and her students are interchangeable. It means that when the teacher produced an utterance in Indonesian, the students responded in Indonesian too. Then, the teacher switched again to English language. According to Hoffman (1991), this kind of switching can be categorized into establishing continuity with the previous speakers. This kind of code switching occurs to continue the utterance of the previous speaker, as when one Indonesia speaker speaks in English and then the other speaker tries to respond in English also. Yet, the speaker can also switch again to Indonesian language. According to Poplack (1980) this code switching occurred on Equivalence constrain in which no violence to either Indonesia or English grammar.

Furthermore, the code switching produced by the teacher had certain function. It is noticed that the utterance which consist of code switching produced after the teacher uttered several English sentences without any responses from her students. Then, she switched the English language into Indonesian language. After switching, she got a response from her students, replying her question using Indonesian language. Relating to its function in its usage, Eldridge (1996) would

classify the utterances ***Ada yang sudah pernah, sudah pernah membaca ini belum? (Have you ever, ever read this yet (not yet/before) (—Ind. informal form) ?)*** functioned as a floor-holding . On the other hand, the utterance ***Kalo ngga' salah yang di depan* (If (I) am not mistaken the one in front)** function as seeking for confirmation from the listener. Based on the sociolinguistic approach, it is noticed that the teacher involved the students to give the confirmation on her question. She expected that her students agreed with her guessing.

6.   Discussion

Based on the results from the finding above, it is found that some types of code switching do occur during the classroom interaction between an English teacher and her students for class duration about 90 minutes. The types of code switching that occurred are inter-sentential, intra-sentential, emblematic, a change in pronunciation and establish continuity from the previous speaker. It is noticed that the emblematic type occurred frequently as in Extract 1, 3, 4, 5, 7, 9. Related to Poplack (in Saville-Troike, 1986) who determined several types of code switching based on the juncture or the scope of switching where an utterance takes place, it is noticed that the switch classified in the intra-sentential type of code switching found that the switching occurred in a single noun from another language (i.e. bully), verb phrase (i.e. *membuli* (bullying)), an independent clause (i.e. *kira-kira isi ceritanya ni apa, sih*? (what do you think this (—Ind. informal form) (the/its) story about, *sih* (—Ind. informal form of clitic)?), and a question tag (i.e. *ya, sih*).

However, Poplack (1980) did not investigate the position of inter-sentential, establish continuity to the previous speaker, and change in pronunciation in a sentence. Therefore, the studier attempted to add her investigation of code switching based on the juncture. Based on the finding above, the inter-sentential type of code switching occurs in a complete sentence. It usually follows the grammatical rules of each language. The continuity to the previous speaker type of code switching occurs not only in a complete sentence in one context (See in Extract 8), but also in the middle of the sentence. Sometimes, it may be considered as an intra-sentential type of code switching (See in Extract 9). In fact, in deciding whether the switching is classified either as intra-sentential or continuity to the previous speaker, we have to consider to the respond given afterward. Furthermore, through grammatical approach, it is also able to analyze that the change in pronunciation of code switching occur at any point in the sentence. It may take role as a noun, a verb, an adjective, or an adverb. The switching regarding to change in its pronunciation as a verb might be modified with the native language affixes. It may also adopt the word without any

modification on its morphological features only adjustment on phonological feature.

It is found also on above extract that one type of code switching can have more than one function in its usage regarding to its context as in Extract 4. In Extract 4, the the code switching *ya* (yes) has different functions. The first using of *ya* (yes) indicated that the teacher wanted to fill the empty space before continuing to the next sentence. So, it functioned as a floor-holding. The second and the third using of *ya* (yes) indicated that the teacher stressed the meaning from the previous sentence. According to Hoffman (1991), this finding is in line with the argument proposed by Eldridge (1996) that the utterance *ya* (yes) as an emblematic may have more than one function regarding in which context the code switching is used. It is noted that the switch is meant so that the students understood with the intended message of the previous utterance conveyed by the teacher.

In addition, the studier also found the use of vernacular language as a code switching used the classroom setting. In line with what have been proposed by Hoffman (1991) and Poplack (1989), the utterance of *Bisa jadi copet kalo orangnya..* ((it) can be (a) pickpocket if (—Ind. informal form) the person…) in Exctract 2 showed that vernacular language is also used in this conversation functioned as a group identity marker. The use of Banjarese language (vernacular language) is seen as a sign of solidarity within a group. This kind of word structure understood perfectly among Banjarese speakers. This kind of code switching might be occurred because the community consisted mostly with Banjarese speakers or if not, the community is familiar with the Banjarese language. Furthermore, in this study, the studier also found a new type of code switching which has not yet been involved in the type of code switching proposed by Hoffman (1991) nor Poplack (1989). It can be included in the intra-sentential, but it cannot be included in any types of intra-sentential code switching. Therefore, the studier classified it into intra-sentential code switching, an adverb phrase. Related to the function of code switching, the studier also found a new function of code switching as it has been mentioned on Extract 9 seeking a confirmation from a listener.

In fact, code-switching can be used by teachers by integrating it into the activities used to teach a second language. By having students get in pairs and switch languages at pre-determined points in conversation, it helps them to learn each other's language. Teachers can also begin a lesson in one language, then switch to another language, forcing the children to listen carefully and comprehend both languages (Skiba, 1997). In line with that, this study reveals the function beyond the teacher code switching. There are three general functions

could be analyzed, that is as topic switch, affective function and repetitive functions. In topic switching, the teacher alters his or her language according to the topic being taught. Affective functions are important in the expression of emotions, and building a relationship between the teacher and the student. In repetitive functions, code switching is used to clarify the meaning of a word, and stresses importance on the foreign language content for better comprehension (Sert, 2005).

E. CONCLUSION

This section is presented to show the types of code switching occurring in English classroom by the English teacher and her students. In this study, the types of code switching occurring in the English classroom setting are (1) inter-sentential code switching, which involves a word within a sentence, a verb phrase, a question tag, and an adverb phrase; (2) inter-sentential code switching; (3) emblematic code switching; (4) intra-lexical code switching; and (5) changing pronunciation features. In this study it is found that a new kind of intra sentential which involves an adverb phrase.

In addition to the types of code switching, in fact, those utterances also play functions in their usage, namely functioned as an equivalence, a floor-holding, reiteration, being emphatic about something, group membership, and conflict control. It is also found that one utterance of code switching can have more than one function, as it has been shown on Extract 2.

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