

**THE DISCOURSE ANALYSIS OF CODE SWITCHING IN THE ENGLISH  
FOREIGN LANGUAGE (EFL) CLASSROOM INTERACTION**



**A THESIS**

*Submitted to the English Study Program of Tarbiyah and Teacher Training  
Faculty of the State Islamic Institute of Palopo in Partial Fulfillment  
of Requirement for Degree of Sarjana Pendidikan ( S.Pd.) in  
English Study Program*

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**ENGLISH STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF (IAIN) PALOPO  
2019**

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**2019**

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This thesis entitled "**The Discourse Analysis of Code Switching in the English Foreign Language (EFL) Classroom Interaction**" which is written by **Nihlah Audina, Reg. Number 14.16.3.0088**, English S1 Study Program of Tarbiyah and Teacher Training Faculty of The State Institute for Islamic Studies Palopo, and has been examined and defended in **MUNAQASYAH** session which is carried out on **Thursday, February 7<sup>th</sup> 2019 M**, coincided with **Jumadil Akhir 2<sup>th</sup> 1440 H**. it is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

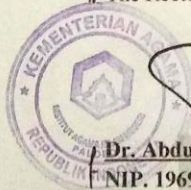
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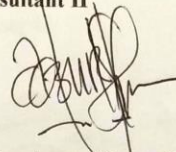
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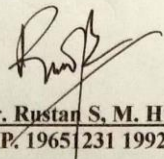
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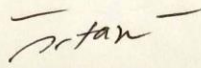
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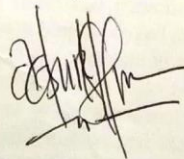
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## **ABSTRACT**

**Nihla Audina, 2019. The Discourse Analysis of Code Switching in the English Foreign Language (EFL) Classroom Interaction. Thesis English Study Program Tarbiyah and Teacher Training Faculty of State Islamic Institut of Palopo. Supervised by: (1) Dr. Hilal Mahmud, MM. And (2) Andi Tenrisanna Syam, S.Pd., M.Pd**

**Keywords: Code Switching, EFL**

This study relates to teacher code switching from teacher talks in the EFL class. The problem of the resesrach as follow: (1) what types of code switching frequently used by the students in English classroom for 8th grade of SMP Negeri 5 Palopo? (2) what function of code switching frequently used by the students in English classroom interaction for 8th grade of SMP Negeri 5 Palopo? (3) What is the frequency of the use of code-switching in English teaching-learning process for 8th grade of SMPN 5 Palopo. The objectives of this study are: (1) to the types of code switching used by the students in English classroom interaction for 8th grade of SMP Negeri 5 Palopo, (2) the function of code switching used by the students in English classroom interaction for 8th grade of SMP Negeri 5 Palopo. (3) to reveal the frequency of code switching appeared in English teaching learning process for 8th grade of SMP Negeri 5 Palopo.

This research was designed in qualitative descriptive research. This study uses descriptive qualitative approach because data is spoken. It was done at Class 8th grade of SMP Negeri 5 Palopo in the academic year 2018/2019. Researchers analyze the use of teachers and students code transfer. Data collection is; observation, documentation and interview. The results of this study indicate that there are three types of code switching used by teachers and students, namely tag-switching, inter-sentential switching and intra-sentential switching and function of code switching. Also, the reason the teacher uses code switching is to explain material, create humor, convey meaning and create intimacy. In addition, dealing with this code switching, students clearly have a positive attitude and agree that it has a positive effect on them. In English teaching learning process within 2x45 minutes, there are 25 utterances in the classroom, utterances of code-switching types according to the grammatical and contextual classification by the English teacher and students. The types of codeswitching analyzed are tag code-switching appeared ten times (40%), inter sentential code-switching appeared seven times (28%), and intra sentential code-switching appeared eight times (38%). From all types, Inter-sentential code-switching type is the dominant code-switching type that appeared 10 times (40%) by the English teacher and students. From the result above the researcher knows that function used classifications in teaching English was explanation function got 4 (36%), students helping each other got 3 (27%), and checking for understanding got 3 (27%). And moving activity/topic CS got 1 (9%). The dominant type of function was explanation function which is occurred 4 (36%).

The result of this research shows that code-switching can be the way to make the communication between teacher and students in English teaching learning be effective and understood well by the speaker and listener.



## CHAPTER I

### INTRODUCTION

#### *A. Background of the Study*

The ability to communicate thoughts, emotions, and opinions to others is an extraordinary ability. The language can influence concept and identity. Cultural influences also in language and similarities in how conceptualize who the speaker and where speakers come from. Language has social features, which means that it is used by members of the community. The social aspects of language that studied by sociolinguistics, linguistic subdivisions that study social factors.

Humans use language as a tool to communicate. Language itself has the task of fulfilling one of human social needs, also connects humans one with other humans in certain social events. The important role of language in human life today is recognized as primary life in human social life itself.

This time, most humans are bilingual. Individuals are said to be bilingual because the ability to master two languages or deeper communication. The individual as the bilingual is in addition to master regional language as a mother tongue, also master Indonesian as a language of communication. In fact, not a few of foreign language, for example English or other foreign languages. Foreign language is a language that is learned that widely applied in the communication of educators and students in the teaching and learning in the classroom.

Bilingual communities use certain phenomena to make communication more effective and meaningful. One of them is the code switching phenomenon that observe especially in second or foreign language classrooms. This refers to

the use of two languages in a sentence or discourse. This is a common process that occurs between multilingual speakers who share two or more of the same languages.

The process of communication in the community does not only occur in one language, but can be more than one languages. In many countries, events in many regions and cities, there are people who can use more than one language, for example Indonesian and English or Indonesian and English. If two or more languages are used interchangeably by the same speaker, then the languages are in contact.

Code switching can be defined as the use of inner speech or discourse, or between different interlocutors or situations.<sup>1</sup> Code-switching is part of sociolinguistic. On the other definition, code-switching is an area of sociolinguistic behavior while increase evident in public and social life. It occur both in conversation and writing.

Code-switching is, the alternate use of two different languages is situated in the field of bilingualism and is seen as a common feature of those who speak two or more languages. Code-switching is usually approached from two different perspectives: such as linguistic and social, and it is thus defined differently.

In this era of globalization, there mastering English is one of the most bright future. The speakers can easily communicate and share ideas with ofriends through social interaction. On the other hands this case will be a problem for

---

<sup>1</sup> Romaine, (1992: 110)  
file:///E:/CODESWITCHING/codeswitching/article/CodeSwitching\_Definition,TypesandExample  
s\_Owlcation.html



people who cannot speak and write in English, further more students required to become bilingualism.

Humans interaction with each other, where in communication occurs from these interactions, speakers can use more than one language to be mastered. As a result, there are contact events between languages the interaction. The phenomenon of contact between languages is mean among others is code switching in a communication action. Code switching is a symptom of switching use due to changing circumstances said.

In social media life, we need to know two or more languages. If only speak one language, the cannot know what you miss. Become a path of bilingual open thinking, different expressions and reduce misunderstandings.

In this research, researcher uses code switching activate language to communicate with others. Through interaction can be found the phenomenon of bilingualism, as known as code switching, but from the language interactions mentioned above, now the study focused on code switching in this case.

Based on the background above, the researcher examine the learner talk in the classroom interaction at SMPN 5 Palopo, in academic year 2018/2019.

## **B. Problem Statement**

Based on the background described above, some formulations of the problems in this research can be formulated, as follows:

1. What types of code switching frequently used by the students in English classroom interaction for 8<sup>th</sup> grade of SMPN 5 Palopo?

2. What functions of code switching frequently used by the students in English classroom interaction for 8<sup>th</sup> grade of SMPN 5 Palopo?

3. What is the frequency of the use of code-switching in English teaching-learning process for 8<sup>th</sup> grade of SMPN 5 Palopo ?

### ***C. Objective of the Research***

1. The types of code switching used by the students in English classroom for 8<sup>th</sup> grade of SMPN 5 Palopo.

2. The functions of code switching used by the students in English classroom for 8<sup>th</sup> grade of SMPN 5 Palopo.

3. To reveal the frequency of code-switching appeared in English teaching learning process for 8<sup>th</sup> grade of SMPN 5 Palopo.

### ***D. Scope of the Research***

In this research, the researcher limited on the types of code switching and function of code switching used by the English students for 8<sup>th</sup> grade of SMPN 5 Palopo. The code switching that the writer observes in this research are the code switching from Bahasa Indonesia to English or from English to Bahasa Indonesia.

### ***E. Definition of Terms***

1. Discourse analysis is language in context refer to language in action while a text is written record of interaction.

2. Code Switching is the use of more than one language, variety, or style by a speaker within an utterance or discourse, or between different interlocutors or situations.

3. English as a foreign language (EFL) is traditional term for the use or study of the English language by non-native speakers in countries while English is generally not a local medium of communication. In the other word, it can be concluded that English as a Foreign Language classroom is the study of the English language by non-native speaker students are taught by teacher. EFL classroom interaction is to broaden the understanding about this linguistic phenomenon and show the impact it has on classroom communication when it is used as an interactive strategy by EFL students when breakdowns occur.

#### ***F. Significance of the Research***

For the researcher:

1. Giving a description of code-switching which was used in English learning of 8<sup>th</sup> grade of SMPN 5 Palopo.
2. Increasing the insight of sociolinguistic, especially codeswitching aspect in English teaching-learning process.
3. By doing this research, the researcher hopes that the next researcher can find out the new subjects in English research.

This research also gave the description of code-switching appeared in EFL classroom.

For the teacher :

1. Giving a description of code-switching which was used in classroom. So, the teacher trying to teach English well in communication.
2. Giving a description of code-switching which was used in classroom. So, the teacher trying to teach English well in communication.

3. Giving a reference to make English lesson be more guided.
4. Giving a motivation to code-switch in appropriate factors and situation.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This section presents the review of related literature dealing with some related research findings, and some pertinent ideas.

#### *A. Previous Studies*

Previous study here described some works which are relevant to this thesis and make the thesis arrangement easier. There are three previous study in this research:

1. Lailina Zulfa (2016) conducted a research about, “*Code-Switching in English Teaching Learning Process of English as a Foreign Language (EFL) Classroom (A Descriptive Qualitative Research at the Tenth Grade of MA Darul Amanah Sukorejo in the Academic Year of 2015/2016*”. She found that Code Switching in English Learning helped readers to know that code-switching should be matched with the situation and condition. The result of the study shows that the details of code-switching used by the teacher and students. In English teaching learning process within 2x45 minutes, there are 79 utterances in English teaching learning process which are pronounced by teacher and students.

The differences of this previous study and this research were the researcher applied this research at junior high school and the previous research at senior high school. And the total of utterance in this research was 25 utterances and the previous research was 79 utterances. The similarity about research was the language that teacher and students used in code switching was English-Indonesia.



2. Rita Amorim (2004) conducted a research about, “*Code Switching in Student-Student Interaction, Functions and Reasons*” academic year of 2004/2005 (Pre-Bologna) at the Institute of Social and Political Sciences (ISCSP), which belongs to the Technical University of Lisbon. The aim of this paper is to illustrate how EFL students alternate between foreign language and native language to perform certain pragmatic functions and counter-balance for language deficiencies.

The difference between this previous research and this research was the students level of this research was in junior high school and this previous research applied university.

3. Siham Zidouni (2016) conducted a research about, “*The Students’ Use of Code Switching as a Strategy to Better Communicate In EFL Classroom The Case of Master Two Applied Linguistics and English Language Teaching at the Department of English of Bejaia University* .They found interest of the present investigation is to contribute to the understanding of the phenomenon of CS and the impact it has on EFL students” classroom communication at the department of English of Bejaia University. The population of the present study consist of all Master Two EFL students” enrolled in the department of English at Bejaia University. This sample of the study consists of Master students “of Applied Linguistics and English Language Teaching enrolled in the English department.

The difference between this previous research and this research was the students level of this research was in junior high school and this previous research applied university.

## ***B. Some Participant Ideas***

### **1. Sociolinguistik**

Code-switching study cannot be separated with sociolinguistic. It is because code-switching is the part of sociolinguistic phenomenon. Sociolinguistic is basic of theoretical framework to study code-switching. Therefore, sociolinguistic is necessary to be explained before we learn code-switching.

### **2. Bilingualism**

Most people as speakers usually occupy more than one code and require a selected code whenever they choose to speak with other people. When two or more language used alternately by the same speaker, it can be said that those languages contact each other. Wardhaugh states, events using two or more language alternately by a speaker called bilingualism.

People occasionally speak languages they master in daily use. When they know more than one language, they may use both of which in their conversation. People use more than one language that occurs in situation of social context, which is a situation where they learn a second language in their communities. In situation where a person learns a second language, they can be divided between the situation of language learning, language acquisition and people who learn the language.

The ability to communicate our thoughts, emotions and opinions to others is truly an extraordinary ability to use that we can influence our self-concept and identity cultural influences are also reflected in our language and are also reflected in our language and influence how we come from. Bilingual communities use

certain phenomena to make communication more effective and meaningful. One of these phenomena is "code switching" that we can observe especially in second or foreign language classrooms. This refers to the use of two languages in a sentence or discourse. This is a natural process that often occurs between multilingual speakers who share two languages or more of the same language. The term bilingualism, often used as the term multilingualism. Mackey (1967) states that the concept of bilingualism had experienced an expansion of meaning. But Roamine (1991) states revealed that the term bilingualism is a term for using only two languages. Experts have given many definitions of bilingualism. Like Bloomfield who argues that bilingualism is the ability of a speaker to use two languages with balanced abilities.<sup>2</sup>

When we see someone using two languages in association with other people, he is bilingual in the sense that he carries out the bilingualism which we will call bilingualism. So, bilingualism is the habit of using two languages in interaction with others. If we are thinking about one's ability or ability to be bilingual, that is using two languages, we will call *bilingualitas (from the English language bilingualitas)*. Being bilingual includes understanding the habit of using two languages or the ability to use two languages. Maybe we can distinguish the two meanings with bilingualism (for habit), but we will use here the term "*bilingualism*".<sup>3</sup>

The term bilingual (*bilinguisme*) can be used by individuals (individual bilingualism) and can also be community (*social Bilingualism*).

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<sup>2</sup> Dr. Masruddin., S.S., M. Hum, *Sosiolinguistik*, (Palopo, read institute press, 2013), p.47.

<sup>3</sup> *Ibid.*,

In a society with multiple languages there will be various kinds of bilingual patterns consisting of the following elements: (1) what the language use, (2) linguistic field, (3) speaking friends. So the pattern of bilingualism answers the question: which language do people use, for what fields of language, and to whom? The patterns of bilingualism, in the sense of the ability profile and what languages are spoken, can change depending on the factors in the community and the place of residence of the speakers. Bilingualism is the ability of speakers to use two balanced language abilities. So we can say that when someone is able to speak or have the ability to use two languages, he is called a bilingual.<sup>4</sup>

In fact, it is extremely difficult to give a precise definition of bilingualism. There exists extreme heterogeneity in the level of proficiency, nature of acquisition and social background of bilingualism. For a long time they were regarded as anomalies by linguists who felt the natural state of affairs was grow up speaking one language. Bilinguals who employ their language in daily life have been found to use them to express particular feelings such as solidarity or social distance. Often one language serves a 'high' function such as the officialdom, media and education while another serves a 'low' function such as shopping, speaking with friend etc.<sup>5</sup>

Bilingual education has existed since antiquity. Recent discoveries of bilingual tablets show children were taught to read and write in Eblaite and Sumerian 5000 years ago. A study Fishman et al. (1977) suggests that further factors may also be involved as found promotion of English as world. Fishman

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<sup>4</sup>*Ibid.*,

<sup>5</sup>Loveday Leo. *The Sociolinguistics of Learning and Using a Non-native Language*, (Doshihna University, Japan, Pengamon press, 1982), p. 8-11.

(1976) states, students, teachers, parents and politicians alike react differently to a language, in the classroom and outside it, depending on whether or not it is their mother tongue, whether or not it is powerful on the world scene, and whether or not it has long been authoritatively codified and attuned to the needs of modern technology. Presumably bilingual education that involves language with plus ratings on all of these attributes will have 'easier going' than bilingual education involving language with minor ratings.<sup>6</sup>

Richards (1978) state, raises the question of role awareness as a learner in an institutional context as a negative influence on participation and effort in the classroom: "When the teacher is the instigator of communication, asking question, instructing, demonstrating, etc., the learner may appear to be a nonfluent language user".

### 3. Code Switching

#### *a. Definition of Code Switching*

For several decades, code switching has been studied using various linguistic approaches within the frameworks of sociolinguistics, psycholinguistics, and grammatical studies all of which have put greater emphasis either on the descriptive or on the theoretical aspects of the phenomenon. At this point, They seem to be more and more evidence that code switching is a language universal in the behavior of multilingual speakers, or to employ a short hand definition of code switching using several languages or language varieties in the course of a

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<sup>6</sup>Loveday Leo. *The Sociolinguistics of Learning and Using a Non-native Language*, (Doshihna University, Japan, Pengamon Press, 1982), p. 12-14.

conversation is based on conversation internal mechanisms observable in various social contexts all over the world.

So, code switching is „the alternative use by bilinguals of two or more languages in the same conversation. Gumperz (1982) states, code switching can be defined as the juxtaposition within the same speech or exchange of passages of speech belonging to different grammatical systems or sub systems. Also, Milroy and Muysken view code switching as an important aspect in bilingual speech that is linguistically natural. It is not a result of lack of competence on the part of the speaker in one or both of the languages. In other words, code switching is the alternating use of languages by bilingual speakers. It does not indicate incompetence on the part of the speakers in any language.

Code-switching, the alternate use of two different languages is situated in the field of bilingualism and is seen as a common feature of those who speak two or more languages. Code-switching is usually approached from two different perspectives: linguistic and social, and it is thus defined differently. Exploring the phenomenon of code-switching in bilingual and social settings, many researchers place their focus mainly on its types and its functions. Their studies set a good background for later researchers in other settings, in particular education.

In the classroom context, this phenomenon has attracted more and more educational researchers in their investigation into the different types of code switching, its function, its effect on the speaker who employ it, and the reasons for code switching. It occurs commonly in language classrooms around the world where teachers are teaching in English as a foreign language (EFL).

Appel (1967) states, code switching as a transitional symptom of language because of its changes. Hymes state, code switching has become a common term for alternate use of two or more language, varieties of language, or even speech styles.<sup>7</sup>

The interlocutor or opponents of speech can lead to code switching, for example because the speaker wants to compensate for the speaking skills of the opponent. In this case usually the speaking ability of the opponent is less or somewhat lacking because it might not be his first language. If the opponent is speaking the same language background as the speaker, then the code switching that occurs is only in the form of switching variants (both regional and social), variety, style, or register. If the opponent is speaking with a language background that is not the same as the speaker, then what happens is language transfer. The presence of a third person or other person who does not have the same language background as the language that is being used by speakers and opponents of speech can lead to code switching. The third person status in code switching also determines the language or variant that must be used. Changes in speech situations can cause code switching. Changes in the topic of the speaker can also cause code switching.<sup>8</sup>

**We have observed that the particular dialect or language one chooses to use on any occasion is a code used for communication between two or more parties. We have also indicated that it is unusual for a speaker to have command of, or use, only one such code. Command only one variety of**

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<sup>7</sup>Abdul Chair & Leoni Agustina, *Sosiologistik Perkenalan Awal*, (Cet, II: Jakarta: Rineka Cipta 2004), p. 107-108.

<sup>8</sup>*Ibid.*,

language, whether it be a dialect, style, or register, would appear to be an extremely rare phenomenon, one likely to occasion comment. People then, are usually forced to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to switch codes.<sup>9</sup>

**Romaine state, code switching** can be defined as the use of more than one language, variety, or style by a speaker within an utterance or discourse, or between different interlocutors or situations. Code switching occurs mostly in bilingual communities. Speakers of more than one language are known for their ability to code switch or mix their language during their communication. As Aranoff and Miller (2003) indicate, many linguists have stressed the point that switching between languages is a communicative option available to a bilingual member of a speech community, on much the same basis as switching between styles or dialects is an option for the monolingual speaker.<sup>10</sup>

As it is the case for teachers' code switching, the students also are not always aware of the reasons for code switching as well as its functions and outcomes. Although they may unconsciously perform code switching, it clearly serves some functions either beneficial or not. Eldridge names these functions as: equivalence, floor-holding, reiteration, and conflict control.<sup>11</sup>

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<sup>9</sup>Ronald Wardhaugh, *An Introduction to Sociolinguistics*, (Basil Blackwell, 1967), p. 99

<sup>10</sup>Seckin Esen, code Switching: Definition, Function and Example , Retrieved on 3 May 2018 from [file:///E:/aboutcodeswite/codeswitching/article/CodeSwitching\\_DefinitioTypesandExamples\\_Owl\\_cation.html](file:///E:/aboutcodeswite/codeswitching/article/CodeSwitching_DefinitioTypesandExamples_Owl_cation.html).

<sup>11</sup>Sert Olcey, "The Function of Code Switching in ELT Classroom", Retrieved on 3 May 2018 from <http://iteslj.org/Articles/Sert-CodeSwitching.html>



### ***b. Types of Code Switching***

According to Poplack (1980) and Romaine (1995), CS is classified as follow:

#### **1. Tag switching**

Romaine states that it includes the insertion of tag or exclamation in one language in to the sentence which is otherwise in other language. This type of switching refers to the addition of tag that are constituent could be moved freely and easily performed by speakers. Tag switching involves inserting a tag or short prhase in one language into an utterance that is otherwise entirely in another language. This type of code switching occurs the most for the reason being that tags typically contain minimal syntactic restrtrictions; thus, they do not break syntactic rules when inserted into a sentence that given in the L1. Tags include interjection, fillers and idiomatic expewssion. Example of common Englishtags are “you know”, I mean” and right”.

#### **2. Inter-Sentensial Code Switching**

In inter-sentensial code switching, the language switch is done at sentence boundaries- words or prhases at the beginning or end of a sentence. This types is seen most often in fluent bilingual speaker. The second type of code switching used to describe aswitch of language at sentence boundary or between the sentences. Resulting that onesentence or part of the sentence can occur in one language and the following part in anotherlanguage. Inter-sentensial code switching involves switching at sentensial boundaries where one clause or sentence is in one language and next clause or sentense is in other. Eldin and

MacSwan state that since inter-sentential code switching takes place within the same sentences or between speaker turns, it entails fluency in both languagee such that a speake is able to follow the rules of the to language.<sup>12</sup>

### 3. Intra-Sentential Code Switching

This third type of code switching refers to the switchwithin a sentence. In intra-sentential code switching, that shift is done in the middle sentences, with no interruption, hesitations, or pauses to indicate a shift. The speaker is usually unaware of the shift. Precisely, it is the switch to another language occurring within clauseboundary or even within the word boundary. It is assumed to require the greatest fluency in both languages. So, here, Romaine claims that intrasentential code switching bears the greatest risk of violating syntactic rules and is therefore often avoided even by fluent bilinguals. In other words, this type is regarded as the most syntactically risky because only bilinguals with high fluency in both languages can use this type without violating either language"s rules.

The following illustration below represents the different types of code switching that occurs in bilingual speech from the point of view of Poplack (1980).

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<sup>12</sup>Niema Hamad Al Heeti and Ammar A. Al Abdely, *Types and Fucntions of Code Switching in the English Language Used by Iraqi Doctors in Formal Setting*, International Journal of Advanced Research and Review, 1(8), 2016. P.11

*c. Kind of Code Switching*

Equating in this instance code with language, we can describe two kinds of code switching are:<sup>13</sup>

1. **Situational code switching**

Occurs when the languages used change according to the situations in which the conversants find themselves: they speak one language in one situation and another in a different one. No topic change is involved. Instances of situational code switching are usually fairly easy to classify for what they are. What we observed is that one variety is used in a certain set of situation and another in a certain set of situations and another in an entirely different set.

2. **Methaphorical code switching**

Methaphorical code switching is a more complicated phenomenon. One type tends to occur when government officials and local citizens transact business together. Such persistence suggests that methaphorical code switching in such situations is deeply ingrained and that it serves subtle but strong functions.

The table below presents the classification on code-switching (cs) based on two different points of view described here.

Point of View	Code Switching
Position of changing in the utterance	1. Tag Switching 2. inter-sentential code switching 3. intra-sentential code switching

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<sup>13</sup>Ronald Wardhaugh, *An Introduction to Sociolinguistics*, (Basil Blackwell, 1967), p.103-105.

<b>Reason for Code Switching</b>	1. situasional Code Switching 2. Metaphorical code switching
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In this research of code-switching of 8th grade of SMPN 5 Palopo, the types of code switching is limited by the grammatical classification.

#### **4. Factor of The Use of Code Switching**

The using of code switching is caused by many factors. Social factor and situational factor are the common factors which are influenced the conversation. There are several reasons why bilinguals do code-switching. Among the most obvious factors are namely, quoting someone, marking and emphasizing group identity or solidarity, including or excluding someone from a conversation, raising status, and showing language expertise.<sup>14</sup>

#### **5. The Reason of Code Switching**

When code switching occurs, the motivation or reasons of the speaker is an important consideration in the process. Hoffman (1992) states, there are a number of reasons for bilingual person to switch their languages such as, talking about a particular topic, quoting somebody else, showing empathy about something, interjection (inserting sentence fillers or sentence connector), Repetition used for clarification, expressing group identity, and intention of clarifying the speech content for the interlocutor.

##### *a. 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

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<sup>14</sup> Made Iwan Indrawan Jendra, *Sociolinguistics, The Study of Societies' Language* (Yogyakarta: Graha Ilmu, 2012) p. 74

comfortable to express his emotional feelings in a language that is not his everyday language.

*b. Quoting Somebody Else*

People often quote word, sentence, and expressions that they like from well known person sometimes, the quote from different language such as English wise word. They use it because they want to express and emphasize sometime to look better.

*c. Showing Empathy about Something*

People often switch their language to express empathy about something.

*d. Intention of Clarifying the Speech Content For the Interlocutor*

When bilingual or multilingual person talks to another bilingual or multilingual, there will be lots of code switching and code mixing occurs. It means to make the contents of his speech runs smoothly and can be understood by the listener. A message in one code is repeated in the other code in somewhat modified form.

*e. Expressing Group Identity*

Code switching and code mixing can also be used to express group identity. The way of communication of academic in their disciplinary groupings, are obviously different from the other groups. In other words, the way of communication of one community is different from the people who are out of the community.

## **6. Classroom Code switching**

The phenomenon of code switching consequently present in the second language classroom. For instance, during an English lesson in a school, English and first language Which also called mother tongue are frequently switched. In EFL classroom, code-switching comes into use either in teachers' or students' discourse. Although it is not favored by many teachers, one should have at least an understanding of the function of switching between the native language and the foreign language and its underlying reasons. This understanding will provide language teachers with a heightened awareness of its use in classroom discourse and will obviously lead to better of instruction by either eliminating its dominating use during the foreign language instruction.

Lin (2007) in her study, defines classroom codeswitching as the alternating use of more than one linguistic code in the classroom by any of the classroom participants such as teacher and students.

## **7. Function of Code Switching**

In the previous explanation, we have discussed a view of the functions of classroom code-switching. The teachers' use of code-switching is not always performed consciously: which means that the teacher is not always aware of the functions and outcomes of the code-switching process. Therefore, in some cases it may be regarded as an automatic and unconscious behavior nevertheless, either conscious or not, it necessarily serves some basic functions which may be beneficial in language learning environments. These functions, and repetitive functions by Mattson and Burenthult (1999:61). In order to have been appropriate to give a brief explanation about each function.

In addition to the function of code switching named as topic switch, the phenomenon also carries affective function that serve for expression of emotions. In this respect, code switching is used by the teacher in order to build solidarity and intimate relations with the students. As in this case for teachers' code switching, the students also are not always aware of the reasons for code switching as well as its functions and outcomes. Although they may unconsciously perform code switching, it or not. Eldridge names these functions as; equivalence, floor-holding, reiteration, and conflict control.

Sometimes, the English teacher and students were not aware of the functions and outcomes of the code-switching process. Therefore, in some cases it might be regarded as an automatic and unconscious behavior. Nevertheless, either conscious or not, it necessarily served some basic functions which might be beneficial for language learning environment.

In this research, the researcher limited the code-switching only on Indonesian-English or English-Indonesian code-switching. Then, the researcher only found 4 functions used in English teaching learning process when observing it. The classification is described as follow:

a. Explanation

Explanation occurs when (usually) the teacher wants or sees a need to repeat what has been previously said in another language in order to help students understand her. According to Canagarajah (1995:186), there are different

strategies for explaining the issues being taught; he mentions repetition, reformulation, clarification, and exemplification as such strategies.<sup>15</sup>

#### b. Requesting Help

When the students are faced with a problem or question during the lesson, they usually resort to code switching to find an answer to their problems. One common function of code switching is requesting help. The students request help when they do not know where they are supposed to be in the book (for example wanting to know about line numbers in a chapter), or when they do not know how to pronounce a word or when they need a word translation or when they want to ask something to another student.

#### c. Students Helping Each Other

The previous function dealt with students-teacher communication, where a student requests help from the teacher who provides an answer to the asked question. In EFL classroom there are also a few instances where students help each other when doing an activity which involves the whole class. Usually this function of code-switching occurs when the teacher asks student something in English when she cannot understand and the other student help by translating teachers question into Indonesian.<sup>16</sup>

#### d. Self-Correction

Apart from being used to help out of others, students also use code-switching in self-correction. This function of code-switching is quite common in

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<sup>15</sup> Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyväskylä, 2004) p.53

<sup>16</sup> Hana Yletyinen, *ibid.* p.61



EFL classroom. The students employ self-correction in their utterance by beginning it in English but inserting one word or a couple of words in Indonesian in the middle of utterance. When self-correction occurs, a student is usually producing an answer to the teachers question and when she realizes that a mistake has occurred in the answer she corrects it by inserting an Indonesian word and then continuing the answer, but now with a more correct answer.

The use of self-correction may indicate that student wants to keep separate the exercise and the need to correct something in answer. The students know that if the teacher asks them a question in English they are required to answer it in English. However, if they find that they have said something wrong in their answer, they resort to Indonesian to make it obvious to the hearers that now they want to change something in their answer. On the other hand, self-correction may occur when a student does not initially remember a word in English and says it first in Indonesian and then after remembering it says in English, continuing the answer in English.

e. Moving from one activity (topic) to another

The previous three functions of code-switching (requesting help, students helping each other and corrections self) have been employed by the students. However, as the function of explanation showed, teacher also uses code-switching. The function of moving from one activity to another is employed by the teacher to mark a shift in the lesson; furthermore, she employs this function quite often. This marking of activity shift in the lesson happens when the teacher moves from one topic to another: from discussing an exercise to teaching

grammar and vice versa, from learning grammar to looking at a chapter and from giving instructions to doing a listening comprehension.<sup>17</sup>

f. Code-switching in clearing miss understandings.

There are some instances where a misunderstanding occurs during a lesson and in order to clear it code-switching is employed. This function of code-switching is visible in EFL classroom. When there is a need to clear a misunderstanding it is usually the case that the teacher has misunderstood something and the student corrects her by using Indonesian language.<sup>18</sup>

g. Not knowing the English Counterpart

There are instances when a student or a teacher inserts an Indonesian word into an otherwise English utterance. Sometimes, if the student has inserted an Indonesian word, the teacher usually reacts to that by trying to find the correct translation but not always.

h. Student's Comment

The previous category of functions dealt with unofficial communication occurring at the same time as the lesson was going on. The unofficial interaction that took place had little to do with the present lesson content. The function of students' comments differs from the function of unofficial interactions in that the comments made by students are linked with the situation at hand. For example, teacher is thinking about a question on asking a question to one student by throwing ball game. At the same time the student is commenting on the situation

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<sup>17</sup>Hana Yletyinen, *ibid.* p.66

<sup>18</sup>Hana Yletyinen, *ibid.* p.72

in Indonesia. She has not been asked a question yet and she thinks she will not catch the ball when the teacher throws it to her. Although her comments are not necessarily meant for the whole class to hear, one can argue that it is different from unofficial interactions where the discussion is about out-of-content issues. The student uses code-switching to comment on the situation, Indonesian is a natural choice since the mother tongue is her stronger language; she is able to express herself better in Indonesian.

i. Student's Comment

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j. Checking for Understand

ThisPart of the foreign language learning process is tolearn new words and expressions. The material is there to help this process; the students have chapters to read and exercises to do which teaches them new vocabulary. In the teaching situation, when the class is, for example, doing an activity in English, the teacher should make sure that all students know all the words in that activity. If there are new words or expressions, the teacher can ask the students whatthey mean in Indonesian. In other words, the teacher does not have to translate everything, by asking the students she lets them participate more actively to the lesson. Codeswitchingoccurs when the word or expression is translated into Indonesian, or when the teacher asks about the new vocabulary in Indonesian.<sup>19</sup>

#### k. Students Admonition

ThisAbove it was explained some examples where thestudent has initiated code-switching. However, these switches were motivated by, for instance, a wish to request help or to clear a misunderstanding. In students“ initiation function students code-switching from Indonesian to English is followed by the teachers switch to English as well. For example, from the beginning of the lesson, the teacher has taught the students how to form a clause usingthe present verb forms because they will need that information in the verb test, they will have in a couple of minutes. This discussion takes place in Indonesian, however, causes code-switching to occur when one student arrives late. When he enters the classroom he apologizes in English for being late, a manner they have probably been taught earlier. He of course does not know what languagethe teacher has spoken before

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<sup>19</sup>Hana Yletyinen, *ibid.* p.75

he came. Here the teacher, however, starts a conversation with Indonesian, she responds the student in English. This means that student's code-switching has led to the teacher code-switching as well. This is a good example of a situation where the teacher encourages student to speak English as she starts a conversation with him. Student also keeps up the conversation in English although he could answer in Indonesian to the teacher. Maybe he wants to show her that he can speak English, or that he wants to speak English. This example is interesting since the change is so clear, the code-switching to English is caused by the student and the teacher continues the code-switching.<sup>20</sup>

#### l. Teachers Admonition

The name for this category comes from Canagarajahs (1995) article dealing with functions of codeswitching. Canagarajahs (1995: 183) explains this function as one that is used when the teacher is disappointed with the students, and she uses the mother tongue to express this anger or frustration. For example, when the class is starting to check their homework, the students have had three exercises to do at home and the teacher goes around in the classroom checking the students' books whether they have done these exercises. The teacher uses English when talking about the exercises, she answers to the students mostly in English when they tell her how many exercises they have done.

#### m. Grammar Translation

As was pointed out above, in EFL classroom one theme in the lessons is grammar. Furthermore, grammar is usually taught in Indonesian. However, as the

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<sup>20</sup>Hana Yletyinen, *ibid.* p.89

target is to teach English grammar, there is bound to be a lot of codeswitching, which is conscious. There are two functions of code-switching when teaching grammar: grammar translation and grammar explanation. Here will be separated these functions from the function of explanation and treat them as individual functions. The reasons for this are, firstly, that the language is treated differently in explanations and when teaching grammar. When explanation occurs the language is a means for communication. When teaching grammar, though, the language is treated as an object. In other words, codeswitching in explanation takes place because someone does not understand the teachers English words; in contrast, when the teacher is teaching grammar in Indonesian, codeswitching occurs because of a necessity as the examples are in English. Secondly, in grammar translation and grammar explanation both the teacher and the students employ code switching, whereas in explanation only the teacher employs code-switching.<sup>21</sup>

#### n. Grammar Explanation

Grammar explanation differs from grammar translation in that during teaching grammar in Indonesian, the teacher uses English words which she does not translate. In this case, the teacher explains the material uses Indonesian language. English is used because the teacher is teaching English grammar; thus the examples are in English. In the other words, teacher might explain used Indonesian, but the example should be English.<sup>22</sup>

#### o. Lapses

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<sup>21</sup>Hana Yletyinen, *ibid.* p.91

<sup>22</sup>Hana Yletyinen, *ibid.* p.94

Lapses are instances where the teacher is speaking Indonesian but says a word or a couple words in English or English into Indonesian. These English words are spoken almost accidentally, since they are not required. It is understandable that lapses occur in the teachers' speech since they are used to speaking English as they teach English during a lesson and they may slip an Indonesian word sometimes spontaneously.<sup>23</sup>

### **8. English Foreign Language (EFL) Classroom**

According to the speaker, the using of English is divided into English as second Language (ESL) and English as Foreign Language (EFL). EFL is traditional term for the use or study of the English language by non-native speakers in countries while English is generally not a local medium of communication. In the other word, it can be concluded that English as Foreign Language classroom is the study of the English language by non-native speaker students are taught by teacher.

### **C. Theoretical Framework**

Walianggen Christian (2012) statets, code switching can occur between sentences even in sentences, involving phrases or words or even parts of words. 'Code-Switching' occurs when someone uses one language but another person answers it in another language. One can start a speech with a language and change the language in the middle of a speech. Code-Switching occurs when someone uses two languages simultaneously.

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<sup>23</sup>Hana Yletyinen, *ibid* . p.95

Language is one of the communication tools used by humans to communicate or express share ideas, thoughts, feelings, emotions, and others. In various communities in the world, there are some people who have the ability to use more than one language. Such events are known as bilingual or multilingual. Such people are likely to change the language they use when speaking. This phenomenon is known as 'code-switching'. Code-Switching can occur because language is one of the most important forms of human behavior symbol and is an important component in the identity of a group.

Code-switching 'also occurs because the use of different languages is not functional. We must pay attention to the right context, style, medium, intonation. 'Code switching' is not only a phenomenon in a society where each member uses more than one language, but also is a necessity in that society. 'Code switching' is used to fulfill the 'sense' of the user. When the language used by someone in conveying a message is felt to be unsuccessful or unsuccessful, the person needs to change the language with the language that is understood.

In Indonesia, bilingual and multilingual cannot be separated from the fact that Indonesia consists of many ethnic groups with different languages and cultures.

In the world of education, including in universities, this may be done by teachers or lecturers and students to change the language because they speak in more than one language. In this case, 'code switching' occurs in the learning and teaching process or in the general community when they are interacting. They can replace



or mix the language when they have the same perception of things or things that are being communicated.

In the English department, almost all classes which are skills courses are taught using English as an interaction medium. It is intended that lecturers and students get used to English in the lecture process. Both lecturers and students often change their language to certain parts and then return to their original language again. They also sometimes change languages completely. A lecturer tends to replace the language used to clarify the information conveyed. While students tend to change the language they use because of their lack of knowledge about the language they use.

This paper describes 'code-switching' that occurs in the lecture process of English Language Students. This paper attempts to describe the factors that led to 'code switching'. Besides that, it also explains the essence of 'code switching'.

In bilingual, even multilingual communities, 'code-switching' is a common thing. Code-switching occurs when someone changes the language used in communication. They use a language in certain parts and return to using the language they use in other parts. Codeswitching generally occurs in informal situations when talking about everyday life, friends, family, etc. In formal or official situations, 'code-switching' usually occurs in work communication in a school or college. In college, 'code-switching' occurs in the teaching and learning process in the classroom. This is not separate from the fact that lecturers and students are also bilingual / multilingual.

Some reasons why English language teachers and students often do 'code switching' are as follows:

1. The person has difficulty speaking in a particular language.
2. The topic of the conversation is considered better spoken in other languages.
3. The partners in the conversation lack the language used.
4. Topic conversation offends the interlocutor.
5. The desire to make conversations closer by using more appropriate words to express something.
6. Consideration of the conversation situation is held.
7. Change language unconsciously.

So, based on the explanation above, 'code-switching' can occur in formal and informal situations.<sup>24</sup>

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<sup>24</sup> (Christian Walianggen) <http://www.sinarmasahangguli.wordpress.com>

### CHAPTER III

### RESEARCH METHOD

This chapter presents the aspects related to research method. They are: research design, the location and time of the research, the source of data, the technique of collecting data, the technique of collecting data and the technique of data analysis.

#### ***A. Research Design***

In conducting the studies the researcher used descriptive qualitative as a research method. Descriptive research was the research that was intended to describe the situation and condition to be explained in the research report.<sup>25</sup> It was the process of learning that the researcher tried to describe and it was in line with the statement of the problem conducted by the researcher in previous chapter. This research describes something in real situation. The descriptive research was not to examine the hypothesis but it showed the data in the research field. The purpose of this research was to describe code-switching in English teaching learning in the classroom at the seventh grade of SMPN 5 Palopo of the using code switching.

Qualitative Descriptive studied was theoretical of all the qualitative approach to research and the goal of qualitative descriptive studies is comprehensive summarization, every in terms, of specific events experience by individual or groups individuals.<sup>26</sup>

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<sup>25</sup>Suharsimi Arikunto, *Prosedur Penelitian* cet. VI (Yogyakarta: PT Rineka Cipta, 2010), p. 3.

<sup>26</sup>Lambert, Vickie A., and Clinton A. Lambert, *Qualitative Descriptive Research: An Acceptable Design*. (Pacific Rim International Journal of Nursing Research. Vol 16, 2012), p255.

From the explanation above the researcher concluded that qualitative research methods was development in social event. By using the qualitative method, the type, the functions and the reason of code-switching to be figured out.

### ***B. The Location and Time of the Research***

The researcher collected complete data. Research data must be obtained from the behavior of an individual who tended to be easily influenced by various things that occur in the environment, especially their environment stay (Syansuddin and Damianti: 2006).

The location of the research was for the 8th grade at SMPN 5 Palopo and time of the research is start on January 2019.

### ***C. The Source of Data***

The data of this research took from The Discourse of Code Switching in the English Foreign Language Classroom Interaction at the 8<sup>th</sup> grade of SMPN 5 Palopo. The researcher collected the data by observing the participant's communication in English teaching-learning process through notes recorder, then the researcher transcribes the result of observation, documentation and interview.

The researcher want to analyze the types of code switching, the function of code switching and frequency of code switching utterances produced by teacher and student learning from SMPN 5 Palopo in the classroom. That utterances uttered by teacher and students in teaching learning the process to be recorded.

#### ***D. The Technique of Collecting Data***

The technique of collecting data used in this study is observation, documentation and interview.

##### **1. Classroom Observation**

Observation is one of the research instruments used in this study to collect more concrete and reliable data about the phenomenon of students' code switching in English as a Foreign Language in the classroom interaction. Also, it provided the ability to observe and inspect their behaviour in a natural environment.

The technique was observation and listening without participation. That was, researchers did not discuss the teaching and learning process. In this case the researcher discussed and listened to the discussion between the teacher and students in the teaching and learning process in the eighth class through language using the code switching. Data collection began on January 2019. In addition in the classroom, the researcher that observed every interaction that occurs during the learning process to find out the types of code switching and function used. In this case the researcher focused on the types of code switching like: **Inter-Sentential, Intra-Sentential and Tag Switching and functions of code switching.**

##### **2. Documentation**

The logical technique was recording documentation. Documentation was one of how to provide multiple documents using multiple accurate evidence by paying attention to some information. In this case research, notes carried out by the researchers themselves. The researcher wrote (notification) student

communication in accordance with communication as a source of information. Researcher must record the communication between the teacher and the student before writing it on the notes. Notes make to classify data included in code switching and their types and functions.

### **3. Interview**

The third technique of data collection was interview. Interview was conversation with a purpose it may be the overall strategy or one of several methods employed in a study. Interviewing varies in terms of priori structure and in latitude the interviewee has in responding to question. An interview was useful way to get large amounts of data quickly.

In this research, the researcher will did the interview with the teacher and students to elicit information about the functions toward the using of code-switching and to get details information.

### ***E. The Technique of Data Analysis***

After the researcher conducted direct observation in the classroom, and conducted interview to teacher and students, the next step was analysis the data. Analysis data was the activity after collecting all of the data from the respondent. Where the analysis data using the same steps:

1. Coding the data on basis of code use the types of code switching. The researcher will examine recording and will take notes code switching happen in speaking in the classroom.
2. Coding of each data sample were utilized according its potential types of code switching.



4. Each type was re-examined carefully to ascertain that it accurately represented the nature of its supporting data from interview.

5. Verification was done through studying the theories of types of code switching, looking at the data (by recording and writing) and confirming with the calculating data of English-Indonesian code switching practiced by English participants in the classroom. In calculating the occurrence frequency of each the type of code switching, the researcher use following formula:

$$B = \frac{\text{Frequency of occurrence of certain type of cs.}}{\text{Total frequencies of occurrence of cs.}} \times 100\%$$

Note:

B : Percentage of occurrence of certain type of cs.

B : Frequency of occurrence of certain type of cs.

tot. : Total frequencies of occurrence of cs.

#### ***F. Intrument of the Research***

Before determining the instrument of the research, it should be known what is instrument. Instrument of the research was the tools of the research that use the method of the research.<sup>27</sup> Instrument of this research was the researcher herself. Researcher with knowledge of code-switching made own research process, from planning up to collecting data.

Researcher played an important role in data collection because only the researcher can understand the meaning of interaction in the communication process in teaching learning activities. Researcher was using a camera, a data

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<sup>27</sup>Suharsimi Arikunto, *Prosedur Penelitian* cet. VI (Yogyakarta: PT Rineka Cipta, 2010), p. 92.



note, and interview guidance in obtaining the data. Data note was used to notes the result of speech recording data related to the object of research, that is the code-switching. The camera was used as a tool to record the utterances in the process of English learning in 8<sup>th</sup> of SMP Negeri 5 Palopo. The interview guidance was to strengthen the validity of data. The explanation above shows the observation, documentation, and interview or called triangulation.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter describes the findings and the discussion of the study. This study means to describe the code-switching utterances made by 8<sup>th</sup> grade English teacher and students of SMP Negeri 5 Palopo in the classroom. This research found the types of code switching and functions in English teaching learning of class 8<sup>th</sup> grade English teacher of SMPN 5 Palopo and the frequency of the use of code switching in English learning teaching process.

#### *A. Findings*

##### **1. Analyze of Type of Code Switching**

Based on the analysis of the different notes in the checklist and the transcription of therecorded interactions during the classroom observation, the instances of code switching at sentence, phrase or clause and word level were identified and counted. There were three types of code switching: tag code switching, intern sentential code switching, and intra sentential code switching. In this research the researcher limited the code switching only on English-Indonesian or Indonesian-English code switching. The classification could be discribed as follows:

##### **a. Tag Code Switching**

Tag code switching happened when bilingual insert short expression (tag) from diffrent language at the and of his/her utterances. From the observasion there were 10 utterances of this type they are:

- (1) **T:** yang pertamalong *hair*. Berambut panjang
- (2) **T:** Ok, sama samaLong *hair*
- (3) **T:** Dengarkan dulu saya sebut *humble*
- (4) **S:** *Hunting*itu apa pak?
- (5) **S:** Apa itu protect?
- (6) **T:** *protect* itu melindungi
- (7) **T:** *Important*itu artinya penting.
- (8) **T:** *Forest* itu artinya hutan nak!
- (9) **S:** *concent* itu artinya pusat perhatian.
- (10)**T:** *Exercise* itu latihan.

From the result above, it showed that teacher and students added a short expression by changing the language from English into Indonesian or Indonesian to English in English teaching learning process. It is called tag switching.

#### b. Inter sentensial Code Switching

Inter sentensial code switching happened when there was complete sentence in a foreign language uttered beetwen two sentences in a base language. From the observation, there were 7 level utterances of this type are found. The result was described as the following example:

- (1)**T:***psikal apprince* itu seperti sifatnya kita.
- (2)**T:** ikuti sebelum saya yang seperti kemarin, *repeat after me*.
- (3)**T:** *the protection of the forest*. Dengan melindungi hutan
- (4)**T:** *one, two, three*, satu, dua, tiga kamu sini.
- (5)**T:** ditulis di catatannya *ninty four*. Empat puluh tiga

(6)T: coba semua *get up*. Bangun

(7)T: coba bilang *I have*. Saya punya

### c. Intra Sentensial Code Switching

Intra sentensial code switching was found of a foreign language was found within the sentence in a base language.

From the observation, there are 8 utterances of this type found:

(1)T: Ok, perhatikan nak “*she is Putri*”, apa bahasa Indonesianya?

(2)T: ok, *she has short hair*. Dia memiliki rambut pendek.

(3)T: *ok ok, stop. Ok*perhatikan yah.

(4)T: *oval face*itu apa? Bermuka oval

(5)T: no 2 *some animal will not*. Kalau tidak beberapa binatang tidak akan berkembang.

(6)T: why animal become. Apa itu become? *Become* itu menjadi.

(7)T: *the lion is the sirkus*. Wah brtti singanya sudah jinak.

(8)T: *write your note*. Ditulis ditulis nak!

From the result above, it showed that teacher and students added a short expression such as word clause between sentences by changing the language from English into Indonesian in English teaching learning process. It is called Intra sentensial code switching.

## 2. Statistical Analysis of The Frequency of Code Switching Types

Having identified and described the list of codeswitching types, the researcher continued to account the amount of code-switching types used during the teaching English as a foreign language in the classroom. This aimed to know

percentage of code-switching classification used and the percentage of each types of code-switching. By using it, she could see what the dominance types found in teaching English in the classroom. The researcher calculated the code-switching found by the following formula:

$$\% \text{ of CS} = \frac{\text{Frequency of CS utterance}}{\text{All the utterance in the Classroom}} \times 100\%$$

$$\begin{aligned} \% \text{ Of Tag cs} &= \frac{10}{25} \times 100 \% \\ &= 40\% \end{aligned}$$

$$\begin{aligned} \% \text{ of Inter Sentential cs} &= \frac{7}{25} \times 100 \% \\ &= 28\% \end{aligned}$$

$$\begin{aligned} \% \text{ of Intra Sentential cs} &= \frac{8}{25} \times 100 \% \\ &= 32\% \end{aligned}$$

Then, the result of each type is shown in the table below:

	CS Type	Frequency	Percentage
1	Tag CS	10	40%
2	Inter Sentential CS	7	28%
3	Intra Sentential CS	8	32%
TOTAL		25	100%

From the result above the researcher knows that code switching used classifications in teaching English was tag cs 10 (40%), inter sentential cs 7 (28%), and intra sentential cs 8 (32%). The dominant type of code switching was tag code-switching which is occurred 10 times (40%).

As mentioned previously in methods and research design chapter, the interview tookplace after the collection of all the data via the observation and the students' questionnaire.

So, it is conducted with 1 teacher of the department of English SMPN 5 Palopo. The teacher accepted to participate in this investigation, and that they are informed that their information would be kept confidential. As stated before, the main aim of the interview is to gain more explanations about the students' use of code switching in EFL classroom interaction. In addition, it seeks also to find out the reasons leading to its practices. Finally, to get a valid result, the interview comprises five questions covering the purpose of the whole study.

### **3. Function of Code Switching**

Sometimes, the English teacher and students were not aware of the functions and outcomes of the code-switching process. Therefore, in some cases it might be regarded as an automatic and unconscious behavior. Nevertheless, either conscious or not, it necessarily served some basic functions which might be beneficial for language learning environment.

Actually, there are 15 functions of code-switching: explanation, requesting help, students helping each other, self-correction, moving from one activity (topic) to another, code switching in clearing miss understanding, student's comment and checking for understand, students admonition, the teachers admonition, grammar explanation and lapses. In this research, the researcher limited the code-switching only on English-Indonesian code-switching. Then, the

researcher only found 4 functions used in English teaching learning process when observing it. The classification is described as follow:

a. Explanation

Explanation occurs when (usually) the teacher wants or sees a need to repeat what has been previously said in another language in order to help students understand her. From the observation, there are 4 utterances of this function that found. It is in the samples as follows:

**T:** some, ya some animal will not kalo binatang tidak akan beberapa bintang tidak akan berkembang ketika dia tidak dikandangan, bagaimana dia mau berkembang kalo tidak dikandangan. Jadi jawabannya adalah will not, okey jawabannya nomor dua breath.

**T:** iya, breath. Okey number three the protection of forest, dengan melindungi hutan berarti untuk kehidupan, future. Nomor tiga jawabannya adalah....

**T:** kemudian nomor tujuh the lion. Apa? It is ovr dirty to consent own. Jadi disini adalah konsep. Nomor tujuh jawabannya adalah konsep ovr culture. Okay. Kemudian nomor delapan the lion is that circus, oh ini kalo singa itu berarti sudah? Kalo sudah jinak.

**T:** kalo sudah bermain sirkus itu singa berarti singa itu jinak bukan lagi wild. Nomor sembilan the house is the new area still.

b. Students Helping Each Other

It occurs when the teacher asks students something in English but student cannot understand and the other student helps by translating the teacher's

question. From the observation, there are 3 utterances of this function that found.

It is in the samples as follows

**S:** breath? Breath?

**S:** apa artinya pak?

**S:** Apa itu consent pak?

In this research, this function occurred when the teacher asked student something in English but student did not understand and the other student helped her by translating into Indonesian.

c. Checking for Understanding

This function occurs when the word or expression is translated into Indonesian, or when the teacher asks about the new vocabulary in Indonesian. In this research, the researcher found 3 utterances they are:

**T:** ditulis. Important itu artinya penting. Tulis kosa kata. Tulis!!

Important itu penting.

**T:** forest itu hutan, future itu kehidupan. Okey yang kedua government pemerintah.

**T:** perhatian, consent itu pusat perhatian consent, menjadi perhatian, ini consent. Consent. Harus consent, perhatian.

In that situation the teacher should make sure that all students had known all the words. When there were new words or expressions, the teacher asked the students what she meant in Indonesian.

d. Moving Activity / Topic



The function of moving from one activity to another is employed by the teacher to mark a shift in the lesson. Here was found 1 utterances according to this function:

T: betina, yang terakhir titik titik elephant always, berarti langsung ke.

Sudah kan! Kita mau tes apakah sudah masuk di otaknya atau tidak?

#### 4. Statistical Analysis of the Functions of Code-switching Data

Having identified and described the list of codeswitching functions, the writer continued to account the amount of code-switching functions used during the teaching English as a foreign language in the classroom. This aimed to know percentage of code-switching used and the percentage of each functions of code-switching. By using it, she can see what the dominance types found in teaching English in the classroom.

she calculates the percentage of each codeswitching functions using formula as follows:

$$\% \text{ of each Function CS} = \frac{\text{Frequency each func. utterance}}{\text{frec.of all func.}} \times 100\%$$

$$\text{a. Explanation Function CS} = \frac{4}{11} \times 100 \%$$

$$= 36\%$$

$$\text{b. Students Helping Each Other CS} = \frac{3}{11} \times 100 \%$$

$$= 27\%$$

c. Checking for Understanding CS =  $\frac{3}{11} \times 100 \%$

= 27%

d. Moving Activity / Topic CS =  $\frac{1}{11} \times 100 \%$

= 9%

Then, the result of each function is shown in the table below:

	CS Function	Frequency	Percentage
1	Explanation Function	4	36%
2	Students helping each other	3	27%
3	Checking for understanding	3	27%
4	Moving activity/ topic CS	1	9
TOTAL		11	100%

From the result above the researcher knows that function used classifications in teaching English was explanation function got 4 (36%), students helping each other got 3 (27%), and checking for understanding got 3 (27%). And moving activity / topic CS got 1 (9%). The dominant type of function was explanation function which is occurred 4 (36%).

## ***B. Discussion***

Based on the data analysis the researcher found three types of code switching and function of code switching the EFL classroom interaction.

Classroom climate refers to the intellectual, social, and emotional. Classroom climate is determined by a number of factors. Situational factors are

influences that do not occur from within the individual but from elsewhere like the environment and others around you.

The other types of code switching that are used widely by teacher and students in the classroom are three types of code switching, tag switching is as it is self explanatory, in this type of code switching, a word or phrase from another language is tagged in the conversation and the percentage of tag code switching in the classroom are 10 (40%), the second type of code switching is inter-sentential that occurs outside the sentence or clause level, that boundaries of sentences or clause and the percentage of inter-sentential code switching are 7 (28%), and the last type of code switching is intra-sentential code switching is this type of code switching that occurs within the sentence or a clause and the percentage of intra-sentential code switching are 8 (32%). The dominant type of code switching was tag code-switching which occurred 10 times (40%).

From the result above the researcher knows that function used classifications in teaching English was explanation function got 4 (36%), students helping each other got 3 (27%), and checking for understanding got 3 (27%). And moving activity/topic CS got 1 (9%). The dominant type of function was explanation function which occurred 4 (36%).

In supporting the use of code switching in language classroom, Skiba suggests that in the circumstances to an inability of expression, it serves for continuity in speech instead of presenting interference in language. In this respect, code switching stands to be a supporting element in communicative purpose in the way that it is used as a tool for transference of meaning.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents some conclusion and suggestion based on findings and suggestion from the data analysis:

#### *A. Conclusion*

The results of the study indicate that the details of code switching used by teachers and students. In the learning process of English in 2x45 minutes. According to the grammatical classification:

1. Types of code-switching appeared in English teaching learning of 8th grade of SMP Negeri 5 Palopo. They are tag code-switching, inter sentential code-switching, and intrasentential code-switching. There are three types of code switching (tag switching, inter-sentential code switching, intra-sentential code switching). According to the type of code switching, there are 25 utterances of code switching (40%). From the result above the researcher knows that codeswitching used classifications in teaching English was tag cs 10 (40%), inter sentential cs 7 (28%), and intra sentential cs 8 (32%).
2. The function of code switching appeared in English teaching learning of 8th grade of SMP Negeri 5 Palopo. From the result above the researcher knows that function used classifications in teaching English was explanation function got 4 (36%), students helping each other got 3 (27%), and checking for understanding got 3 (27%). And moving activity/topic CS got 1 (9%). The dominant type of function was explanation function which is occurred 4 (36%).

***B. Suggestion***

The result of this research shows that code-switching can be the way to make the communication between teacher and students in English teaching learning be effective and understood well by the speaker and listener. For the students recommended, they must be use in English language as much as possible. For teacher, its aims to make meaning clear to transfer to knowledge to students in efisien.

The researcher realizes that this thesis is far from being perfect, but she hopes this will be useful for the readers and another researcher of similar discourse.









# CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Nihlah Audina  
 NIM : 14.16.3.0088  
 Jurusan/Program Studi : Ilmu Kegur / Tadris Bahasa Inggris  
 Hari/Tanggal :  
 Judul Skripsi : The Discourse Analysis of Code Switching in the English Foreign Language ( EFL ) Classroom Interaction

1. Tambahkan satu pembahasan :  
 Functions for CS

Suggestion

- for students

recommended that harus menggunakan bahasa Inggris setiap mungkin

1. the conclusion

2. the function of

3. what types of code switching are types used frequently used in english for

metaphorical →

hal 52

Pembimbing/Penguji,

NIP.



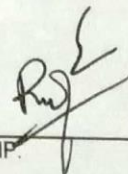
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 Hari/Tanggal : 6.2.2019  
 Judul Skripsi : The Discourse Analysis of Code Switching in the English Foreign Language ( EFL ) Classroom Interaction

1. Mistypings need to be revised.
2. Becareful of carious research. Fix the relation to the conclusion & suggestion.
3. Simplify the research statement.

Pembimbing/Penguji,

  
 NIP. \_\_\_\_\_





PEMERINTAH KOTA PALOPO  
DINAS PENDIDIKAN  
SMP NEGERI 5 PALOPO  
*Jalan Domba Telepon (0471) 23349 Palopo*

**SURAT KETERANGAN PENELITIAN**

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Yang bertanda tangan di bawah ini :

Nama : **BAHRUM SATRIA, S.Pd., MM**  
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Menerangkan bahwa yang tersebut namanya di bawah ini :

Nama : **NIHLA AUDINA**  
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Tempat/ Tgl Lahir : Timampu, 18 April 1996  
Jenis Kelamin : Perempuan  
Jurusan : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian kepada kami selama dalam penelitiannya dimulai tanggal 28 Januari s/d 01 Februari 2019 di SMP Negeri 5 Palopo. Dalam rangka penulisan Skripsi yang berjudul " *The Discourse Analysis Of Code Switching In The English Foreign Language (EFL) Classroom Interaction.*"

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.



Palopo, 02 Februari 2019

Kepala Sekolah

**BAHRUM SATRIA, S.Pd., MM**  
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No : 04 /In. 19/TBI/PP.00.9/01/2019  
 Lamp : 1 (Satu Lembar)  
 Hal : Permohonan Pengesahan Draf

Palopo, 21 Januari 2019

Kepada yth.  
 Dekan Fakultas Tarbiyah & Ilmu Keguruan  
 Di –  
 Palopo

*Assalamu Alaikum Wr. Wb.*

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Nihlah Audina  
 NIM : 14.16.3.0088  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Prodi : Tadris Bahasa Inggris  
 Judul : **The Discourse Analysis of Code Switching in the EFL Classroom Interaction**

Mengajukan permohonan kepada Bapak/Ibu, kiranya berkenan mengesahkan draf Proposal yang termaksud di atas.

Demikianlah permohonan saya, atas perhatian Bapak/Ibu saya ucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb.*

Pemohon,

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### PENGESAHAN DRAF SKRIPSI

Setelah memperhatikan persetujuan para pembimbing atas permohonan saudara (i) yang diketahui oleh Ketua Program Studi Tadris Bahasa Inggris maka draf proposal yang berjudul :

**"The Discourse Analysis of Code Switching in the EFL classroom Interaction".**

Yang ditulis oleh **Nihlah Audina** NIM **14.16.3.0088** dinyatakan sah dan dapat diproses lebih lanjut.

Palopo, 21 Januari 2019  
a.n. Dekan  
Wakil Dekan I Bidang Akademik



**Dr. Muhaemin, MA.**  
NIP 19790203 200501 1 006





**SURAT KEPUTUSAN**  
**DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN)**  
**PALOPO**  
**NOMOR : 099 TAHUN 2019**  
**TENTANG**  
**PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA**

DENGAN RAHMAT TUHAN YANG MAHA ESA  
 DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

- Menimbang : a. bahwa demi kelancaran proses pengujian skripsi bagi mahasiswa Program S1, maka dipandang perlu dibentuk Tim Penguji skripsi;  
 b. bahwa untuk menjamin terlaksananya tugas Tim Dosen Penguji Skripsi sebagaimana dimaksud dalam butir a di atas, maka perlu ditetapkan melalui surat Keputusan Dekan;  
 c. bahwa yang tercantum namanya dalam Surat Keputusan ini dianggap memenuhi syarat untuk diangkat sebagai dosen Penguji Skripsi;
- Mengingat : 1. Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;  
 2. Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;  
 3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
 4. Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAIN Palopo Menjadi IAIN Palopo;  
 5. Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo;

**MEMUTUSKAN**

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1 INSTITUT AGAMA ISLAM NEGERI PALOPO
- Kesatu : Mengangkat mereka yang tersebut namanya pada lampiran surat keputusan ini sebagaimana Pemberian Kuasa dan Pendelegasian wewenang Menandatangani Surat Penetapan Dosen Pembimbing dan Dosen Penguji Skripsi;
- Kedua : Tugas Tim Dosen Penguji Skripsi adalah : mengoreksi, mengarahkan, menilai/mengevaluasi dan menguji kompetensi dan kemampuan mahasiswa berdasarkan skripsi yang diajukan serta memberi dan menyampaikan hasil keputusan atas pelaksanaan ujian skripsi mahasiswa berdasarkan pertimbangan tingkat penguasaan dan kualitas penulisan karya ilmiah dalam bentuk skripsi.
- Ketiga : Surat Keputusan ini berlaku pada Ujian Seminar hasil dan Ujian Munagasyah Skripsi
- Keempat : Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN PALOPO TAHUN 2019.
- Kelima : Surat Keputusan ini berlaku sejak tanggal di tetapkannya dan berakhir setelah kegiatan pengujian skripsi selesai, dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya.
- Keenam : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya

**Ditetapkan di : Palopo**  
**Pada Tanggal : 31 Januari 2019**

Dekan,

Kaharuddin



Tembusan :

1. Rektor IAIN Palopo
2. Ketua Prodi
3. Peringgal



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LAMPIRAN : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO  
NOMOR : 0148 TAHUN 2019  
TANGGAL : 31 JANUARI 2019  
TENTANG : PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA

---

- I. Nama Mahasiswa : Nihlah Audina  
NIM : 14.16.3.0088  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris
- II. Judul Skripsi : The Discourse Analysis of Code Switching in the English Foreign Language (EFL) Classroom Interaction
- III. Tim Dosen Penguji :
- Ketua Sidang : Amalia Yahya, S.E., M.Hum.  
Sekretaris : Syamsudarni, S.Pd.I., M.Ed.  
Penguji Utama (I) : Dr. H. Rustan S, M.Hum  
Pembantu Penguji (II) : Muhammad Irfan Hasanuddin, MA  
Pembimbing (I) / Penguji : Dr. Hilal Mahmud, MM  
Pembimbing (II) / Penguji : Andi Tenrisanna Syam, S.Pd., M.Pd.

Palopo, 31 Januari 2019

Dekan,





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO**  
**FAKULTAS TARBIYAH & ILMU KEGURUAN**  
 Jl. Agatis Telp. 0471-22076 Fax. 0471-325195 Kota Palopo  
 Email: ftik@iainpalopo.ac.id Web: www.ftik-iainpalopo.ac.id

Nomor : 0169 /In.19/FTIK/HM.01/01/2019  
 Lampiran : -  
 Perihal : **Permohonan Surat Izin Penelitian**

25 Januari 2019

Yth. Kepala Badan Kesbangpol dan Linmas  
 Kota Palopo  
 di -  
 Palopo

*Assalamu Alaikum Wr. Wb.*

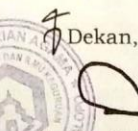

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu :

Nama	: Nihlah Audina
NIM	: 14.16.3.0088
Program Studi	: Tadris Bahasa Inggris
Semester	: VIII (Delapan)
Tahun Akademik	: 2018/2019
Alamat	: -

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi SMPN 5 Palopo dengan judul: **"The Discourse Analysis of Code Switching in the EFL Classroom Interaction of SMP Negeri 5 Palopo"**. Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.




Demikian surat permohonan ini kami ajukan atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

*Wassalamu Alaikum Wr. Wb.*

  
 Dekan,  


Dr. Kaharuddin, M.Pd.I.  
 NIP 19701030 199903 1 003



**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 23692

ASLI

**IZIN PENELITIAN**  
 NOMOR : 71/IP/DPMPTSP/II/2019

**DASAR HUKUM :**

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama	: NIHLA AUDINA
Jenis Kelamin	: Perempuan
Alamat	: Jl. Balandai Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 14.16.3.0088

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**THE DISCOURSE ANALYSIS OF CODE SWITCHING IN THE ENGLISH FOREIGN LANGUAGE (EFL) CLASSROOM INTERACTION**

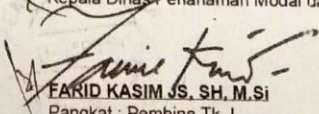
Lokasi Penelitian	: SMP NEGERI 5 PALOPO
Lamanya Penelitian	: 28 Januari 2019 s.d. 28 Februari 2019

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo  
 Pada tanggal : 28 Januari 2019  
 Kepala Dinas Penanaman Modal dan PTSP



**FARID KASIM JS. SH. M.Si**  
 Pangkat : Pembina Tk. I  
 NIP : 19830309 200312 1 004

**Tembusan :**

1. Kepala Badan Kepegawaian Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWIG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kepegawaian Kota Palopo
7. Untuk tidak dipertahankan penelitian