

Investigating Code Switching Used by English Teachers at SMPN 3 Pitumpanua

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Abstract

In conducting this research, the researcher used total sampling technique by applying it with mixed method. The findings of this research based on problem statement indicated: 1) Factors triggering the use of Code switching by English teachers are rethoric reason, differences of status and formalities; lack of vocabulary. And another factors gather from the condition of the classroom, such as the students' ability are not same; Code switching emerges spontaneously; help the students to participate more. 2) The English teachers used Code switching in the classroom almost all of the phase of learning process from beginning until the end. 3) Frequency and percentage of using code switching in the classroom by each English teacher was different. The highest frequency by teacher 1 (Frequency 80 times and percentage 32%); then teacher 2 (Frequency 24 times and percentage 19%); and the lowest frequency done by teacher 3 (Frequency 21 times & percentage 18%).

Keywords: *code switching, English teacher, classroom, frequency*

Introduction

Language is a tool of communication in human life. Language gives us the ability to communicate with other people. To communicate means to transfer ideas from one person to another. If people have a tool to communicate, every people's activity and interaction will be not stagnant. Language is very important for us and every people has ability to speak one or more languages. In society, many people use more than one language including mother tongue and foreign language which depend on the country where they live.

Indonesian people use Indonesian language as the first language that we call it as National Language. In this country also including some ethnics, even languages. For example Buginese, Luwunese, Makassarnese and many more that in conveying something are depict different dialect and accent in daily conversation.

Many people in Indonesia use mixing or switch language. It means that they use two or more languages simultaneously in speaking. In saying something, someone uses Indonesian language at the beginning of his or her sentence but in the middle, he or she tris to mix with another language like English language in the simple form or strange term which is adopted from foreign language. For example "Apakah anda membawa Potluck?". Someone tries to mix two languages, they are Indonesian and English language. The type of this sentence is question. At the end of the sentence there is a word that would be a strange word used or rare to be used in Indonesia. "Potluck" is a kind of the term that is used by American People. The meaning of that word is a simple food that always brought by student' to the school and they share the food each other.

Mix or switch language also used by the people to make clear explanation each other. It means that it will create a good communication. According to Wardhaugh (2006:100), code switching is a switch from one code to another or to mix code even within sometimes very short utterances thereby creates a new code. The main goal of code switching is to convey messages or information from speaker to listener directly

and to make good communication between them. Someone tries to mix language to convey anything in order that the people understand clearly what he or she said. This phenomenon can be seen in the school where the English teacher tries to use mix language. It can be English and Indonesian language or even three languages that mixed including local language where the students originated. The purpose of this way is to give a clear explanation to the students in understanding the lesson which is containing English language.

We can not deny that English is a foreign language which is not an easy language to be understood by students in Indonesia, speacially in isolation area. It is a hard work for the teachers that how to make them understand easily the english lesson. Therefore, the teacher try to use mix or switch language including two or more languages. Therefore the researcher emphasizes that talking about language is not only how to use it in good pronunciation but the main goal is how to convey clearly to the people in a good communication such as English that becomes of the most important languages.

Related to education, English is taught in all the schools and becomes one of the important subjects in Indonesia. At the school, students acquire English from their teachers. In teaching and learning process, the English teachers sometimes switch their language to explain clearly about the subject. So commonly, the English teachers may be mindful to switch language while they are teaching in the classroom. This linguistic phenomenon is called Code-Switching.

For this case, the researcher chooses SMPN 3 Pitumpanua as a research place. SMPN 3 Pitumpanua is one of the State Junior High School in Kecamatan Pitumpanua Kabupaten Wajo that has a good reputation and has some English teachers that have a good ability in English teaching. In teaching process, they use some strategies, technics and methods in creating good atmosphere in the class including how to make the students to be more active, attractive and productive in the learning process. So, in this case, the teachers uses code switching as a strategy to make the students understand easily about the English lesson. It is based on the observation of the researcher at the location. That is the reason why the researcher chooses the teachers as the object of the research and knows that the teachers have the first priority in the class so the teachers must have a good strategy to develop the students comprehension in learning process.

Based on the background above, the researcher is interested in investigating code switching used by English teachers at SMPN 3 Pitumpanua. The researcher formulates the research questions as follows:

1. What are the factors triggering the English teachers to use code-switching in the classroom at SMPN 3 Pitumpanua?
2. When do the English teachers use code-switching in the classroom at SMPN 3 Pitumpanua?
3. How many frequency is code-switching that used by the English teachers in the classroom at SMPN 3 Pitumpanua?

This research has both benefits theoretically and practically. Theoretically, this research is hoped can increase the insight of teachers in code-switching study, variety of language study, and developing sociolinguistic study. Practically this research is hoped to give benefits for the researcher, teacher, school and others.

This part consists of sociolinguistics, code definition, code, code-switching definitions, types of code switching, reason for code-switching, functions of code-switching, and code-switching in language classroom.

When people interact with others in society, anytime, anywhere they must use a language. Without a language, people will find some troubles when they do their activities and to the others. No people or no society without a language. The role of a language among the people in this life is very crucial. Language is used by the human to speak in society. People use language to show their feelings, opinions, or ideas. According to Holmes (1992:1), sociolinguistics is the study of language and society.

The word sociolinguistics contain of two words. First is society which means any group of people who are drawn together for certain purpose and the second is language which means the members of particular society speak, Wardhaugh (2006:1). Sociolinguistics is the study of kinds of language used is social context. There are so many phenomena to the function of language than can be found in our society. The common phenomenon than can be found is code switching. The phenomena exist because there is the social context which allows people who live in the communities to communicate in more than one language. In this case, the researcher focused on discussing codes witching used English teacher in SMPN 3 Pitumpanua.

In everyday interaction, people usually choose different codes in different situation. They may choose a particular code or variety because it makes them easier to discuss a particular topic, regardless where they are speaking. When talking about work or school at home, for instance, they may use the language that is related to those fields rather than the language used in daily language communication at home.

A code is a system that is used by people to communicate with each other. When people want to talk each other, they have to choose a particular code to express their feeling. According to Stockwell (2002:8-9), a code is "a symbol of nationalism that is used by people to speak or communicate in a particular language, or dialect, or register, or accent, or style on different occasions and for different purposes". Similarly, Wardaugh (2006:101) also maintains that a code can be defined as "a system used for communication between two or more parties used on any occasions." When two or more people communicate with each other in speech, we can call the system of communication that they employ a code. Therefore, people are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes, sometimes in very short utterances and it means to create a code. From those opinions of the code given by many linguists above, the researcher can make conclusion that a code can be said as a language. The code is a form of the language variation that is used by a society to make communication with other people.

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. Events using two or more language alternately by a speaker called bilingualism, Wardhaugh (2006:101).

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.

There are three reasons why someone becomes bilingual, namely membership, education, and administration (Hoffman, 1991:3). The example of membership reason is the use of French by all European aristocracy to signal the membership of the elite. The example of education and administration reason is the use of English by Indonesians, Scandinavians, Germans, and Dutches in discussing their technologies, academics, or business. In many countries and communities, bilingualism is a normal requirement for daily communication and not a sign of any particular reason (Hoffman, 1991:3).

In sociolinguistics, the speaker uses a term to perform language style which is called "code". People also use code when they want to stress the uses of a language or language variety in a particular community. Wardhaugh (2002:100) stated that code switching is a process when people are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or two mix codes even within sometimes very short utterances and thereby create a new code. According to Holmes (1992:50) stated that code switching occurs when the speaker shifted their language from one language to another. She also stated that code switching is a common term for alternate use of two or more language or varieties of language which can be functioned as sentences, clause, phrase or even a word.

In code switching, there are a number of possible reasons for the switching from one language into another language. First of these is the notion that a speaker may not be able to express him or herself in one language so switches to the other compensate for the deficiency. Second, switching commonly occurs when an individual wishes to express solidarity with a particular social group. The last is the alteration that occurs when the speakers wishes to convey his or her attitude to the listener.

When speakers switch their languages, there might be reasons for it. Kim (2006:45) suggests some reasons for code-switching. For example, some bilinguals switch their languages when they cannot find proper words or expressions or when there is no appropriate translation for the language being used. According to him, code-switching can also be used for many other reasons, such as quoting what someone has said and thereby emphasizing one's group identity, specifying the addressee or in the other words: switching to the usual language of a particular person in a group will show that one is addressing that person, qualifying that has been said, or talking about past events.

Skiba (1997:90) said that the first of these is the notion that a speaker may not be able to express him/herself in one language so switches to the other to compensate for the deficiency. As a result, the speaker may be triggered into speaking in the other language for a while. This type of code switching tends to occur when the speaker is upset, tired or distracted in some manner. Secondly, switching commonly occurs when an individual wishes to express solidarity with a particular social group. Rapport is established between the speaker and the listener when the listener responds with a similar switch. This type of switching may also be used to exclude others from a conversation who does not speak the second language. The final reason for the switching behavior is the alteration that occurs when the speaker wishes to convey his/her attitude to the listener. Where monolingual speakers can communicate these attitudes by means of variation in the level of formality in their speech, bilingual speakers can convey the same by code switching.

Meanwhile according to Holmes (2013:15), there are at least six reasons triggering the occurrence of code-switching in a conversation, they are: a. because of

rhetoric reason that associate between two or more language; b. the differences of status and formalities; c. topic; d. to quote other statements or proverbs; e. because of lack of vocabulary; f. because of other participant join the conversation.

These reasons will be further explained as below:

a. Because of rhetoric reason that associate between two or more language. This code-switching is a metaphoric shifting. This is because every language varieties represent a social meaning, similar to the use of metaphor showing a complex meaning.

According to Holmes(2013:45), this code-switching is intended to describe the association between the two codes existed in the society. When the speakers switch their code, they are aware about their fellowship in a society. The speakers are realized that those languages show the relationship one another. The speakers who switch their code are often the member of the community using those languages, or at least they understand both languages.

The example of this in teaching and learning process:

Teacher : about the value of American family value if we compare to ours. First, the difference of culture, pertama beda budaya, two.. different facilities, that"s what have been set in our culture.

b. The differences of status and formalities

Code-switching occurs as the result of the status distinction among the speakers involved in a conversation. Besides that, the formality of conversation circumstance also stimulates the occurrence of code-switching in an interaction. The distinction of this status is shown in the use of the different form of language variety by the speakers. The use of higher form of a language which has higher prestige instead of using the lower one by the speakers is triggered by the desire to show their social status.

Code-switching often shows an alternation in a different dimension, for example, the different interaction among some speakers because of status relationship and the formality among them. The higher language prestige is usually used in the formal communication, administration, education, or business matter. In the other hand, the lower one is often used to show the solidarity, humor, or to convey the speaker"s emotion when the communication happened.

For example, the interaction between a doctor and his patient often uses the formal language variety compare with the interaction between two friends who do not show the social status gap sometimes uses the informal language variety.

The example of this in teaching and learning process:

Teacher : Ok. Can you say that? Money makes me love her. Can you say that?

Students : Yes..

Teacher : Yes? Money makes me love her. That is *matre*.

Students : (laughed)

The transition of the topic of conversation can also trigger the occurrence of code-switching. The appearance of the topic which is easier to be discussed in certain language instead of the language which is commonly used in a community where the speakers stay triggers them to switch their code. The bilingual speakers usually tend to discuss about certain topic easily in a code which both of the speakers understand well. For example, the conversation between two Chinese students who study in United States, when they are talking outside the classroom they use their mother tongue to talk each other but when they are discussing about their lesson matter, they switch their code into English.

Sometimes the bilingual speakers also feel easier to discuss about a topic related to their home town in their mother tongue instead of the code which is used commonly by the community around them. For example, the Japanese who live in United States tend to discuss about the Japanese food using Japanese language instead of English. This is happened because those bilingual speakers can understand better some particular words related to the topic.

The example of this in teaching and learning process:

Teacher : You have to know that; without environment, there is no population. I think environment is the place for the population. *Sekarang saya akan memberikan bacaan dan kalian harus membacanya.*

c. To quote other statements or proverbs

By using the original words from the source, the speakers not only want to be more accurate in conveying the message, but also to show their ethnic identity, for example, a Chinese speaker who switches his code from English to Chinese language when he wants to quote a proverb from China.

Code-switching is also happened when a speaker quotes a statement which has been stated by the other speaker before. The speaker gives an emphasizing whether the statements which they quote are right or wrong. By using the original words from the source, the speakers want to convey the message accurately.

The example of this in teaching and learning process :

Teacher : Yes, it is husband responsibility but in America, according to Reni, *"Perempuan itu merasa kalo dia mampu juga melakukannya"*...so what's wrong with it ?

d. Because of lack of vocabulary

This code-switching cause lexical borrowing from another language words to describe a concept or an object which cannot be describe in the language commonly used by the society. When the speakers are involved in a conversation, they often use some words from another language suddenly. The mother-tongue of the speakers has very important role in such this behavior. This is because the speakers more frequently use the words from their mother tongue when they are talking, instead of another language. Consequently, when the speakers are communicating using second language, they often switch their code into their mother-tongue.

In other hand, the speakers' knowledge in the second language also causes them to switch their code especially when they are talking about certain matter related to the second language in their mother-tongue. The mastery in the second language triggers them to use it in a communication.

For instance the conversation among the Chinese students group learning in the United States, because they learn some subjects in English and they now lots of matters that they have learnt in English words. Then those English words are inserted into Chinese language when they are discussing around their Chinese community.

The example of this in teaching and learning process :

Teacher : *Ya, that's kalau* main idea, but if you are asked about the topic of the sentence, you can make it into the phrase *form saja!*

e. The presence of other speakers in a conversation

Code-switching is occurred to show a group identity or the ethnic fellowship with the interlocutor, and also to indicate the group solidarity. The speakers often do code-switching in a certain social circumstance. When a certain change is happened in a certain social situation then the code-switching might be occurred, for instance, the condition where another speaker presents in a conversation. Thus code-switching occurrence in a conversation can be connected to the presence of the other speakers.

The speakers switch their code from a language into another in order to show the fellowship of a speaker in a creation community. Often code-switching occurs suddenly in a brief because of social reason such a sign that the speakers belong to the same ethnic with the other speakers in an interaction.

For example a conversation between two Buginese in an English school, when another student presents and joins in their conversation, one of the speaker then switch his code from English to Buginese language.

Asma : I think everyone's here except Icha.

Dayat : She said she might be a bit late but actually I think that she is arriving now.

Asma : You're right. *Oo.. Icha. Tama ki mai. Aga kareba?*

[Hi Icha. Come in. How are you?]

Icha: *Hai.. Silo'. Kareba madeceng mua.* Have you started yet? [Hello my friend. I'm fine]

1. Functions of Code-switching

When putting the phenomenon of code-switching in context, the functions of code-switching can be introduced in various aspects. Before considering the functions of code-switching from the classroom perspective, it would be appropriate to deal with the use of code switching in its naturally occurring context, in other terms its functions in the discourse of bilingual individuals.

According to Sert (2005:25), "Speakers switch to manipulate or influence or define the situation as they wish and to convey nuances of meaning and personal intention". From this quotation, it may be suggested that code switching can be used for self expression and it's a way of modifying language for the sake of personal intentions.

Another function of code switching is that it may be used in order to build intimate interpersonal relationships among members of a bilingual community. In this respect, it may be claimed that it is a tool for creating linguistic solidarity especially between individuals who share the same cultural identity.

Furthermore, Gumperz (1982:43) identifies six basic discourse functions that code-switching serves in conversation to illustrate its most common uses. These are quotations, addressee Specification, interjections, reiteration, message qualification, and personalization versus objectivization. A distinction between direct and reported speech, or quotations. The speech of another speaker that is being reported in a conversation is expressed in a different language. Injections which function as sentence fillers. Clarification or emphasis of a message, this is often found in the form of a repetition of the same meaning but in a different language. A means of qualifying the message, in this case the code-switching marks a new topic that is introduced in one language and then commented on or further qualified in the other. A specification of an addressee as the recipient of the message, the function of the switch to another language is to draw attention to the fact that the addressee is being invited to participate in an exchange. A way to mark

the distinction between personalizations vs. objectivization, e.g. the distinction between talk about action and talk is action, the difference between personal opinions and knowledge, or reference to specific instances or a generally known fact. In case of classroom settings, code-switching by the teacher serves some basic functions which may be beneficial in language learning environments. These functions are listed as topic switch, affective functions, and repetitive functions by Sert (2005:57).

In topic switch cases, the teacher alters his/her language according to the topic that is under discussion. This is mostly observed in grammar instruction, that the teacher shifts his language to the mother tongue of his students in dealing with particular grammar points, which are taught at that moment. In these cases, the students' attention is directed to the new knowledge by making use of code switching and accordingly making use of native tongue. At this point it may be suggested that a bridge from known (native language) to unknown (new foreign language content) is constructed in order to transfer the new content and meaning is made clear in this way.

The example of this in teaching and learning process:

Teacher : The word it refers to? The word it.. Fajar.. Dodi..
kenapa?... the word it refers to?

Students : Job safety..mam...

Teacher : Very good. *Ada apa Fajar.. Dodi ???* (the teacher waited for the students to remain quite)

In addition to the function of code switching named as topic switch, the phenomenon also carries affective functions 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. In this sense, one may speak off the contribution of code switching for creating a supportive language environment in the classroom.

The example of this in teaching and learning process:

Teacher : Ok. Can you say that? Money makes me love her. Can you say that?

Students : Yes.

Teacher : Yes? Money makes me love her. That is *matre*.

Students : (laughed)

There are some other functions of the code-switching in classroom discourse were identified by Gulzar (2010:47): for translation, for procedures and directions, for clarification, and for checking understanding.

2. Code-switching in Language Classroom

Some experts, who are in favor of the applications of communicative techniques in the language teaching environment, oppose any form of native language use during classroom instruction. Contrary to this, supporters of the use of native language in the form of code-switching, suggest that it may be an effective strategy in various aspects. Following the ideas of these two ideas, some weak and strong sides of the use of code-switching in foreign language classroom settings will be mentioned as follow.

Cook (2002:37) handles the subject matter considering multilingual classrooms in saying that the application of code switching in classes which do not share the same native language may create problems, as some of the students (though few in number) will somehow be neglected. So, at this point it may be

suggested that the students should share the same native language, if code switching will be applied in instruction. Another point to consider in this respect is that the competence of the teacher in mother tongue of students also plays a vital role, if positive contributions of code switching are expected

In supporting the existence of code switching in language classrooms, Skiba (1997:75) suggests that in the circumstances where code-switching is used due 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 communication of information and in social interaction; therefore serves for communicative purposes in the way that it is used as a tool for transference of meaning. In other words, this phenomenon in general lead to the idea that the use of code-switching somehow builds a bridge from known to unknown and may be considered as an important element in language teaching when used efficiently.

Previous Studies

There are some researchers who have conducted relevant research before the researcher did this research :

1. Lailina Zulfa (2016) who studied "Code-Switching in English Teaching Learning Process of English as A Foreign Language (EFL) Classroom. According to her study, the frequency of code-switching according to the function appeared 47 times (58%). The dominant function of code-switching is lapses which occurred 13 times (28.2%). 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.
2. Rustiva Trisulichartini (2014), who studied "A Study Of Code Switching Used By An English Teacher for A Bilingual Class at the State Junior High School 22 Surabaya". According to her study during the analysis the researcher found the reasons of code switching by English teacher in bilingual class at state junior high school 22 Surabaya. The teacher using code switching in order to better understand students and the atmosphere was not tense and not get bored. Furthermore, the researcher would assume that code switching can be a useful strategy in bilingual class instruction. If the aim is to make meaning clear and to transfer the knowledge to the students in an affection way.
3. Nur Maria Ulfah (2014) who studied "The Use of Code-Switching by English teachers in Foreign Language Classroom (A Descriptive Study at SMAN 1 PANGSID). According to her study the factors triggering the English teachers to use code-switching in the classroom was found for four reasons, they are: rhetoric reason, differences of status and formalities, quote other statements or proverbs, and lack of vocabulary. and Another factors gather from the classroom setting are: the students' ability in English are not the same, code-switching emerges automatically or unconsciously, and helping the students to share their ideas. Moreover, the functions of code-switching used by English teachers in the classroom were found for three functions; topic switch, affective function, and repetitive function.

The previous research above have similarity with this research. They mostly describe about the use of code-switching by English teacher in the classroom but there are some differences about their problem statements in the research. The first researcher studied about the frequency of the use of code switching by teacher in the

classroom, the second and the third the researcher studied about the reasons and the factors of the English teachers use code switching in English teaching in the classroom.

Method

Research Design

The method used in this research is mixed method. It is combination between qualitative and quantitative method. Qualitative method was used to describe and analyze the use of code-switching by the English teachers in the classroom. Quantitative method was used to measure the frequency of the use of code-switching by the English teachers in the classroom. Therefore, this research needs a method particularly in collecting data and analyzing data which is suitable with the purpose of this research in order to get a precise description of the use of code-switching by the English teachers in the classroom.

Population and Sample

The researcher used total sampling technique where the population is also taken as the samples that consists of 3 English teachers at SMPN 3 Pitumpanua. These expected to be available in order to get the data needed.

Instruments of the Research

The instruments that the researcher applied in this research are:

1. Observation

This is intended to know when the teachers start to use code-switching activities in the classroom, the possible factors and the frequency of using code-switching which may occur in teaching learning process in the classroom at SMPN 3 Pitumpanua. The type of observation that used in this research is checklist observation which is adapted from Poplack (1980), Holmes (2013), and Sert (2005).

2. Recorder

In order to avoid the loss of data needed, the researcher employed classroom recording session by using the audio-visual recorder device. The researcher recorded teacher's learning process in the classroom, namely, opening, teaching materials, and closing.

3. Interview

Interview was conducted to find out further information about the teachers in using code-switching in the classroom, the reason why the teachers use code-switching in their classroom, when the English teachers use code-switching and how many frequency is code-switching used by the English teachers in the classroom at SMPN 3 Pitumpanua. The type of interview questions that used in this research is semistructured interview.

Location and Time

The researcher conducted the research at SMPN 3 Pitumpanua and it conducted in March 2018.

Findings

The researcher did the research and got the complete data from all the research instruments including observation and interview. To gain the objectives of the research, the researcher had analyzed the data qualitatively and quantitatively. The data was analyzed in order to draw conclusion about the objective of the study. Researcher described the findings in this chapter into several parts. The main data of this research

taking from observation on the teaching and learning activities that had be done in the classroom and also by interview 3 teachers. There were 2 times observations in 2 meeting and for each teacher and Interview section that have already conducted by the researcher. Those observation results were analyzed descriptively as follows:

1. Factor triggering the English teacher to use code switching in the classroom

In this part, the researcher did research by conducted observation in the classroom by taking video of the teaching and learning process from the beginning until the end of teaching in order to get the data related with this research. There were 3 English teachers of SMPN 3 Pitumpanua with different schedule and class in a week. The data from the observation and recording has been transcribed into the written transcript. Then, the researcher identified the transcript to determine the utterances which considered as the code-switching phenomenon and the utterances which is not contains code-switching by using the mode from Miles and Huberman (1994). Through the data reduction, the utterances which is not contains code-switching omitted, so that the utterances which were contains code-switching left. The result of observation has been filtered as follow:

a. Observation Results (Teacher 1 (T1), Teacher 2 (T2), Teacher 3 (T3))

Code-switching in the classroom observation

Table.1 Observation's Result of Factors triggering the teachers to use code-switching in the Classroom

In the Classroom													
Factors triggering the teachers to use code-switching	Meeting	Phase									Total CS.		
		Opening the teaching materials			Presenting the teaching materials			Closing the teaching materials					
		T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
Rhetoric reason	I	3	3	1	74	19	19	1	2	2	78	24	19
	II	2	3	1	72	12	10	2	1	1	76	16	12
Differences of status and formalities	I	0	0	0	2	0	0	0	0	0	2	0	0
	II	0	0	0	0	0	0	0	0	0	0	0	0
Topic Change	I	0	0	0	0	0	0	0	0	0	0	0	0
	II	0	0	0	0	0	0	0	0	0	0	0	0
To quote other statements or proverbs	I	0	0	0	0	0	0	0	0	0	0	0	0
	II	0	0	0	0	0	0	0	0	0	0	0	0
Lack of vocabulary	I	0	0	0	0	0	0	0	0	0	0	0	0
	II	0	0	0	0	0	0	1	0	0	1	0	0
Existence of other participant in the conversation	I	0	0	0	0	0	0	0	0	0	0	0	0
	II	0	0	0	0	0	0	0	0	0	0	0	0

Based on the table1 above it can be seen that there are 6 factors triggering the teachers using code switching in the classroom based on the Holmes (2013) theory. However, the researcher did not found all the factors proposed by Holmes in the classroom, The Factors triggering the occurrence of the code-switching in the classroom were found only 3 categories they are; rhetoric reason, differences of status and formalities and lack of vocabulary. It can be shown by the examples below:

a. Rhetoric reason

Example:

Teacher : *Okay, Take a look the picture..! Silahkan lihat gambar yang ada disebelahnya!*

You see the picture? Sudah lihat gambarnya?

Students : Yes..

Teacher : Okay, Who can mention..? Siapa yang bisa menyebutkan..?

What is..? Ya.. The things in the picture or the animals in the picture..?

Nirwan, Apa saja yang ada dalam gambar ini..?

Students : Bear, Tiger, Monkey..

In this example, the teacher understood that some of the students still didn't understand about his explanation in English. So he decided to repeat his explanation through switching his code into Bahasa Indonesia. This was done by the teacher because the teacher was aware either he or his students are the same mother-tongue speaker, Bahasa Indonesia. The teacher realized that his explanation would be more comprehensible if he talked using Bahasa Indonesia.

b. Differences of status and formalities

Example:

Teacher : Okay, What is the characteristic of tigers..?

Students : The biggest of all cats.

Teacher : Ya.. the biggest of.. all.. cats.

Jadi, ciri-cirinya harimau itu.. Kucing yang paling....

Students : Besar..

Teacher : *If You want to the forest and then You find big cat, That's tiger. Kalau jalan-jalan ke hutan dan ketemu kucing besar ya.. Itu*

Harimau, So You hate to run away.. Lari yah..! Hehehe..

Students : Hahahaha.. (Laugh).

In the example above, we can see that the teachers succeed to make the students laugh and convey the teachers' emotion when the communication happened. The teacher who wanted to insert some jokes will get decline in humor if it presents in English, so the teacher often switch their code under this condition.

c. Lack of vocabulary

Example:

Teacher : *Any question so far..? Ada pertanyaan sampai disini..?*

Students : No..

Teacher : *No..? Are you sure..? Kalian yakin..?*

Students : Yes..

Teacher : *What about you..? Bagaimana dengan kamu..?*

No Question..? Tidak ada pertanyaan..?

Students : No..

Teacher : *No..? You only say no.., padahal..*

Students : *Hahahaha..*(Other student laugh to his friend)

From the example of the data above, inadequacy of particular words in the target language, triggered the teachers to switch their code and say those difficult words in Bahasa Indonesia which is more comprehensible for the students. The teacher conveyed a statement to the students through English firstly, but the teacher suddenly switched his code into Bahasa Indonesia since he did not know how to explain "padahal" in English to his students. This code-switching seemed to be triggered by the difficulty to find the proper and comprehensible words for the students done by the teacher.

Consequently, the teacher tended to say the words in the code which is more comprehensible for his students.

However, after analyzing the factors triggering code-switching occurrence through the interview session with the English teachers, the researcher could summarize the common reasons triggering the teachers switch their code, the factors are: (a) the students' ability in English are not the same, (b) code-switching emerges automatically or spontaneously, and (c) help the students to more participate. It suitable we the result of the Interview below:

b. Interview Result

1) The students' ability in English are not the same

Example:

Teacher 3 : " *When we teach at the best class, It has different situation when we teach at the last class. We have to know the ability of our students, and I know at my class.. the ability of my students in english is low so we have to switch english and Indonesian*"

2) Emerges automatically or spontaneously by teacher.

Example :

Teacher 2 : "..... *There is no special situation. Just look at the.. what is ya.. I mean aa.. spontaneous. Ya.. No special time.. automatically*"

3) Help the students to more participate.

Example :

Teacher 2 : "..... *if We always use English.. aaa.. maybe it's.. they get a problem, maybe just keep silent all the time because they do not understand, ya.. that's it. Beside to make them understand aa.. the second that you say, what is.. to let them participate more in our.. process*"

Based on the 3 addition triggering factors above, there 6 factors of triggering the teachers use code switching. Among the 6 factors above Rhetoric reason was the dominant factors than the others that trigger the teachers used code switching in the classroom. While the highest frequency of using code switching in the classroom did by Teacher 1. Most of the teachers used code switching in presenting the teaching materials than in the opening and closing material.

1. The time of English teachers use code switching in the classroom

In this section was divided into 4 parts, the researcher did research by conducted an Interview for each english teacher in order to get information and complete the data from observation. The researcher asked 4 questions in this interview. When asking the teacher about whether they often switch their language from English into Bahasa Indonesia or conversely in their classroom, Generally the teachers say that they are sometimes switch their language from English to Bahasa Indonesia or conversely in teaching process when they need it, so they are not always use code switching. It depends on the condition. After that When asking the teachers about the reason why they switch their languages, the teachers say that they switch their language to make the students understand easily about the lesson and also to let them participate more in learning process because the ability of the students in the classroom is different so if they did not switch their language or always use English in teaching process, the students just keep silent all the time and did not get the point of the study. Furthermore when asking the teachers about whether any special situation they switch their languages, they say that there is no special situation when switch their language, it is happened spontaneously or automatically. They switch their language in every parts of the teaching process from begin until the end when the students confused or get difficulties to understand about the english lesson. After that when asking the teachers

about how many frequency they use code switching in the classroom, each teacher have different answer. The Teacher 1 (T.1) say that He use code switching in the classroom as many as possible. While The Teacher 2 (T.2) say that the frequency when He use code switching maybe 50% of the teaching process, it is relative according to the class, So the high frequency only if He teach in the best class. Different with the others, The Teacher 3 (T.3) say that She is seldom use code switching, it is maybe 40% of the teaching process. The result of interview can be seen in the following extract;

a. Extract 1

T1 : *"Yeah.. Sometimes I do it in my class every time, If I have a class I try to switch my language because this the way that can make them speak english fluently"*

T2 : *"Teaching english in the class specially for Junior High School.. It must be event very important to switch our language to English. I mean sometimes we have to use Indonesia Language, I mean we combine it in order to the students can know or can caught what we taught"*

T3 : *"Sometimes I switch my language in teaching process but the opening and the.., apa.. untuk opening the class I always switch the language because my student know about what I mean but if they don't know about what I mean.. I switch in Indonesia"*

From the extract 1 above, it can be seen that generally the teachers say that they are sometimes switch their language from English to Bahasa Indonesia or conversely in teaching process when they need it, so they are not always use code switching.

b. Extract 2

T1 : *"I consider that, what is converse (switch) language into Indonesia or Bahasa or Local Language, It's really important for our student. Number one They will understand easily what we learn about"*

T2 : *"If We always use English.. aaa.. maybe it's.. they get a problem, maybe just keep silent all the time because they do not understand, ya.. that's it. Beside to make them understand aa.. the second that you say, what is.. to let them participate more in our.. our.. process"*

T3 : *"In teaching language we have to use Indonesian and English. Because if we always use english the students will not get the point, so.. we have to translate (switch) in Indonesia. When we use the Indonesian the students will get the point"*

From the extract 2 above, it can be seen that the teachers switch their language to make the students understand easily about the lesson and also to let them participate more in learning process.

c. Extract 3

T1 : *" I try to what is speaking English and then translate (switch) in every parts of my lesson from begin until the end, No special situation because if I got difficulties in the students like there is a new words, so I will give them help what is.. what the meaning of the word that I say in English"*

T2 : *" There is no special situation. Just look at the condition.. what is ya.. I mean aa.. spontaneous. Ya.. No special time.. automatically"*

T3 : *"I always use English in opening and close the class, But at the giving material only sometime I use english"*

From the extract 3 above, it can be seen that there is no special situation when switch their language, it is happened spontaneously or automatically. They switch their language in every parts of the teaching process from begin until the end when the students confused or get difficulties to understand about the english lesson.

d. Extract 4

T1 : *" I will try as much as possible, Yes, because by doing that, by converse our language (switch) We will directly teach the students how to mention the words, how to memorize the words and yeah.. I think like that".*

T2 : *"Frequency..? If in presentation maybe more than.. maybe fifty- fifty lah.. (50% : 50%).The frequency relative according to the class.*

T3 : *" Special for me, I rarely use switch. Just 40%.*

From the extract 4 above, it can be seen that each English teacher have different frequency in using code switching in teaching process in the classroom.

2. The Frequency of Code switching used by the English teachers

Based on the table observation of the use of code switching by each English teacher in the finding on previous page, the researcher found that frequency and percentage of the use of code switching by English teacher was different. In the table of observation shows that the frequency of the using code switching by each English teacher at SMPN 3 Pitumpanua was different with the following result ; Teacher 1 = 157 times (2x meeting), Teacher 2 = 40 times (2x meeting), Teacher 3 = 34 times (2x meeting). After get the frequency the researcher continued to account the percentage of of the using code switching by using the following formula:

$$\% \text{ of CS} = \frac{\text{Frequency of all CS Utterance}}{\text{All utterances in the classroom}} \times 100\%$$

By using the formula above, it shows that the highest frequency and percentage of using code switching in teaching and learning process at SMPN 3 Pitumpanua did by Teacher 1 (Frequency 80 times and percentage 32%) then Teacher 2 (Frequency 24 times and percentage 19%) and lowest frequency did by Teacher 3 (Frequency 21 times and percentage 18%).

Discussion

In the preceding part of this chapter, the researcher had observed the teaching and learning process in the classroom and also collected the teacher's interview results. This observation table and interview aim to answer the questions of the problem statements of this research.

1. The factors triggering the English teachers to use code-switching in the classroom at SMPN 3 Pitumpanua

In this research, the reasons triggering the code-switching occurrence in the classroom were firstly observed based on the Holmes (2013) theory. However, the researcher did not found all the factors proposed by Holmes in the classroom. The Factors triggering the occurrence of the code-switching in the classroom were found only 3 categories. These reason are : (a) rhetoric reason, (b) differences of status and formalities, (c) lack of vocabulary.

a. Rhetoric Reason

According to Holmes (2013), this code-switching is intended to describe the association between the two codes existed in the society. When the speakers switch their codes, they are aware about their fellowship in a society. The speaker realized that those languages show the relationship one another. The speakers who switch their code are often the member of the community using those languages, or at least they understand both languages. When code-switching occurs, a speaker seems to be aware that if he/she talks using the code which is commonly understood by a community,

he/she can convey their meaning clearly. In the classroom, the codes which are become consideration are English and Bahasa Indonesia where these codes relate each other in pedagogical boundary, English as the target language and Bahasa Indonesia as the mother tongue of the teachers and the students. In this case, this code-switching trigger done by the teachers likely appeared in the form of repetition of a message using the code which was more comprehensible for the students.

In this example in the finding, the teacher understood that some of the students still didn't understand about his explanation in English. So he decided to repeat his explanation through switching his code into Bahasa Indonesia. This was done by the teacher because the teacher was aware either he or his students are the same mother-tongue speaker, Bahasa Indonesia. The teacher realized that his explanation would be more comprehensible if he talked using Bahasa Indonesia.

b. Differences of Status and Formalities

This factor of code-switching occurs as the result of the status distinction among the teachers involved in conversations. In the classroom, the kinds of differences of status and formalities is the lower one. The teachers use code-switching in the classroom because during the teaching and learning process in the classroom they tried to insert humor as intermezzo in certain part in their teaching activity. The humor is less funny if they use in English, so they switch it into Bahasa Indonesia

In the example in the finding, we can see that the teachers succeed to make the students laugh and convey the teachers' emotion when the communication happened. The teacher who wanted to insert some jokes will get decline in humor if it presents in English, so the teacher often switch their code under this condition.

c. Lack of Vocabulary

In the classroom interaction, lack of vocabularies are often occurred as the teachers could not find the proper words in English to explain what he/she meant, so the teachers switched his/her code into Bahasa Indonesia. Consequently, the teachers then kept using those words which he/she found difficult words to say in the target language in Bahasa Indonesia. Vocabulary deficiency in teaching-learning process not only occurred simply as saying the words in Bahasa Indonesia, but also it could be appeared like a hesitation by the teachers to say particular words or terms which were quite difficult to find the proper words to replace them.

From the example of the data, because of inadequacy of particular words in the target language, triggered the teachers to switch their code and say those difficult words in Bahasa Indonesia which is more comprehensible for the students. The teacher conveyed a statement to the students through English firstly. But the teacher suddenly switched his code into Bahasa Indonesia since he did not know how to explain "*padahal*" in English to his students. This code-switching seemed to be triggered by the difficulty to find the proper and comprehensible words for the students done by the teacher. Consequently, the teacher tended to say the words in the code which is more comprehensible for his students.

All the factors proposed by Holmes (2013) in the classroom was not found by the researcher, they are: To quote other statements or proverbs, topic change, and existence of other participant in the conversation. However, after analyzing the factors triggering code-switching occurrence through the interview session with the English teachers, the researcher could summarize the common reasons triggering the teachers switch their code, the factors are: (a) the students' ability in English are not the

same, (b) code-switching emerges automatically or spontaneously, and (c) help the students to participate more.

2. The time of English Teachers Use Code Switching in the Classroom at SMPN 3 Pitumpanua

Based on the observation and interview, the researcher found that the English teachers used code-switching in the classroom almost all of the phase of the learning process. The First phase was occurred in Opening the teaching materials, before giving materials of the lesson, the English teacher give some instructions to the students to prepare their self to study in the classroom by using english. The second phase was in Presenting the teaching materials. In this phase the teacher use code-switching more than previous phase because in this phase they used many words and sentences as they gave explanations, examples, exercise and some instructions, about the lesson. The third phase was in Closing the teaching materials in the classroom. In this phase, the English teachers also used code switching as they gave review, feedback and giving homework to the students before closing the material study.

Based on the table in the finding, all the teacher of SMPN 3 Pitumpanua used code switching all the time of teaching and learning process, so there was no limitation or special time when they want to use code switching in the classroom because it was depend on the condition when they need to use it. It also suitable with the result of Interview in the finding.

3. The Frequency of Code Switching Used by the English Teachers

Based on the result of observation and interview about the use of code switching by each English teacher in the finding on previous page, the researcher found that frequency and percentage of the use of code switching by each English teacher at SMPN 3 Pitumpanua was different. It is because of the different ability of students in english study and condition of the classroom where they were teaching. When the English teacher teach in the best class, the frequency of using code switching by teachers was low because almost all the students in this class have a good ability in English, that's why the teacher did not have to use code switching everytime. This research has similarity and difference with the previous study by Lailina Zulfa (2016) who studied "Code-Switching in English Teaching Learning Process of English as A Foreign Language (EFL) Classroom. In her research, she is also analyze and calculates the frequency of Code switching, not only the frequency of the using code switching but She is also analyze the type and function of code switching. While the researcher only calculates the frequency of using Code switching generally. After analyze and calculate the frequency, it could be a good reference because the result of this research shows that Code switching is one of a good way to improve english skill of the students, specially to the students who has low ability in English.

Conclusions

Based on the result of data analysis and finding in the previous chapter, the researcher take the following conclusions:

1. The English teachers at SMPN 3 Pitumpanua did code-switching generally triggered by some factors, it suitable with 3 of 6 factors proposed by Holmes (2013), they are: (a) rhetoric reason, (b) differences of status and formalities, and (c) lack of vocabulary. And another the factors also gather from the condition in the classroom are: (a) the students' ability in English are not same and (b) code-switching emerges automatically or spontaneously and (c) help the students to more participate.

2. The English teachers used code-switching in the classroom almost all of the phase of the learning process.
3. The highest frequency and percentage of using code switching in teaching and learning process at SMPN 3 Pitumpanua did by Teacher 1 (Frequency 30 times and percentage 32%) then Teacher 2 (Frequency 24 times and percentage 19%) and lowest frequency did by Teacher 3 (Frequency 21 times and percentage 18%).

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