The Form and Functions of Code-Switching Between Teacher and Student in Daily Conversation

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Abstract--Code-switching is a language phenomenon in a society where people use more than one language interchangeably in their utterances. This study is focused on analyzing the forms of code-switching, contextual types, and functions of code-switching found in conversations between teachers and students at an international school in Bali. This research was conducted in a class of 15 students aged 3-7 years. Sources of data in this study were taken from everyday conversations conducted by teachers and students. For analysis, the researcher used the theory put forward by Wardhaugh (2006) to identify the type of code-switching used contextually and based on the analysis to identify the function of code-switching. In collecting data, this research uses field observation, and the qualitative descriptive method is used in analyzing the data. The results of the data found are for the form of code-switching found word form code-switching (34), phrases form code-switching (19), and sentences form code-switching (23). The types of contextual code-switching found in this research are situational code-switching (72) and metaphorical code-switching (4) and the functions of code-switching found in this study are clarification, emphasis, repetition, translation, checking understanding, and tools for communication.

Keywords— *code-switching, bilingualism, conversation, form*

Abstrak--Alih kode adalah fenomena bahasa dalam masyarakat di mana orang menggunakan lebih dari satu bahasa secara bergantian dalam ucapan mereka. Penelitian ini difokuskan untuk menganalisis bentuk alih kode, jenis kontekstual dan fungsi alih kode yang ditemukan dalam percakapan antara guru dan siswa di sebuah sekolah internasional di Bali. Penelitian ini dilakukan di kelas yang terdiri atas 5 siswa berusia 3-7 tahun. Sumber data dalam penelitian ini diambil dari percakapan sehari-hari yang dilakukan oleh guru dan siswa. Data dalam penelitian ini dianalisis dengan menggunakan teori yang dikemukakan oleh Wardhaugh (2006) untuk mengidentifikasi jenis alih kode yang digunakan secara kontekstual dan berdasarkan analisis untuk mengidentifikasi fungsi alih kode. Dalam pengumpulan data, penelitian ini menggunakan metode observasi langsung, dan metode deskriptif kualitatif digunakan dalam menganalisis data. Hasil data yang ditemukan adalah untuk bentuk alih kode ditemukan alih kode bentuk kata (34), alih kode bentuk frasa (19) dan alih kode bentuk kalimat (23). Jenis alih kode kontekstual yang ditemukan dalam penelitian ini adalah alih kode situasional (72) dan alih kode metaforis (4) dan fungsi alih kode yang ditemukan dalam penelitian ini adalah klarifikasi, penekanan, pengulangan, penerjemahan, pemeriksaan pemahaman, alat komunikasi.

Kata Kunci— *alih kode, bilingual, percakapan, bentuk kata*

1. Introduction

Bilingual and multilingual Indonesians frequently communicate in many languages daily. Because Indonesia is a country with many diverse civilizations, each of which has a unique mother tongue, bilingualism, and multilingualism developed there. The majority of Indonesians communicate in many languages. As an illustration, the majority of the population of Bali speaks Bali as their mother language and Bahasa Indonesia as their second language.

The study of sociolinguistics talks about how language and society interact. Sociolinguistics manages social elements, including provincial, class, lingo, distinctions in sexual orientation, and bilingualism. According to Wardhaugh (2015, p. 14), and Gumperz (1982), sociolinguistics is an effort to discover correlations between social structures and linguistic structures and to observe any social changes. Bilingualism is the capacity of people or local area individuals to utilize two dialects successfully or bilingualism is the act of utilizing language reciprocally, starting with one language and then onto the next, by a speaker. In bilingual communication, the languages may occasionally be mixed or switched. The term "code-switching" then applies to this phenomenon. Students are expected to comprehend and communicate in a foreign language in an English class, which means that English as a foreign language and the target language can serve as a teaching medium. In addition, instructors at Parklife Bali speak a variety of languages, typically the students' and teachers' native tongues. In this school mostly the students come from different countries, and also some of them can only speak their mother language. Code-switching is made possible by the presence of two languages, English as the target language and English as the native language of teachers and students. Typically, this code-switching takes place naturally during class discussions.

A conversation is a conversation that one person has with another person to discuss something that is considered important or not even important. Having a conversation with someone can foster emotional feelings in the approach. Everyday conversations that are carried out, especially by teachers and students can grow and help approach emotionally.

In verbal communication, code-switching occurs when the speaker changes from one language or dialect to another. Code-switching has a definition provided by certain linguists. By defining code switches as linguistic alterations that take place outside of phrase or sentence boundaries, McLaughlin (2012) highlights the difference between mixing and switching. According to (Hoffmann, 1991), the most general definition of code-switching is the alternating employment of two languages or linguistic varieties inside the same speech or within the same discussion. Language switching occurs when bilinguals converse with one another; style switching occurs when monolinguals do so. Code-switching is the use of at least two languages or linguistic varieties in discourse during a speech in a bilingual or multilingual culture, according to the preceding criteria. According to Wardhaugh's (2006) theory, the contextual types of code-switching consist of Situational code-switching and Metaphorical code-switching. According to the analysis, the function of code-switching there is clarification, emphasis, repetition, translation, checking understanding, and tools for communication.

In an overview of previous studies on code-switching, various topics have been discussed. Some of the theories and references that are related to this topic include the following: The first thesis was written by Nafisa and was named "The Use of Code Switching by the English Teachers in Ma'Al Ma'Arif Singosari (2017)." To understand the many types of code-switching utilized by English teachers in classroom interactions, as well as how and why they do so, the purpose of this thesis was to examine these issues. This study employs descriptive qualitative methods of study. In her study "Code-switching and mixing (Communication in Learning Language)," Waris (2012) discovered that many teachers make code-switching and code-mixing for students at varying

levels based on the circumstance, subject, and participation. The teacher should know and understand when they should emphasize the language.

According to Poplack (1980), there are three types of code-switching: tag switching, intersentential switching, and intrasentential switching, which were all used by the teachers in the class, according to Agustina's (2018) study, "The Use of Code Switching and Code Mixing by English Teacher at Man Kota Palangkaraya." The study also found that discussing a certain subject, emphasizing a point, guiding students who were lost, and regaining students' focus were other factors. 2016 Education and Teacher Training Faculty Walisongo Islamic State University Semarang Khoirul Anwar (123411057). Code Switching in EFL Classes: A Descriptive Study at the MOB English Course Kampung Inggris Pare Kediri. Amelia Fian Faulani (11308137) is a Salatiga State Islamic Studies Institute (STAIN) English Department faculty member for 2015. A Descriptive Analysis of Using Code Switching in English-Arabic Daily Conversation of Students Islamic Boarding School (Ta'Mirul Islam, Surakarta, Central Java).

The phenomenon of language interaction known as "code-swapping" is usually understood as the alternative use of two or more languages in one conversation, usually distinguished by clear language gaps. Code-switching, according to Ulfah (2014), is a change between two codes (language or dialect) between two individuals who share the code. Code-switching, according to Victoria and Rodman (1998), is an expression used in linguistics to explain the use of more than one language or dialect in speech. Code-switching can be distinguished from other language contact phenomena including pidgins and creoles, borrowing, switching or interference, borrowing translations (calques), and borrowing. Code-switching is used to convey the speaker's thought process. When the language used by someone in conveying the message is considered unsuccessful or failed, then that person needs to change the language into a language that is understood by others.

This research was conducted at an international school in Bali where generally English is the main language used. This happens because students come from several countries including Indonesia. Teachers and students use code-switching to make communication tools in the learning process to increase understanding of the material in using English and Indonesian. This research aims to find out the forms of code-switching used by teachers and students, to find out the contextual types of code-switching used in teaching and learning activities, and to find out the function of code-switching used in teaching and learning activities between teachers and students.

2. Research Methods

This study uses a descriptive qualitative design that pays attention to the utterances produced during conversations between teachers and students. The conversation took place on several informal occasions. The spoken conversation is then analyzed for code-switching that occurs from Indonesian to English or from English to Indonesian or from another language that is mastered. The analysis is focused on the types and functions of code-switching, to find out which function and contextual types are more widely used. This data was obtained from a class at an international school in Bali, totaling 15 people with an age range of 3-7 years.

Data was obtained through several steps, including the first, observation, notes, and analysis. This process is carried out to ensure the reliability of data analysis. The next step after it was collected, analyzed the data based on the contextual type of code-switching and then analyzed the data to find out the function of code-switching. There are two stages in analyzing the data, namely identification and classification of data then data tabulation.

3. Result and Discussion

In this study the results found were 76 conversations that related to the forms of the code-

switching used, the contextual types of code-switching used, and the functions of code-switching used by teachers and students in the teaching and learning process at the International School.

Table 1.1 Percentage of The Form of Code-switching in Daily Conversation

No.	The Form of Code-switching	f (%)
1.	Word Form	45.0
2.	Phrase Form	25.0
3.	Sentences Form	30.0

Table 1.2 Percentage of The Contextual Code-switching in Daily Conversation

No.	The Contextual Code-switching	f (%)
1.	Situational Code-switching	94.8
2.	Metaphorical Code-switching	5.2

3.1 The forms of code-switching

There are 76 utterances of English teachers and students featuring code-switching. The three forms of code-switching are word forms, phrase forms, and sentence forms of code-switching. Meanwhile, there is code-switching from contextual classification to situational and metaphorical code-switching. There is also an analysis of the code-switching function used in the learning process.

3.1.1 Word form of code-switching

Researchers in the study have found 34 to be a form of code-switching. The researcher analyzes the speech that occurs there, which has various purposes, functions, and causes related to code-switching, to determine whether the words are code-switching or not.

The data word form code-switching data is shown below:

Data 1
Teacher   : "Gabriel, you can see here we use all parts of the coconut tree for our daily life."

Student   : "What can we do with these coconut leaves?"
Teacher   : *"Do you know ketupat?''*

In data (1) the sentence *"Do you know ketupat?"* It is called code-switching because the teacher speaks from English to Indonesian in one utterance. The word *"ketupat"* comes from the word "Kupat" in the Javanese language which has two meanings, admitting mistakes and four actions. "Ketupat" is woven from coconut leaves and contains rice to be cooked inside. That can be concluded that the teacher adds the word "ketupat" to the sentence which functions as a means of communication. Based on the origin of the language, data (1) is included in external code-switching.

3.1.2 Phrase form of code-switching

In this research, 19 phrases indicate code-switching.
The data of phrases from code-switching data is shown below:

Data 2
Teacher   : I saw you crying earlier, what happened to you, are you hurt?
Student   : Jay pushed me on the swing so I fell.
Teacher   : *What's wrong Jay? Kenapa seperti itu?*

In data (2) code-switching can be seen in the sentence *"kenapa seperti itu?"*. The second speaker uses two languages, English and Indonesian, where the teacher says the first phrase in English and the second phrase in Indonesian, this is a type of external code-switching.

3.1.3 Sentence form of code-switching

The researcher found 23 sentences of code-switching. The data of code-switching in the sentence form is shown below:

Data 3
Teacher   : Not only coconut trees, but many other trees are also very useful in our daily lives.

That's why we have to take good care of the environment. Have you taken care of the environment around you?

Student   : Yes Ms.

Teacher   : *Very good! I am very proud. Jika kalian sudah menjaga lingkungan sekitar.*

In data (3) it can be seen that it is a form of code-switching, namely code-switching sentences where in the italicized sentences there is a change in the words used, namely from English to Indonesian which emphasizes a sentence. This sentence is also called a dependent clause. This data also belongs to the type of external code-switching.

3.2 The Contextual Type of Code-switching

3.2.1 *Situational code-switching*

Situational Code-switching redefined each other's obligations and rights in situations where code-switching occurs. In addition, it occurs when speakers realize that they use one language in one situation and another language in another. Situational code-switching does not involve changing topics. The results show that 72 utterances that contain code-switching are situational code-switching. The data of situational code-switching is shown below:

Data 4

Teacher   : That's the story about "Telling the truth". Have you been an honest child today?

Student   : Already Ms.

Teacher   : *How about you Dasha? Dasha, apakah hari ini ada berbohong tidak?*

Student   : Tidak Ms.

Data 4 can be seen in the sentence *"Dasha, apakah hari ini ada berbohong tidak?"* There was a change in the language from English to Indonesian due to a situation where during the learning process a teacher was asking something, namely about honesty because previously he had discussed a story about honesty with a student (Dasha) who came from and spoke only in Indonesian. The teacher uses code-switching in this situation so that

Dasha can understand what she is being asked. Teacher and student code-switching often occurs due to the situation of the speaker and listener.

3.2.2 *Metaphorical code-switching*

Metaphorical code-switching is code-switching that usually occurs when the topic changes and the language used is changed. Metaphorically, code changes as circumstances change from formal to informal, formal to personal, serious to humorous, and politeness to solidarity. The results showed that only four utterances contained metaphorical code-switching. The following metaphor code-switches data:

Data 5

Teacher   : I will be your teacher today in this activity.

Student   : What is your name Ms?

Teacher   : *My name is Ms. Silvia, tapi kalian bisa panggil Ms. Cantik, kita akan bersenang-senang hari ini.*

Teacher   : Let's continue today's activities with a science experiment. Have you ever done it?

Student   : No yet Ms.

In data 5, in the sentence *"My name is Ms. Silvia, tapi kalian bisa panggil Ms. Cantik, kita akan bersenang-senang hari ini."* Here you can see that there is metaphorical code-switching that occurs from English to Indonesian because you want to turn the situation into humor and in the sentence *"Let's continue today's activities with a science experiment. Have you ever done it?"* return to English where the topic changes to continue an activity that will occur. It can be seen that there is a change in the situation from humorous to serious which is one of the reasons for the occurrence of metaphorical code-switching.

3.3   The Function of code-switching

The results regarding the function of code-switching for teachers in the teaching and learning process in using code-switching are very useful for understanding students and also teachers for clarification, emphasis, repetition, explanation,

translation, checking for understanding, and tools for communication.

3.3.1 Clarification

Clarification is a function of code-switching carried out by teachers and students to clarify or confirm explanations, questions, and statements. This is done so that there are no misunderstandings in capturing the message. The following data contains the function of code-switching, namely clarification.

Data 6
Teacher : Are you from the Netherlands, Romy? What's famous there?
Sasha : The lilies flowers.
Teacher : *Tidak, Netherlands is famous for its tulips. Oleh sebab itu sering disebut Negara Bunga Tulip, right Romy?*
Romy : Yes Ms., that's true.

Data (6) the teacher's words *"Tidak, Netherlands is famous for its tulips. Oleh sebab itu sering disebut Negara Bunga Tulip, right Romy?"* is used to confirm this explanation. Teachers use it to ensure student understanding. This is done so that there are no misunderstandings on a matter.

3.3.2 Emphasize

To emphasize, the use of code-switching is very frequently used in the teacher-student learning process. After a long explanation, teachers usually use code-switching to emphasize what students are learning to ensure they understand the material correctly. Code-switching data as a function is emphasized as shown below:

Data 7
Teacher : Today we will do a science experiment which we always do on Wednesdays. We're going to make a Volcano out of Baking Soda, Vinegar, and Soap. What do we need?
Student : Baking Soda, Soap, and …?
Teacher : *and Vinegar or Cuka*

From data (7) it can be found in the conversation showing that the teacher tries to emphasize an important material name by using the English word *"Vinegar"* and then also saying it in Indonesian. Through that word, he tries to emphasize the things they will discuss so that all students can understand.

3.3.3 Repetition

During the learning process, the repetition code-switching function often occurs. This function requires the teacher to repeat explanations in English and Indonesian to make sure all students understand the meaning of the explanation. Repeat codes are also used to ask or explain difficult words only. The following data describe repetition as a function of code-switching:

Data 8
Teacher : As we discussed before Eagle, *jadi Eagle itu Burung Elang.* We will continue with making crafts out of paper.
Student : Yes Ms.
Teacher : We will start by making wings by gluing the paper together.

From data (8) the teacher said *"Jadi Eagle itu Burung Elang.".* Several students from Indonesia heard that this was something new. This causes repetition by the teacher so that the material to be conveyed can be understood by all students.

3.3.4 Translation

The function translating of code-switching is an effective way of transferring material. This often happens in international schools which contain students from several countries and including Indonesia. Translating said material into English and Indonesian can improve understanding and learn new things. Based on observations, both teachers and students are often found interpreting or translating material into their first language. The following is the translation data that occurs during the teaching and learning process.

Data 9

Teacher : *After doing this game it's time for lunch, so now you can clean up your toys first, jadi abis kita main ini, waktunya makan siang ya harus dirapikan dulu mainannya.*
Student : Yes Ms.

In data (9) the teacher says *"jadi abis kita main ini, waktunya makan siang ya harus dirapikan dulu mainannya."* it is a form of translation of the English sentence that was delivered earlier. The teacher translates the sentence into Indonesian, so students who don't understand can carry out the directions requested. In this data, by translating words into language, the teacher also tries to be more informative and communicative to all of his students.

3.3.5 Checking understanding

Checking understanding is one of the most important things for teachers to do in the classroom. The code-switching function is to measure the success of the teaching and learning process being carried out. Asking students about previous explanations, and can be done by asking students to provide some conclusions, or sometimes just asking difficult words is just a way to check student understanding. Code-switching data as a function for comprehension is mentioned below.

Data 10
Teacher : We need scissors, paper and also?
Student : Sabun
Teacher : Yes, sabun or soap. To make it bubble.

Based on data (10) the teacher asks about the material that was previously presented. The teacher uses code-switching to ask students about the material previously explained. It has a code-switching function to check students' understanding.

3.3.6 Tools for Communication

As a social bilingual, code-switching is a habit in communication. Conversation continuity is impacted by code changes. if the teacher forgets or does not understand a word. He can change it to Indonesian, and communication between teachers and students will occur later. In international schools with students from various countries, including Indonesia, code-switching is also used to communicate. Code-switching performs its function as a communication tool. Code-switching is used to communicate with the following data.

Data 11
Teacher : We can also use the leaf stems from this coconut tree as a broom. *For nyapu too. Do you know nyapu?*
Student : Yes. sweep Ms.
Teacher : Yes, that's right, so nyapu means sweeping in English.

In data (11) code switching that can be identified is in the sentence *"For nyapu too. Do you know nyapu?"*. As a bilingual or even multilingual speaker, code-switching usually appears in communication. The teacher says *"For nyapu too. Do you know nyapu?"* solely as a tool to maintain continuity of communication. This can also increase students' new understanding of using Indonesian as well as English.

4. Conclusion

This study analyzes word forms, contextual types, and functions of English-Indonesian code switching used by teachers and students in daily conversation at one of the Bali International schools. In completing the research, the researcher used the theory put forward by Wardhaugh (2006) to analyze the data. Based on the analysis, the types of contextual code-switching are Situational Code-switching and Metaphorical Code-switching. It was found that the word forms of code-switching used word form code-switching, sentences code-switching, and finally phrase code-switching. Based on the analysis of the code-switching function, clarification, emphasis, repetition, translation, checking understanding, and tools for communication are found.

Code-switching to English-Indonesian in teacher and student conversations for the contextual type of situational code-switching is most commonly found and the function of code-switching proves that this is very useful in the teaching and learning process for students' understanding. Using code-switching in learning is very functional and one of the ways teachers teach their students in another language.

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