Chapter Four

Findings and Discussions

This chapter presents the findings and discussion about the use of code switching in teacher-students communication at class XI in SMA Muhammadiyah Kasihan Bantul. The aim of this research was to find out the types of code switching used by the English teacher at class XI of SMA Muhammadiyah Kasihan Bantul and to identify the factors of using code switching in the classroom. The researcher gathered the data on Wednesday, 27 January 2016 at class XI of Science and Social Programs.

Types of the Use of Code switching

The first research question was "What are the types of code switching used by the English teacher at Class XI of SMA Muhammadiyah Kasihan Bantul?" From the data analysis, it was found that the English teacher at SMA Muhammadiyah Kasihan Bantul used several types of code switching's. The code switchings occurred in both classes of XI Social and class XI Science Programs included the code switching from Bahasa Indonesia to Javanese, from Javanese to Bahasa Indonesia, from Bahasa Indonesia to English, and English to Bahasa Indonesia. The occurrence of language switch in the classroom can be seen in the following table.

Table1. The Frequency of Code Switching

Types of Code Switching	The frequency of code switching	
	Class X1 Social Program	**Class X1 Science Program**
Bahasa Indonesia – Javanese (K1)	7	6
Javanese - Bahasa Indonesia (K2)	8	8
Bahasa Indonesia – English (K3)	40	24
English – Bahasa Indonesia (K4)	41	29

The table above shows that the most common code switching used in both Social and Science Program classes was the code switching from English into Bahasa Indonesia. In the Class XI of Social Program, the code switching occurred 41 times, while in Science Program it occurred 29 times. These occurrences indicate that the English teacher frequently switched the language from English into Bahasa Indonesia during teaching and learning process. The English teacher frequently switched the language because of the minimum students' ability to receive the materials in English. Consequently, the English teacher switched the language to make the knowledge transfer easier and to make students understand more.

In terms of types of the use of code switching, the code switching from Bahasa Indonesia to Javanese and from Javanese to Bahasa Indonesia are categorized as intern code switching. Meanwhile, the code switching from Bahasa Indonesia to English and from English to Bahasa Indonesia is categorized as extern code switching.

Intern code switching. In intern code switching, the English teacher commonly switched language from Bahasa Indonesia into Javanese and from Javanese into Indonesia. According to Hymes (in Rahardi 2010, p. 24) intern code switching is code switching happened in inter-regional languages in a national language and inter-dialect in a regional language. From the data, it was found out that the English teacher switched the language from Bahasa Indonesia into Javanese and Javanese into Bahasa Indonesia as presented in the following discussion.

Code switching from Bahasa Indonesia into Javanese. The English teacher at SMA Muhammadiyah Kasihan Bantul used code switching from Bahasa Indonesia into Javanese. The followings are the example of code switching from Bahasa Indonesia into Javanese found in the data.

Dialogue 1 :   Teacher : apa? Berita baru ? (What? New news?)

Students: bad ! bad! Opo to kuwi ? (What's that?)

Teacher :lha opo? (so, what's that?)

Dialogue 2 :   Teacher: iya. Besok pelajaranya ibu jam ke 3 yaa? Sepertinya besok ibu berhalangan. (Yes. Tomorrow, my subject will be the third. It seems I wouldn't be able to come.)

Students: Iya Bu…. (okay, ma'am)

Teacher: nek ndak masuk yo telat. (Maybe I can't come, or else I will be late.)

Code switching from Javanese into Bahasa Indonesia. The intern code switching was also found when the English teacher used code switching from Javanese into Bahasa Indonesia as presented in the following dialogue :

Dialogue 3 :   Teacher: Lha kok iso ? (How can it be?)

Student : lah embuh bu (don't know, ma'am)

Teacher : Absennya kan jam7. (The attendance is at 7, isn't it?)

Dialogue 4 :   Teacher : nek kalian ndak ketawa paling ndak ya senyum. (if you don't laugh, at

least you smile)

Students : (students tertawa) hahaha. (students are laughing)

Teacher : iya, itu maksudnya. Kalau kamu tertawa atau paling tidak tersenyum berarti kamu sudah mengerti teks itu. (Yes, that's it. If you can laugh or at least smile, it means you can understand the text.)

The dialogues 1 and 2 that show the code switching from Bahasa Indonesia to Javanese and the dialogues 3 and 4 that show code switching from Javanese to Bahasa Indonesia are categorized as intern code switching. This type of code switching conforms Hymes (in Rahardi 2010,p.24) who stated that intern code switching happens in inter regional languages in a national language and inter-dialect in a regional language. In this case, Bahasa Indonesia is the national language and Javanese is the regional language.

Extern code switching. During the conversation between the English teacher and the students in the classroom, the English teacher frequently switched the language from Bahasa

Indonesia to English and English to Bahasa Indonesia. According to Hymes (in Rahardi 2010, p. 24) code switching that happens in native language with foreign languages is categorized as extern code switching. Therefore, the extern code switching used by the English teacher was from Bahasa Indonesia to English and from English to Bahasa Indonesia. The detail is explained below.

        Code switching from Bahasa Indonesia into English. For the period of observation, it was found out that the English teacher used code switching from Bahasa Indonesia to English. The following dialogues show the extern code switching from Bahasa Indonesia into English.

Dialogue 5 :   Teacher : sudah kesana kemari tulis sana sini masih belum paham?

                (sambil bercanda) (I have written here and there, but you still don't

                understand.) (jokingly)

                Student : ehhh sudah. (errr… already)

                Teacher : iya sudah. (alright)

                Teacher : okay, let's try to answer questions from number one until number five.

                  Number one, please Ana.

Dialogue 6 : Teacher : Jadi bentuk ceritanya adalah teks spoof. Dinda, teks spoof apa tadi ? (So,

                  the story is a spoof text. Dinda, what is a spoof text then?)

                students1: teks spoof itu cerita lucu Bu. (spoof text is a funny story, ma'am)

Teacher : right. Spoof text is a text which tells events of the past with an unexpected ending and funny.

*Code switching from English into Bahasa Indonesia.*From the observation, it was found that the English teacher switched the language from English to Bahasa Indonesia. The following dialogues are the examples while the English teacher switched the language from English into Bahasa Indonesia during teaching and learning process.

Dialogue 7 :   Teacher : curious, she asked why the chief's brain was so much expensive.

Student : apa yaa bu? (what's that ma'am)

Teacher : nah ini to, di baca kalimat terakhirnya. (please, read the last sentence)

Dialogue 8 :   Teacher : parked himself on the roof of the cave.

Student : mendarat di atas goa untuk tidur. (parked on the cave to sleep)

Teacher : segera setelah itu, semua? kelelawar yang lainya? (soon after that, all?,

the other bats?)

Student : mencium bau darah.(smell the blood scent)

From the dialogues above it can be seen that the teacher switched the language from Bahasa into English (dialogue 5 and 6) and from English into Bahasa Indonesia (dialogue 7 and 8). This is in line with Hymes (in Rahardi 2010, p. 24) who stated that extern code switching happens in native language with foreign languages. In those dialogues above, it can be seen that the teacher

first used a native language namely Bahasa Indonesia then switched into English as foreign language and vice versa.

Factors of using code switching

The second research question is "What are the factors of using code switching at Class XI of SMA Muhammadiyah Kasihan Bantul?" Based on the observation, it was found that the English teacher switched the language for several reasons. The researcher combined the categories of factors of using code switching from three experts. The factors categorized by Chaer and Agustina were speaker, hearer, and the change of topic. The factors categorized by Borlongan(in *Yücel*, 2009)were to control students in group activity, to clarify misunderstanding of words or sentences, to build a close relationship between teacher and students, and to introduce the meaning of concept words when introducing a new unit. Meanwhile, the factors categorized by Marasigan were to show solidarity, and to make the students understand. The followings are the factors of using code switching at Class XI of SMA Muhammadiyah Kasihan Bantul used by the English teacher.

Code switching is caused by speaker. Another factor of using code switching is the speakers themselves. The English teacher switched the language because the English teacher hada certain purpose in her communication with students. The code switching can be seen in the following excerpt.

Dialogue 1 :   Teacher : How about Interlanguage? Yes, okay?

Students : silent

Teacher : Mari kita mulai saja acaranya. Buku sudahbawa? Buku tulis? Bulpoint?

From the observation, when the English teacher was asked about their textbook Interlanguage to start the lesson, the students kept silent. Then, the English teacher decided to switch the language using Bahasa Indonesia by asking about book, note book, and pen to maintain the conversation because the students did not respond when being asked about their Interlanguage in the beginning of the lesson. This situation was in line with Chaer and Agustina who stated that the speaker switched the language when the speaker has another purpose in the communication.

In another dialogue, the English teacher switched the language because she had another purpose in her communication as seen in the following dialogue.

Dialogue 2:   Teacher : yes, one hundred and sixty six.

Teacher : oke, sekarang satu orang, satu paragraph, di baca yaa..

Based on the dialogue above the English teacher switched the language because the English teacher had a certain purpose to give an instruction to the students to read a paragraph. In other words, the English teacher deliberately switched the language to give the students different instructions from the first instruction to open the page of the book into the instruction to read the paragraph. This situation was in line with Chaer and Agustina (2010) who asserts that a speaker switches the language when the speaker has another purpose in the communication.

Code switching is caused by the hearer. The hearer can also be the factor of using code switching as seen in dialogue (2) below. The conversation happened when another teacher came to the class while the English teacher was teaching.

Dialogue 3 :   Teacher   : **''Di buka kamusnya''**(''please, open your dictionary.'')

                Student 1   : ''apanya bu? Anaknya?Adiknya?''(''what's the relationship,

                                ma'am ? Son? or younger's brother?''

                Teacher X   : '' Bu, Ayodya enten mboten?''(Excuse me Miss, is Ayodya

                                here?''

                Teacher   : **''kedahipun,kadospundi bu? Ayodya? ''**(''She should have

                                been here. What's the matter Ma'am?Ayodya?'')

                Student2   : '' Udah ndak masuk dari kemarin kemarin Bu''(''she was absent

                                for several days, ma'am.'')

Based on the data above, the English teacher switched the language from Bahasa Indonesia into Javanese. The code switching can be seen in 3''Di buka kamusnya'' (''Open your dictionary.'') when the English teacher spoke Bahasa Indonesia, then she switched into Javanese 3''kedahipun,kadospundi bu? Ayodya? ''(''She should have been here, what's the matter?Ayodya?'') when another teacher (Teacher X) came to the class speaking Javanese to the English teacher. The English teacher consequently switched the language from Bahasa Indonesia into Javanese to appreciate the teacher X who spokeJavanese. In other words, the English teacher concerned who the hearer or audience was.This factor was categorized as the hearer factor. This is in accordance with Chaer&Agustina (2010,p.108) who said that the speaker will follow the language used by the hearer.

Another conversation also shows the hearer as the factor of using code switching.

Dialogue 4 : Teacher　　　　　　:'' **ini ada kertas, berisi beberapa gambar. Nanti di lihat, di**

amati satu-satuyaa….'' ('' There are several pictures. Look at

them one by one'')

Student1 and 2: ''Excuse me ma'am…''

Teacher　　　　: '' **Where have you been? ''** (the students were silent)

First, the English teacher spoke in Bahasa Indonesia when giving the pictures and giving

instruction to the students students dealing with spoof text. However, when two students came

into the classroom addressing the teacher using English "Excuse me ma'am?", the teacher

directly switched the language into English to respond the student's interuption. This situation

was also in line with the factor of using code switching mentioned by Chaer and Agustina

(2010,p.108) that the speaker will follow the language used by the hearer.

Code switching is used because of the changes of topic. In dialogue (5) below, the

English teacher switched the language from Bahasa Indonesia into English. First, the English

teacher discussed about program on TVchanel in Bahasa Indonesia then the English teacher

used English to comment and asked the students to open the textbook to continue the course.

Dialogue 5 : Teacher　　　　　: '' **Terus selain yang tadi. Apalagi?UpinIpin?**

Atau Boboboy ?('' beside that, any other?Upin Ipin? Or Bobo

boy?'')

Student　　　　: ''Lucu Bu…''Funny Funny….''('' it is funny.. funny funny…'')

(Teacher-Students laughing)

Teacher　　　　: **''So funniest right.''**

''Open your book on page 164''

The English teacher switched the language as a reaction when the students spoke English. In addition, the English teacher switched the language because she wanted to switch the topic of discussion. The code switching in above conversation indicated that speaker switched language not only as reaction for the interlocutor but also to switch the topic. This situation was in conformity with Chaer and Agustina (2010, p.08) who stated that the factors of code switching is the interlocutor, in addition to the factor of the change of the topic.

Code switching is used to control students in the classroom. The factor of using code switching to control the students was found in the conversation between the English teacher and the students in the classroom. The code switching happened when the English teacher asked a student who played her phone during teaching process.

Dialogue 6 :   Teacher   : **''hapenya di matikan dulu!''**

                                   (''switch off your phone,please!'')

                        Students   : Iyabu…..   (''yes, ma'am'')

                        Student 1   : sampunbu…. (''already, ma'am…'')

                        Teacher   : **''Mela, HPnya di delehsek!''''Di matikan dulu nanti istirahat bisa di nyalakan lagi.''** (''Mela, put your phone down''. ''Switch off your phone. You can switch it on during break.'')

                        Student 2   : ''Iya Bu'' (''Yes, ma'am''.)

From the conversation above, the English teacher switched the language from Bahasa Indonesia into Javanese. The English teacher switched from Bahasa Indonesia into Javanese to

control the students in the classroom. The English teacher reprimanded the students who used phone during teaching and learning time in the classroom. Then, the English teacher called the student's name to make the students pay attention in the classroom. According to Barlongan (in *Yücel*, 2009), teachers commonly switch language to control students in the classroom. In this case, the English teacher controlled the students in the classroom through reprimanding the students to give attention to the course.

Code switching is used to clarify misunderstanding of word. The conversation happened while the English teacher was teaching in the classroom. The teacher switched the language from Bahasa Indonesia into English when the English teacher corrected the student while reading Brain Bank text.

Dialogue 7: Teacher **: '' Iya sudah mari di baca dari awal". ''Yudha di baca.''**

         (''let's read from the beginning." "Yudha, read the text.'')

     Student 1 : '' The Brain Bank. It seems there was a woman who received

         some bad news.''

     Teacher **: '' it is not siomay but some''**

         (The English teacher wrote it on the white board)

From theconversationabove, it can be seen that the English teacher switched the language from Bahasa Indonesia'' Iya sudah mari di baca dari awal. Yudha, di baca.'' (''let's read from the beginning. Yudha, read the text.'') into English '' it is not siomay but some''(The English teacher wrote it on the white board).

The English teacher switched the language because the student pronounced "some'' in Brain bank text incorrectly. Then the English teacher wrote it on the white board to show how to read it correctly. English teacher corrected the student's misunderstanding in pronouncing

''some''. This correction was categorized as the factor of code switching to clarify misunderstanding of a word. This is in line with Barlongan (in *Yücel*, 2009) who stated that one of the factors of using code switching in the classroom is to clarify misunderstanding of word or sentence.

Another example of the factor of using code switching to clarify misunderstanding of words or sentences is presented in the following excerpt

Dialogue 8 :   Teacher   : **''So what is the purpose of spoof text?''**

Students   : **(Silent)**

Teacher   :**''Untuk menghibur pembaca atau pendengar. Biasanya bagian lucunya ada di bagian mana ?''**(''to entertain the reader or listener. Then, where is the funniestpart of spoof text?'')

From the conversation, it could be seenthat the English teacher switched language from English''So, what is the purpose of spoof text?'' into Bahasa Indonesia''Untuk menghibur pembaca atau pendengar. Biasanya bagian lucunya ada di bagian mana?'' ("To entertain the reader or listener. Then, where is the funniest part of spoof text?"

The English teacher's dialogue indicated that the factor of using code switching was to clarify misunderstanding the purpose of spoof text. Then, the English teacher explained the purpose of spoof text by using Bahasa Indonesia. The code switching done by the teacher was in line with Barlongan (in *Yücel*, 2009) who stated that one of the factors of using code switching in the classroom is to clarify misunderstanding of word or sentence.

Code switching is used to build relationship with the students. From the data, it was found that the English teacher did code switching from Bahasa Indonesia into Javanese to build a good relationship with a student in the class. The conversation happened while the English teacher asked why the student came late.

Dialogue 9 :   Teacher   : **''Kamu kenapa terlambat?''**(why did you come late?'')

                      Student   : ''Bu, aku itu cuma telat sebentar tapi malah *mau ra* di absen.''

                                        (''Ma'am, I was late for a minute but my presence was not counted.'')

                      Teacher   : **''Lha kok iso ?''**

                      (''why was it so?''   )

From the English teacher-student communication above, in dialogue (9) The English teacher switched language from Bahasa Indonesia into Javanese. The language switch showing the English teacher spoke Bahasa Indonesia ''Kamu kenapa terlambat?'' (''Why did you come late?'') into Javanese ''lha kok iso?'' (''why was it so?''). This intern code switching happened because the English teacher wanted to get closer with the student. The communication happened before the main lesson began.The English teacher initiated a conversation with a student by asking why the student came late in the previous subject. This communication was actually to build relation between the English teacher and the students.This code switching was in line with Barlongan (in *Yücel*, 2009) who stated that the reason for code switching is to build relationship between teacher and students.

Another example of the factor of using code switching to build relationship is presented in the following excerpt

Dialogue 10:   Teacher   : '' **nek ndak masuk yo telat.''**if I do not come, maybe I will

come late'')

Student   : '' Kenapa Bu?'' (whathappened, Ma'am?'')

Teacher   :'' **Ibunya bu guru besok di operasi. '''Jadi Mohon doanya**

biar lancar yaa.''('''Tomorrow, my mother will have a

surgery. So, please pray for my mother.'')

In dialogue (10), the English teacher switched language from Javanese into Bahasa Indonesia. The switch language happened when the English teacher asked for permission that tomorrow she would not be able to come or she would come late.

The communication was actually to build relationship between the teacher and the students. It showed teacher-students closeness in the classroom. The code switchings above were in accordance withBorlongan (in *Yücel*, 2009) who asserted that teachers commonly do code switching to communicate in the classroom to build close relationship with the students.

Code switching to introduce the meaning of concept words. Based on the data, there was a conversation when the English teacher asked a word in Brain Bank text to the students. The code switching happened when the English teacher introduced 'to choose' to the students.

Dialogue11 :   Teacher : nah oke. Jadi, segar… (''right, so, it is fresh..'')

Teacher : ada tiga brain. Brain itu tadi apa?('' there are three brains. What is brain?'')

Student : otak. (''brain'')

Teacher : oke di Brain Bank. Harus di to choose. Choose?

(''right and take the brain in Brain Bank. It have to choose. Choose?

Students : apa? Apa? ("what ?'')

Teacher : what is choose ?

Based on the conversation above, the English teacher switched the language from Bahasa Indonesia into English because the students did not know the meaning of the word *to choose.* The English teacher deliberately inserted a foreign word to introduce the students a new word. Therefore, the English teacher deliberately switched the language to introduce a word *to choose* to the students to improve students' capability in vocabulary. This situation was in line with Borlongan (in *Yücel*, 2009), who stated that one of the factors of using code switching by teachers is to introduce the meaning of concept words when introducing new unit.

Another dialogue showing the code switching to introduce the concept of word happened when the English teacher switched the language to introduce a word 'woman' to the students. The switched language happened when the English teacher asked those word .

Dialogue 12:   Teacher : there is word a woman. Woman.

Teacher : Apa ini woman? ('')what is woman?'')

Student: Apa yaa…. ("What is it?")

Teacher: Ayo.. woman.. dibuka kamusnya dulu

(Come on, woman.. open your dictionary).

Based on the dialogue above, it was found that the English teacher switched the language from English into Bahasa Indonesia. The English teacher switched the language because the wanted to ask an English word *woman* to the students. The English teacher deliberately inserted a foreign word to check and introduce a new word *woman* to the students. This condition was in line with Borlongan (in *Yücel*, 2009), who stated that one of the factors of using code switching by teacher is to introduce the meaning of concept words when introducing new unit.

Code switching is used to show solidarity. The factor of using code switching to show solidarity was found in the conversationwhen the English teacher switched the language to show solidarity to the student. The conversation happened when the English teacher wanted the students to write several translated words on the white board.

Dialogue 13: Teacher   : **'' sudah selesai ?''** (''Have you finished?'')

Students: '' iyaa Miss…''(''Yes, Ma'am..'')

Student 1 : '' Belum Miss….. tongue lidah yaaFiss?"

(''Not yet ma'am… Fiss, tounge is *lidah* right?'')

Teacher : **''nggek ndang to lee……''**

('' Please, finish it quickly, boy….'')

In dialogue (13), the English teacher switched the language from Bahasa Indonesia into Javanese to show solidarity. The English teacher used Bahasa Indonesia in encouraging and understanding tone '' sudah selesai ?'' (''have you finished?'') then, she switched language into Javanese in gentle tone ''nggek ndang to lee…''. ('' Please, finish it quickly, boy….'')The English teacher switched the language from Bahasa Indonesia into Javanese because the English teacher wanted to give support to a student whohad not finishedtheassignment yet. The English teacher gave solidarity or empathy to make students more enthusiasticto finish the assignment. Then the English teacher continued to switch language into Bahasa Indonesia to require students to write several translated words on the white board. The code switching in above situation was in accordance with Marasigan (in Chaer and Agustina,2010, p.12) who stated that code switching is not only to make the speaker get closer to the interlocutor but also to show solidarity.

Code switching is used to make the students understand. In data (14) is kind of extern code switching that switched language from Bahasa Indonesia into English. The switched language happened while the English teacher explained the definition of spoof text to the students.

Dialogue 14:   Teacher   : **''Jadi bentuk ceritanya adalah teks spoof.''**

'' Dinda, teks spoof apatadi ?''

(''so, this is a kind of spoof text.'')

(''Dinda, what is spoof text?'')

students1: '' teks spoof itu cerita lucu Bu. ''(''spoof text is a funny text ma'am.'')

Teacher : '' **Spoof text is a text which tells events of the past with an unexpected ending and funny. Then, what is the purpose of the spoof text?**

In the conversation above, it can be seen that the English teacher switched the language to explain the definition of spoof text. In the dialogue, the English teacher first spoke in Bahasa Indonesia*''Jadi bentuk ceritanya adalah teks spoof. Dinda, teks spoof apa tadi ? (''*so, this is a kind of spoof text. Dinda, what is spoof text?'')Then the English teacher switched the language into English'' Spoof text is a text which tells events of the past with an unexpected ending and funny. Then, what is the purpose of the spoof text?''

The switch language happened while the English teacher discussed about the spoof text. Then, the English teacher asked the student what spoof text was to check students' comprehension. Then the English teacher switched the language into English to re-explain the definition and asked for the purpose of spoof text to the students by using English. This code switching was in accordance with Marasigan (in Chaer and Agustina,2010,p.12) who stated that switch code is commonly used by teachers to make the students understand the material during teaching and learning more easily.

Another example was found in dialogue (15) below, the English teacher switched the language from Javanese into Bahasa Indonesia. The code switching happened when the English teacher gave a clue for the meaning of word in a text describing a vampire bat.

Dialogue 15: Teacher : '' **lha opo?''**('' so, what?'')

student 2 : '' bad itu tempat. Iya tempat bu.''

('' Bad is place. Right?'')

Teacher   : '' bad antonimnya good.''

('' bad is the antonym of good.'')

Student 1   :'' antonim? lawan kata!! Antonym good! Bagus berarti jelek.(antonym? Antonym is opposite!! The antonym of good! Bad !'')

Teacher   **: '' Berarti ?''**(''so?'')

students   : ''Beritaburuk…'' (''bad news'')

(Some students speaks loudly)

In the dialogues above, code switching happened because the English teacher wanted to make the students understand. The English teacher switched the language to give a clue of 'bad' to make students easier in understanding the meaning of the word 'bad'. The English teacher used Javanese'' lha opo?''('' so, what?'') then, the English teacher switched into Bahasa Indonesia in data''berarti?''(''so?'') to make the students understand the meaning of the word 'bad'. This code switching was in accordance with Marasigan(in Chaer and Agustina,2010) who stated that code switching is used to make the hearer easier to understand.