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A Bilingual Class Interaction as The Alternation in Teaching-Learning Process

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Abstract

Code-switching in naturalistic discourse occurs when a speaker and an interlocutor share more than one language. It becomes the alternation in the classroom interaction to fill linguistics gap between teacher and students in learning process. The main aim of the research is to reveal code-switching phenomenon that happens in the classroom English speaking interaction. It classifies by several classification such types, functions, and reason of code-switching as part of Sociolinguistics phenomenon. Total respondent of this research followed by 40 students and 1 lecturer at Muhammadiyah University. The study was used descriptive qualitative to obtain a 'straight description of the phenomena' and to provide analysis and interpretation of the research data. The data in form of utterances contained code-switching are written in the data sheet. The class observation was conducted for three weeks in each setting. To back-up the data gathering, a tape-recording technique was applied in the observation. The obtained data are selected, coded, and analyzed from sociolinguistics aspects. During open coding, the researcher identifies words, phrases, or events that appear were grouped into several categories. The result reveals code-switching phenomenon that mostly arise are Intra-sentential type, Phatic Function, and To Amplify and Emphasize a Point as reason aspect.

INTRODUCTION

Language has been viewed as a vehicle of thought, a system of expression that mediates the transfer of thought from one to another, and this certainly is one of its important tasks. In order to achieve what they want to deliver through language, people use a variety of additional ways in practicing language; one of which is practicing code-switching. Put simply, when choosing a code, people sometimes switch or mix their language when they communicate to the other. We can see in bilingualism and multilingualism. Bilingualism is using two languages. Students who are bilingual and biliterate have been shown to have increased cognitive advantages, such as more divergent and creative thinking, greater metalinguistic awareness and cognitive control of linguistic

processes, and increased communicative sensitivity. In addition to cognitive advantages, bilingualism and bi-literacy can bring about greater understanding among groups and increased knowledge of each other. Tylor, Insup (1990:343) says "if bilingualism helps children solving cognitive linguistics problem, the higher the degree of bilingualism, the greater should be the help." When Bilingual education done property, it has no harmful effect on a child's linguistics and cognitive development. It to foster linguistics and cognitive flexibility and versatility. Anyway, two sets of languages and perfectives are an asset regardless of whether the combination fosters cognitive flexibility. In some language activity, the language users apply code-switching and code-mixing. For example, in an English as Foreign Language (EFL) both teacher and student share the same native language. A number of teaching language phenomena in EFL context have been explored in different societies and nationalities, it results in several sociological and psychological understanding of their contribution to either language development or educational program. Code-switching have been considered as a rule-governed behavior and as communication strategy as well, and so does code-mixing. The medium of communication can be mixture of the native language itself or the target language. In topic switch and mix, the teachers alter his or her language according to the topic being taught. This is mainly seen in grammar instructions where the teachers may want to introduce the discourse with a similar realization in the first language. It also helps student to become more competent in the language what they are trying to learn. Here an instruction is given in English language and the teacher repeats same in the mother-tongue for the students. Teachers of science, technology and other allied disciplines will find code-switching very useful in explaining complex scientific terms, thus making the teaching and learning is easy and interesting. The study of code-switching practice in English classroom interaction at private University in Tasikmalaya is to explored since the usage of Bahasa Indonesia and English by teacher become the complication. This situation has become a debatable issue for English teacher in Tasikmalaya in particular, and other English Indonesia region generally. Some of them claim that English mug the only means of classroom interaction; Bahasa Indonesia doesn't to the English class, with the reason that this way can potentially improve students' ability. Also, the students are provided by English facilitation only.

By the employment of English as the only means of classroom interaction, it is expected that students can speak English well since the English teacher provide with English utterances that enable students to be accustomed to have interaction by applying English in the classroom. Further, they contend that alternating English with another language (Bahasa Indonesia) only leads the students' failure in mastering English, and it can only retard students' comprehension. Also, it may create language distortion and indicate low proficiency in activated language (English and Indonesia). Teachers' use of code switching and code-mixing have been a subject of controversy. It is not always performed consciously as such it is regarded as an automatic and unconscious behavior. Nevertheless, it performs some basic functions. Teachers employ code switching and mixing strategy as a means of providing students with opportunities to communicate and enhance students understanding. It further helps to facilitate the flow of classroom instruction since the teachers do not have to spend so much time trying to explain to the learners or search for the simplest words to clarify any confusion that may arise. The teacher use code switching

by starting the lesson in the English Language and may move into the second language and back. This ensures that the lesson is as communicative as possible. This approach allows teachers to balance the use of language within a given contact. As teachers switch and mix between codes, students' attention is gradually drawn to the objective of the teaching. According to Makullolua (2013:582) "The process of using different codes (language/language varieties) in speech is defined as code-switching." Here, code switching helps the learner to start from the "known to the unknown". Wardaugh (1986:87) maintains that code can be define as a system used for communication between two or more parties use on any occasion. 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 code. Sert (2005:1) gives opinion that situation of code switching in the classroom include topic switch, affective, switch and repetitive switch. The great number of previous studies have paid much attention to the investigation of code-switching in natural setting. Some of which are studies by Samira (2009) and Eva Fachriani (2017) shows that the usage of Code-switching tent to its function in classroom activity as the alternation for building up a coherent comprehension. Qualitative research used the methods for ethnography of communication for both researches. Samira (2009) analyzed the Code-switching phenomenon in Grammatical point of view, while Eva (2017) concerned with the function of code-switching only within the classroom interaction. However, the writer limits her scope to concern it to the point of Code-switching by finding out not only the function, but also the reason and types of code switching in the classroom interaction. Moreover, A few studies have been devoted to explore code switching practices in both formal setting, at school, and practices in second language teaching. However, the investigation of code-switching in English classroom interaction practiced by teachers and nursing students at private University in Tasikmalaya have not been previously done.

The bilingualism phenomenon that appears in the class not only code switching but also code mixing. However, the writer limits it to concern it to the point of Code switching by finding out not only the function, but also the reason and types of code switching in the classroom interaction. Moreover, A few studies have been devoted to explore code switching practices in both formal setting, at school, and practices in second language teaching. However, the investigation of code-switching in English classroom interaction practiced by teachers and nursing students at private University in Tasikmalaya have not been previously done.

Various researches have been conducted in field of Sociolinguistics that occurs in a bilingual classroom over the last two decades. The research starts with educational research into the classroom interaction styles of language teachers. Code-switching can be said as a phenomenon in bi-multilingual interaction which involves the classroom interaction that is still interesting to be explored. The issue of code-switching practice occurring in classroom English interaction between teacher and nursing students at private University in Tasikmalayais very large topic to study since it can be analysed from some different perspective such as Pragmatics, Psycolinguistics, Sociolinguistics and other Linguistics aspect. In order to be much more focus, this study only concern about the Sociolinguistics' aspect analysis. Based on such a narrowing of the focus, the problem raised in this study is how code-switching occurs in English class interaction, then it will be

described sociolinguistically. This classwork activity phenomena will be explored the scope of the research that is finding out how codes switching interaction between teacher and student at private university in Tasikmalaya. It expected the function, type, and reason why people still apply it in classroom activity can be analyses and explore more. All the finding data will be gathered and analyzed through qualitative descriptive method and all the data gathered by recording all the expression that was gained then transcribe it and select and verify it to the theory. Moreover, Coding is applied in order to be easy when selecting the finding data.

LITERATURE REVIEW

In a point of view of language characteristic, language itself reflets human's need of language as a product of society, just like language itself. An attempt to understand the structure of society through its language also. A change in the social structure may be seen reflected in the language. According to Hudson, R.A (1980:32) explain that typical standard language will have pass through several steps: selection, codification, elaboration of function, and acceptance. These characteristics and standard language can be said as the product of society. The study explores the function and the varieties of language, the contact between different languages, attitude of people towards language use and users, changes of language as well as plans on language; can be said as Sociolinguistics. Holmes, Janet (1994:1) says "Sociolinguists study the relationship between language and society. They are interested in explaining why we speak differently in different social contexts, and they are concerned with identifying social functions of language and the way it is used to convey social meaning." In addition, Meyerhoff (2010:253) defines "A speech community is a group of people who share a norms and expectations regarding the use of language. Study of the 'Linguistic features that have social relevance for participants in those speech communities is called "sociolinguistics." It is clear that relationship between language and society cannot be separated.

This research is limited to bilingualism. term bilingualism to two languages. Taylor. Insup (1990, 329) says ". . .bilingualism how or more languages are acquired or learned." Who is bilin—? We can say that the bilingual is one who possess two language, he (1990, 327) defines "A bilingual speaker uses two languages, a multilingual speaker or polyglot, uses more than two. In early bilingualism, acquiring language(s) in early and learning them in adulthood differ adulthood differ substantially enough. A preschooler acquires or pick up languages informally mainly by being exposed to them on the street and at home, whereas the older child adult learner learn language through conscious effort and often using formal methods. Furthermore, Taylor, Insup (1990,329) follows: "We will call those who have acquired their languages before about age 6 early bilinguals, and those who have beamed their languages in adolescence and adulthood late bilinguals- Eariy bilinguals are more likely to attain native like proficiency than late bilinguals are. Those who aquire/leran languages between age 7 and adolescence might show bilingual behavior that falls between early and late bilingualism, and the younger a bilingual is, the more he is like an early bilingual." A bilingual or multilingual situation can produce still other effects on one or more languages involved. In many parts of the world, it is just a normal requirement of

daily living that people speak several languages for several functions and reasons. In a monolingual individual, would be regarded as a misfit, lacking an important skill in society. The bilingualism also has any correlation in education world as bilingual education. The bilingual education is very important to be applied especially in second language learning class. According to Garcia, Ofelia (2007:275) "Bilingual education involves using two languages in instruction." Furthermore, she adds several explanations as follows:

"Bilingual education programs abound today for the elite throughout the world, especially when a language of wider communication such as English is needed or when bilingualism in two prestigious languages is considered an intellectual distinction. And bilingual education programs for indigenous ethnolinguistic minorities have been successfully developed. But the use of two languages in instruction of immigrants, migrants, and refugees, even temporarily, has been controversial throughout the world. And in most places, despite the multicultural rhetoric, educational policies remain mostly monolingual for immigrants and refugees." (2007:277).

The bilingual education gives advantages to students. Technically, it contributes the student's development in acquiring the target language. As Garcia. Ofelia (2007:277) says "Bilingualism and multilingualism ore important Cor both language majorities and minorities for cognitive; social, and psychological reasons." Students who are bilingual and biliterate have been shown to have increased cognitive advantages, such as more divergent and creative thinking, greater metalinguistic awareness and cognitive control of linguistic processes, and increased communicative sensitivity.

When two or more people communicate with each other in speech, we can call the system of communication that they employ a code. In most cases that code will be something we may also want to call language. Also, we should note that two speakers who are bilingual and have access two codes, in other case, they have chance to shift back and forth between the two languages as they converse by code switching. Moreover, Johanson, Sara (2013:2) notes "Code-switching is a phenomenon that exist in bilingual societies where the people have the opportunity to use two or more languages to communicate."

Tylor, Insup (1990:348) writes "Normally a bilingual tends to switch another language for a word or phrase that is overleaped, or is more aptly, expressed in that language. The degree or amount switching varies according to situations and individual bilinguals (e.g: their habits, proficiency)." Moreover, Sert (2005:1) defines "Code-switching is a widely observed phenomenon especially seen in multilingual and multicultural communities." It indicates that code-switching is part of bilingual. It has chances to turn language occasionally depend on situation and several reason. Matras Yaron (2009:101) defines switching is term is normally applied to the of languages the conversation".

The cases of code-switching can be classified in accordance with two different classifications, they are grammatical and contextual classification. The grammatical classification is based on where in the sentence or utterance the switching appears, while the contextual classification is based on the reason why a bilingual switch.

According to Poplack (1980:586) in Samira's journal of Grammatical Perspective on Code-Switching (2009:3), it explains that there are three types of code-switching. They are:

1. tag-switching, which is related to the inclusion of a tag. This type of code-switching is very simple and does not involve a great command of both languages. since there is a

minimum risk of violation of grammatical rules. The insertion of tag to an utterance has virtually no ratification the rest of the sentence. This is because tag has inter- sentential, they can move freely, and they can be inserted in almost anywhere in a discourse without violating any grammatical rules. (e.g. you know, mean, right, etc.).

2. Inter-sentential switching which is at the phrase or sentence level, between sentences. It takes place between sentences; the switch occurs at a clause or sentence where each clause or sentence is in different language. This type of switching requires the least integration as code—switching happens between sentences.

3. Intra-sentential. It occurs within a sentence. Furthermore, it involves the greatest syntactic risk as words or phrases from another are inserted into the first language within a sentence or utterance. The complexity of this type of switching is explained by the high probability of violation of syntactic rules, as well as the requirement or a great knowledge of both grammars and how they map onto each other.

The other perspective is the function of Code-switching. Before considering the function of code switching from teachers' and students' perspective, it would be appropriate to deal with the use of code-switching in its naturally occurring context; in other term its function in the discourse of bilingual individuals.

According to Trudgill (2000: 105) "speakers switch to manipulate or influence or define the situation as they wish, and to convey nuances of meaning and personal intention." Upon the above quotation, it may be suggested that code— switching arise several functions:

1. Code-switching can be used for self-expression and is a way of modifying language for the sake of personal intentions.

2. Code-switching may be used in order to build intimate interpersonal relationship among members of bilingual community. In these respects, it may be claimed that it is a tool for creating linguistics solidarity especially between individuals who shares the ethno-cultural identity.

The motivation functions, and reasons of code-switching have been studied extensively by a number of researchers from various linguistics perfectives. Moreover, Fong (201 1 :24) according to Appel and Muysken (2006) listed six main functions of code-switching:

1. Referential Function; Code-switching involves lack of knowledge or facility in a language. Hence, bilingual speaker switch code when they do not the word or 'When a certain concept is not available in that language. Language is chosen also because it is more appropriate or suitable to be used for a particular topic.

2. Directive Function; This participant related function of code-switching aims to include or exclude a person from a part of a conversation such as by using a familiar or foreign language to that person.

3. Expressive function; Speakers use more than one Language to stress their self-identity or feelings to other in the conversation.

4. Phatic Function; Code-switching is used to show a change in tone and emphasize parts of a conversation that are of importance.

5. Metalinguistic Function; Speakers sometimes switch code in order to comment on another language.

6. Poetic Function; Words, pun and jokes in one language are switched to another language for the purpose of amusement or entertainment.

These function of code-switching in natural contexts mentioned above may have commonalities with its observable applications in foreign language classroom. In dealing with these functions, teachers' perspective and students' perspective will be handles separately in order to reflect a wide-ranging understanding of the phenomenon in educational settings. In building relation between 'the use and function of code-switching in authentic context' and 'the use and function of code switching in foreign language classroom', it should be kept in mind that language classroom is a social group; therefore, a phenomenon related to naturally occurring daily discourse of any social group has the potential to be applicable to and valid for any language classroom.

The next discussion is another perspective of code-switching through its functions. Reason of why people apply code-switching as the alternation is quite essential to be explored. There are several reasons why bilingual do code-switch among the most obvious problem. The reason of using code-switching is explained more in Fong's research (201 1:25) that explores Malik (2006) statement are ten reasons for speaker in doing code-switching:

1. Lack of facility;
When certain concept in a variety is not available in the other, bilingual speakers switch code to express themselves and at the same time avoid unnecessary misunderstanding and loss of intend meaning. Bilingual or multilingual often explains that they switch code when they cannot find an appropriate expression or vocabulary item or when the language of conversation does not have the particular word needed to carry on the conversation smoothly, Lack of registral competence;

2. Mood of the speaker: Code-switching takes place when bilinguals are in different mood such as angry, anxious. and nervous. Although. Intended words are available in both languages. When words in the other language seem to take less effort and time to be used at that particular moment- As Malik (1994:122) claims that usually when bilinguals are tired or angry, code-switching take place with dimension. This reason, speaker is in the right state of mind, he/she can find appropriate word or expression in the base language.

3. To amplify and emphasize a point; Bilinguals may code-switch on selected parts of a speech to make sure that listener what to highlight and focus on situations such as an argument.

4. Habitual expression; Code—switching also happens commonly in fixed phrases, such as greetings, commands, request, apologies, and discourse makers. This may suggest strength to speech such as warning or threat.

5. Semantic significance; It used as verbal strategy, code-switching can convey important and meaningful linguistics and social information.

6. To show identity with group; Code-switching is used to signify shared values and experiences by people of a same group or culture. Hence, words and phrases are retained in their original languages to represent a sense of belonging and familiarity to the group.

7. To addressee different audience; Its addressees' specification- different languages are used to convey message when they are targeted to different listeners or recipients. For

instance, in India, television announcer often uses Hindi as the national language, but they also switch to English.

8. Pragmatic reason; Sometimes, code-switching is depended on the context of a conversation or other factors such as formality, participant and location where a conversation is taking place. So, code switching may portray a varying degree of speakers' involvement.

9. To attract attention; When two languages or more are used in the media or advertisement, audience are often attracted to the language that they are familiar with. Code-switching is done to make audience interested in finding out more about the topic being discussed. In English newspaper, when the readers come across non-English, either Hindi or any other Indian languages, the readers' attention is automatically drawn to depend on the language background they originate from.

Above, we have described perspective of code-switching in several point of view. As the application of code-switching in classroom activity, interaction for both teacher and students can be classified in several factor specifically for each doer. The teacher's use of code-switching is not always performed consciously; which means that the teacher is not always aware of the function and outcomes of the code-switching process. Therefore, in some cases it might be regarded as an automatic and unconscious behaviour. Nevertheless, either conscious or not, it necessarily serves some basic function which may be beneficial in language learning environments. These functions according to Mattson and Burenhult (1999:61) are listed as topic switch, affective function, and repetitive functions. In order to have a general idea about these, it be appropriate to give a brief explanation about each function.

1. Topic switch; in this case, the teacher alters his/her language according to the topic that is under discussion. This is mostly observed in grammar instruction that the teacher shift his language to the mother tongue of his students in dealing with articular grammar points which are taught 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 tite new content and meaning is made clear in this way as it is also suggested by Cole (1998:11) says "a teacher can exploit students' previous Ll learning experience to increase their understanding of L2.

2. Affective function that serves for expression of emotions. In this respect, code-switching is used by teacher in order to build solidarity and intimate relation with the students. In this sense, one may speak off the contribution of codeswitching for creating a supportive language environment in the classroom. As mentioned before, this is not always a conscious process on the part of the teacher. However, one may also infer the same thing for the natural occurrence of code-switching as one cannot take into guarantee its conscious application.

3. Repetitive function. In this case, the teacher uses code-switching in order to transfer the necessary knowledge for the students for clarity. Following the instruction in target language, the teacher code switches to native language in order to clarify meaning, and in this way stresses importance on the foreign language content for efficient

comprehension. However, the tendency to repeat the instruction in native language may lead to some undesired student behavior. The learner who is sure instruction in foreign language will be followed by a native language translation may lose interest in listening to the for instruction which will have negative academic consequences; as the student is exposed to foreign language discourse limitedly.

As it is the case of teacher's code-switching the students also are not always aware of the reason for code switching as well as its functions and outcomes. Although they may unconsciously perform code-switching, it clearly serves some functions either beneficial or not. The following are several functions as Eldridge listed (1996:305):

1. Equivalence; in this case, the student makes use of native equivalent of a certain lexical term in target language and therefore code switches to his/her native tongue- This process may be correlated with the deficiency in linguistics competence of target language which make the students use the native lexical item when he/she has not the competence for using the target language explanation for particular lexical item. So, "equivalence" functions as a defensive mechanism for students as it gives the students the opportunity to continue communication by bridging the gaps resulting from foreign language incompetence.

2. Floor-holding: During the conversation in the target language. the students fill the stopgap with native language use. It may be suggested that this is a mechanism used by the students in order to avoid gaps in communication, which may result from the lack of fluency in target language. The learners performing code-switching for floor-holding generally have the same problem. They cannot recall the appropriate target language structure or lexicon. It may be claimed that this type of language alternation may have negative effects on learning a foreign language; since it may result is loss of fluency in long term.

3. Reiteration; As it is pointed by Eldridge (1996:306): message is reinforced, emphasized, or clarified where the message has already been transmitted in one code, but not understood." In this case, the message in target language is repeated by the student in native tongue through which the learner tries to give the meaning by making ('se of repetition technique. The reason for this specific language alternation case may be two—folds: first, he/she may have not transferred the meaning exactly in target language. Second, the student may think that it is more appropriate to code switch in order to indicate the teacher that the content is clearly understood by him/her.

4. Conflict Control; For the potentially conflictive language use of a student (meaning that the student tends to avoid a misunderstanding or tends to utter words indirectly for specific purposes), the code-switching is a strategy to transfer the intended meaning. The underlying reasons. for the tendency to use this type of codeswitching may vary according to students' needs, intentions, or purposes. Additionally, the lack of some culturally equivalent lexis among the native language and target language which may lead to violation of the transference of intended meaning may result in code-switching for conflict control; therefor possible misunderstanding is avoided.

　　With respect to all points mentioned above, it may be suggested that code-switching in language classroom is not always a blockage or deficiency in learning language, but may be considered as a useful strategy in classroom interaction, if the aim is to make meaning

clear and to transfer the knowledge to students in an efficient way, yet it should be kept in mind that in long term, when the students experience interaction with native speaker of the target language; code-switching may be barrier which prevents mutual intelligibility. Accordingly, the teacher has a vital role for preventing its long-term damages on foreign language learning process.

METHOD

This study is qualitative research with the intent to collect process, analyses, and present data objectively about the occurrence of code switching in teaching English to students of the Nursing Department at Muhammadiyah University Tasikmalaya. The respondents are English Lecturer and 40 students of Nursing Students. The primary data was the phenomenon of code switching in the teaching-learning interactions that occurred in the teaching and learning processes of a class at the source was from a lecturer and her students` interactions in the English classroom. Furthermore, It analyses in Ethnographic method on study of communication. The procedure for collecting data was through observation, recordings, and transcriptions. In arranging and selecting the data, coding was applied in order to make the data analysis easier to be classified. The classification involves Function, Types, and Reason of applying code-switching in bilingual class interaction. Qualitative researchers tend to use inductive analysis data, it means that the critical themes emerge out of the data. Qualitative analysis requires some creativity, for the challenge is to place the raw data into logical, meaningful categories to examine clearly, and to find a way to communicate the interpretation to other.

Sitting down to organize a pile of raw data and it can be a daunting task. It can involve literary hundreds of pages of interview transcript, filed notes, and documents. The mechanism of handling large quantities of qualitative data can range from physically sorting and transcript it. Analysis begins with identification of themes emerging from raw data, a process referred to as open coding. During open coding, the researcher identifies and names the conceptual categories into which the phenomena observed will be grouped. The goal is to create descriptive, multi-dimensional categories which from a preliminary framework for analysis. Words, phrases, or events that appear to be similar are grouped into the same category.

FINDINGS

During the classification, the data observation shows several results due to three kinds of classification (Function, Type, Reason). It must be revealed the theory which concerned to be analyzed. The data from the classroom recordings reinforces the views on the functional uses and enriches the data from other reviews. This section lists the functions of code switching to Indonesian and then looks at some samples from the data to illustrate the three categories of code-switching that occurred between the lecturer and her students. The data are taken by recorder which are then written down into script. Furthermore, they are analyzed based on code-switching classification for showing that code-switching exists in English teaching and learning process. The writer provides three scripts for each class as data sample; it means there are six scripts that will be analyzed.

They are explored by the kinds, functions, and reasons of code-switching. The scripts are not only exploring the utterances spoken by the students as respondents but also exploring the teacher's utterances.

Based on the analysis, Types of Code-switching. The three types appear in the classroom interaction. The biggest portion is filled by Intra-Sentential Switching (IASS) which consist of 35 utterances. The second type that appear is Inter-Sentential Switching (IRSS) that produces 33 utterances. The switching occurs between sentences align with the speaker purpose to complete the sentence and meaning. The third type is Tag Switching (TS); this type appears in 19 utterances.

In the other finding, the functions of code switching the lecturer and her students were found to grade from the mostly appear to the least once. There are two biggest portions can be found: (1) Phatic Function (PhF) is 18 utterances, (2) Referential Function (RF) is 15 utterances. Phatic Function shows the speaker intention to show change in tone and emphasize part of the conversation that are important. While Referential Function involves lack of knowledge or facility in language. It can be said where the speaker switch language either because they are not able to find the right word, or the right word doesn't exist.

The last finding is The Reason of Code-switching which is mostly appear is To Amplify and Emphasize Point (TAEP). It means most of code-switching utterance is intent to highlight and focus on the situations as an argument. Furthermore, only 5 five kinds of reason that appear in this class interaction.

The whole classification really is highly interested to be explored; moreover, it reveals that code-switching exists in classroom interaction with their intention in expressing it. For further explanation related to finding will be well described in the discussion below.

DISCUSSION [CAMBRIA 12 CAPITAL BOLD]

Code-switching Classification
a. Types of Code-switching
    The finding above has mentioned the result of types classification of Code-switching. The biggest portion is filled by IASS which consist of 35 utterances, while IRSS produces 33 utterances. Both of them appear quite very often in each conversation in the class activity. In the other hand, TS only appears 19 times for six scripts. It can be concluded that both IASS and IRSS becomes the most favourable one in doing code-switching in the class. The first type is TS. It happens when a bilingual insert short expression (tag) from different language. This is very simple and doesn't involve a great command of both languages; It can move freely too. They are discussed as the following explanation.

U23: "*Nah*, put on the clean sheet, Good! And then the third step picture *ke tiga, yu*!
U43: ''It's *kabulak-kabalik*. You know?"

In U23, TS can be seen in the statement of "*Nah*" and "*yu*" as Bahasa Indonesia short expression. Moreover, U43 shows "you know?" as the short expression for different language, i.e English, after saying Sundanese word, *'kabulak-kabalik'* (wrong way).

Next, the second type is IRSS which take place between sentences or it occurs when complete sentence in foreign language uttered between two sentences or at least one sentence. The discussion of this type will be presented by example in S3 U59 and S5 U60.

U59: "Ok, *ada bahan kimianya ya*, and then your friend says No, why?"
U60: "Disorder is disease that grows become severe disease.

Biasanya penyakitnya lebih parah ya, kalian kurangnya itu saja,
but at least you know which one is disorder, which one is disease."

U59 shows IRSS happen because the complete sentence appears in doing code-switching. Statement *'ada bahan kimianya'* in Bahasa Indonesia, and 'and then your friend says 'No' in English combine become one utterance. While, U60 produce IRSS that appear between sentences; sentence *'Biasanya penyakitnya lebih parah ya, kalian kurangnya itu saja'* bahasa Indonesia sentence appear between English sentences.

The last type is IASS be occurred when a word, phrase, or clause of foreign language is found within the sentence in base language or vice versa. This kind of code-switching spread differently in 6 scripts. The IASS example will be explore in U85 and U1S.
U85: "From *yah* from, not Prom, not P *yah* but F! Ok, Good! *Berarti gambar yang   mana tadi?"*
U 15: "ask someone to come to your *kosan, misalkan..*

In U85, IASS type can be found in inserting clause 'number one' in English between bahasa Indonesia sentence. Furthermore, U15 shows *bahasa Indonesia* i.e '*kosan'* and '*misalkan'* and put them in English sentence
b. Function of Code-Switching
In discussing the Function of code-switching, the writer applies the theory by Appel and Muysken (2006). The theory lists six functions of Code-switching. Here are listed four most appeared function that is conducted both teacher and learner. The first is PhF which produce 18U. Phatic Function (when code-switching is used to show a change in tone and emphasize parts of the conversation that are of importance. This function represents in the example S3 U51 and S4 U25. The examples are:
U51*: kalo ternyata tidak*, absolutely it can cause genital acne"
      U25: "*iya, mengirim atau memindahkan*, and what should you *kirim* here?"
Both examples show the statement of emphasizing the content that he/she deliver to. U51 switches from *Bahasa Indosesia* to English and U25 from English to *BahasaIndonesia.* In U51, utterance 'absolutely it can cause genital acne' emphasize statement *'kaio ternyata tidak'* (if it is not). While, in U25 the single word *'kirim'* emphasizes the question statement.

The second is Referential Function (RF); it involves lack of knowledge or facility in the language. It can be said where the speakers switch language either because they are not able to find the right word, or the right word doesn't exist. writer takes several examples that represent the whole utterances. The examples are in Sl U6 and S3 U58.
U6: 'Making the Bed, *tilepan nilepan bu...*
U58: 'because *banyak bahan kimianya'*
From the example U6 and U58, it shows that the speaker seem are not able to find the right word to say. In U6 the speaker switches from English to Sundanese, while in U58 the speaker switches from English to Indonesia. Both of the utterances show the speakers lack of knowledge about vocabulary. Most speaker do code-switch with this function during the English class interaction.
The last function that appears most is Metalinguistic Function (MF); this function appears 15U after PhF. it refers to the case when the speaker makes explicit references to one of the languages involved. The examples are in S4 U13 and S6 U51.

UI 3: "*penyakit„apakah penyakitnya dia standard, ada tiga tahapan*, three kinds, I
mean stages for disease. *Pertama disebut dengan ringan ya„* we can call it with
mild and then next moderate, and then severe. *Begitu.. ..* which one is mild, *apa
tuh yang mild? Ataupun* we can call it with light. *Jadi penyakitnya aga ringan*, and
then moderate?"

U5J: "next, the expression just like may I speak to..if you want to talk to
someone, *Bisa juga menngunakan* Can I talk to. *boleh tapi kurang sopan kalo pakai*
Can, *lebih sopan pakai* May. *Selanjutnya* just a moment please"

c.   Reason of Code-switching

Code-switching in point of view of reason can be seen in the following explantion. Again, writer select three reason that mostly appear during the class activity. The first is First, TAEP is a reason when the speaker may code-switch on the selected parts of speech to make sure that listener what to highlight and focus on the situation such as an argument. TAEP is the most appied.it is 20 Utterances. This can be explored from S2 U33.

U33:" No, I mean you make an introduction to me first, jadi Lina
Menegenalkan diri dulu nama siapa, *mau* perform *tentang apa, baru*
start the procedure, Ok!"

From the example, it can be seen the switch from English to Bahasa Indonesia, the sentence 'jadi Lina mengenalkan diri dulu nama siapa, mau perform tentang apa' emphasize the previous and the rest sentence.

The second is LRC which happens when the speaker may find difficulties in choosing appropriate words in the target language. The example is in S6 U36.

U36: "because from kosan friend"

We can see that the word 'kosan' become the one difficult appropriate word to say in target language, so the speaker switches it into his first language.

Next is HE; if code-switch also happen commonly in fixed phrases, such as greetings, commands, request, apologies, and discourse make. Let's take a look the example in S1 U23.

U23: *'Nah*, put on the clean sheet, and then third step picture *ke tiga, Yuu!!"*

The example shows Indonesia habitual expression, they are 'nah and yu'. Both of them show command to the listener, to follow what the speaker say.

CONCLUSION

The classroom interaction in language teaching, in this case is English learning as Foreign Language (EFL). Naturally, since the interaction is bi\multilingual interaction, there often appears the sociolinguistic phenomenon of code-switching, which is the use of two languages in a single interaction or event. Contrary, the usage of Code-switching in class interaction regarded as low proficiency for the learner by some experts. However, in English teaching process, the use of code-switching into Indonesian occurs frequently in Indonesia. Ideally, the class should be conveyed target language. In other hand, sometimes class condition doesn't support to conduct it during the class.

Based on the result, we can see classification usage of Code-switching phenomenon into several categories, they are Function, Types, and Reason. The whole categories exist in class interaction figuring out that every single switching utterance has a context to alternate the confusion while learning target language. However, the writer aware of her weakness in organizing

this research. She really recommends the future research with the same field will much intensive in order to understand not only function, type, and reason, but also other aspect that is possible and relate with bilingual class activity.

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