# Function of Code Switching Performed by the EFL Teachers in Classroom Interaction

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**Abstract**

*The objective of this research is to determine the functions of code switching performed by the EFL teachers in classroom interaction. This research used qualitative research design which was conducted in SMAN 1 Soppeng. The participants of this research were two English teachers of SMAN 1 Soppeng who were chosen by using purposive sampling technique. To collect the data, the researcher used two kinds of research instrument namely classroom observation and interview. The data obtained were analyzed through Miles and Huberman (1994) qualitative data analysis and combined it with discourse analysis. The procedure of data analysis divided into three stages, namely data reduction, data display, and conclusion drawing/verification. The result of data analysis indicated that there are eleven functions of code switching discovered during the teaching and learning process in classroom interaction, namely checking for understanding, lapses, grammar explanation, pronunciation practice, explaining the meaning of vocabulary, reiteration, topic switch, polite command, speech connective, interjection to get the students' attention, and emphasize certain word or a point in the conversation. The functions may vary according to the context, situation, and the topic of the conversation.*

***Keywords:*** *Code Switching, Classroom Interaction.*

## 1. Introduction

Recently in Indonesia, a bilingual or multilingual condition happens in common communication in which many people are able to speak two or more different languages. They are able to speak not only Indonesian as their national language but also English or other languages as the foreign language. As a result, when they speak, they alternate between two or more languages. Sociolinguists call this phenomenon as code switching.

Code switching is a phenomenon that is widely observed in foreign language classrooms. Sert (2005) defines code switching as moving from one code (language, dialect, or style) to another during speech for a number of reasons. Gumperz (1973) also describe code switching as the alternate use of two or more languages in the same utterance or conversation. Code here is understood as a single language, but as Romaine (1995) put it, it could refer "Not only to different languages, but also to varieties of the same language as well as styles within a language". Based on those definitions of code switching, it can be concluded that code switching is to move from one code to another, not only to different language, but also to varieties of the same language as well as style within a language.

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Code switching is commonly practiced by bilingual society as well as the EFL teachers who are teaching the foreign language to the students. It can be also seen in EFL classroom in Indonesia, in which code switching is used by the teachers and students in their interactions. Interaction has an important meaning in the classroom. Dagarin (2004) defines classroom interaction as the process between the participants in the learning process. While, Sinclair and Coulthard (1975) highlighted that in the classroom, the teacher is the initiator and the student gives a response which is followed by feedback by the teacher.

According to Sert (2005), code switching used by teachers, whether conscious or unconscious, has some purposes in the deliverance of information and meaning. It can be useful to the students in many different aspects. It is further emphasized by Ahmad and Jusoff (2009) that code switching serves as a mean to provide students with opportunities to communicate. But on the other hand, in a discussion on the use of code switching in language classrooms Sert (2005) in his article stated that many teachers oppose any form of native language use during classroom interaction.

Considering the previous contradictory views regarding to the effect of code switching in the language teaching, this research was conducted to look into and discussed about function of code switching performed by EFL teachers in classroom interaction.

## 2. Method

This research used qualitative approach to explore the phenomenon of code switching used by the EFL teachers in classroom interaction context. Two English teachers of SMAN 1 Soppeng were chosen as participants of this research by using purposive sampling technique. The data were collected by implementing two kinds of research instrument, namely classroom observation and interview. Both instruments were done through video and audio recordings. The researcher observed the teaching and learning process for three meetings of each teacher and class. The type of observation conducted in this research was nonparticipant observation. After that, the researcher interviewed the teachers in order to crosscheck and clarify the function of code switching performed by them in classroom interaction. Furthermore, to analyze the data obtained, the researcher used some steps which is dealt with the procedures or steps in analyzing qualitative research data. There are three key stages to qualitative data analysis according to Miles and Huberman (1994): data reduction, data display, and conclusion drawing/verification.

## 3. Findings and Discussion

The data obtained from the observation and interview had shown that there are eleven functions of code switching discovered by the researcher during the teaching and learning process of the two teachers in EFL classroom interaction, namely checking for understanding, lapses, grammar explanation, pronunciation practice, explaining the meaning of vocabulary, reiteration, topic switch, polite command, speech connective, interjection to get the students' attention, and emphasize certain word or a point in the conversation. The data are presented clearly in the following extracts.

### 3.1. Checking for understanding

In the teaching situation, when the class is doing an activity in English, the teacher should make sure that all students know all the words in that activity. If there are new words or unknown words, the teacher can ask the students what they mean. The following extracts are the examples of the application of code switching in order to check the students' understanding.

Extract 1

| 1 | S | : | To find e..want to find e..want to find e... |
|---|---|---|---|
| 2 | T | : | *Pengalaman*. **How to say in English *pengalaman*?** |
| | | | 'Experience. How to say in English experience?' |
| 3 | Ss | : | Experience. |

Analysis 1:

Extract 1 shows code switching that used by the teacher 1. On line 2, the teacher employed code switching as she switched from English when she said 'how to say in English' to Indonesian for the word '*pengalaman'* when she wanted to ask the students about the English of *pengalaman*. Her question was in English but she used an Indonesian word *pengalaman* in her question.

The function of code switching here is checking for understanding. In this situation, the teacher was asking the students to tell the story they have made at home. After telling the story, the teacher gave a chance to other students to ask his/her friend. On line 1, the student tried to answer her friend's question but she had difficulty in expressing her idea. She forgot the English of *pengalaman*. On line 2, the teacher did not translate the word *pengalaman* but she asked the students the English of the word. By switching to Indonesian, she let the students participate more actively. It is supported by the teacher's statement as follows:

"Yeah, it's just to check the students' understanding whether they still remember the English of experience or not because the students who comes forward forget the English of experience."

Extract 2

| 1 | T | : | ***Apa artinya* underway?** |
| | | | 'What does it mean underway?' |
| 2 | Ss | : | Underway..*di bawah...* |
| | | | '..under..' |

Analysis 2:

Here the class was starting to look at a new chapter. On line 1, the teacher 2 employed code switching as he switched from Indonesian when he said *'apa artinya'* to English for the word 'underway' when he wanted to ask the students about the meaning of underway. His question was in Indonesian but he used an English word 'underway' in his question.

Regarding to the function, the function of code switching in extract 2 is checking for understanding. The class was doing an activity in English and the teacher wanted to make sure that all students knew all the words in that activity. The teacher did not translate but he asked the students to let them participate more actively to the lesson. It is supported by the teacher's statement as follows:

"Yeah we..we want to know, we want to know whether the students know all the vocabularies e..among them is to ask the meaning of the word 'underway'."

**3.2. Lapses**

Some of instances of code switching in the present data could be simply treated as lapses. Lapses are instances where the teacher is speaking Indonesian but says a word or a couple of words in English. These English words can be spoken almost accidentally or not purely accidental but the teacher partly knows he/she is using English. The following extracts demonstrate what exactly are meant by lapses.

Extract 3

| 1 | S | : | *Tunjuk.* |
| | | | 'Point.' |
| 2 | T | : | *Tunjuk?* ***Tidak ada yang mau* volunteer?** |
| | | | 'Point? No one wants to volunteer?' |

Analysis 3:

On line 2, the teacher 1 employed code switching as she switched from Indonesian when she said *'tidak ada yang mau'* to English for a word 'volunteer' when she asked the students who

want to be volunteer. Her question was in Indonesian but she inserted an English word 'volunteer' in her question.

The reason of the teacher used an English word in this situation because she was used to speak English as she taught English and when she was speaking Indonesian during a lesson, she slipped an English word sometimes. She presumed that the students have been familiar with this word. Here code switching is treated as lapses. This finding is also clarified and emphasized by the following teacher's statement. The teacher said:

"I usually use the word 'volunteer' in the classroom. I suspect the word is already familiar to the students."

Extract 4

| 1 | T | : | *Yah, nanti buatnya dirumah itu secara* individual *karena ini* |
| 2 | | | **homework***, jadi harus dibuat secara* **individual.** |
| | | | 'Yeah, later do it at home individually because this is homework, |
| | | | so it must be done individually.' |

Analysis 4:

In extract 4, the teacher 2 employed code switching as he switched from Indonesian to English for the words 'individual' and 'homework' when he asked the students to do the homework individually. On line 1 and 2, the teacher used Indonesian when he said *'yah, nanti buatnya dirumah itu secara'* then he switched to English for the word 'individual' and switched back to Indonesian when he said *'karena ini'* then he used English 'homework' and continued to use Indonesian when he said *'jadi harus dibuat secara'* and lastly switched to English word 'individual'. His utterance was in Indonesian but he inserted the English words individual and homework.

The reason of the teacher used an English word in this situation because he was used to speak English as he taught English and when he was speaking Indonesian during a lesson, he slipped an English word sometimes. The function of code switching here is treated as lapses. This finding is also clarified and emphasized by the following teacher's statement. The teacher said:

"The words individual and homework are more often we use because the students already understand the meaning."

## 3.3. Grammar explanation

Code switching is almost mandatory when teaching grammar in an EFL classroom. During teaching grammar in Indonesian, the teacher uses English words which the teacher does not translate. The base language is Indonesian; English is used because the teachers are teaching English grammar; thus, the examples are in English. Extract 5 and 6 demonstrate this function of code switching.

Extract 5

| 1 | T | : | *Jadi,* **wears** *dengan* **the girl.** |
| | | | 'So, wears with the girl.' |
| 2 | | | *Kalau* **the girls,** *dua-duanya pakai.* |
| | | | 'If the girls, both wearing [watches].' |

Analysis 5:

Extract 5 is a good illustration of how code switching is used when explaining grammar. Grammar was explained in Indonesian, but the example was in English since the aim was to explain English grammar. As the teacher was teaching or explaining grammar, the examples and the terms were uttered in English, but the explanation was in Indonesian. On line 1 and 2, the teacher 1 employed Indonesian to teach grammar. She was explaining the rule of English grammar; she used English words 'wears', 'the girl', and 'the girls' when she was explaining the

rule of English grammar. The function of code switching here is grammar explanation. This result is supported by the teacher's statement in the interview section that was conducted in order to crosscheck it to the teacher. As he stated:

"In teaching or explaining, especially grammar, I do use Indonesian and English because the ability to understand of each student is not same."

Extract 6

| 1 | T | : | Neighbours*, ada s-nya.* |
| | | | 'Neighbours, there is s.' |
| 2 | | | ***Bisa saja tunggal** neighbour, **bisa** neighbours. Yah.* |
| | | | 'Could be singular neighbour, could be neighbours. Yeah.' |

Analysis 6:

Extract 6 is a good illustration of how code switching is used when explaining grammar. Grammar was explained in Indonesian, but the example was in English since the aim was to explain English grammar. As the teacher was teaching or explaining grammar, the examples and the terms were uttered in English, but the explanation was in Indonesian. On line 1, the teacher 2 used Indonesian to explain the rule of English grammar. He used the English word 'neighbour' in his explanation because he wanted to explain this word in singular and plural form. The function of code switching here is grammar explanation. This result is supported by the teacher's statement in the interview section that was conducted in order to crosscheck it to the teacher. As he stated:

"We in teaching grammar, I always using Indonesian because according to our experience, it seems only a minority of students can understand if [the teacher] explain it in English."

## 3.4. Pronunciation practice

The function of pronunciation practice occurs when the teacher wants or sees a need to explain how to pronounce English words. Pronunciation practice takes place when the teacher explains the way to pronounce English words or when the teacher corrects the students' pronunciation using Indonesian as illustrated from the researcher's finding in extract 7.

Extract 7

| 1 | T | : | *Kalau ini* new'*nya*, [njuːspeɪpə(r)]. |
| | | | 'If this new, [njuːspeɪpə(r)].' |
| 2 | Ss | : | [Njuːspeɪpə(r)] |
| 3 | T | : | ***Tidak dibaca** [njuspeɪpər], **tapi** [njuːspeɪpə(r)]. Begitu.* |
| | | | 'Do not read [njuspeɪpər], but [njuːspeɪpə(r)]. Like that.' |

Analysis 7:

It can be seen in extract 7 on line 3 that the teacher 2 was explaining the students the appropriate pronunciation of the word 'newspaper'. The teacher's utterance was in Indonesian but he switched his language to English when pronounced the word 'newspaper'. The function of code switching in extract 7 is pronunciation practice. It is supported by teacher's statement as follows:

"We in pronunciation practice, always use Indonesian because students will understand when we use Indonesian. So, English is used only in terms of pronunciation."

## 3.5. Explaining the meaning of vocabulary

The function of explaining the meaning of vocabulary takes place when the teacher explains the meaning of an English vocabulary using Indonesian. It is illustrated in the following extracts.

Extract 8

| 1 | S | : | *Itu Bu* manage*, artinya apa?* |
| | | | 'Bu, manage, means what?' |

> 2   T   :   **_Mengatur, menyusun,_ manage.** _Mengatur._
>           'Manage, manage, manage. Manage.'

Analysis 8:

In extract 8 on line 2, the teacher 1 further explained the meaning of the word 'manage' using Indonesian. She explained that manage in the story means _'menyusun siasat, mempersiapkan apa yang akan dilakukan'._ Her explanation was in Indonesian. She used an English word 'manage' in her utterance because she wanted to explain this word. The function of code switching here is explaining the meaning of vocabulary. This finding is also clarified and emphasized by the following teacher's statement. The teacher said:

"Because I want to explain the English word, so it should use Indonesian."

Extract 9

> 1   T   :   **Enclosure _itu artinya, tanah lahan, atau tanah yang_**
> 2         **_sudah dipagari._**
>           'Enclosure means land or land that has been fenced off.'
> 3         _Berarti wilayahnya itu, mau diperluas._
>           'Means that the region will be expanded.'

Analysis 9:

On line 1 and 2, the teacher 2 employed code switching as he switched from an English word 'enclosure' to Indonesian explanation _'itu artinya, tanah lahan, atau tanah yang sudah dipagari'_ when he explained the meaning of 'enclosure'. His explanation was in Indonesian. He used an English word 'enclosure' in his utterance because he wanted to explain this word.

Regarding to the analysis, the function of code switching here is explaining the meaning of vocabulary. This finding is also clarified and emphasized by the following teacher's statement. The teacher said:

"We use Indonesian because we wanted to explain the meaning of an English word or vocabulary, in this case 'enclosure'."

### 3.6. Reiteration

The function of reiteration takes place when the teacher repeats what has been previously said in English into Indonesian. The teacher uses this function in order to transfer the necessary knowledge for the students for clarity. It is illustrated in the following extracts.

Extract 10

> 1   T   :   Identify what do you see on the first picture.
> 2         **Identify..what do you see..on the first picture.**
> 3         **_Kenalilah..apa yang kamu..lihat pada gambar pertama._**
>           'Identify..what do you..see on the first picture.'

Analysis 10:

Extract 10 shows how code switching was used within one turn, but between sentences. On line 2 and 3, the teacher 1 was telling the students to identify what they saw on the first picture. On line 2, she used English in the first sentence. Then, on line 3, she repeated what has been previously said in English into Indonesian in order to clarify the instruction of the task. In this case, the function is reiteration. It is supported by the teacher's statement as follows:

"Absolutely. I repeat the instruction with the aim of clarifying the instruction of the task."

Extract 11

> 1   T   :   **I repeat once for the first news.**

> 2     ***Saya ulangi sekali lagi untuk berita yang pertama.***
>         'I repeat once again for the first news.'
> 3     Hmm..

Analysis 11:

Extract 11 shows how code switching was used within one turn, but between sentences. On line 1 and 2, the teacher 2 was telling the students that he was going to repeat the first news. On line 1, he used English when he said 'I repeat once for the first news'. Then, on line 2, he said *'saya ulangi sekali lagi untuk berita pertama'.* He repeated what has been previously said in English into Indonesian in order to clarify the instruction. In this case, the function is reiteration. In this case, the function is reiteration. It is supported by the teacher's statement as follows:

"We repeat only to clarify the point."

### 3.7. Topic switch

In topic switch cases, the teacher alters his/her language according to topic that is under discussion. It is illustrated in the following extracts.

Extract 12

> 1   T   :   And, Mr. Aman..e..was easy to get tired. *Mudah lelah.*
>           'Easily tired.'
> 2     ***Rambutnya sudah beruban..dan mudah lelah.***
>         'His hair was gray..and easily tired.'
> 3     **What about the face?**

Analysis 12:

In extract 12, the teacher 1 employed code switching as she switched from Indonesian to English between sentences. She switched at a sentence level in which each sentence is in different language. Firstly, on line 2, the teacher was giving statement about the man on the picture using Indonesian when she said *'rambutnya sudah beruban dan mudah lelah'.* Then, on line 3, when she wanted to ask the students about the face, she used English when she said 'what about the face'.

In this case, the function of code switching is topic switch. When the teacher moved from one topic to another, code switching was a device to get the students' attention. It is congruent with the teacher's statement in the following result of the interview:

"Oh, in this sentence, it is true I use English in changing the topic of discussion."

Extract 13

> 1   T   :   *Coba lihat sini,* you read the news about tsunami in Aceh and
> 2     North Sumatra.
>         'Try to look here,...'
> 3     **Tell your classmate about it.**
> 4     ***Sekarang buat, waktu hanya 15 menit, dimulai dari sekarang.***
>         'Do it now, just 15 minutes, starting from now.'
> 5     After that..

Analysis 13:

In extract 13, the teacher 2 employed code switching as he switched from English to Indonesian between sentences. He switched at a sentence level in which each sentence is in different language. Firstly, on line 3, the teacher used English when he said 'tell your classmate about it'. Then on line 4, he used Indonesian when he said *'sekarang buat, waktu hanya 15 menit, dimulai dari sekarang'.* In this case, the function of code switching is topic switch. It is congruent with the teacher's statement in the following result of the interview:

"We use English as we read the instruction in the book, then when asking the students to do the task, we use Indonesian."

### 3.8. Polite command

In teaching and learning process, the teachers usually give command to the students. Usually the function of polite command occurs when the teacher asks the students to do something using polite expression. It is illustrated in the following extract.

Extract 14

> 1   T   :   *Jangan-jangan meninggal semua.*
>            'Lest died all.'
> 2        ***Tiga orangki' cepat karena harus diperagakan di depan.***
>            'You consist of three members, hurry up because it must be demonstrated in front of the class.'

Analysis 14:

In extract 14, the teacher 2 used the combination of Indonesian - Bugis. When he gave command to the students, he used Indonesian with Bugis pronoun *ki* 'you'. His command on line 2, *'tiga orangki' cepat karena harus diperagakan di depan'* was the language combination of Indonesian - Bugis. In this case, the teacher employed code switching as he switched from Indonesian to Bugis pronoun between sentences. Referring to the context and situation in extract 14, the function of code switching here is polite command. It is supported by the teacher's statement as follow:

"We feel if order use *'ki'* is more polite."

### 3.9. Speech connective

The function of speech connective occurs when the teachers use code switching to deliver conversation that will be addressed. It is illustrated in the following extract.

Extract 15

> 1   T   :   **Well,** *coba perhatikan..kerja sekarang, selesaikan sekarang.*
>            'Well, try to pay attention..work now, finish now.'
> 2        *Ibu kasih waktu 15 menit.*
>            'Ma'am gives 15 minutes.'

Analysis 15:

In extract 15, the teacher 1 was giving instruction to the students who did not do their homework. On line 1, she asked the students to do and finish their task in 15 minutes. At the time, she inserted the word 'well' in her Indonesian utterance. The word well marked a change in the focus, from asking about the students who did not finish their homework to give instruction to them to finish their task.

The function of code switching here is speech connective to deliver conversation that will be addressed. This finding is also clarified and emphasized by the following teacher's statement. The teacher said:

"The word 'well' I use in this sentence to deliver conversation without having significant meaning."

### 3.10. Interjection to get the students' attention

The function of interjection takes place when code switching is used to mark an interjection or serves as sentence fillers. It is illustrated in the following extract.

Extract 16

```
1   T   :   Ada lagi pertanyaan? Ada pertanyaan lagi? Hello!
                'No more question? No more question?'
2           Why were..the monkeys hanging..on the tree?
```

Analysis 16:

In extract 16, the teacher 1 employed code switching by using the word 'hello' after his Indonesian utterance. The teacher wanted to ask the students whether there was more question or not. The word 'hello' on line 1 was an English interjection. In this case, the function of code switching is interjection. It is supported by the teacher's statement as follow:

"I use the word 'hello' as an interjection to attract students' attention because I ask them but there is no response."

### 3.11. Emphasize

Code switching could be used to emphasize certain word or a point in the conversation that one wants to underline.

Extract 17

```
1   S   :   Have you hear.
2   T   :   Have you heard, toh?
                'Have you heard, anyway?'
3           Yah, kenapa? Karena ini bentuk perfect tense.
                'Yeah, why? Because it is the form of perfect tense.'
```

Analysis 17:

In extract 17, the teacher 2 employed code switching by inserting the word *'toh'* in his English sentence. The function of code switching here is to emphasize certain word or a particular point in the conversation. In this case, the teacher used *'toh'* in order to emphasize the fact that the perfect tense form of *'apakah kamu sudah dengar'* is have you heard. This finding is also clarified and emphasized by the following teacher's statement. The teacher said:

"*'Toh'* here is used to emphasize that it is the correct form of perfect tense."

The functions of code switching may vary according to the context, situation, and the topic of the conversation. The data of the observation and interview had shown that there are eleven functions of code switching discovered by the researcher during the teaching and learning process in EFL classroom interaction.

The function of checking for understanding can happen at various places during the lesson. According to Yletyinen (2004), in the teaching situation, when the class is doing an activity in English, the teacher should make sure that all students know all the words in that activity.

In extract 1, when the teacher 1 said 'How to say in English *pengalaman*?', she was asking the students to tell the story they have made at home. After telling the story, the teacher gave a chance to other students to ask his/her friend. The student tried to answer her friend's question but she had difficulty expressing her idea. She forgot the English of *pengalaman*. The teacher did not translate the word *pengalaman* but she asked the students the English of the word.

While in extract 2, when the teacher 2 said '*Apa artinya* underway?', code switching was used by the teacher to check whether all the students knew the vocabulary in the activity that they were going to do. The class was going through a new activity and there was a new word in English that the teacher wanted the students to know. He asked the students about the meaning of the new word in order to check the students' understanding.

Some of instances of code switching in the data could be simply treated as lapses. According to Yletyinen (2004), lapses are instances where the teacher is speaking native language, but says

a word or a couple of words in English. These English words can be spoken almost accidentally or not purely accidental but the teachers partly know they are using English.

In extract 3, when the teacher 1 said *'Tidak ada yang mau* volunteer?', she slipped an English word 'volunteer' in her Indonesian utterance. The teacher presumed that the students have been familiar with the word 'volunteer', so she always used this word although she was speaking Indonesian. While in extract 4, when the teacher 2 said '*Yah, nanti buatnya dirumah itu secara individual karena ini* homework, *jadi harus dibuat secara* individual.', his utterance was in Indonesian but he inserted the English words 'individual' and 'homework'. This lapse was not purely accidental but the teacher partly knew he was using English.

Another function of code switching found in the data was grammar explanation. In English classroom, the teachers usually explain grammar. According to Yletyinen (2004), during teaching grammar in native language the teacher uses English words which the teacher does not translate.

In extract 5 when the teacher 1 explained '*Jadi*, wears *dengan the* girl. *Kalau* the girls, *dua-duanya pakai*.' and extract 6 when the teacher explained '*Bisa saja tunggal* neighbour, *bisa* neighbours.', show that both of the teachers switched their language when explaining grammar. The examples were in English but the actual teaching took place in Indonesian.

The next function is reiteration. According to Sert (2005), the teacher uses this function in order to transfer the necessary knowledge for the students for clarity. Reiteration in extract 10 when the teacher 1 said 'Identify..what do you see..on the first picture. *Kenalilah..apa yang kamu..lihat pada gambar pertama.*', and reiteration in extract 11 when the teacher 2 said 'I repeat once for the first news. *Saya ulangi sekali lagi untuk berita yang pertama.*', occur when the teachers wanted or saw a need to repeat what has been previously said in order to help the students understand and to clarify the instruction.

According to Sert (2005), in topic switch cases, the teacher alters his/her language according to topic that is under discussion. The function of topic switch is employed by the teacher when she moved from one topic to another topic of the discussion.

In extract 12, when the teacher 1 said '*Rambutnya sudah beruban..dan mudah lelah*. 'His hair was gray..and easily tired.' she was giving a statement about the man on the picture, she was using Indonesian and when she wanted to ask the students about the face, she used English.

While in extract 13, when the teacher 2 said 'Tell your classmate about it. *Sekarang buat, waktu hanya 15 menit, dimulai dari sekarang.'*, he used English when he asked the students to tell their classmate about the task. Then, he used Indonesian when he asks the students to do the task.

Besides the functions above, the researcher also discovered some functions of code switching during the observation that Yletyinen (2004) and Sert (2005) do not mention, such as pronunciation practice, explaining the meaning of vocabulary, polite command, speech connective, interjection, and emphasize certain word.

The function of pronunciation practice occurs when the teacher wants or sees a need to explain how to pronounce English words. Pronunciation practice takes place when the teacher explains the way to pronounce English words or when the teachers correct the students' pronunciation using Indonesian as illustrated from the researcher's finding in extract 7 when the teacher 2 said '*Tidak dibaca* [njuspeɪpər], *tapi* [njuːspeɪpə(r)].'.

Not only the function of pronunciation practice, but also there is a function of explaining the meaning of vocabulary that the researcher found during classroom observation. The function of explaining the meaning of vocabulary takes place when the teacher explains the meaning of an English vocabulary using Indonesian. In extract 8 when the teacher 1 said '*Mengatur, menyusun*, manage.' and extract 9 when the teacher 2 said 'Enclosure *itu artinya, tanah lahan, atau tanah yang sudah dipagari.'*.

The researcher found that in teaching and learning process, the teachers usually give command to the students. Usually the function of polite command occurs when the teacher asks the students to do something using polite expression. It is demonstrated in extract 14 when the teacher 2 said *'Tiga orangki' cepat karena harus diperagakan di depan.',* the teacher gave command to the students using the polite device *ki* in his expression. He could have used the Indonesian pronoun *kamu/kau*, but this would have been less polite.

Besides the functions above, the researcher also found the function of code switching as speech connective. The function of speech connective was employed by the teacher in extract 15 when the teacher said 'Well, *coba perhatikan..kerja sekarang, selesaikan sekarang.*'. This function occurs when the teacher uses code switching to deliver conversation that will be addressed. The word 'well' in extract 15 was used by the teacher as connective to deliver her conversations.

In the data, there are some instances of code switching could be categorized into the function of interjection. In extract 16 when the teacher 1 said '*Ada pertanyaan lagi?* Hello!'. The word 'hello' is an English interjection that used by the teacher to mark an interjection. The function of interjection takes place when code switching is used to mark an interjection or serves as sentence fillers.

Besides that, code switching could be used to emphasize certain word or a point in the conversation that one wants to underline. In extract 17 when the teacher said 'Have you heard, *toh*?', the word '*toh'* in extract 17 was used by the teacher to emphasize a point in the conversation that the teacher wants to underline.

Based on the explanations above, it can be concluded that the functions of code switching vary according to the context, situation, and the topic of the conversation. The result supports the previous researches either the one who was conducted by Amorin (2012) or Fong (2011). Both researches indicated that the occurrence of code switching whether in classroom or in online communication is due to various functions. The functions and reasons for switching codes are similar to those of verbal communication. It is also related to statement of Yletyinen (2004) and Sert (2005) concerns with several functions of code switching in classroom interaction.

## 4. Conclusion

Code switching serves different functions in EFL classrooms. The functions may vary according to the context, situation, and the topic of the conversation. The data gained through classroom observation and interview had shown that there are eleven functions of code switching discovered by the researcher during the teaching and learning process in EFL classroom interaction namely checking for understanding, lapses, grammar explanation, pronunciation practice, explaining the meaning of vocabulary, reiteration, topic switch, polite command, speech connective, interjection to get the students' attention, and emphasize certain word or a point in the conversation.

The result of this research regarding to the function of code switching can be used by the EFL teachers as a reminder to apply code switching in the classroom interaction to make the meaning clear and to transfer the knowledge to the students in an efficient way. This research is limited to the two EFL classrooms at high school in Indonesian context and the result cannot be seen as universal but rather as an image of what the situation is at the represented school. For further research, it is suggested that more research should be done on code switching that occurs in others education setting and various context. Furthermore, more research can be conducted with more specific analysis, how it can help the students to gain a greater understanding of the target language, and investigating a larger number of students for a longer period of time.

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