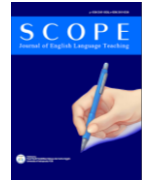




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Research Article

Types and Function of Code-Switching Uttered by Facilitators in Teaching English

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KEYWORDS

Code Switching;
 Teaching;
 Facilitators;
 Students;
Kampus Mengajar Mandiri Program.

A B S T R A C T

This research was conducted to find out and analyse the types and also the function of code switching done by the facilitators of *Kampus Mengajar Mandiri Program* in teaching English, which can give insight about how language switch can occur in the teaching process, especially in teaching English. Qualitative method is applied in order to identify and classify the data based on the theory proposed by Poplack in Romaine (1995) in categorizing the types of code switching while, in analysing the function of code-switching this study applied the theory proposed by Gumperz (1982). The research scope is limited to find out the types and function of code switching done by facilitators when teaching English at SD N 1 Jatiluwih. The data were taken by applying observation method thorough recording, listening, and note taking the utterances spoken by two facilitators during teaching process. The findings reveal 213 utterances are categorized as code switching. The result shows that all types of code-switching found, namely; tag-switching, intra-sentential switching and inter-sentential-switching. From six functions this study only found five functions, such as; interjection, addressee specification, reiteration, message qualification and personalization versus objectification. The function of code-switching that didn't occur is quotation. This study's findings indicate that intra-sentential switching is the types of code switching that is most frequently used, with total 146 utterances (68%) and Interjection is the most dominant function of code switching that done with total 78 utterances (32.5%).

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INTRODUCTION

The diversity of languages contributes to individuals acquiring the ability to speak multiple languages, which is commonly referred to as bilingualism. Nababan (1993:27) state that "bilingualism is a habit to use two languages in interaction with others". In the field of linguistics, people who possess fluency in two languages are commonly referred to as bilinguals. A person can be said to be bilingual if he can speak more than one language

(Anggraini et al., 2023) Being bilingual can occur by several factors, such as environmental, social and learning factors. The existence of bilingualism causes a situation where a person sometimes switches from one language to another, with specific aims and objectives, this phenomenon can be called language switching where one of the theories of language switch is called code switching. According to (Muin, 2011), "code switching is a language change from one language to another carried out by the speaker, this occurs in a different language". Hymes (1974) states that "code switching is a general term used as an

alternative to more than one language and variety of language or even speech styles” Code-switching appears in various forms of communication, such as oral and written communication and has its own function. Code-switching is usually found in daily conversations, and can also be found on many entertainments field, such as; in television shows and also digital entertainment like YouTube, TikTok and other video sharing platforms. Besides of those things, code-switching can also occur in the field of education, one example is in the teaching process that occurs in the classroom between facilitators of *Kampus Mengajar Mandiri* and grade six students of SD N 1 Jatiluwih.

According to the Decree of Kementrian Pendidikan dan Kebudayaan Republik Indonesia (2021:3) “*Kampus Mengajar* is part of the Independent Learning program Merdeka Campus whose activities include teaching in elementary schools and schools Junior High School is located near its domicile throughout Indonesia and *Kampus Mengajar Mandiri* Program is a form of encouragement for the Independent Campus policy which encourages Higher Education Institutions to run the MBKM program independently without intervention from the Ministry of Education and Culture”.

Faculty of foreign languages of Mahasaraswati Denpasar University is participating in implementing the *Kampus Mengajar Mandiri* Program, which is in an effort to carry out community service activities, which in the process, it involves the participation of college students and lecturers in teaching and mentoring session for elementary and senior high school students every week. One of the schools where this program is implemented in SD N 1 Jatiluwih which is one of the elementary schools that located in Jatiluwih village, Penebel sub-district, Tabanan district, Bali, Indonesia for four months, which is this teaching activity focuses on giving English lessons to grade six students in this school. In the teaching activities carried out by the facilitators of the *Kampus Mengajar Mandiri* Program there are several kinds and function of code switching which are done frequently.

In conducting this study, there were many previous researches that were related to this study. The first study is an article about code switching written by Wiraputri et al., (2021). The aims of their study were to find out types of code-switching and reasons of code switching found in Cinta Laut’s video on her Instagram. This study identifies three different types of code switching as well as six different functions. The results of the study shows that Intra-Sentential switching become the most dominant types that used beside particular topic is the most frequently reason that found. The second research was written by Anggraeni, (2021). In the study, Anggraeni analyzed the types of code switching that found in The

Naked Traveler Novel using the theories of Romaine 1989 in Susanto (2008). The results of the study show that three types of code switching were found in the novel and the most dominant types that were found was Intra-Sentential Switching.

The third related literature is a article written by Juniari et al., (2021). The focus of Juniari’s study is on the types and reason of code switching that used in the novel written by Alvi Syahrin entitled (*Jika Kita tak Pernah Jadi Apa-apa*). As results this study found that all types of code-switching and five code-switching reasons were discovered. The most frequently types of code switching that were discovered were inter-sentential switches and talking about a particular topic become the most dominant reason of code switching. The fourth review which was a thesis conducted from Gilang (2023). This study aims to identify the various types and function of code switching observed on one of Najwa Shihab's YouTube channels entitled “*Ngobrol Bareng Niki: yang dirindukan dari Indonesia :Catatan Najwa*”. In order to analyze the types and function of code switching, this study collected forty different data, according to its findings. Intra-sentential switching ranked highest among the various code-switching types, while, the most common functions that appear in the code-switching function were quotation and address specifically. The last related literature which was an article written by Nerdi et al., (2022). This study aims analyses types and reasons of Code Switching in the novel *Biru Pada Januari* based on the theory that proposed by Apple and Muysken (1987) and Hoffman (1991). The result of this study is all types of code switching are found with inter-sentential switching become the dominant types with an occurrence percentage of 50% of the total data, while for the reason, only five reason of code switching are found, and expressing feeling about something is the most dominant reasons of code-switching are found.

In addition, another study that examined the phenomenon of code switching carried out by teachers in the teaching process. three of these studies (Khairunnisa, 2020; Upa, 2014; Leo & Sudarmawan, 2022) denoted that intra-sentential code-switching was most frequently types that found in those studies. The other hand, research that done by Mubarak, (2022), Novianti & Said, (2021), Gultom & Naibaho (2021) and Anggraini et al., (2023) show that inter-sentential switching was commonly types that appeared. Whereas Afifah et al., (2020) in their study demonstrate that the most dominant types that found was tag switching. Furthermore, there are related study that analyzed about function of code switching in different theories with this study, those are research K.D, Paramytha et al., 2019) that using theories by Cameron (2001) and research by Ulfah et al., (2021) by using Sert (2005) theory.

Apart from several related literatures that have been compared above, there is a subtle difference between this research and previous researches, which is the object of research in this study is college students who participate as facilitators who teach English, and are part of *Kampus Mengajar Mandiri* Program, which is different from research regarding code-switching in common, which is dominantly used by English teachers and students who are taught English as the object of the research. Based on the reason above, this study be able to provide a new insight regarding code switching in teaching English process.

In analyzing the types of code switching, this study applied the theory proposed by Poplack 1980 (in Romaine:1995) about types of code switching. There are three types of code switching based on Poplack 1980 (in Romaine:1995) explanation, they are:

1. Tag Switching

According to Poplack (in Romaine 1995:122) “Tag-switching is defined as the insertion of a tag in one language into an utterance that is otherwise entirely in the other language”. The insert or tag referred to here is a word or phrase in a different language that shows the expression of the speaker that can appears at the beginning or at the ending of the utterance.

2. Intra-Sentential Switching

“Intra-sentential switching involves arguably, the greatest syntactic risk and may be avoided by all but the most fluent bilingual” (Poplack in Romaine, 1995:123). Intra-sentential switching is type of code switching where the switch occurs in the middle of the sentence and happened in the same sentence. This definition also supported by Kebeya (2013) stated in her journal that “intra-sentential speakers switch from one language to another within the same sentence”.

3. Inter-Sentential Switching

Poplack (in Romaine 1995:122) state that “Inter-sentential switching involves a switch at a clause or sentence boundary, where each clause or sentence is in one language or another.” This implies that Inter-sentential switching occurs when one sentence is spoken in one language and another sentence is spoken in a different language.

This study also analysed the function of code switching based on theory of function that proposed by (Gumperz, 1982). The theory mentions and explains there are six functions of code switching, such as:

1. Quotation

“In many instances the code-switched passages are clearly identifiable either as direct quotations or as reported speech” (Gumperz, 1982:75-76). It means when a speaker uses the quotation function, they change from one language

to another and quote another person's words that have specific goals and objectives for the dialogue.

2. Addressee Specification

According to Gumperz (1982:77) “Addressee Specification can be defined as one function of code switching that serves to direct the message to one several possible addressees”. This definition is also supported by Khairunnisa (2020) in her thesis that “The speaker switches the language to invite another person to participate in the conversation”.

3. Interjection

Based on Gumperz (1982:77) “code switching serve mark an interjection or sentence filler”. Interjection is also an exclamation that employed in a sentence to convey feeling or emotion. Which it can be form as individual word or a morpheme. “Interjection function means the speaker inserts an interjection or sentence filler, such as *Look!*, *Well*, *Anyway* and *So* into the utterance to convey emotions or to gain attentions” (Khairunnisa, 2020).

4. Reiteration

“Frequently a message in one code is repeated in the other code either literary or in somewhat modified form. In some cases, such repetitions may serve to clarify what is said, but often they simply amplify or emphasize a message” (Gumperz, 1982:78). In the other hand, reiteration is one function of code switching that has aim to repeat, and clarifying the message or sentence.

5. Message Qualification

According to Gumperz (1982:79) “message qualification is another large of group of switches consists of qualifying constructions such as clauses, sentences and phrases (verb and noun compliment)”. Which the function of language switch is to qualify the message or to convey the main message.

6. Personalization versus Objectification

Gumperz (1982:80) states “personalization versus objectification is relatively large group of instances function is somewhat more difficult to specify in purely descriptive terms. The code contrast here seems to relate to such things as: the distinction between talk about action and talk as action, the degree of speaker involvement in, or distance from, a message, whether a statement reflects personal opinion or knowledge, whether it refers to specific instances or has the authority of generally known fact”. The function in here is to mark personalization or objectification and through the act of switching, a speaker aims to convey their understanding or proficiency regarding the subject under discussion.

This research aims to identify the types of code switching used by facilitators in teaching English at SD N 1 Jatiluwih,

this research also attempts to analyze the code-switching function used by facilitators in learning English at SD N 1 Jatiluwih. By investigating the types and functions of code switching in the context of teaching English at SD N 1 Jatiluwih, this research provide insight into how language switching can occur in the learning process. Understanding how and why facilitators use code switching can help teacher in carrying out the teaching process, especially in teaching English. Additionally, this research can contribute to fostering a better understanding of the language acquisition process among young learners in multilingual environments.

METHOD

Research Design

Qualitative case study is research approach that used in this study. According to Baxter and Jack (2008) “Qualitative case study as a research method that make it possible to examine a phenomenon in its context by using various data sources, ensuring that the problem is not examined from one but from various perceptions, making many aspects of the phenomenon”. Based on the explanation by the expert above qualitative case study can define as is one of research approach that uses several data sources to enable the analysis of a phenomenon in its context. This is in line with the research objective, which is to determine the types and functions of code switching carried out by facilitators in teaching English to students.

Participants

This research was conducted at one elementary school, named SD N 1 Jatiluwih. Two college students of English Study Program of Mahasaraswati Denpasar University were the participants of this research. They were teaching English to the grade six students during the teaching session and they usually called as the facilitators of *Kampus Mengajar Mandiri* Program. In this research, the researcher is also a member of the facilitator in *Kampus Mengajar Mandiri* Program, but the researcher did not participate as an object of research and the researcher here is only observing the code switching that are done by the two others facilitators when carry out the teaching English process.

Data Collection

In the study, the data source is come from the utterances of two facilitators of *Kampus Mengajar Mandiri* during the English teaching session which is carried out once a week for a period of five months and based on that, the observation method is the method that used in collecting the data. Riyanto (2010) state that “observation is a data collection method that involves direct or indirect observation”. The observation method in this study is done by several steps. The first one is by recording audio of a

teaching English session carried out by two facilitators of the *Kampus Mengajar Mandiri* program, where in here, cellphone were used to record the audio from the facilitator utterance when the facilitator was teaching. Secondly, the audio recording is listened repeatedly in order to make a transcript of the facilitator's utterance. The next steps is note taking and make a transcript of the facilitator's utterances, and the last steps was classifying the facilitator's utterance based on the theory of types of code switching by Poplack 1980 (in Romaine 1995) and theory of function of code switching by Gumperz (1982) which in the process of classifying is focused on observable behavior and its context, not subjective impressions, which aims to avoid bias in the data.

Data Analysis

In analyzing the data, descriptive qualitative method was the method that applied. Moleong (2017:6) states that “qualitative research is the research that purpose for understanding the phenomenon about thing that experienced by subject of the research such as behaviorism, perception, motivation, action, and other.”. The use of a descriptive qualitative method is intended to provide a comprehensive explanation of the types and functions of code switching. The code-switching theories put forward by Poplack in 1980 (in Romaine 1995) was used to analyze the types of code switching. Meanwhile, the theory proposed by Gumperz (1982) was used in analyzing the function of code switching.

The finding of this study presented in formal and informal method. According to Sudaryanto (1993:145) “there are two methods to present data analysis results: formal approach and informal approach. The formal approach involves the use of established rules, norms, or language patterns such as formulas, diagrams, tables, and figures. On the other hand, the informal method is more relaxed and flexible, without strict adherence to predefined rules”. In this study, both of approach used in presenting the data, for the formal approach, the finding is presented in tables to classify the percentage of types and function of code switching based on the theories that have been proposed before. Whereas, for the informal approach, the data described the types and function of code switching through statement.

RESULTS AND DISCUSSION

In this research, depth analysis of code-switching activities has been carried out, in particular an analysis of the types and functions of code switching carried out by two facilitators of *Kampus Mengajar Mandiri* Program when carry out the English teaching session, which is the object of the research. The findings and the explanation will be discussed in the following.

The research findings are categorized into two parts. First, it shows the frequency of different types of code switching based on Poplack (1980) as cited in Romaine (1995) model. Second, it revealed the amount occurrence for each function of code switching, using the Gumperz (1982) theory. This study identified 213 total data, with the following details:

Table 1. Types of Code-Switching

| No | Types of Code Switching | F | % |
|--------------|----------------------------|-----|------|
| 1 | Intra-Sentential Switching | 146 | 68% |
| 2 | Tag-Switching | 39 | 19% |
| 3 | Inter-Sentential Switching | 28 | 13% |
| Total | | 213 | 100% |

Based on table 1 above, it was found that there were 213 total utterances that have code switching based on the theory proposed by Poplack 1980 (in Romaine 1995), the type of code switching can be divided into three types, those are: Tag-Switching, Intra-Sentential Switching and Inter-Sentential Switching, from the total of 213 data collected, 28 (13%) data were categorized as inter-sentential switching, as well as being the type with the lowest occurrences, followed by tag-switching with 39 (19%) total occurrences, and continued with 146 (68%) data were categorized as intra-sentential switching, and become the type of code-switching with the most occurrences that used. Intra-sentential switching becomes the frequently type because the facilitator often switches languages from Indonesian to English and then back to Indonesian, this aims to simplify the teaching process, where the facilitator often pronounces some vocabulary delivered in English to students which aims to emphasize the material presented and then followed by using Indonesian, this is also related to students' ability to speak English, which if the material is delivered in full using English, this will make it difficult for students to understand.

Table 2. Function of Code-Switching

| No | Function of Code Switching | F | % |
|--------------|--|-----|-------|
| 1 | Interjection | 78 | 32.5% |
| 2 | Addressee Specification | 54 | 22.5% |
| 3 | Reiteration | 39 | 16% |
| 4 | Message Qualification | 35 | 15% |
| 5 | Personalization versus Objectification | 34 | 14% |
| 6 | Quotation | 0 | 0% |
| Total | | 240 | 100% |

Table 2 above shows that from 240 data of code switching, each of them has its own function. From 213 data of code switching, 27 utterances have two functions, therefore the number of functions become 240 functions. The function

of code-switching can be divided into six types, those are: Quotation, Addressee Specification, Interjection, Reiteration, Message Qualification and Personalization versus Objectification. From the total of 240 data collected, there was no code-switching function as Quotation was found from the utterance, furthermore, 34 (14%) data categorized as Personalization versus Objectification, 35 (15%) data categorized Message Qualification, and continued by Reiteration with 39 (16%) data, Addressee Specification with 54 (22.5%) data, Interjection with 78 (32.5%) data and become the most dominant function that used. The quotation function is not found in the facilitator utterance because in the teaching process the facilitator does not quote words from other people, this is also related to conversational situations that occur, where situations in conversation between the facilitator and students are carried out with the aim of teaching, it makes low possibility there is a quotation that appears in the facilitator's utterances. Meanwhile, interjection become the most dominant function because in the speech delivered by the facilitators, there are many words, phrases and sentences that are classified as sentence fillers and exclamations. This is in accordance with the situation where the conversation occurs, where the facilitators often ask students to do something and also the facilitators use interjection phrases to express their feelings.

Data analysis was carried out by following the types of code-switching that proposed by Poplack 1980 (in Romaine 1995) and function of code-switching by Gumperz (1982) which for the types of code-switching, the types is divided into three, those are Tag-Switching, Intra-Sentential and Inter-sentential and for functions is divided into five parts, those are; Addressee Specification, Interjection, Reiteration, Message Qualification, and Personalization versus Objectification.

Types of Code Switching

Tag Switching

Data 1

Facilitator 1: "Okay, satu-satu ya!"

Facilitator 1: "Okay, one by one!"

In this situation, students were enthusiastic about answering the questions posed by facilitator 1 about wild animals, because there were many students who wanted to answer, facilitator 1 asked students to answer one by one.

Based on the analysis of types of code-switching, the utterance above is categorized as tag-switching, because in conveying the message, facilitator 1 switches the language from one language to another language, which starts in English by said "Okay" and then continued with Indonesian language "satu satu ya" The word "Okay" above is includes as insertion, which is indicate the phrase above is categorized as tag-switching. This is also in

accordance with the theory proposed by Poplack (in Romaine 1995: 122) which states that "Tag-switching is defined as the insertion of tags in one language into speech that otherwise exists entirely in another language". The other reason the phrase above is categorized as tag switching because the word "Okay" does not change the meaning of the utterance conveyed, which is in accordance with research by Wiraputri et al (2021) which states that "the insertion of this word does not violate the grammar as the characteristic of tag switching". The reason facilitator 1 for doing tag switching here is related to habit of using foreign language insertions and then continuing with his mother tongue in daily conversations, which is also supported by research by Ulfah (2021) which states that "the teachers often alter their language into their mother-tongue unconsciously."

Intra-Sentential Switching

Data 2

Facilitator 1: "*Sekarang, we will start dari wild animals.*"

Facilitator 1: "*Now, we will start from wild animals.*"

The situation here is facilitator 1 will start the English teaching session by teach the names of wild animals in English. The inserted of sentence "we will start" and phrase "wild animals" in the middle of Indonesian language is indicated the sentence above as intra-sentential switching. This is in accordance with the definition of intra-sentential switching, which utterances can be categorized as intra-sentential switching because in the middle of a sentence, the speaker using two different languages. From the utterance of the facilitator 1 above, the facilitator 1 used two languages alternately in one utterance, which start using Indonesian language by saying "*sekarang*" and then continued into "we will start" in English, then back again using Indonesia language by saying "*dari*" and finally ends with English "wild animals". This analysis is also supported by previous research by Anggraeni (2021) which states that "Intra-sentential code switching occurs when someone uses one language to another within a sentence, clause, phrase or word boundaries." The reason of carrying out intra-sentential switching here is to help improve students' English language skills by inserting some English vocabulary into Indonesian, which is the language of instruction in the learning process. This is related to previous research by Ansar (2017) states that "when the teacher teaches a foreign language in the classroom code switching also becomes strategies learning in order to develop the students' skills in English."

Inter-Sentential Switching

Data 3

Facilitator 1: "*One more please! Ayo satu lagi!*"

Facilitator 1: "*One more please! Come on, one more!*"

The situation that happened in here is facilitator 1 asks students to mention three animals in English, and the one student has mentioned two of them, then facilitator 1 asks to mention one more animal in English. The sentence above can be categorized as inter-sentential switching, which refers to the definition of inter-sentential code switching by Poplack in Romaine 1995, that states "Inter-sentential switching involves a switch at a clause or sentence boundary, where each clause or sentence is in one language or another." In here, the first sentence beginning with English sentence by saying "One more please" and the second sentence using Indonesian by saying "*Ayo satu lagi*", because there is a language switch between the first sentence which uses English, then continues with the second sentence which uses Indonesian, therefore the utterance from facilitator 1 above can be categorized as Inter-sentential code switching, which is also in accordance with the statement from Upa (2014) in her research, which states that "inter sentential code switching occurs between sentences or clauses or between turns". The reason facilitator 1 done inter-sentential switching here is apart from improving students' English language skills by inserting vocabulary in English, doing inter-sentential switching here is also to translate the meaning of the first sentence, which in English into Indonesian, because facilitator 1 is aware that students' English language skills are different. Therefore, the language switch between English to Indonesian are needed in here. This is in accordance with Ulfah (2021) statement in her research, which states that "The teachers sometimes found that there were some students who cannot follow the teaching process if the use English the most of the time during their language between English and Indonesian to solve this condition."

Function of Code Switching

Interjection

Data 4

Facilitator 2: "*Great, lanjut disebelahnya Juli.*"

Facilitator 2: "*Great, continue next to Juli.*"

In the context, the facilitator asks students to take turns in mention animal names in English, one of the students has finished mention animal names in English, then facilitator 2 asks another student that sitting next to the first student to do the same. In analyzing the function of code-switching, the sentence above can categorize as an interjection, this is because, when facilitator 2 says the word "*great*", it is intended as a sentence filler, where the word does not affect the content of the message that is conveyed afterwards. The word "*great*" in there also to convey the emotion of facilitator, where the facilitator shows an expression of joy at the answers given by the student. This is also supported by previous research by Khairunnisa (2020) which explains that "Interjection

function means the speaker inserts an interjection or sentence filler, such as Look!, Well , Anyway , So into the utterance to convey emotions or to gain attentions." The reason of facilitator 2 done the language switch here is because of the habits and educational background of facilitator 2, who is a college student majoring in English literature, who tends to actively communicate in English, therefore, the word "great" there is part of the habit that is also influenced by the educational background of facilitator 2. This is also supported by the statement by Lismay (2017) in her research, which states that "the reasons of code switching also happen because of speakers background education."

Addressee Specification

Data 5

Facilitator 1: *"Anybody remember apa itu farm animals?"*

Facilitator 1: *"Anybody remember what is farm animals?"*

In this situation, facilitator 1 asks all students if they still remember what farm animals mean in Indonesian. In here, Facilitator 1 start the utterance in English, by saying "anybody remember" then continued in Indonesian saying "apa itu" and back in English "wild animals". Regarding of code-switching function, the sentence above indicates as addressee specification, it because the sentence above is intended to get responses from students to answer questions and to invite the student to participate in the topic of conversation. This is in accordance with the function of code-switching theory which said that the address specification aims to invite other people to join the chat. Consequently, the sentence that spoke by facilitator 1 categorized as addressee specification. This research is also in accordance with previous research by Rahmawati et al., (2022) which stated that "Addressee Specification is function which is used to convey messages to more specific people." The reason the facilitator 1 done a language switch here is to give students the opportunity to share their ideas and answers regarding the questions given. which is also supported by the statement "In simulating the students to express their ideas, the teachers often applied code-switching in order to improve and develop the students' fluency" (Ulfah 2021).

Reiteration

Data 6

Facilitator 2: *"Thirty seconds left, waktunya masih lagi tiga puluh detik."*

Facilitator 2: *"Thirty seconds left, there is still thirty seconds left."*

In the context, facilitator 2 informs students that there are 30 seconds left to take note note the material that has been written on the board. The utterance that was said by facilitator 2 above can catagorized as reiteration. It is because facilitator 1 in delivering the utterance begins with

English by said "Thirty seconds left?" and then switch to Indonesian "*Waktunya masih lagi tiga puluh detik*" which means "*there is still thirty seconds left.*" where the two sentence that mentioned by facilitator 2 above have the same meaning and purpose, which to inform students that there is only 30 seconds left to take notes, this is accordance with Gumperz's theory (1982) stated that one of the code-switching functions is as repetition which called as reiteration. The reason facilitator 2 done language switching here is to make it easier for students to understand the meaning of the information provided by facilitator 2, where in this situation, initially the facilitator provides information in English, which is then continued by conveying the same information but in Indonesian, which aims to ensure that the information provided by facilitator 2 can be received and understood clearly by students, which is also agreed with by Ulfah (2021) who states that "The purpose of this type was to assist the students to understand the meaning of certain difficult English words."

Personalization versus Objectification

Data 7

Facilitator 2: *"I think babi bukan wild animals, but babi hutan bisa termasuk wild animals."*

Facilitator 2: *"I think pigs are not wild animals, but boars can be categorized as wild animals."*

The situation that occurred was one of the students asked to mention which animals were categorized as wild animals, and the students answered that pigs are animals that are included as wild animals, then the answer was responded by facilitator 2 by saying that pigs are not included as wild animals. The utterances of facilitator 2 above shows the personalization versus objectification function, this is because in the sentence above there is personal opinion and personal knowledge of the facilitator which is marked with the phrase "I think babi bukan wild animal" which shows the personal opinion of facilitator 2 and then followed by the sentence "but kalau babi hutan bisa termasuk wild animals" which shows the knowledge of facilitator 2. Thus, the data above can be classified as a personalization versus objectification. This is in accordance with the analysis regarding Personalization versus Objectification in previous research conducted by Nurvadhilah et al., (2022) who in their research stated "This statement can be classified as personalization or objectification, because it is used to give personal opinion and the speaker showed up his involvement for the greatest feeling." This is in accordance with the words of facilitator 2 above, who expressed her opinion regarding pigs which are not wild animals based on his insights. The reason facilitator 2 done language switching here is because this is a form of learning method applied by facilitator 1 when teaching students, where by switching languages in

teaching, it is hoped that students can get used to it and more easily remember simple sentences in English. This is also agreed with the statement by Younas et al., (2020) that state “code switching was most widely used by teachers in their learning for understanding the delivery of material and facilitating interaction between teachers and students.”

Message Qualification

Data 8

Facilitator 1: “*Mungkin itu aja untuk hari ini. See you next week.*”

Facilitator 1: “*Maybe that's all for today. See you next week.*”

In this situation, the English teaching session will be finished and facilitator 1 will close the English teaching session to continue with the next session. In here, facilitator 1 using Indonesian language in the first sentence by saying “Mungkin itu aja untuk hari ini”, and then the next sentence is spoken in English by saying “See you next week.” Based on Gumperz (1982), the utterance above can classify as Message Qualification, this is because the sentence “see you next week” is intended to convey a message from Facilitator 1 that the next meeting will be held next week. Which is in accordance with the definition of message qualification which states that code switching has functions to convey the main message. This is also in accordance with the statement from Nurvadhilah et al (2022) in their research which states that “In this role, message qualification takes place when a topic is introduced in one language and is then reinforced or qualified in a different language.” The reason for language switch by facilitator 1 here is to provide instructions and information regarding the learning process being completed and learning activities to be carried out again the following week. By carrying out language switching, it is hoped that students will be able to understand the message conveyed well and also teach English terms and words that can be used every day. This is agreed with the statement put forward by Ulfah (2021) in her research which states “code switching could help the teachers in delivering the information and instruction, thus the materials or the instructions was expected to become easier to be understood by the students.”

CONCLUSION

The study is conducted to analyzes the code-switching phenomenon that occurs in the teaching process that carried out by two facilitators of *Kampus Mengajar Mandiri*, where the data analysis uses theory that proposed by Poplack in Romaine (1995) in order to find and analyze the types of code switching and use the theory of function by Gumperz (1982) to find and analyses the function of code switching. Based on the finding and the discussion, it can be concluded, there are three types of code-switching

and five functions were identified in the speech of two facilitators during English teaching sessions. In terms of types, Intra-sentential switching was the most common, followed by Tag switching and Inter-sentential switching. In total, 213 instances of code-switching were identified. Regarding functions, 240 utterances were classified into five categories. The most prevalent function was interjection, followed by addressee specification, reiteration, message qualification, and personalization versus objectification. No instances of code-switching function for quotation purposes were found. In this research, language switch was carried out by two facilitators are influenced by several factors, such as the facilitator's habits using some English word in daily, the disparity in students' English ability and the facilitator's strategies to improve students' English skills. These are some of the reasons that influenced the two facilitators to carry out language switching in the process of teaching English in *Kampus Mengajar Mandiri* Program which was carried out at SD N 1 Jatiluwih with sixth grade children as learning participants. From this research it can also be concluded that English teaching activities cannot be separated from language switching and the use of code switching by teachers, which is influenced by several factors as previously mentioned, apart from that the use of code switching is also a strategy for teachers. to help students with the process of learning English, where it is hoped that students can understand the lesson material provided well.

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