

**THE USE OF CODE-SWITCHING IN ENGLISH  
FOREIGN LANGUAGE CLASSROOM OF SMKN 2 SINJAI  
(Penggunaan Alih Kode Pada Kelas Bahasa Inggris di SMK Negeri 2 Sinjai)**

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**Abstrak**

**ABSTRACT**

This research aims at finding out (1) the types of code-switching used by the teachers in the foreign language classroom, (2) functions of code switching used by the teachers in the foreign language classroom, and (3) the implication of code-switching on TEFL. The research employed descriptive qualitative research design. The subjects were three English teachers of SMKN 2 Sinjai. All of them used Buginese language in their daily life but in class they used Indonesian language as mother tongue and English language as target language. The researcher findings that there are five types of code-switching that used by the teachers in teaching and learning process. Those were inter-sentential code-switching, intra-sentential code-switching, extra-sentential or tag switching, establishing continuity with the previous speaker and emblematic. The data had shown that there were six functions' code-switching. Those were topic switch, reiteration, checking the students understanding, for instruction, grammar translation and explanation, inserting humor and express emotion. The implication of code-switching on TELF was very useful because it can be used as a method or strategy in explaining English materials, motivating the students to speak specially for low level students, analyzing problem and encourage them to pay attention when the teacher explaining material.

Key words: the use of code switching, English foreign language classroom.

**1. Introduction**

In English classroom there are four language skills, they are listening, speaking, reading and writing and the language used by the teachers in teaching and learning process is usually in English. But one of the problems faced in the classroom is unsupported-circumstance. The learners feel any difficulties in learning English because that language is not used in their daily life. Many learners feel strange when using English language. In order to minimize it, there are many strategies, method and good way to communication that can be used by some non-native English teachers. One of them is using code-switching in their classroom. Code-switching in this case means the teachers switches her/his language during the teaching and learning process, whether from Indonesia to English or from English to Indonesia. The use of teacher's code-switching is not always performed consciously. This means that the teacher is not always aware of the function and outcomes of the code-switching process. As stated by Gardner (2009:15) that although people who live in bilingual communities area, generally, aware of the existence of code-switching and of fact that they themselves sometimes switch, their level of awareness of their own code-switching behavior seems to lag far behind their practice.

Code-switching is a commonly practiced by the bilingual society as well as the students who are learning the foreign language from their surroundings. Code-switching could be allowed and used such the way to enrich the skill of communication. The bilingual society generally practices code

switching to conceal their second language deficiency as well as to express their attitude and feeling toward the interlocutor, these intention could be appeared in the language classroom too.

The researcher formulates some research questions as follows: What are the types of code-switching used by the teachers in the foreign language classroom?, What are the functions of the code-switching in the foreign language classroom used by the teachers?, What are the implication of code-switching in TEFL on SMKN 2 Sinjai?.

The objectives of the research are: To find out the types of code-switching commonly used by the teacher in foreign language classroom. To find out the functions of code-switching by the teacher in foreign language classroom. And to investigate the implication of code-switching in TEFL on SMKN 2 Sinjai.

## 2. Research Methodology

The method applied in this research was descriptive qualitative method since it analyzes the data in the form of words descriptively, not in the form of percentage or numeral. It described the used of code-switching by the teacher in English foreign language classroom. According to Denzin & Lincoln (2005, p. 3) that these practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the shelf. The data sources of this research was the English teachers of SMKN 2 Sinjai. The researcher was choose three English teachers of SMKN 2 Sinjai.

The instruments that the researcher applies in this research are Observation, video recording, and Interview. The first thing that the researcher did in analyzing data was to identify the data which got from the observation and video recording. The data was analyzed by using the descriptive qualitative method. The data was transcribed into written transforms, and then it was identified, selected, and also classified or extract based on the analyzing needs which is relevant to the topic of the research. In order to analyze the data, there are four steps that were conducted by the researcher i.e.: data identified, data reduction, data description, and data classification. In this design, the researcher collected data during the investigation and then integrated the information in the interpretation of the overall results' (Creswell, 2003, p. 16).

## 3. Findings And Discussion

### 1. Findings

#### a. Types of Code-Switching Used by the Teachers

From the data shown that there were five types of three teachers' code-switching found by the researcher during the teaching and learning process from the first meeting until fourth meeting. Those were inter-sentential code-switching, intra-sentential code-switching, extra-sentential or tag switching, establishing continuity with the previous speaker and emblematic.

Types of code-switching used by the teachers in teaching and learning process are as follows:

#### a. Inter-Sentential code-switching

This kind of code-switching which involves a switch at clause or sentence boundary. According to Poplack as cited in Wiradisastra (2006), this kind of code-switching involves a switch at clause/sentence boundary. In this case one clause is in one language and the other in another language as the following extract :

**Extract 1**

- cher : Topic that we will discuss today is subjunctive, subjunctive are sentences to express the situation that opposite of the real situation, *yaitu subjunctif itu adalah kalimat yang digunakan untuk mengungkapkan situasi yang merupakan kebalikan situasi yang sebenarnya*
- Students : Yes bu.. *sebaliknya di*  
"Yes, Mam.. *Opposite*"
- Teacher : We begin with 'wish', subjunctive that uses wish. Now, I want to ask you, what's the meaning of 'wish'?

Extract 1 shows the inter-sentential type of code switching used by first teacher. It was because the teacher switched her presentation by using English then later she altered to Indonesian by saying, "Topic that we will discuss today is subjunctive, subjunctive are sentences to express the situation that opposite of the real situation, *yaitu subjunctif itu adalah kalimat yang digunakan untuk mengungkapkan situasi yang merupakan kebalikan situasi yang sebenarnya*. And the students gave response in Indonesian "Yes bu, sebaliknya di". Then the teacher continued her presentation in English that could be understood by students.

b. Intra-Sentential code-switching

This kind of code-switching involves switches of different types occurring within the clause boundary, including within the word boundary, or translations of words or phrase substitution within a sentences as Von (2004) states that code-switching is a phenomenon of language contact that is generally defined as the alternative use of two or more languages within single conversation, usually marked by a clear break between the languages the following extract :

**Extract 2**

- Teacher : *Bukan hanya di jalanan tapi juga di tempat tertentu seperti* **at Supermarket, at Mall..**  
*"It's not only on the road but there is also in the particular place like at supermarket, at Mall..."*
- Students : *Pertamina juga ada larangan bu..*  
*"There is also a sign of prohibition in Pertamina, Mam.."*
- Teacher : *Iyya..* There are also many symbols and signs at the Library.  
*"Yes.. There are also many symbols and signs at the Library"*

Extract 2 shows that the intra-sentential type of code-switching used by first teacher. At the time, the material about Sign and Symbol. The teacher explained that sign and symbol not only along the road but also in many particular place in Indonesian then she switched the language to English "**at Supermarket, at Mall**" in one utterance. It seemed when the teacher said at supermarket and at Mall, those words are familiar for her students. So, the students easy to got the point.

c. Extra-Sentential or Tag Switching

This type of code-switching involves the insertion of a tag, e.g. 'you know', 'I mean', from one language into a clause or sentence in a different language Code-switching exclamation and

certain set phrase in one language are inserted into an utterance otherwise in another (Hoffman, 1992: 112) as the following extract :

**Extract 3**

- Teacher : **Jadi**, when “was”, “were” are used? It’s all depends on the subject **ya..** What about “was”?  
*“So,when “was”, “were” are used? It’s all depends on the subject,yeah.. What about “was”?”*
- Students : e..e.. *Tunggal*  
*“e..e.. Singular”*
- Teacher : *em..if Were?*
- Students : *Jamak*  
*“Plural”*
- Teacher : **Oke, nah** kemudian diikuti kata kerja bentuk Ing, sama present continuous **ya!**  
*“Okay, now then, it is followed by verb + Ing. It’s just the same with present continuous yeah”*

Extract 3 shows tag switching type of code-switching used by first teacher. It was because the teacher inserted of a tag in Indonesian by saying, “**Nah**, when “was”, “were” are used? It’s all depends on the subject **ya..** What about “was”?”, “So,when “was”, “were” are used? It’s all depends on the subject, yeah.. What about “was”?”. After that the students answered her question in Indonesian “e..e.. *Tunggal*“, “e..e.. *Singular*”, then she asked again in English then explain in Indonesian, later she insertion of a tag by saying, “**Oke, nah** kemudian diikuti kata kerja bentuk Ing, sama present continuous **ya..**”. It should be “Okay, now then, it is followed by verb plus ing. It’s just the same with present continuous. Yeah..”.

d. Establishing continuity with the previous speaker

The Establishing continuity with the previous speaker code-switching in teaching and learning process related to (Baker, 2006) that code-switching is sometimes used to reinforced a request is shown in the following extract :

**Extract 4**

- Teacher : Subjunctive yang menggunakan kata wish, Nah, what’s the meaning of kata wish?  
*“Subjunctive using word wish, what’s the meaning of word wish? ”*
- Students : e..e.. Wish itu **kehendak, permintaan, harapan** bu.. e.e..  
*“e..e.. wish is desire, requesting or hope, Mam..e.e..”*
- Teacher : Iyya, Wish itu **kehendak, permintaan, harapan**, Berharap, menginginkan sesuatu.  
*“Yes, wish is desire, requesting, hope,to hope, Want something”*

Extract 4 shows another type of code-switching that occurs in teaching and learning process. It is called establishing continuity with the previous speaker used by first teacher. This type is shown in the third move “Iyya, Wish itu **kehendak, permintaan, harapan**, Berharap, menginginkan sesuatu.”, “Yes, wish is desire, requesting, hope, to hope, Want something”. The teacher responded the students’ answer by establishing the same point of the previous speaker “e..e.. Wish itu **kehendak, permintaan, harapan** bu..”, “e..e.. wish is desire, requesting or hope, Mam..e.e..”. It means, the teacher agreed with the students’ answer.

e. Emblematic

Related to Merrit et al (1992: 118) states that code-switching provides an additional resource for meeting classroom needs. In most classroom, code-switching seems most often motivated by cognitive and classroom management factors. The Emblematic type of code-switching in teaching and learning process is shown in the following extract :

**Extract 5**

Teacher : We continue to the formula. We begin with the positive tense at first. *Kalimat positifie dimulai dengan subjek , **Tauji subjek toh? Apa itu?***  
*“the positive tense is begun with the subject, Do you know what the subject is? What is that?”*  
 Students : I , We, You, They, He, She, It  
 Teacher : Yes.

Extract 5 shows that the emblematic type of code-switching used by first teacher. The teacher explained about the formula of positive tense and later on she switched to local dialect by asking students about their understanding of subject. In situation the teacher used local dialect “ **Tauji subjek toh? Apa itu?**”, “*Do you know what is the subject? What is that?*”. “**Ji**” and “**Toh**” were local dialect of Indonesian and it was known as emblematic type of code-switching. It should be “*Do you know what the subject is? What is that?*”.

**b. Functions of Code-Switching Used by the Teachers**

The data had shown that there were seven Functions’ code-switching found by the researcher during the teaching and learning process from the first meeting until fourth meeting of three teachers. Those were topic switch, reiteration, checking the students understanding, for instruction, grammar translation and explanation, inserting humor and another function was express emotion. from some functions mentions below, their purposes were to make students easier understand the lesson being studied. In this case, the researcher would like to provide the description of the sample analyzed.

a. Topic Switch

Mattson and Burenhult in Sert (2005) states that in topic switch cases, the teacher alters his or her language according to the topic that is under discussion.

**Extract 6**

Teacher : Sudah Paham? sekarang sudah taukan positive dan negative?  
*“Do you get it? Yes, now, You have known about the positive one and negative one, haven’t you?”*  
 Students : Ya bu  
*“yes, mam”*  
 Teacher : Sekarang kita bahas Introgative atau kalimat tanya.  
*Kemarin sudah dipelajari bahwa kalimat Tanya itu ada dua, ada **simple question and conditional question.***  
*Yang mana disebut **simple question?** Kalimat Tanya yang jawabannya Cuma dua, **yes and no.***

*"Now we are learning about Introgrative tense or question form"*

*"Yesterday, we learnt about question form. There are two kinds of question form. The first one is simple question and the another one is conditional question".*

*"Which one is simple question? it's a question form that has only two answers, those are 'yes' or 'no'.*

Student : Yes..No..

Extract 6 shows the topic switch used by first teacher occurred when the teacher explained about past continuous tense. In this case, she explain how to made positive and negative sentences and switch the topic to interrogative sentence. Like the example when the teacher asked "Sudah Paham? sekarang sudah taukan positive dan negative?", "Do you get it? Yes, now, You have known about the positive one and negative one, haven't you?". The students answered by saying, "ya bu", "Yes Mam". Then the teacher continued in Indonesian and inserted one word in English "Sekarang kita bahas Introgrative atau kalimat tanya", "Now we are learning about Introgrative tense or question form", "Kemarin sudah dipelajari bahwa kalimat Tanya itu ada dua, ada **simple question and conditional question**", "Yesterday, we learnt about question form. There are two kinds of question form. The first one is a simple question and the another one is conditional question". After that she asked again in Indonesian then switched into English by saying, "Yang mana disebut **Simple Question**? Kalimat Tanya yang jawabannya Cuma dua, **Yes and No**", the last, the students gave their respon "Yes..No..". The teacher used code-switching here to get the students attention and to tell that the teacher were moving to a new topic from positive and negative sentences to interrogative sentence of past continous tense.

#### b. Reiteration

Some teacher in classroom explained a concept in one language, and then explain again in another language. Clarifying one point is the main of the speaker to alternate his language. Hoffman (1991:116) said the repetition used for clarification happened when a bilingual to clarify his or her speech, so that the topic will be understood were the listener, he or she can sometimes use both of the languages that he masters saying the same utterance. One reason why someone switches his languages, may be for stressing one important point. The following extract gives a clear explanation.

#### Extract 7

Teacher : I repeat it once again yeah.. directed speech is speech that produce by speaker directly.. **kalimat yang langsung diutarakan oleh pembicaranya.**

*Kalau kalimat tidak langsung itu mengungkapkan perkataan seseorang kepada orang lain secara tidak langsung or the people utterance to other people indirectly.*

*"I repeat it once again. The directed speech is speech that produced by speaker directly, so the directed speech is expressed by its own speaker"*

Extract 15 shows reiteration function of code-switching used by first teacher, the teacher explained about direct speech and indirect speech. Reiteration occurred when the teacher said into English by saying, "I repeat it once again ya.. directed speech is speech that produce by speaker directly..", she switched her language into Indonesian by saying, "**Jadi, kalimat yang langsung diutarakan oleh pembicaranya.**", that was the first code-switching happened in this extract. The next, the teacher explained about indirect speech in indonesian by saying, "Kalau

*kalimat tidak langsung itu mengungkapkan perkataan seseorang kepada orang lain secara tidak langsung*”, then she repeated it in English “**or the people utterance to other people indirectly**”.

c. Checking the students’ understanding

The third function of code-switching found in this research was checking the students’ understanding. The teacher always used code-switching to know how well the students understand the material that has been studied, is being studied, will be studied, This condition similar to Guthrie as cited in Gulzar (2010) stated some other functions of code-switching in the classroom discourse, they are: code-switching used for translation, for procedures, for clarification, and for checking understanding. The function is demonstrated in the following extract.

**Extract 8**

Teacher	: <b>Nomor empat ini larangan atau command?</b> “The number four is prohibition or command?”
Students	: Command Mam..
Teacher	: That’s right, Command, <i>perintah</i> you must exit in this way <i>artinya</i> if you want to go out, <i>kalau mau keluar silahkan lewati jalan ini.</i> “That’s right, Command, If you want to exit please this way” <b>Yah number five instruction, siapa yang bisa?</b> “Well number five is instruction, who can?”
Student	: Saya e..e.. “Me e..e..”
Teacher	: <b>You must not, itu tanda apa?</b> It’s not allowed to pass not to stop. You must not pass in this are. “You must not, what sign is that? It’s not allowed to pass not to stop. You must not pass in this area”
Students	: Iyya bu... “Yes Mam...”

Extract 8 shows that the first teacher checked the students understanding about the material. In that day, the material was ‘sign and symbol’, The teacher asked the students to answer the questions based on the picture. After show the picture, she asked the students in Indonesian then switched in English by saying, “**Nomor empat ini larangan atau command?**”, “*The number four is prohibition or command?*”. The students gave the right answer. In the third moved, she asked other students to answer the question in English then altered her language in Indonesian “**Yah number five instruction, siapa yang bisa?**”, “*Well number five is instruction, who can?*”. There is one student answered and his answer was false. So, the teacher gave her explanation about the right answer by saying, “**You must not, itu tanda apa?** It’s not allowed to pass not to stop. You must not pass in this are. “*You must not, what sign is that? It’s not allowed to pass not to stop. You must not pass in this area*”. The students could understand, they gave feedback by saying, “*iyya bu*”, “*Yes Mam*”.

d. For Instruction

The following extract gives a clear explanation.

**Extract 9**

Teacher	: <i>Jadi, buat kalimat positif dulu! Kata kerjanya <b>Go, Play, Listen</b>.</i> <i>"Please, make the sentence in positive form at the first place! The verbs are 'go', 'play', 'listen'"</i>
Student	: <i>Go pergi, Play bermain, Listen mendengarkan bu</i>
Teacher	: <i>Jadi, buat kalimat positif, <b>You may use any subjects</b></i> <i>"So, use them in positive form. You may use any subjects"</i>

Extract 9 shows that the first teacher gave instruction to the students to make positive sentence by saying, "*Jadi, buat kalimat positif dulu! Kata kerjanya*", then switched her presentation into English by saying, "**Go, Play, Listen**", "*Please, make the sentence in positive form at the first place! The verbs are 'go', 'play', 'listen'*". The students translated the verbs by saying "*Go pergi, Play bermain, Listen mendengarkan bu*", and the teacher continued her instruction in Indonesian then switched in English "*Jadi, buat kalimat positif, **You may use any subjects***", "*So, use them in positive form. You may use any subjects*". The teacher used code-switching here because she wanted to ask the students to make positive sentence of past continuous tense.

e. Grammar translation and explanation

Rahimi and Eftekhari (2011:58-61) in term of code-switching function in english as foreign language, another function in both general and ESP classroom was to clarify the grammatical structure of the second language.

**Extract 10**

Teacher	: <i>Polanya Wish ditambah Would, Verb1..Contoh.. I wish He would stop smoking.</i> <i>"the form wish is added would+V1"</i>
Student	: <i>Saya berharap dia berhenti merokok.</i> <i>"I wish He would stop smoking"</i>
Teacher	: <i>Yes..very good.. <b>harapannya ini bisa terwujud dimasa akan datang.</b></i> <i>"Yes.. very good.. hope could be a real in the future"</i>
Students	: <i>Yes Mam.</i>
Teacher	: <i>There are three cara mengungkapkan harapan.. they are <b>yang pertama kalau berkebalikan dengan pola sekarang</b> using wish plus simple past.. <b>kalau berkebalikan dengan</b> past time we used wish plus past perfect.. <b>kalau bisa dijadikan kenyataan dimasa yang akan datang?</b></i> <i>"see, there are some ways to express 'hope'. They are, first one if it has a contrary meaning with the present form, it is using wish plus simple past. If it's contrary with the past time we use wish plus past perfect. If it could be as a real in the future"</i>
Students	: <i>Wish.. would.. Verb1.</i>
Teacher	: <i>Okay..any question?</i>

Extract 10 above shows that the first teacher explained about Subjunctives. The teacher gave an explanation about the formula of subjunctives and example of it. The students gave an example in Indonesian by saying, “*Saya berharap dia berhenti merokok*”, then the teacher gave responded by saying, “Yes..very good.. *harapannya ini bisa terwujud dimasa akan datang*. After that, the students could understand, it could be seen when they saying, “Yes Mam”. After that the teacher explain three types of subjunctives, she spoke in English by saying, “There are three” then switched “*cara mengungkapkan harapan..*”, she continued by inserting word in English “they are”, then she explain it in Indonesian by saying, “*yang pertama kalau berkebalikan dengan pola sekarang*”, the next she switched “using wish plus simple past..”, she explained the next type in Indonesian by saying, “*kalau berkebalikan dengan*”, then continued “past time we used wish plus past perfect..”, the last, the teacher asked to the students about the formula of the third types of subjunctives in Indonesian by saying, “*.. kalau bisa dijadikan kenyataan dimasa yang akan datang?*”, the students gave their feedback after they saw their handbook by saying, “Wish..would.. Verb1”, the teacher gave response by saying, “Okay.. any question?”.

#### f. Inserting Humor

##### Extract 11

Teacher : let see your friends’ sentence, “I will loved you if you loved me”  
@cinta@..@cinta@..liat contoh lain .. aku akan menikahimu jika engkau mencintaiku..kalau tidak kita lu, gue end @he he he

Extract 11 shows the function of code-switching is inserting humor. In that day the material was “conditional sentence”. In teaching and learning process the second teacher explained the pattern of conditional sentence then she asked the students to make an example and they had to write it on the whiteboard, after that, the teacher showed a sentence that one student made. She told the sentence to the other students in English “let see your friends’ sentence, “I will loved you if you loved me”, then she switched with gave command in Indonesian “@cinta@..@cinta@..liat contoh lain .. aku akan menikahimu jika engkau mencintaiku..kalau tidak kita lu, gue”, and inserted a word in English by saying, “end”, the teacher used code-switching here because she would like to make an enjoyable situation. She used slang language so that all of the students laughed.

#### g. Express Emotion

##### Extract 12

Teacher : *Kenapa datang terlambat?* Where are you come from?  
“why do you come late?”  
Student : *Anu bu’ dari kantin.*  
“I come from canteen Mam”  
Teacher : Use English language *dikelas ini, Pakai Bahasa Inggris bicara.*  
“Let’s speak in English in this class”  
Student : I come from canteen Mam.  
Teacher : Okay, *coba masuk cepat.*  
“ok, hurry up”

Extract 12 shows the function of code-switching is express emotion. In that day, when the first teacher would like to explained the material “past continuous tense” there were two students coming late. The teacher got angry and she expressed her emotion by using the code-switching by saying, “*Kenapa datang terlambat? Where are you come from?*”, “*why do you come late?*”. The student gave his feedback by saying, “*Anu bu’ dari kantin*”, “I come from canteen Mam”. After that the teacher asked by saying, “Use English language *dikelas ini, Pakai Bahasa Inggris bicara*”, “*Let’s speak in English in this class*”, “Okay, *coba masuk cepat*”, “*ok, hurry up*”.

### c. Implication of code-switching on TEFL

From the data gained through the interviewed with three participants. It could be concluded that the reason, the functions and the implication of code-switching on TEFL in SMKN 2 Sinjai. It could be noticed that all three participants used code-switching because the students condition, besides that the teachers gave their opinion about the functions of the used of code-switching such as, encourage students to speak in discussion class, clarify material, give instructions, explain difficult words and also to increase the students motivation and the teachers agreed that the use of code-switching in teaching and learning process was very useful because it can be used as a method or strategy in explained English material, motivate the students to speak specially for low level students, analyze problem and encourage them to pay attention when the teacher explained material, this is similar with statement of Cook (2001) referred that code-switching in the classroom as a natural response in a bilingual situation. Beside that the use of code-switching was based on the functions and the teachers needed such as, when the teacher would translate difficult words, lack of vocabulary, and to give instructions as Cook in Sert (2005) handles the subject matter considering multilingual classrooms in saying that the application of code switching in classes which do not share the same native language may create problems, as some of the students (though few in number) will somehow be neglected. So, at this point it may be suggested that the students should share the same native language, if code-switching will be applied in instruction.

## 4. Conclusion

The researcher concluded that The types of code-switching used by the teachers consisted of five types of teachers’ code-switching found by the researcher during the teaching and learning process from the first meeting until fourth meeting. Those were inter-sentential code-switching, intra-sentential code-switching, extra-sentential or tag switching, establishing continuity with the previous speaker and emblematic.

The function of code-switching used by English teacher of SMKN 2 Sinjai was six Functions’ code-switching found by the researcher during the teaching and learning process from the first meeting until fourth meeting of three teachers. Those were topic switch, reiteration, checking the students understanding, for instruction, grammar translation and explanation, inserting humor and another function was express emotion.

The implication of code-switching was very useful because it can be used as a method or strategy in explained English material, the used of code-switching could be motivated the students to speak specially for low level students, analyze problem and encourage them to pay attention when the teacher explained material, beside that the use of code-switching was based on the functions and the teachers needed such as, when the teacher would translate difficult words, lack of vocabulary, and to gave instructions.

Referring to the findings and conclusions presented above, the researcher suggest the following items, The teacher of English and other subject matters in English to use code-switching only for certain function to facilitate the students in learning and teaching process during the teaching and learning process. The teacher consider using code-switching in teaching but it should be limited

because it can make students lazy to study English because they will always wait for the switching to Indonesia. It can be done as long as its purpose is to make students understand more the material being studied. And In the future, there be more researches in relation with the use of two languages in bilingual program particularly in the context of Indonesian classroom of how students and teachers alternate languages, and what form of alternation they used.

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