



SNAP TO READ

AN ANALYSIS OF CODE-SWITCHING USED BY TEACHERS IN TEACHING ENGLISH OF 8TH GRADE STUDENTS IN SMP NEGERI 1 YOGYAKARTA DURING COVID-19 PANDEMIC

Luisa Idana

*Universitas Sarjanawiyata Tamansiswa
idnluisa@gmail.com*

First received: August 6, 2021

Final proof received: November 17, 2021

Abstract: *The aim of this research was to analyze the use of code-switching by the teachers in teaching English to 8th-grade students in SMP Negeri 1 Yogyakarta during an online class in the Covid-19 pandemic. This research was conducted (1) to find the types of code-switching and (2) to identify the functions of code-switching used by the teacher in teaching English to 8th-grade students in SMP Negeri 1 Yogyakarta. This research was a descriptive qualitative research. The techniques of collecting the data were observation, video audio recording, and interview. After gathering the data, the research transcribed and classified the data into the types and functions of code-switching. The result of this research showed that there were three types of code-switching and three functions of code-switching used by the teachers in teaching 8th grade students of class D and G during the online class. Based on the analysis of the data, the dominant type used was inter-sentential switching while the function that was frequently used was repetitive function. Moreover, code-switching was preferred by teachers as an effective medium of teaching specifically in language classes. Code-switching was utilized as a language strategy that helps to facilitate conversation and keeping communication as an ongoing process in the online teaching language during the covid-19 pandemic condition.*

Keywords: *Code-switching; Language teaching process; Online classes*

INTRODUCTION

People who live in a community where they understand two or more languages often switch their language into another language. It may change to either first or second language to deliver the information. This phenomenon of language switching is a branch of sociolinguistics, which is called code-switching. According to Cantone (2007, p. 21), code-switching is the process of using more than one language in a particular situation of communication. Code-switching happens when people share their thought or communicate by switching one language to other languages within their talk or text in which they are produced. Moreover, code-switching may be practiced in any situation by people who are able to use one or more languages. This ability to use one or more languages is called bilingualism and multilingualism.

Indonesia is a country of bilingual and multilingual. It can be seen from many languages that exist and are still used by people in different regions in Indonesia. Officially, Indonesia has Bahasa Indonesia as the national language. Moreover, this country also has many other local languages in each area. Most of the Indonesian people use the local language more often as their native language than Bahasa Indonesia itself. It can be said that the local language becomes the first language or the mother tongue for some people in Indonesia. However, in daily conversation, people use both the local language and Bahasa Indonesia, and in certain situations, people use a foreign language such as English.

The government of Indonesia has established that English is a foreign language in this country. It is because English has not become the first or the mother tongue of Indonesian people. Many people in Indonesia take English as their second, even third, or fourth language. Therefore, in using English as a foreign language, Indonesian native speakers usually switch their words, phrases, clause, even the whole sentence into Bahasa Indonesia or the local language in one communicative situation. Even this phenomenon of code-switching can be seen in the educational field, and it may practice by the teacher in the process of teaching language.

In the process of teaching language in the classroom situation, the teacher may practice code-switching naturally. Based on the preliminary research the practice of code-switching by the teacher helped to give more understanding of the material to the students. Moreover, teachers used code-switching depend on the classroom situation or under the discussion of the material. It was because sometimes when the teacher delivered the material, not all the students understood the English word, phrase, clause, or sentence very well. Thus, the teacher used code-switching to provide the same understanding for all the students about the material. Moreover, there are some types of code-switching used by the teachers, those were; 1) tag switching, 2) inter-sentential switching, and 3) intra-sentential switching. Furthermore, the teacher practiced code-switching in some functions, such as; 1) topic switch, 2) affective function, and 3) repetitive function.

Based on the preliminary research above, the researcher realized that the phenomenon of code-switching has still happened during the teaching language process in an Indonesian classroom frequently. Code-switching practiced by the teachers is involved some languages. The teacher uses this phenomenon of language switching in some types and functions. It is believed that it can give a clear explanation for students who still have difficulty learning the language. However, in this situation of the Covid-19 pandemic, teaching language is conducted very differently from the three preliminary research above. In the Covid-19 pandemic situation, the process of teaching and learning was conducted indirectly at home. It means that the communication between teachers and students was conducted online.

SMP Negeri 1 Yogyakarta is one of the schools which conduct the teaching and learning process online during the Covid-19 pandemic. This school utilizes some kinds of online platforms. All the teachers in this school use Google Classroom to share the material and assess the students. Meanwhile, in delivering and discussing the material, teachers conduct the video conference by using Google Meet. The condition of the Covid-19 pandemic forces teachers to have still been able to build proper

communication with their students so that the teaching and learning keep going properly.

Based on the case above, the researcher carried out the research entitled “Analysis of Code-Switching Used by Teacher in Teaching English of 8th-Grade Students in SMP Negeri 1 Yogyakarta during Covid-19 Pandemic”. This research has similarities with the preliminary research. The researcher focused on finding out the issue of the types and functions of code-switching used by the English teacher in a foreign classroom. The difference is in the teaching and learning process, which was conducted by teachers and the students during the Covid-19 pandemic online by using a video conference.

This research was done to answer the following problem formulations:

1. What types of code-switching are used by the teacher in teaching English of 8th-grade students at SMP Negeri 1 Yogyakarta during the Covid-19 pandemic?
2. What functions of code-switching are used by the teachers in teaching English of 8th-grade students at SMP Negeri 1 Yogyakarta during the Covid-19 pandemic?

LITERATURE REVIEW

Sociolinguistics

Sociolinguistics is the root of the term code-switching. Wardhaugh and Fuller (2015, p. 293), stated that sociolinguistics is the study of the relationship between language and society with the goal of a better understanding of the language structure and the language function in communication.

Bilingualism and multilingualism

In a society people who are able in using more than one language are called bilingual and multilingual individuals. Bathia and Ritchie (2013, p. 137) stated that Bilingualism and multilingualism are multilanguage users. In the term of bilingualism and multilingualism, people may switch the language to other languages, this phenomenon called code-switching.

Code-Switching

Sebba, Mahootian, and Jonsson (2012, p. 10) stated that Code-switching is the alternating use of two or more languages is a natural occurrence in the communication of bilingual individuals. Meanwhile, Hymes in the journal by Waris (2012) stated that code-switching is a change of use of two or more languages, some variations of one language, or even some kinds of the style (p. 125).

Types of Code-Switching

According to Poplack (1980), there are some types of code-switching used within a people speak in the community. Those are tag switching, inter-sentential switching, and intra-sentential switching.

a. Tag switching

Tag switching is sometimes called emblematic switching. The switch is simply an interjection, a tag, or sentence filler in the other language which serves as an ethnic identity marker. Moreover, tag-switching can be inserted anywhere in an utterance. This term of tag switching does not have many syntactic limits. It can be described that the phenomenon of tag-switching occurs when a bilingual individual inserts a short-expression from a different language at the end of the utterance.

b. Inter-sentential switching

Inter-sentential switching occurs outside the sentence or clause level, at the boundaries of sentence or clause. This term is also known as extra-sentential switching. In other words, inter-sentential switching is switching at either clause or between the sentence. In addition, this switching should take place between at least two clauses, which also can be meant for two sentences.

c. Intra-sentential switching

Intra-sentential switching means switching in the middle of a sentence or clause. Intra-sentential occurs within a specific sentence or clause. It can be used to give additional force to part of an utterance, such as highlighting the

object of a claim or the trust of an insult. In this case, the speaker may switch parts of clauses, lexical items, or even morphemes. This code-switching is commonly used in languages that share a common family.

Functions of Code-Switching

According to Mattson and Burenhult (1999), there are three functions of the used code-switching by the bilingual and multilingual, those are; topic switch, affective function, and repetitive function.

a. Topic switch

A topic switch may occur when someone switches their language according to the topic under discussion. For example, the situation may be seen when the teacher switches the language to English in delivering particular grammar points that were being taught at the moment.

b. Affective Function

In the affective function, someone uses code-switching to build solidarity and intimate relation with people of the interlocutor. In a classroom situation, the teacher may practice code-switching to create a supportive language for the students.

c. Repetitive function

This function of code-switching occurs when someone switches the language for clarity of the statement or explanation stated before. For example, in the teaching process, the teacher practices code-switching to clarify the meaning of the language, making the students confused.

Code-switching in Language Teaching

In primarily teaching English in a foreign classroom, the students often have difficulty. According to Rachmawati (2018), the difficulties faced by the students is caused by some factors such as internal factors which are included psycho-physical disorders or lack of ability of students (p. 764). Moreover, this case of the difficulties faced by the students in learning language happens because English does not become their native language which is used in daily communication. Therefore, the students still lack in

understanding the English expression and instruction. Moreover, according to Songbatumis (2017), the other difficulties faced by the students is including lack of vocabulary mastery, low concentration, lack of discipline, students' boredom, and speaking problems (p. 65).

In dealing with the difficulties, the teacher needs to use the proper strategy in teaching language. According to Sert in a journal by Muthiasari (2017), foreign language students need a material delivery strategy to understand the target language better. Moreover, Sert assumed that code-switching might become the strategy to overcome the difficulties encountered in delivering foreign languages, especially English as a foreign language, in the classroom. Therefore, Code-switching may be used as an effective strategy in teaching English to foreign students. Shafi, Kazmi, and Asif (2020) stated that code-switching is preferred by teachers as an effective medium of teaching specifically in language classes (p. 231). Code-switching is utilized as a language strategy that helps to facilitate conversation and keeping communication an ongoing process. The method of code-switching may be used to enrich the ability to communicate, especially to communicate by teachers and students in the classroom environment.

METHOD

Research Setting

This research was conducted in an online teaching process at SMP Negeri 1 Yogyakarta during the Covid-19 pandemic. It is located in 29 Cik Di Tiro street, Terban, Gondokusuman, Yogyakarta. The reason for choosing that school to be observed is that the researcher had read an article that reported, SMP Negeri 1 Yogyakarta is conducting the training of operating the computer and the video conference platform (Google Meet) to improve the quality of teaching and learning during the Covid-19 pandemic. Thus, the researcher decided to collect the research data from the English teacher in SMP Negeri 1 Yogyakarta.

SMP Negeri 1 Yogyakarta has eight classes in each grade (A, B, C,

D, E, F, G, H), and this research was conducted on 8th-grade students in classes D and G. The research was conducted in three meetings of each class. Moreover, the research was carried out in an online class in Semester Genap in the academic year 2021/2022 from April 9th to May 6th, 2021 during the Covid-19 pandemic.

Research Subject

In conducting this research, the researcher determined the research subject by using a purposeful sampling technique. Patton (2015) defined purposeful sampling as a qualitative analysis method for identifying and selecting the relevant data cases to make it more effective in using the limited sources. In other words, purposeful sampling is the technique for identifying and selecting the individuals or groups called a research subject. In this research, the researcher decided on the subject as the key informant, the English teachers in SMP Negeri 1 Yogyakarta.

Furthermore, there were two English teachers as the subject of this research. The sample I is the first English teacher who taught class D, and sample II is the second English teacher who taught class G. The researcher chose the teachers as the sample for this research because the sample fulfilled some particular characteristics such as experiences, behaviors, and roles in teaching English, which gave more detailed information and understanding related to the topic of this research.

Data Collection Techniques

Samsu stated that the data collection technique is the technique in collecting, measuring, and analyzing the data (2017). Moreover, according to Creswell, some methods can gather the data: observation, interview, questionnaire, documentation, and triangulation (2018). In this research, the researcher collected the data by doing observations and interviews. The observation was conducted to get the recording of the teachers' utterances during teaching language in an online class. Meanwhile, the interview is conducted to get the supporting data related to code-switching from the teachers' perspective. The technique of the observation and the interview is

explained below:

a. Observation

Observation is one of the most common techniques used in qualitative research. Observation is defined as the process of gathering open-mindedness firsthand by observing people and places at which the research takes place (Creswell & Creswell, 2018). In other words, data collected by observation is taking place in natural settings situations. The researcher allowed concluding happenings meaning, the viewpoint of the respondents, the incident, and even the process of observation.

Furthermore, in this research, the researcher was a passive participant in the process of observation. The passive participant is when the researcher is present in a social context but is not directly participating in the events (Brancati, 2018). In this research, the researcher observed the process of teaching English in an online class, did record, and took notes without being immersed in the situation. Moreover, from the observation, the researcher focused on finding the teachers' utterances that were categorized as code-switching then classified them into the types of code-switching and the function of code-switching. Furthermore, in conducting the observation, the researcher adjusted the teachers' schedule in teaching the language of grade 8th in SMP Negeri 1 Yogyakarta.

b. Interview

An interview is an effective qualitative technique in collecting the data of the research. An interview involves asking open-ended questions to converse with the respondents and collect the data related to the topic. According to Flick (2018), some types of interview research, such as structured interviews, semi-structured interviews, and unstructured interviews. In this research, the researcher conducted a structured interview to collect the data. Moreover, the researcher used the personal interview, which means the interview questions are asked personally directly to the respondent. From the interview, the research found the supporting data related to code-switching from the teachers' perspective.

Instruments

In conducting this research, the researcher used some tools to support the data collecting technique to answer the two research questions of this research. In gathering the data by conducting observation and interview, the researcher used some instruments, such as an observation checklist, recordings, and interview guidelines. Each instrument is explained below:

a. Observation Checklist

An observation checklist was made to check many things in the classroom during the researcher’s action. An observation checklist was contained some important items based on the observation aspects. The items should be positive, short, descriptive, understandable, objective, not repeated, and representative of behavior. In this research, the researcher used the observation checklist in a table modified by the theory proposed by Poplack which was related to the types of code-switching, and the theory proposed by Mattson & Burenhult related to the function of code-switching. The observation checklist can be illustrated in the table below.

Table 1. Observation Specifications Modified by Poplack (1980) and Mattson and Burenhult (1999)

Code	Utterances	Types CS			Function CS		
		Tag	Inter	Intra	TS	A	R
T1-I-1	1.						
T1-I-2	2.						
T2-I-1	3.						

T1-I-1 stands for the first teacher (T1); the first meeting (I); the number of utterances in data analysis (1). T2-I-1 stands for the second teacher (T2); the first meeting (I); the number of utterances in data analysis (1).

b. Recordings

The researcher made recordings to get more detailed data collected. By the recordings, the researcher observed teaching English and gets the data of the types and functions of the use code-switching by the teacher. The researcher got information such as date, time, class, objectives, work

done, way the work is done, participation, and many other things from the recording. In this research, the researcher used two kinds of recordings: video recording to record the process of the teaching process by the teacher, and audio recording to record the teacher's answer during the interview.

c. Interview Guidelines

An interview guideline was made to prepare the interviews. There were some questions in the interview guideline based on the teaching and learning process and school situation. Students' worksheets and tests were done to know the students' abilities. The researcher used the specification of the interview as follows.

Table 2. Interview Specifications

No.	Questions	Guidelines
1.	Do you find any difficulty in teaching English?	Asking about the difficulty and the used language switching as the strategy in dealing with the difficulty in teaching English to Indonesian students
2.	What are the strategies that you used in dealing with the difficulty in teaching English? Do you use language switching?	
3.	What are languages do you often used besides English as the target language taught?	Asking about the languages that teacher used in teaching English to Indonesian students
4.	Do you often switch your language from English into Bahasa Indonesia or other languages in your classroom?	Asking about the frequency of code-switching practiced by the teacher in teaching English to Indonesian students
5.	Why do you switch those languages? In what kind of situation do you have to switch your language?	Asking about the reason for code-switching practiced by the teacher in teaching English of Indonesian students

6.	What are the functions of code-switching used in your classroom?	Asking about the functions of the used code-switching by the teacher in teaching English of Indonesian students
7.	Are there any benefits for the students?	
8.	What do you think about the practiced code-switching is affected by the students' comprehension in the target language?	

Data Analysis Technique

The researcher used qualitative data to analyze the data and used content analysis techniques to interpret and understand the data taken. The qualitative data are collected in three steps: data reduction, data display, and conclusion drawing (Milles et al., 2014).

In the first step of data analysis, the researcher selected the data in the form of video recordings of the observation and audio recordings of the interview. Then the researcher wrote the transcription of both the video and audio recordings. In this step of data reduction, the researcher also focused the data according to the research objectives, finding the types and functions of code-switching in the teacher's utterances. After simplifying the data, the researcher continued the step of data analysis by categorizing the data.

In doing data display, the researcher organized all the information and the data collected to conclude. Data display presented by the researcher was in the form of an observation checklist table and interview result table. Moreover, the researcher also presented the data in narrative text to explain the data collected and to answer the research problems in more detail.

In the last step of data analysis, the researcher presented the conclusion drawing from the data display. The researcher concluded in the form of a description and may answer the problem formulation of the research. After that, the researcher also verified the data collected to get the data validity in conclusion drawn.

FINDINGS AND DISCUSSION

From the interview, the researcher found the teachers' viewpoint of the code-switching that was practiced in the online teaching process in the

Covid-19 pandemic condition.

Table 3. Table of Interview Result

NO	CONCLUSION ANSWER
1	The English teachers in online teaching face some difficulties during the Covid-19 pandemic condition, and the teachers use code-switching as one of the strategies in dealing with that difficulty.
2	In the phenomenon of code-switching, the language used by the teachers in teaching are English, Bahasa Indonesia, and Javanese.
3	The teachers frequently practice code-switching in teaching language in online classes during the Covid-19 pandemic.
4	Code-switching practiced by the teachers depends on the situation and the limited time in teaching. It is to give a clear understanding by translating the teachers' utterances for the students.
5	The teachers' practice of code-switching is beneficial and affected the students' comprehension of the target language.

Furthermore, the observation focused on the two main points to be found, and those are the types of code-switching and the functions of code-switching used by the teacher in teaching an online class during the Covid-19 pandemic condition.

1. Types of code-switching used by the teacher in teaching English to 8th-grade students in SMP Negeri 1 Yogyakarta

Table 4. Types of code-switching used by the teachers

Subject	Meeting	Types		
		Tag	Inter	Intra
T1	I	9	24	11
	II	10	29	11
	III	3	14	20
T2	I	5	13	4
	II	10	10	7
	III	3	7	4
Total		40	97	47

T1: the first teacher, T2: the second teacher, Tag: tag switching, Inter: Inter-sentential switching, Intra: Intra-sentential switching

The findings showed that three types of code-switching proposed by Poplack (1980) were practiced by the teacher in the online teaching process. There are tag switching, inter-sentential switching, and intra-sentential switching.

a. Tag switching

Tag-switching means inserting a short-expression from a different language in the utterance. The tag or short-expression can be inserted anywhere in an utterance. It means that the term tag switching does not have many syntactic limits. In the findings, it was found 40 times tag switching by using Indonesian short expressions: *ya, kok, gitu ya, betul ya, gitu, yuk, itu, iya, betul, lagi, apa, iyakan*, and by using Javanese short expression: *to*. The short expressions occurred one after another between English to Indonesia or Javanese. For the example:

“Do you still remember, what is the text, **kok** the text **to**?” (T1-I-5)

The utterances involved English as the primary language, and it switched into Bahasa Indonesia and Javanese. The code-switching occurred in the T1’s utterance “*kok the text to*?” It can be seen from that expression that there were two short expressions from other languages that occurred. First, the short expression of Bahasa Indonesia is “*kok*” which means “why” in English. Second, the short expression of Javanese is “*to*” which is used as an affirmation in the interrogative sentence and it is stating when the sentence is still unsure. The tag “*to*” in Javanese is used at the end of an interrogative sentence to emphasize that sentence's meaning. The meaning of this T1’s utterance is to correct the previous expression that she did not mean to say. T1 expressed the sentence meaning by asking “*kok the text to*?” for the students.

b. Inter-sentential switching

Inter-sentential switching, also known as extra-sentential switching, occurs outside the sentence or clause level, at the boundaries of sentence or clause. In other words, intersentential-switching is switching at either clause or between the sentence. In the findings, inter-sentential switching was found

frequently practiced 97 times. For the example:

“Okay, what do you think about the text that you have read? Is it easy to follow? **Mudah dipahami gak teks nya?**” (T1-I-2)

In this utterance, the teacher asked about the students’ opinions about the text they were read. The first expression, T1 used English to ask the students “Okay, what do you think about the text that you have read?” However, it was no response from the students, so the teacher simplified her question by asking “Is it easy to follow?” From the observation recording, it can be seen that there was still no response from the students. Thus, in the next expression, the teacher used code-switching in the type of Inter-sentential switching by expressing “Mudah dipahami gak teks nya?” in Bahasa Indonesia. The code-switching has occurred in the different complete sentences. From the whole T1’s utterance, it can be seen that the inter-sentential switching has occurred after an English interrogative sentence.

c. Intra-sentential switching

Intra-sentential switching occurs within a specific sentence or clause. Intra-sentential switching means switching in the middle of a sentence or clause. In the findings, inter-sentential switching was practiced 47 times. For the example:

“They want to see, **karena mereka itu mau menonton atau melihat** the primitif printing on the cave’s wall.” (T1-II-29)

Moreover, the example above showed that the language switched to Bahasa Indonesia in the middle of the English clause. The Indonesian expression “karena mereka itu mau menonton atau melihat” occurred in a clause with the English phrase. Thus, this utterance is identified as intra-sentential switching.

2. Functions of code-switching used by the teacher in teaching English to 8th-grade students in SMP Negeri 1 Yogyakarta.

Table 2. Functions of code-switching used by the teachers

Subject	Meeting	Functions		
		TS	A	R
T1	I	6	6	29
	II	10	17	22
	III	8	3	13
T2	I	9	1	11
	II	14	2	7
	III	3	1	10
Total		50	30	92

T1: the first teacher, T2: the second teacher, TS: topic switch, A: affective function. R: repetitive function

This research showed three functions of code-switching proposed by Mattson and Burenthult (1999), which were practiced by the teacher in the online teaching process. Those are topic switch, affective function, and repetitive function.

a. Topic switch

In the findings, the function of the topic switch used by the teachers was found 50 times. The researcher found that the teacher practiced code-switching in the topic switch's function according to the topic under discussion. For the example:

“You have say the participant, **jadi bukan lagi I, tapi** the writer.” (T1-II-22)

Then, the example above showed that the expression in Bahasa Indonesia “jadi bukan lagi I, tapi the writer.” is still used the English expression in the same topic discussion so that it is identified as the topic switch. The expression “jadi bukan lagi” is an Indonesian expression expressed by the teacher followed by the English expression “I” as the main topic in the utterance. Then, the phrase continued by the teacher by expressing “tapi” in Bahasa Indonesia used as a conjunction to link the phrase “the

writer” which is also the main topic in the utterance.

b. Affective function

In the findings, the function of affective used by the teachers was found 30 times. The researcher found that the teacher practiced code-switching in affective functions to build solidarity and intimate relation with people of the interlocutor. For the example:

“Mahendra you want to go out? **Naksir sama Pak Ikhsan? Kok melihat keluar.**” (T1-III-11)

The example above showed the T1’s emotion in expressing the utterance that identified as code-switching. From the observation recording, it can be seen that the teacher switch her language to Bahasa Indonesia “Naksir sama Pak Ikhsan? Kok melihat keluar.” to ask the student to pay more attention to the discussion.

c. Repetitive function

In the findings, the function of affective used by the teachers was found frequently practice 92 times. The researcher found that the teacher practiced code-switching in the function of repetitive is to clarify the statement or explanation which had been stated before. For the example:

“**Ya licin**, we must be careful because or it may cause slippery. **Harus hati-hati bisa menyebabkan slippery terpeleset.**” (T2-III-9)

Moreover, in the example above, in the sentence “Ya licin, we must be careful because or it may cause slippery.” The teacher expressed in Bahasa Indonesia “Ya licin” to emphasize that the floor is slippery. Then, the teacher interprets the English expression “we must be careful because or it may cause slippery.” Into Indonesian expression “Harus hati-hati bisa menyebabkan slippery terpeleset.” to give more explanation for the students who still have ununderstanding about the utterance.

CONCLUSION

Based on the research findings from the online classroom observation in teaching language of 8th-grade students in SMP Negeri 1 Yogyakarta,

there was some conclusion to draw.

The researcher found some types of code-switching used by the teachers in the online teaching English of 8th in SMP Negeri 1 Yogyakarta during the Covid-19 pandemic. The researcher used Poplack's theory in classifying the types of code-switching that occurred in the teachers' utterances. The types of code-switching are; tag switching, inter-sentential switching, and intra-sentential switching. The researcher found all the types of code-switching used by the teachers in the process of teaching language. Furthermore, based on the number of code-switching, tag switching is practiced 41 times, inter-sentential is switching practiced 97 times, and intra-sentential is switching practiced 46 times. Therefore, the dominant type of code-switching used by the teachers in the online teaching language of 8th grade in SMP Negeri 1 Yogyakarta was inter-sentential switching. It happened because mostly the code-switching practiced by the teachers occurs after the complete sentence or at either clause or between the sentence in one language. The language that switched to Bahasa Indonesia in the teachers' utterances mostly occurred in different clauses or sentences with the English sentence.

The researcher found three functions of code-switching used by the teachers in the online teaching English of 8th in SMP Negeri 1 Yogyakarta during the Covid-19 pandemic. The researcher used the theory proposed by Mattson and Burenthult in identifying the functions of code-switching that occurred in the teachers' utterances. The functions of code-switching are; topic switch, affective function, and repetitive function. The researcher found all the functions of code-switching practiced by the teachers in the process of teaching language. Furthermore, based on the number of code-switching, topic switch is practiced 51 times, affective function is practiced 29 times, and repetitive function is practiced 92 times. Thus, the function of code-switching that was frequently used by the teachers in the online teaching language of 8th grade in SMP Negeri 1 Yogyakarta was repetitive function. Repetitive function was mostly used by the teachers to interpret the English explanation and instruction.

As the result, the researcher concluded that both of the English teachers of 8th grade in SMP Negeri 1 Yogyakarta practiced code-switching in teaching language in online classes during the Covid-19 pandemic. Code-switching was preferred by teachers as an effective medium of teaching specifically in language classes. Code-switching was utilized as a language strategy that helps to facilitate conversation and keeping communication as an ongoing process in the online teaching language. Furthermore, the practice of code-switching by the teachers was more efficient and affected the students' comprehension of the target language.

REFERENCES

- Bathia, T. K., & Ritchie, W. C. (2013). The Handbook of Bilingualism and Multilingualism. In Wiley Blackwell (Second). WILEY Blackwell.
<http://marefateadyan.nashriyat.ir/node/150>
- Brancati, D. (2018). Participant Observation.
- Cantone, K. F. (2007). Code-Switching in Bilingual Children. Springer.
- Creswell, W. J., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. In Journal of Chemical Information and Modeling (Fifth, Vol. 53, Issue 9). SAGE.
- Flick, U. (2018). The SAGE Handbook of Qualitative Data Collection (U. Flick (ed.)). SAGE.
- Flyman-Mattsson, A., & Burenhult, N. (1999). Code-switching in second language teaching of {French}. Working Papers in Linguistics, 47(0), 59–72. <http://journals.lub.lu.se/index.php/LWPL/article/view/2322>
- Milles, M. B., Huberman, A. M., & Saldana, J. (2014). Qualitative Data Analysis; A Methods Sourcebook (Third). SAGE.
- Muthiasari, G., Lio, A., & Tambunan. (2017). Code-Switching In English Language Teaching-Learning Process. 2(2).
- Patton, M. Q. (2015). Qualitative Research & Evaluation Methods: Integrating Theory and Practice (Fourth). SAGE.
- Poplack, S. (1980). Poplack, Shana. 1980. " Sometimes I 'll start a sentence in Spanish y termino en. Linguistics, 18(7/8), 581–618.
- Samsu. (2017). Metode Penelitian: Teori dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Methods, serta Research and Development. In Rusmini (Ed.), Diterbitkan oleh: Pusat Studi Agama dan Kemasyarakatan (PUSAKA). PUSAKA.
- Sebba, M., Mahootian, S., & Jonsson, C. (2012). Language Mixing and Code-Switching in Writing; Approaches to Mixed-Language Written Discourse (M. Martin-Jones (ed.)). Routledge.
- Shafi, S., Kazmi, S. H., & Asif, R. (2020). Benefits of Code-Switching in Language Learning Classroom at University of Education Lahore. 7(1), 227–234.
- Wardhaugh, R., & Fuller, J. M. (2015). An Introduction to Sociolinguistics. In

269. *Jurnal Bahasa Lingua Scientia*, Vol. 13, No. 2, November 2021

The Routledge Handbook of Applied Linguistics. WILEY Blackwell.
<https://doi.org/10.4324/9780203835654>

Waris, A. M. (2012). Code switching and mixing (Communication in Learning Language). *Jurnal Dakwah Tabligh*, 13, 123–135.