

Teacher's Use of Code-switching Types and Functions in Teaching TOEFL and IELTS Preparation Classes

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ABSTRACT

In English courses, TOEFL and IELTS preparation classes are opened to accommodate the students' need in learning English skills intensively and passing those standardized tests. As the EFL students still learn the target language, teachers often code-switch to give exposure and explanation. This research aims to study the use of code-switching in English courses. The research questions posed in this study are "what are the types of code-switching used by the teacher in TOEFL and IELTS preparation classes?" and "what are the functions of code-switching in TOEFL and IELTS preparation classes?" This study used descriptive statistics with two structured observation sheets as the instruments. The results showed that the teacher uses seven types of code-switching, intersentential, intrasentential, emblematic, lexical borrowing, integrated loanword, situational, and metaphorical switching in both observed TOEFL and IELTS classes. The researcher finds the six functions of code-switching: referential, directive, expressive, phatic, metalinguistic, and pedagogical functions.

Keywords: *code-switching; English skills; IELTS; standardized tests; TOEFL*

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INTRODUCTION

As globalization grows, it affects many aspects of human life, including the use of language. To keep up with its flow, the need to learn English becomes essential nowadays. The education system began to integrate English as one of the subjects. However, teaching students from their native language (L1) to the target language (L2) needs efforts to overcome obstacles. In the educational setting of EFL, the code-switching phenomenon can be found as it is one of the strategies to assist the students (Mukti and Muljani, 2016). As the students get better and better in the target language, the use of code-switching is reduced. Studies had been conducted to figure the code-switching phenomenon in EFL classrooms to explore the use of code-switching in the school setting to find its types, reasons, and functions (Sert, 2005; Zuzsanna, 2013; Junaidi, 2019).

Aside from the schools, students also enrich their English proficiencies from English courses. Unlike schools, English courses are more flexible to accommodate students' need for English, and many of these courses provide additional services to attract the consumers like the TOEFL and IELTS preparation classes. Aside from improving students' English proficiencies, students may measure their English ability as well, since TOEFL and IELTS are forms of English language standardized tests. Studies show the use of code-switching in EFL classes and how the teachers perceive its implementation (Fhitri, 2017). However, to the best of the

researcher's knowledge, there are only a few studies on the types and functions of code-switching in English courses, especially in TOEFL and IELTS preparation classes, which have a wide range of students' ages and English proficiencies. Therefore, the researcher intended to conduct a study in this matter to explore the types and functions of code-switching in TOEFL and IELTS preparation classes. The research questions posed in this study are "what are the types of code-switching used by the teacher in TOEFL and IELTS preparation classes?" and "what are the functions of code-switching in TOEFL and IELTS preparation classes?"

Code-switching is a phenomenon where a bilingual use more than one language to convey their intentions or ideas in one utterance. The code in code-switching is the sign or symbol that can convey something, which is used by a person to convey a message (Wardhaugh, 2006; Junaidi, 2019). Those who code-switch can shift elements of a language to another language. The use of code-switching might be affected by the interlocutor, situation, topic (Shafi, Kazmi, & Asif, 2020). As the user is familiar with both or more languages, the exchange might or might not be intentional (Nurhamidah, Fauziati, & Supriyadi, 2018), though many use it unconsciously (Holmes, 1992).

There are different types of code-switching. As seen from the condition in which the code-switching is used, there are conversational, situational, and metaphorical code-switching. The

conversational one is used throughout the conversation, and it is not caused by the situations or dimensions of the conversation (McCormick, 1994). Situational code-switching is used when there is a change of situation in the conversation (Holmes, 1992; Wardhaugh, 2006). Metaphorical code-switching is used when there is a shift of the dimension of a conversation (Holmes, 1992). As seen from the language elements, code-switching types are integrated loanword, a single word or lexical borrowing, and emblematic or tag switching. An integrated loanword is the use of foreign words with native affixes (McCormick, 1994). Lexical borrowing is using foreign words (Holmes, 1992; Wardhaugh, 2006), usually because there is no word in the native language equivalent to that expression. Emblematic or tag switching is the use of interjections or question tags in foreign languages (Holmes, 1992). Based on the location, there are intrasentential and intersentential switching. Intrasentential switching is the shift from one language to another within a sentence (Wardhaugh, 2006). the integrated loanword, lexical borrowing, and emblematic switching are example of intrasentential switching. On the other hand, intersentential switching is the shifts between sentences (Wardhaugh, 2006).

When bilinguals use code-switching, there is a purpose for them to use it. Appel and Muysken (1987) divided the functions of code-switching into referential, directive, expressive, phatic,

metalinguistic, and poetic functions. Referential function happens when the speaker cannot find the equivalent of the word in the native language. Directive function is used when the conversation includes or excludes a party. Expressive function occurs when the use of a certain language is used to express one's feelings or identity. The phatic function is when the speakers code-switch to emphasize the important part of the sentence. Metalinguistic function is used when commenting on something with other language or when the speakers code-switch to impress the interlocutors by using another language (Scotton, 1979 in Muysken, 1987). The poetic function is when the speakers quote something from other languages, usually in lyrics or inspirational quotes.

In learning a new language, one will get exposed with the target language little by little. The exposure is needed for the students to get used to the target language and start using it. As the students undergo the process to learn a new language, the teachers usually incorporate the native language in the teaching-learning process (Fhitri, 2017) before gradually decreasing it. Teachers have positive view on code-switching (Ibrahim, Shah, & Armia, 2013; Promnath, 2016), since it can improve students' comprehension in the target language (Memory, Nkengbeza, & Liswaniso, 2018). Aside from building comprehension, code-switching is used to express emotions and build a sense of togetherness (Gulnar, Gulzhan, Gulnur, Gaziza, & Gauhar, 2020). In the classroom

setting, the use of code-switching serves various functions. The pedagogic functions of code-switch include instructions, encouragement, and engagement (Sert, 2005; Memory et al., 2018). Though it is helpful, code-switching emphasizes on students' incomplete knowledge of the target language (Zuzsanna (2013), though Horasan (2014) stated that it does not pre-determine their language capabilities. Students may rely on code-switching rather than trying to fully utilize the target language (Sakaria & Priyana, 2018). In addition, if there are variations in students' native languages, the shift from target language to the native language should be carefully done so that no student will feel left out (Memory et al., 2018).

Several studies regarding code-switching in classroom setting have been conducted before. The first one is by Mukti and Muljani (2016). From this study, the most used type of code-switching and reasons of code-switching done by the lecturers were presented. The second one is by Al-ahdal (2020). This study shows the positive attitude in code-switching and their motivations in code-mixing. The third one is from Ariffin and Husin (2011). This study presented the fairly high frequency of code-switching/code-mixing in instruction language from different subjects, the different uses of code-switching or code-mixing between lower and more proficient students as well as the different uses of code-switching or code-mixing between lower and more proficient

teachers. Both the types and function of code-switching done by the teacher in TOEFL and IELTS classes were discussed in this study. The types were derived from the theories from McCormick (1994), Holmes (1992), and Wardhaugh (2006), while the functions were derived from the theories from Appel and Muysken (1987), Sert (2005), and Memory et al. (2018).

METHOD

This paper explored the use of code-switching in TOEFL preparation classes using descriptive research. The content analysis was used in this paper, since the observed objects were in form of voice recordings whose contents became the data of this study (Silva, 2017). The data were gathered from the teacher's speech lines in TOEFL (score 500+) and IELTS (score 6.5) preparation classes conducted on the last week of October 2020 in Klaten. The classes consisted of beginner level students from both TOEFL and IELTS classes. In this research, the researcher used observation as data gathering technique (Silva, 2017). To gather the data from the recordings, the researcher used two structured observation sheets for each research question to record the occurrence of the data.

To construct the instruments, the researcher used the reviewed theories as the basis. The first instrument used seven types of code-switching: intersentential, intrasentential, emblematic, lexical, integrated, situational, and metaphorical switches. For the second instrument, it used seven code-switching functions: referential, directive, expressive, phatic,

metalinguistic, poetic, and pedagogical. The data collection process was first the researcher transcribed the recordings, then coded the sentences and looked for each code-switching type and function occurrence using the observation sheets, and categorized the found types and functions according to the theories. The data then were presented in the discussion using a table to show the frequency and they were discussed descriptively in the discussion.

RESULTS AND DISCUSSION

After conducting the research, the results for each research question are presented in this section. The first one is about the types of code-switching used in the learning process of TOEFL preparation classes, and the second one is about the functions of code-switching used in the same classes.

Types of Teacher’s Code-switching in IELTS and TOEFL classes

The first research question focuses on the types of code-switching. Table 1 shows the types of code-switching used in two different TOEFL preparation classes.

Table 1. The Types of Code-switching in TOEFL and IELTS Preparation Classes

Types of Code-switching	TOEFL		IELTS	
Intersentential Switching	198	14.2%	50	6%
Intrasentential Switching	363	26%	165	19.6%
Emblematic Switching	260	18.6%	197	23.5%

Lexical Borrowing	304	21.7%	241	28.7%
Integrated Loanword	30	2.1%	32	3.8%
Situational Switching	217	15.5%	137	16.3%
Metaphorical Switching	26	1.9%	18	2.1%
Total	1398	100%	840	100%

From the TOEFL class, there were total of 1398 code-switching appearances done by the teacher. The type of code-switching used the most in the TOEFL recording was intrasentential switching (26%). Lexical borrowing switching was the second most used type (21.7%), followed by emblematic switching (18.6%), situational switching (15.5%) and intersentential switching (14.2%). The integrated loanword was on low use (2.1%), while metaphorical switching was the least used type (1.9%).

In the IELTS class, code-switching was used 849 times. In this class, the most used one was lexical borrowing (28.7%), followed by emblematic switching (23.5%). The intrasentential switch was the third most used switch, (19.6%), followed by the situational switch (16.3%). the intersentential switch and integrated loanword had low uses (6% and 3.8% respectively). The least used type of code-switching was metaphorical switch (2.1%).

There were some differences between the results from TOEFL and IELTS. The number of code-switching uses in TOEFL class was significantly higher than in IELTS class. This indicates that the TOEFL students’ target language knowledge was lower than the IELTS

students (Zuzsanna, 2013). As for the most used type, table 1 shows that in TOEFL class, it was the intrasentential switch, followed by lexical borrowing and emblematic switch, while in IELTS it is the lexical borrowing switch, followed by emblematic switch and intrasentential switch. The rest of the types, situational, intersentential, integrated loanword, and metaphorical switches, were used with similar order in both TOEFL and IELTS classes, though their actual numbers of use are different.

Intersentential Switching

This is a type of code-switching where the speaker changes the language between sentences (Wardhaugh, 2006). In TOEFL class, the teacher used the first sentence in Bahasa Indonesia, and shifted to English in the following sentence in example [1] and [2]. Similarly, in IELTS class, the whole second sentence was shifted into English after the teacher used Bahasa Indonesia, as appeared in example [3] and [4].

TOEFL

- [1] ...apa yang kalian masih ingat atau yang kalian ketahui tentang topik ini. **Okay, who wants to share?**
- [2] Okay, Namanya adalah Michael, ya, yang kecil. **Michael and his elder brother play PlayStation every weekend.**

IELTS

- [3] ...kenapa bukan? (pause) **Well, it is because before actually it is function like a preposition.**
- [4] Jadi semua preposisi, lalu ada kata kerja. **Oh, hi Joseph.**

Intrasentential Switching

The second type existed in both recordings is the intrasentential switching. The use of intrasentential switch allows the speaker to change the language within the sentence (Wardhaugh, 2006). In example [5], the teacher started with an English word, and then changed to Bahasa Indonesia in the first clause and then shifted to English again on the second clause. In example [6], the teacher used Bahasa Indonesia at first and changed to English for the rest of the sentence. In contrary, in example [7], the teacher only shifted to English from Bahasa Indonesia in two words: *okay* and *million*. In example [8], the teacher used *kalau ada*, an utterance in Bahasa Indonesia in the middle of an English sentence.

TOEFL

- [5] Okay, **tadi adalah fungsi yang pertama**, and then the second one is to talk about general truth.
- [6] **Dari kalimat ini**, okay, from that example, what can you conclude?

IELTS

- [7] Jadi sebenarnya kenaikannya berapa banyak, berapa persen, **okay**, atau berapa **million**.
- [8] ...for example, **kalau ada** by, by cycling, in, in completing.

Emblematic Switching

The emblematic switch is the third type used in this research. It is the sentence fillers such as discourse markers or tag questions (Holmes, 1992). In example [9], the teacher at first used

English before she did emblematic switch to Bahasa Indonesia *ya* and continue using English. In example [10], the teacher used both Indonesian and English fillers consecutively at the beginning of the sentence. The teacher also used two fillers consecutively in example [11], but both were in Bahasa Indonesia. In example [12], the teacher used fillers in Bahasa Indonesia and English, the first one at the beginning of the sentence and the second one at the end.

TOEFL

[9] Jadi ini kenapa sunrise, karena we can see, **ya**, the sky is blue, **ya**, very clearly there.

[10] **Ya, okay**, jadi ini tentang habit, kebiasaan, and then we can see the next one.

IELTS

[11] **Nah, ya**, like the other weeks we learnt about future tenses.

[12] ...an increase. **Nah**, di sini kita punya seperti ini, **okay**.

Lexical Borrowing

The next discussion is about lexical borrowing. Lexical borrowing was used when the speaker shifts from one language to another on lexical level, usually because there is not any equivalent word in the native language (Holmes, 1992). In example [13], the teacher kept the term *present tenses* because it was not available in Indonesian vocabulary. In example [14], however, the term *auxiliary* was still used even though it had Indonesian translation. The similar case happened in example [15] with the word *preposition* and *verb*, but the word

gerund does not have equivalent word in Bahasa Indonesia. In example [16], the speaker used *accounted for* and *stood at* as is because she was giving word example and because those were phrasal verbs, which might convey different meaning if translated into Bahasa Indonesia.

TOEFL

[13] Ya, semuanya tentang **present tenses**.

[14] Nah, **auxiliary** ini kalau di simple present we just have do and does....

IELTS

[15] Jadi semua preposition, lalu ada verb, menjadi **gerund**.

[16] ...jadi bisa juga menggunakan **accounted for**, selain **stood at**...

Intergrated Loanword

After the lexical borrowing, this research found integrated loanword in teacher's speech. Though the speaker shifts a word in integrated loanword, the said word is given affix(es) in the native language (McCormick, 1994). In the examples, the teacher took English words and added Indonesian affixes. In example [17], the word *are* was embedded with an Indonesian suffix *-nya* and becomes '*arenya*'. Similarly, in example [18] the word *auxiliary* was added with *-nya* and in example [20] the word *meaning* was added with *-nya* as well. Most of the integrated loanword cases in both observed classes used suffix *-nya*. In example [19], however, the teacher used the word *cover* and added a commonly used Indonesian prefix *meng-*, though in

formal Indonesian use, that prefix is not followed with /k/ sound.

TOEFL

[17]...**arenya** menjadi di depan kalimat, are we strong?

[18] Untuk interrogative sentence, **auxiliarynya** menjadi di awal kalimat...

IELTS

[19]...misalnya kita hanya ingin **mengcover** data di tahun 2009 misalnya.

[20]...itu adalah perbedaan **meaningnya** dalam penggunaan, okay.

Situational Switching

Situational switching was used by the teacher mostly to translate her explanation from English to Bahasa Indonesia. This switch is often used by the teachers to assist their explanation (Mukti & Muljani, 2016). In example [21], the teacher shifted into Bahasa Indonesia to translate her sentence. Similarly, in example [22] and [23] the language shifted to Bahasa Indonesia to translate and summarize the explanation. The previous sentences talked about the second function of simple present tense (example [22]) and the ordering of the data presentation (example [23]). In example [24], the speaker continued the explanation in Bahasa Indonesia except for the emphasized keywords (*verb and verb -ing*).

TOEFL

[21] ...a cartoon animation, and the title is the Demon Slayer, airs at 5 p.m. every Wednesday. **Nah, jadi ini**

juga suatu yang sudah pasti akan ditayangkan jam 5 sore setiap hari Rabu...

[22] ...this one, to talk about general truth. Nah itu **adalah fungsi yang keduanya, untuk membicarakan suatu fakta atau kebenaran umum.**

IELTS

[23]...and then followed by for domestic use and then kay, the lowest is for industrial. **Jadi diurutkan dari penggunaannya yang paling tinggi sampai yang terendah...**

[24]... If we have a preposition before a verb, **verbnya harus selalu dalam bentuk verb ing, ya.**

Metaphoric Switching

Metaphoric switching was used by the teacher when there was a change of topic and dimension of conversation. The metaphorical switch can be used when the conversation changes from formal to informal, or from personal to official. It is also employed to enrich the conversation (Mukti & Muljani, 2016). In example [25] the teacher previously explained in English, but when a student asked, the teacher changed to Bahasa Indonesia. The conversation changed from official (teaching in the class) to a more personal conversation. In example [26], the teacher moved to a personal conversation, and she shifted to Bahasa Indonesia. Metaphorical switch is also deployed to enrich the conversation (Mukti & Muljani, 2016). In example [28], the teacher first explained in English, and ended the

explanation with a remark *gitu ya*, which is an informal speech, which is more casual to make the class less tense. In example [27], when the teacher was explaining the material in Bahasa Indonesia, a student joined the conference, and the teacher greeted him in English.

TOEFL

[25] Playstation, ya, okay, it's okay, just want to know ya.

Student: Miss dengar suara aku?

Dengar, Joel, dengar, very clear.

[26] ...Kano, **apakah di TV masih sering... Netflix?**

IELTS

[27] Jadi semua preposition, lalu ada verb, menjadi gerund. **Oh, hi Joseph. Oh, I'm happy you come, because it's very rare...**

[28] ... so you have to make predictions, you will use, ya, future tenses but precisely future perfect. **Gitu ya William ...**

Functions of Teacher's Code-switching in IELTS and TOEFL Classes

For the second research question, the function of teacher's code-switching in the class was analyzed. Table 2 shows the results of the observation on TOEFL and IELTS classes.

Table 2. The Functions of Code-switching in IELTS and TOEFL Preparation Classes

Functions of Code-switching	TOEFL		IELTS	
Referential	55	8.9	5	1.9
Directive	59	9.5	35	13.7
Expressive	52	8.4	4	1.6
Phatic	129	20.8	44	17.2
Metalinguistic	111	17.9	51	19.9

Poetic	-	-	-	-
Pedagogical	214	34.5	117	45.7
Total	620	100%	256	100%

From the TOEFL recording, there were total 620 functions of code-switching done by the teacher. The function appeared the most was pedagogical function (34.5%), followed by the phatic function (20.8%), and metalinguistic function (17.9%). The directive and referential functions were on low appearance (9.5% and 8.9% respectively), and the least occurring function is the expressive function, which was only 8.4%. From the TOEFL recording, the poetic function was not found.

In the IELTS recording, there were total 256 functions of code-switching found. The function that was used the most was pedagogical function (45.7%), followed by the metalinguistic function (19.9%). The next functions found with high numbers were the phatic and directive function (17.2% and 13.7% respectively). The referential function was found in low occurrences (1.9%), while the expressive function scored the lowest (1.6). from the IELTS recording, the poetic function was not found.

There were some differences between the results from TOEFL and IELTS regarding the function. The number of functions of code-switching in TOEFL class was significantly higher than in IELTS class. As for the most found function, it was the pedagogical function in both TOEFL and IELTS. This function helps to eases the learning process and communication between the teacher and

students in classroom context (Sert, 2005). It could be used to give exposure, instruction or engagement (Sert, 2005; Memory, et al., 2018). In both classes, the teacher gave exposure with translation. In TOEFL class, the other functions found the most were phatic, followed by metalinguistic, while in IELTS class they were metalinguistic and then phatic. On the lower appearances, the directive, referential, and expressive functions were used in the similar order in both classes, although the actual numbers of appearance were different in both classes. The researcher also did not find poetic function in both observed TOEFL and IELTS classes.

Referential

Referential switch is used to express the terms or words that has no equivalent in the target language, whether it is the equivalent of meaning, length, or message (Appel & Muysken, 1987). For instance, in example [29] the teacher used *PDF* with Indonesian pronunciation because it referred to the document with .pdf format. The same case occurred in IELTS class in example [31], where the teacher used *PPT* with Indonesian pronunciation to refer to a document with .ppt format. The actual names of both formats are not commonly known or used, but by saying the format name, people know which file the speaker refers to. For example [30], the teacher used *comparative* and *superlative* to refer to the specific terms of the degree of comparison in English. Though it is possible to translate to Bahasa Indonesia

(*lebih* and *paling*), they do not share the same meaning or word class with *comparative* and *superlative*, hence the teacher kept the terms as is. The teacher did the same in example [32]. Some words have similar meaning with different degree (decrease and drop), but if translated in Bahasa Indonesia, the degree might not be levelly translated.

TOEFL

[29] Bisa dilihat di **PDF**(ind) sebelumnya, or if you still remember that will be great.

[30] Lalu bagaimana dengan **comparative** dan **superlative**, ada yang masih ingat?

IELTS

[31] Nah, kay can you please lihat **PPT**(ind) again, Miss?

[32] ...setelah **increase**, atau **decrease**, atau **incline**, atau **drop**, entah itu **in**, atau **of**, ya...

Directive Function

When the teacher used this function, she included or excluded the students in the conversation. This switch is used if the speaker directs the speech towards certain target listener (Appel & Muysken, 1987). In example [33], the teacher just explained the material in mostly Bahasa Indonesia. When she directed her speech to a certain student, she changed into English. The same case happened in example [35] and [36]. In both examples, after she was done explaining, the teacher greeted a student who joined the meeting with English. In example [34], at first the teacher directed the speech to all of the students, but after

a student answered her, the teacher directed her speech to the said student in Bahasa Indonesia.

TOEFL

[33] ...and then we add 'than'. **Oh, kay, oh, ya actually can Joy tell me how to call you, Joy?**

[34] Can you see that, or it's not... **Yeah, itu jam berapa, Joel?**

IELTS

[35] Nah, di sini kita punya seperti ini, okay. **Good evening, Miss, iya Miss, welcome...**

[36] Jadi semua preposition, lalu ada verb, menjadi gerund. **Oh, hi Joseph. Oh, I'm happy you come...**

Expressive Function

This function is used when the speaker expresses more feelings or sense of identity in his or her speech (Appel & Muysken, 1987). The expressive function was found when the teacher expressed her feelings towards her students. The shift from explaining using Bahasa Indonesia to asking the student in English in example [37] showed her concern whether the students could read her presentation. In example [38], the teacher expressed her excitement ("yeah!") and gratitude for the students. Similarly, the teacher expressed her gratitude in English in example [40]. In example [39], the students did not want to give their opinions, and when the teacher shifted to English, she expressed her push toward the student, as well as the consequence if no one answered.

TOEFL

[37] ...kira-kira itu menunjukkan angka berapa? **Can you see that, or it's not...**

[38] ...mereka sedang apa?

Students: reading the book and study

Yeah! thank you Chelsea and Joel.

IELTS

[39] ...berdasarkan apa grouping di sini? **Kay, I think we won't be able to move if no one speaks up.**

[40] Jadi sebenarnya itu, groupingnya berdasarkan type of activities, nah **thank you very much for Rahel and Nabila...**

Phatic Function

Phatic function is used if the speakers want to emphasis part(s) of their speech. The code-switching done by the teacher had phatic function when she emphasized some parts of her speech (Appel & Muysken, 1987). In example [41], the teacher explained in Bahasa Indonesia about a certain sentence example, but then she gave emphasis on *daily habit* as it was the key idea of the said sentence example. In IELTS classes, she only made emphasis on the keywords: activity and frequency on example [43] and similar pattern on example [44]. In example [42], however, in TOEFL class, the teacher gave emphasis with Bahasa Indonesia as the conclusion of her whole explanation.

TOEFL

[41] ...kalimat itu adalah suatu **daily habitnya** anak perempuan ini.

[42] They are dancing, yes, or you can also say that they are practicing dance moves, **ya, atau sama saja mereka sedang latihan menari, ya, sama, Joel.**

IELTS

[43]...berdasarkan gendernya kah, atau berdasarkan **activitynya**, atau **frequencynya**, okay.

[44]...yang dimaksudkan dengan **similar pattern** itu kita lihat mereka paling tinggi sama-sama...

Metalinguistic function.

With metalinguistic function, the speakers give comment in another language, or show their bilingual proficiencies (Scotton, 1979 in Appel & Muysken, 1987). The switches from both recordings had metalinguistic function in some occasions. Some switches were used to give comments, such as in example [46]. The teacher commented about the animation picture with *sometimes it's too imaginary* and *unreal*. In other occasions, however, the teacher shifted language to show her English skill. In example [45], she could have used *lanjut* to indicate the next slide, but she *used* next instead. Similarly, in example [46] the teacher used *sorry* and *you know* even though both does not significantly decrease the length of the words in Bahasa Indonesia (*maaf* and *tahu*). In example [47] and [48], the word *hobby* and *sample* had the similar meaning pronunciation with *hobi* and *sampel*, but the teacher chose to use the English words.

TOEFL

[45] 'Mereka sedang bermain sepak bola', nah, **next.**

[46] Oh, ya, **sorry**, karena **you knowlah** anime, **sometimes it's too imaginary, ya**, sebenarnya **unreal.**

IELTS

[47]...lalu ada untuk kegiatan yang dilakukan sebagai **hobby** ya.

[48]Jadi kita cuma perlu mengamati paragraf kedua dan ketiga pembagian **sample** di sini...

Pedagogical Function

Teacher's pedagogical function of code-switch is when switch their languages to explain a topic or to translate the explanation so that the students can understand more (Sert, 2005). The teacher's switches had this function when she explained, translated, or gave language exposure to her students (Memory, 2018). In example [49], the teacher gave examples in English to give exposure of actual sentence example, and then shifted to Bahasa Indonesia again to translate the sentence example. In example [50] the teacher also translated her previous utterance, but into English, and then she also gave sentence example in English. The teacher shifted language to give distinction in example [51] and [52] in continuing the explanation so the students could understand the reasoning more.

TOEFL

[49]**Okay**, pertanyaannya misalnya '**what are you doing?**' '**I am gardening right now**', ya, sedang berkebun sekarang.

[50] Nah, kalau yang ini, misalnya seperti ini, **what is she doing? She is looking for information from the book.**

IELTS

[51] Choose the best but actually for the first one, tentang men and women is not very recommended **karena memang akan susah untuk dibaca, pembacanya harus bolak balik ...**

[52] Jadi kecuali untuk datanya kita mau mengelompokan seperti apa itu flexible, **as long as it's readable and easily understand ya.**

From the recordings of the observed TOEFL and IELTS classes, the poetic function was not found. The poetic function can be found in code-switches when the speaker shifts from one language to another language in order to quote something, which is usually song lyrics, inspirational quote, proverbs, idioms, or poems (Appel & Muysken, 1987). However, the teacher did not have such discussion in both classes, and she did not make such remarks during the class.

CONCLUSION

This study researched on the types and functions of code-switching in TOEFL preparation classes. The data were gathered from two recordings from two different classes. After conducting a study on both classes about the types, it was found that there were seven types of code-switching in both classes. In the TOEFL class, the most used type was

intrasentential switching, while in IELTS class, the most used one was the lexical borrowing switching. The least used type of code switching was metaphorical switch in both classes. This shows that the teacher could make use of different types of code-switching to vary its use in the class delivery.

The second finding is about the functions. From the study, it was found that the function discovered the most from both observed TOEFL and IELTS classes was the pedagogical function, and the poetic function was not found in any of those classes. The other functions of code-switching were also discovered in different number of switches done by the teacher. The results show that the teacher used code-switching as her strategy which served different functions in the teaching and learning process. This research was still limited in the number of classes and participants. Future researchers can take this topic in different types of classes and in higher number of participants. The implication from this study is for the EFL teachers to pay attention on their code-switching strategy so that it accommodates students' learning process in different ways but will not make them rely on it.

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