

**AN ANALYSIS OF CODE CHOICE USED BY EFL TEACHERS  
AT SMKN 1 ENAM LINGKUNG**

**Thesis**

*Submitted as Partial Fulfilment of the Requirements to Obtain the Bachelor  
Degree (S1)*



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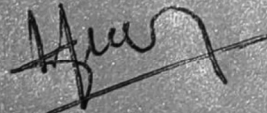
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FACULTY OF LANGUAGES AND ARTS  
UNIVERSITAS NEGERI PADANG  
2023**

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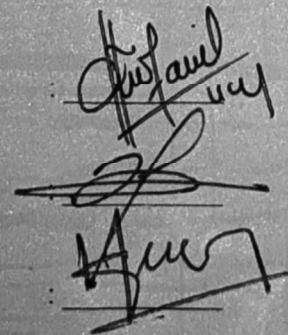
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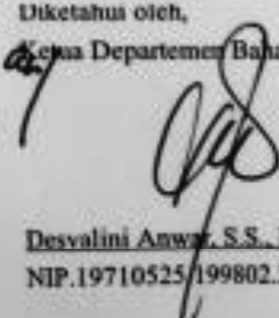
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## ABSTRACT

**Syukra, (2023). *An Analysis of Code Choice Used By EFL Teachers at SMKN 1 Enam Lingkungan*. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.**

This research aimed to describe the ratio of code switching, the types of code-switching, and the functions of code-switching by English Teachers at SMKN 1 Enam Lingkungan. This research was conducted using qualitative-descriptive method. In order to obtain the data necessary for this study, the researcher recorded and transcribed the utterances of English teachers in the class. This research discussed about the ratio of language code choice. This was done by doing word count since it can represent a language by its own. Next is the types of code-switching based on (Poplack, 1980). The types include: tag switching, inter-sentential code-switching, and intra-sentential code-switching. The last research discussion was about the function of code-switching using Gumperz theory. It included: Quotation, Reiteration, Interjection, Message Qualification, Addressee Specification, and Personalisation vs Objectivization. The results of this research are as follow. (1) The code-choice by EFL teachers at SMKN 1 Enam Lingkungan, in order based on its frequency are: Indonesian, English, and Minang. (2) Inter-sentential switching has the highest frequency of occurrences. It was followed by Intra-sentential code-switching, and Tag code-switching, respectively. (3) The functions of code switching, Message Qualification has the highest occurrences. It was later followed by Reiteration, Personalization vs Objectivization, Addressee Specification, Quotation. Interjections as a function of code-switching was not found in this research.

Key words: code choice, code-switching, functions of code-switching

**Syukra, (2023). *An Analysis of Code Choice Used by EFL Teachers at SMKN 1 Enam Lingsung*. Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Penelitian ini bertujuan untuk mendeskripsikan rasio alih kode, jenis-jenis alih kode, dan fungsi alih kode yang dilakukan Guru Bahasa Inggris di SMKN 1 Enam Lingsung. Penelitian ini dilakukan dengan menggunakan metode deskriptif kualitatif. Untuk memperoleh data yang diperlukan untuk penelitian ini, peneliti mencatat dan menyalin ucapan-ucapan guru bahasa Inggris di kelas. Penelitian ini membahas tentang rasio pilihan kode bahasa. Hal ini dilakukan dengan melakukan penghitungan kata karena dapat mewakili suatu bahasa dengan sendirinya. Berikutnya adalah jenis-jenis alih kode berdasarkan (Poplack, 1980). Jenis-jenisnya antara lain: alih kode, alih kode antar kalimat, dan alih kode intra kalimat. Pembahasan penelitian terakhir adalah mengenai fungsi alih kode dengan menggunakan teori Gumperz. Itu termasuk: Kutipan, Pengulangan, Interjeksi, Kualifikasi Pesan, Spesifikasi Penerima, dan Personalisasi vs Objektivisasi. Hasil penelitian ini adalah sebagai berikut. (1) Pemilihan kode oleh guru bahasa Inggris di SMKN 1 Enam Lingsung, secara berurutan berdasarkan frekuensinya adalah: Bahasa Indonesia, Bahasa Inggris, dan Bahasa Minang. (2) Peralihan antar kalimat memiliki frekuensi kemunculan tertinggi. Disusul dengan alih kode intrakalimat dan alih kode tag. (3) Fungsi alih kode, Kualifikasi Pesan mempunyai frekuensi kemunculan tertinggi. Kemudian disusul dengan Pengulangan, Personalisasi vs Objektivisasi, Spesifikasi Penerima, Kutipan. Interjeksi sebagai fungsi alih kode tidak ditemukan dalam penelitian ini.

### **Acknowledgements**

In the name of God, the Most Gracious, the Most Merciful. Praise and gratitude towards the Almighty God for the blessings, health, knowledge and grace so that the author can finish his study titled An Analysis of Code Choice Used by EFL Teachers at SMKN 1 Enam Lingkungan.

The author would also like to deliver his gratitude towards the followings for their support and guidance in the completion of this study.

1. Dr. Hamzah, MA, MM. as the advisor, who has provided suggestions and guidance to the researcher in completing the research.
2. Dinovia Fannil Kher, M.Pd., and Dr. Havid Ardi, S.Pd, M.Hum as the examiners of this thesis, who have provided input so that this thesis can be completed as it intended to be.

## Table of Contents

Halaman Persetujuan Skripsi .....	i
Halaman Pengesahan .....	i
Surat Tidak Plagiat .....	ii
ABSTRACT .....	iii
Acknowledgements .....	v
Table of Contents .....	vi
List of Tables.....	viii
List of Figures .....	ix
List of Appendices .....	x
CHAPTER I INTRODUCTION .....	11
A. Background of the Problem .....	11
B. Identification of the Problem .....	19
C. Limitation and Scope of the Problem .....	19
D. Formulation of the Problem .....	20
E. Research Questions .....	20
F. Purpose of the Research.....	20
G. Significance of the Study .....	21
H. Definition of Key Terms.....	21
CHAPTER II REVIEW OF RELATED LITERATURE .....	23
A. Review of Related Theories.....	23
1. Sociolinguistics .....	23
2. Code.....	24
3. Types of Code Switching .....	25
4. Matrix and Embedded Language.....	27
5. Functions of Code-switching.....	28
B. Review of Related Studies .....	35
CHAPTER III RESEARCH METHODOLOGY .....	40
A. Research Design.....	40
B. Setting and the Source of Data.....	40
C. Instrumentations of the Research.....	40
1. Instrument of Data Collection .....	41



2. Instrument of Data Analysis.....	41
D. Technique of Data Collection.....	42
E. Techniques of Data Analysis.....	43
1. Calculating code choice by EFL Teachers.....	43
2. Analysing the types of Code-switching used by the teachers.....	44
3. Analysing the functions of Code-switching.....	45
4. Drawing conclusion.....	45
CHAPTER IV FINDINGS AND DISCUSSION.....	46
A. Data Description and Analysis.....	46
1. Ratio of Code Choice by EFL Teachers.....	46
2. Types of Code Switching.....	48
3. Functions of Code-switching.....	54
B. Findings.....	64
1. Ratio of Code Choice by EFL Teachers.....	65
2. Types of Code Switching.....	66
3. Functions of Code Switching.....	70
C. Discussion.....	72
CHAPTER V CONCLUSION AND SUGGESTION.....	77
A. Conclusion.....	77
B. Suggestion.....	78
REFERENCES.....	79
APPENDICES.....	84

### **List of Tables**

Table 1. Instrument for Data Analysis .....	41
Table 2. Total Types of Words .....	65
Table 3. Total Frequency of Words .....	66
Table 4. Types of Code-switching by EFL Teachers at SMKN 1 Enam Lingkung .....	67
Table 5. Functions of Code Switching by EFL Teachers at SMKN 1 Enam Lingkung .....	70

## List of Figures

Figure 1. Conceptual Framework.....	38
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## **List of Appendices**

Appendix 1 .....	<b>84</b>
Appendix 2 .....	160
Appnedix 3 .....	205

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Problem**

Indonesia is a country in which its people speak more than one language. Most of them are able to speak and understand their regional languages, such as Javanese, Sundanese, Minangkabau and so on, and the national language, Indonesian language. They can also have the ability to speak at least one foreign language, such as English, Hokkien Mandarin, Dutch, and so on. In the fields of linguistics study, Indonesian people is easily considered as bilinguals, and even, multilinguals. Members of bilingual and or multilingual community are subject to change in their ability to understand the languages they spoke daily.

English as an international language is used in every aspect of international affairs; education, research and technological design, business, politics, and many things as a medium. It is a foreign language in Indonesia, in which it is included in the latest national curriculum since middle school level up until higher education. This means all of the students in Indonesia learn English, at least, formally at schools and universities. Since English is a foreign language, the purpose of teaching is to acquire English as a foreign language by the students.

Indonesians have naturally involved on the intercultural language learning since day one they enter primary school due to multiculturalism that led to multilingualism in Indonesia. This can be seen from the 350 ethnics and 746 languages recognized by the country (Idris & Widyantoro, 2019). In an EFL

classroom, English should be encouraged and used more frequently in order to stimulate the students to learn and use the target language. This, however, might be difficult for teacher to manage their English in the classroom, and the use of L1 in Teaching English as a Foreign Language process are inevitable. This phenomenon referred to as translanguaging. While it covers code-switching, it also includes several language alternation occurrence like code-mixing (Christoffersen & Carvalho, 2015).

Translanguaging defined by Lewis et al. (2012) as the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages''. They suggest translanguaging is focused on the students' use of two languages rather than the teachers' role in the classroom. It can occur in the classroom that are less to do with age and nothing to do with particular languages, but about students' dual language competence. Therefore, translanguaging is more about strategy gaining and developing bilingualism, but not for earlier learning stage of a second language. However, it differs from the notion of code-switching. García (2013) posits translanguaging as an approach centred not on languages, but on practices of bilinguals that are readily observable. Translanguaging can be concluded as practices which bilinguals interact with in order to make sense of their bilingual worlds.

Code choice study stems from the concept of diglossia, used to describe an established linguistic circumstance consists of two language varieties. Language choice study in classroom previously conducted by Christoffersen & Carvalho (2015). The study outlined that language choices are affected by speakers,

function, topic and other micro-linguistic elements influenced by the society. They also concluded that teachers, eventually lecturers, are unconscious of the motives for the students' different linguistic behaviours.

There have been several code analysis research previously done by other researchers, both in non-academic settings, and academic settings. The following paragraphs discussed non-academic settings researches. The study on code choice used by female chief village conducted by Mustikawati et al., (2018). The study found that code choice used by female chief of village in Ponorogo consist of two, code-switching and code-mixing. Both code choice happened in formal and informal context situation. Code-switching was used in the form of Indonesian to Javanese language. Code-mixing was used in three languages: Indonesian to Javanese, Javanese to Indonesian, and Indonesian to English. The function behind the code choice used is to explain, to honour the speech partner, to change situations, to quote other's utterances, to show anger, and to indicate language skills.

The study of code-mixing used by radio broadcaster of Pesona FM was conducted Rezki Kasoema & Amri (2016). They found that there are three types of code-mixing: words insertion, phrases insertion, and clauses/sentences insertion. The functions of code-mixing by the participants were to mark identity, as a strategy to remain neutral, as stylistic functions, and as socio-expressive function. It can also be found the dominantly functions of code mixing as stylistic function, where the speaker used a particular style in order to choose the suitable words and or expressions to send their ideas and feelings, so that the listener put

interest and give attention. Then it was followed by identity marking, as strategy of neutrality, and as socio-expressive functions.

The next study is about code-mixing in writing opinion on Media Indonesia newspaper conducted by Firima (2018). Code-mixing in the writing of opinion on the Media Indonesia Newspaper is represented by one character in the paper: outer code mixing. It means that the code mixing is done in a foreign language, not in English. The code-mixing forms that are used are code mixing in the form of words, phrases, and clauses. The most commonly used type of code mixing is in the form of phrases. The functions of code mixing are to persuade or ensure the ideas, to explain and demonstrate as an intelligent person.

Code analysis study in TV previously conducted by Mulyajati (2017). The study analysed Just Alvin Show at Metro TV. The result shows that there are three types of code-mixing and three syntactic units found. The types of code-mixing are insertion, alternation, and congruent lexicalization. Meanwhile, the syntactic units mixed in the conversation involved words, phrases, and clauses.

Another study of code analysis in TV was conducted by Girsang (2015). Hoffman theory on code-switching and code-mixing was used to analyze the study. The types of code-switching discovered were intra-sentential switching, inter-sentential switching, and tag switching. The study also discovered three types of code mixing: intra-sentential mixing, intra-lexical mixing, and involving a change in pronunciation. According to Hoffman, there are seven reasons for using code-switching and code-mixing: discussing a specific topic, expressing solidarity with those around, inserting fillers or connectors for sentences,



repeating for clarification, articulating the speech for the interlocutor, and expressing expressions of belonging to a group.

Code analysis researches in academic settings also have been done by several researchers. The following paragraphs discussed code analysis study in academic settings: in junior high school, senior high school, and higher education. A code choice study was conducted by Moffatt (1991) explored the language patterns of young Punjabi-speaking children in North East of England. They found that in all four schools, all students used English more than Punjabi. The patterns of code choice became apparent from the data: code choice was found to be affected by certain aspects of the interlocutor, addressee, topic and activity. The students mostly conveyed that they had acquired the necessary skills to function adequately as bilingual speakers.

The next study in conducted code analysis in academic settings by Ferguson (2003) in his study titled ‘Classroom code-switching in post-colonial contexts’. The study described functions of classroom code-switching. The functions collapsed into three wider categories: CS for curriculum access to help students to understand the subject matter of the lessons, CS for classroom management discourse, and CS for interpersonal relations to humanize the affective side of classroom and to negotiate different identities.

The next study about code analysis in an Islamic junior high school is from Falahiya (2012). The purpose of the study was to identify the types of code-switching and code-mixing by the students, and the students’ response toward its use during learning. There are four classifications of code switching and two

forms of code-mixing based on its forms. The code-switching form is in clause, sentence, tag and exclamation forms. The code-mixing is in the form of word and phrase. The students still need to use several types of code-switching and mixing for expressing equal linguistics expressions, floor-control, reiteration, and conflict control. She concludes that CS and CM are helpful in learning, especially for students in the first year. This resulted in students feel less burdened to speak only the target language, and able to avoid the scariness in expressing their opinion.

The next study in academic setting is from Waris (2012) regarding the reasons and functions of code-switching and code-mixing. He later described there are several aspects to know the reason of code switching; speaker, participant, the changing condition because of a third person, the changing from formal to informal, and the changing of topic. The study concluded that teachers' code switching may help make meaning clear and transfer the knowledge more efficient. However, eventually the students experience interaction with native speaker, code switching is possible to be an obstacle which prevents mutual intelligibility.

The next study related to the use of code switching in high school is titled "The Use Code Switching Uttered By Math and Natural Science Teacher and Student's Perception Toward it At RSMABI 3 Padang" by Sari et al., (2013). The study concluded that the Math and Natural Science teachers rarely used English in the class and commonly did code switching. The types of code switching that is used was situational code switching. The purposes included to emphasize, clarify and get students' attention. The students, however, expected their teachers to use

English more in the class. Hence, it could be categorized that code switching is one of the strategies for teaching in bilingual classroom.

The next study in code analysis at high school was conducted by Afifah et al. (2020). The research aimed to know the types and functions of code-switching by an English teacher at MAN 1 Pidie. The types of code-switching found in the study were: tag switching, intra-sentential code-switching and inter-sentential code-switching. The function of code-switching found was: topic switch, affective, and repetitive function.

The next study is the use of code-switching and code-mixing by teacher at senior high school conducted by Putri (2020). The study found that: (1) English was the most used language in teaching. (2) Teachers do code mixing more frequently than code-switching. (3) Metaphorical Code-switching and conversational code-switching were found in teachers' utterances, while the types of code mixing found were intra-sentential, intra lexical, and change of pronunciation. (4) Students have positive perceptions regarding their teachers' use of code-switching and code-mixing.

Code switching also occurred in higher education level, which have been studied by Fachriyah (2017). The study mainly aimed to identify the functions of code-switching by a lecturer while teaching at State Islamic Institute Sultan Mulana Hasanuddin, Banten. In the study, the results considered switching to the first language served some primary functions which may be useful for learning. Code switching serves the following purposes: (1) clarification, (2) sentence repetition, (3) explanation of ideas, (4) questioning, (5) translation, (6) checking

for student understanding, (7) emphasizing a language element, (8) making inferences, (9) developing vocabulary, (10) class discussions for tasks, (11) giving and receiving feedback, (12) aiding memorization, (13) class management, and (14) entertainment and communications.

The next study conducted in higher education level was done by Narasuman, Suthagar; Zahir Wali (2019). The study objectives were to identify situations that trigger code-switching, exploring EFL lecturers' perceptions of code-switching and determining the effectiveness of code-switching as a teaching strategy. The study was conducted in Kandahar and Balkh public Universities in Afghanistan. (1) The participants stated that they switch codes in situations such as: when students cannot understand the instruction in English, when the lecturers talk about cultural aspect of issues, and when the lecturers need to explain some vague points, grammar, idioms and vocabulary in the target language. They considered students' low level of English proficiency to be the factor, hence they can save time and deliver instructions effectively. (2) Regarding the perception towards code-switching, the participants mentioned that it should be used properly, knowingly, thoughtfully, and only as a last approach. However, they argued that it depends on the proficiency level of the students. The disadvantages would be less time for students to practice and expose themselves to the target language, which later can affect students' fluency and motivation in learning. (3) Effectiveness of CS as a teaching strategy regarded positively in lower proficiency class, and less favourable or even not used in higher or advanced class.

Based on the several previous researches, it can be seen that there were many researches about code choice and code-switching, both in non-academic and academic settings. Those studies have made great contributions in the topic in academic settings. The linguistic complexity of Indonesia's educational context, where English is taught as a foreign language within a multilingual backdrop, necessitates a deeper understanding of how teachers employ code-switching. Further research in this area can provide varied insights into of the dynamics of bilingual and multilingual education in Indonesia.

#### **B. Identification of the Problem**

According to background of the problem, those previous studies were mostly analysed using sociolinguistics approach. Sociolinguistics itself is a study between the uses of language within society. Related to that, the research problems may include topics as follow:

1. Ratio of languages used by EFL Teachers
2. Types of code-switching used EFL Teachers
3. Functions of code-switching used in EFL classroom
4. Possible effects of code-switching in EFL classroom
5. Types of code-mixing used by EFL teachers
6. Functions of code-mixing used by EFL classroom
7. Possible effects of code-mixing in EFL classroom

#### **C. Limitation and Scope of the Problem**

Based on the identification of the problem above, the researcher needs to limit the study to only code ratio and code-switching as shown by research

problems number 1-3. The scope of the study focused on what are the ratios of code selection, the types and functions of code-switching during teaching-learning sessions.

#### **D. Formulation of the Problem**

The research problem can be formulated into: “What are ratios of code selection, the types and function of code-switching used by EFL teachers at SMKN 1 Enam Lingkungan in teaching-learning activities?”

#### **E. Research Questions**

From the limitation of the problem above, the researcher formulates the research questions as follow:

1. What is the ratio of code choice chosen by EFL teachers at SMKN 1 Enam Lingkungan?
2. What are the types of code-switching used by EFL teachers at SMKN 1 Enam Lingkungan?
3. What are the functions of code-switching used by EFL teachers at SMKN 1 Enam Lingkungan?

#### **F. Purpose of the Research**

After having the research questions above, the purpose of the research can be outlined as:

1. to find out the ratio of code choice chosen by EFL teachers at SMKN 1 Enam Lingkungan
2. to find out the types of code-switching used by EFL teachers at SMKN 1 Enam Lingkungan

3. to find out the functions of code-switching used by EFL teachers at SMKN 1 Enam Lingkungan

#### **G. Significance of the Study**

The researcher expects that this study can give contribution and input to the English Language Teaching. Theoretical significance of this study is the insights needed in order to improve teaching and learning activities in a multilingual society. Practical significance for the teachers is this study can be used as a reference to develop confidence and strategies needed later on for teaching purposes. For other researchers, this study gave additional information, insights, and references for other researcher who will conduct further study on the related topic.

#### **H. Definition of Key Terms**

In order to help the reader to understand this topic, the researcher would like to include the definition of key terms, they are:

- a. **Sociolinguistics** is branch of linguistics that study the relationship between language and society
- b. **Code** is a set of system used for communication means, between two or more parties used at any occasions. While can be referred to varieties, styles, and language, this study referred code as a language.
- c. **Code Choice** refers to the language chosen by the speakers in communicating their message.

- d. **Code-switching** definitions generally perceived as a phenomenon in which two languages are altered in a single clause and/or between sentences.