

# Cirebonese-English Code Switching in English Teaching-Learning Process in SMAN 1 Jamblang, Cirebon Regency

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## Abstract

Code switching nowadays is more of the norm than the exception for people who speak more than one language. In case of a foreign language teaching-learning process, both of students and teachers are commonly mixing the foreign language they learn with their mother (first) language, as found in English teaching-learning process at Public Senior High School, SMAN 1 Jamblang, in Cirebon regency, West Java, Indonesia. They usually switch English speech with their mother language, Cirebonese language. This paper aims to analyse the function of code switching in the English teaching-learning activity at SMAN 1 Jamblang and see how effective it is to help students' understand the English subject. The data were collected by observation and documentation and then, analysed using Sociolinguistics approaches, namely social factors theory proposed by Holmes (2001), referring to switch code functions developed by Reyes (2004) and Ajmal (2010), who did the related studies. The research results show that the code switching has two functions, namely delivering the material effectively and managing the class. Furthermore, based on survey on the students at SMAN 1 Jamblang, it shows that more than 93% of respondents strongly agree that the use of code switching helps developing students' understanding the English subject.

**Keywords:** *code switching, sociolinguistics, teaching-learning process, Cirebonese language, English*

## Introduction

Communication is a common phenomenon in a bilingual society, including Indonesian society which is popularly known as its cultural diversity. The multi-language use in a cultural-diversity society causes a code switching. This opinion is the same as Wardhaugh's statement (2010), which confirms that code-switching, is a common phenomenon among bilinguals. For example, in Cirebon, code-switching occurs because the people involved in the active communication know or master more than one language, for example, local language (as Cirebonese, Javanese, Sundanese, etc.), first language (Indonesian), and foreign languages (as English, Japanese, and so on). Incident language switching from one language to another language by linguists is called code-switching (MacSwan, 1999).

When considering the setting, events can transfer in formal and informal settings. In formal settings, such as learning activities at Senior High School at Cirebon Regency, SMAN 1 Jamblang, the English teachers frequently conducts code-switching from English to Cirebonese or vice versa. Instead, the code occurred because the English language teachers use more than one language, namely English itself and the local language, Cirebonese. This paper only describes code-switching events from a review of its function concerning using

two languages in learning English in class. The only diversion from English into Cirebonese or vice versa was examined as a code-switching form. Restrictions on this research's problem are imposed to discuss the event of domain code-switching instruction in greater depth, systematically, and in detail.

Language switching, language insertion, language alternation, language mixing, code-mixing, code alternation, and code changing are all matching forms of the term code-switching used in the literature under the umbrella of bilingualism studies. Language alternation is a term Kamwangamalu (1992) describes code-switching and code-mixing. Auer (1995) defines code alternation (switching from one language to another, as well as other things that happen in a long conversation) and code insertion (insertion of elements of words from a language into different language constructs). Butler and Gutierrez (2003) prefer language mixing, which they interpret as a bilingual proclivity to switch code from one language to another. Mixing occasions, code-switching, code-mixing, and borrowing are all part of this language.

The terms code-switching and code-mixing are frequently used in libraries. In other words, more linguists use code-switching and code-mixing in part compared to the abovementioned terms. According to David (2003), code-mixing is the alternate use of two languages limited to the target language's use token. On the other hand, code-switching refers to using more than one language in communication or a single utterance. In contrast to David's (2003) definition, Poedjosoedarmo (1975:4) clearly distinguishes between code-switching and code-mixing. Switching from one code to another with a specific function in communication events is known as code-switching. Instead, mixed code is code insertion in other codes in the form of inward lingual units' sentence structure that lacks clarity of function. In other words, code-switching serves a different purpose, one that is transparent and based on specific motivations, whereas code-mixing serves no purpose. The haziness is associated with grammatical rules or forms lexicon of two languages activated because the speaker does not master the two enabled languages.

This paper employs the term code-switching, defined as the transfer of language English into Cirebonese, or the teacher of high school English doing the opposite in classroom communication. Furthermore, understanding the code, in this case, is limited to the diverted language forms (English and Cirebonese). Code-switching events in class should be handled correctly. The code-switching event serves a specific purpose. Communication functions are one of the functions of occurrence code-switching. According to Fantini (1985), code-switching from one language to another used by speakers as metalinguistic means that it allows someone to activate two language systems differently. According to Goyvaerts and Zembele (1992), code-switching can be used as a negotiation strategy act of communication. According to Cooks (1989, 1991), code-switching can be used as a communication strategy for the sustainability control speech act. According to David (2003), code-switching can be used as a communication strategy to overcome language limitations, resulting in a communication breakdown and a marker of community members' speech and the identity of specific speakers.

The grouping of code-switching functions proposed by Gumperz (1976), McClure (1981), and Zentella (1983) is referred to as the division of code-switching functions (1997). Reyes (2004: 84) identified 11 functions of code-switching in Spanish learners of English as a second language, namely (1) speech representation, (2) imitation quotation, (3) turn accommodation, (4) topic shift, (5) situation switch, (6) insistence, (7) giving an emphasis, (8)

clarification or persuasion, (9) specification, (10) question shift, and (11) discourse markers are the functions of code-switching. Meanwhile, Ajmal (2010) expressed the same sentiment when he proposed 11 code-switching functions for bilingual classes. These functions are as follows: (1) clarifying specific intentions, (2) effectively giving instructions, (3) transferring language, (4) socialization, (5) language competence, (6) indicating a change in topic, (7) ease in expressing a message, (8) emphasis, (9) checking to understand, (10) repetition, and (11) creating a sense of togetherness.

As Reyes (2004) and Ajmal (2010) stated, the code-switching function in classroom communication has similarities and differences. Clarification, emphasis, topic change, and repetition are all examples of code-switching. Meanwhile, other functions are giving orders, diverting, language, socialization, language competence, ease of expressing messages, checking for understanding, and creating a sense of togetherness supplement Reyes's code-switching function (2004). Jacobson, as quoted by Faltis, also expressed the division of code-switching functions (1996:34). He classified code-switching functions as (1) learning content, (2) language development, (3) curriculum engagement, and (4) interpersonal relationships. Faltis (1996) divides the function of code-switching into four functions in terms of learning content: (a) developing concepts, (b) reviewing previous lessons, (c) attracting students' attention, and (d) giving praise or feedback on work—or student participation. The function of code-switching in language development is divided into three categories: (a) increasing mastery of the target language, (b) vocabulary enrichment, and (c) language transfer. Curriculum attachment has only one function, which is topic change. Furthermore, interpersonal relations are classified into two functions: (a) the function of maintaining privacy or formality, and (b) the suitability of selecting a code or the function of respect.

When examined closely, the function of code-switching in classroom English learning can be divided into two categories: (1) academic functions and (2) non-academic functions or discourse markers. Academic functions are divided into two categories: (a) delivery of material related to subject matter content and (b) classroom management. Both functions examine code-switching events in Cirebon teachers' and high school students' classroom communication.

## Method

Three strategic stages are used in this qualitative descriptive research. These stages are as follows: (1) providing data, (2) data analysis, and (3) presenting the analysis results (Sudaryanto, 1993, pp. 5-7). The technique used in this study to collect data is an observation technique combined with a recording technique. During the observation stage, all languages used in learning English in class were observed and code-switching by high school English teachers in classroom communication. Recording techniques were used, which were then transcribed. This study used the listening technique first, followed by the note-taking technique. At this stage, the forms of speech in which language is used in communication in class are recorded. The speech indicated a transfer of language from English to Cirebonese or vice versa as the main object of this research. The method used in this study for data analysis is a qualitative descriptive method.

Besides, adapted questionnaire were develop for this research to measure students' understanding in English learning with which the teacher uses code-switching from English to Cirebonese language and vice versa. The survey consists of structured (closed) questions.

Students were asked to provide their sincere opinions using a 4-point Likert scale. The scale included the options of *Strongly Agree*, *Agree*, *Disagree*, and *Strongly Disagree*. A total number of 57 twelfth-grade students participated in the study.

Furthermore, data is presented using an informal presentation model that describes linguistic rules. Each analysis directly explains the informal presentation model. The subjects of this study were 12 bilingual or multilingual English teachers at SMA 1 Jamblang in Cirebon who were assumed to be translating from English to Cirebonese or vice versa when they were involved in learning English in class.

The research data is in the form of utterances by English teachers at SMA 1 Jamblang in Cirebon that contain a form of code-switching from English to Cirebonese or vice versa. The data context takes the form of dialogues that high school English teachers carry out when they teach English in class. Data in the form of speech in English and Cirebonese that are suspected of exhibiting code transfer symptoms are recorded and coded based on the teacher's initial gender, sequence of recordings, class, and month. This action is intended to foresee potential problems that are, in fact, impossible—as distinct from the scope of speech (Sudaryanto, 1993).

Data sources included observational notes and transcripts of conversations conducted by English teachers obtained through recording. Given the possibility of many forms of code-switching from English to Cirebonese or vice versa, this research only takes data that have the form of code-switching from English to Cirebonese or vice versa, which is done in class communication by English teachers at SMA 1 Jamblang in Cirebon.

## Results and Discussion

After analyzing the data, two functions of code-switching from English to Cirebonese language were found in the interactive communication between teachers and students during the English language learning process at SMAN 1 Jamblang. These functions are the instructional and the classroom management functions. The analysis is elaborated as follows.

### Instructional Function

The instructional function means the teachers code switch from English to Cirebonese language when they are delivering English lesson material to the students. Based on the analysis, the instructional function were found to be (1) clarification or confirmation, (2) reiteration, (3) explanation, (4) exploration, (5) checking for understanding, (6) emphasizing of a language element, (7) making inference, (8) developing vocabulary, (9) class discussion of students' assignments, (10) giving feedback, and (11) doing reflection. Each function is described as follows.

The first is the function of clarification or confirmation; the teachers' code switched aims to provide clarification or confirmation of an explanation, information, questions, and statements, to avoid misunderstanding in terms of capturing the intent of the English. The teachers use code-switching as a tool to ensure understanding and provide clarity in their communication. Consequently, they find it necessary to switch to the Cirebonese language to clarify their previous conversations conducted in English. This is as shown in the following data (T stands for Teacher and S stands for Student).

### Data (1)

- T: ***Beli papa..*** Never mind! Because practice makes perfect. ***Dadi*** pronunciation ***kang benere kepriben?***  
Honest or is it onest?  
[It's ok! Never mind! Because practice makes perfect. So, what is the correct pronunciation? Honest or is it onest?]  
S: Onest..

In the conversation above, it can be seen clearly that despite the lecturer started off in English, she switched to Cirebonese language to presents her question to confirm how the word 'honest' is pronounced. And so, in this case the function of code switching was to ask a question or to confirm the students' understanding.

The second is the function of reiteration of repetition. When employing code-switching for reiteration, the teachers repeat the speech in Cirebonese language, either in the form of a sentence or a phrase. Repetition aims to align the meanings between the two languages, Cirebonese language and English, thereby enhancing the students' comprehension of the teacher's words or phrases during the interaction. Additionally, Mattsson and Burenhult (1999) state that repetition in code-switching serves to emphasize the intended message after a quotation. Gumperz (1982) and Brice (2000) also mention that repetition, as a function of code-switching, is used to verify understanding. The repetition function is shown in the data (2) below.

### Data 2

- T: So, present tense is used to show the habitual activity or routine activity.. ***kanggo ngomongnang kegiatan rutin..*** which we usually do.. ***kang biasa kita lakoknang.***  
[So, present tense is used to show the habitual activity or routine activity. To tell the routine activity which we usually do.]

In the conversation above, the teacher code switches to Cirebonese language. In this sentence, he didn't only try to explain the theory but also provided the translation of the words which he thought the students would not understand.

The third function is explanation. The teachers switch their code when there are lessons that needed further explanation, and thus, to explain the earlier material spoken, the explanation can be preceded or followed in Cirebonese language. By using code-switching, students gain a better understanding of the discussed material, enabling them to use it in producing English language forms. The following are examples of data illustrating this function.

### Data 3

- T: The word 'it' in line 5 refers to the cat in the answer.. ***Tapi langka ya ning baris ke lima (5)? It ana e ning baris ke pitu (7) ya? Nah, kata cat e ana ning baris ke lima.***  
[The word 'it' in line 5 refers to the cat in the answer. But (the word 'it') is not found in line 5, is it? It is in line 7, isn't it? The word 'cat' is in line 5.]

In the conversation above, the teacher code switches to Cirebonese language. In this sentence, he didn't only try to explain the answer but also provided the explanation in Cirebonese language because he thought the students would not understand if he explained the answer in English.

The fourth is the function of exploration. The occurrence of code-switching from English to Cirebonese language, carried out by the English teacher during English language lessons in the classroom, is also used to explore previous knowledge related to the topic of the English lesson material that will be studied. The function of exploration is indicated by the bold text in the following data.

#### Data 4

- T: Well, last week I gave you homework. Have you done it? *Wis dikerjanang?*  
[Well, last week I gave you homework. Have you done it?]  
S: No.  
T: No? Why? Ok, it's okay. Let's discuss it next week. And now let's discuss something new. Let's play English words. What does running means? Ya, running.  
S: Lari. Mlayu, pak!  
[Running (Indonesian language). Running (Cirebonese language), sir!]  
T: Good! ***Baka lari pagi?***  
[Good! What if running in the morning?]  
S: Running morning? Morning running?  
T: No! ***Sala. Running in the morning iku jogging. Ya lari pagi iku jogging.***  
[No! Incorrect. Running in the morning is jogging. Yes, running in the morning is called jogging.]

In the conversation above, the teacher code switches to Cirebonese language. In this sentence, she didn't only try to introduce the new vocabulary but also elaborated the explanation of the words translation in Cirebonese language, so that the students would understand the new vocabulary easier.

The fifth is checking for understanding function. The code-switching from English to Cirebonese language carried out by the English teacher during English language lessons in the classroom is used to review whether the students still remember the English material that has been taught. Please refer to the bold text in the following data.

#### Data 5

- T: Okay, students. I'd like to remind you about the topic we discussed last week. What is it about? *Minggu wingi belajar apa? Masi kelingan beli ncak?*  
[Okay, students. I'd like to remind you about the topic we discussed last week. What is it about? What we learned last week? Do you still remember?]  
S: Phrase.  
T: Phrase. ***Apa iku phrase?***  
[Phrase. What is a phrase?]  
S: Frasa, pak!  
[Phrase, sir!]  
T: Good! Then what is the difference between phrase and sentence? ***Apa bedae frasa karo kalimat? Inget?*** Who wants to try to answer? ***Ana kang pen coba jawab?***  
[Good! Then what is the difference between phrase and sentence? What is the difference between phrase and sentence? Remember? Who wants to try to answer? Anyone wants to try to answer?]

In the conversation above, it can be concluded that the explanation was meant to review the materials taught before. In addition, there is an expression that the material had been previously studied in the expression '*Minggu wingi belajar apa? Masi kelingan beli ncak?*', '*Apa iku phrase?*' [What we learned last week? Do you still remember? What is a phrase?]. So the teacher reviewed the material given by code switching into Cirebonese language, but she still uses the basic English codes when mentioning terms related to the class material.

The sixth function is emphasizing of a language element. In English language learning in the classroom, students come across certain language elements or technical terms in English that they are not familiar with. This function is indicated by the bold text in the following data.

#### Data 6

T: So students, the pencil is adjustable. *Ya*, you can adjust.. **artine bisa di-adjust, disesuaikan, arane** adjustable.

[So students, the pencil is adjustable. You can adjust. It means (the pencil) can be adjusted, (in English) it is called adjustable.]

In the above conversation, to ensure that these forms do not disrupt students' understanding, the English teacher engages in code-switching from English 'adjustable' to Cirebonese language 'bisa [...] disesuaikan' or vice versa to emphasize the word 'adjustable'.

The seventh function is making inference. The code-switching event from English to Cirebonese language, carried out by the English teacher during English language lessons in the classroom. This function is indicated by the bold text in the following data.

#### Data 7

T: Any question so far? You get the use of simple present? Intie ngerti ya. Dadi present tense iku biasae dienggo baka kita arep ngomong kegiatan kang rutin dilakoknang, routine activity. [...]

[Any question so far? You get the use of simple present? You got the point, aren't you? So, present tense is usually used to express routine activity.]

As seen in the data above, code switching is helpful in assisting students to summarize the explanation of the material delivered in English. This is done so that students can comprehend the explanations or information provided.

The eighth function is developing vocabulary. In English language learning in the classroom, some English teachers utilize code-switching from English to Cirebonese language with the aim of vocabulary development. This function is indicated by the bold text in the data below.

#### Data 8

T: Okay. What is 'butter' in Indonesian language?

S: *Mentega*.

T: Good! Now, butterfly? **Bahasa Indonesia e butterfly apa?**

[Good! Now, butterfly. What is 'butterfly' means in Indonesian language?]

S: *Mentega terbang ta, Bu?*

[Flying butter, mom?]

T: No. **Dudu. Apa yo coba tebak!**

[No. No no. What is it? Guess it.]

S: *Kupu-kupu, bu.*

[Kupu-kupu, mom.]

T: Good job, ton! **Butterfly iku kupu-kupu ya! Dieling-eling.**

[Butterfly is kupu-kupu. Remember that.]

As seen in the data above, code switching is helpful to develop students' vocabulary. The teacher introduced the new word in Cirebonese language so that students can comprehend the meaning of the new word.

The ninth function is class discussion of students' assignments. In English language learning in the classroom, English teachers often engage in class discussions regarding exercises or tasks that students have completed collectively. This function is indicated by the bold text in the following data.

#### Data 9

- T: Anyone who wants to answer the first question?  
S: Me!  
T: Okay. *Kang sejene silent please! Aisa pen jawab. Dirungoknang ya students!*  
[Okay, silent please! Aisa wants to try to answer. Please listen to her.]  
S: The capital city of USA is Washington DC.  
T: How students? **Bener beli? Ibukota Negara Amerika Serikat ku Washington DC?**  
[How students? Is it correct that capital city of USA is Washington DC?]

From the conversation above, it can be seen clearly that code switching is very helpful the teachers to ensure students comprehend the exercises being discussed. In this case, English teachers code-switch from English to Cirebonese language or vice versa.

The tenth function is giving feedback. In English language learning activities, providing feedback to students is crucial to inform them of their successes or mistakes in completing tasks assigned by their teacher. In giving feedback, English teachers code-switch from English to Cirebonese language to ensure that all students grasp the feedback provided by their teacher. Here are examples of data illustrating this function.

#### Data 10

- T: Okay. What is 'butter' in Indonesian language?  
S: Mentega.  
T: Good! Now, butterfly? *Bahasa Indonesia e butterfly apa?*  
[Good! Now, butterfly. What is 'butterfly' means in Indonesian language?]  
S: *Mentega terbang ta, Bu?*  
[Flying butter, mom?]  
T: **No. Dudu. Apa yo coba tebak!**  
[No. No no. What is it? Guess it.]  
S: *Kupu-kupu, bu.*  
[Kupu-kupu, mom.]  
T: **Good job, ton! Butterfly iku kupu-kupu ya! Dieling-eling.**  
[Butterfly is kupu-kupu. Remember that.]

The eleventh function is doing reflection. In English language learning in the classroom, both the English teacher and students engage in reflection on English language learning activities. See the data below.

#### Data 11

- T: So, what we have learned today? ***It was about simple present tense ya. Belajar nganggo simple present tense ya kanggo ngobrol sedina-dina.***  
[So, what we have learned today? It was about simple present tense. We learned about how to use simple present tense in daily communication.]

As seen in the data above, the code switching is truly helpful for the teacher to facilitate students in expressing their reflections and understanding the reflections conveyed by the English teacher and students. Hence, the students can understand the materials easier.

## The Classroom Management Functions

Classroom management function refers to the code-switching function intended for managing the classroom. The research results show there are 12 code-switching functions in this study, namely (1) grabbing students' attention, (2) assigning tasks, (3) marking a topic transition, (4) asking for students' help, (5) addressing tension, (6) maintaining students' discipline, (7) providing motivation to students, (8) appreciating students, and (9) giving turns to students. The following are some examples of code-switching functions for classroom management.

The first function is grabbing students' attention. Code-switching from English to Cirebonese language or vice versa is used to gain students' attention and help them focus on the delivered lesson material. Here are examples of data illustrating this function, as indicated by the bold text below.

### Data 12

- T: Hello students?  
S: (not answering the teacher)  
T: Hellooo.. **Ana wonge beli kih?! Ribut bae dewek!**  
[Hellooo.. Anybody at class?! What is the fuss about??]  
S: Yes, Mam!

The second function is assigning tasks. Code-switching from English to Cirebonese language or vice versa is also used for the function of giving directions, exercises, or tasks to students. This code-switching is done to ensure that students understand the tasks or activities they need to perform during the teaching and learning process. Here are examples of data for this function.

### Data 13

- T: Well, this is the last exercise. There are jumbled sentences here. **Kalimate acak ya.** Rearrange all those sentences into a good passage. **Kalimat acake disusun dadi paragraph ya. Sok diskusi karo batur sebangku.**  
[Well, this is the last exercise. There are jumbled sentences here. Jumbled sentences. Rearrange all those sentences into a good passage. Discuss with your deskmate.]

The third function is marking a topic transition. Code-switching from English to Cirebonese language or vice versa is done by the English teacher to mark a topic transition. Through this code-switching, students are informed about the topic being studied. The function of code-switching as a marker for topic transition is indicated by the bold text in the following data.

### Data 14

- T: Okay students. The next topic is gerund. **Verb 1 ditambah -ing.** But wait! Did you learn this topic in the previous semester? **Belajar durung ya?**  
[Okay students. The next topic is gerund. It is adding suffix -ing to the base form of a verb. But wait! Did you learn this topic in the previous semester? Have you learned it yet?]

The fourth function is asking for students' help. The code-switching event from English to Cirebonese language or vice versa is carried out by the English teacher to seek assistance from the students, such as fetching a textbook, erasing the whiteboard, opening or closing

the door, and so on. The bold text below indicates the function of code-switching to ask for students' help.

#### Data 15

- T: I need two students to help me take the exercise books at my desk. **Nana, Kiki, bisa tulung jukutnang?**  
[I need two students to help me take the exercise books at my desk. Nana, Kiki, can you help me?]

The fifth function is addressing tension. The English teacher uses English continuously in classroom communication creates tension for some students who have inadequate English language skills. To reduce this tension, the English teacher code-switches from English to Cirebonese language. The bold text in the following data indicates the function of code-switching to address tension.

#### Data 16

- T: As you know students, practice will make you perfect. So, you need to try to speak in English during this class. Put your effort maximally! But, if you do not find the word in English, you can jump to Indonesian language, **ato basa Cerbon. Lompat mana lompat mene, ya mana mene bae. Alon-alon asal kelakon bestie.**  
[As you know students, practice will make you perfect. So, you need to try to speak in English during this class. Put your effort maximally! But, if you do not find the word in English, you can jump to Indonesian language, or to Cirebonese language. Jump in there, jump in here, there-here. Slow but sure, bestie.]  
S: (all students were laughing)

The sixth function is maintaining students' discipline. Sometimes the class situation is not conducive for teacher to deliver the materials. Sometimes the students make noise, they are talking each other, and this makes the teacher feels upset. To make their anger or annoyance conveyed to the students, the English teacher tends to code-switch from English to Cirebonese language. Please refer to the following data.

#### Data 17

- T: Hey! Hey! What is the fuss about? **Lagi ngributnang apa sih?? Rame bae dewek!! Masih pengen belajar beli?**  
[Hey! Hey! What is the fuss about? What's the fuss about?? It's like you are busy with yourself!! Do you want to continue the class or not?]  
S: (All students were silent)

The eighth function is appreciating the students. The English teacher often code-switches from English to Cirebonese language to appreciate the achievements or successes of the students in completing the given tasks. By doing so, the students feel proud of what they have accomplished because the message conveyed by the English teacher is understood by all the students in the class. Here are examples of data illustrating this function, as indicated by the bold text below.

#### Data 18

- T: After performing the drama, how do you feel students?  
S: *Deg degan, maam.*  
[Nervous, maam.]  
T: But you did it well guys. **Bagus dramae lho. Cara ngomonge bener kaya wong Inggris.**  
[But you did it well guys. The drama was great. The way you talked was just like the native English.]

The ninth function is giving turns to students. In giving turns to answer questions or perform other tasks, the English teacher code-switches from English to Cirebonese language or vice versa. The function of code-switching for giving turns to the students is presented in the following bolded text in the following data.

#### Data 19

- T: Anyone who wants to answer the first question?  
S: Me!  
T: Okay. **Kang sejene silent please! Aisa pen jawab. Dirungoknang ya students!**  
[Okay, silent please! Aisa wants to try to answer. Please listen to her.]  
S: The capital city of USA is Washington DC.  
T: How students? *Bener beli? Ibukota Negara Amerika Serikat ku Washington DC?*  
[How students? Is it correct that capital city of USA is Washington DC?]

### Students' Comprehension Survey Results towards Using Code-Switching as a Medium of Instruction in the English Class

Based on the survey conducted, it shows that code-switching leads to the weakness in students' English comprehension, 83% strongly disagreed while almost 17% disagreed. The next question looked at whether or not code-switching helps students increase the chances of passing their exam, 79% agreed while 21% strongly agreed that code-switching done by teachers would help them pass their exam. Yet, 3% of the participants agreed and 97% strongly agreed that learning English by code-switching (Cirebonese language and English and vice versa) strengthen their grasp of the English. The survey result is displayed on the table below.

Table 1. The Effects of Using Code Switching on Students' English Comprehension

| No. | Question                                                                                            | Strongly Agree | Agree | Disagree | Strongly Disagree |
|-----|-----------------------------------------------------------------------------------------------------|----------------|-------|----------|-------------------|
| 1.  | Mixing of English and Cirebonese language leads to weakness of my English.                          | -              | -     | 17%      | 83%               |
| 2.  | Mixing of English and Cirebonese language helps students increase the chances of passing the exams. | -              | -     | 21%      | 79%               |
| 3.  | Mixing of English and Cirebonese language leads to strengthen of my English.                        | -              | -     | 3%       | 97%               |

## Conclusion

Code-switching from English to Cirebonese language done by the teachers in the interactive communication between teachers and students during the English language learning process at SMAN 1 Jamblang, has two functions, which are the instructional and the classroom management functions. The instructional function means the teachers code switch from English to Cirebonese language when they are delivering English lesson material to the students. Based on the analysis, the instructional function were found to be (1) clarification or confirmation, (2) reiteration, (3) explanation, (4) exploration, (5) checking for understanding, (6) emphasizing of a language element, (7) making inference, (8) developing vocabulary, (9) class discussion of students' assignments, (10) giving feedback, and (11) doing reflection. Meanwhile, the classroom management function refers to the code-

switching function intended for managing the classroom. The research results show there are 12 code-switching functions in this study, namely (1) grabbing students' attention, (2) assigning tasks, (3) marking a topic transition, (4) asking for students' help, (5) addressing tension, (6) maintaining students' discipline, (7) providing motivation to students, (8) appreciating students, and (9) giving turns to students.

Furthermore, the survey result shows that code-switching has more positive effect on students' English Comprehension in SMAN 1 Jamblang. The whole findings show that a wide agreement among correspondences that code-switching does not have a negative impact on their English study.

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