

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

Language plays an important role in the communication system, because humans use it in daily activities. Humans communicate with people and others use language. Trudgill (1974) states that language is not just means of communicating, but also means of building and maintaining relationships with other people. Brown (1987: 4) adds that language itself makes human relations closer by the day. Language can refer to the understanding and analysis of aspects of various languages, the structure of language, the role of language in communication, and changes in language over time. Indonesian people are bilingual and multilingual people who use more than one language in their daily communication. Bilingualism and multilingualism happened in Indonesia because Indonesia is a country that has many cultures, and every culture has a different mother tongue. Many Indonesian people use more than one language in their communications. For example, people of Bali mostly use their local language or mother tongue, Bali as their first language and Bahasa Indonesia as their second language. When people use more than one language, it is called code switching in sociolinguistics (Hymes in Chaer and Agustina, 2004: 107).

Sociolinguistics is the study of how language and society interact. Sociolinguistics manages social elements, including provincial, class,

lingo, distinctions in sexual orientation, and bilingualism. In bilingual communication, the languages may occasionally be mixed or switched. Wardhaugh (1986: 12) states that Sociolinguistics is a science that pays attention to the relationship between language and society, where the goal is to achieve a good understanding between the structure of language and the function of language as a communication tool. One phenomenon in this context is code-switching which is very often encountered today. Code-switching is the use of another language or a variety of languages in one conversation to adjust to another role or situation or because of other participants. Code switching is widely used by people bilingual (bilingual) or multilingual. In this day and age, toggling the code itself has become a trend or style of speaking in society and this style of speaking has been studied in sociolinguistics. Apple (1976) added that code switching is a transitional phenomenon in the use of language due to changing situations, such as formal situations to informal situations or vice versa. In code switching the speaker mixes words, phrases and sentences from two different grammatical systems.

The term "code-switching" then applies to this phenomenon. Students are expected to comprehend and communicate in a foreign language in an English class, which means that English as a foreign language and target language can serve as a teaching medium. In addition, instructors at Parklife Bali speak a variety of languages, typically the students' and teachers' native tongues. In this school mostly the students come from different countries, and also some of them can only speak their mother language. Code-switching is made possible by the presence of two languages, English as the target language and English as the native language of

teachers and students. Typically, this code-switching takes place naturally during class discussions.

While ensuring that students comprehend both languages, teachers can begin a lesson in one language and then switch to another. According to Skiba (1997), teachers can use code-switching in a variety of ways to teach a second language. Students can, for instance, divide into two groups and purposefully switch languages during conversation; it aids in their language acquisition. Sert (2005) recommends that code-exchanging is utilized for self-articulation and is a method for changing the language for individual increase and code-exchanging can have a constructive outcome. Students and teachers switch codes when they speak from L1 to L2, or target language. Learning a foreign language might benefit greatly from this. The researcher discovered a very positive function for teachers when using code-switching, particularly when conveying material that might be difficult for students to understand in class, which is related to Sert's definition.

It is common for bilingual or multilingual social settings or networks to combine their local language with a different dialect in daily correspondence or cooperation. One of the playgrounds in Bali is Parklife Bali, which also has a Play School (International School) and Kids Club. The government grants licenses to English teachers, who provide high-quality instruction in English. Teachers typically employ code-switching during the learning process, according to pre-observation. Therefore, researchers are interested in investigating the use of code switching by teachers and students in daily conversations based on the research background. This

research was conducted to find out what types and functions are found in the teaching and learning process at one of the Bali International schools.

## **1.2 Problems of the Study**

Based on the previous background, the researcher formulates some research questions as follows:

1. What is the type of code-switching used by the teacher and student?
2. What are the functions of code-switching used by the teacher and students?

## **1.3 Objectives of the Study**

In relation to the problem statements, the objectives of the research are to find out:

1. To identify the types of code switching used by the teachers and students in daily conversation.
2. To analyze the function of code switching used by the teachers and students in daily conversation.

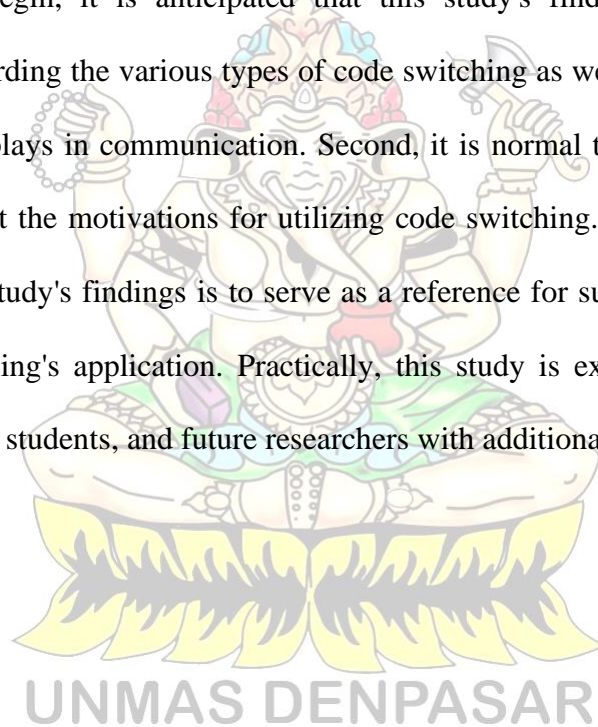
## **1.4 Limitation of the Study**

This study focuses on the use of code switching (English to Indonesian or other languages and vice versa) by students and teachers who teach at the Kids Club at PT. Taman Jiwa (Parklife) in Bali and focuses on functions and contextual types of code switching that is used by a teacher and student in daily conversation. This study is limited to the type of code-switching analysis using the theory from Wardhaugh (2006) that describes two types of code switching, and also for the

function of code switching with the theory from Wardhaugh (2006) that describes there are five functions of code switching.

### **1.5 Significance of the Study**

This research was significant for several reasons why this study is important. To begin, it is anticipated that this study's findings will provide information regarding the various types of code switching as well as the roles that code switching plays in communication. Second, it is normal to be a method for giving data about the motivations for utilizing code switching. Theoretically, the purpose of this study's findings is to serve as a reference for subsequent research into code switching's application. Practically, this study is expected to provide English teachers, students, and future researchers with additional information.





## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents theories which would be used as basic theory for the analysis. There are Sociolinguistics, definition of code switching, types of code switching, and the reason for code switching.

#### **2.1 Review of Related Literature**

There are many studies that discuss code switching that in the movie, podcast, daily conversation and the teachers used with the students while conversing in daily conversation in International Schools. These are some of the references and theories that relate with this study: The first study is an article of proceeding entitled "Code Switching in Daily Interactions in Rural Communities in Bali" (2021) from Santika, Andriyani and Sulatra. This research discusses the reasons for code switching used by village communities in Klungkung Literature Village, Bali. In the analysis, listening methods were used, note-taking and note-taking methods were used to collect data. The analysis uses the theory of Chaer and Agustina (2004). From the 5 dialogues taken as data, five reasons were found for code switching. In this research, it was also found that the most frequently used reasons behind code-switching events were the balance of the interlocutor's ability in a language and the presence of a third person during their speaking activity. The research comparison is that this research has similarities in using the

note-taking method. There are differences in the data analysis of the previous research and this research. The previous research analyzed the reason of code switching. However, this research analyzed the types and the function of code switching. The other differences lies in the theory in the previous research used Chaer and Agustina (2004) and this research used theory Wardhaugh (2006).

The second thesis topic was entitled “The Use of Code Switching by The English Teachers in Ma’Al Ma’Arif Singosari (2017) by Nafisa. This thesis aimed at finding out the type of code switching used by English teachers in classroom interaction, how the English teacher uses code switching in the classroom interaction and why the teacher uses code switching in the classroom interaction. This researcher uses descriptive qualitative methods. Using Hoffman's (1991) theory to analyze types of code-switching and reasons for using code switching. The research results found from the 56 data that had been collected found 6 types of code-switching and through observations and interviews the reasons for using code-switching were found based on Hoffman (1991). The research comparison is based on the previous research analyzed of the types and reasons for using code-switching and this research analyzed the types and the function of code-switching. The previous research also used differences theory that is Hoffman (1991) and this research used Wardhaugh (2006). The similarity of both of this research is used student-teacher interaction as the source of the data being analyzed.

Agustina (2018) in that thesis “The Use of Code Switching and Code Mixing by English Teacher at Man Kota Palangkaraya”. This thesis aimed to finding out about the types and the reasons of the code-switching and code-mixing

used by English teacher at MAN Kota Palangka Raya. For the methods they used descriptive qualitative methods and that found the teachers in the class was used three types of code switching according to Poplack (1980) there are tag switching, inter sentential switching and intra sentential switching. The thesis also found the reason was talking about a particular topic, being emphatic about something, helping students who were confused and restoring students' concentration. The research comparison is that has differences in the problem analyzed, the previous research analyzed about finding out about the types and the reasons of the code-switching and code-mixing and this research analyzed about types and function about code switching. Apart from that, the other differences in the theory. The previous research used Poplack (1980) and this research used Wardhaugh (2006), but this research has similarity that is used student-teacher interaction as the source of the data being analyzed.

Mukti and Muljani (2016) in their article about “Code Switching in the Instructions of English Language Education Study Program Lecturers” that article about Considering that English is not a student's first language, some lecturers use code switching to help third semester students learn English. In connection with this phenomenon, this research answers two research questions. The problem of study of this article that finding out the types of code switching used by ELESPP lecturers in their language of instruction and secondly, what are the reasons why ELESPP lecturers use code switching in their language of instruction. This research is included in basic interpretive research. The interview guide was used to understand the experiences of the lecturers who did code switching. The results of



this study indicate that the lecturers use situational and metaphorical code switching. In addition, the authors found that the study participants experienced code-switching for reasons that could be classified into topic, receiver, emphasis, persuasion, solidarity, affection, subject nature and strategy. The results of the study also revealed that the use of code switching in the lecturer's teaching language was mainly for student understanding. The research comparison is in the differences of the problem analyzed, in the previous research analyzed reasons of code-switching and this research analyzed the function of code switching. Apart of the differences, both of this research have the similarities that analyzed about the types of code-switching used are situational and metaphorical code-switching used theory Wardhaugh (2006).

Fanani and Zico Ma'u (2018) their research "Code-switching and Code-mixing in English Learning Process". This study found conducted to describe the types according Poplack (1980, p.539) and factors of code switching and code-mixing according Hudson (1996, p.53) in the process of learning English at MA KHAS Kempek Cirebon. This research is a qualitative descriptive study using case studies. The purpose of this research is to analyze the types and factors that cause code-switching and code-mixing. The subjects in this study were three English teachers teaching class XI students. Then, five parallel classrooms were involved in the research and data were collected via tape recorders. Meanwhile, to triangulate the results of the analysis, the researchers held focus group discussions (FGD). FGDs were held to test the validity of the answers and also the validity of the data. From these data it can be seen the types and factors of code-switching

and code-mixing. In addition, the types of code switching are: code switching between sentences; intra-sentential code switching; and code-switching tag switching. The types of code mixing are: alternating code mixing; mix insertion code; and code-mixing congruent lexicalization. Factors causing code-switching are quoting text, clarifying certain details, and giving instructions to students while factors causing code-switching are influenced by the first and second languages in speech habits, being unable to find established equality, and achieving the impression of being a modern person. The research comparison is the differences of the research analyzed, in the previous research analyzed about types and the factors of code-switching and code-mixing, in this research analyzed types and function of code-switching. The other differences is the theory used, in the previous research used Poplack (1980) and Hudson (1996) in this research used Wardhaugh (2006). The similarity in both of this research is used student-teacher interaction as the source of the data being analyzed.

## **2.2 Concepts**

In this part of the study, there are several concepts related to literary works such as Code Switching in everyday conversations. The concept description is presented as the main idea of research or study. There are several concepts used in this study, namely Sociolinguistics and Bilingualism, Code Switching, Daily Conversation, International School.

### 2.2.1 Sociolinguistics

Sociolinguistics was a study that studies the relationship of culture and how a language was used in the community. In this case, the language was closely related to the community of a region as the language acts as a means of communication and interaction between groups with one another. According to Holmes and Wilson (2017, p. 1) found that Sociolinguistics is studying the relationship between language and society. Related on Holmes and Wilson found, sociolinguistics explains why societies speak differently in different social contexts, and sociolinguistics identifies the social functions of language. Examine how people use language in different social contexts and can provide information on how the language works, as well as about social relationships within the 9 communities, and how people convey their social identity aspects through their language.

According to Fishman (1972, p.1) cited on Sumarsih (2014, p. 78) found that the interaction between these two aspects of sociolinguistics is a society's habit of the use of language and the social fabric of habitual action. With clear language usage and stay focused on the social setting topics inherent in people's language habits. Thus, Fishman found sociolinguistics not only focuses on the organizational structure of the language but also on the level of language use in the community and familiarizes the language of the user in using the language used in accordance with the development and level of appropriate courtesy language in the community.

### 2.2.2 Bilingualism

Bilingualism in Indonesian is commonly referred to as “kedwibahasaan” (Chaer, 1994, p. 84). Related on Chaer defines bilingualism as a social, psychological, and linguistic phenomenon and bilingualism is a phenomenon in which one can speak more than one language. The commonly used bilingualism can cover all situations where more than one language was spoken as communication at the individual or community level.

In its simplest form, bilingualism can be defined as knowing two languages (Valdez & Figueora, 1994). Bilinguals’ level of proficiency varies as some bilinguals are highly proficient in both languages while others are highly proficient in one language, which is the dominant or preferred language, and less proficient in the other. Since the degree of proficiency tends to play a crucial role in determining bilingualism, Mackey (1968) suggested considering it simply as the alternate use of two languages. This definition of bilingualism is associated with language alternation approaches (Elbwart, 2014). Recently, bilingualism has been explained as existing on a continuum, meaning that it fits a variety of individual situations (cf. Grosjean, 2001). Bilinguals can thus be defined as “individuals or groups of people that result from interactions via language in which two or more linguistic codes (including dialects) are used for communication”. This paper focuses on bilingualism in speech communities, specifically on analyzing language choices in a bilingual television show. Therefore, the degree of bilingualism and proficiency in the two languages in play do not need to be assessed.

### 2.2.3 Code-Switching

Definitions of code-switching is code-switching was a phenomenon of language contact that was generally defined as the alternate uses of two or more languages within a single conversation, usually marked by a clear break between the languages. The define of code switching according to Valdes-Fallis (1978) in (Macswan,2013, p. 52 ) Code switching is a speech style of bilinguals which has been especially stigmatized in schools, before looking more closely at some of the forces that lead to this stigma for bilinguals, a general consideration of prescriptivism may be useful. It is means, speaking style that is often used by the general public, especially students. There are also define code switching according to Holmes (1992) code switching occurs when the speaker shifted their language from one language to another.

Code switching is switched essentially between sentences. In other words, Code switching can occur when speakers change their language from one language to another. Code switching can occur quite frequently in an informal conversation among people who are familiar and have a shared educational, ethnic, and socioeconomic background. It is avoided in a formal speech situation among people especially to those who have little in common factors in terms of social status, language loyalty, and formality (Hoffman, 1991). From the theories, and definitions above, the writer concludes that code switching that is commonly used and found in life, especially when we have a conversation



#### 2.2.4 Teacher-Student Interactions

Teacher-student interactions, as elucidated by educational experts, encompass the dynamic exchanges and relationships that occur within the learning environment. These interactions are fundamental to the educational process, playing a crucial role in shaping students' academic development, socio-emotional growth, and overall learning experiences. Scholars like Lev Vygotsky and Jerome Bruner emphasize the significance of social interaction in cognitive development, highlighting how dialogue between teachers and students fosters higher-order thinking skills and scaffolds learning.

According to Vygotsky's (1978) sociocultural theory, the zone of proximal development (ZPD) illustrates the space where learning occurs through collaborative interactions, with the teacher providing guidance and support tailored to the student's needs. Effective teacher-student interactions involve clear communication, active listening, mutual respect, and empathy. Researchers such as Robert Marzano and John Hattie underscore the impact of positive teacher-student relationships on academic achievement and student well-being. These relationships serve as a foundation for creating a supportive, inclusive learning environment where students feel valued, engaged, and motivated to learn. Through meaningful interactions, teachers can provide constructive feedback, encourage critical thinking, and cultivate a sense of belonging, ultimately empowering students to reach their full potential academically and personally.

### 2.2.5 Kids Club

Kids clubs are special places where children go to have fun, make friends and learn new things. It's like a fun gathering place especially for kids. At the kids' club, there are a variety of activities you can do, such as playing games, making crafts, or even going on an outdoor adventure. There's usually an adult there too, called a counselor or leader, who makes sure everyone is safe and having fun. According to the IACD (2018), "Kids Club is a structured environment designed to provide a variety of educational and recreational activities for children, with the goal of supporting their social, emotional, physical and cognitive development." Kids clubs can be found in places like schools, community centers, or even at resorts or hotels. They are a great way for kids to have fun and learn outside of school while parents know they are in a safe, supervised environment.

Kids Club are very numerous in big cities with a large number of foreign tourists. In Bali in particular, Bali is an island that has many interesting things to visit. Therefore, Bali is one of the tourist attractions in Indonesia with the highest number of tourists. Kids Club are very much found in Bali, especially tourist areas such as Seminyak, Canggu, Ubud and others. This study used one of the Kids Club in Bali that is PT. Taman Jiwa (Parklife) Bali. That located at Raya Uma Buluh Street No. 15, Canggu, Badung Regency. Every day communication uses code-switching from various languages, generally in the schools where the research was conducted, most of the students studied English and Indonesian.

## **2.3 Theories**

This study uses two theories that discuss the form of code-switching, code-switching functions and the contextual type of code-switching. For the contextual type of code-switching, use according to Wardhaugh (2006) which describes that there are two contextual types of code-switching. According to Wardhaugh (2006) who identified five types of code-switching functions.

### **2.3.1 Type of Code-Switching**

Contextual types of Code Switching Wardhaugh (2006) shows two types of code switching based on the juncture or the scope of switching where language takes place, Situational Code-switching and Metaphorical Code-Switching.

#### **2.3.1.1 Situational Code-Switching**

Situational code-switching occurs when the languages used change according to the situations in which the conversant find themselves: they speak one language in one situation and another in a different one. No topic change is involved. (Wardhaugh,2006). On the other hand, in situational code switching, people may be aware that they have switched their code from high variety to low variety. The following is an example of a short dialogue which describes situational code-switching occurrence from Bahasa Indonesia to English because of the presence of an English Native speaker friend.

- Agus : “*Menurutku, Semuanya karena mereka tidak tahu persis artinya, De.*”  
 Mark : “Hi, Agus”  
 Agus : “Eh, how are you, Mark? Mark, this made, our friend from Mataram.”  
 Made : “Nice to meet you, Mark.”  
 Mark : “Nice to meet you too. what are you two talking about?”  
 Agus : “*Nah, ini dia kita bisa.* Mark, can you help us?”

(Fitriyah 2012: 29)

From dialogue above, we can see that Agus switches from Indonesia to English after the presence of the third person, Mark. the switching happened because there is new participant. In conclusion, situational code switching occurs when there is change in situational then causes the participant switches her/his code from one code in one situation and another one in another situation.

### 2.3.1.2 Metaphorical Code-Switching

According to Wardhaugh (2006), metaphorical code switching happens when there is a change of the topic influencing in the using of different codes. The codes are always changing because of the topic. It depends on the perceptions change formal to informal, official to personal, serious to humorous, and politeness to solidarity. The following is the example of short dialogue which describes metaphorical code-switching occurrence from English to Bahasa Indonesia to affect a serious dialog to be a bit humorous.

- Made : “We want to take it, to where.... *Ya itu tempat kita biasa memancing* (fishing), and we are drinking, singing, having fun, ok”  
 Ali : “And, there we are surfing, swimming, *terus, kita jadi pusing-pusing* (feeling dizzy) dah....ha..ha..ha...”  
 Made : “are you joining, Jim?”  
 Jim : “okey, then”

(Fitriyah 2012: 27).

From the dialogue above, the switching happens because of the changing topic. The first topic is talking about activities which can do there. Then, he switches his language to Bahasa Indonesia by saying *Terus, kita jadi pusing-pusing* (feeling dizzy) dah..ha,ha,ha.. to make a joke.

In conclusion metaphorical code switching occurs when the speaker switches from one language to another without signaling any changes in situational and the 5 change of topic requires a change language use. Metaphorical code switching involves only a change in topical emphasis.

### 2.3.2 Function of Code-Switching

On many occasions, In Wardhaugh's (2006) "Code-Switching in Conversation," he identified several functions of code-switching based on his analysis of linguistic behavior in various conversational settings. These functions highlight the versatility of code-switching as a communicative tool, allowing speakers to convey nuanced meanings, express emotions, and navigate various social and cultural aspects of communication. It's important to note that the functions of code-switching may vary across different linguistic communities and cultural contexts. Wardhaugh's work has been foundational in understanding the sociolinguistic aspects of code-switching. Here are some of the key functions of code-switching according to Wardhaugh:



### 2.3.2.1 Emphasis

Code-switching can be used to emphasize a particular point or idea, drawing attention to it and highlighting its significance. If this is used in the teaching and learning process, it will be very useful because it can emphasize a meaning that you want to convey to the listener or student. If this is used in the teaching process, it will be very useful because it can emphasize a meaning that you want to convey to the listener or student. An example of this code-switching function will be explained below:

- Friend 1 : “Hey, did you hear about the concert next weekend?”  
Friend 2 : “Yeah, I heard. Are you going?”  
Friend 1 : “I’m thinking about it. The tickets are pretty expensive though. *Tiketnya mahal banget*, you know?”  
Friend 2 : “I know, but it's going to be so worth it! The band is amazing live. *Mereka keren banget di panggung.*”  
Friend 1 : “That's true. And I really love their music. *Tapi, aku harus nabung dulu.*”  
Friend 2 : “Same here. But we should definitely try to go. *Konser ini bakal jadi pengalaman yang luar biasa.*”  
Friend 1 : “Yeah, you're right. It might be a once-in-a-lifetime opportunity.”  
Friend 2 : “Exactly! We shouldn't miss it if we can manage to save enough. *Jadi, ayo kita nabung mulai sekarang!*”

(Isnawati, 2019)

In this conversation we can analyze in some of the sentences that spoken by both of the speaker. The first sentences “*Tiketnya mahal banget*, you know?” The switch to Indonesian emphasizes the point about the high cost of the tickets. By saying “*Tiketnya mahal banget*,” Friend 1 underscores the impact of the ticket price, making it clear just how expensive they find it. The second sentences Friend 2 uses Indonesian here to emphasize how great the band is live. The phrase “*Mereka keren banget*” is meant to stress the band's impressive stage

performance, making the prospect of attending the concert more enticing. The third sentences that switch to Indonesian emphasizes the need to save money first. By saying "*aku harus nabung dulu,*" Friend 1 highlights the financial planning needed before they can decide to go to the concert.

The fourth sentences in "*Konser ini bakal jadi pengalaman yang luar biasa*" Friend 2 uses Indonesian to stress that the concert will be an extraordinary experience. The switch to "*pengalaman yang luar biasa*" makes this point more vivid and compelling. The last phenomena that can found in this conversation "*Jadi, ayo kita nabung mulai sekarang!*" The final switch to Indonesian emphasizes the call to action. By saying "*ayo kita nabung mulai sekarang,*" Friend 2 is urging immediate action, making the suggestion to start saving now more urgent and motivating. In these examples, code-switching from English to Indonesian serves to emphasize specific points, making them more prominent and ensuring that the key messages stand out in the conversation.

#### **2.3.2.2 Repetition**

Code-switching can serve a repetitive function, emphasizing or reinforcing a message through the use of another language or variety. This function is often carried out by teachers in their teaching and learning process. Repetition occurs to students or listeners with the aim of conveying it more clearly and being able to be remembered by students or listeners. An example of this function will be explained below:

Teacher : “If you see the clouds in the sky, they are white. *Warnanya putih* and the sky is blue. If after it rains, what can you see in the sky?”

Student : “Rainbow.”

(Isnawati, 2019)

From the example, it can find the code-switching repetition function in the teacher's sentence, namely " *Warnanya putih and the sky is blue.*" The teacher tries to repeat so that students remember clearly that the color of the clouds is white. Repetition in this conversation help the teacher and student to get clearly understand about that material has been talk in learning process.

### 2.3.2.3 Interjection

Code-switching can function as an interjection, expressing an emotion or reaction in a culturally or linguistically specific way. Other cases of code switching are also characterized by interjections or sentence fillers. It can be associated with interjections of fact to express strong feelings and emotions. An example of this function will be explained below:

Teacher : “Wow, you did very well. *Aku sangat senang* and proud to see you there in the stage.”

Student : “Thank you, Ms.”

(Isnawati, 2019)

From the dialouge, we found the use of the interjection function in the sentence "*Wow, you did very well. Aku sangat senang and proud to see you on the stage.*" The teacher wanted to describe his feelings and emotions after seeing his students win.

#### 2.3.2.4 Quoting

Code switching is used to quote directly, while maintaining the original language or style of the speaker being quoted. In many cases, subject codes turned out to be direct or indirect quotes from oneself and others, or simply stated mottos or proverbs. Subjects who quote themselves and others directly or indirectly sound more credible to the recipient. Apparently, a quote was presented as proof that what they conveyed were facts and addresses that they had to believe. The function of code switching is quoting with the aim of providing a clearer explanation to students when explaining something. Examples of this code-switching function will be explained below:

- Teacher : *“Good morning, everyone, earlier I heard Lani say “Ibu mengapa nyamuk itu menggigitku, it makes me itchy”. I also saw Lani crying because of that.”*
- Teacher : *“Would you also cry if you were bitten by a mosquito?”*
- Student : *“Yes, because it makes us itchy”*

(Isnawati, 2019)

In this conversation, it can be seen that the Quotations code switching function occurs which can be seen in the sentence *“Good morning, everyone, earlier I heard Lani say “Ibu mengapa nyamuk itu menggigitku, it makes me itchy”*. In this sentence it can be seen that the teacher wants to tell clearly what he heard and convey it to listeners or other students clearly.

#### 2.3.2.5 Addressee Specification:

Code-switching helps specify the intended audience or addressee, indicating a shift in formality or intimacy. This code-switching function is usually used for

teachers to convey what one student is saying to another, because they may not be able to speak English or Indonesian. This function is very important in the daily lives of teachers and students in international schools everywhere. An example of this function is explained below.

- Teacher : “Good morning Maam and Sasha, *do you bring snack box for Sasha today maam?* (ask to parent) *Snak apa yang dibawa?* (ask to student)”
- Student : “I bring some fruit like snake fruit and apple.”
- (Isnawati, 2019)

In this conversation, can find that this code-switching function is used for communication with parents and students. In the sentence "*Do you bring a snack box for Sasha today maam?*" where the teacher asked Sasha's mother formally and continued with ask casually in the sentence that the spoken by the teacher that directly.

