

## CODE-SWITCHING USED BY THE LECTURER IN CLASSROOM INTERACTION OF ENGLISH STUDY PROGRAM AT IAIN BONE

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### ***Abstract:***

The objective of the research is to describe the types of code-switching and to find out the functions of code-switching. The method used in this research was qualitative descriptive. The sample of the research consisted of one lecturer of English Study Program at IAIN Bone. This research focused on the analysis of types and functions of code-switching. In this research, the researcher used the type of code-switching by Poplacks' theory. Meanwhile, the researcher used Gumperz's theory to analyse the function of code-switching. Moreover, to interpret the data gathered, the researcher analyzed them through three steps of analysis by using the mode from Miles and Huberman, they were; data reduction, data display, and data verification. The findings indicated that the types of code-switching are simply found in three types; (a) inter-sentential code-switching (without inserting new information and which inserts new information), (b) intra-sentential code-switching (translation or word/phrase substitution within a sentence), and (c) tag-switching (interactional fillers code-

switching). The functions of code-switching used by English Lecturer in the classroom were found for three functions; they are to mark injections or to serve as sentence fillers, to clarify and emphasize a message, and to qualify a message.

### ***Keywords:***

Bilingualism;  
Code-switching;  
Multilingualism

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## INTRODUCTION

Language has the important aspect of the human life. Additionally, language is also use as a communication tool to communicate among human in the world. Meanwhile, according to Chaer and Agustina (2004), view from sociolinguistics, which relates to the use of language for speech communities influenced by social and cultural factors.

One is bilingualism. According to Wardhaugh (2010), bilingualism means the ability of communicating in two languages but with the possibility of the greater skill in one language. Another sociolinguistic phenomenon is multilingualism. Multilingualism refers to the ability of speaking in many languages. Basically, bilingualism and multilingualism are similar phenomena. Both of them refer to communicate in more than one language.

The phenomena of bilingualism and multilingualism are commonly found in classroom interaction when the teaching and learning process is in progress. It happens because the lecturers often use two languages. Based on the researchers pre-observation, the researcher found that the lecturer use local language when they make some jokes for their students, but when they have a lesson in classroom they use first language to explain the material. Actually, when the lecturer transfers the material in the teaching learning process the lecturer sometimes should be switch their language to explain clearly about the subject. So commonly, the English lecturers may be mindful to switch language while they are teaching in the class.

Therefore, in learning skill the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. The other reason is because the lack of motivation to students practices the foreign language in daily conversation. They are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students in learning English, among other the students' interest, the material, and the media as well as the technique in teaching English at classroom.

Based on the explanation above, there are some strategies that can be used by the lecturer in teaching and learning process. One of them is code-switching. Code-switching in the literature broadly refers to the systematic use of two or more languages or varieties of the same language during oral or written discourse. According to Wardhaugh (2010) said that the phenomena of code-switching is found in bilingual society, because they are usually required to select a particular code whenever they choose to speak, and they may also switch from one language to another language. Thus, it is feasible to conduct a study on code-switching by involving the members of the bilingual society who are supposed to switch the language.

In line with Richards and Schmidt (2002) state that code-switching is a change by a speaker or writer from one language or language variety to another one. code-switching can take place in a conversation when one speaker uses one language and the other speaker answers in different language. According to Poplack (1980) refer codes-switching to an "equivalence constraint" or rule that states that bilinguals in uttering sentences may use constituent of one language at one point and those of another at another point as long as the order of these constituents is shared by the two languages or the element of two languages do not violate a syntactic rule to each other. Meanwhile, according to Cook in Skiba (1997), code switching may be integrated into the activities used for the teaching of a second language. Bilingual lecturers commonly use two languages to teach the students in the classroom, especially, while English lecturers are teaching.

It means that the lecturer switches his/her language whether from English to Indonesia or Indonesia to English and also English to mother tongue or mother tongue to English. It can be known that the strategy of code-switching can be a useful tool in English language teaching and learning process. code-switching helps the sender transfer the information to the receiver effectively.

Based on the explanation above, the objectives of the research are to describe the types of code-switching used by the lecturer in classroom interaction and to find out the functions of the code-switching used by the lecturers in classroom interaction.

## **LITERATURE REVIEW**

In English language teaching, most lecturers talk to affect the way of students think and help the students easier to comprehend the material or to assist the listeners' comprehension by mixing and switching his language from English to Indonesian or Indonesian to English and sometime from English to their mother tongue to make. Here, some researchers have conducted research in relation to the switching language and its contribution to the teaching, learning process, and social life. The previous related research on code switching as follows:

Rezvani and Rasekh (2011) in his research found that CS is a frequently applied strategy and a valuable resource for bilingual lecturers in foreign language classrooms, and its judicious and skillful use can boost the quality of teaching. Moreover, it was found that EFL lecturers in this study tended to use the learners' L1 (i.e., Farsi) to serve a number of pedagogic and social functions, which contributed to better lecturer-student classroom interaction.

Othman (2015) found that the lecturers' feedback in the interviews, they confirmed code-switching for six functions: expressive, directive, referential,

phatic, poetic and linguistic, whereas students reported code-switching for 4 functions, based on the questionnaire: expressive, directive, referential, and poetic. By cross-checking the findings gained from the participants, there appeared to be significant consensus among the reasons for which they code-switching.

Horasan (2014) found that the perceptions of all participants on code-switching overlapped in that they believed that it was a tool that fostered learning at beginner levels and could be used to attract attention or for jokes, yet should be abolished as the proficiency level increases.

Jingxia (2010) found that code-switching in Chinese is a prevalent phenomena in EFL classroom of Chinese universities, and it plays a significant role in English learning and teaching process.

Qing (2010) found that code-switching in language classroom was not always a blockage or deficiency in learning a language, but may be considered as a useful strategy in classroom interaction, if the aim was to make the meaning clearer and to transfer the knowledge to students in an efficient way. In another word, the use of code-switching somehow builds a bridge from unknown to known and may be considered as an important element in language teaching when it is used efficiently.

Based on the research above, the researchers assumed that the previous researchers have similarities with this research. Meanwhile, this research focused on the use of code-switching by the lecturer in basic speaking classroom. This research tried to raise the awareness of the lecturer in sing code-switching in classroom. Besides, this research was not only to find out the types of code-switching, but also the functions of code switching in using code-switching in Basic Speaking class.

## **Types of Code Switching**

Basically, code-switching is a switching between two languages. Even though it sounds simple, but beyond the switching, it contains several rules in how to switch between the languages and the switching itself. Several linguistics experts agree and suggest these theories in their research as well. Below is the explanation of several theories from several linguistic experts, researchers or sociolinguistics experts especially in the types of code-switching.

Poplack (1980) as quoted in Romaine (2001), categorizes three types of code switching. They are tag switching, inter-sentential switching and intra-sentential switching.

### ***Tag Switching***

According to Romaine (2001), Tag switching involves the insertion of a tag in one language into an utterance which is otherwise entirely in the other language, e.g. *you know*, *I mean*, etc., to take some English examples. For

example: 'I'm pleased to see you're getting *Bewegungsmelder, ja*' (*Security light, yes*).

### ***Inter-Sentential Switching***

According to Romaine (2001), Inter-sentential switching involves a switch at clause or sentence boundaries, where each clause or sentence is in one language or another. In addition, the speaker is also usually unconscious of the switching. Romaine (2001) also said if Inter-sentential switching can be thought of as requiring greater fluency in both languages than tag switching since major portions of the utterance must conform to the rules of both languages. An example of inter-sentential code-switching: 'We're going to Nicky's House at nine and maybe to the bomb [a nightclub] afterwards. (Short pause). *Kristina bleibt allerding's zu hause sie muss noch arbeiten*' (*Unfortunately Kristina is staying at home because she still has to do some work*). The example shows if the conversation switches at a sentence boundary, marked with a short pause, at the point where the topic changes to refer the speaker's German housemate.

### ***Intra-Sentential Switching***

According to Romaine (2001), intra-sentential switching involves, arguably, the greatest syntactic risk, and may be avoided by all but the most fluent bilinguals. In intra-sentential code switching, the risk of jeopardizing the syntactic rule is much higher than the previous two.

In general, there are many types of code switching which has been established by some researchers. Nevertheless, the writer only focuses on Poplack's types of code switching in this research.

### **The Functions of Code Switching**

Code-switching is a condition where people switch one language to another language, or the other words, just switching between two languages. Sometimes people just do code-switching consciously (on purpose) or unconsciously while they communicate to each other. Then, there are functions of code switching from some experts in code switching (Gumperz, 1982): (1) The distinction between direct versus reported speech, or quotations. In this function, often the speech of another person would be different from what the reported one. They switch their language so they can assert the statement as identical as possible with the original statement that was uttered in particular language which is different from the language that the speakers use before quoting. (2) To mark injections or to serve as sentence fillers. This function is similar to the first type of code-switching namely tag switching which has been explained previously. (3) To clarify or emphasize a message. In order to emphasize a message, sometimes people make a repetition of the

meaning of the message. The referential value of a message is not really important, but the switch itself, because the same thing is already said in both language. To qualify a message. For this function, Gumperz (1982) do not give any explanation in terms of the motions topic and comment. (4) To specify an addressee as the recipient of the message. By employing code switching, a person can deliver his/her message to one of possible addressees. This function is to draw attention to the fact that the addressee is being invited to participate in a conversation by the speaker. (5) Making personalization versus objectification. Gumperz as cited in Romaine (2001) says that this contrast relates to things such as the distinction between talk about action and talk as action, the degree of speaker involvement in, or distance from a message, whether a statement reflects personal opinion or knowledge, whether it refers to specific instances or has the authority of generally known fact.

## **RESEARCH METHODOLOGY**

This research employed a descriptive qualitative as a research method. It is the process of learning that is try to describe and it is in line with the statement of the problem conducted by the researcher in previous chapter. According to Bogdan and Taylor (1975), as cited in Moleong (2006), qualitative research is a research procedure that represents a descriptive data such as words in written or oral from the people and behaviors that can be observed. These data are described in the form of words, sentences, or paragraph related to the text which the writer finds during the process of the study.

From the explanation above, the researchers conclude that qualitative research methods are developed in social events to enable researchers to study social and cultural phenomena and events. By using the qualitative method, the type, the functions and the factor of code-switching can be figured out.

The participant was one of English lecturers who taught English on Basic Speaking class at the third semester. In this research, the researchers used technique of purposive sampling to take the participants. According to Sugiyono (2010) defined that purposive technique sampling is one of the techniques used to determine the participants by using considering something. The participant of the research was one of English Lecturer who teach English on Basic Speaking at the third semester.

The instrument of the research were observation, recording, and documentation. Moreover, data which were collected in research analyzed on the basis of Interactive analysis model developed by Miles and Huberman (1994). There are three components in this model, reduction, displaying data, and verification.

## FINDINGS AND DISCUSSION

### FINDINGS

The result of this research was obtained through audio recording, classroom observation, and interview. Audio recording and classroom observation are done three times. The data from audio recording used to identify types of code-switching used by the Lecturer in Basic Speaking classroom interaction while data from classroom observation and used to find out the function of code-switching used by the lecturer in the classroom interaction.

#### Types of Code Switching

Based on the audio recording, the researcher found that the lecturer used some types of code-switching for certain activity in basic speaking classroom interaction. Those types of code-switching covered all types of code-switching proposed by Poplack (1980) as quoted in Romaine (2001). She used all the types when she did pre-activity, whilst-activity, and post-activity. Those are described into the following extracts.

#### *Tag Switching*

The researcher found that the lecturer started pre-activity by doing ice breaking to stimulate the students' prior knowledge about the given topic. There are some terms of code switching she used. The term identified as “*Okay*” in English, “*Oke*” in *Bahasa*, “*Yah*”, and sometimes “*Nah*”. She inserted those term into her utterances as described in the following example below.

#### Example in telling the topic

T : *Okay, Materi hari ini adalah...* The material for today is singular and plural.

Based on the example above, the researcher find out that lecturer says “*Okay*” and soon after that she switched her language into *Bahasa* by saying “*Materi kita hari ini adalah...*”. The term “*Okay*” she also used to ensure the student about the topic she wanted to teach. Besides, she also used the term to ensure the students about the topic of the day.

#### Example in clarifying the information

T : Memorise... *Okay, ada yang bangun jam 4 yah, yang lain*, what time did you wake up?

Based on the example above, the researchers find out that the lecturer inserted the term “*Okay*” and “*Yah*” to invite the student to guess the topic of the third meeting. After saying “*Okay*” she then switched her language into *Bahasa* by saying “*Ada yang bangun jam 4 yah*”. This utterance sounds as tag

question. The term “Yah” is like to the term “Isn’t it”. It used to clarify the information from the students.

#### Example in clarifying explanation

**T : Nah, singular is a word that indicates that there is one person, thing, place, or idea. Jadi, kata tunggal adalah sebuah kata yang orang satu benda satu tempat satu ide.**

Based on the example above, the lecturer was trying to clarify her explanation in the first meeting by saying “Nah” in bahasa and she then switched her language into English by saying “is a word that indicates that there is one person, thing, place, or idea”. The term “Nah” here used to convince the students’ understanding about the material.

#### ***Inter-Sentential Code Switching***

Inter-sentential code switching occurred between sentences or clauses. The researchers find that the Lecturer often switched her language from *Bahasa-English-Bahasa* or *English-Bahasa-English* in the first meeting till the third meeting. These phenomena mostly happened in whilst-activity especially when the Lecturer wanted to check the students’ understanding about the material or to invite the students in asking something related to the material.

#### Example in checking the students’ understanding

**T : Ada pertanyaan sejauh ini? Okey.. if there is no question, I have to call one of you untuk naik ke atas. Okey Bisa dihapus?**

Based on the example above, the lecturer speaks in bahasa to invite the students to ask something about the material through the utterance “*Ada pertanyaan sejauh ini?*”. When there were no any questions from the students, she ensured that the students’ have understood about the material by saying “Okey.. if there is no question, I have to call one of you *untuk naik ke atas. Okey Bisa dihapus?*”

#### Example in checking the students’ understanding

**T : Okey, any question for this? *Tidak ada? Kalau tidak ada*, I would like to test you one by one.**

Based on the example above, the lecturer asks the students in English by saying “Okey, any question for this?”. When, she was convinced by no respond from the student through the utterance “*Tidak ada? Kalau tidak ada*”, she switched her language into English to instruct the students to practice the material.



### ***Intra-Sentential Code Switching***

Intra-sentential code switching is identified by single sentence used by the Lecturer in basic speaking classroom interaction. The lecturer uses this type of code switching to confirm specific word in the teaching and learning process, to insist specific instruction to the students and to assert her explanation. The term of this type usually happened when the students didn't give response toward Lecturer's utterances and students didn't understand about the Lecturer's instruction. The term can be English into bahasa or vice versa.

#### Example in asking for eraser

T : Oke, **do you have eraser?** *Ada penghapus?*

T : Oke, singular and plural. *Ada yang tahu* what is the meaning of singular?

Based on the example above, the lecturer is asking for eraser from the students by saying "Ok, do you have eraser?" Her utterance didn't get response from the students. Thus, the Lecturer tried to emphasize her request by switching her language into Bahasa by saying "*Ada penghapus?*".

#### Example in insisting instruction to the students

T : **One of you finds the situation. One of you finds the expression. Jadi pasangan mu yang satu cari situasinya, pasanganmu yang lain cari ungkapannya** biar memudahkan make you easy to match the flash card (the students doing what the lecturer instruction)

Based on the example above, the lecturer switches her languages from English into Bahasa to assert her instruction to the students because some students looked confuse and didn't understand.

#### Example in asserting explanation

T : Minutes hand? *Ada yang tahu?* Minutes hand? **Okay jarum panjang itu long hand, jarum pendek short hand. Okay, so short hand to show hour and long hands to show minute.**

Based on the example above, the lecturer switches her languages from Bahasa into English by the utterance "*Okay jarum panjang itu long hand, jarum pendek short hand.*"

### **Functions of Code Switching Used by the Lecturer in Basic Speaking in Classroom Interaction.**

Since code switching has been classified into some types by some experts, it cannot be separated by its functions as stated in the previous chapter. The data of classroom observation and interview prove that the lecturer used every type of code switching for certain function both consciously and

unconsciously. Those types mostly covered the types of code switching proposed by Gumperz (1982). Those functions described in the following below:

### ***To Mark Injections or to Serve as Sentence Fillers.***

The researcher identified this function from the first type of code switching above, that is tag switching. There are some term used by the lecturer related to tag switching. Those are ***nah***, ***yah***, and specific words as described in the examples below:

#### Example 1:

T : **Oke, singular and plural!** *Ada yang tahu what is the meaning of singular?*

#### Example 2:

T : *Okey, you may search on google it doesn't matter tidak apa-apa ya tapi jangan Cuma di search ya you have to practice the expression. I accept the responsibility okey ini kalo meminta maaf how about forgiving bagaimana kalo memaafkan.*

#### Example 3:

T : *bisa ya, jadi ingat jika iya puluhan sorry dia belasan pakai teen sorry ada akhiran teen oke, jadi forty, sixty, seventy, di akhiran -ty okey and how about the cardinal number? Sorry ordinal number*

Example 1-3 above show that the word “oke”, “jadi”, “ini kalo” and “ya” have the same function which is to serve as injection. The lecturer switched her language and utters that word only to fill the sentence. Nevertheless, this kind of switch may also to mark her ethnic identity as Indonesian people with her students.

### ***To Clarify and Emphasized a Message.***

This function of code switching is for clarify the word or phrase in sentence. In this case, people switch their language to other language to highlight the intended meaning to clarify their message. It seems they repeat their message, but in other language. The examples of this function are:

#### Example 1:

T : **Ten minutes to ten, lagi sepuluh menit jam sepuluh.** What time do you go to campus this morning?

Example 2:

T : *ada yang dpat selain ini forgiving itu memaafkan sedangkan apologising meminta maaf*

Example 3:

T : **to show much in something, untuk menunjukkan jumlah sesuatu** one, okey one person, two people okey.

Example 4:

T : Bisa.. there is deer..*berarti dia satu. Tidak bisa.. kalo pake'* There are many ot there are *some, beberapa. Okey..Any questions so far? Ada pertanyaan sejauh ini?* Okey.. if there is no question, i have call one of you *untuk naik ke atas.*

Example 5:

T : okey, **now find your own partner temukan pasangannya.** Number one number one, number two number two

Example 6:

T : *Minute's* hand, *ada yang tahu minutes* hand. **Okey jarum panjang itu long hand, jarum pendek short hand.** Okey, so short hand to show hour and long hand to show minute.

This function appears among the lecturer in two contexts. The first one happens when the lecturer to clarify a particular term such as in exempling 2 and 6. This term can be a term which has cultural differences in English to Indonesia or conversely can simply be a vocabulary. The next one is when the lecturer wants to emphasize something by repeating the word or the sentences in Indonesian such as in the extract 1, 3, 4 and 5. In this case, the lecturer repeated her previous utterance from the target to the local language by translating it. The reason why the lecturer to do it because the lecturer wanted to make the students understand or comprehend the statement or the question.

***To Qualify a Message.***

There is no further explanation about this function, but this function almost same as the previous function. This function is used for clarify the message of the speaker but not by repeat the language with other language, just give explanation with other language. The examples of this function are:

Example 1:

T : **What do you call this? (menunjuk gambar jam di papan tulis)**  
**jarum panjang jarum pendek**

### Example 2:

T : *Kalau plural sendiri* is word indicate that there are one, two, or more person, thing, place or idea. ***Jadi kalau dia plural, Dia lebih dari satu. Oke? Like this ada berapa kipas angin in this class?***

This function appears among the lecturer in two contexts. The first one is when the lecturer wants to give the students example such as the case in example 2 where the lecturer wants to give the example about the topic she is explaining. One reason why the lecturer chooses to switch her language and provided the example in Indonesian is to have the student's gain better understanding by using example they are familiar with. The second one is occurred when the lecturer want to explain or introduce certain topic as in example 1. In the example 1, the lecturer asks the question in English about the part of o'clock. However, when the lecturer starts to explain the answer of her own question, the lecturer begins her explanation in Indonesian instead of English.

In this research, the researchers just find three functions of code switching that proposed by Gumperz. They are to mark injections or to serve as sentence fillers, to clarify and emphasized a message and to qualify a message. The researchers do not find the others functions in this research.

## **DISCUSSION**

The data was presented in two parts, namely the types of code switching, and the function of code switching used by lecturer in basic speaking classroom interaction as following:

### **Types of Code Switching Are Used by the Lecturer**

The data has shown that there were three types of code switching used by the lecturer of Basic Speaking Class in her classroom interaction. Those types are tag switching, intra-sentential and inter-sentential code switching.

The data had shown that the lecturer used tag switching when she explained the materials. For instance, when the lecturer explained the materials she used tag such as "oke", "yah" and sometimes "*Nah*" in her utterance. This switching involves the insertion of a tag, e.g. '*yah*', '*nah*' from language into a clause or sentence in a different language. The data from observation also shown that the lecturer often used tag switching when she began to start the lesson, start teaching something new, check the students' comprehension progress, and also when he gave assignment to her students.

Meanwhile, Intra-sentential code switching, however, used by the lecturer when he got down to start lesson, telling the objective of the materials, checking the students' comprehension progress when the English instruction

taking place, giving the student assignment and also making the announcement. For example, She changed her language by saying “Oke, do you have eraser? Ada penghapus?”. In her utterance there were so many code switching that began from the first language to the target language and the other way. She changed his language or phrase within a sentence.

Moreover, the last type of code switching that was used by the lecturer in the classroom interaction found from the data is inter-sentential code switching. This switching involves a switch at clause/sentence boundary.

The lecturer changed his language when she wanted to check student understanding about the material or to invite the students in asking something related to the material by saying “So, here are the expressions that you can use to say excuse, apologising, and forgiving. Ada yang mau bertanya? Okey, if you want to say apologising. It doesn’t mean that you just say I am sorry”. The data showed that the lecturer changed her language at clause and sentence level when she taught.

In relation with the result, it is found that lecturer used three types of code switching. She used tag switching to clarify her explanation, to obtain specific information from the students, and to clarify her information. Then, inter sentential code switching to check the students’ understanding about the material or to invite the students in asking something related to the material. The last, Intra-sentential Code Switching to confirm specific word in the teaching and learning process, to insist specific instruction to the students and to assert her explanation.

The result of this research is deal with some previous finding above. According to Rezvani and Rasekh (2011) in his research found that CS is a frequently applied strategy and a valuable resource for bilingual lecturers in foreign language classrooms, and its judicious and skillful use can boost the quality of teaching.

Similarly, Qing (2010) in his research found that code switching in language classroom was not always a blockage or deficiency in learning a language, but may be considered as a useful strategy in classroom interaction, if the aim was to make the meaning clearer and to transfer the knowledge to students in an efficient way.

Based on the explanation above, the researcher found that the lecturer used code switching in the class because most of the students do not understand the material when the lecturer used full English in the class when the lecturer explained the material. Thus, the lecturer switched the language from target language into the local language or conversely to make the students understand about the material.

### **The Functions of the Code-Switching Used by the Lecturer**

Since code-switching has been classified into some types by some experts, it cannot be separated by its functions as stated in the previous chapter. The data of classroom observation prove that the lecturer used every type of code-switching for certain function both consciously and unconsciously. Those types mostly covered the functions of code-switching proposed by Gumperz.

In this research, the researcher just found three function of code-switching that used by the lecturer in teaching learning process. The first function is to mark injections or to serve as sentence fillers. The researchers identified the word “*oke*”, “*jadi*”, “*ini kalo*” and “*ya*” have the same function which is to serve as injection. The lecturer switched her language and utters that word only to fill the sentence. Nevertheless, this kind of switch may also to mark her ethnic identity as Indonesian people with her students.

The second function is for clarify the word or phrase in sentence. In this case, people switch their language to other language to highlight the intended meaning to clarify their message. It seems they repeat their message, but in other language. This function appears among the lecturer in two contexts.

The last function is almost same with the previous function. This function is used for clarify the message of the speaker but not by repeat the language with other language, just give explanation with other language.

In this research, the researchers found that the lecturer only used code-switching for three functions; they are to mark injections or to serve as sentence fillers, to clarify and emphasized a message and to qualify a message. The writer did not find the others functions in this study.

### **CONCLUSION**

Based on the findings and the discussion in previous chapter, the types of code-switching used by the lecturer during the teaching and learning process consisted of three types. They are tag switching, intra-sentential code-switching and inter-sentential code-switching. The types of code-switching do not occur in the same time when teaching. The lecturer used code-switching for several functions. In this research, the researchers found that the lecturer only used code-switching for three functions; they are to mark injections or to serve as sentence fillers, to clarify and emphasized a message and to qualify a message. The researchers did not find the others functions in this study.

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