TYPES, FUNCTIONS AND FACTORS OF CODE SWITCHING AS TEACHING TECHNIQUE CONDUCTED

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Abstract

Code-switching is a phenomenon studied in sociolinguistics. It exists in multilingual societies like in Indonesia where people use more than one language to communicate including in classroom interaction, especially in the process of teaching English as a foreign language. This research was aimed to find out the types functions and factors of code-switching as teaching technique conducted by English Department Lecturers in teaching English to English Department Students at FKIP of Lambung Mangkurat University in the Academic Year of 2017/2018. This research was conducted through descriptive-qualitative method. The subjects were the lecturers of English Department. The researcher conducted observation and confirmed the results of it by using the interview. The research result indicated that in the process of teaching English, the lecturers sometimes switched their languages : English, Bahasa Indonesia, Banjarase, and Arabic. There were 3 types of code-switching used by the lecturers namely, tag-switching, intra-sentential-switching, and inter-sentential switching. While for the function, there were 3 functions of code-switching used by the lecturers, topic-switch, affective-function, and repetitive function. The factors were interjections, repetitive used for clarification, and the intention of clarifying the speech content for the interlocutor. In conclusion, the lecturers switched their languages in some types and for various functions depend on the situation of their teaching activity and students' need. It is suggested that the use of code-switching must be related to certain purposes in order to achieve the goals of teaching optimally.

Keywords: Code-switching, Types Functions Factors

INTRODUCTION

Language is used for communicating and interacting purposes with other human beings, human languages have characteristics as it is language is a system, a language can be viewed systematically from the fact that a sentence is not ordered randomly. The English language in ordering words into sentences has its own pattern and the pattern must be systematic. Language is also arbitrary it means language created on the basic social agreement. Language is social; language is socially acquired, then learned, and used. In the community communicates the idea by using the sound produced by speech organs, therefore language is spoken.

Language and society are an inseparable relationship because a language with social relations affects language usage. Basically, the use of language follows on the circumstances surrounding social environment. For instance, the physical environment can be conditioned by our language and a society can be seen from its physical environment.

Language and interaction in society are two things that are interconnected because in the life of society we certainly need the help of others in realizing our daily needs, then to interact in the

community language is needed as a tool to communicate, language is also important in a particular community. The language is not merely the means of communicating and interacting but also for shaping and maintaining the relationships among human.

Requirements for communicating process is to have the ability to master at least one language or termed with monolingual speakers, so capable of mastering two languages then this phenomenon called bilingual speaker, when someone is communicating using two different languages in the same individual this phenomenon, it is called bilingualism. In addition to that, besides language, there another term called 'code' that is used in daily interaction. Mu'in (2006) states that code refers to a language or a variety of the language itself. The examples of the code are the language, dialect, register, and style. According to Wardhaugh (in Mu'in, 2006),there are several influential factors that may affect language usage. Some of these factors are ;(a) Participants. Participants refer to who speaks, to whom he speaks; these participants are called the speech community. A group of society that implements the same pattern of speech signal called as speech community. The classroom is one of the places where the interaction occurs. The participants of this interaction are teacher and students. This may lead to the use of the same pattern of the speech signal as it is language or code which consists of the language, dialect, register, and style.(b) The Setting. The setting refers to where he speaks. (c) The topic. The topic refers to the topics discussed. (d) The function. Function refers to what and why he speaks.

Based on the factors of the language, there is a phenomenon called code-switching in daily interaction. Code-switching is typically used for strategies among language learners and bilinguals. Code-switching is a change between a language and a code at some point in a sentence or utterance. Code-switching in linguistics is identified as the speaker switches between two or more languages, or the type of language in a certain conversation. Code-switching is a process of alternation involved two languages in one discourse, sentence or constituency (Li Wei, 2000).In addition, the process changing from one language or variety to another inside a stretch of spoken discourse called are code-switching,code-mixing, bilingual speech etc. (Schendl H and Wright L, 2011).

One of the daily interactions occurs in the classroom. The exchange of thoughts, feelings, or collaborative ideas between two or more people that produce mutual effects with each other, such as the action performed by the teacher and the students during the teaching-learning process called as classroom interactions (Mu'in, 2018). Having done elaborating the background, the researcher believes that the use of code-switching in English foreign language is significantly important. For this reason, the researcher was interested in conducting a research entitle *types, function and factors ofcode-switching as a teaching technique conducted by English Department lecturers in the University of Lambung Mangkurat Banjarmasin.*
The researcher intends to conduct a research that will be limited to the questions:
1. What types of code-switching are use in teaching english as teaching technique conducted by English Department lecturers in Lambung Mangkurat University in Banjarmasin?
2. What functions of code switching in teaching english as teaching technique are conducted by English Department lecturers in Lambung Mangkurat University in Banjarmasin?
3. What factors influence the use of code switching in teaching english as teaching technique conducted by English Department lecturers in Lambung Mangkurat University in Banjarmasin?

METHOD

Since language is used for various purposes, there are numerous ways to classify its functions. In linguistics, there is no single design that all linguistics agree is the only method. (Gamal, 2018:113). One of the purposes is to interact in a classroom. Classroom interaction is a collaborative switch of mind, feeling, or ideas of people that results in a reciprocal effect on every individual such as the action performed by the teacher and the students during the teaching-learning process (Mu'in et al., 2018).One way to achieve the purpose is by code-switching. This research was a descriptive qualitative study intended to describe the code-switching phenomenon in classroom interaction based on the four functions suggested Mattson (1999). The qualitative research refers to studies that investigate the quality of relationship, activities, situations, or materials (Fraenkel and Wallen, 2006).

In this research, the researcher investigated the activities of code-switching as a teaching technique conducted by English Department lecturers naturally in the classroomlanguage English Department Lambung Mangkurat University Banjarmasin.

FINDINGS AND DISCUSSION

Subject 1, 2 and 3 or S1, S2 and S3 indeed used the switch-code in the teaching-learning process in S1, S2 and S3's class which were English and Indonesian. S1, S2 and S3 also agreed that they performed switch-codes according to code-switching functions such as building emotional understanding, explaining the particular topic and giving emphasis to the information.

Finding Summary of Function's Code Switching

Pre-activity
Subjects 1, 2 and 3 in pre-activity both used the affective function (related to emotional understanding to the students) aimed at building a comfortable atmosphere so that make students excited to start the lessons. The next function used by S1 in the pre-activity was repetitive (in order to convey the same message in both languages for clarity during teaching and learning process) aimed at making students feel easier to understand what will be learned, while S2 and S3 used the topic switch (in order to move to the next or which topic is under discussion), which aimed to move the students to focus on topics that are going to explained/discussed at beginning the lessons, and subject 3 also used the repetitive function (in order to convey the same message in both languages for clarity during teaching and learning process) aimed at making the students feel clearer and help their students understand every sub-topic of the lesson that would be learned.

While-Activity
Subjects 1, 2, and 3 in the while-activity both use affective functions (related to emotional understanding to the students) which aimed to make students feel comfortable when the lecturer explained the topics of the lesson and aimed to help them understand the lesson more easily by creating an atmosphere of closeness between the lecturer and students, and both used repetitive functions (in order to convey the same message in both languages for clarity during teaching and learning process) which aimed to make students feel clearer and help their students understand every sub-topic of the lesson easier, and also used the topic-switch function (in order to move to the next or which topic is under discussion), which aimed to move the focus of the students on the topic being explained/discussed.

Post-Activity

Subject 1, 2, and 3 in the post-activity both used the topic-switch function (in order to move to the next or which topic is under discussion), that aimed to move the focus of students on topics that are being explained/discussed. The next function used by S1 and S2 is affective function (related to emotional understanding to the students) that aimed to make students feel comfortable until the closing of the lesson (for instance during review and feedback) by creating an atmosphere of closeness between the lecturer and students in the class so as to keep students curious about the next lesson and what will learn at the next meeting. S1 used additional repetitive functions (in order to convey the same message in both languages for clarity during teaching and learning process) which aimed to make students feel clearer and help their students understand the lesson easier.

DISCUSSION

In this part will discuss the types of code switching used, functions and factors influencing code-switching. As discussed in chapter 2 in theory there are several types of code-switching that are used in learning process, including Tag-switching, Intra-sentential switching and Inter-sentential switching. The researcher will discuss one by one, as follows:

The switching of either a tag phrase or word, or both, from one language to another was called tag switching. In another word the code-switching at the level in tag phrase or word. The following is the example of the utterances of Tag-switching.

"Put the verb into the correct one this is simple present only....of....comparison is on page 14 *comparing ya."* (02.27)

In the example above, this utterance was taken at the time of basic grammar lectures, basic grammar subject had several sub-topics including nouns, pronouns, adjectives determiners, verb and tenses; simple present tense, present progressive tense, present perfect tense and simple past tense etc. When describing the tenses there were two languages (English and Indonesian) used by subject 1 when she was giving an explanation to the students. This utterance belongs to Tag-Switching because subject 1 alternated her language from English to Indonesia at the level in tag phrase or word.

"I would like to see the process of becoming the final product of your *own ya"* (04:11)

In the example above, this utterance was taken at the time of speaking class, speaking subject has several sub-topics including debate, debate system had some parts they were debate format, motion, prepare, points of information, timekeeper and adjudication. Being adjudicator, S2 used two languages (English and Indonesian) when he was giving an explanation to the students. This utterance belongs to Tag-Switching because subject 2 alternated his language from English to Indonesian at the level in tag phrase or word.

"Okay, done. And the number two is compounding, *ya?...*"

In the example above, this utterance was taken at the time of syntax class, syntax subject had several sub-topics including endocentric, exocentric, compounding, word formation, acronym, blending, back-formation process, clipping, coinage propername etc, when S3 explained about compounding there were two languages used by subject 3 when she was giving an explanation to students. They were English and Indonesian language. This utterance belongs to Tag-Switching because subject 3 alternate her language from English to Indonesia at the level in tag phrase or word. The lecturers did the tag switching because they alternated their languages at the level in tag phrase or word. It is accordance with the theory, according to the theory alternating or switching of either a tag phrase or a word or both from one language to another is called tag switching (Li wei, 2000)

The process of code-switching found inside a sentence or a clause is called Intra-sentential switching. In other word, a code switching process involving between in a sentence or in a clause contained in a single conversation was referred to as Intra-sentential switching. The following is the example of the utterances of Intra-sentential code switching.

"So, this person says I'am meeter, *sorry meting peter, meeting peterjadi meeter ya ?*(20.48) I'am meting peter tonight *yes sudah ketemu*?" (20.54)

In the example above, this utterance was taken at the time of basic grammar lectures, basic grammar subject had several sub-topics including nouns, pronouns, adjectives determiners, verbs, and tenses; simple present tense, present progressive tense, present

perfect tense and simple past tense etc. When describing the tenses there were two languages used by subject 1 when she was giving an explanation to students. They were English and Indonesian language. This utterance belongs to intra-sentential code-Switching because subject 1 alternated her language from English to Indonesia inside the sentence.

"Like loreal? Women ban right? Loreal? Sorry sorry sorry *maaf ya loreal is pembalut*? (49:53)

In the example above, this utterance was taken at the time of speaking class, speaking subject has several sub-topics including debate, debate system has some parts they were debate format, motion, prepare, points of information, timekeeper and adjudication. When S2 acted as adjudicator there were two languages used by subject 2 when he was giving an explanation to the students. They were English and Indonesian language. This utterance belongs to intra-sentential code-Switching because subject 2 alternated his language from English to Indonesia inside the sentence.

"influenza, *ya di sebutdengan flu saja, agak flu*, I got influenza" (32:29)

In the example above, this utterance was taken at the time of syntax class, syntax subject had several sub-topics including endocentric, exocentric, compounding, word formation, acronym, blending, back-formation process, clipping, coinage propername etc, when S3 explained about clipping there were two languages used by subject 3 when she was giving an explanation to students. They were English and Indonesian language. This utterance belongs to intra-sentential code-Switching because subject 3 alternated her language from English to Indonesia inside the sentence. The lecturers did the intra-sentential switching because they alternated their languages inside a sentence or clause. It is accordance with the theory, saying that intra-sentential switching is the process of code switching that found inside a sentence or a clause (Li wei, 2000)

Code-Switching happened at outside the sentence or the clause was called inter-sentential code-switching. Inter-sentential code-switching happened at the stage such as sentence or clause boundaries, where each clause or sentence is in one language or another. The following is the example of the utterances of Inter-sentential code switching.

"what this it means it is happening now yes? Atau kata temenya tadi sedang berlangsung. Yes " berlangsung". *Whats the different...? Lalu bedanya dimana ?"* (10.32)

In the example above, this utterance was taken at the time of basic grammar lectures, basic grammar subject had several sub-topics including nouns, pronouns, adjectives determiners, verbs, and tenses; simple present tense, present progressive tense, present perfect tense and simple past tense etc. When describing the tenses there were two languages used by subject 1 when she was giving an explanation to the students. They were English and Indonesian language. This utterance belongs to inter-sentential code-Switching because subject 1 alternated her language from English to Indonesia in each sentence.

"You said there are many ways to save animals. What ways? There's no explanation. *Even i got it same with Puspa later in cosmetic pharmacy and i forgot. Dimana saja selain itu?* Pharmacy? Cosmetic? Me.....dical" (53:23)

In the example above, this utterance was taken at the time of speaking class, speaking subject has several sub-topics including debate, debate system has some parts they were debate format, motion, prepare, points of information, timekeeper and adjudication. When S2 being adjudicator there were two languages used by subject 2 when he was giving

an explanation to students. They were English and Indonesian language. This utterance belongs to inter-sentential code-Switching because subject 2 alternated his language from English to Indonesia in each sentence.

"What do you think about endocentric? *Selain endocentric berikutnyaapa?"* (02:19)

In the example above, this utterance was taken at the time of syntax class, syntax subject had several sub-topics including endocentric, exocentric, compounding, word formation, acronym, blending, back-formation process, clipping, coinage propername etc, when S3 explained about endocentric construction, there were two languages used by subject 3 when she was giving an explanation to the students. They were English and Indonesian language. This utterance belongs to inter-sentential code-Switching because subject 3 alternated her language from English to Indonesia in each sentence. The lecturers did the inter-sentential switching because they alternated their languages outside the sentence or the clause. It is accordance with the theory, according to the theory alternating or switching happens at outside the sentence or the clause is called inter-sentential switching (Li wei, 2000)

As discussed in chapter 2 in theory there are several functions of code-switching that are used in learning process, including Topic-switch function, Affective function and Repetitive function. Following this the researcher will discuss one by one.

The topic-switch is the function when the lecturers switch code-switching in order to move to the next or which topic was under discussion. The following is the example of the utterances of topic-switch function.

"Yes it only has one form. *Itu kalo Miss bilang it only has one form itu tensesnya apa ?" (09.13)*

In the example above, this utterance was taken at the time of basic grammar lectures, basic grammar subject had several sub-topics including nouns, pronouns, adjectives determiners, verbs, and tenses; simple present tense, present progressive tense, present perfect tense and simple past tense etc. When describing the tenses there were two languages used by subject 1. They were English and Indonesian language. "*Itu kalo Miss bilang"* is Indonesian language which refers to *"if I said .."*in English. The lecturer tended to used the native language "*Itu kalo Miss bilang"* which is a familiar word to the students. By using native language the lecturer might not describe more the example that she gave to students, so the students focus instantly move to the topic under discussion.

"*Nah* it's really good. This word comes from Annisa. Yah, its murder. Cosmetic medical function commonly uses another testing." (52:33)

In the example above, this utterance was taken at the time of speaking class, speaking subject had several sub-topics including debate, debate system has some parts they were debate format, motion, prepare, points of information, timekeeper and adjudication. When S2 being adjudicator there were two languages used by subject 2 when he was giving an adjudication to students. They were English and Indonesian language. "*Nah"is an Indonesian word which refers to "that's right"*in English. The lecturer tended to use the native language "*Nah"* which is a familiar word in order to move to the next topic, so the students focus instantly move to the topic under discussion.

"Exocentric *yang seperti apa?* (02:36)

In the example above, this utterance was taken at the time of syntax class, syntax subject had several sub-topics including endocentric, exocentric, compounding, word formation, acronym, blending, back-formation process, clipping, coinage propername etc, when S3 explained about exocentric there were two languages used by subject 3 when she was giving an explanation to students. They were English and Indonesian language. *"yang seperti apa?"*is the Indonesian language which refers to *"what look likes"* in English. The lecturer tended to use the native utterance *"yang seperti apa?"* which is a familiar word to the students. By using native language the lecturer might not describe more to aske an example to students, so the students focus instantly to move to the topic under discussion (tried to give an example). The lecturers did the topic switch function because they switch code or switching to which topic under discussion. It is accordance with the theory, according to the theory when the lecturers switch code or switching to which topic under discussion is called topic switch function (Mattsson, F. 1999)

According to Mattson, F. (1999) Code-switching in teaching technique has an important role for the lecturer or teacher, for instance, the role of lecturer or teacher socialization, the importance of variation, switching topic and repetition in teaching and learning process, and lecture linguistics competence and insecurity.

The theory above clearly stated that the importance of code-switching is carried out in the teaching and learning process, especially in the explanation, theory and practice section in accordance with the facts in the field and this is understood by all subject as seen from the implementation of code-switching in utterances above.

The affective function is the function spontaneous expression of emotions and emotional understanding in discourse with students. The following is the example of the utterances of affective function.

"So, this person says I'am meeter, sorry meting peter, meeting Peter *jadi meeter ya* ? (20.48) I'am meting peter tonight yes sudah ketemu ?" (20.54)

In the example above, this utterance was taken at the time of basic grammar lectures, basic grammar subject has several sub-topics including nouns, pronouns, adjectives determiners, verbs, and tenses; simple present tense, present progressive tense, present perfect tense and simple past tense etc. When describing the tenses there were two languages used by the subject. They were English and Indonesian language. *"jadi meeter ya"*isthe Indonesian language whichrefers to *"become meeter Yeah?* in English. The lecturer tended to used the native language *"jadi meeter ya"* which is a familiar word to the students and as a joke. By used native language the lecturer tried created an atmosphere of closeness between the lecturer and students, which aimed to make students feel comfortable when the lecturer explained the topic of the lessons and help them understand of the lessons more easily.

"Like loreal? Women ban right? Loreal? Sorry sorry sorry *maaf ya loreal is pembalut*?" (49:53)

In the example above, this utterance was taken at the time of speaking class, speaking subject has several sub-topics including debate, debate system has some parts they were debate format, motion, prepare, points of information, timekeeper and adjudication. When S2 being adjudicator there were two languages used by subject 2 when he was giving an adjudication to students there were two languages used by subject 2 when he was giving an explanation to students. They were English and Indonesian language. *"maaf ya loreal is pembalut*?*"*is the Indonesian language which refers to *"Sorry Does Loreal is women ban ?* in

English. The lecturer tended to used the native language "*maaf ya loreal is pembalut*?*"* which is a familiar word to the students and as a joke. By using native language the lecturer tried creating an atmosphere of closeness between the lecturer and students, which aimed to make students feel comfortable when the lecturer explained the topic of the lessons and help them understand of the lessons more easily.

"FIFA, *ya, kesenangannya cowok ini, kan.* Federation of Internationational Football Association. Then, radar." (13:24)

In the example above, this utterance was taken at the time of syntax class, syntax subject had several sub-topics including endocentric, exocentric, compounding, word formation, acronym, blending, back-formation process, clipping, coinage propername etc, when S3 explained about acronym there were two languages used by subject 3 when she was giving an explanation to students. They were English and Indonesian language. "*ya, kesenangannya cowok ini, kan*?*"* is the Indonesian language which refers to *"Yes, this is the man's favorite, right ?* in English. The lecturer tended to use the native language" *ya, kesenangannya cowok ini, kan*?*"* which is a familiar word to the students and represent an appreciation. By using native language the lecturer tried creating an atmosphere of closeness between the lecturer and students, which aimed to make students feel comfortable when the lecturer explained the topic of the lessons and help them understand of the lessons more easily. The lecturers did the affective function because they switch code or switching in order spontaneous expression of emotions and emotional understanding in discourse with students. It is accordance with the theory, according to the theory when the lecturers switch code or switching in order spontaneous expression of emotions and emotional understanding in discourse with students is called affective function. (Mattsson, F. 1999)

According to Mattson, F. (1999) Code-switching in teaching technique has an important role for the lecturer or teacher, for instance, the role of lecturer or teacher socialization, the importance of variation, switching topic and repetition in teaching and learning process, and lecture linguistics competence and insecurity.

The theory above clearly stated that the importance of code-switching is carried out in the teaching and learning process, especially in the explanation, theory and practice section in accordance with the facts in the field and this is understood by all subject as seen from the implementation of code-switching in utterances above.

The function of code-switching when the lecturers or teachers convey the same message in both languages for clarity was called as a repetitive function. The following is the example of the utterances of Repetitive function.

"Ok sedang berlangsung, sekarang. Emmmm .....and then if it is done *kalo sudah selesai maka dia menjadi*, it becomes present perfect tense ya sudah berlangsung atau sudah selesai for example ..we study basic grammar on Monday and Wednesday. what about now ?" (11.13)

In the example above, this utterance was taken at the time of basic grammar lectures, basic grammar subject had several sub-topics including nouns, pronouns, adjectives determiners, verbs, and tenses; simple present tense, present progressive tense, present perfect tense and simple past tense etc. When describing the tenses there were two languages used by subject 1. They were English and Indonesian language. "*kalo sudah selesai maka dia menjadi?*" is the Indonesian language which refers to *"if it is done it becomes?"* in English. The lecturer tended to used the native language "*kalo sudah selesai maka dia*

*menjadi?"*which is a familiar word to the students. By using native language the lecturer tried to convey the same message in both languages for clarity during teaching and learning process which aimed to make students feel easier to understand the lessons.

"Mice embryo? *Hah mice embrio?*(57:47)"

In the example above, this utterance was taken at the time of speaking class, speaking subject had several sub-topics including debate, debate system has some parts they were debate format, motion, prepare, points of information, timekeeper and adjudication. When S2 being adjudicator there were two languages used by subject 2 when he was giving an adjudication to students there were two languages used by subject 1 when he was giving an explanation to students. They were English and Indonesian language. "*Hah mice embrio?*"ist he Indonesian language which refers to *"Whats mice embryo?"* in English. The lecturer tend to use the native language *"Hah mice embrio?"* which is a familiar word to the students. By using native language the lecturer tried to convey the same message in both languages for clarity during teaching and learning process which aims to make students feel easier to understand the lessons.

"...Now let us continue to the next. Word formation. We still talk about word formation from the text. So the process of how to form the word. *Kita masih lanjut berbicara tentang* word formation process, tadi yang sudah kita pelajari yang nomor satu itu apa? Yang pertama?" (11:01)

In the example above, this utterance was taken at the time of syntax class, syntax subject had several sub-topics including endocentric, exocentric, compounding, word formation, acronym, blending, back-formation process, clipping, coinage propername etc, when S3 explained about word formation there were two languages used by subject 3 when she was giving an explanation to students. They were English and Indonesian language. "*Kita masih lanjut berbicara tentang..."*is the Indonesian language which refers to *"We still talk about..."*in English. The lecturer tended to used the native language "*Kita masih lanjut berbicara tentang..."*which is a familiar word to the students. By using native language the lecturer tried to convey the same message in both languages for clarity during teaching and learning process which aimed to make students feel easier to understand the lessons. The lecturers did the repetitive function because they switch code or switching in order function to convey the same message in both languages for clarity. It is accordance with the theory, according to the theory when the lecturers or teachers convey the same message in both languages for clarity is called repetitive function. (Mattsson, F. 1999)

According to Mattson, F. (1999) Code-switching in teaching technique has an important role for the lecturer or teacher, for instance, the role of lecturer or teacher socialization, the importance of variation, switching topic and repetition in teaching and learning process, and lecture linguistics competence and insecurity.

The theory above clearly stated that the importance of code-switching is carried out in the teaching and learning process, especially in the explanation, theory and practice section in accordance with the facts in the field and this is understood by all subject as seen from the implementation of code-switching in utterances above.

As discussed in chapter 2 in theory there are several factors influencing code-switching that are used in learning process, including Interjections factor, Repetition used for clarification factor and The intention of clrarifying the speech content for the interlocutor factor. Following this the researcher will discuss one by one, the first is;

Interjections are words or expression, which are inserted into a sentence to convey surprise, strong emotion, or to gain attention. The following is the example of the utterances of Interjections factor.

"*Naah* it's really good" This word comes from Annisa. Yah, its murder. Cosmetic medical function commonly use another testing. (52:33)"

In the example above, this utterance was taken at the time of speaking class, speaking subject had several sub-topics including debate, debate system has some parts they were debate format, motion, prepare, points of information, timekeeper and adjudication. When S2 as adjudicator there were two languages used by subject 2 when he was giving an adjudication to students there were two languages used by subject 2 when he was giving an explanation to students. They were English and Indonesian language. "*Naah*-it's really good" is the Indonesian language which refers to *"that's right"* in English. The lecturer tended to used the native language "*Naah*" which is a familiar word to the students and these utterances belong to Interjection because by using the native language "*Naah*" the lecturer tried to gain students attention.

"*Nah, Kan*…NATO, North Atlantic Treaty Organization. Apalagi? (13:05)"

(North Atlantic Treaty Organization (together)

In the example above, this utterance was taken at the time of syntax class, syntax subject had several sub-topics including endocentric, exocentric, compounding, word formation, acronym, blending, back-formation process, clipping, coinage propername etc, when S3 explained about acronym there were two languages used by subject 3 when she was giving an explanation to students. They were English and Indonesian language. "*Nah, kan*…NATO...*"* is the Indonesian language whichrefers to *"that's right"* in English. The lecturer tended to use the native language "*Naah*" which is a familiar word to the students and these utterances belong to Interjection because by using the native language "*Naah*" the lecturer tried to gain students attention.

"...Oke, nah. From the initial letter of the constituent word. Kira-kira contohnya seperti apa itu? (12:28)

"(U.S.A United State of America ...(together)"

In the example above, this utterance was taken at the time of syntax class, syntax subject had several sub-topics including endocentric, exocentric, compounding, word formation, acronym, blending, back-formation process, clipping, coinage propername etc, when S3 explained about acronym there were two languages used by subject 3 when she was giving an explanation to students. They were English and Indonesian language. *"...Oke, nah..."*is the Indonesian language which refers to *"Okay,right..."* in English. The lecturer tended to used the native language *"...Oke, nah..."*which is a familiar word to the students and these utterances belong to Interjection because by using the native language "*Naah*" the lecturer tried to gain students attention. The lecturers did the interjection factor because they alternated their languages they inserted words or expression into a sentence in order to convey surprise, strong emotion, or to gain attention. It is accordance with the theory, according to the theory interjections factor are words or expression, which are inserted into a sentence to convey surprise, strong emotion, or to gain attention Hoffman In Sinulingga (2009)

According to Hoffman in Sinulingga (2009), there are several reasons why the utterer use code-mixing and code-switching his language from one language to another for instance interjection, repetitive used for clarification and Intention of clarifying the speech content for the interlocutor.

The theory above clearly stated that there were several reasons why the utterer use code mixing and code switching or the factors influencing code-switching, theory and practice section in accordance with the facts in the field and this was understood by all subject as seen from the factors influencing code-switching in utterances above.

In repetition, a message in one code is repeated in the other code literally. When the speaker repeats or clarify the words that the speaker said, it will make the listener more understand the intent of what the speaker said. The following is the example of the utterances of Repetition used for clarification factor.

"What this it means it is happening now yes? Atau kata temenya tadi sedang berlangsung. (10.32)   Yes berlangsung , what's the different?... *Lalu bedanya dimana?"*

Silent...(looking for the differentiate)

In the example above, this utterance was taken at the time of basic grammar lectures, basic grammar subject has several sub-topics including nouns, pronouns, adjectives determiners, verb, and tenses; simple present tense, present progressive tense, present perfect tense and simple past tense etc. When describing the tensesthere were two languages used by subject 1 when she was giving an explanation to students. They were English and Indonesian language. "*Lalu bedanya dimana?*" is Indonesian language which refers to *"what's the difference?"* in English. The lecturer tended to used the native language "*Lalu bedanya dimana?*"which is a familiar word to the students and these utterances belong to repetition used for clarificationbecause by using native language "*Lalu bedanya dimana?*"the lecturer tried to clarify the words that the subject 1 said to make the listener more understand what the subject 1 said.

"Hahahaha loreal? *Oh ya. Hahaha. Okay got it"* (50:03)

Students: Ha..ha..ha.(agreed)

`In the example above, this utterance was taken at the time of speaking class, speaking subject has several sub-topics including debate, debate system has some parts they were debate format, motion, prepare, points of information, timekeeper and adjudication. When S2 as adjudicator there were two languages used by subject 2 when he was giving an adjudication to students there were two languages used by subject 2 when he was giving an explanation to students. They were English and Indonesian language. "*Oh ya*" is the Indonesian language which refers to *"Okay got it?"* in English. The lecturer tended to used the native language "*Oh ya*" which is a familiar word to the students and this utterance belong to repetition used for clarification because by using native language "*Oh ya*" the lecturer tried to clarify the words that the subject 2 said to make the listener more understand what the subject 2 said.

"...We still talk about word formation from the text. So the process of how to form the word. *Kita masih lanjut berbicara tentang word formation process*, tadi yang sudah kita pelajari yang nomor satu itu apa? Yang pertama? (11:01)*"*

Ya...(agreed and understood)

In the example above, this utterance was taken at the time of syntax class, syntax subject has several sub-topics including endocentric, exocentric, compounding, word formation, acronym, blending, back-formation process, clipping, coinage propername etc, when S3 explained about word formation process there were two languages used by subject 3 when she was giving an explanation to students. They were English and Indonesian language. "*Kita masih lanjut berbicara tentang...*"is Indonesian language which refers to *"we still talk about..."*in English. The lecturer tend to use the native language "*Kita masih lanjut berbicara tentang...*"which is a familiar word to the students and this utterance belong to repetition used for clarificationbecause by using native language "*Kita masih lanjut berbicara tentang...*"the lecturer tried clarify the words that the subject 3 said to make the listener more understand what the subject 3 said. The lecturers did the repetition used for clarification factor because they alternated their languages they repeated a message in one code into another in order make the listeners more understand the intent of what the speaker said. It is accordance with the theory, according to the theory in repetition, a message in one code is repeated in the other code literally. When the utterer repeats or clarify the words that the utterer said, it will make the listener more understand the intent of what the utterer said Hoffman In Sinulingga (2009)

According to Hoffman in Sinulingga (2009), there are several reasons why the utterer use code-mixing and code-switching his language from one language to another for instance interjection, repetitive used for clarification and Intention of clarifying the speech content for the interlocutor.

The theory above clearly stated that there were several reasons why the utterer used code mixing and code switching or the factors influencing code-switching, theory and practice section in accordance with the facts in the field and this was understood by all subject as seen from the factors influencing code-switching in utterances above.

When bilingual or multilingual person talks to another bilingual, there will be lots of codeswitching occurs. It means to make the content of the speech runs smoothly and can be understood by the listener. A message in one code is repeated in the other code in the somewhat modified form. The following is the example of the utterances of The intention of clraifying the speech content for the interlocutor factor.

"You said there are many ways to save animals. What ways? There's no explanation. Even i got it same with puspa later in cosmetic pharmacy and i forgot. *Dimana saja selain itu?* Pharmacy? Cosmetic? Me.....dical" (53:23)

Students: Medical...(agreed)

In the example above, this utterance was taken at the time of speaking class, speaking subject has several sub-topics including debate, debate system has some parts they were debate format, motion, prepare, points of information, timekeeper and adjudication. When S2 as adjudicator there were two languages used by subject 2 when he was giving an adjudication to students there were two languages used by subject 2 when he was giving an explanation to students. They were English and Indonesian language. "*Dimana saja selain itu?*" is Indonesian language which refers to *"where else besides it?"* in English. The lecturer tended to used the native language "*Dimana saja selain itu?*" which is a familiar word to the students and this utterance belong to intention of clarifying the speech content for the interlocutor because subject 2 sent a message in one code was repeated in the other code in somewhat modified form, to make the content of his speech run smoothly.

"It's dangerous you know. The mouse can contribute to the disease so when a human being is getting you to know the food from mouse licking you know. The tongue inside the bacteria coming from the mouse. Coming to human and the human get pest. Finally. *Penyakit apa ya*?" (01:01:22)"

Students: " Typus Sir..(together)

In the example above, this utterance was taken at the time of speaking class, speaking subject has several sub-topics including debate, debate system has some parts they were debate format, motion, prepare, points of information, time keeper and adjudication. When S2 as adjudicator there were two languages used by subject 2 when he was giving an adjudication to students there were two languages used by subject 2 when he was giving an explanation to students. They were English and Indonesian language. "*Penyakit apa ya*?"is the Indonesian language which refers to *"what disease?"* in English. The lecturer tend to used the native language "*Penyakit apa ya*?" which is a familiar word to the students and this utterance belong to intention of clarifying the speech content for the interlocutor because subject 2 sent a message in one code was repeated in the other code in somewhat modified form, to make the content of his speech run smoothly.

"Televise from television. Kemudian edit from editor ya. *Ada editor dulu, editornya mana, ngapain editor itu?* Sedang meng-edit, itu memangawalnya itu." (27:59)

Students: Yes ...

In the example above, this utterance was taken at the time of syntax class, syntax subject has several sub-topics including endocentric, exocentric, compounding, word formation, acronym, blending, back-formation process, clipping, coinage propername etc, when S3 explained about back formation process there were two languages used by subject 3 when she was giving an explanation to students. They were English and Indonesian language. "*Ada editor dulu, editornya mana, ngapain editor itu?*" is the Indonesian language which refers to *"there editor first, where the editor, what does editor do?"* in English. The lecturer tended to used the native language "*Ada editor dulu, editornya mana, ngapain editor itu?*" which is a familiar word to the students and this utterance belong to intention of clarifying the speech content for the interlocutor because subject 3 sent a message in one code is repeated in the other code in somewhat modified form, to make the content of his speech run smoothly. The lecturers did the intention of clarifying the speech content for the interlocutor factor because they alternated their languages they repeated message in one code into another code in the somewhat modified form, in order to make the content of the speech runs smoothly and can be understood by listener. It is accordance with the theory, according to the theory when billingual or multilingual person talks to another bilingual, there will be lots of code switching occurs, in order to make the content of the speech runs smoothly and can be understood by the listener. A message in one code is repeated in the other code in the somewhat modified form is called the intention of clarifying the speech content for the interlocutor factor Hoffman In Sinulingga (2009)

According to Hoffman in Sinulingga (2009) there were several reasons why the utterer used code-mixing and code-switching his language from one language to another for instance interjection, repetitive used for clarification and Intention of clarifying the speech content for the interlocutor.

The theory above clearly stated that there are several reasons why the utterer use code-mixing and code switching or the factors influencing code-switching, theory and

practice section in accordance with the facts in the field and this was understood by all subject as seen from the factors influencing code-switching in utterances above.

CONCLUSION AND SUGGESTION

Conclusion

According to the research result, the researcher can conclude that there are three types of code switching conducted by English Department lecturers in Ulm Banjarmasin the first is tag switching, the second is intra-sentential switching and the third is inter-sentential switching. The function of code switching conducted by English Department there are three functions, the first is topic switch function, the second is affective function and the third is repetitive function. Factors influencing of code-switching conducted by English Department lecturers there are three factors, the first factors is interjection factor, the second is repetition used for clarification factor, and the third is the intention of clarifying the speech content for the interlocutor factor.

Suggestions

English is a difficult since it is foreign language. The Lecturer can use code-switching as teaching technique in teaching and learning process. It prove that switch-code is a suitable teaching technique which can help to move student's focus on topics that were going to learn, make the students get clarity, and make the students easier to understand the lessons by creating of closeness between the lecture and students for instance over the joke while in teaching and learning process, and manage code-switch to uses simple word.

Code-switching can use as a teaching technique in teaching and learning process. Hence, it is suggested to other researcher to conduct further studies by using code switching in other Department s or to non-English students.

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