

**The study on CODE-SWITCHING done by lecturers at the english  
department, faculty of letters and fine arts,  
sebelas maret university surakarta**



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**MOTTO**

“No one can go back and make a new beginning but anyone can start from now and make a happy ending”.

(NN)



**DEDICATION**

This thesis is dedicate to:

My mom,

My dad,

My sister,

My brother, and

My brother in law in heaven: May you rest in peace



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## ABSTRACT

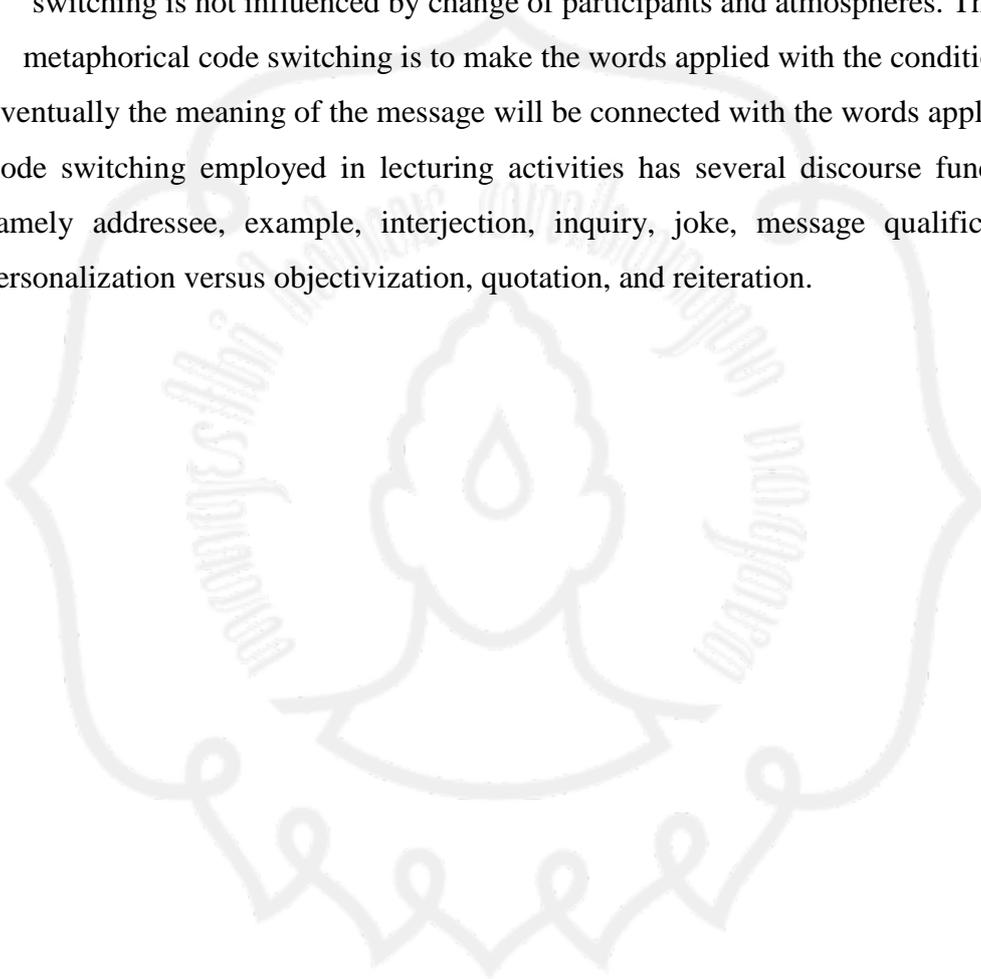
This thesis is entitled **‘THE STUDY ON CODE SWITCHING DONE BY LECTURERS AT ENGLISH DEPARTMENT, FACULTY OF LETTERS AND FINE ARTS, SEBELAS MARET UNIVERSITY’**. Code switching is phenomenon occurring in the language, which is employed by lecturers in lecturing activities.

The study was conducted to classify the types of code switching and the discourse functions of the code switching employed in lecturing activities.

This is a sociolinguistics research, which employs descriptive method. The samples were taken by using purposive sampling technique.

The results of the research indicates the following:

1. There are two types of code switching employed by lecturers in the lecturing activities. They are Situational Code Switching and Metaphorical Code Switching. The situational code switching occurs under the influence of excluded participants and atmosphere changes. On the other hand, the occurrence of metaphorical code switching is not influenced by change of participants and atmospheres. The metaphorical code switching is to make the words applied with the condition eventually the meaning of the message will be connected with the words applying.
2. Code switching employed in lecturing activities has several discourse functions namely addressee, example, interjection, inquiry, joke, message qualification, personalization versus objectivization, quotation, and reiteration.



## CHAPTER I

### INTRODUCTION

#### A. Research Background

Language, both spoken and written is constantly used by human being. They use a language to reveal their personal identities, characters, and backgrounds, and to share their thoughts to others. In brief, humans use language to communicate and interact with others in their everyday life. Tarigan (1984) claims that by using a language, human beings create beauty, express their feelings, and distribute their knowledge and culture from generation to generation.

For that reason, language can not be separated from social life. A study which concerns with the relationship between language and society is called sociolinguistics. According to Chaika (1982:2) sociolinguistics is the study of the ways people use language in social interactions. More detailed explanation is offered by Fishman who explains that sociolinguistics is the study of the characteristics of language varieties, the characteristics of their functions, and the characteristics of their speakers as these three constantly interact, change, and change one another, both with and between speech communities (1978:7). In other words, sociolinguistics is inclined to study language variations.

The phenomenon of language variation occurs in a community which have many kinds of languages, or in the other words in a bilingual society. Edward (1994) states that generally speaking everyone in this world at least knows one or two words of a foreign language. Indonesia is one example of many

countries where people speak more than one languages. Indonesia has hundreds of languages, since each tribe in Indonesia has its own language. Besides there are also many foreign languages such as English, Mandarin, Germany, Dutch, and Japanese learned by people in Indonesia.

Since there are some languages mastered by people, therefore, in communication, it is possible for speakers to insert some words from other languages into their conversations. Speakers can also choose between two or more different languages in their communication dealing with their competence in those languages. Many sociolinguists in Fasold (1984) say that this is, in fact, one of the major kinds of choice we have to deal with, and is sometimes called 'code switching' (Greenfield 1972; Herman 1968; Laosa 1975; Rubin 1968b; Sankoff 1980). Code switching is considered as aspects of a language dependency in a bilingual society (Umar & Napitupulu, 1994:13).

Based on the observation done by the researcher, the phenomenon of code switching also exists in education. The phenomenon occurs when lecturers give lessons in a class at the English Department, Sebelas Maret University Surakarta. The lecturers here are bilinguals since they speak more than one languages. The language applied during the lesson is English, for the subjects are English. However, in their activities in giving lectures, they often change from one language to another. In this case, the bilinguals (the lecturers) switch from English to Indonesian or sometimes they switch from English to Javanese.

The two following examples will make the above phenomenon easy to understand.

(1.) L: I don't know what's the name *rempela ati itu lho; sapi itu khan rempela ati* for them, they don't eat it, for us *itu untuk jagong manten*, for them *untuk anjing, menghina dia!*

S: Ha...ha...ha...(Laugh suddenly)

The lecturer first used English, then suddenly he switched to Javanese because he could not express the proper words of "rempela ati" in English. Then he continued the dialogue while mixing between three languages; Indonesian, Javanese, and English back and forth.

(2.) L: Ok one of your friends told us that she doesn't employ an eye contact. Do you agree?

S: Yes.

L: She's very busy doing her own business, because actually she had already a very big problem earlier in the first time she came she entered to the room. Ok that's it. Ok, let's continue! *Monggo Mas pun terusaken!*

The participants of the conversation are lecturer and students. Firstly, the lecturer applied English in talking to her student. Then, she switches to Javanese. The switching happened for that reason there was another participant namely, a technician, besides her and her students. Actually, he entered into the class for doing his job as a technician since the lesson used a projector as a media. Besides, he could not speak English. That was the reason why the lecturer switched to Javanese when she asked him to turn on and off the projector.

(3.) L: Today we will record the passage. They who are not in order booth try to have the recording after this er by borrowing the other booth.

S: (Did not have any response)

L: *Jadi bagi mereka yang boothnya nggak jelas sesudah ini saya akan memberikan sekali lagi rekaman* er to those who are not in good order booth.

The switch to Indonesian here was an explanation of the lecturer's statement in English since the students in the classroom did not make any response. Then the switch back in English was for emphasizing the statement.

(4.) L: What kind of psychological effect will you get when somebody says "**Ah kita pikir-pikir dulu ah**". "**Oh tentu saya setuju, memang harus dipikir, tetapi jangan lupa paket ini adalah paket terbaik**".

Here the lecturer's switch to Indonesian has the purpose to give an example for the students to have a clear understanding of the lesson.

(5.) L: Who has pets at home ? Somebody? Pets; cat, dog, somebody?

S: Taufik ngingu anjing....

L: *Taufik ? Taufik masa ngingu anjing, nggak ya, nggak ngingu kok ya ?*

S: Ha...ha...ha....

The lecturer here wanted to make a joke so that he switched to Javanese, mixed with Indonesian.

Such phenomenon stimulates the researcher to classify the types of code switching and its functions when bilingual lecturers switch from one to another language in a conversation. Then, the researcher chooses **The Study on Code-Switching Done by Lecturers at the English Department, Faculty of Letters and Fine Arts, Sebelas Maret University Surakarta** as the title of the thesis.

### **B. Scope of the Study**

The research is focused on the classification of code switching. It also discusses some functions of its code switching. Other phenomenon occurred such as code mixing will not be discussed in this thesis.

The data were taken from the use of code switching employed by lecturers at the English Department Sebelas Maret University Surakarta.

### **C. Problem Statements**

Motivated by the above facts, the researcher proposes the problem of the research as follows:

1. What are the types of code switching employed by lecturers in lecturing conversation?
2. What are the functions of its code switching carried on the lecturing conversation by lecturers?

### **D. Research Objectives**

Based on the statement of the problems, the researcher is intended to:

1. Classify the types of code switching employed by lecturers in lecturing conversation.
2. Interpret the functions of its code switching carried on the lecturing conversation by lecturers.

### **E. Research Benefits**

The findings of study of code switching employed by lecturers at the English Department, Faculty of Letters and Fine Arts, Sebelas Maret University Surakarta are highly expected to provide contributions in the area of Sociolinguistics research. Specifically, the phenomena of code switching used by lecturers will be a resourceful input for students and other researchers in the Sociolinguistics field.

### **F. Research Methodology**

The research is descriptive which is employed to describe the phenomenon existing in the society (Fishman, 1972, p.3). This research is conducted by collecting, classifying, analyzing data, and then drawing conclusion.

The setting of the research is the English Department, Sebelas Maret University, and the research was conducted from March to April 2001.

The source of data of this research is the lecturers' speech act. The sampling technique utilized in this research is a purposive sampling.

Further research methodology will be clarified in Chapter Three.

## **G. Thesis Organization**

The result of the research will be composed in the form of a thesis. It will be easier to be understood if the thesis is presented in a systematic way. The systematic way is as follows:

Chapter I : Introduction, consisting of Research Background, Scope of the Study, Problem Statement, Research Objectives, Research Benefits, Research Methodology, and Thesis Organization.

Chapter II : Review of Related Literature consisting of Sociolinguistics, Ethnography of Speaking, Bilingualism, Language Choice, Domain, Code Switching, Code Mixing, Discourse Function of Code Switching, and Related Research.

Chapter III : Research Methodology, which covers Method of research, Data and Data Collection, Data, Sample, and Technique of Sampling, Instrument of the Research, Research of Data Coding, and Data Processing and Data Analysis.

Chapter IV : Data Analysis and Discussion.

Chapter V : Conclusion and Suggestion.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents some theoretical frameworks, which are utilized in the process of conducting the research. It includes Sociolinguistics, Ethnography of Speaking, Bilingualism, Language Choice, Domain, Code-switching, Code-mixing, Discourse Function of Code Switching, and Related Research.

#### **A. Sociolinguistics**

Sociolinguistics can be acceptable as a subject of two disciplines, sociology and linguistics. Its study, however, can not leave to refer linguistics fields such as phonology, morphology, syntax, and semantic, since the structure of language used by its user society is also carried on to represent its language.

Some definitions of Sociolinguistics are quoted here as the bases of analysis. Hudson (1996:1) defines “Sociolinguistics as the study of language in relation to society”. It means that Sociolinguistics is a kind of study that concerns with language which is studied based on the relationship with its users.

Other definitions of sociolinguistics, which emphasize on the study related to the forms of language variation used within society, come from some Sociolinguists. Chaika states that “Sociolinguistics is the study of the ways people use language in social interaction” (1982:2). It is concerned with trivial matters in everyday lives, such as how to talk to everyone met in the course of a day, likes

friends, teachers, family, and strangers; and why you talk as you do and they talk as they do. Further Fishman (1972) in Umar and Napitupulu's *Sosiolinguistik Dan Psikolinguistik (Suatu Pengantar)* provides a description about sociolinguistics as a study, which concerns with the relationship between language usage and social behavior. While, Chaklader (1990) proposes that "Sociolinguistics concentrates its study upon the societally pattern variations in language usage". It deals with various social factors and their mutual interactions with languages (p.1). It can be interpreted that sociolinguistics as the study of language is applied to find out what language patterns used by its user society as the way of communication in social interaction.

According to Trudgill (1992) "Sociolinguistics is a term used to describe all areas of the study of the relationship between language and society" (p.68). According to this view, the study shows how language can be studied in relation to its social environment.

From the definitions above, it is clear that Sociolinguistics, studies the use of pattern of language variation as the way of social interaction related to its user society and all aspects of social and cultural values. To conclude, language and society are interrelated.

## **B. Ethnography of Speaking**

Ethnography of speaking, is a branch of sociolinguistic. It is concerned not simply with language structure, but with language use, with rules of

speaking...the ways in which speakers associate particular modes of speaking, topics, or message forms, with particular settings and activities (Hymes in Coulthard, 1998).

Moreover, according to Trudgill, the ethnography of speaking studies the norms and rules for using a language in social situations in different cultures and is thus clearly important for cross-cultural communication (1992: 31). It means that the ethnography of speaking studies on how people in a particular group or community communicate with each other and how the social relationship between these people affect the type of language they use.

According to Fasold (1990) the essential concepts used in ethnography of speaking are speech community, and the unit of interaction, which consists of speech situations, speech events, and speech acts.

## **1. Speech Community**

### **1.1. Concept of Speech Community**

Sociolinguistics uses the term “Speech Community” to allude to a community based on language. Bloomfield (1933) defines speech community as follows: “A speech community is a group of people who interact by means of speech” (p.42). In other words, a speech community is a group of people who communicate with each other by using a language.

Another definition is proposed by Spolsky who states that “A speech community is all the people who speak a single language and so share notions of what is same or different in phonology or grammar” (1998:24). It can be said that

speech community is the whole set of people who speak the same language and share the same types of language.

Similarly, the theories above are supported by Trudgill, who argues that speech community is:

“A community of speakers who shares the same **verbal repertoire**, and who also share the same norms for linguistics behavior, including both general norms for language use of the type studied in the **ethnography of speaking**, and more detailed norms for activities such as style shifting of the type studied by **secular linguistics**” (1992: p.69-70).

According to this view, the group of people does not only share the same language but also share a set of norms and rules for the use of language.

Therefore, it can be summarized that a speech community is a group of people who shares at least a single speech variety and have the same rules for interacting.

## 1.2. Types of Speech Community

According to the number of languages used in a speech community, which involved more than one language, speech community can be divided into four main types as follows:

### a. Monolingual

Monolingual community essentially speaks only one language. At the present time, the monolingual speech community rarely exists.

### b. Bilingual

Bilingual community is a sociolinguistic phenomenon where people have some functional ability in a second language (Spolsky, 1998:45). Bilingualism is

widespread in the world since people speak more than one language. Bilingualism will be further explored in a separate subchapter of this thesis.

c. Multilingual

A multilingual community generally speaks two or more languages. This phenomenon coincides with bilingual speech community. The sociolinguists use the term 'bilingualism' to refer to individuals, whereas the term 'multilingualism' is used to refer to societies or nations (Trudgill, 1992:53).

d. Diglossia

Diglossia is the situation where one language is normally used for high matters such as government, religion, and education and another for everyday concerns (Chaika, 1982:241). The primary is called 'High' variety of language or prestigious standard, used in formal occasion, meanwhile the later is named 'Low' variety of language, used in informal occasion (Trudgill, 1992:27).

## 2. Speech Situations

The speech situation refers to the context within the speech occurs but which is not directly governed by the rules of speaking.

Related to the term Speech Situation, Hymes (1974) defines that speech situations deal with situations of speech, which is signed by the norms in speech. The different situation will carry out the context differences or norms of speech. In sociolinguistic point of view, speech situation is not focused on the patterns of speech, but it refers to the context of speech.

A situation refers to any constellation of statuses and setting which constrain the interaction that should may occur. At a university, a class is a situation. From the standpoint of the authorities, the criteria include the presence of a lecturer and students, there are strong constraints on topical relevance.

### 3. Speech Events

Coulthard in his book (1985: 42) explains that speech events are the largest units for which one can discover linguistic structure and are not necessarily coterminous with the situation.

Actually, in the ethnography of speaking, speech event is a higher level unit for the analysis of conversational interaction than the speech act. A speech event consists of one or more speech acts. The example of speech events can be found in the course of conversations, lectures, and prayers (Trudgill 1992: 70).

Thus, the research data are considered as the implementation of the speech events. The discussion in giving lecture includes requests, commands, and jokes which are punctuated the dialogue are considered as speech act, while the activity is included of conversation (speech events), and the activity takes place in the lecture (speech situation).

Meanwhile, there are several components of speech events, namely Setting, Participants, Ends, Art Characteristics, Key, Instrumentalities, Norms of Interaction and of Interpretation, and Genre. They form an acronym **SPEAKING**. Hymes in Fishman (1972: 52) proposes the **SPEAKING** in a heuristic schema as follows:

- (S) **SETTING** or **SCENE**: time and place; also, psychological setting and cultural definition as a type of scene
- (P) **PARTICIPANTS** or **PERSONNEL**: e.g., addressor-addressee-audience
- (E) **ENDS**: ends in view (goals, purposes) and ends as outcomes
- (A) **ACT CHARACTERISTICS**: the form and the content of what is said
- (K) **KEY**: the tone, manner or spirit in which an act is done
- (I) **INSTRUMENTALITIES**: channel (the choice of oral, written, telegraphic, or other medium) and code (Spanish, English, etc.) or subcode (dialect, sociolect)
- (N) **NORMS of INTERACTION and of INTERPRETATION**: specific behaviors and properties that may accompany acts of speech, as well as shared rules for understanding what occurs in speech acts
- (G) **GENRES**: categories or types of speech acts and speech events: e.g., conversation, course, prayer, lecture, etc.

#### 4. Speech Acts

Speech acts is the minimal unit of a conversational analysis. A number of speeches act combine to form a speech event. Hymes defines that speech acts include greetings, summonses, jokes, commands, apologies, and introductions (Trudgill 1992:69).

The form of speech acts can be a single (one) word, one sentence, and also more than one sentence. For instance, people asking something, giving

commands requests something and so forth. They all are considered as speech acts (Searle 1976:10).

### **C. Bilingualism**

According to Chaika (1982), “Bilingualism is the study of those who speak two or more languages, when and where they speak, and the effect of one language on the other” (p.225). In other words, anyone who is able to speak another language besides his mother tongue, is considered as a bilingual.

Meanwhile, Haugen (in Romaine, 1984) draws that “Bilingualism begins when the speaker of one language can produce complete meaningful utterance in other language” (p. 11). It can be said that a bilingual phenomenon occurs where there is one who has the ability in producing another language perfectly. It seems that the ability or skill of the other language is more significant to the occurrence of bilingualism phenomenon than the used of the language itself.

A further concept of bilingualism is offered by Trudgill (1992) who considers bilingualism as the ability of an individual to speak two or more languages (p.13). It is just same as Haugen who simplifies the description of bilingualism as knowledge of more than one languages. The term ‘bilingualism’ is used by many sociolinguists to refer to individual, even if they are trilingual, quadrilingual, etc., and reserve the term ‘multilingualism’ for nations or societies, even if only two languages are involved (ibid.).

Ager (1990:7) adds the distinction between societal bilingualism (or multilingualism), in which essentially monolingual communities may live in close contact with each other, and individual bilingualism, where everybody has more than one languages. This concept tends to emphasize on the scope of speakers to determine whether the bilingual is as an individual phenomenon or social phenomenon.

Therefore, the code switching conducted in the English Department lecturers makes use of Haugen's concept of bilingualism. By this, this study is conducted to analyze lecturers utterance as bilinguals with reference to the use of English-Indonesian-Javanese in the lecturing activities.

#### **D. Language Choice**

The possibility that can be made in a society among language varieties is language choice. The people have to choose between languages and between varieties within the same languages.

According to Fasold (1984), there are three kinds of language choice. The first one is, one of the major kinds of choice we have to deal with, is code switching. The second one is more subtle than code switching. That is code mixing, where pieces of one language are used while a speaker is basically using another language. The third one, there is variation within the same language. It can be interpreted that the use of language choice is dealt with Code Switching in which people choose to carry out the typical language within a conversation.

Another occurrence of language choice usually appears in the term of code mixing and borrowing.

There are two considerations in language choice proposed by Hudson (1996). The first one is, which language will be comprehensible to the person addressees, where speakers choose a language which the other person can understand. In this research, the consideration is applied by lecturer when giving explanation in certain language to be more comprehensible for the students. An example could be cited as follow:

(6) L: Semi formal. So your friend say is semi formal. It is not informal because he still employs a good and polite body language ya. And he uses still some discourse markers in it and the choice of words belong to the formal one, but he employs, he insert some jokes here and there ya. So he tries to build an atmosphere which more relax. Do you pay attention to that? Ya? *Jadi nggak begitu kaku gitu ya, jangan sampai kalo presentasi lalu yang mengikuti presentasi itu takut semua.*

The second one is, which language will be suitable for a certain domain, in what situation (formal or informal) the conversation takes place. In this research, the consideration is applied when the lecturer is talking to an excluded participant in certain language in the middle of lecturing activity. The example related to this consideration would be as follow:

(7) L: Ok good morning er there are assignment that you compose er of way, how to make it-no-how the cycle of the rain ya, the cycle of the rain ya *nah terus bentar-bentar ya-Mas tolong ya saya ngajar* (talk to students

outside the class)- er before we go on with another text exposition-discussion, first of all you like to see whether you have undertook well for explanation what explanation is, crosscheck ya crosscheck, er everybody have composed it, haven't you?

### **E. Domain**

Dealing with language choice, one must consider which one is appropriate to a certain domain. In Trudgill's book *Introducing Language and Society*, it is considered as a concept employed particularly in studies of code switching in multilingual contexts and in the study of other situations where different language, dialects or styles are used in different social contexts. While according to him a domain is a combination of factors, which are believed to influence choice of code (language, dialect or style) by speaker. Those factors are participants (in conversation), topic and location (1992:29).

In Fasold, Fishman introduced one way of examining language choice from the sociologist's point of view. He proposed that there were certain institutional contexts, called domains, in which one language variety is more likely to be appropriate than another (1984:183).

Fasold (Ibid.) describes domain as a constellation of factors such as location, topic, and participants. For example, if a speaker is at home talking to another member of her family about an everyday topic, that speaker is said to be in the family domain. Domain is related to diglossia, and some domains are more

formal than others are. In diglossia community, the Low language is used in the family domain; on the other hand the High language will be used in a more formal domain, such as education.

Thus, several definitions of domain which have been described above will be used to discover in which domain the data of the research belong to, since there is differentiation of domains, such as family, friendship, neighborhood, education, government, and employment proposed by some sociolinguists in their research.

The domain appropriated to the research data belongs to education, since the observation took place at English Department, Sebelas Maret University, and the participants who are involved in the conversation are lecturer and students. Add to that, the topic which discussed by participants is related to the subjects belong to English Department' syllabus.

### **F. Code-Switching**

This sub chapter discusses about the consequence when people as bilingual and multilingual are involved in the language they know. The consequence is that people switch from one language to another. In other words, people apply more than one languages in their conversation. The use of two or more languages in a conversation is called Code Switching, as supported by these following definitions.

The follows are several descriptions related to the term 'Code Switching' as defined by some sociolinguists.

### **1. The Definition of Code Switching**

The term 'Code Switching' here covers some sociolinguists' insights. First insight refers to Code Switching defines by Trudgill as the process whereby bilingual or bidialectal speakers switch back and forth between the same conversation (1992: 16). It means that the speakers employ more than one languages in a conversation.

Haugen in Gardner uses the term 'switching' to cover the alternate use of two languages, 'code switching', when a single word is introduced (1991: 44). It means that in a conversation, the speaker employs pieces of words another language.

Another insight comes from Myers-Scotton, who explain that such switching involves the use of two or more languages in the same conversation, usually within the same conversation turn, or even within the same sentence of that turn (1995: vii).

This study also makes use of the insight from Hudson, who proposed code switching as a condition where there is anyone, who speaks more than one language, chooses between them according to circumstances. The first consideration is which language will be comprehensible to the person addressed; generally speaking, speakers choose a language which the other person can

understand (1996: 51). It also means that the use of a certain language sometimes become the important thing, considering the situation within the conversation.

## **2. The type of Code Switching**

The classification of Code Switching is proposed by Bloom and Gumperz by divided Code Switching into two types. Those types are Situational Code Switching and Metaphorical Code Switching (1971).

### **2.1. Situational Code Switching**

Situational Code Switching refers to the situation type that will predict which variety a speaker will employ (Downes 1984: 62). It refers to the situation that decides the use of language.

Denison gives an example related to the use of Situational Code Switching. That is the study in Sauris, Italy. In this community, three varieties are applied in different domain. At home, the local variety of German is applied; in semi-public places likes local bar, Friulian, the regional dialect of Italian is used; and in church and school, they apply standard Italian. In another word, we can say that any language has its own social function, which can not be fulfilled by another language (in Downes, 1984: 62).

Further, Hudson adds that the choice of language is controlled by rules, which members of the community learn from their experience, so the rules are part of their total linguistic knowledge (1996: 52).

In short, Situational Code Switching occurs when the code change is caused by the change of topics or participants. In Situational Code Switching, the change of participant and also atmosphere are followed by the switch of code. The example below will make the understandings above clear:

- (8). 'So that you can er have a good presentation in front of the public ya. Let's continue! *Mari Mas diteruskan!* So it's going to begin from the very beginning, but this is going to be the chapter one. Oh sorry, this is the bad one, because we have the cross ya. This is the bad example. So everything is started with bad example.\_\_(watch film)\_\_Ok, er *pun pause rumiyin Mas nggih!* Yak what's wrong with that?

The Indonesian and Javanese switching applied in the example above, shows that the speaker (lecturer) talks to another participant (excluded participant), who is not the member of the lecture activity, in this case, lecturer and students.

## 2.2. Metaphorical Code Switching

Dealing with Metaphorical Code Switching, Downes explains that the use of variety alludes to the social values it encodes, but is otherwise inappropriate to the situation in which it is uttered (1984: 64). It can also be interpreted that metaphorical code switching happens when a variety that normally used in one kind of situation, is used to change previous situation related to the utterance used.

Bloom and Gumperz (in Hudson, 1996:53) show cases, where it is the choice of language that determines the situation, which are called Metaphorical Code Switching. They also quote an example that arose out of their research in a town in northern Norway, Hemnesberget, where there is a diglossic situation, with one of the two standard Norwegian languages (Bokmal) as the High variety and a local dialect, Ranamal, as the Low one. The example is as follow:

- (9). In the course of a morning spent at the community administration office, we notice that clerk used both standard and dialect phrases, depending on whether they were talking about officials affairs or not. Likewise, when residents step up to a clerk's desk, greeting and inquiries about family affairs tend to be exchanged in the dialect, while the business part of the transaction is carried on in the standard.

According to Hudson, the example shows that speakers are able to manipulate the norms governing the use of varieties in just the same way as they can manipulate those governing the meanings of words by using them metaphorically (ibid.).

The same view proposed also by Bloom & Gumperz (in Scotton, 1993: 52). Here, the language switch relates to particular kinds of topics or subject matters rather than to change in social situation. It indicates that metaphorical code switching involves change in topical emphasis.

Another view may be a consideration that metaphorical code switching occurs when there are no changes of situations or participants. The corresponding codes can be likened to metaphors, which convey nuances of meaning interpretable by looking into the context within which the speech event occur

(Gunarwan thesis, 2000: 21). The example of Metaphorical Code Switching is as follows:

- (10). 'That is important because those discourse markers will keep your presentation structured and keep on organized way. Ok, *hal-hal kecil barangkali ya; pertama, kedua, kemudian ya, akhirnya. Itu dipakai untuk merangkai organisasi presentasi anda.* Ok, that's it ya'.

The example above shows the code switching that is not caused by the change of atmosphere and another participant's arrival. The switching into Indonesian happens when the lecturer needs to give explanation to students related to the subject to make clearer a part of the subject discussed.

### **G. Code-Mixing**

Code Mixing is one of language dependency in bilingual society. It means that in a bilingual society, it is hardly possible for the speakers to apply only one code or one language absolutely without any necessity in making use of another language.

Dealing with Code Mixing, Trudgill states that Code Mixing is the process whereby speakers indulge in code-switching between languages of such rapidity and density, even within sentences and phrases, that it is not really possible to say at any given time which language they are speaking (1992: 16). It seems that the language used in the conversation is difficult to detect. The use of

two languages or more does not deal with the change of situation, topic, and participants.

In addition, Kachru in Suwito gives a definition of Code Mixing as the using of two languages or more by putting elements of one language into another language consistently (1997: 89). Thelander adds the theory by defining that the elements, which are involved in the 'co-occurrence', are limited to clause level. In another word, an utterance can be categorized as Code Mixing when there is a mixing or combination between different variations in a same clause, in the utterance (in Suwito 1997: 89).

Furthermore, Jeanine uses the term Code Mixing as the switching between language within sentence (1993: 29).

From the definitions above, it can be seen that all definitions have the same limitation understanding of Code Mixing. That is the process, where a fluent bilingual uses two or more languages in talking to another by putting elements of one code into another code without any change at all in the situation. It also works on the theory that defines Code Mixing is the condition where there is a fluent bilingual talking to another fluent bilingual change language without any change at all in the situation (Hudson, 1996: 53).

The discussion of code mixing is presented as a complementary theory only and it will not be discussed further in the next chapter since this research is not included code mixing in its analysis.

## H. Discourse Functions of Code Switching

The consequences of bilingualism is Code Switching phenomena, where a speaker, in this case is a bilingual has to face the choice of language in a certain conversation. By switching into another language, a speaker has certain intentions as the reason why s/he changes language. For that reason, Code Switching in a conversation has functions.

Chaika proposes that a bilingual speaker's use of two languages, then, is strongly motivated by social situation and topic of conversation, as well as by the very real need to identify with compatriots (p.239). It can be interpreted that the functions of Code Switching always depend on the social context and individual context of speaker in which the conversation takes place. The social context here deals with the domains including the participant, the topic being talked, and the place.

Gumperz in *Discourse Strategies* (1982:75-80) proposes a number of Code Switching functions. There are six functions as follows:

### a. Quotations

The use of Code Switching is identified as direct quotations or as report speech. The function is as quotation mark when bilinguals report and present a direct speech by using its original language.

For example:

(11). *Hindi-English* Code Switching: The Code Switching is from a conversation among Hindi speaking college students and writers in Delhi.

I went to Agra, *to maine apne bhaiko bola ki* (then I said to my brother that), if you come to Delhi you must buy some lunch.

- (12). *Spanish-English* Code Switching: The Code Switching occurs in a conversation among two Chicano professionals. The speaker is talking about her baby sitter.

She doesn't speak English, so, dice que la reganan: "*Si se les va olvidar el idioma a las criaturas*" (she says that they would scold her: "they are surely going to forget their language).

b. Addressee specification

In a second function the switch serves to direct the message to one of several possible addressees.

Example:

- (13). A group of Hindi speaking graduate students are discussing the subject of *Hindi-English*:

A: Sometimes you get excited and then you speak in Hindi, then again you go on to English

B: No nonsense, it depends on your command of English

B: (shortly thereafter turning to a third participant, who has just returned from answering the doorbell). *Kan bai bai* who is it?

c. Interjection

In other cases, CS serves to mark interjection or sentence filler. The example below is Slovenian-German Code-Switching, which occurs in Austrian village conversation. B replies to A prior to continuing in Slovenian.

(14). A: *Grta yata* (go there)

B: Ya so ist das.

d. Reiteration

Frequently a message in one code is repeated in another code, either literary or somewhat modified form. In some cases such a repetition may be served to clarify what is it, but often they simply amplify or emphasizing a message. The following example is *Hindi-English* Code Switching which occurs in Father in India calling to his son, who has learning to swim in a swimming pool.

(15). *Baju-me jao, andar mat* (go to the side not inside) Keep to the side.

e. Message Qualification

Another switch consists of qualifying constructions such as sentence and verb complements or predicates following a copula. The following example is *English-Spanish* code switching.

(16). The oldest one, *la grande la do once anos* (the big one who is eleven years old).

f. Personalization versus Objectivization

The function of Code Switching can be used to mark personalization versus objectivization. The code here seems to relate to such things 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. The example above illustrates this. It is about *Hindi-English* code switching in college student conversation.

(17). A: *Vaisna ai* (did Vaishna come?)

B: She was supposed to see me at nine thirty at Carol Bag.

A: Karol Bag?

B: *ar mai na baje gharse nikla* (and I left the house at nine).

B's English response to A's Hindi question here treats the appointment as an objective fact. B shift back to Hindi in explaining his own actions.

In this study, interpretation of the function on the use of Code Switching, the researcher focuses on Gumperz' findings in Code Switching functions above.

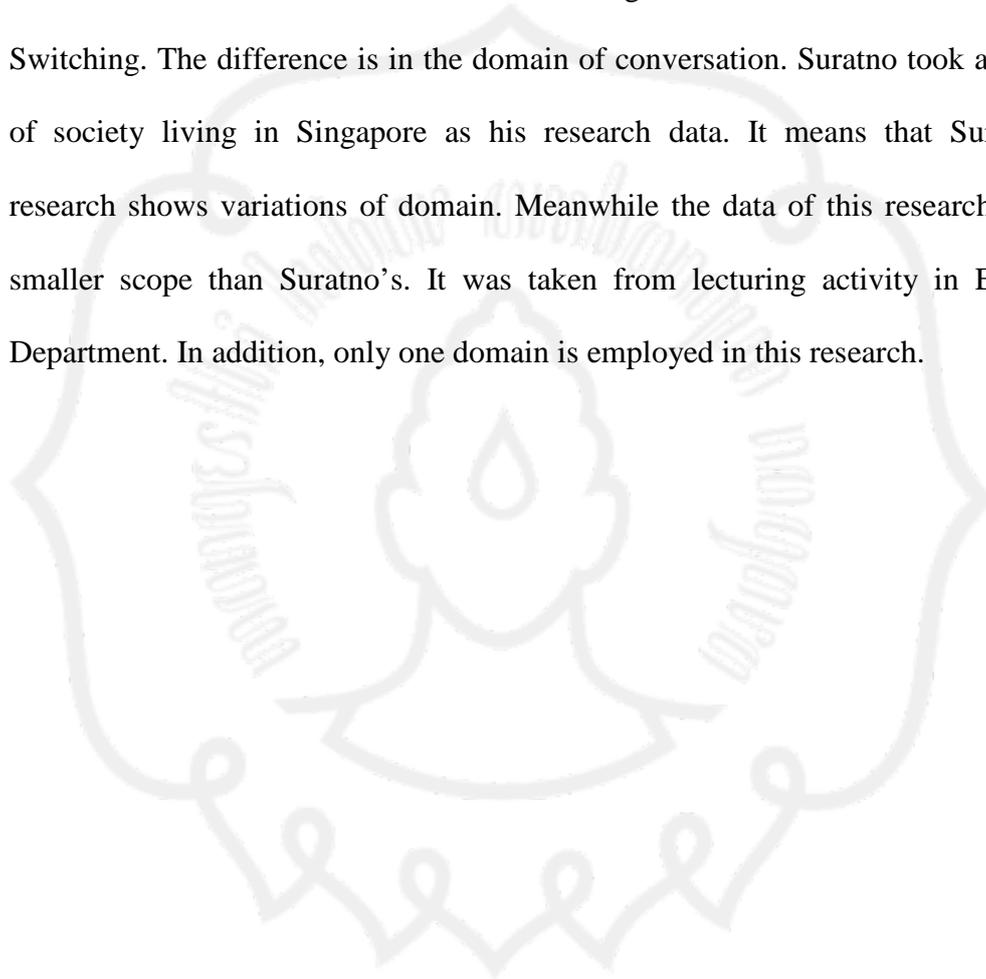
### I. Related Research

One of the sociolinguistics researches related to Code Switching study has been conducted by Hermawan Adi (1999) entitled "**The Analysis of Conversation Code Switching in Dialogue Liputan 6 SCTV**". This research is a descriptive socio-pragmatic study. In his thesis, he tried to describe the discourse functions of conversation Code Switching in the Liputan 6 SCTV. In addition, he described the types of condition in which speakers switch code within conversation.

Another research dealing with Code Switching has been conducted by Suratno (2002) entitled "**A Study of Code Switching by Singaporean English – Malay Bilinguals**". This research is focused on the analysis of Code Switching'

types and functions based on the domains of conversation. The types and the functions of Code Switching are analyzed to represent the findings of study that Code Switching is a typical way of communication from a group of society.

This research has same approach with Suratno's. The research also involves the classification of Code Switching and the function of the Code Switching. The difference is in the domain of conversation. Suratno took a group of society living in Singapore as his research data. It means that Suratno's research shows variations of domain. Meanwhile the data of this research has a smaller scope than Suratno's. It was taken from lecturing activity in English Department. In addition, only one domain is employed in this research.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Method of Research**

The research is a descriptive research, namely the purpose of the research is to get a systematic description of the facts and the characteristics of the data. The procedures of this research are collecting, classifying, and analyzing data, and then drawing conclusion of the data (Hadi, 1992:3).

#### **B. Data and Data Collection**

The data of this research were the transcript of the conversation between English Department lecturers and students in activities of giving lecture. The topic of conversation depended on the subject they discussed, emphasizing on the lecturers rather than students. The language used by the lecturers is English, although their daily languages are Indonesian and Javanese. Therefore, the lecturers frequently inserted Indonesian and Javanese into their speech in the form of words or phrases.

There is a reason why the researcher chooses the lecturers' speech in the activity of giving lecture as the source of data. In this speech, there are more than one languages involved in the conversation. The lecturers frequently insert Indonesian and a little Javanese in their speech. The Indonesian and Javanese

switching applied in the conversation has discourse functions that motivate speakers to switch codes, based on the situation and the topic of conversation.

In collecting the data the researcher recorded the conversation and made transcription of the conversation in the form of dialogue list. The process of transcription was continued by process of data coding. Then the data are ready for analysis.

There are 9 data sources collected by the researcher, each of which duration was approximately 60 minutes. The first data source is the subject of Listening Comprehension in the fourth semester, taken on March 9<sup>th</sup>, 2001. The second data source is the subject of Listening Comprehension in the second semester, taken on March 14<sup>th</sup>, 2001. The third is the subject of Oral Proficiency in the second semester, taken on March 14<sup>th</sup>, 2001. The fourth source data is Public Relation subject in the sixth semester, taken on March 15<sup>th</sup>, 2001. The fifth source data is Oral Proficiency in fourth semester, recorded on March 20<sup>th</sup>, 2001. The subject of Listening Comprehension in the second semester is the sixth source data, taken on March 21<sup>st</sup>, 2001. The seventh source data is the subject of Listening Comprehension in the fourth semester. The subject was recorded on March 23<sup>rd</sup>, 2001. The subject of Writing in the fourth semester is the eighth source data. It was taken on April 17<sup>th</sup>, 2001. The last source data is Public Relation in the sixth semester, which was recorded on April 26<sup>th</sup>, 2001.

### **C. Data, Sample and Technique of Sampling**

The data of this research consisted of the conversations in the activity of giving lecture at English Department UNS, employing the conversational code switching. The samples of this research are taken from this data.

According to Arikunto (1983), a sample is a part of the representatives of the data being observed. The technique of choosing sample from the data is called sampling technique (Hadi, 1983:22). The researcher employed a purposive sampling method in this study. Hadi explains that the sample is obtained by considering certain criteria, conformed to the purpose of the research. These criteria have any relations with the nature and the characteristics determined (ibid.: 70). The criteria applied in this research are concerning with the use of Indonesian and Javanese within conversations based on the code switching analysis.

### **D. Instrument of the Research**

To make a well arranged research, the research is conducted as follows: collecting, classifying and analyzing the data, making interpretation and drawing conclusion of the research. In conducting this study, the researcher is supported by some instruments, such as cassette and tape recorder.

### E. Research of Data Coding

To make the classification and the analysis of the data in this research easier, some codes were given to each datum.

The data coding in this research is as follows:

1. The Arabic numeral codes 01, 02, 03, 04, ... were used to show the order of the datum number.
2. Some alphabetic codes LC, OP, PR, and W were used to show the subject learned. While to show the class semester where the subject belongs to, the researcher used arabic numeral 2, 4, 6 following the alphabetic code. They are:
  - LC = Listening Comprehension
  - LC-2 = Listening Comprehension the second semester
  - LC-4 = Listening Comprehension the forth semester
  - OP = Oral Proficiency
  - OP-2 = Oral Proficiency the second semester
  - OP-4 = Oral Proficiency the forth semester
  - PR = Public Relation
  - PR-6 = Public Relation the sixth semester
  - W = Writing
  - W-4 = Writing the forth semester
3. Furthermore the researcher used alphabetic capital letters to classify the types of switching and. It can be seen below:
  - SCS = Situational Code Switching.

- MCS = Metaphorical Code Switching.

4. The functions of Code Switching were classified as follow:

- a. a = addressee
- b. e = example
- c. m = message qualification
- d. i = interjection
- e. iq = inquiry
- f. j = joke
- g. po = personalization vs objectification
- h. q = quotation
- i. r = reiteration

The classification of Code Switching would be written as follow:

SCS i = Situational Code Switching functioned as interjection

MCS iq = Metaphorical Code Switching functioned as inquiry

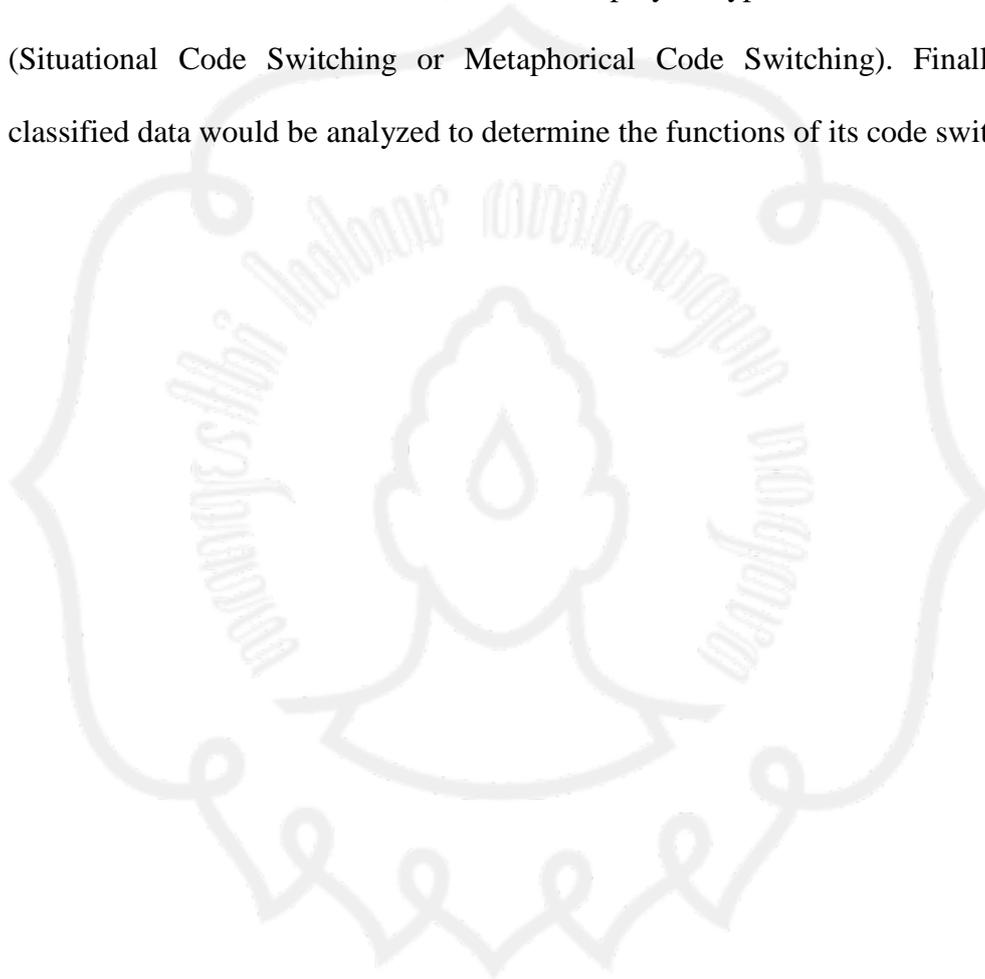
5. The last, to show the exact time when the data was taken, the researcher used the letter 'M' for March and 'A' for April followed by the Arabic numeral as the date, so does the year. For example, the data was taken on March 14<sup>th</sup>, 2001 was written in M14-01.

All the coding put together into the sentence show as follow:

03/PR-6/MCS-j/M15-01 = It is the third data of Public Relation subject, the sixth semester, and it is classified in Metaphorical Code Switching employing the function of joke taken on March 15<sup>th</sup>, 2001.

### **F. Data Processing and Data Analysis**

The process of analyzing data is the method used for analyzing the collected data. These are as follows: firstly, the listed dialogues would be identified and given codes to the subject. Then, the researcher would classify the data list to find out sentences, which employed types of Code Switching (Situational Code Switching or Metaphorical Code Switching). Finally, the classified data would be analyzed to determine the functions of its code switching.



## CHAPTER IV

### A. DATA ANALYSIS

The conceptual framework has been presented in chapter II. This chapter consists of the analysis of the research, which is performed according to the framework to discover the answer to the problem statements stated in Chapter I.

The data is analyzed first to classify the types of Code Switching employed by English Department lecturers in lecturing activities. After the classification, the data is interpreted for showing the functions of its Code Switching.

Consequently, this chapter is divided into two sub chapters. The first sub chapter construes the data based on the types and the functions of Code Switching. Then the second sub chapter will be a discussion of the types and the functions of the Code Switching.

#### **1. The Types of Code Switching Employed by English Department Lecturers in Lecturing Activities**

As described in the second chapter, Code Switching is divided into two types. Those are Situational Code Switching and Metaphorical Code Switching. Therefore, the data obtained are classified into these two types of code switching. Both types of code switching employed by English Department lecturers in

lecturing activities. The following is the classification of each type of Code Switching.

### **1.a. Situational Code Switching**

Based on the analysis, the Situational Code Switching is influenced by two things. Those are participant and atmosphere.

Participants in the research data are lecturers and students. Lecturers and students are called included participants, since they are engaged in discussion during the lecturing activity. Besides, there is another participant who is considered as an excluded participant, namely anyone who is not involved in a discussion activity, although he/she attends the class, where the activity of giving lecturer takes place. The existence of the excluded participant here can influence the language used by the lecturer.

Atmosphere, in this context is the situation when the lecturing activity is under way. The change of this atmosphere is sometimes caused by element that is considered is not in the right place. The change of atmosphere influences the switch of language applied by the lecturer.

The following list shows the data belonging to Situational Code Switching:

14/LC-4/SCS-po/M9-01, 18/LC-4/SCS-i/M9-01, 19/LC-4/SCS-i/M9-01,  
26/LC-4/SCS-po/M9-01, 27/LC-4/SCS-i/M9-01, 05/LC-4/SCS-a/M23-01  
01/W-4/SCS-a/A17-01, 01/PR-6/SCS-i/A26-01, 02/PR-6/SCS-a/A26-01,  
03/PR-6/SCS-i/A26-01, 05/PR-6/SCS-i/A26-01, 07/PR-6/SCS-i/A26-01,  
08/PR-6/SCS-i/A26-01, 12/PR-6/SCS-i/A26-01, 20/PR-6/SCS-i/A26-01,

26/PR-6/SCS-i/A26-01, 38/PR-6/SCS-i/A26-01, 39/PR-6/SCS-i/A26-01,  
 40/PR-6/SCS-i/A26-01, 48/PR-6/SCS-i/A26-01, 57/PR-6/SCS-i/A26-01,  
 59/PR-6/SCS-i/A26-01, 61/PR-6/SCS-i/A26-01, 64/PR-6/SCS-i/A26-01,  
 65/PR-6/SCS-i/A26-01, 67/PR-6/SCS-i/A26-01.

To make clear, some examples are cited below:

Example:

**(18). 01/W-4/SCS-a/A17-01**

The example number 18 is the first datum is the subject of Writing in the fourth semester, taken on April 17<sup>th</sup>, 2001. In this datum, the conversation includes a lecturer and a group of fourth semester students. The conversation discussed about explanation and exposition text. During the conversation, the lecturer applied English as the main language, while Indonesian as the switch.

L: 'Ok good morning er there are assignment that you compose er of way, how to make it-no-how the cycle of the rain ya, the cycle of the rain ya *nah terus bentar-bentar ya – Mas tolong ya saya ngajar* (say to students outside the class) – er before we go on with another text exposition-discussion, first of all you like to see whether you have undertook well for explanation what explanation is, .....?'

At beginning of dialogue, the lecturer spoke in English as he taught English Writing. He was explaining the subject in English, when there was a group of students outside the class making a noise, disturbing the activity of the class he was teaching. That was the reason why he suddenly went out of the class after he said '*.....nah terus bentar- bentar ya.....*' to his students in

the class by using Indonesian. The switching here is an interruption of his activity. Then, still using Indonesian he said to the students outside the class who had made some noise, ‘.....*Mas tolong ya saya ngajar!*’ The sentence refers to some information that he was teaching, and that he was interrupted by the noise. So it also meant an instruction for the crowd not to make any noise anymore.

**(19). 01/PR-6/SCS-i/A26-01**

This datum is taken from the subject of Public Relation in the sixth semester. It was taken on April 26<sup>th</sup>, 2001. The English dialogue happened between the lecturer and students. However, there was also another participant attending to the class. He was not a lecturer, nor a student, but a technician of the Language Center, where the lecturing activity took place. He was asked by the lecturer to operate a projector, which was used as a media in giving examples to the students so that they could get a clear understanding of the subject.

L: ‘.....You divide yourself into two groups as well. Those who have taken the first period of test will be free for the following week. Whereas the second group will be free in the first week. And that applied to the as well to the S1 students. Ya, of the regular .Do you myself clear? Yak ok thank you. Er *Mas Ony bisa kita mulai sekarang? Nanti kalo saya minta berhenti mohon bisa dipause. Nah monggo!*\_\_\_\_(watching film)\_\_\_\_*Mas Ony kirang jelas Mas gambarnya*

*kurang jelas. Mas Ony gambarnya kurang jelas.\_\_(film)\_\_\_Mohon dipause dulu Mas Ony, mohon dipause! Yak ok. Can you recognize the problem? What's wrong with this presentation of this lady?'*

At the beginning of the conversation, the lecturer applied English in explaining the test planned the following month. After that she switched to Indonesian and Javanese when she talked to the technician, particularly in giving him instruction to turn on and off the projector. '*Mas Ony bisa kita mulai sekarang? Nanti kalau saya minta berhenti mohon bisa di pause. Nah monggo! \_\_ (Watching film) \_\_*' Then she switched to Javanese in informing to the technician that the picture on the screen was not clear. And she switched back to Indonesian to reiterate. '*Mas Ony kirang jelas, Mas, gambarnya kurang jelas. Mas Ony gambarnya kurang jelas*'. She used Javanese because of the ethnicity background influence. Both, the lecturer and the technician are Javanese.

We can see in the datum that there is intrasentential switching of the word '*dipause*' in the sentence '*Mohon di pause dulu Mas Ony, mohon di pause! Yak, ok*'. The switch is an adaptation of the Indonesian structure, in the word '*dipause*', where passive indicator in Indonesian, *pause* (English) that is added by '*di*' as affix. We can say it in English '*be paused*'. age as official function, which also used in the lecture activity.

The Code Switching applied in the dialogue above results from a change of participant. It can be inferred that the Code Switching refers to Situational Code Switching.

**(20). 26/LC-4/SCS-po/M9-01**

The datum was taken from Listening Comprehension subject in the fourth semester on March 9<sup>th</sup>, 2001. The participants of the dialogue are a group of students and a lecturer. The subject is Listening Conversation and the lecturing activity took place in the language laboratory. They used booth as a facility given.

L: ‘.....Gambling machine, gaming kok gambling machine! (silent for a while) *Lho kok malah mati!*

At the beginning of the dialogue, the lecturer applied English since the subject was English Listening Comprehension. In the middle of the conversation, suddenly there was trouble in the center booth used by the lecturer. This made the lecturer spontaneously switched from English to Indonesia: ‘.....*Lho kok malah mati*’. The switching to Indonesia shows as surprising expression of the change of situation.

**(21). 05/LC-4/SCS-a/M23-01**

The datum taken as the example number 21 was taken from the same subject and semester as that in data number 20, namely Listening Comprehension in the fourth semester. It was taken on March 23<sup>rd</sup>, 2001. Similar to the previous example, the lecturing activity took place in the language laboratory, completed by booth facilities.

L: ‘.....for-for what kind of family? Somebody? Ok. *Ini suaranya mana sih, nggak \_\_\_\_oh-oh ini-ini, bentar-bentar! Rina ya?*

The lecturer applied English as a main language, while Indonesia and Javanese as the switching language. There was a change of atmosphere in the middle of the discussion session. Similar to the datum number 20, there was something wrong with the center booth. The lecturer, who applied English in asking a question to a student, suddenly switched to Indonesia when finding that the booth that it suddenly went off. The utterance was referred to the surprising expression to the change of the activity's atmosphere. Then, the switching here is categorized into situational code switching.

### **1.b. Metaphorical Code Switching**

According to the analysis, metaphorical code switching refers to the choice of language occurring in conversation when the speaker has certain intentions, by which the choice of language determines the situation. By contrast, situational code switching is the situation that decides to use a certain language or the choice of language. There are often some particular cases where the speaker needs to express. The data below belong to Metaphorical Code Switching. They are:

01/LC-4/MCS-j/M9-01, 02/LC-4/MCS-r/M9-01, 03/LC-4/MCS-j/M9-01,  
04/LC-4/MCS-iq/M9-01, 05/LC-4/MCS-iq/M9-01, 06/LC-4/MCS-r/M9-01,  
07/LC-4/MCS-j/M9-01, 08/LC-4/MCS-e/M9-01, 09/LC-4/MCS-e/M9-01,  
10/LC-4/MCS-i/M9-01, 11/LC-4/MCS-j/M9-01, 12/LC-4/MCS-i/M9-01,  
13/LC-4/MCS-iq/M9-01, 15/LC-4/MCS-po/M9-01, 16/LC-4/MCS-iq/M9-01,  
17/LC-4/MCS-iq/M9-01, 20/LC-4/MCS-e/M9-01, 21/LC-4/MCS-po/M9-01,

22/LC-4/MCS-iq/M9-01, 23/LC-4/MCS-m/M9-01, 24/LC-4/MCS-r/M9-01,  
25/LC-4/MCS-e/M9-01, 28/LC-4/MCS-m/M9-01, 29/LC-4/MCS-po/M9-01,  
30/LC-4/MCS-iq/M9-01, 31/LC-4/MCS-iq/M9-01, 32/LC-4/MCS-r/M9-01,  
33/LC-4/MCS-i/M9-01, 34/LC-4/MCS-r/M9-01, 35/LC-4/MCS-i/M9-01,  
01/LC-2/MCS-r/M14-01, 02/LC-2/MCS-i/M14-01, 03/LC-2/MCS-m/M14-01,  
04/LC-2/MCS-m/M14-01,05/LC-2/MCS-m/M14-01,06/LC-2/MCS-m/M14-01  
07/LC-2/MCS-m/M14-01, 08/LC-2/MCS-j/M14-01, 09/LC-2/MCS-q/M14-01,  
10/LC-2/MCS-m/M14-01,11/LC-2/MCS-m/M14-01, 12/LC-2/MCS-q/M14-01,  
13/LC-2/MCS-e/M14-01,14/LC-2/MCS-iq/M14-01,15/LC-2/MCS-iq/M14-  
01,16/LC-2/MCS-m/M14-01,17/LC-2/MCS-r/M14-01,18/LC-2/MCS-i/M14-  
01,19/LC-2/MCS-po/M14-01,20/LC-2/MCS-i/M14-01,01/OP-2/MCS-iq/M14-  
01,02/OP-2/MCS-i/M14-01,03/OP-2/MCS-a/M14-01,04/OP-2/MCS-j/M14-01,  
01/PR-6/MCS-e/M15-01, 02/PR-6/MCS-e/M15-01,03/PR-6/MCS-m/M15-01,  
04/PR-6/MCS-m/M15-01, 01/OP-4/MCS-r/M20-01, 02/OP-4/MCS-e/M20-01,  
03/OP-4/MCS-r/M20-01, 04/OP-4/MCS-m/M20-01, 05/OP-4/MCS-i/M20-01,  
06/OP-4/MCS-r/M20-01, 07/OP-4/MCS-m/M20-01,08/OP-4/MCS-m/M20-01,  
09/OP-4/MCS-e/M20-01, 01/LC-2/MCS-m/M21-01,02/LC-2/MCS-m/M21-01,  
03/LC-2/MCS-i/M21-01, 04/LC-2/MCS-i/M21-01, 05/LC-2/MCS-i/M21-01,  
06/LC-2/MCS-m/M21-01,07/LC-2/MCS-iq/M21-01,08/LC-2/MCS-iq/M21-  
01,09/LC-2/MCS-po/M21-01,10/LC-2/MCS-i/M21-01, 11/LC-2/MCS-m/M21-  
01, 12/LC-2/MCS-i/M21-01,13/LC-2/MCS-m/M21-01,01/LC-4/MCS-i/M23-  
01, 02/LC-4/MCS-e/M23-01, 03/LC-4/MCS-m/M23-01, 04/LC-4/MCS-j/M23-  
01, 06/LC-4/MCS-j/M23-01, 07/LC-4/MCS-i/M23-01, 08/LC-4/MCS-j/M23-

01, 02/W-4/MCS-iq/A17-01, 03/W-4/MCS-a/A17-01, 04/W-4/MCS-i/A17-01,  
05/W-4/MCS-i/A17-01, 06/W-4/MCS-iq/A17-01, 07/W-4/MCS-iq/A17-01,  
08/W-4/MCS-j/A17-01, 09/W-4/MCS-iq/A17-01, 10/W-4/MCS-i/A17-01,  
11/W-4/MCS-i/A17-01, 12/W-4/MCS-i/A17-01, 13/W-4/MCS-j/A17-01,  
14/W-4/MCS-j/A17-01, 15/W-4/MCS-j/A17-01, 16/W-4/MCS-j/A17-01,  
17/W-4/MCS-a/A17-01, 18/W-4/MCS-a/A17-01, 19/W-4/MCS-i/A17-01,  
20/W-4/MCS-i/A17-01, 21/W-4/MCS-iq/A17-01, 22/W-4/MCS-m/A17-01,  
23/W-4/MCS-j/A17-01, 24/W-4/MCS-m/A17-01, 25/W-4/MCS-j/A17-01,  
26/W-4/MCS-r/A17-01, 27/W-4/MCS-m/A17-01, 28/W-4/MCS-m/A17-01,  
29/W-4/MCS-iq/A17-01, 30/W-4/MCS-iq/A17-01, 31/W-4/MCS-i/A17-01,  
32/W-4/MCS-j/A17-01, 33/W-4/MCS-m/A17-01, 34/W-4/MCS-j/A17-01,  
35/W-4/MCS-i/A17-01, 36/W-4/MCS-i/A17-01, 04/PR-6/MCS-r/A26-01,  
06/PR-6/MCS-m/A26-01, 09/PR-6/MCS-a/A26-01, 10/PR-6/MCS-po/A26-01,  
11/PR-6/MCS-a/A26-01, 13/PR-6/MCS-iq/A26-01, 14/PR-6/MCS-iq/A26-01,  
15/PR-6/MCS-a/A26-01, 16/PR-6/MCS-r/A26-01, 17/PR-6/MCS-m/A26-01,  
18/PR-6/MCS-iq/A26-01, 19/PR-6/MCS-m/A26-01, 21/PR-6/MCS-r/A26-01,  
22/PR-6/MCS-m/A26-01, 23/PR-6/MCS-e/A26-01, 24/PR-6/MCS-m/A26-01,  
25/PR-6/MCS-po/A26-01, 27/PR-6/MCS-m/A26-01, 28/PR-6/MCS-m/A26-01,  
29/PR-6/MCS-r/A26-01, 30/PR-6/MCS-m/A26-01, 31/PR-6/MCS-e/A26-01,  
32/PR-6/MCS-m/A26-01, 33/PR-6/MCS-e/A26-01, 34/PR-6/MCS-m/A26-01,  
35/PR-6/MCS-m/A26-01, 36/PR-6/MCS-m/A26-01, 37/PR-6/MCS-po/A26-01,  
41/PR-6/MCS-iq/A26-01, 42/PR-6/MCS-a/A26-01, 43/PR-6/MCS-m/A26-01,  
44/PR-6/MCS-iq/A26-01, 45/PR-6/MCS-iq/A26-01, 46/PR-6/MCS-po/A26-01,

47/PR-6/MCS-m/A26-01 49/PR-6/MCS-iq/A26-01, 50/PR-6/MCS-m/A26-01,  
51/PR-6/MCS-m/A26-01, 52/PR-6/MCS-m/A26-01, 53/PR-6/MCS-m/A26-01,  
54/PR-6/MCS-i/A26-01, 55/PR-6/MCS-m/A26-01, 56/PR-6/MCS-e/A26-01,  
58/PR-6/MCS-m/A26-01, 60/PR-6/MCS-m/A26-01, 62/PR-6/MCS-m/A26-01,  
63/PR-6/MCS-m/A26-01, 66/PR-6/MCS-j/A26-01.

Example:

**(22). 25/LC-4/MCS-e/M9-01**

L: .....Sale, ah this one gambling center er Aristocrat itu lho ya, Aristocrat gambling center ya, gambling machine and so on. Gaming machine or gambling machine? Gambling machines there are, what's its name? Black jack pot, yang "*apel, apel, apel....*" nanti keluar apel, "*pisang, pisang, pisang....*" keluar pisang itu lho! Jack pot ya? Gambling machine, gaming kok gambling machine!

The datum belongs to Listening Comprehension subject in the fourth semester, taken on March 9<sup>th</sup>, 2001. In the example, the lecturer applied English first, then when he gave an example related to the subject discussed (they was talking about gambling center), he switched into Indonesian in order to make the example was more comprehensible by the students.

**(23). 02/OP-2/MCS-i/M14-01 & 03/OP-2/MCS-a/M14-01**

L: Ok, Ok! Fifteen minutes .That's it *silakan!*

(Students do the task for fifteen minutes).

You sure that you have collected of many-many information about er your partner experience in doing something for the first time. You should ok. Now you finish after finishing interview and after collecting the information. Now we are going to report the collected information to the class. I will point someone here and then you have to set your head phone on and then you report that information by reading by telling the collected information in this class and then later on you write to ask certain question to somebody who are talking-who is talking, then the person by pressing the call button. That's the point. Ok you ready?

S: Yes!

L: Ok, you ready now, set your head phone on! Yak and question, put it in. Ok Rita? Rita and partner. *Iya Rita?*

S: Yes

Those data belong to Oral Proficiency subject, where the students had an exercise making couple conversation, talking about experience of doing something in the first time. Each student must collect some information of his/her partner story.

The first datum of the example shows the lecturer utterance in giving permission to students to do their task. The utterance is more likely instruction to make something to do togetherness. For that reason, in giving the instruction, the lecturer switched into Indonesian.

The next switching showed in the second datum of the example above, occurs when the lecturer needs to make a kind of appellation that the student he calls gives attention to the session. Besides, he also makes himself sure that the student who presses the call button is Rita.

**(24). 17/LC-2/MCS-r/M14-01**

L: .....He walked to the bench and said to the poor man. "Excuse me, but I just have to know why you sad staring at my hotel every morning?" "Sir", said the man, "I'm a failure ("I'm a failure means I'm a failure person") I have no money, no family, no home. I sleep on this bench and every night I dream that one day I will sleep in that hotel".  
....."I'll pay for the best room in that hotel for you for a whole month" (So er the millionair said that I'll pay for the best room in that hotel for you for a whole month). And that is exactly what happen except for one stranger thing (*Dan itu er apa terjadi betul-betul terjadi-except for one stranger thing, kecuali untuk satu yang sangat ganjil ya, sesuatu yang sangat ganjil*). A few days later, the millionair went by the man's room to asked him how how was enjoying himself.  
.....

The datum above was taken from the subject of Listening Comprehension in the second semester. The subject discussed about a story from a cassette played by lecturer. It told about the rich man and the poor man. The students had a task in listening to the story, then retelling to others.

Before retelling session, the lecturer read it and discussed the difficult words found in it. The utterance outside the bracket is the story, while the utterance in bracket is lecturer's utterance in translating the difficult words.

The switching into Indonesian employed by lecturer is considered as a repetition of the English story. The repetition emphasizes to the meaning, in order to make the clear meaning to the story.

**(25). 04/LC-4/MCS-j/M23-01**

L: Ok. By giving some strolls to cover, ya. Recovering the hot house by some strolls. You know strolls? Ini internit, bukan yang untuk minum itu, itu plastic stroll. Ok? *jerami-jerami! Belum ada yang pernah lihat jerami? Pura-pura! Wong tau aja pura-pura.....!*

S: ha...ha...ha...

The datum number 04 is taken from the Listening Comprehension subject semester four. The subject talked about report combined by procedure's text, played in a cassette. The speaker in the text informed how to construct something by using some materials. And the students must able to catch what materials in the text were, then pressed to the call button to tell the lecturer what materials they got.

In the middle of the conversation, the lecturer inserted some jokes. The jokes are employed in Indonesian and Javanese, while another utterances are in English. The switch into Indonesian and Javanese here had chosen as social background consideration. The lecturer is Javanese, and so do almost to the

students in the class. Besides, some jokes in certain language can not be replaced in the other languages. Some jokes make the class situation more relax.

**(26). 04/OP-4/MCS-M/M20-01**

L: .....You see how the assistant is trying to twist, memutar balikkan er what is it expression in such a way so that he can get the positive impression that he want to create. Can you pay attention to the .Can you identify that, ya? “To tell you the thruth if you come back next week it might be fully book”. In Javanese we call it *ini orang ini bisa membuat orang lain kemronggo, tau kemronggo? Penasaran ya? “Yak terus terang saja kalo Bapak gak bayar hari ini, kalo sampeyan gak beli tiket hari ini, saya tidak tanggung lho kalo kehabisan tiket. Kalo besok anda harus nonton konser dari lapangan sepak bola ya”*. Orang kalo secara psikologis dibegitukan dia akan menjadi sangat tertantang and than effect would way that person will take that decision in a very way, ina very short way, ya?

The datum above is taken from Oral Proficiency subject in the fourth semester. The conversation of the subject is about how to persuade someone to follow our side. In this occasion, the class discussed about the trick used by the assistant in the example. The lecturer employed English as the main language and Indonesian and Javanese as the switching. The switching showed in the datum is proposed to explain the subject. In the switching, she

inserted Javanese, in the word *kemronggo*. The Javanese insert here is as an example used to call Javanese's certain attitude.

Those examples above are considered as metaphorical code switching, since the choice of words used by the lecturer is purposed to serve some intentions. It is not involved the change of participant nor situation.

## **2. The Functions of Its Code Switching Carried on the Lecturing Conversation by Lecturers**

Based on the analysis done by using Gumperz's theory, Code Switching employed by lecturers in lecturing has 9 functions. Those are addressee, example, interjection, inquiry, jokes, message qualification, personalization versus objectivization, quotation, and reiteration. The data are analyzed and interpreted to reveal the code's function. The codes are analyzed one by one according to the function.

### **(I). Addressee (a)**

Several data show the function as addressee in the code switching. The speaker, in this case is lecturer, switches from one code to another code, when calling one of the students or another participant (excluded participant). In Indonesia, appealing to someone else usually has special way. For instance in Javanese, especially in central Java, it has *Mas*, referred to a Javanese young man, while *Mbak*, referred to a Javanese young female.

The data below are categorized as addressee function of Code Switching.

They are:

05/LC-4/SCS-a/M23-01, 01/W-4/SCS-a/A17-01, 02/PR-6/SCS-a/A26-01,  
03/OP-2/MCS-a/M14-01, 03/W-4/MCS-a/A17-01, 17/W-4/MCS-a/A17-01,  
18/W-4/MCS-a/A17-01, 09/PR-6/MCS-a/A26-01, 11/PR-6/MCS-a/A26-01,  
15/PR-6/MCS-a/A26-01, 42/PR-6/MCS-a/A26-01.

Example:

**(27). 03/W-4/MCS-a/A17-01**

The example number 27 is a datum which was taken from the subject of Writing in the fourth semester on April 17<sup>th</sup>, 2001. The lecturing activity took place in the classroom.

L: .....Ini from what's your name? *Mas siapa?*

S: Didik.

The participants (lecturer and students) discussed about text composing. Before they continued their discussion, the lecturer reminded about take home assignment. It was about explanation text. He instructed to students to crosscheck the assignment. The crosscheck rolling started from Didik, one of the students in the classroom.

During the dialogue the lecturer applied English as main language, while sometimes he switched to Indonesia and Javanese.

In this datum we can see the code switching done by the lecturer, when he would like to instruct the crosscheck rolling. He asked for the first role guy's name by applying Indonesia, '*Mas siapa?*'

The word ‘*Mas*’ here has special meaning. ‘*Mas*’ is a Javanese appellation referred to a young man.

**(28). 15/PR-6/MCS-a/A26-01**

The datum showed in the example number 28 was taken on April 26<sup>th</sup>, 2001, in the class of Public Relation sixth semester, with lecturer and students as participants.

L: ..... ‘Ya he prepares himself by what? *Mbak baju hitam!*’

The subject discussed about presentation structure. She (lecturer) used film as a media in showing examples of presentation to the students. The film showed many kind of presentation, from the bad one to the best one. In every presentation show, she opened the discussion session. She applied English as main language during the discussion, whereas she switched to Indonesia and Javanese.

The switching language to Indonesia can be seen in the discussion session. In that session she gave a question to a student in the class by switched to Indonesia; ‘Ya he prepares himself by what? *Mbak baju hitam!*’ She pointed to the male student who wore black shirt.

Similar to the example before, the word ‘*Mbak*’ here has special meaning. It is Javanese’s appellation referred to a young woman.

The switching done by lecturers in the examples above are functioned as addressee, since the speakers (lecturers) indicate to invite the interlocutor along the conversation.

## (II). Example (e)

In the activity of giving lecture, a lecturer sometimes needs to make some improvement to make a clear on his/her explanation, for the purpose of the students' understanding on the subject. An instance is example. An example is considered as an application of theory.

In making an example, the lecturer applies language that easy to be understood by the students. In this case are Indonesian and Javanese. That is the reason why sometimes the lecturer switches to another language in the middle of the applying of one language.

There are data belong to category of Code Switching functioned as example. They are:

08/LC-4/MCS-e/M9-01, 09/LC-4/MCS-e/M9-01, 20/LC-4/MCS-e/M9-01,  
25/LC-4/MCS-e/M9-01, 13/LC-2/MCS-e/M14-01, 01/PR-6/MCS-e/M15-01,  
02/PR-6/MCS-e/M15-01, 02/OP-4/MCS-e/M20-01,02/LC-4/MCS-e/M23-01,  
23/PR-6/MCS-e/A26-01, 31/PR-6/MCS-e/A26-01, 33/PR-6/MCS-e/A26-01,  
and 56/PR-6/MCS-e/A26-01.

Example:

**(29). 09/LC-4/MCS-e/M9-01**

The datum showed in the example number 29 was taken from Listening Comprehension subject in the forth semester, on March 9<sup>th</sup>, 2001.

L: .....‘Like so, is like so much by by the citizen by by the residence there and then the people there everyday just talk about dreams er “*Aku tadi malam er mimpi dirubungs endok-i, wah berarti mengko babi ya?*”

*Hubungane apa ya? He-he nggak ada hubungannya” That’s gambling center.’*

The lecturer applied English as main language during the conversation and Indonesia for switching. The Indonesian switching here happened when the lecturer gave example to the students. They were talking about gambling center when he (lecturer) switched code. He compared the western gambling to Javanese gambling. He took gambling habit in Java (especially Solo). The example he took was about dream exegesis related to the illegal lottery.

**(30). 13/LC-2/MCS-e/M14-01**

The example number 30 is Listening Comprehension subject in the second semester. It was taken on March 14<sup>th</sup>, 2001.

L: ..... ‘I’m very pleased with you – *saya saya senang sekali – saya sangat puas dengan anda, dengan keberhasilan anda, misalnya.*’

The participants (lecturer and students) discussed about the difficult words using in the text story that they had listened to. One of them was ‘please with’.

Considering that the English mastery of the second semester students was limited, she (lecturer) switched to Indonesia in making Indonesian sentence as an example to make the clear meaning of the word.

**(31). 01/PR-6/MCS-e/M15-01**

This is Public Relation subject, which was taken on March 15<sup>th</sup>, 2001. The subject was in the sixth semester. In the conversation, the participants (lecturer and students) discussed about Radio program in relating to make the audience enjoy listening to the radio program. One thing which influence is the language used by the announcers.

L: ..... ‘For instance why the speaker the presenter in the announcer in PTPN

*“Hai Jakadara kabar baik ya? Gimana tuh keadaannya hari ini? Malem Minggu, hujan deras lagi”*. So how would you interpret the social status and the affect between the presenter and the audience for those er example?’

In this datum, we can see that the lecturer switched to Indonesia from English in giving example as a radio announcer.

**(32). 23/PR-6/MCS-e/A26-01**

This datum was from the subject of Public Relation the sixth semester, which was taken on April 26<sup>th</sup>, 2001.

L: ..... ‘Ok, or may be they are sleeping because the presenter is having a speech like this *“Saudara-saudara selamat datang pada presentasi saya”*.’

During the conversation the lecturer applied English as the main language and Indonesia for switching. It can be seen in the dialogue, which discussed about presentation.

After watching the film, which presented many examples of presentation, the lecturer discussed it by giving performance rating from the bad one to the best one. In the discussion, the lecturer gave an example, which considered as the bad presentation. She (lecturer) pretended to be a presenter who had a monotonous style, which made audience was getting bored. She switched to Indonesia in giving the example to make it easy to be understood by the students.

### (III). Interjection (i)

The code switching pointed to interjection can be seen in the research data. The lecturer switches to Indonesian and sometimes Javanese from applying English, when he gives instruction to students. It is purposed to give emphasize to the instruction, considering that Indonesian more suitable than English.

The data belong to Code Switching which functioned as interjection, are as follow:

18/LC-4/SCS-i/M9-01, 19/LC-4/SCS-i/M9-01, 27/LC-4/SCS-i/M9-01,  
01/PR-6/SCS-i/A26-01, 03/PR-6/SCS-i/A26-01, 05/PR-6/SCS-i/A26-01,  
07/PR-6/SCS-i/A27-01, 08/PR-6/SCS-i/A26-01, 12/PR-6/SCS-i/A26-01,  
20/PR-6/SCS-i/A26-01, 26/PR-6/SCS-i/A26-01, 38/PR-6/SCS-i/A26-01,  
39/PR-6/SCS-i/A26-01, 40/PR-6/SCS-i/A26-01, 48/PR-6/SCS-i/A26-01,  
57/PR-6/SCS-i/A26-01, 59/PR-6/SCS-i/A26-01, 61/PR-6/SCS-i/A26-01,  
64/PR-6/SCS-i/A26-01, 65/PR-6/SCS-i/A26-01, 67/PR-6/SCS-i/A26-01,  
10/LC-4/MCS-i/M9-01, 12/LC-4/MCS-i/M9-01, 33/LC-4/MCS-i/M9-01,

35/LC-4/MCS-i/M9-01, 02/LC-2/MCS-i/M14-01, 18/LC-2/MCS-i/M14-01, 20/LC-2/MCS-i/M14-01, 02/OP-2/MCS-i/M14-01, 05/OP-4/MCS-i/M20-01, 03/LC-2/MCS-i/M21-01, 04/LC-2/MCS-i/M21-01, 05/LC-2/MCS-i/M21-01, 10/LC-2/MCS-i/M21-01, 12/LC-2/MCS-i/M21-01, 01/LC-4/MCS-i/M23-01, 07/LC-4/MCS-i/M23-01, 04/W-4/MCS-i/A17-01, 05/W-4/MCS-i/A17-01, 10/W-4/MCS-i/A17-01, 11/W-4/MCS-i/A17-01, 12/W-4/MCS-i/A17-01, 19/W-4/MCS-i/A17-01, 20/W-4/MCS-i/A17-01, 31/W-4/MCS-i/A17-01, 35/W-4/MCS-i/A17-01, 36/W-4/MCS-i/A17-01, and 54/PR-6/MCS-i/A26-01.

Example:

**(33). 10/LC-4/MCS-i/M9-01**

This datum was taken from the subject of Listening Comprehension in the forth semester. It was taken on March 9<sup>th</sup>, 2001.

L: ..... 'That's gambling center. *Nggak bagus tuh!* Don't buy that!

The participants in this datum involved lecturer and students. They used English as the main language during the conversation. While, the lecturer sometimes switched to Indonesian and Javanese.

In this datum, the dialogue discussed about gambling center that is located in village or campung. It usually did by the people residence there as spending their time. He (lecturer) suggested to his students for not doing such kind of activity by switching to Indonesian.

**(34). 02/LC-2/MCS-i/M14-01**

This datum number two (showed in the example number 34) belongs to Listening Comprehension subject in the second semester, taken on March 14<sup>th</sup>, 2001.

L: ‘....., and then after that I will repeat another for they are who has no an order booth. Ok, I think three or two minutes to prepare the er recording. Ready? *Satu – dua – tiga!*’

The participants involving to this conversation are lecturer and students. They used English as the main language, and Indonesian for the switching. Since the subject is Listening Comprehension, the activity of giving lecture was done in a language laboratory, where there are booth facilities, which support to the subject.

In this occasion, the students recorded to the story text consisted in the cassette, before they went to the next activities. Those were listening to the story then finding out the difficult words consist in it. In recording the cassette, the lecturer used the central record through her booth. It needed togetherness, after she pressed the play button in her booth center, suddenly followed by students in one instruction to press the record button in their each booth. To make this all together, she has to give command to students. Here, we found that the lecturer switched to Indonesian, it could be: ‘Ready? *Satu-dua-tiga!*’

**(35). 05/OP-4/MCS-i/M20-01**

The example number 35 is from the subject of Oral Proficiency, which was taken on March 20<sup>th</sup>, 2001. The conversation was involved lecturer and students.

L: .....‘So, this assistant knows exactly the psychological condition of the person he’s talking to. (Playing cassette). *Perhatikan lagi disini* “Perhaps”, er this is another incident, this is another prove normally woman when she puts in that difficult situation she will be a little bit in doubt loosing confidence ya, a little bit confused and that is the right time for the assistant speak up’.

The conversation done between lecturer and students applied English as a main language and Indonesian as the switching.

Since the topic of the subject was persuasion, we can see in this datum, they were discussing about the example presented in the cassette, which talk about how to persuade someone so that he/she followed our side.

In commanding to her students to pay attention to the native utterance in the cassette, she switched to Indonesian.

**(36). 11/W-4/MCS-i/A17-01**

The datum number 11 (showed in the example number 36) belongs to the subject of Writing in the forth semester. It was taken on April 17<sup>th</sup>, 2001.

L: .....’It means that you can someday compose some of explanation for yourself, ok? *Kalo udah kumpulin!* Give some comment! Give your name!’

The subject talked about text composing. So did the students’ take home assignment. It was about explanation text. The students’ assignment was exchanged with other’s to crosscheck.

He (lecturer) explained about what kind of explanation text he purposed to the students’ assignment. He applied English as main language in his dialogue, while Indonesian as the switching. It can be seen he switched to Indonesian when he gave command to the students to collect the assignment they had just checked. Then he switched back to English.

#### (IV). Inquiry (iq)

In the research data, there are code switching referring to questioning something. Here, the lecturer switches from one code to another code when he asks something to student.

The data belong to Code Switching categorized into inquiry. They are:

04/LC-4/MCS-iq/M9-01, 05/LC-4/MCS-iq/M9-01, 13/LC-4/MCS-iq/M9-01,  
16/LC-4/MCS-iq/M9-01, 17/LC-4/MCS-iq/M9-01, 22/LC-4/MCS-iq/M9-01,  
30/LC-4/MCS-iq/M9-01, 31/LC-4/MCS-iq/M9-01, 14/LC-2/MCS-iq/M14-01,  
15/LC-2/MCS-iq/M14-01,01/OP-2/MCS-iq/M14-01,07/LC-2/MCS-iq/M21-01  
08/LC-2/MCS-iq/M21-01, 02/W-4/MCS-iq/A17-01, 06/W-4/MCS-iq/A17-01,  
07/W-4/MCS-iq/A17-01, 09/W-4/MCS-iq/A17-01, 21/W-4/MCS-iq/A17-01,

29/W-4/MCS-iq/A17-01, 30/W-4/MCS-iq/A17-01, 13/PR-6/MCS-iq/A26-01, 14/PR-6/MCS-iq/A26-01, 18/PR-6/MCS-iq/A26-01, 41/PR-6/MCS-iq/A26-01, 44/PR-6/MCS-iq/A26-01, 45/PR-6/MCS-iq/A26-01, 49/PR-6/MCS-iq/A26-01.

Example:

**(37). 13/LC-4/MCS-iq/M9-01**

This datum was taken from Listening Comprehension subject in the forth semester. It was recorded on March 9<sup>th</sup>, 2001.

L: ..... 'I just play this recording once, you just tick - ticking, you know tick?

*Tick-tick bahasa Indonesiannya apa sih tick? Chenthang itu Jowo. Ini lho!*

(While drawing on blackboard) the eh I don't know. Ok?'

As usual, the activity of this class was in the language center, by using booth to support the subject.

In this occasion, the participants who involved lecturer and students talked about the things they had just listened from the cassette. They applied English as main language, while Indonesian and Javanese as the switching. In this datum the lecturer switched to Indonesian when he asked a question to students.

In this datum, the lecturer first applied English in informing to students that he would just play the cassette once, then he commanded the students to tick off the thing they heard from the cassette. Later on, he asked to students the Indonesian meaning of the word 'tick' applied Indonesian.

**(38). 14/LC-2/MCS-iq/M14-01**

The datum showed in the example number 38 is taken from the subject of Listening Comprehension in the semester 2. It was recorded on March 14<sup>th</sup>, 2001.

L: ..... Do you find it difficult?

S: No.

L: No? *Jadi er teksnya nggak begitu sulit khan ditangkap?* er do you find it difficult because I still try to find a position, which kind of things ya which kind of text er in in this class.

The participants involved in this conversation are lecturer and students. During the conversation, they used English to the main language and Indonesian as the switching. The lecturer's switching can be seen in this datum.

In this occasion, the topic they were talking about was the story of Rich Man Poor Man that they just heard from the cassette. First, they tried to find the difficult words occur in the story. In catching the words, they need several times to hear the cassette, so the lecturer played the cassette twice.

After the discussing of the difficult word, the lecturer would continue by reading the story by her, so that the students could reach the words easier than the native done in the cassette. Before she read, she asked to the students on the difficult level of the words to be caught, by switching to Indonesian '*Jadi er teksnya nggak begitu sulit khan ditangkap?*' Purposing that she would like to emphasize on her first question in English 'Do you find it difficult?'

**(39). 44/PR-6/MCS-iq/A26-01**

The datum number 44 (showed in the example number 39) belongs to the subject of Public Relation in the sixth semester. I was recorded on April 26<sup>th</sup>, 2001.

L: Ok er what do you catch? *Yang paling tidak menarik dari penampilan dr. Lincoln tadi apa?*

S: His hand is always on his head.

The conversation involved lecturer and students as participants. The main language they applied during the dialogue was English, while they sometimes switched to Indonesian.

The topic to be discussed in this occasion was about presentation. Related to the topic, the lecturer played a film through a projector, which consist of examples of the presentation. The students were expected to be able to catch the film essence.

They discussed every performance of each presenter. They talked about the presenters' performance in detail, and then gave performance rating from the bad performance to the best one.

From the datum we can predict that they (participants) just seen the performance of dr. Lincoln, since the lecturer's question referred the name of dr. Lincoln.

In her question she switched to Indonesian, she wanted to ascertain what her students could catch from the performance of dr. Lincoln.

#### (V). Joke (j)

In communication with others, sometimes, jest utterances punctuated our conversation. That makes the situation of the conversation more relax.

The phenomenon also finds in the lecture activity. It can be seen in the research data, where the lecturer tries to make a joke in the middle of the activity of giving lecture. In making a joke, the lecturer switches from English to Indonesian and sometimes Javanese.

Code switching on jokes that is done by lecturer, is considered as irreplaceable language. It means that sometimes jokes in A language, for instance, can not be replaced by B language. So, the reason why lecturer switches code, applies Indonesian on his jokes is because the jokes will have different meaning if he still applies English.

These data belong to Code Switching categorizing into the function of joke. They are:

01/LC-4/MCS-j/M9-01, 03/LC-4/MCS-j/M9-01, 07/LC-4/MCS-j/M9-01,  
11/LC-4/MCS-j/M9-01, 08/LC-2/MCS-j/M14-01, 04/OP-2/MCS-j/M14-01,  
04/LC-4/MCS-j/M23-01, 06/LC-4/MCS-j/M23-01, 08/LC-4/MCS-j/M23-01,  
08/W-4/MCS-j/A17-01, 13/W-4/MCS-j/A17-01, 14/W-4/MCS-j/A17-01,  
15/W-4/MCS-j/A17-01, 16/W-4/MCS-j/A17-01, 23/W-4/MCS-j/A17-01,  
25/W-4/MCS-j/A17-01, 32/W-4/MCS-j/A17-01, 34/W-4/MCS-j/A17-01,  
and 66/PR-6/MCS-j/A26-01.

Example:

**(40). 07/LC-4/MCS-j/M9-01**

The example number 40 is taken from the subject of Listening Comprehension in the fourth semester. It was recorded on March 9<sup>th</sup>, 2001.

L: .....Ok great, then banks, there are several banks in, in the contrary. I record this, this, this, this and then butter, you know butter? er what is the different between butter and margarine. I don't know nih, for girls who like cooking. Craft itu what is it craft? Craft iya butter ya? Craft-butter? What about blue band? Blue band-margarine ya?

S: Lain pak!

L: *Lain ya? Kalo Simas itu margarin yang nomor berapa?*

S: Ha...ha...ha...

The language applied by participants of this conversation, which involved lecturer and students, was English as the main and Indonesian as the switching.

The activity of this class took place in the language center, since the subject was Listening Comprehension. The topic in this occasion was discussed about things and services presented in a cassette he (lecturer) played.

The lecturer checked the students' report in catching the words related to things and services from the cassette by asking them one by one. In the middle of discussion the lecturer made some jokes. One of his jokes can be seen in this datum.

The datum shows that the lecturer corrected the word 'butter' from the cassette. Then, he made an improvement by asking the different between butter and margarine and then the next question about craft and blue band. Here, he improved by making a joke in asking one of Indonesian margarine product, that is 'Simas Margarin'. Simas Margarin is considered as the lower product than Blue Band, that is why he mocks it by asking the product rating number. His joke made the situation of the class relax.

**(41). 16/W-4/MCS-j/A17-01**

The datum number 16 (example number 41) belongs to Writing subject in the forth semester. This datum was taken on April 17<sup>th</sup>, 2001.

L: '.....Now now we look at                      how to express our opinion, our idea in a                      style, in a way, for example er, somebody here smoke? Somebody smoking? Yes and no, ya? So if some of you smoke and some of other don't smoke, then if I got the topic of smoking, *bukan smokingnya 'The Mask' lho ya! Smoking-smoking!.....*'

As usual, the participants in the conversation are lecturer and students. They applied English as the main language and Indonesian as the switching language.

In this occasion, the topic they were discussed was about writing text composing. It was exposition text. The lecturer gave an example to the case that would be compared in the text, which they were going to make. The case was about smoking.

He (lecturer), as we can see in this datum, he tries to make a joke by slipping the word smoking in the text case to the word smoking in the film which entitled 'The Mask'. He switched to Indonesian when he made a joke.

We can see in the datum that there is interference. That is the word 'smokingnya' in a sentence '*bukan smokingnya The Mask lho ya*'. The interference is an adaptation from the Indonesian structure, that is suffix. The word 'smokingnya' consists of a word 'smoking' (English) that is added by 'nya' as suffix.

**(42). 66/PR-6/MCS-j/A26-01**

The datum above was recorded on April 26<sup>th</sup>, 2001 and taken from Public Relation subject in the sixth semester.

L: 'So she's blocking the view ya, she uses her finger. *Kita jadi yang diperhatikan itu waduh drijine apik-apik nek didemek piye rasane ya. Larine kesana cowok-cowok ini.*'

S: Ha.....ha.....ha.....

The activity of the class took place in a big classroom, since the students who belong to the class were the mergers of S1 and D3 students. Beside, the lecturer needed a wide place to become a screen of the projector to play a film. In this meeting the lecturer would play a film, which presented examples of presenters' performance in presenting their presentation. She wanted to show to her students which performance that was considered as a good one and on the other hand which one was considered as the bad one.

They discussed every performance they had just watched in details. They noticed a strange attitude from the presenters' performance as well as good performance of some presenters showed his/her ability in presenting the topic.

This datum shows the lecturer's comment for one of presenters who used her finger in pointing the thing she was explaining to the audience. Her (lecturer's) comment improved by joking which made her students laugh.

#### (VI). Message Qualification (m)

Describing something to someone else sometimes becomes uneasy thing to do. In the lecture activity, a lecturer is expected to explore her/his knowledge to students. He/she has his/her own way in explaining/describing the subject to students in purposing that they understand the subject well. In teaching second language learning, a lecturer sometimes needs certain way to describe a thing, for instance change to her/his mother tongue in explaining the thing.

In research data, the researcher finds those kind of phenomenon, where a lecturer needs to switch to Indonesian or sometimes Javanese from the applying of English to clarify something to students.

The data that belong to Code Switching which are functioned as message qualification are:

23/LC-4/MCS-m/M9-01, 28/LC-4/MCS-m/M9-01, 03/LC-2/MCS-m/M14-01,  
04/LC-2/MCS-m/M14-01,05/LC-2/MCS-m/M14-01,06/LC-2/MCS-m/M14-01  
07/LC-2/MCS-m/M14-01,10/LC-2/MCS-m/M14-01,11/LC-2/MCS-m/M14-01  
16/LC-2/MCS-m/M14-01,03/PR-6/MCS-m/M15-01,04/PR-6/MCS-m/M15-01

04/OP-4/MCS-m/M20-01,07/OP-4/MCS-m/M20-01,08/OP-4/MCS-m/M20-01  
01/LC-2/MCS-m/M21-01,02/LC-2/MCS-m/M21-01,06/LC-2/MCS-m/M21-01  
11/LC-2/MCS-m/M21-01,13/LC-2/MCS-m/M21-01,03/LC-4/MCS-m/M23-01  
22/W-4/MCS-m/A17-01, 24/W-4/MCS-m/A17-01, 27/W-4/MCS-m/A17-01,  
28/W-4/MCS-m/A17-01, 33/W-4/MCS-m/A17-01, 06/PR-6/MCS-m/A26-01,  
17/PR-6/MCS-m/A26-01, 19/PR-6/MCS-m/A26-01, 22/PR-6/MCS-m/A26-01,  
24/PR-6/MCS-m/A26-01, 27/PR-6/MCS-m/A26-01, 28/PR-6/MCS-m/A26-01,  
30/PR-6/MCS-m/A26-01, 32/PR-6/MCS-m/A26-01, 34/PR-6/MCS-m/A26-01,  
35/PR-6/MCS-m/A26-01, 36/PR-6/MCS-m/A26-01, 43/PR-6/MCS-m/A26-01,  
47/PR-6/MCS-m/A26-01, 50/PR-6/MCS-m/A26-01, 51/PR-6/MCS-m/A26-01,  
52/PR-6/MCS-m/A26-01, 53/PR-6/MCS-m/A26-01, 55/PR-6/MCS-m/A26-01,  
58/PR-6/MCS-m/A26-01, 60/PR-6/MCS-m/A26-01, 62/PR-6/MCS-m/A26-01,  
and 63/PR-6/MCS-m/A26-01.

Example:

**(43). 10/LC-2/MCS-m/M14-01**

The example number 43 was taken from the subject of Listening Comprehension the second semester, which taken on March 14<sup>th</sup>, 2001.

L: ‘.....“That’s a very luxurious hotel” *hotel yang sangat mahal ya yang sekarang ini er apa ya pake nama-pake bintang-bintang ya pake bintang berapa-berapa itu luxurious hotel.*’

During the dialogue, the lecturer applied English as main language, while Indonesia for the switching.

The participants (lecturer and students) discussed about the difficult words from the text story presented in the cassette they had listened to. Considered that the students were still in the second semester, it needed clearer explanation to understand the vocabulary meaning.

In telling her explanation she switched to Indonesia. The word she was explaining was 'The luxurious hotel'. She switched to Indonesia to give clear description about such hotel. What kind of hotel, which called luxurious hotel is.

**(44). 03/PR-6/MCS-m/M15-01**

This datum belongs to Public Relation subject the sixth semester, taken on March 15<sup>th</sup>, 2001.

L: ..... 'So what I want you to find out is the status between the presenter and the audience reflected to the language they use, so you have to give example of the utterances that presenter produces. *Harus ada contoh, kalo nggak ada contohnya percuma aja, pake bahasa komunikatif tapi contohnya apa? Apa yang dimaksud dengan komunikatif?'*

English is the main language applied by the lecturer, whereas Indonesian is the switching language.

In this occasion, the participants who involved lecturer and students discussed about the language used by the radio announcer in presenting the program. Here, the lecturer switched into Indonesia when she explained about communicative language used by radio announcer. She suggested that it

would be better if there was any examples, which support the using of communicative language.

**(45). 04/OP-4/MCS-m/M20-01**

The example number 45 is the datum of Oral Proficiency subject in the fourth semester. It was taken on March 20<sup>th</sup>, 2001.

L: ..... ‘You see how the assistant is trying to twist, memutar balikkan er what is it expression in such a way so that he can get the positive impression that he want to create. Can you pay attention to the. Can you identify that, ya? To tell you the truth if you come back next week it might be fully book. In Javanese we call it *ini orang ini bisa membuat orang lain kemronggo, tau kemronggo? Penasaran ya? “Yak terus terang kalo Bapak nggak bayar hari ini, kalo sampeyan nggak beli tiket hari ini, saya tidak tanggung lho kalo kehabisan tiket. Kalo besok anda harus nonton konser dari lapangan sepak bola ya”*. Orang secara psikologis dibegitukan dia akan menjadi sangat tertantang, and the effect would way that person will take that decision in a very short way, in a very short way, ya.’

In this dialogue, the participants, who involved lecturer and students used English as the main language and Indonesian as the switching. In this datum the lecturer switched to Javanese words, such as ‘kemronggo’ and ‘sampeyan’. It was of course, because the speaker (lecturer) is in the member of Javanese society as her ethnic group background. The switching itself

occurred when she explained to her students about some tricks how to make other people took in our side.

**(46). 03/LC-4/MCS-m/M23-01**

This datum belongs to the subject of Listening Comprehension in the fourth semester. It was taken on March 23<sup>rd</sup>, 2001.

L: ..... ‘Recovering the hot house by some strolls. You know strolls? *Ini internit bukan yang untuk minum itu, itu plastic stroll. Ok?*’

Although he (lecturer) applied English as a main language in the dialogue, he sometimes switched to Indonesian and Javanese.

In this datum, we can see the occurrence of code switching when the lecturer explained to the students the meaning of strolls.

**(47). 22/PR-6/MCS-m/A26-01**

The datum number 22 (showed in the example number 47) belongs to Public Relation subject. The datum was taken on April 26<sup>th</sup>, 2001.

L: ..... ‘So he tries to built an atmosphere which is more relax. Do you pay attention to that? *Ya? Jadi nggak begitu kaku gitu ya, jangan sampai kalo presentasi lalu yang mengikuti presentasi itu takut semua.*’

In this occasion the participants who involved lecturer and students talked about some examples of presentation, which was presented in the film they had watched. They used English as main language during the dialogue. The lecturer sometimes switched to Indonesian and Javanese.



do you think? Have you got the five goods and services advertised in the recording?

S: Yes !

The datum number 14 belongs to Listening Comprehension subject, taken on March 9th, 2001. It shows that lecturer English command to set off the head phone is as an objective fact. Then the shift to Indonesian is the explanation of his personal opinion about the condition.

**(49). 21/LC-4/MCS-po/M9-01**

L: ‘..... And then this one electronic equipment. What kind of equipment did they sell, did they overdue us? Fregees-fregees and mean what? Refrigerator. What else? Ha? *Mereka singkat kok, fregees, VCR- Video Camera Recorder-* and then fregees means from refrigerator. What else? Ha TV, what else? What is it?’

S: Washes...washing machine!

The datum belongs to Listening Comprehension subject in the fourth semester. It talked about some things and equipment advertised in the cassette. The students must catch the kind of things and equipment.

The lecturer applied English first when he explained electronic equipment that was called Refrigerator. Then, he switched to Indonesian when he told his personal opinion about the word fregees. The Refrigerator is made brief into ‘fregees’.

**(50). 25/PR-6/MCS-po/A26-01**

L: 'No, I'm not trying to criticize someone, I'm just giving you an example ya. Presentation is actually something which is not so difficult, but it's tricky ya. Ada apa ya kayak semacam er rawan gitu ya. Because there are so many aspects employed in it. Your presentation, your understanding about the topic you are going to discuss, you are going to occur to your audience ya. *Biasanya kalo orang penguasaan materinya itu agak gojag gajeg ya penampilannya agak gojag gajeg pula ya.* Let's continue'

The example above is a datum of Public Relation subject taken on April 26<sup>th</sup>, 2003. The lesson talked about presenter's performance. In the datum, the lecturer was explaining many aspects that employ in the presentation. She (the lecturer) continued by mention the aspects. One of them was a topic comprehension by the presenter. She explained by applying English. Then when she uttered her personal opinion about a presenter's performance, which does not comprehend the topic, she applied Indonesian.

**(VIII). Quotation (q)**

The researcher in her research finds code switching done by lecturers when they would say a quotation. They switch from English to Indonesian. The switching before quotation is purposed to give an emphasizing in the quotation.

There are 2 data of Code Switching, which are categorized into quotation function. They are:

09/LC-2/MCS-q/M14-01 and 12/LC-2/MCS-q/M14-01.

Example:

**(51). 09/LC-2/MCS-q/M14-01**

The datum number 9 (showed in example number 51) was recorded on March 14<sup>th</sup>, 2001. It was taken from the subject of Listening Comprehension in the second semester.

L: 'Let sit on this bench. *Contoh kalimatnya* "Let sit on this bench".....'

The conversation between lecturer and students applied English as the main language, while Indonesian and Javanese as the switching.

Since the subject was Listening Comprehension, it took place in the language center. It was supported the facility of booth.

They were discussing about the story presented in the recording cassette. The story was titled Rich Man Poor Man. The students were expected to be able to catch the difficult words belonged to the story.

The datum shows the switching to Indonesian done by the lecturer when she quote a sentence:

"Let sit on this bench". *Contoh kalimatnya* "Let sit on this bench".

Another instances of English-Indonesian switching in the same subject of lecture the inferred type of 'quotation (q)' corroborates the example above, can be seen in the next datum.

**(52). 12/LC-2/MCS-q/M14-01**

Here, the switching to Indonesian done by the lecturer has been shown in this datum. Same with the previous datum (example number 51), the activities

of the class were recording, listening, and then finding the difficult words from the story, then continuing by retelling the story.

L: “*Disini dikatakan* “It is not polite to stare”.

The statement showed in this datum (example number 52), was a part of finding the difficult words activity. The lecturer checked one of difficult words belonged to the story, then arranged it to a sentence by starting with quotation.

#### (IX). Reiteration (r)

In the research data, there are utterances in one code that is repeated in the other code that occur in the middle of conversation. The lecturer repeats his utterance in Indonesian after he applies English. It purposes to clarify and emphasize the first utterance.

These data belong to Code Switching, in the category on reiteration function. They are:

02/LC-4/MCS-r/M9-01, 06/LC-4/MCS-r/M9-01, 24/LC-4/MCS-r/M9-01,  
32/LC-4/MCS-r/M9-01, 34/LC-4/MCS-r/M9-01, 01/LC-2/MCS-r/M14-01,  
17/LC-2/MCS-r/M14-01, 01/OP-4/MCS-r/M20-01, 03/OP-4/MCS-r/M20-01,  
06/OP-4/MCS-r/M20-01, 09/OP-4/MCS-r/M20-01, 26/W-4/MCS-r/A17-01,  
04/PR-6/MCS-r/A26-01, 16/PR-6/MCS-r/A26-01, 21/PR-6/MCS-r/A26-01,  
and 29/PR-6/MCS-r/A26-01.

Example:

**(53). 24/LC-4/MCS-r/M9-01**

The datum (showed in example number 53) was recorded on March 9<sup>th</sup>, 2001. It was taken from Listening Comprehension subject in the forth semester.

L: ‘.....If you buy a book and then you think there is a cassette so together with the book you can say it “Does it go with a cassette?” *Ini dengan kasetnya ya dijualnya ya?.....*’

The participants involved in this conversation are lecturer and students. The main language they used in the discussion was English, while Indonesian and Javanese as the switching.

The lecturer’s switching is showed in the datum, when he repeated his statement in interrogative form. First, he applied English in making an interrogative sentence: ‘Does it go with a cassette?’, then to make the meaning of the sentence clear, he switch to Indonesian : ‘*Ini dengan kasetnya ya dijualnya ya?*’

**(54). 01/OP-4/MCS-iq/M20-01**

The example number 54 belongs to Oral Proficiency subject in the forth semester. It was recorded on March 20<sup>th</sup>, 2001.

L: ‘He is very good in persuading the er .What is the target of persuasion? What is the target of persuasion? The Target. *Apa yang diraih? Apa target akhir dari sebuah persuasi?*’

The participants who were involved in the conversation were lecturer and students. They applied English as main language, and Indonesian as the switching.

The topic discussed in the lecturing was about persuasion. The lecturer played a cassette, which showed examples of persuasion. The example was a story of the travel agent, which offers a nice package holiday. The important thing that must be heard by the students in the cassette was the persuasion tricks applied by the assistant of the travel agent in offering the nice package holiday to customers.

Then, the lecturer switched to Indonesian when she gave a question, related to the target of the persuasion to students, as a repetition to her prime question that applied English. It can be seen in this datum. She asked: "*Apa yang diraih? Apa target akhir dari sebuah persuasi?*" She repeated her question because she wanted to make sure of her question that had been posed twice (in English) before she switched to Indonesian.

**(55). 21/PR-6/MCS-r/A26-01**

The datum number 21 (showed in example number 55) belongs to Public Relation the sixth semester, that was taken on April 26<sup>th</sup>, 2001.

L: 'Ok. Do you pay attention to his speech? *Apakah anda memperhatikan cara dia berbicara?* Is it a formal or informal one do you think? Informal or formal?'

The main language applied by the participants, who involved lecturer and students, was English. Whereas, Indonesian is as the switching.

The statement in this datum is a part of the subject of Public Relation that discussed about the examples of Presentation, which are presented on the film through a projector. The datum above shows the lecturer's switching to Indonesian when she (lecturer) repeated her interrogative sentence. Before she applied Indonesian, she used English first in asking to her students: 'Do you pay attention to his speech?' Then to emphasize her question, she switched to Indonesian: '*Apakah anda memperhatikan cara dia berbicara?*'

## **B. DISCUSSION**

After having analyzed the data in the first sub chapter of this chapter (chapter IV) in which the discussion mainly construes the type of CS and the functions of its type of CS employed by English Department lecturers in lecturing activities, then, those discussions are inferred in this sub chapter.

The phenomenon of Code Switching employed by the lecturers in lecturing activities represent Situational Code Switching and Metaphorical Code Switching. Actually, there were still Code Switching in the datum besides Situational Code Switching and Metaphorical Code Switching, which could not be analyzed further due to literary limitation. This sub chapter will discuss the types and functions one by one.

Situational Code Switching is switching dealing with the change of participants and situations. In the research data, it is found that there are data

considering as Situational Code Switching in the conversation between lecturers and students.

The first cause of Situational Code Switching is a change of participant within the conversation, whether the participant supports or disturbs the running of the conversation. It can be detected to the activity done by excluded participants related to the lecturing activities. From the data, it shows that in one occasion the excluded participant supports the running of the conversation activity well. That is the participant whom the duty is a technician in language center. His existence in the lecture activity is expected, because of his skill in operating the projector that becomes a media used by lecturer in teaching her subject. His existence is as a part of the class, but in the conversation relating to the lesson, he is considered as excluding participant. The switching to Indonesian here purposes to official language. Meanwhile, the Javanese switching is considered to appreciate the excluded participant as a Javanese people.

Meanwhile, in another occasion, it could be seen in the datum referring to the Situational Code Switching, where the excluding participants' existence is not expected to the lecture activity since they make a noise outside the class. They are not belonging to the student who attend to the class, moreover they are considered as participants who disturb the lecture activity, because of their noises were disturbing the activity in the class. Therefore, they are categorized to the excluded participants. The example of the case can be seen in the example number 18 on page 39.

Another cause of Situational Code Switching is the change of situation. From the data, it can be seen that the change of situation is caused by the change of atmosphere in the class. The atmosphere change found in this data is caused by element of the class facility, which does not work well. It could be an equipment used in the lecture activity (see example number 20, on page 42). The equipment here is booth (the facility of language laboratory) that is used to support the Listening Comprehension subject. Suddenly, the central booth (lecturer's booth) does not work. In this condition, the lecturer, who applies English first in his conversation, switches to Indonesian giving comment to the error booth. It seems like surprising expression of the atmosphere change in the class.

On the contrary, Metaphorical Code Switching is not dealing with the change of participant nor the situation/atmosphere. Metaphorical Code Switching refers to the choice of language occurring in conversation when the speaker needs to serve several intentions. That is to make the words applied by the lecturers appropriate with the situation/condition eventually the meaning of the message will be connected with the words applying.

Then, the code switching discussed above employs 9 discourse functions. Those functions are making use of Gumperz theory. According to Gumperz theory there are 6 function. They are addressee, interjection, message qualification, quotation, personalization versus objectivization, and reiteration. While, the other 3 of example, inquiry, and joke functions of code switching are found as phenomenon occurred in the research. Then, the description of the 9 functions will be as follow:

The first function is addressee. In addressee function of code switching, several data show that the speaker turn to speak to another participant after having a conversation with the other in order to allow the participant to join in. The speaker has certain appellation, which is influenced by the social background.

The social background of almost all participants in the datum, especially the lecturer is Javanese. It influences the lecturer in the way of speaking. One example is on a term of address to a Javanese woman and man contemporary. Javanese uses '*Mas*' to call contemporary males and '*Mbak*' to refer to contemporary females. In Java, in order to the caller's respect, those appellations sometimes are considered as the way in address someone who has not been known the name. The data, which show such term of address in calling his students are cited in the example number 27 on page 52 and number 28 on page 53. The Javanese switching here shows a signal of group membership and shared ethnicity with an addressee.

The second function is giving examples. In the lecturing activity, it is very common for a lecture shows an example or more as an application of the theory that he/she has taught. In the research data, all of the lessons are taught in English. The Indonesian switching when the lecturer gives some examples, is purposed to help students in understanding the lesson. As the datum showed in the examples number 29 on page 54 where the lecturer was talking about gambling habit in society. In order to make a clear description of gambling habit that he (lecturer) was explaining in English, he switched into Indonesian and Javanese to give one example about dream exegesis that usually done by parts of people who

live in Solo. Then, the example number 30 on page 55 where the lecturer was talking about a short story that there were English difficult words in it, while she was showing one of them. Then, to know the meaning of the word, she made a sentence in Indonesian by using that word as an example. The next is the example number 31 on page 56. The lecturer was explaining about the announcer's way of speaking, relating to the social status and the effect between the presenter and the audience. Then to make sure that her students understand to the subject, she switched into Indonesian to give an example by pretending to be an announcer in one of radio stations in Solo addressing the audiences/listeners. The switching into Indonesian and Javanese done by lecturer in applying English can be inferred as Code Switching functioned as example.

The third one is interjection. Interjection is a word or phrase used as an exclamation in a conversation. In the lecture activity, interjection is often used. It could be such command or suggestion. To emphasize the interjection, the lecturer when apply English switch into another language, in this case Indonesian. In the data, the term of interjection showed in the example number 33 up to 36 on page 58-60. The interjection showed in the example number 33 occurs as a lecturer' suggestion to the students for not doing a thing, like the thing that they were talking about. While the interjection showed in the example number 34 up to 36 presume as a command.

The fourth function is inquiry. In the data, it is found Indonesian, Javanese-English referred to the inquiry performed by lecturer in questioning the English word for an Indonesian thing. Here, the lecturer is considering as the

second language learner too besides students. It is proved that the lecturer switched into Indonesian and Javanese in the middle of English applying when questioning the word to students. The other switching referred inquiry performed in the data, are when the lecturers want to emphasis the words uttered before.

The fifth function is joke. Almost in every conversation, joke sometimes punctuates in the middle. The joke itself is able to make the conversation more relax. It also sometimes occurs in the lecture activity. The jokes occur in the research data are almost in Indonesia and Javanese, while the lesson is in English. The switching on jokes here is presumed as an irreplaceable language. Where one language can not be replaced into another language. In this case, the joke in Indonesian or Javanese can not be replaced in English, since it will change the meaning in it.

The sixth function is message qualification. The examples number 43 up to 47 on page 70-73 show the Indonesian and Javanese switching as the function of message qualification. In the lecture activity, lecturers explore their knowledge to students. They have different way from each other in order to make the students comprehend the lessons. Sometimes, speakers choose a language, which the other people can understand. So do the lecturers. In exploring the lessons (which parts of them are presented in English), the lecturers choose a language, which the students can understand. That is one reason why a lecturer (in the phenomena showed in data) switch from English into Indonesian or sometimes Javanese in the middle of the lesson explanation, since, Indonesian is considered as first language, and Javanese as a mother tongue.

The seventh function is personalization versus objectivization. It occurs when the lecturers uttered objective fact in one code, then personal opinion in another code, and vice versa. The examples of the switching could be seen on page 74-76.

The eighth function is quotation. The switching from English to Indonesian before quotation, which is done by lecturers when explain the lessons, is considered as emphasis for the quotation. The example of the switching can be seen on page 77 (examples number 51-52).

The last function is reiteration. Utterance in one code is repeated in the other code, frequently occurs in a conversation. The case is categorized as a reiteration. In some cases, such a repetition may be served to clarify what is said, but often they simply amplify a message. It has found some repetition function showed in data, is conducted by lecturer as means as clarifying the first utterance (example number 53 on page 79). Another repetition is presumed as emphasis the message (example number 54&55 on page 79-80).

After the data are analyzed in the first and second subchapters, the result of the analysis is summarized in the following table.

No	Functions	Type of Code Switching	
		Situational Code Switching	Metaphorical Code Switching
1.	Addressee (a)	<b>05/LC-4/SCS-a/M23-01, 01/W-4/SCS-a/A17-01, 02/PR-6/SCS-a/A26-01</b>	<b>03/OP-2/MCS-a/M14-01, 03,17,18/W-4/MCS-a/A17-01, 09,11,15,42/PR-6/MCS-a/A26-01</b>

2.	Example (e)	-	<b>08,09,20,25/LC-4/MCS-e/M9-01, 13/LC-2/MCS-e/M14-01, 01,02/PR-6/MCS-e/M15-01, 02/OP-4/MCS-e/M20-01, 02/LC-4/MCS-e/M23-01, 23, 31, 33, 56/PR-6/MCS-e/A26-01</b>
3.	Interjection (i)	<b>18, 19, 27/LC-4/SCS-i/M9-01, 01, 03, 05, 07, 08, 12, 20, 26, 38, 39, 40, 48, 57, 59, 61, 64, 65, 67/PR-6/SCS-i/A26-01</b>	<b>10,12,33,35/LC-4/MCS-i/M9-01, 02,18,20/LC-2/MCS-i/M14-01, 02/OP-2/MCS-i/M14-01, 05/OP-4/MCS-i/M20-01, 03,04,05,10,12/LC-2/MCS-i/M21-01, 01,07/LC-4/MCS-i/M23-01, 04,05,10,11,12,19,20,31,35,36/W-4/MCS-i/A17-01, 54/PR-6/MCS-i/A26-01</b>
4.	Inquiry (iq)	-	<b>04,05,13,16,17,22,30,31/LC-4/MCS-iq/M9-01, 14,15/LC-2/MCS-iq/M14-01, 01/OP-2/MCS-iq/M14-01, 07,08/LC-2/MCS-iq/M21-01, 02,06,07,09,21,29,30/W-4/MCS-iq/A17-01, 13,14,18,41,44,45,49/PR-6/MCS-iq/A26-01</b>
5.	Jokes (j)	-	<b>01,03,07,11/LC-4/MCS-j/M9-01, 08/LC-2/MCS-j/M14-01, 04/OP-2/MCS-j/M14-01, 04,06,08/LC-4/MCS-j/M23-01, 08,13,14,15,16,23,25,32,34/W-4/MCS-j/A17-01, 66/PR-6/MCS-j/A26-01</b>
6.	Message Qualifications (m)	-	<b>23,28/LC-4/MCS-m/M9-01, 03,04,05,06,07,10,11,16/LC-2/MCS-m/M14-01, 03,04/PR-6/MCS-m/M15-01, 04,07,08/OP-4/MCS-m/M20-01,</b>

			<b>01,02,06,11,13/LC-2/MCS-m/M21-01, 03/LC-4/MCS-m/M23-01, 22,24,27,28,33/W-4/MCS-m/A17-01, 06,17,19,22,24,27,28,30,32,34,35, 36,43,47,50,51,52,53,55,58,60,62, 63/PR-6/MCS-m/A26-01</b>
7.	Personalization versus Objectivization (po)	<b>14,26/LC-4/SCS-po/M9-01</b>	<b>15,21,29/LC-4/MCS-po/M9-01, 19/LC-2/MCS-po/M14-01, 09/LC-2/MCS-po/M21-01, 10,25,37,46/PR-6/MCS-po/A26-01</b>
8.	Quotation (q)	-	<b>09,12/LC-2/MCS-q/M14-01</b>
9.	Reiteration (r)	-	<b>02,06,24,32,34/LC-4/MCS-r/M9-01, 01,17/LC-2/MCS-r/M14-01, 01,03,06,09/OP-4/MCS-r/M20-01, 26/W-4/MCS-r/A17-01, 04,16,21,29/PR-6/MCS-r/A26-01</b>

From all discussions above we can see that those codes switching employed by lecturer are done in purpose. It can be detected from the data classification which make use of the sociolinguistics approach where there are several concepts that used as certain criterions, such as the context of situation and the social background.

Finally, we can conclude that code switching which, is employed by lecturers in lecturing activities is acceptable, especially in relation to foreign language learning. For the reason that, sometimes one language can not be fulfilled in the other language in case of the meaning of the words. The necessary thing that must be underlined at English Department Sebelas Maret University is the occurrence of code switching. The code switching occurred in early semesters

is more acceptable to help the students understand the lessons. On the contrary, in the late semester, it is unnecessary for lecturers in doing too much code switching in the lecturing activities. The unnecessary code switching means here are repetition and interjection.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

A lecture activity, especially at English Department Sebelas Maret University, is a type of direct communication between lecturers and students. Since the lecture activities take place at the English Department, parts of the subjects are presented in English. For the reason that it is foreign language learning, the lecturers who apply English sometimes perform code switching into other languages, those are Indonesian and Javanese.

The Code Switching employed by English Department lecturers is divided into two types. They are Situational Code Switching and Metaphorical Code Switching. Situational Code Switching is considered as the switching which occurs when there is an excluded participant and there is a change of atmosphere.

Then, the Metaphorical Code Switching is considered as the switching which occurs when there is no change in participant and situation. The reason behind the Metaphorical Code Switching is to show certain intentions. That is to make the words applied by the lecturers appropriate with the situation/condition eventually the meaning of the message will be connected with the words applying.

The Code Switching employed in the lecturing conversation has nine functions, namely, addressee, example, interjection, inquiry, joke, message qualifications, personalization versus objectivization, quotation, and reiteration.

## **B. Suggestion**

On the one hand, switching between languages sometimes becomes a proper way considering that lecturers need to serve some purposes those that as giving clear explanation, example, interjection, inquiry, making jokes, and etc. It gives advantage for some students, especially who lack in English vocabulary.

On the other hand, as lecturers of the English Department, ideally they apply English in the lecturing activities since they teach foreign language learning. Therefore, it would be better of the lecturers to minimize the occurrence of Code Switching that are considered as unnecessary switching, like repetition and interjection functions of code switching.



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