

LAPORAN PENELITIAN



**EXPLORING THE PRACTICE OF CODE-SWITCHING BY
LECTURER IN ENGLISH SPEAKING CLASS**

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SUMMARY

This study aims to determine the types and functions of code-switching and the lecturer's purposes for using code-switching in teaching-learning. The data was collected from Oktober 2023 to November 2023, with the subject Listening and Speaking for Specific Purpose fourth-semester students at the Universitas PGRI Yogyakarta.

To analyze the data, the researcher used qualitative methods by observation, interviewing, and recording to gather the data for code-switching in the classroom. The subject of the study was the English lecturer of the fourth-semester students at the Universitas PGRI Yogyakarta. After collecting the data, it was analyzed through some steps: transcribing the recorded data into written data, classifying the data based on the types and functions of code-switching, giving code for each data, and analyzing and interpreting it to answer the research problems.

Based on the data findings, the researcher found (1) three types of code-switching used by lecturer in the learning process: tag-switching (106 data), inter-sentential switching (73 data), and intra-sentential switching (49 data). (2) Six functions of code-switching there were quotation (2 data), addressee specification (24 data), interjection (25 data), reiteration (24 data), message qualification (98 data), and personalization or objectification (55 data). (3) The lecturer's purposes used code-switching in the teaching-learning process was to explain the material that is difficult for students to understand, to explain the meaning of vocabulary about finance that English Language Education students do not yet know, to help students understand the material in the target language, to Strengthen understanding of new vocabulary, to Inform, to translation and to build a relationship with students in the teaching-learning process.

INTRODUCTION

A. Background of The Study

As a means of communication, language plays an important role in the existence of a society. Messages or intentions are communicated from the speaker to the listener by using language as a medium of communication (Fanani & Ma'u, 2018 p.1). As a medium of communication, there are numerous languages spoken across the world, and English is one of the most widely spoken ones. It serves as a second language and national language in many countries. English plays a vital role in global communication, and learning it can positively impact an individual's professional opportunities in fields such as business, technology, international trade and education (Rahayu, 2019 p.10).

English is considered a foreign language in Indonesia, learned as a second language. As English is a foreign language, the lecturer would explain the subject in English; the purpose is to assist students in comprehending English throughout the process of teaching and learning. Even though the lecturer tries to explain the material in English, passive speakers' students would only understand some of what the lecturer would say. In the teaching-learning process, they can also use the Indonesian language or their mother tongue. In foreign lessons, where two or more languages coexist to meet communication needs, lecturer often switches between languages during their lectures. This phenomenon is known as code-switching. Code-switching refers to the phenomenon where the speaker uses one language and changes to another. Code-switching happens when a bilingual adds an unassimilated word from another language into their speech. The conventional term "code" in code-switching is often used interchangeably with "language."(Auer, 1998).

Code switching defined by Wardhaugh, (2006) as the dialect or language one chooses to use at a particular time and a communication method utilized by two or more persons. He claimed that most students speak two languages- bilingual and multilingual (Arzilia, 2020). According to (Gardner-Chloros, 2009) code-switching is a diverse combination of two or more language variations in many bilingual and multilingual societies and communities. It refers to bilingual people using multiple languages or dialects in the same speech or statement in one conversation. Furthermore, Bullock & Toribio (2009) defined code-switching is the ability of a bilingual person to easily switch between their two languages. Speakers use different language varieties from their linguistic repertoire based on the situation, intent, and needs of the participants in the conversation

In English Foreign Language (EFL), teachers frequently switch codes to introduce new words or explain complex material to provide clear explanations, try to make students understandable, and create a tight relationship between the teacher and the students. Language education generally implies code-mixing and modifying the word and sentence patterns to understand the students (Asrifan & L, 2021). The lecturer could also combine words or phrases to give the students better examples and information. To communicate and exchange information, they might conduct it in their mother tongue or native language. Today, many lecturers learn various languages, including their mother tongue and second language. However, in a regular lifestyle, people speak for various reasons—some personal and others related to the exchange of knowledge or the goal of knowledge and skills. The lecturer will mix and change his points of view while speaking in the classroom so the students can understand him properly and minimize their differences in the meaning of the context (Asrifan & L, 2021).

Code-switching is a way of communicating that is mainly used in classrooms. It helps students better understand the content being taught and facilitates the flow of teaching methods. This means that using code-

switching in the classroom can help reduce misunderstandings between the teacher and students, especially when it comes to giving instructions. Additionally, code-switching can assist students in communicating with the teacher and their classmates in a language classroom (Rahayu, 2019.).

Thus, because of the explanation above about code switching, researcher interested to do research to analyze how code-switching use for interaction in learning process and purpose lecturer using code switching. To conduct the data of this research, researcher used qualitative method.

Based on the background above researcher identification the problems of the research which will be used as research material as follows:

1. The use of code switching by lecturer in classroom
2. Students difficult to understand material about finance terms in target language because they are English Education students.

B. Scope of the Research

The focus of this research is the description of the forms of code-switching used for classroom interaction. The description forms of the English teaching-learning process aim to use inter-language (English to Indonesian and Indonesian to English) and in terms of language use (formal and informal language) in the foreign language class. The researcher limits code-switching's type-function, purposes and benefits in classroom interaction or the EFL teaching-learning process.

C. Research Questions

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

1. What are the types and functions of code-switching use in teaching-learning process?
2. What are the purposes lecturer using code switching for interaction in the classroom?

D. Objective of the Research

Based on the research questions, the researcher explains the objectives of the research as follow:

1. To figure out and describe the types and functions of code-switching use for interaction in the classroom.
2. To figure out the purpose's lecturer use code-switching in learning process.

E. Implication

a. English Instructor

The researchers expect that this study is anticipated to teach English with confidence and use more English than the native language in the classroom. It will also provide teachers with solutions for the student's difficulties in learning English and facilitate the learning process more efficiently.

b. Students

The researchers expect this strategy will help students understand English and the material more and increase their interest in learning English to improve their value and mastery of English. They also have great passion and jobs in the future.

c. Readers

The researchers expect this study will give readers, particularly students, information about the code-switching used for interaction in the English teaching-learning process.

d. Future

The researchers expect the result of this research will give some information and references for further researchers who will conduct the related case with code-switching for their research paper in the future.

LITERATURE REVIEW

A. Sociolinguistic

Code-switching research is integral to sociolinguistics and cannot be studied independently. This is because code-switching is a sociolinguistic phenomenon, and it is inspected within the theoretical framework of sociolinguistics. To better understand code-switching, it is essential first to explain sociolinguistics.

The field of study exploring the relationship between language and society is sociolinguistics. Sociolinguistics examines different aspects of language use, such as attitudes, behavior, and its users, focusing on how social factors influence language. Additionally, sociolinguistics involves using language data in other social sciences to analyze various social phenomena.

According to Holmes (2013) Sociolinguistics is the study of the relationship between language and society. In other words, sociolinguistics is learned about the speaker and use of language in a community environment and also about why people speak differently in a community environment, which gives knowledge of how people talk in individuals,

groups or communities (Bullock & Toribio, 2009. 97). Sociolinguistic also undertaken perspective about the study about code-switching especially in social indexicality context (Auer, 1998. p. 3). Sociolinguistics in code-switching studies how people switch the language more switch the clause in informal and formal situation (Gardner-Chloros, 2009 p. 15). Sometimes, individuals modify their behavior and attitude in a particular environment or among a particular group of people. If there is a significant change in the social circumstances, like the introduction of a new person, it can be easily understood why someone might alter their behavior (Holmes, 2013 p.35).

Sociolinguists studying the type of rapid code-switching identified in the previous section have been interested in determining not just the purposes or meaning of switches, the stylistic motivations for controls, and the moments at which switches occur in utterances. Switching behavior may be categorized into general norms that can be applied to any switching behavior, independent of the codes or types involved (Holmes, 2013, p. 43). The code-switching indicated its effectiveness as a language signaling the speaker's community standing, even though it was not strictly necessary for communication purposes (Holmes, 2013, p. 93).

According to Ronald Wardhaugh, Sociolinguistics is separated into two studies: Micro linguistics and Macro linguistics. According to Coulmas (1998) micro sociolinguistics explores how social structures impact language use patterns and variations among social groups, such as class, gender, and age. Macro sociolinguistics is a field of study that focuses on how societies use language. Includes examining the different behaviors and attachments that impact the use of language in a culture, as well as issues like language shift, maintenance, and replacement. Additionally, the study area includes looking at the boundaries and interactions between speech communities (Rahayu, 2019, p. 38–39).

In many types of speech communities, particular social aspects, such as who you are speaking to, the social environment of the conversation, and

the purpose and subject of the discussion, are essential when explaining language choice. Examining 'typical' interactions that involve these elements has been helpful, especially when understanding code choosing in significant speech communities. For example, we might envision a "normal" family conversation. It would occur in a home environment with family members as the regular participants and family activities as the typical topics (Holmes, 2013, p. 21).

From the explanation above, the researcher assumed that sociolinguistics is a study that learns how language and society are used in different social contexts or studies why people speak differently in the exact words but in different social situations or levels and sociolinguistics is affected by code-switching in a social context.

B. Bilingualism and Multilingualism

Bilingualism and multilingualism play essential roles in constructing social and ethnic groups, communities, and regions and are important in psychological, political, and social debates. They are standard events that arise for various well-understood reasons; nonetheless, they are also unremarkable phenomena fueled by requirements through to, but rarely beyond, adequately functional levels of ability (Bhatia et al., 2013, p. 05).

Bilingualism, multilingualism, and bilingual education have received minimal attention in the research on sociolinguistics and bilingual education, while the sociopolitical and sociocultural aspects of these features are being extensively studied. These behaviors are responses to the human condition in the current world, characterized by global and worldwide crises and cultural dominance, linguistic fragmentation, and resistance (Wayne et al, 2015 p. 19).

Bilingualism refers to the ability to speak two languages. In Indonesian, this is known as '*kedwibahasaan*', according to Chaer.

Bilingualism is demonstrated by the chronic use of two languages by a person who is proficient in both (Harahap, 2020.). In the majority of nations in the world, bilingualism is prevalent among all social classes and age groups. It exists in a society where most people speak and understand two languages (Khairunnisa, 2020. p.11).

Someone bilingual frequently lives in an environment where the community uses two languages for daily conversation. Bilinguals in language contact circumstances often utilize forms that combine their two languages to some extent, which is frowned upon by language purists who insist on each language maintaining its integrity according to prescribed rules. Bilingual individuals have the advantage of being fluent in two languages, allowing them to switch between registers and dialects in either language easily. Like monolingual speakers, bilinguals often use one language primarily in specific settings, such as at home or with friends, and switch to the other language in different situations like school or work. This bilingual behavior is known as language shifting. Many bilinguals will use this capability under the appropriate circumstances and switch between languages in an unmodified situation, frequently within the same utterance; this event is known as code-switching. (Bullock & Toribio, 2009, p. 01).

Bilingualism is the practice of regularly using two languages. According to Webster's Dictionary, bilingualism is speaking two languages fluently, as if one's native language. A bilingual person habitually uses two languages with the same level of control as a native speaker (Khairunnisa, 2020.).

Multilingualism is the ability to speak more than two languages. Immigrants are the most essential factor for multilingual speakers. Bilingualism can increase someone's intellect (Bhatia et al., 2013, p. 21), they were causing bilingual speakers to apply for scholarships in other countries, especially those who speak English, to apply for scholarships in other countries. .

The most significant factor which increases bilingualism and multilingualism is the economic factor. Many people migrate to other countries to work and upgrade their living standards (Bhatia et al., 2013, p. 30). Cause of that, many people want to learn many languages to find their dream work and life in other countries when they cannot reach it in their countries.

Bilingual or multilingual people generally utilize code-switching in their daily interactions with others and during the teaching and learning processes in schools; English teachers use code-switching in class.

Based on the explanations above, a bilingual or multilingual person has access to at least two languages and can speak them fluently since it has become a habit in their everyday life.

a. Code Switching

i. Definition of Code Switching

Bilingual individuals have access to multiple language codes for communication. Any system used for communication is referred to as a code, and this term is neutral. Furthermore, people may select a specific code when communicating with another person. The code helps make the dialogue more understandable. This might make it simpler for them to express themselves or discuss a particular issue. Code-switching is a multilingual communication method that involves using two languages in the same utterance (Khairunnisa, 2020, p. 17). In societies where people can speak multiple languages, they switch between languages to better express their ideas and communicate effectively. This means that code-switching is not just a social phenomenon but can also be a necessary aspect of communication (Poplack, 2004).

Code-switching is when the speaker uses one language and then changes to another. According to Auer (1998), code-switching occurs

when bilingual speakers incorporate unassimilated words from one language into their speech. The term "code" is used instead of "language," and code-switching is often discussed in terms of switching between languages.

According to (Gardner-Chloros, 2009) Code-switching is a diverse combination of two or more language variations in many bilingual and multilingual societies and communities. It refers to bilingual people using multiple languages or dialects in the same speech or statement in one conversation. When individuals move from one code to another for obvious reasons, this is called a situational transition. We often anticipate change in these situations if we know about significant situational or social factors beforehand.

On the other hand Bullock & Toribio (2009) state that code-switching refers to the ability of bilingual individuals to switch effortlessly between their two languages. Speakers often use different language varieties from their linguistic repertoire depending on their intentions, the needs of their audience, and the context of their conversation. Various factors that come into play during a conversation influence this selective use of language. Language shifting is a multilingual practice known as speaking entirely in one language in some cases (such as at home or with friends) while switching to another in other ones (such as school or the workplace). Given the right conditions, many bilinguals will use this capacity and switch between languages in an unchanged environment, frequently within the same speech. Code-switching refers to alternating between two or more languages within a single conversation.

Because the context of the conversation heavily influences the meaning of code-switching, it is a marker of socialization within specific bilingual speech communities. As a result, the degree to which code-switching is used and its significance can vary widely between different speech communities. (Marbun, 2022, p. 13).

Code-switching during the language learning process is a technique used to address the difficulties that can arise when teaching foreign languages, mainly English as a foreign language, in a classroom setting. Students often require assistance when learning any foreign language subject, mostly English as a foreign language, during classroom instruction (Marbun, 2022, p. 14). The lecturer will use code-switching to help students understand the material presented in a foreign language. This can be done by switching the language of instruction from the foreign language to the student's mother tongue, such as English to Indonesia or Indonesia to English.

ii. Types of Code Switching

This section will describe the many types of code switching after defining code and code switching. According to Poplack (2004), there are three different types of code switching: tag switching, inter-sentential switching, and intra-sentential switching.

1. Tag code switching

Tag code-switching is adding a short phrase in one language into an utterance in another. Tag code switching happens when a speaker inserts a short term (tag) from one language to another. Interaction, fillers, idioms, and expression is under tag switching (Sahabuddin, 2019, p. 15). Discourse markers are a common kind of tag switching. Discourse markers are a typical kind of tag switching. Discourse markers work the same way as sentence fillers in that they do not convey any particular meaning but direct the dialogue (Marbun, 2022, p. 15). Example of common English tags frequently used such as: “you know”, “I meant”, “okay”, “sorry” etc.

Example:

“I mean, tidak semua orang menyukai apa yang kamu suka”.

“you know, aku baru saja membeli baju yang sama dengan aktris kesukaanku”.

2. Inter-Sentential code switching

Inter-sentential code-switching is a phenomenon where a speaker switches from one language to another after completing a sentence in one language and then continues to another language in the following sentence. It can also occur at the sentence level, where speakers switch from one language to another within a sentence, known as intra-sentential code-switching (Sahabuddin, 2019, p. 15).

Example:

“I told him before but, dia tidak mendengarkanku”.

“aku baru saja selesai menonton film. And you know it is amazing movie I have been watched”.

3. Intra-sentential code switching

Intra-sentential code-switching refers to the practice of switching between two or more languages within a single sentence or clause. This occurs when a speaker starts a sentence in one language, switches to another language in the middle of the sentence, and then returns to the original language to complete the sentence (Sahabuddin, 2019, p. 15). The language switch between fluent bilingual speakers occurs at sentence borders. This happens most commonly when the first statement is in language A and the second is in language B. (Harahap, 2020).

Example:

“aku ingin makan ice cream, panas-panas begini Ice cream is the best ya nggak”

iii. Functions of Code Switching

The lecturer starts the course in English but switches to the second language if needed. As a result, the lesson will be as communicative as possible. Lecturer do not often trust the results of code-switching incidents. Code-switching can be a valuable teaching tool if used correctly. Lecturer use code-switching spontaneously to organize the class, present background information, clarify the material, translate complex material, calm nervous students, and build relationships between lecturer and students in the learning process. When considering code-switching as a technique, it is essential to understand the fundamental functions of code-switching that might be effective in situations where languages are taught and learned (Khairunnisa, (2020). According to Gumperz (in Nurrohmah, 2020, 21–23) there are six functions of code switching namely quotations, addressee specification, interjections, reiteration, message qualification, and personalization or objectification.

1. Quotations

When code switching is employed as a quote, it refers to a section of direct speech in a language other than the primary subject that is described. When bilinguals report and provide direct speeches in their mother tongue, it serves as a quote mark (Nurrohmah, 2020, p. 21–22). Replacing words in a quotation with code switching means utilizing the original language of the quotation or the language in question. In other words, this kind of communication is

used when a person is bilingual and speaks in the speaker's first language (Sahrawi & Anita, 2019, p. 179).

Example:

Usually you asking an opinion like “*kira-kira makan apa ya bakso atau mie ayam*” to your friend right.

2. Addressee specification

Code-switching can indicate the message's intended recipient, as people are aware of being invited to communicate (Nurrohmah, 2020, p. 22). The other perception the purpose of Addressee specification function is utilizing first language to draw the attention of participants or listeners to what the speaker says (Sahrawi & Anita, 2019, p. 180). Lecturer frequently use this function to encourage students to participate in class discussions or while studying.

Example:

Now, we are going to learn about narrative text, *kira-kira ada yang sudah pernah dengar atau baca tentang narrative text sebelumnya*. What is narrative text?.

3. Interjections

Code switching functions are used to identify interjections or phrase fillers. A portion of a phrase from one language is put or injected into another (Nurrohmah, 2020, p. 22).

Example:

Before we start our class today, *simpan hpnya dulu ya*.

4. Reiteration

When someone is speaking or communicating, code-switching could happen purposefully and unintentionally. This kind of reiteration is used when someone repeats what has been said to explain or clarify the information that has been said (Sahrawi & Anita, 2019, p. 180).

Example:

So, do you understand what is grammar? *Jadi, kalian sudah paham grammar itu apa?*

5. Message Qualification

The function of code-switching as message qualification aims to limit what the speaker wants to express. The speaker uses code-switching to persuade the listener that they understand what part of the information the speaker is referring to (Sahrawi & Anita, 2019, p. 180). On the other hand, the speaker is simply attempting to differentiate between the two parts of speech. This is a topic that is introduced in one language and then further commented on or qualified in the other language (Nurrohmah, 2020, p. 23).

Example:

Jadi hari ini, we are going to discuss about narrative text.

6. Personalization or objectification.

This function expresses or conveys what the speaker is thinking about a particular subject or situation (Sahrawi & Anita, 2019, p. 180). This text refers to a concept introduced by Gumperz (as cited in Romaine, 1995: 164) that relates to various factors. These factors include the difference between talking about an action and talking as if it is an action, the speaker's level of involvement or

distance when delivering a message, whether a statement reflects personal opinion or knowledge, whether it refers to a specific event or has authority over generally known facts, and others (Nurrohmah, 2020, p. 23).

Example:

Okay, Nice question Iqbal. *Kira-kira ada yang bisa menjawab pertanyaannya Iqbal.*

iv. Factors That Influence Code-Switching Behavior

The factor influencing the code-switching practiced by multilingual international students is studying English as a second or foreign language (Bhatti1 et al, 2013). Due to the bilingual educational system and multiple communication patterns used in the international community, individuals are very likely to be able to speak and understand more than one language, making it essential to look into the causes and effects of code switching. Due to this, speakers from different socioeconomic backgrounds are more appropriate to use code switching to effectively convey what they want to say. Incorporating English expressions, phrases, or lines into their encounters is a common practice among many native English learners who also have a college education. Although code-switching can happen unintentionally, there is always a reason for it to happen. Certain sociolinguistic factors influence it (Muthusamy et al., 2020, p. 3).

Muthusamy and friends' analysis's study found that the subjects gave a variety of explanations for why students college used code switching in their conversations. The following factors that influence code switching were identified from subject interviews: Lack of proficiency in the second language, privacy protection, speaking more easily in one's native language, avoiding ambiguity and miscommunication, lack of equivalent terms in English, ignorance of

those terms' English equivalents, connecting language's differences during conversation, intimacy, adding emphasis, attracting attention, and pragmatic factors are just a few of the reasons why people choose to speak only in their native language. (Muthusamy et al., 2020, p. 4). From a sociolinguistic perspective, Bullock and Toribio argue that there are three different kinds of factors that influence the form that code switching takes in a specific situation, including:

- 1) Factors that have an impact on all speakers of the relevant variation of language in an environment but are unrelated to any one person or the specific context in which the language is used, e.g Power relations, overt and covert prestige (Labov 1972; Trudgill 1974), economic "market" factors like those outlined by Bourdieu (1991), associations between each variation and a specific setting or way of life (Gal1979).
- 2) Factors that are closely related to the speakers, both as human beings and as members of various subgroups such as their social networks and connections, views and beliefs, as well as how they perceive themselves and others. (Milroy and Gordon 2003).
- 3) Factors in the conversations where CS are utilized: CS is a significant communication resource for speakers, giving them additional tools to organize their speech beyond those accessible to monolinguals (Auer 1998).

The categorization above represents some sense of order within the wide range of variables that are neither related to the varieties with it as linguistic entities nor to cognitive or psycholinguistic variables that impact the individual's behavior.

v. **Code-Switching in Language Education**

The phenomenon of code-switching cannot be separated from a foreign language classroom since both the lecturer and students speak their native language. In the English teaching-learning, lecturer and students frequently use code-switching in conversation.

In a foreign language classroom, the lecturer must choose a specific code whenever they speak. However, they also choose to switch from one code to another or to mix codes even within utterances that are occasionally very short, creating a new code. This process is known as code-switching (Harahap, 2020). Many lecturers used code-switching every time they taught English during the teaching-learning process. The lecturer used code-switching to ensure that the material was understandable to students. Sometimes, the lecturer uses the mother tongue more than the target language when teaching a foreign language. However, recent research suggests that code-switching is a necessary component of learning a second language, and it might be a helpful technique in itself because it demonstrates the speaker's ability to switch back between the two languages and to use each language for a particular purpose (Nurrohmah, 2020, p. 24).

In ELT class, the role of code-switching is also considered to be classroom management. Due to varying backgrounds and learning styles, there may be some abnormal behavior during the teaching and learning process (Nurhamidah et al., 2018, p. 82). Where code-switching is frequently used, students should have an essential awareness of the functions of switching between native and foreign languages and the underlying reasons for doing so. This comprehension will give English lecturers a greater awareness of using native language in classroom discourse so that the native language does not dominate the English lesson during the teaching-learning process. Consequently, code-switching is used by the lecturer when the lecturer wants to give an assignment or activity in the classroom. Code-switching is valued in

ELT classrooms, and according to Bolander (Nurrohmah, n.d.) it is strongly related to changes in roles and role connections. A dual identity exists for the student—one as a learner and the other as a social interlocutor. Similarly, there are two parts to the relationship between the lecturer and the students: one is institutional, and the other is interpersonal. In other words, they take an active part in interaction in addition to their interactions as lecturers and students. There is a change in social and institutional positions whenever either of the participants switches codes (Nurrohmah, 2020, p. 26).

According to the explanation above, we can assume that code-switching is a conversational technique used by the lecturer and students in foreign language classes to easily switch between their two languages to make students understand the foreign language lesson material the lecturer has explained. Using native language in EFL classes provides students with a more comfortable setting where they can communicate freely without being restricted by an English-only policy. The condition has led some advocates of code-switching to conclude that it is particularly beneficial for both lecturers and students in the classroom. Although using a native language makes the class more comfortable, it will make it challenging for students to understand the material in the target language. Therefore, the lecturer should use the native language or mother tongue when students cannot understand the material.

vi. Advantages and Disadvantages of Code-Switching in Language Education

Code-switching generally refers to the ability of a bilingual person to switch between their two languages easily. This remarkable ability is closely examined by scholars. However, it also leads to much debate due to misunderstandings about the nature of code-switching and bilingualism, which are often held by the general public. Most people

mistakenly see code-switching as a sign of deteriorating language. These individuals typically view grammar as a set of rules that dictate how language should be used. It's important to note that code-switching, which occurs when a speaker switches from one language to another while speaking, is not considered correct in grammar (Bullock & Toribio, 2009, p. 1).

The pros and drawbacks of code-switching can be considered when evaluating the controversial issue. Positives assumed that codeswitching relates to the teaching and learning processes, particularly in English Foreign Language (EFL). Using native language in EFL classes creates a more comfortable environment for students to express themselves openly without being restricted by an English-only policy. For those who answered in the affirmative, this situation has caused them to assume that code-switching is a handy tool for both lecturer and students in the classroom (Nurhamidah et al., 2018).

On the other hand, the alternate opinion considers using native language in the classroom an indication of incompetence, misallocation of resources, or any other shortcomings during the teaching and learning process in language classes (Nurhamidah et al., 2018). Using native language probably predominated classroom interaction between lecturer and students compared to the target language. For code-switching instruction in the classroom,(Nurhamidah et al., 2018) cited Jacobson (1983), suggests the following requirements:

1. The distribution of languages must be equal.
2. The variation must be barely conscious.
3. The alternation is for learning.

In these standards are only an objective for some teachers or lecturers, but Jacobson refers to it as unorganized code-switching when these criteria still need to be fulfilled.

The lecturer could describe or deliver information in two or more languages in the English teaching-learning classroom. On occasion,

students need help understanding lecturer information in the target language. Furthermore, the lecturer could change the target language to the native language. The purpose of multiple languages in the classroom is to assist the lecturer in giving instructions and detailing the course materials to the students. Code-switching is the method of linguistic shift used by the lecturer. Code-switching is the type of language shift that happens on purpose so that the lecturer can describe the material more accurately in the classroom context and students can understand the material clearly. Moreover, when lecturers switch between languages to maximize their classroom instruction, it can help students understand course materials better and allow them to participate in class discussions (Ijudin & Irianti, 2021). Ijudin & Irianti cited Martin (1955) noted that code-switching offers classroom participants creative, pragmatic, and safe practices between the official language of the lesson and a language to which the classroom participants have greater access. Concerning excellent and negative aspects of code-switching, it is essential to be concerned about the cause of it in order to figure out whether code-switching is suitable or not. The knowledge of student comprehension has evolved to be a troubling aspect. The unexpectedly high level of both lecturer and students, which causes difficulties, should be overcome in a comparable pattern to code-switching. Despite its advantages and disadvantages, code-switching remains a valuable tool for lecturers and students since it serves many purposes in teaching English (Nurhamidah et al., 2018).

vii. Pedagogical Implications of Code-Switching

In the past few years, there has been a substantial increase in interest in using code-switching in teaching and learning second or foreign languages, especially English. These opposing points of view have significantly dominated severe debates about whether to use the

target language in second or foreign-language classes only or alongside the first or the local language that is utilized most commonly. Representatives of using the target language exclusively in second- or foreign-language classes suggest that implementing teaches students to develop their language systems through communication. In contrast, code-switching disinterests students from listening to the target language (Sakaria & Priyana, 2018).

The use of students' first language, on the other hand, is believed to improve target language development significantly. As a result, it should be utilized in second or foreign-language instruction and learning experiences. To them, the inclusion of the first language in the process of teaching and learning a second or foreign language effectively makes it easier for lecturer to explain grammar rules and maintain discipline and also for students to gain an understanding of complex ideas and subsequently strengthen their target language competencies (Sakaria & Priyana, 2018).

It is evident that there is broad agreement among academics and researchers that code-switching is a helpful educational strategy for the teaching and learning of second or foreign languages; this is essential because it frequently happens in foreign or second language classes to speak in their mother tongue, or, in order prefer, their first language, or the local language which is spoken the most frequently in the classroom. This suggests that the student's first language, frequently the primary language used outside of the classroom, is likely to be incorporated into English language classes' teaching and learning process. With the large number of studies supporting code-switching, lecturer must take advantage of this valuable idea because it significantly helps students learn their target language and motivates them to learn the language (Sakaria & Priyana, 2018, p. 178).

In addition, code-switching is essential for language development because it enables efficient idea transfer from the lecturer to the students

and vice versa. Suggests for the lecturer use code-switching not only to highlight key learning themes and other essential duties but also to highlight students' mistakes and provide prompt correction. This is for effective and efficient English language teaching and learning. This method improves students' involvement in responding to questions, resulting in better instruction and learning of the English language (Sakaria & Priyana, 2018, p. 178). In teaching English in a classroom environment, switching from English to another language, like Indonesian or any other, can be employed as well as a communication technique. Because students' linguistic proficiency in the English language tends to be inadequate, lecturers should use code-switching as a tool to increase their students' comprehension and, in consequence, improve their fluency in the language (Sakaria & Priyana, 2018, p. 179).

METHODOLOGY

A. Research Design

This research used a qualitative method to explain the lecturer's code-switching. Qualitative research is identified by its objectives, which connect with comprehending a particular aspect of social life, and its methodologies, which mostly build words rather than numerical data for analysis (Patton & Cochran, 2002). Qualitative research is used to find culturally relevant information about different people's beliefs, attitudes, actions, and social circumstances (Mack & Woodson, 2005).

According to Mack & Woodson (2005) there are three most popular qualitative techniques: participant observation, in-depth interviews, and focus groups, each of which is covered in length in its module. Each approach is best suited for gathering a certain kind of data.

1. Participant observation is suitable for gathering information on everyday activities in their typical settings.
2. In-depth interviews are suitable for gathering information about people's personal histories, perspectives, and experiences; in-depth interviews are appropriate, especially when discussing delicate subjects.
3. Focus groups help gather information on a group's cultural norms and create comprehensive overviews of subjects important to the represented cultural groups or subgroups.

B. Context of the Study

One of the features of qualitative research is the used of humans as the task of data collection and analysis and the environment as a direct source of data. Hence, choosing a location for research utilizing this method is important. Therefore, the researcher chose one lecturer who had experience teaching English speaking for many years, to collecting the data researcher chose the place of research in Universitas PGRI Yogyakarta. The data collected in two meets speaking courses on 05 June 2023 and 12 June 2023.

C. Selection of the Participants

This research investigated lectures' code-switching in teaching English-speaking classes. The researchers chose students and a lecturer who taught English speaking as the participants. The lecturer's experience teaching speaking and students was a factor in the researcher's and the researcher's thesis supervisor's decision to participate. At the tertiary education level, lecturers and students in speaking English classes tended to use more English than teachers and students in high school behavior.

D. Data Collection and Source of Data

In this research, the researcher used the qualitative method to describe the types and functions of code-switching in English classrooms, and the lecturer used code-switching in the classroom. The researcher used classroom observation, interviews, and documentation to collected the data.

1. Classroom Observation

In this classroom observation, the technique that the researcher used to collect the data is recorded audio of interaction between students and lecturer in the learning process in the classroom. The researcher recorded the interaction between lecturer and students, observed,

listened, and took notes of sentences, which is a code-switching sentence from Indonesian to English or English to Indonesia that the lecturer and students said during the teaching-learning process—the data collected from June 05th, 2023 and June 12th, 2023.

This technique is to discover the types and functions of code-switching frequently used for interaction by the lecturer and students in the teaching-learning process. The researcher observed the activity in the location and recorded what was happening via audio recording. In addition, the researcher keeps an eye on everyone's activity, listens attentively to what they say, and notes the lecturer's statements, which is code-switching. This technique is to found out the types and functions of code switching frequently used for interaction used by lecturer in teaching-learning process. Researcher merely observed the activity in the location and recorded what was going on via audio recorded. In addition, researcher keep an eye on everyone activity, attentively listen to what they say, and take notes on the lecturer's statements which is as code This technique is to discover the types and functions of code-switching frequently used for interaction by lecturers and students in the teaching-learning process. The researcher observed the activity in the location and recorded what was happening via audio recording. In addition, the researcher keeps an eye on everyone's activity, listens attentively to what they say, and notes the lecturer's statements, which is code-switching. This technique determines the types and functions of code-switching frequently used for interaction by lecturers and students in teaching-learning. The researcher observed the activity in the location and recorded what was happening via audio recording. In addition, the researcher keeps an eye on everyone's activity, attentively listens to what they say, and notes the lecturer's statements, which is code-switching.

2. Interview

This technique is held after the classroom observation; interview session, supporting the data collection technique. The researcher gave 2 questions to answer by the lecturer. Moreover, the results of this technique were conducted to find out the purpose of lecturers using code-switching in teaching English. There were the questions for the interview:

- a) In the third hour of class, you talked about things related to finance using Indonesian. Why did you use Indonesian at that particular time?
- b) When explaining the material, you frequently repeat phrases like "*karena inflasi*, because of inflation," "how people appreciate, *bagaimana orang menghargai*" etc. What is the purpose of doing this kind of repetition?

The researcher's interview technique was motivated by the desire to discover everything the participant could share regarding the research topic. Researcher interact with lecturer by asking questions neutrally, listening attentively to lecturer responses, and asking follow-up questions and probes based on those responses. They do not direct participants based on preconceived notions, nor do they encourage participants to give specific answers by agreeing or disagreeing with what they say (Mack & Woodson, 2005).

3. Documentation

In this technique, the researcher records the interaction of the lecturer and students in the semester of the Listening and Speaking for Purpose course during the teaching-learning. The researcher recorded the activities in the classroom during the learning process using an audio recorder; after that, the researcher transcribed the interaction between the lecturer and the students. The transcribed results are used to classify

the types and functions of code-switching frequently used for exchange in the teaching-learning process. The researcher took several pictures while observing the learning atmosphere in the classroom. The researcher also took note. Field notes help researcher to record conditions in the field. Field notes are written records of what the researcher hears, sees, feels, and thinks while collecting and reflecting on the research data. Researchers also noted discussions involving code-switching and mixing while speaking multiple languages regularly.

E. The Technique of Data Analysis

After collecting the data using classroom observation, interviews, and documentation, the researcher first analyzed and described the collected data. Then, the researcher concludes the phenomenon of code-switching that the researcher observed and explained in the research data. To analyze the data, the researcher used the qualitative method. The purpose of the researcher studying the data is to discover the types and functions of code-switching used by lecturers and students for interaction during the teaching-learning process. The researcher took steps to analyze the data.

1. After classroom observation and documentation, the researcher listened to all the interactions between the lecturer and students.
2. To conduct a transcript analysis, the researcher concentrated on sentences demonstrating the types and functions of code-switching.
3. After that, the researcher analyzed and classified the types and functions of code-switching frequently used for interaction by lecturer and students in the teaching-learning process.
4. And the last, the researcher gives a final decision or conclusion about the data based on the data.

F. Validation and Credibility

In this research, researcher used various technique to validation the data there were:

1. Triangulation, the researcher used various data and various technique such as classroom observation, interview and documentation.
2. Thematic analysis, according to Braun & Clarke (2006: in (Heriyanto, 2018)). thematic analysis is a way to analyze data to identify patterns or find themes through data collected by researcher. This method is very effective if a study intends to examine the qualitative data in detail. They have to find interrelationships between patterns in a phenomenon and explain the extent to which a phenomenon occurs through the researcher's eyes (Fereday & Muir-Cochrane, 2006 (Heriyanto, 2018)). Researchers use several stages carried out in thematic analysis to analyze data, including understanding the data and coding.

RESEARCH FINDINGS

In this chapter is divided into two parts: findings and discussion. The researcher discussed and described the results of the lecturer's code-switching in English-speaking classes. The data was taken from classroom observation and interviews with a lecturer who taught the course *Listening and Speaking for Specific Purposes* in the fourth semester. The discussion section contains details of the research found by the researcher.

A. Research findings

This section explained the research on code-switching in the context of teaching and learning. For an explanation of the results, the researcher adopted several steps. The study began by outlining various types of code-switching. The lecturer has used three types of code-switching: tag code-switching, inter-sentential code-switching and intra-sentential code-switching. The researcher then went on to explain the functions of code-switching. Code-switching has six parts: quotations, addressee specification, interjections, reiteration, message qualification, and personalization or objectification. The categories related to the different types and functions of code-switching discovered in the observation were used to examine the data.

The observation was conducted four times, with the duration of each observation being 100 minutes. From the recorder transcribed by the researcher, there were two hundred twenty-eight teachers' speech data. A detailed list of utterances containing code-switching can be seen in the appendix. The following explanation is some of the analysis carried out by researchers regarding the types and functions of code-switching.

1. Types of Code Switching

Researcher examined various forms of code-switching contained in the words spoken by lecturer. Based on the statements (Poplack, 2004) statements discussed previously in Chapter Two, there are three types of code-switching: tag code-switching, inter-sentential code-switching, and intra-sentential code-switching.

Table 4.1 Types of Code Switching

No.	Types	Data	Percentage
1.	Tag Switching	106	46,49%
2.	Inter-sentential Switching	73	32,01%
3.	Intra-sentential Switching	49	21,50%
Total		228	100%

The table above shows the types of code-switching the lecturer used in the classroom. The classification of Tag switching was used one hundred six times, inter-sentential was used seventy-three times, and intra-sentential was used forty-nine times. The table above shows that tag switching was the most frequently used by a lecturer in the classroom, and the least frequently used by the teacher was intra-sentential. The following data are examples of analysis on the types of code-switching.

a. Tag Code Switching

Tag code-switching refers to adding a short phrase in a sentence. According to Poplack, tag-switching is adding a word or phrase in one language to an otherwise entirely other language speech. It implies the lecturer can add a language tag to an utterance while speaking in class. Although tag switching frequently happens during classroom activities, it did occur during the learning process. The findings showed that the lecturer used tag switching one

hundred-six times, which was the most commonly used type. The following were some examples of tag switching:

- 1) **12/tag/per** *when I was elementary student Indomie itu it cost two hundred fifty.*

The lecturer was describing how much a package of noodles used to cost when he was in elementary school. In 1997, students hadn't yet to be born when the lecturers were still in elementary school. In 2023, the cost of one package of noodles is increased because of inflation. This sentence is tag-switching because the lecturer added 'itu' and Indonesia phrase into the utterance.

- 2) **15/tag/mess** *Anda simpan saja 1m itu ee twenty years later 1 milyar mungkin berharga 10 juta seperti 10 juta sekarang.*

The lecturer explained that the decreasing value of currency might occur in the next twenty years. In the next twenty years, one billion will probably be the same value as the ten million now. A decrease in the value of the currency occurs because of inflation. This sentence is tag-switching because it added 'twenty' years later in the middle of the Indonesia phrase.

- 3) **53/tag/mess** *aset itu macem-macem, bisa building itu aset*

The lecturer explained various types of asset allocation. The lecturer also explained that assets are credible assets like buildings and asset allocation. Assets generate money, including buildings and asset allocation like government bonds (*surat hutang negara*). This sentence is tag-switching because the lecturer added the 'building', in the middle of Indonesia' utterance.

b. Inter-Sentential Code Switching

Inter-sentential code-switching is the ability to speak in language a and then switch to language b. According to Poplack (2004), inter-sentential code switching happens when the speaker switches from one language to another after finishing a sentence in one language and then continues to another language in the next sentence (Sahabuddin, 2019, p. 15). Although inter-sentential code-switching frequently happens during classroom activities, it did occur during the learning process. The findings showed that inter-sentential code-switching was used by the lecturer seventy-three times. The following were some examples of inter-sentential code-switching:

1. **14/inter/obj** *Jadi kalau anda punya uang sekarang* for example if you have one billion.

The following data is an example given by the lecturer to explain the decreasing currency value likely to occur in the next twenty years. The lecturer provided an example so that students can better understand the material. This sentence is inter-sentential code-switching because the lecturer spoke in Indonesian and then switched to English.

2. **22/inter/mess** finance terms everyone should know, everyone so *tentu ada banyak terms tapi saya ambil yang umum-umum saja yang memang harus semua orang ketahui ya* .

In the following data, the lecturer explained finance and common finance terms for students to study. Because they are English students, the lecturer only provided a few general terms that students must know if they can work in a company. This sentence is

inter-sentential because the lecturer spoke English and then switched to Indonesian.

3. **25/Inter/add** In the context of a company because we are talking about not only our own asset but company assets, *kira-kira aset dalam konteks perusahaan itu aset perusahaan itu misal apa?*

The lecturer explained what assets are in the context of the company. The lecturer explained that assets are not only personal but also company assets. The lecturer explained that the company has many assets when they work for a company. So, the lecturer asked what is included in company assets after the material presented previously. Lecturer ensure that students can differentiate personal assets from company assets. This sentence is inter-sentential code-switching because the lecturer spoke in English and then switched to Indonesia.

c. **Intra-Sentential Code Switching**

Intra-sentential code-switching refers to speaking in one language, then switching to a second language in the middle and back to the initial language. Intra-sentential code-switching frequently occurs in sentences. According to Poplack (2004) Intra-sentential code-switching happens when speakers speak a sentence in one language and, in the middle of the sentence, switch to another language and back to the first language (Sahabuddin, 2019, p. 15). This occurs most commonly between fluent bilingual speakers in various sentences, such as the first statement in language A and the second in language B (Harahap, 2020). Although intra-sentential code-switching frequently happens during classroom activities, it did occur during the learning process. The findings showed that intra-sentential code-switching was used by the lecturer forty-nine

times and was the rare type of code-switching that the lecturer used in the classroom. The following were some examples of inter-sentential code-switching:

1. **54/intra/obj** *Ketika anda*, when you buy bonds you will get money. *Ga usah 10 m lah, 1 juta aja beliin bonds dalam setahun jadi 70 ribu.* If the rate crease.

The lecturer explained the material by giving students an example: if they buy shares, they will get money if the rate increases. However, the value of shares can also fall so that they may incur losses. However, in the following example, the lecturer gave an example: if students buy shares and the company has an increase in share prices, they will get money from the shares they purchased. This sentence is intra-sentential code-switching because the lecturer spoke in Indonesian. In the middle of the sentence, the lecturer switched to English and back again in Indonesia.

2. **71/tag/obj** *Tiba-tiba datang covid*, *everything were shut down perjalanan all travels or you know cancel was stop.* *Jadi imbasnya apa? Ketika tidak ada penerbangan semuanya melosot harga sahamnya pun melosot.*

The lecturer explained the material by giving an example to students that if they bought shares of travel companies when suddenly Covid came, all travel was stopped, and the government recommended a lockdown until the COVID-19 virus subsided. Many companies and employees work from home, which makes travel companies, particularly airlines. The decreasing number of customers during COVID-19 who travelled using airplanes resulted in an immediate decrease in share price. Everyone is not allowed to go out and is advised to stay home to anticipate the spread of the virus. In this situation, the share price of the travel company also

dropped drastically, so shareholders felt the impact because there was no travel, and the company's shares fell. This sentence is intra-sentential code-switching because the lecturer spoke in Indonesian. In the middle of the sentence, the lecturer switched to English and back again in Indonesian.

3. **103/tag/mess** *Jadi anda jangan gitu ya, cause we are talking about capital market. Jangan melabeli sesuatu begitu saja tanpa mempertimbangkan without consider any other risk.*

The following data is about the lecturer's advice to students to carefully not label things easily without thinking about the risks. At the time, the lecturer explained the capital market. The capital market is a place where people buy and sell shares. The lecturer reminded students to be careful in choosing the company they would buy shares in or the company they would invest in. If they choose the right company, they will retain their money. This sentence is intra-sentential code-switching because the lecturer spoke in English. In the middle of the sentence, the lecturer switched to Indonesian and again to English.

2. Functions of Code Switching

The researcher analyzed the functions of code-switching and examined various parts of code-switching contained in the words spoken by lecturer. According to Gumperz (in Nurrohmah, 2020, 21–23) there are six function of code switching namely quotations, addressee specification, interjections, reiteration, message qualification, and personalization or objectification.

Table 4.2 Function of Code Switching

No.	Functions	Data	Percentage
1.	Quotations	2	0,9%
2.	Addressee specification	24	10.52%
3.	Interjections	25	10.96%
4.	Reiteration	24	10.52%
5.	Message qualification	98	42.98%
6.	Personalization or objectification	55	24.12%
Total		228	100%

Based on the table above, there were two hundred twenty-eight functions of code-switching used by a lecturer in the teaching-learning process. The most common function of code-switching based on the data is message qualification, which occurs ninety-eight times; the second common function of code-switching used by a lecturer in the teaching-learning process is personalization or objectification, which happens fifty-five times; the third commonest function of code-switching used by a lecturer in the teaching-learning process is interjections with occurs data twenty-five. Based on the data, addressee specification and reiteration functions have the same data, that is, twenty-four data, placing addressee specification and reiteration functions in fourth and fifth place, respectively. The least frequently used function is quotations with two data.

1. Quotations

When code-switching is used as a quotation, it refers to a piece of direct speaking in a language other than the one used to explain the main subject. When bilinguals communicate using natural utterances in their native language, they use a quote mark (Nurrohmah, 2020, p. 21–22). When replacing words in a quote with code-switching, the original language of the quotation or the language in question is used. To put it another way, this type of

communication occurs when a person is multilingual and communicates in the speaker's mother tongue (Sahrawi & Anita, 2019, p. 179). Although quotations frequently happen during classroom activities, they did occur during the learning process. The findings showed quotation was used by the lecturer two times and was the rare function of code-switching that the lecturer used in the classroom. The following are some examples of quotations:

1. **26/intra/quo** *nantikan bosnya bilang 'kita kan punya aset', when your boss is saying so anda memahaminya gimana aset tuh apa.*

In this data, the lecturer explains that if students belong to a company, their boss might inform them that the company has assets, and the lecturer asks what assets the company has. This statement is a quotation because the lecturer took the Indonesian quote '*kita kan punya aset*' and continued in English.

2. **136/tag/quo/top** Depreciation, in Indonesia peoples called is '*dispresiasi*'.

In this data, the lecturer explained the material about depreciation. This phrase is a quotation because the lecturer took the Indonesian quote 'dispresiasi' to explain the meaning of depreciation.

2. Addressee specification

Code-switching can also determine who is supposed to receive a message. Code-switching aims to draw people's attention to the fact that they are encouraged to participate in an exchange (Nurrohmah, 2020, p. 22). It is also believed that the Addressee specification function draws participants' or listeners' attention to the speaker's message by using the first language (Sahrawi & Anita,

2019, p. 180). Lecturers frequently utilize the addressee specification function to encourage students to participate in class discussions or when studying. Although addressee specification often happens during classroom activities, it did occur during the learning process. The findings showed that the lecturer used the addressee specification twenty-four times, which the lecturer used in the classroom. The following were some examples of addressee specifications:

1. **2/tag/add** how you defined *suku bunga*? What is *suku bunga*?

In The lecturer explained *suku bunga* or interest rate in English in the data lecture. The lecturer used the phrase *suku bunga* to help students comprehend what it means and to draw students' attention to the response to what interest rate means. The lecturer asked the students to participate or answer the teacher's question by asking, 'How do you define *suku bunga*?'. As can be seen, the teacher points toward the students by asking the question. With the teacher's expectation, the students will participate in the question. For this reason, the utterance was classified as the function of addressee specification because the function is to draw attention to the fact that the addressee is being invited to participate in the conversation.

2. **8/inter/add** *peningkatan harga barang, yes say it in English.*

In the sentence above, the lecturer explains about rising prices for commodities, sometimes known as inflation. The lecturer invites students to name the increased cost of goods in English. This sentence is an addressee specification because the phrase 'yes, say it in English' shows that the lecturer invites students to participate in class discussions.

3. Interjections

Code-switching functions are used to identify interjections or phrase fillers. A portion of a phrase from one language is put or injected into another (Nurrohmah, 2020, p. 22). The findings showed that the Lecturer used interjections twenty-five times, which the Lecturer used in the classroom. The following were some examples of Interjections:

1. **66/inter/int** *agak berat memang kelas ini, but you should know this.*

This information was gathered during the speaking and listening for purpose fourth semester learning process. The lecturer informs students who have found difficulties comprehending financial terms in the sentence above. Because they are not business majors, they have difficulties comprehending financial terms. On the other hand, the lecturer informed them that students must know common expressions about finances, regardless of whether it is difficult for English education students, while they work for a firm, they would already know the terms about finance, although if they are English education students. This phrase is significant due to the part states that students must be understanding of common financial terms. Interjection is the function when someone drove some instructions or asked the other to do something. It showed from lecturer's utterance "but you should know this" the lecturer gave instruction to the students to learned and understand about some common finance terms that taught by the lecturer.

2. **100/tag/int** *Coba bikin word sendiri. Explain what liabilities is in your own word.*

In this phase, the Lecturer asked students to provide their thoughts on the liabilities they had already learned. The Lecturer encouraged students to describe liabilities using their own words or

depending on their understanding of the liabilities they had presented. An interjection is when someone gives instructions or asks the other to do something. The Lecturer's utterance '*Coba bikin word sendiri*' showed that the Lecturer instructed the students to define liabilities with their own words.

4. Reiteration

A message in a particular language is commonly repeated in the other language, either immediately or minimally changed. This function of code-switching aims to replicate the specific message or certain parts in a different language (Khairunnisa, 2020, p. 33). The finding found that the Lecturer used reiteration twenty-four times, which the Lecturer used in the classroom. The following were some examples of reiteration:

1. **7/inter/rei** *udah sering kan you heard about inflation. So, what is inflation. Inflation itu apa sih*

In this phase, the Lecturer asked the students whether they had often heard the word inflation before. So, the Lecturer asked what inflation meant. The following sentence, 'So what is inflation? Inflation *itu apa sih*' is a repetition of the sentence. Hence, what is inflation? English for inflation is *itu apa sih*.

2. **172/inter/rei** *bagaimana itu ilustrasinya, how do you illustrate return of investment.*

The Lecturer asked about the return on investment to the students. The Lecturer tries to ask students how to show return of investment or present examples of the return of investment, which learners comprehend to ensure that students learn and understand the return of investment. His sentence is reiteration because there is a

repetition of sentences in English: '*bagaimana itu ilustrasinya*' is Indonesian for 'how do you illustrate'.

5. Message qualification

The function of code-switching as message qualification aims to limit what the speaker wants to express. The speaker uses code-switching to convince the listener that the listener understands which information and part the speaker means (Sahrawi & Anita, 2019, p. 180). It turns out by the speaker's comprehension of the specific topic of conversation. Occasionally, one language is utilized to present the case, and a different one provides feedback (Khairunnisa, 2020, p. 33). The finding showed that the Lecturer used message qualification ninety-eight times, most commonly the function of code-switching used by a lecturer in the classroom. The following were some examples of message qualifications:

1. **5/intra/mess** Because there is interest rate over, example 5% so *nanti bayarannya kalau ditotal lebih dari seratus juta*. So that interest rate.

The function of the utterance is message qualification. It showed from the utterance 'So that interest rate' the Lecturer explained further from the first utterance 'Because there is interest rate over example 5% so *nanti bayarannya kalau ditotal lebih dari seratus juta*.' The Lecturer gave an example of an interest rate. His utterance can be classified as message qualification because a topic is introduced in one language and then commented on or further qualified in another.

2. **29/inter/mess** *pokoknya apapun itu yang anda miliki* and it can generate money, it can make money.

The function of the utterance is message qualification. It showed from the phrase 'it can generate money, it can make money.' The Lecturer explained further from the first utterance, '*pokoknya apapun itu yang anda miliki*' The Lecturer explained the asset. The phrase can be classified as message qualification because a topic is introduced in one language, commented on, or further qualified in another.

6. Personalization or objectification

According to Gumperz (in Romaine, 1995: 164), this function is related to things that include the difference between talking about action and talking as action, the speaker's level of involvement in or distance from a message, whether a statement reflects personal opinion or knowledge, whether it refers to a specific event or has authority over generally known facts, and others (Nurrohmah, n.d., p. 23). The finding showed that the lecturer used personalization or objectification fifty-five times in the classroom. The following were some examples of personalization or objectification:

1. **30/Inter/obj** *misal gini, for example Faiz.*

The function of the utterance is objectification. It showed from the teacher's phrase 'for example Faiz' that the statement reflects personal opinion and general fact. The lecturer gave an example by one of the students to make students understand the material better.

2. **69/tag/obj** *For example Anggi bought Wijaya karya for example two years ago five thousand rupiah sorry five hundred rupiah per share, perlembarnya lima ratus.*

The function of the utterance is objectification. It showed from the lecturer's phrase, 'For example, Anggi bought Wijaya karya'. The statement reflects personal opinion. The lecturer gave an example

by one of the students to make students understand the material better.

3. The Purposes of Lecturer's Code Switching

The researcher desired to find out the reasons or purposes the lecturer used code-switching in the teaching-learning process. To collect the data, the researcher used interviews with the lecturers. In collecting data through interviews, the researcher conducted an interview post-classroom observation on Friday, June 14th 2023. In the interview section, the researcher aimed to ask questions about what the researcher found during the classroom observation. After conducting interviews with the lecturer, the researcher found several purposes for the lecturer's use of code-switching.

a. Interview section

In the interview section, the researcher has two questions to ask the lecturer: who is the correspondent for this research? In the interview, the researcher wanted to find out about several things that the researcher discovered during the classroom observation about the purposes the lecturer used code-switching in the teaching-learning process. And the data that researchers have analyzed based on the results of interviews with lecturers were:

1. To explain material that is difficult for students to understand.

Data 14) L: *Nah, kenapa pakai bahasa Indonesia karena istilah-istilah keuangan itu sulit.*

Data 15) L: *Maksudnya mereka tidak bisa memahami begitu saja. makna dari satu kata jika belum benar-benar memahami konsepnya itu sendiri.*

2. To explain the meaning of vocabulary about finance that English Language Education students do not yet know to strengthen their understanding of new vocabulary.

Data 16) L: *Misal, misal gini saya ingin mereka tau apa itu misal net profit margin.*

Data 17) L: *Karena itu kemungkinan besar akan sering di bahas entah itu revenue lah atau net profit margin atau misal equity atau misal liability dan sebagainya.*

Data 18) L: *Tapi kalau mereka tidak mengerti dulu konsepnya gimana nanti mereka bisa memahami itu gitu.*

Data 19) L: *Sekedar, kalau misal gini ini liability nih.*

Data 22) L: *Oh, beda antara misal net profit dan net profit margin mereka tau bedanya, oh begitu gitu nantikan mereka bisa mengekspresikan Bahasa Inggrisnya dengan kata-kata sendiri begitu.*

3. To help students understand material in the target language.

Data 21) L: *Dan karena ini istilah keuangan yang sebagian besar mereka juga belum tahu hal yang baru dan saya rasa rumit ya sudah gunakan bahasa Indonesianya dulu untuk atau digunakan bahasa Indonesia untuk membantu pemahaman seengaknya ketika mereka memahami apa yang dimaksud.*

4. To Inform provides information about new vocabulary and material being studied.

Data 24) L: *Iya karena kadang ada kalanya ya untuk sekedar apa namanya ya menguatkan semacam meng-inform gitu kadang.*

Data 27) L: *Bisa jadi itu perlu, bisa jadi nggak juga cuman buat saya biasanya diulang begitu ketika untuk di inform barangkali*

gak paham, barangkali perlu semacam translation dalam tanda kutip ya begitu. Inform lah intinya.

Data 37) L: *Tapi, ketika memang harus kembali ke bahasa Indonesia untuk beberapa tujuan tertentu entah itu inform atau menjelaskan konsep biasanya untuk menjelaskan konsep atau untuk membangun relasi.*

5. To Translation, translating material previously spoken by the lecturer in the target language into the mother tongue for students who need help understanding the meaning or material presented. The goal is that by translating into their mother tongue, students will understand the material being studied well.

Data 27) L: *Bisa jadi itu perlu, bisa jadi nggak juga cuman buat saya biasanya diulang begitu ketika untuk di inform barangkali gak paham, barangkali perlu semacam translation dalam tanda kutip ya begitu. Inform lah intinya.*

6. To build relationships, using the mother tongue. Students would be more relaxed about speaking in their mother tongue or first language because they have yet to become fluent in speaking the target language. Lecturers build an initial image of learning by using their mother tongue to communicate with students and build fun classes so that students are enthusiastic about learning in class and understand the material well.

Data 37) L: *Tapi, ketika memang harus kembali ke bahasa Indonesia untuk beberapa tujuan tertentu entah itu inform atau menjelaskan konsep biasanya untuk menjelaskan konsep atau untuk membangun relasi.*

Data 38) L: *Ketika berbicara mengenai hal-hal yang terkait dengan masa depan misal atau misal katakan lah ngobrol-ngobrol santai mungkin membangun relasi istilahnya itu lebih*

enak menggunakan bahasa Indonesia ketimbang bahasa Inggris gitu. Itu saja sih kualitas daripada kuantitas.

b. Surprising Findings

When transcribing audio files, researchers also found two other purposes for lecturers to use code-switching in the learning process:

- a) Improve the pronunciation of new vocabulary words that are difficult for students to pronounce

Example:

- i) Students have difficulty pronouncing the word 'current', so the lecturer helps students by asking students to spell the sentence current (C, u, double r, e, n, t). repeat several times, and students can pronounce it better.
- ii) Students have difficulty pronouncing the word 'liquidated', so the lecturer helps the students by saying the word 'liquidated' repeatedly and explaining its meaning.

110/tag/mess Liquidated *mencairkan*, liquid *cairan*, *cair*.

Liquiate: *Mencairkan*, liquidated *di cairkan*.

117/tag/mess equity, *ekuitas*. Equity, what is equity.

- b) When students forgot material in the target language, the lecturer used the mother tongue to help them remember material that had been studied previously

Example:

142/inter/rei *ekuitas apa itu tadi?* I told that earlier.

148/tag/rei Revenue *apa?* What is revenue? We have talked about revenue.

CHAPTER V

DISCUSSION

This section discusses research findings based on the research questions used by the lecturer during the teaching-learning process. Firstly, the researcher analyzed the data to find out the types of code-switching used by the lecturer of the fourth-semester students of the Universitas PGRI Yogyakarta. Classroom observation was conducted on June 05, 2023, and on June 12, 2023, the interview was conducted on June 14, 2023.

Based on the data findings the researcher analyzed and classified the data based on Poplack's (2004) theory, there are three types of code switching used by lecturer: tag switching, inter-sentential switching and intra-sentential switching. Based on the classroom observation on June 05 2023, and June 12 2023, the researcher found three different types of code-switching used by the lecturer of the fourth-semester students at the Universitas PGRI Yogyakarta: tag switching, inter-sentential switching and intra-sentential switching. The lecturer applied all of the types of code-switching.

The researcher found out the common type of code-switching used by lecturer in the teaching-learning process was tag switching, which occurred in one hundred six data. Tag switching is the type that lecturer commonly employs during the learning process since lecturer teach finance to English language education students. English language education students who need to gain knowledge of finance to learn financial terms in English. Then, the lecturer patiently presented financial expressions by putting the financial terms in English and explaining the meaning of financial expressions in Indonesian.

The second common type of code-switching used by lecturer in the teaching-learning process was inter-sentential switching, which occurred seventy-three times. Inter-sentential switching refers to a switch occurring at the boundary between a clause and a sentence, whereas each phrase or sentence is expressed in one language or another (Nurrohmah, 2020, p. 67). It corresponds to the observations that inter-sentential switching happens at phrase or sentence boundaries. This type of behavior is employed to clarify or further translate the lecturer's previous utterances.

Second commonly types of code switching used by lecturer in teaching-learning process was inter-sentential switching with occurred seventy-three times. Inter-sentential switching refers to a switch occurring at the boundary between a clause and a sentence, whereas each phrase or sentence is expressed in one language or another (Nurrohmah, 2020, p. 67). It is corresponding to the observations that inter-sentential switching happens at phrase or sentence boundaries, and that this type of behavior is employed to clarify or further translate the lecturer's previous utterances.

The rarely types used by lecturer was intra-sentential switching with occurred forty-nine times used by lecturer in teaching-learning process. According to (Poplack, 2004) the purpose of code-switching is to demonstrate the characteristics of the perfect bilingual, and intra-sentential switching usually occurs in the most proficient bilinguals. As a result, because the lecturer is bilingual, it is immediately apparent that intra-sentential switching could occur in the classroom. This type of code-switching occurs frequently when the lecturer discusses the topic, the theory of some material, or the sentence structure. Additionally, whenever a lecturer utilizes, intra-sentential switching occurs naturally.

Secondly, the researcher analyzed and classified the functions of code-switching used by lecturer in the teaching-learning process. According to Gumperz (in Nurrohmah, 2020, 21–23) there were six functions of code-switching, namely quotations, addressee specification, interjections,

reiteration, message qualification, and personalization or objectification. Based on the classroom observation on June 05th 2023, and June 12th 2023, the researcher found six functions of code-switching used by the lecturer of the fourth-semester students at the Universitas PGRI Yogyakarta were quotations, addressee specification, interjections, reiteration, message qualification, and personalization or objectification. The lecturer applied all of the functions of codes switching.

Based on the data, researcher found that message qualification was commonly functions of code switching used by lecturer with occurred ninety-eight times. Due to the finding, the function of message qualifying happens when the lecturer explains the topic and then provides further clarification in the next utterance. Students in English education have trouble with learning financial terms because the courses are about finance. In addition, lecturer utilized code switching for helping students acquired knowledge what's being taught to ensured students understood the material properly.

The second common function of code-switching used by the lecturer was personalization or objectification. According to the findings, personalization or objectification was used fifty-five times when the lecturer presented the students with objective facts and personal opinions. Students' names are frequently used as examples of material by lecturers aimed at helping students with a better understanding of the concept of financial terms.

Interjection was the third common function of code-switching used by a lecturer in the classroom. Due to the finding, twenty-five English lecturer utterances were identified as interjection functions. When the lecturer offered the students some direction or instruction, the interjection function occurred.

Addressee specification was the fourth common function of code-switching used by a lecturer in the classroom. Due to the finding, addressee specification occurred twenty-four times. The function of addressee specification was frequently utilized when the lecturer pointed to the students or when the lecturer asked the students to participate and answer the lecturer's questions. According to Romaine (1995: 163), code-switching additionally can identify an addressee as the message's receiver (Nurrohmah, 2020, p. 69).

The fifth common function of code-switching used by a lecturer in the classroom was reiteration. Based on the data findings, reiteration occurred twenty-four times. The purpose of repeating phrases from English to Indonesian or Indonesian to English is to help students understand the material and to translate the meaning of words or sentences related to financial terms that English students have never learned before.

The last function of code-switching used by the lecturer in the classroom was a quotation. Based on the findings, quotations occurred two times and were the rare function of code-switching used by the lecturer in the classroom. The results demonstrate that the function serves as a quote mark, considering bilinguals communicate having provided direct speech in their native tongue.

Thirdly, the researcher analyzed the purposes the lecturer used code-switching in the teaching-learning process. After classroom observation, interviews were conducted to figure out the lecturer's purpose for utilizing code-switching. The interview was conducted on June 14th, 2023. The lecturer responded to the researcher's two questions due to clarifying reasons for utilizing code switching. The objective of the lecturer employing code-switching depends on the lecturer's opinion. There were purposes lecturer used code-switching in the teaching-learning process to explain material that is difficult for students to understand, to explain the meaning of vocabulary about finance that English Language Education students do

not yet know, to help students understand the material in the target language to strengthen understanding of new vocabulary, to Inform, to translation and to build a relationship with students in the teaching-learning process.

In addition, the researcher noticed that the lecturer had other reasons for using code-switching during the audio file transcript, referred to improving the pronunciation of new vocabulary that is difficult for students to pronounce and when forgetting material in the target language, the lecturer used the mother tongue to help students remember material that has been studied previously.

Based on the discussion above, the researcher concludes that code-switching is an unavoidable phenomenon and has many purposes in English class. Code-switching is very beneficial for students and lecturer. Lecturer can use the code-switching method as well as possible during the learning process. If the lecturer can make good use of code-switching, then code-switching can be used to help students understand second language material well.

In addition, the researcher noticed that the lecturer had other reason for using code switching during the audio file transcript, referred to improve the pronunciation of new vocabulary that is difficult for students to pronounced and when forgetting material in the target language, the lecturer used the mother tongue to helped students remember material that has been studied previously.

CHAPTER VI

CONCLUSION AND SUGGESTION

A. Conclusion

Regarding the aims of the research, which was to determine the types and functions of code-switching employed by the English lecturer of fourth-semester students in the subject Speaking and Listening for Specific Purposes at the Universitas PGRI Yogyakarta, the lecturer used three different types of code-switching, six different functions of code-switching and several purposes of lecturer used code-switching in the teaching-learning process. The following is a summary depending on how the problem was formulated:

1. The types and functions of code switching used by lecturer of fourth semester students in subject Speaking and Listening for Specific Purposes at Universitas PGRI Yogyakarta.

There were three types of code switching used by lecturer in teaching learning process. They were tag-switching, inter-sentential switching and intra-sentential switching. The commonly most types used by lecturer in teaching learning process was tag switching with occurred one hundred six times. The lecturer used a language tag in order to emphasize the statement while encouraging a productive social relationship with the students. The second most commonly types used by lecturer was inter-sentential with occurred seventy-three times. The lecturer frequently employed inter-sentential switching to further explain or even translate previously mentioned utterance. Then, the least types of code switching used by lecturer was intra-sentential code switching with occurred forty-nine times. The type that happened within a clause or sentence boundary in the middle of a sentence.

There were six functions of code-switching. They were quotation, addressee specification, interjection, reiteration, reiteration, message qualification and personalization or objectification. Based on the data findings, the common function of code switching used by the lecturer was message quotation with occurred data ninety-eight times. When a lecturer teaches a concept and then provides more clarification in the following utterance, that is the purpose of message qualification. The second common function of code-switching used by the lecturer in the teaching learning process was personalization or objectification with occurred data fifty-five times. Personalization or objectification was used when the lecturer presented the students with objective facts and personal opinions. Students' names are frequently used as examples of material by the lecturer aimed at helping students with a better understanding of the concept of financial terms. The third common function of code-switching used by a lecturer in the teaching-learning process was interjection with occurred data twenty-four times. When the lecturer offered some direction or instruction to the students, the function of interjection occurred. The fourth common function of code-switching used by a lecturer in teaching teaching-learning process was addressee specification with occurred data twenty-four times. The function of addressee specification was frequently utilized when the lecturer pointed to the students or when the teacher asked the students to participate and answer the teacher's questions. The fifth common function of code-switching used by lecturers in teaching teaching-learning process was reiteration with occurred data twenty-four times. Reiteration is most commonly used to explain or even translate the teacher's previous spoken words. Then, the last function that occurred in teacher utterance is a quotation with two data. The function of quotations is as quotation marks, considering that bilinguals who communicate have given direct speech in their mother tongue.

2. The purposes lecturer used code switching in teaching learning process for fourth semester students in subject Speaking and Listening for Specific Purposes at Universitas PGRI Yogyakarta.

Based on interviews conducted previously with the lecturer, there were several purposes for using code-switching by a lecturer in the teaching-learning process. There were processes to explain material that was difficult for students to understand, to explain the meaning of vocabulary about finance that English Language Education students do not yet know, to help students understand the material in the target language, to Strengthen understanding of new vocabulary, to Inform, to translation and to build a relationship with students in the teaching-learning process.

The researcher noticed that the teacher had other reasons for using code-switching during the audio file transcript, referred to improve the pronunciation of new vocabulary that is difficult for students to pronounce, and when forgetting material in the target language, the lecturer used the mother tongue to help students remember material that has been studied previously.

B. Suggestion

1. To English lecturer of English teacher.

As an avoidable phenomenon, code-switching is suitable for students understanding since they are not fluent in English. Hence, using the native language will make students too lazy to learn the language target. Students will find learning in the target language difficult, so their vocabulary abilities in the target language weaken. I hope that lecturers or teachers who teach English, particularly those who specialize in teaching speaking, would employ code-switching properly and use their

native tongue to help students comprehend the material in the target language.

2. To other researchers

In bilingual and multilingual circumstances, code-switching is a one-of-a-kind occurrence. All bilinguals, even English students, will be experiencing code-switching, whether they recognize it or not. Based on the limitations, it is suggested that possible future sociolinguistics researchers do another study with a deeper understanding of sociolinguistics, particularly code-switching, than this study, utilizing a different way of analysis to obtain more accurate results. Furthermore, the researcher anticipated that other researchers would be interested in examining sociolinguistics in various classifications to enhance and strengthen their research.

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APPENDIXES

DOCUMENTATION



English Lecturer's Transcript Interview

L: Lecturer

R: Researcher

- 1) R: Terima kasih pak telah mengizinkan saya untuk melakukan observasi kelas,
- 2) R: Setelah melakukan observasi saya dua pertanyaan pak yang ingin saya tanyakan kepada bapak.
- 3) R: Untuk yang pertama itu pak, kan pada waktu bapak itu mengajar ya pak waktu pelajaran hari senin yang minggu kemarin itu di jam ketiga itu bapak bercerita tentang hal yang berkaitan dengan keuangan dengan menggunakan bahasa Indonesia.
- 4) R: Kira-kira alasan bapak mengapa bapak, menceritakan hal yang mengenai keuangan itu menggunakan bahasa Indonesia kepada mahasiswa pak?
- 5) L: Karena ini kan *listening and speaking for specific purpose* jadi untuk tujuan spesifik, untuk tujuan tertentu dan dari awal sudah ditentukan yang dimaksud tujuan tertentu itu nya itu terkait dengan bisnis,
- 6) L: Terkait dengan *work place setting* jadi lingkungan kerja terutama diperusahaan.
- 7) L: Perusahaannya itu yang kita tentukan itu ada misal terkait dengan *tourism*, terkait dengan pendidikan itu sendiri, terkait dengan *hospitality*, dan *finance* keuangan..
- 8) L: Dan bagaimanapun sebenarnya kalau di perusahaan entah itu sektornya mau sektor pariwisata atau sektor lainnya tetap saja kan mereka akan membahas tentang keuangan.
- 9) L: Karena kan pada dasarnya, tujuan dari perusahaan itu untuk *profit* ya kan.
- 10) L: Nah, sebelum-sebelumnya kita sudah membahas mengenai *expression* yang digunakan di perusahaan kemudian sudah membahas juga projek satu itu banyak yang ambil topik itu tentang atau temanya tentang pariwisata gitu.
- 11) L: Tinggal yang belum di bahas itu tentang keuangan.
- 12) L: Nah, jadi karena itu memang bagian yang sangat penting dari perusahaan dan jika mereka nanti bekerja di perusahaan multinasional misalnya ya pasti akan bahas itu juga apalagi

jika teman-teman kerjanya sebagian dari luar ya mereka akan membahas mengenai keuangan dengan bahasa Inggris.

- 13) R: iya.
- 14) L: Nah, kenapa pakai bahasa Indonesia karena istilah-istilah keuangan itu sulit.
- 15) L: Maksudnya mereka tidak bisa memahami begitu saja makna dari satu kata jika belum benar-benar memahami konsepnya itu sendiri.
- 16) L: Misal, misal gini saya ingin mereka tau apa itu misal *net profit margin*.
- 17) L: Karena itu kemungkinan besar akan sering di bahas entah itu *revenue* lah atau *net profit margin* atau misal *equity* atau misal *liability* dan sebagainya.
- 18) L: Tapi kalau mereka tidak mengerti dulu konsepnya gimana nanti mereka bisa memahami itu gitu.
- 19) L: Sekedar, kalau misal gini ini *liability* nih.
- 20) L: Nih definisinya kalau sekarang ngapalin kaya gitu tanpa tahu makna yang sesungguhnya ya nanti percuma juga nanti mereka ga akan bisa menggunakan itu dan ga akan bisa mengaplikasikan itu.
- 21) L: Dan karena ini istilah keuangan yang sebagian besar mereka juga belum tahu hal yang baru dan saya rasa rumit ya sudah gunakan bahasa Indonesianya dulu untuk atau digunakan bahasa Indonesia untuk membantu pemahaman seengaknya ketika mereka memahami apa yang dimaksud.
- 22) L: Oh, beda antara misal *net profit* dan *net profit margin* mereka tau bedanya, oh begitu gitu nantikan mereka bisa mengekspresikan bahasa Inggrisnya dengan kata-kata sendiri begitu.
- 23) R: Oke, terima kasih pak kemudian saat menerangkan materi bapak juga mengulang kalimat ke bahasa Indonesia ke bahasa Inggris atau sebaliknya seperti contohnya '*because inflation, karena inflasi*', atau '*how people appreciate, bagaimana orang menghargai*' apakah tujuan bapak mengulang penggunaan bahasa itu pak.
- 24) L: Iya karena kadang ada kalanya ya untuk sekedar apa namanya ya menguatkan semacam meng-*inform* gitu kadang.
- 25) L: Kadang gini kata-kata yang sederhana pun menurut saya sederhana tapi belum tentu semuanya paham.
- 26) L: Tapi kan yang saya lakukan itu gak di setiap waktu juga disaat-saat tertentu saja.
- 27) L: Bisa jadi itu perlu, bisa jadi nggak juga cuman buat saya biasanya diulang begitu ketika untuk di *inform* barangkali

- gak paham, barangkali perlu semacam *translation* dalam tanda kutip ya begitu. *Inform* lah intinya.
- 28) R: Sudah pak, terima kasih ya pak.
- 29) L: Udah itu aja
- 30) R: Soalnya waktu itu juga tujuan dosen menggunakan bahasa Inggris eh bahasa Indonesia waktu pembelajaran sudah saya pahami.
- 31) R: Kemudian, ya menurut saya cukup pak kira-kira bapak selama mengajar tuh ada gak sih pak kayak gimana ya pak ngomongnya tuh.
- 32) L: Yang jelas kalau saya tuh, mungkin terakhir dari saya tuh. Saya lebih memfokuskan ke kualitasnya dari pada ke kuantitasnya
- 33) L: Karena kalau, ini yang saya lihat diluar ya bukan disini ngomong terus dalam bahasa Inggris tapi salah-salah nanti ditiru sama mahasiswanya gimana.
- 34) L: Mahasiswanya gini, ya salah-salahnya misal dalam pengartian nanti itu jadi *input* juga buat mereka kemudian mereka serap, mereka internalisasi terus *output*-nya pun jadi begitu.
- 35) L: Nah, buat saya yang terpenting dan ada studinya juga karena kan memang bidang saya disitu ya jadi lebih apa ya jumlah itu penting, kuantitas itu penting.
- 36) L: Sebanyak mungkin kita menggunakan *target language* itu juga barangkali penting apalagi dalam konteks *speaking* ya tapi kualitas itu jauh lebih penting cuman saya nggak sedikit juga toh bahasa Inggrisnya tetap mencoba banyak.
- 37) L: Tapi, ketika memang harus Kembali ke bahasa Indonesia untuk beberapa tujuan tertentu entah itu *inform* atau menjelaskan konsep biasanya untuk menjelaskan konsep atau untuk membangun relasi.
- 38) L: Ketika berbicara mengenai hal-hal yang terkait dengan masa depan misal atau misal katakan lah ngobrol-ngobrol santai mungkin membangun relasi istilahnya itu lebih enak menggunakan bahasa Indonesia ketimbang bahasa Inggris gitu. Itu saja sih kualitas daripada kuantitas.
- 39) R: Sudah pak
- 40) L: Oke
- 41) R: Terima kasih pak
- 42) L: Ya, sama-sama.

List of the Data of Code-Switching Types and Functions Used by Lecturer of The Fourth Semester Students of English Education Department of Universitas PGRI Yogyakarta Academic Year 2022/2023

No.	Code	Utterance	Types of Code Switching	Functions of Code Switching
1.	1/tag/int	<i>Suku bunga</i> . How to said <i>suku bunga</i>	Tag switching	Interjection
2.	2/tag/add	how you defined <i>suku bunga</i> ? What is <i>suku bunga</i> ?	Tag switching	Addressee specification
3.	3/inter/rei	what you defined <i>suku bunga</i> in Indonesia? <i>Apa sih suku bunga itu?</i>	Inter-sentential switching	Reiteration
4.	4/tag/mess	when you save your money in the bank, when you save money in the bank you will get the rate. <i>bunga, bunga entah</i> maybe 5%, 6%. But usually 3%.	Tag switching	Message qualification
5.	5/intra/mess	Because there is interest rate over example 5% so <i>nanti bayarannya kalau ditotal lebih dari seratus juta</i> . So that interest rate.	Intra-sentential switching	Message qualification
6.	6/intra/int	all company borrow money from the bank, <i>siapa perusahaan eh sorry dari bank eh sorry</i> . Mention <i>satu saja</i> , mention one company that does not borrow money from the bank.	Intra-sentential switching	Interjection
7.	7/inter/rei	<i>udah sering kan</i> you heard about inflation. So what inflation. Inflation <i>itu apa sih</i>	Inter-sentential switching	Reiteration
8.	8/inter/add	<i>peningkatan harga barang</i> , yes say it in English	Inter-sentential switching	Addressee specification
9.	9/inter/rei	<i>Karna inflasi</i> , because inflation	Inter-sentential switching	Reiteration

10.	10/inter/obj	if you, <i>belum lahir</i> .	Inter-sentential switching	Objectification
11.	11/inter/obj	for example <i>Indomie. Satu apa sih</i>	Inter-sentential switching	Objectification
12.	12/tag/per	when I was elementary student <i>indomie itu</i> it cost 250.	Tag switching	Personalization
13.	13/intra/obj	In 1997 <i>sekitar 250 dan sekarang anggap saja 2500 ya anggap saja</i> , I know more than that, almost three thousand but let's say <i>dua ribu lima ratus itu sudah</i> how come many times. In twenty years, twenty five years <i>harga itu meningkat</i> more than ten fold <i>lebih dari 10 kali lipat</i>	Intra-sentential switching	Objectification
14.	14/inter/obj	<i>Jadi kalau anda punya uang sekarang</i> for example if you have one billion	Inter-sentential switching	Objectification
15.	15/tag/mess	<i>Anda simpan saja 1m itu ee</i> twenty years later <i>1 milyar mungkin berharga 10 juta seperti 10 juta sekarang</i>	Tag switching	Message qualification
16.	16/intra/mess	Yes that inflation, <i>inflasi tuh begitu</i> . That inflation	Intra-sentential switching	Message qualification
17.	17/intra/obj	<i>Ada yang diceritain orang tuanya</i> , maybe you heard from you parents. Yeah that yeah <i>dulu itu harga makanan mungkin berapa rupiah</i> .	Intra-sentential switching	Objectification
18.	18/tag/rep	that's okay so it is how do you say that again what is inflation, increasing crisis overtime <i>singkatnya begitu</i> .	Tag switching	Message qualification
19.	19/tag/mess	Yes, Bank Indonesia is central bank but it is the example.	Tag switching	Message qualification
20.	20/inter/mess	<i>bank nya bank</i> , a bank from a bank we can say that.	Inter-sentential switching	Message qualification
21.	21/intra/int	this is an example of market news, <i>berita pasar dulu di Tvone itu ada kabar pasar. Di metro tv itu ada e apa itu ya pasar pasar gitu lah</i> . if you watch news you will find that.	Intra-sentential switching	Interjection

22.	22/inter/mess	finance terms everyone should know, everyone so <i>tentu ada banyak terms tapi saya ambil yang umum-umum saja yang memang harus semua orang ketahui ya .</i>	Inter-sentential switching	Message qualification
23.	23/intra/int	By the way it's should be define by your own words <i>tapi gak usah sama kaya sama ini ya</i> your definition should be your own definition <i>ini contoh saja.Saya tidak suka memorize hafalan nanti lupa.</i>	Intra-sentential switching	Interjection
24.	24/inter/mess	um, property is one type of assest uh it depends <i>property tergantung properti yang dimaksud itu apakah properti berupa bangunan seperti orang awam perumahan atau properti dalam arti segala sesuatu yang anda punya.</i>	Inter-sentential switching	Message qualification
25.	25/Inter/add	in the context of a company because we are talking about not only our our own assest but company assets, <i>kira-kira aset dalam konteks perusahaan itu aset perusahaan itu misal apa?</i>	Inter-sentential switching	Addressee specification
26.	26/intra/quo	<i>nantikan bosnya bilang kita kan punya aset,</i> when your boss is saying so <i>anda memahaminya gimana aset tuh apa.</i>	Intra-sentential switching	Quotation
27.	27/tag/mess	<i>bisa yes, saham can be. Bisa aset</i>	Tag switching	Message qualification
28.	28/tag/mess	asset itu of course there are many definition of assets <i>tapi</i> in general we can define assets as everything,	Tag switching	Message qualification
29.	29/inter/mess	<i>pokoknya apapun itu yang anda miliki</i> and it can generate money, it can make money.	Inter-sentential switching	Message qualification
30.	30/Inter/obj	<i>misal gini,</i> for example Faiz.	Inter-sentential switching	Objectification
31.	31/intra/mess	<i>tunggakannya 10 juta perbulan tapi</i> from that <i>caffé,</i> Faiz generate for example fifty millions money a month <i>jadi masih lebih 40 juta an itu</i>	Intra-sentential switching	Message qualification

		<i>bisa di bilang aset. Itu aset bank hakikatnya itu aset juga itu asset something that generates money walaupun itu didapat dari hasil pinjaman but anyway it generates money.</i>		
32.	32/intra/mess	<i>ada definisi aset yang lebih luas which defines that asset is everything that generates money seperti tadi tapi ada juga Robert Kiyosaki he defines assest as something that generates profit.</i>	Intra-sentential switching	Message qualification
33.	33/inter/mess	<i>jadi kalau tadi ternyata pendapatan yang what you got is less than what you need to pay it's not asset it's dead but it does not political something okay.</i>	Inter-sentential switching	Message qualification
34.	34/tag/rei	<i>that you own yang anda miliki. Something that you own and can generate benefits.</i>	Tag switching	Reiteration
35.	35/inter/add	<i>ada yang Namanya current assets, what is current asset.</i>	Inter-sentential switching	Addressee specification
36.	36/intra/mess	<i>asset that can be liquidated, bisa di likuidasi dalam setahun. Bisa di cairkan, itu yang current asset. Ada fixed assets, asset that cannot be liquidated within a year. Yes, seperti mesin, bangunan, mesin mungkin maybe bisa liquidated begitu ya</i>	Intra-sentential switching	Message qualification
37.	37/inter/mess	<i>But usually fixed asset refers to credible assets like the building, plane for example or maybe bonds hal-hal yang memang tidak bisa dijual saat itu juga.</i>	Inter-sentential switching	Message qualification
38.	38/inter/mess	<i>Things that You cannot when you need money you can save that and you get money immediately. Jadikan aset itu ada yang aset lancar dan aset tetap.</i>	Inter-sentential switching	Message qualification
39.	39/tag/mess	<i>bangunan itu usually credible fixed asset.</i>	Tag switching	Message qualification

40.	40/inter/mess	<i>kalau rumah itu current assets</i>	Inter-sentential switching	Message qualification
41.	41/inter/int	Current asset <i>apa tadi</i> , how you define current assets?	Inter-sentential switching	Interjection
42.	42/intra/mess	asset that can be liquidated within a year ya. Can return to cash, <i>bisa di jadikan cash ya. Bisa di likuidasi, likuidasi itu maksudnya bisa di cairkan jadi cash within a year</i>	Intra-sentential switching	Message qualification
43.	43/tag/mess	<i>Fixed asset yang lebih sulit di cairkan ya</i>	Tag switching	Message qualification
44.	44/inter/mess	There is something so-called allocation assets, <i>asset alokasi asset. aset ini tidak hanya yang credible seperti building ada juga yang invincible. Paper asset seperti bonds, stocks and cash or cash 50 dollars.</i>	Inter-sentential switching	Message qualification
45.	45/intra/int	Bonds <i>surat tapi surat yang bagaimana?</i> What kind of <i>hutang</i> .	Intra-sentential switching	Interjection
46.	46/tag/mess	<i>Obligasi, yes. Obligasi</i>	Tag switching	Message qualification
47.	47/tag/obj	<i>Anda beli surat obligasi 10 juta interest rate nya 7% artinya apa dalam setahun anda akan dapat 700 ribu.</i>	Tag switching	Objectification
48.	48/intra/obj	<i>beli 7% artinya every year you will get separate 700 hundred milion rupiah. 700 juta pertahun gak usah ngapa-ngapain tidur aja.</i>	Intra-sentential switching	Objectification
49.	49/inter/mess	<i>jadi apa bonds itu oblgasi. Surat hutang negara</i> so it something that government issues and the purpose is for getting money from the people from us.	Inter-sentential switching	Message qualification
50.	50/intra/add	For example we buy bond and we will get returned from the government and <i>nanti setelah masa tenornya berakhir</i> you will get your money back.	Intra-sentential switching	Addressee specification

51.	51/inter/obj	<i>Katakan lah tenornya lima tahun, Faiz will get 10 million rupiah</i>	Inter-sentential switching	Objectification
52.	52/tag/mess	<i>jadi ini bagian dari aset, asset allocation.</i>	Tag switching	Message qualification
53.	53/tag/mess	<i>aset itu macem-macem, bisa building itu aset</i>	Tag switching	Message qualification
54.	54/intra/obj	<i>Ketika anda, when you buy bonds you will get money. Ga usah 10 m lah, 1 juta aja beliin bonds dalam setahun jadi 70 ribu. If the rate crease.</i>	Intra-sentential switching	Objectification
55.	55/tag/int	<i>Ada stocks, what it is stocks? Stocks itu apa?</i>	Tag switching	Interjection
56.	56/inter/mess	<i>Itu juga bisa jadi aset juga loh If you have stocks of company.</i>	Inter-sentential switching	Message qualification
57.	57/tag/mess	<i>pendiri not have the share or you sell the stocks.</i>	Tag switching	Message qualification
58.	58/intra/mess	<i>Misal harga sidomuncul itu cuman 700 rupiah per lembar . kalo 100 lembar 700 ribu. If you have 70 ribu You can buy one of the sido muncul or indomie. Indomie Cuma berapa 7 ribu atau 10 ribu perlembar mungkin 1 juta per seratus.</i>	Intra-sentential switching	Message qualification
59.	59/tag/mess	<i>yes, lima ribuan.</i>	Tag switching	Message qualification
60.	60/tag/mess	<i>harganya is about one thousand or seven hundred.</i>	Tag switching	Message qualification
61.	61/tag/add	<i>yes, neraca keuangan, how you understand neraca keuangan in English?</i>	Tag switching	Addressee specification
62.	62/tag/mess	<i>di situ di balance sheets apa yang dimuat?</i>	Tag switching	Message qualification
63.	63/tag/int	<i>What is the mean of neraca keuangan?</i>	Tag switching	Interjection
64.	64/tag/mess	<i>asetnya apa saja the liabilities apa?</i>	Tag switching	Message qualification

65.	65/intra/rei	Yes, <i>piutang</i> . Liabilities <i>piutang</i> .	Intra-sentential switching	Reiteration
66.	66/inter/int	<i>agak berat memang kelas ini</i> , but you should know this	Inter-sentential switching	Interjection
67.	67/intra/obj	<i>Coba Nabila</i> , balance sheet certain what? <i>Itu isinya Panjang</i> , you need to have a letter basically or principally it is about what?	Intra-sentential switching	Objectification
68.	68/tag/add	Capital gain, how do you understand capital gain. Capital gain <i>itu apa?</i>	Tag switching	Addressee specification
69.	69/tag/obj	For example Anggi bought Wijaya karya for example two years ago five thousand rupiah sorry five hundred rupiah per share, <i>perlembarnya lima ratus</i> .	Tag switching	Objectification
70.	70/tag/mess	<i>Tahun 2020 beli pas</i> marketplace di harga 500 for example.	Tag switching	Message qualification
71.	71/tag/obj	<i>Kemudian, 2021 dijual diharga 2000 artinya anggi mendapat capital gain</i> .	Tag switching	Objectification
72.	70/tag/mess	<i>Ada juga yang Namanya</i> capital loss.	Tag switching	Message qualification
73.	73/inter/obj	<i>Isna sangat percaya dengan garuda airlines</i> , you believe in Garuda airlines.	Inter-sentential switching	Objectification
74.	74/intra/mess	<i>tiba-tiba datang covid</i> , everything were shut down <i>perjalanan</i> all travels or you know cancel was stop. <i>Jadi imbasnya apa? Ketika tidak ada penerbangan semuanya melosot harga sahamnya pun melosot</i> .	Intra-sentential switching	Message qualification
75.	75/inter/mess	<i>sahamnya turun anjlok</i> and you sell that and you got capital loss. So, it the different between capital gain and capital loss.	Inter-sentential switching	Message qualification
76.	76/intra/obj	<i>anda beli rumah</i> for example, <i>500 juta dan ada yang nawar 700 juta</i> and you sell it you get capital gain.	Intra-sentential switching	Objectification

77.	77/inter/mess	<i>Menjual lebih dari harga beli that's capital gain.</i>	Inter-sentential switching	Message qualification
78.	78/inter/mess	where people exchange capital and compartments, <i>tempat orang menjual-belian barang.</i>	Inter-sentential switching	Message qualification
79.	79/tag/mess	<i>saham</i> or bonds.	Tag switching	Message qualification
80.	80/tag/mess	Yes, <i>pasar modal.</i>	Tag switching	Message qualification
81.	81/inter/rei	<i>Kita punya pasar modal, we have capital market.</i>	Inter-sentential switching	Reiteration
82.	82/tag/rei	Yes, <i>bursa efek Indonesia</i> or Indonesia Stocks Exchange.	Tag switching	Reiteration
83.	83/inter/mess	That's our capital market, <i>itu tempatnya orang jual beli modal.</i>	Inter-sentential switching	Message qualification
84.	84/intra/mess	<i>Pusatnya disitu, but you can only buy or sell your capital through securities. Anda hanya bisa menjual atau membeli modal melalui sekuritas.</i>	Intra-sentential switching	Message qualification
85.	85/intra/rei	What is capital market? <i>Pasar modal itu apa?</i>	Intra-sentential switching	Reiteration
86.	86/inter/mess	Exchange assets especially paper assets. Paper asset yg dimaksud disini adalah stocks. Exchange ya bertukar, jual beli. Itu kenapa Namanya Indonesia Stocks Exchange.	Inter-sentential switching	Message qualification
87.	87/tag/top	<i>Jadi selain stocks kemudian bonds, obligasi kemudian ada juga yang Namanya mutual funds.</i>	Tag switching	Message qualification
88.	88/tag/add	<i>Selain, you know, you can buy stocks directly or you can buy reksadana.</i>	Tag switching	Addressee specification
89.	89/tag/obj	And then your company, <i>perusahaan anda berkerja itu juga akan punya saham juga diperusahaan saat anda beli saham diperusahaan lain.</i>	Tag switching	Objectification

90.	90/tag/obj	For example <i>mereka tuh sering beli saham satu sama lain gitu loh dan lama-lama mengakusisi.</i>	Tag switching	Objectification
91.	91/intra/mess	<i>Dan ketika</i> , when they own more than fifty percent example they acquired the company. <i>Ketika misalnya apa ya bilanginya di akusisi itu.</i>	Intra-sentential switching	Message qualification
92.	92/inter/obj	<i>Cara kedua adalah</i> you can buy, you know you can try and acquire your company by buying the stocks of the marketing ritually/actually. <i>Misalkan mau mengakusisi alfamart tinggal beli aja sahamnya sedikit demi sedikit sampai lebih dari limapuluh persen . sampai alfamart dimiliki kamu .</i>	Inter-sentential switching	Objectification
93.	93/inter/rei	and <i>perusahaan anda sama</i> , your company will do the same.	Inter-sentential switching	Reiteration
94.	94/tag/int	<i>Jadi</i> , company <i>tidak hanya menjalankan bisnis ya</i> . So that's why you should know this	Tag switching	Interjection
95.	95/tag/obj	<i>atau mungkin juga</i> company <i>beli reksa dana or beli saham mungkin sering</i>	Tag switching	Objectification
96.	96/tag/mess	so. <i>Tadi ya.</i>	Tag switching	Message qualification
97.	97/tag/int	<i>yes, silahkan</i>	Tag switching	Interjection
98.	98/inter/int	<i>Coba bandingkan</i> and you can get it.	Inter-sentential switching	Interjection
99.	99/tag/add	How do you <i>say jangka waktu</i> in English?	Tag switching	Addressee specification
100.	100/tag/int	<i>Coba, bikin word sendiri</i> . Explain what liabilities is in your own word.	Tag switching	Interjection
101.	101/tag/mess	<i>Kemampuan mencairkan tanpa kerugian</i> that's liquidity.	Tag switching	Message qualification
102.	102/tag/per	<i>Tergantung</i> , that's what I mean.	Tag switching	Personalization
103.	103/tag/mess	<i>Itu</i> like gambling	Tag switching	Message qualification

104.	104/inter/mess	You know what I mean, poinnya dapet ya.	Inter-sentential switching	Message qualification
105.	105/intra/int	<i>Jadi, anda jangan gitu ya</i> , cause we are talking about capital market. <i>Jangan melabeli sesuatu begitu saja tanpa mempertimbangkan</i> without consider any other risk.	Intra-sentential switching	Interjection
106.	106/tag/int	<i>Dan satu lagi</i> , continue.	Tag switching	Interjection
107.	107/inter/mess	<i>Yang terpenting kalian tau rambu-rambunya, jangan termakan omongan diluar itu ya.</i> Be critical because you are university student.	Inter-sentential switching	Message qualification
108.	108/inter/int	<i>Karna mungkin belum pernah belajar itu ya</i> , but usually something that you need to know if you'd like to work in company.	Inter-sentential switching	Interjection
109.	109/intra/int	<i>Itu makna yang paling luasnya tentu nanti</i> , it will be different definition. <i>Ada beberapa definisi yang berbeda seperti dari filsafi silahkan di pelajari sendiri.</i>	Intra-sentential switching	Interjection
110.	110/tag/mess	Liquidated <i>mencairkan</i> , liquid <i>cairan</i> , <i>cair</i> . Liquiate: <i>Mencairkan</i> , liquidated <i>di cairkan</i> .	Tag switching	Message qualification
111.	111/intra/rei	Or can be converted, <i>bisa di konversi</i> into cash within a year <i>dalam hitungan beberapa bulan</i> . <i>Bisa dicairkan intinya itu aset yang bisa di cairkan</i> , asset can be transform/transfer, convert can be into cash within a year.	Intra-sentential switching	Reiteration
112.	112/tag/mess	Distribute Their asset into different asset class <i>atau</i> asset type	Tag switching	Message qualification
113.	113/tag/add	How do you say <i>surat berharga</i> ?	Tag switching	Addressee specification
114.	114/intra/mess	Yes, it's depended on the interest rate, and it will get some money periodically. <i>Karena satu tahun itu bisa dicairkan 4 kali. jadi, Pada dasarnya anda akan mendapatkan uang</i> , you will you	Intra-sentential switching	Message qualification

		know get some other money periodically after you get the equal from ministry.		
115.	115/intra/mess	<i>Jadi, aset itu, asset itu bisa berupa banyak tadi ya ga mesti uang. Not only money, it can be cash yaitu money itu berbentuk kertas. Or can be maybe (crypto currency) . Ya terlepas dari itu spekulatif atau nggak saya tidak berani komentar tentang itu, I don't know, we don't know.</i>	Intra-sentential switching	Message qualification
116.	116/tag/mess	<i>Bisa bonds, stocks atau property building. Seperti itu ada banyak jenisnya, yes next.</i>	Tag switching	Message qualification
117.	117/tag/mess	Equity, <i>ekuitas</i> . Equity, what is equity.	Tag switching	Message qualification
118.	118/inter/rei	How you define equity? Equity <i>itu apa sih? Ekuitas itu apa.</i>	Inter-sentential switching	Reiteration
119.	119/tag/add	How do you understand <i>ekuitas</i> ?	Tag switching	Addressee specification
120.	120/intra/obj	<i>Misal Anis baswedan kekayaannya 10 m katakan lah ya, hampir segitulah awal-awal got a he has a debt berapa ya saya lupa katakan lah 5 m hutangnya so ekuitasnya sebenarnya hanya 5m.</i>	Intra-sentential switching	Objectification
121.	121/tag/per	<i>Saya punya aset, berbagai macam aset dari mulai misal building kemudian stocks, bonds kemudian crypto currency kemudian segala peralatan gitu ya.</i>	Tag switching	Personalization
122.	122/tag/mess	At the same time, <i>saya punya hutang 50 milyar berarti ekuitas saya berapa kurang lebih. 150 ya</i>	Tag switching	Message qualification
123.	123/inter/mess	<i>Saya punya uang 10 juta, punya hutang 3 juta, berarti ekuitas saya 7 juta. bisa di bilang net worth juga. That's net worth, kekayaan bersih.</i>	Inter-sentential switching	Message qualification
124.	124/inter/add	How much, <i>kira-kira</i>	Inter-sentential switching	Addressee specification

125.	125/intra/mess	<i>Belinya 1 juta nih, jualnya maybe one point five million. Keuntungan 500 ribu , that's fifty percent. Itu capital gain yes.</i>	Intra-sentential switching	Message qualification
126.	126/tag/int	<i>Financial ga usah ada siel siel nya ya.</i>	Tag switching	Interjection
127.	127/inter/obj	<i>Apapun itu asetnya ya ga mesti saham apa saja, when you sell the asset.</i>	Inter-sentential switching	Objectification
128.	128/intra/obj	<i>Pasar modal, how do you define pasar modal? Apa tadi Adel, explained by Hana. Pasar modal is, capital market is?</i>	Intra-sentential switching	Objectification
129.	129/tag/mess	<i>Cash flow itu</i>	Tag switching	Message qualification
130.	130/tag/obj	<i>Kalau anda memahami makna Compounding itu akan gampang banget</i>	Tag switching	Objectification
131.	131/tag/mess	<i>Compounding itu tadi artinya berlipat terus ya.</i>	Tag switching	Message qualification
132.	132/tag/mess	<i>Tahun ketiga, ya begitu terusan itu Namanya compounding.</i>	Tag switching	Message qualification
133.	133/inter/mess	<i>So, you can say that compound rest which is compounding anyway a year for year. Bunga berbunga.</i>	Inter-sentential switching	Message qualification
134.	134/intra/mess	<i>Okay, yes jadi begitu ya that's compounding interest jadi hati-hati when you borrowing money make sure it's not compounding interest.</i>	Intra-sentential switching	Message qualification
135.	135/inter/int	<i>Compounding interest itu akan merepotkan nanti, next.</i>	Inter-sentential switching	Interjection
136.	136/tag/quo	<i>Depreciation, in Indonesia peoples called is dispresiasi.</i>	Tag switching	Quotation
137.	137/tag/rei	<i>Apa tadi depreciation itu? What is depreciation?</i>	Tag switching	Reiteration
138.	138/inter/int	<i>Can you give an example, what is depreciation? Contohnya nyata diskresiasi dalam kehidupan sehari-hari.</i>	Inter-sentential switching	Interjection
139.	139/tag/obj	<i>And then you sell it maybe just one hundred and fifty million rupiah, itu depreciation.</i>	Tag switching	Objectification

140.	140/tag/mess	<i>Terdispresiasi, berkurang nilainya, berkurang nilai jualnya karena kualitasnya berkurang. Value-nya berkurang</i>	Tag switching	Message qualification
141.	141/inter/mess	<i>Mobil bisa dianggap aset juga kok. Yes, that is everything you owned and can generate money itu aset.</i>	Inter-sentential switching	Message qualification
142.	142/inter/rei	<i>Ekuitas apa itu tadi? I told that earlier</i>	Inter-sentential switching	Reiteration
143.	143/tag/mess	Equity defined of <i>pendapatan</i> , income. <i>Pendapatan bersih belum tentu equity.</i>	Tag switching	Message qualification
144.	144/tag/mess	<i>Pendapatan bersih enualy, enualy income atau enualy netprofit itu tidak mesti sama dengan equities.</i>	Tag switching	Message qualification
145.	145/tag/add	<i>Setelah dicek ternyata liability- nya banyak</i>	Tag switching	Addressee specification
146.	146/tag/mess	<i>Liabilitiesnya ada 400 milyar berartikan ekuitasnya cuman 600 million.</i>	Tag switching	Message qualification
147.	147/tag/mess	<i>Sedangkan net income itu lain lagi, setiap tahun anda mendapatkan income, tiap tahun anda mendapat revenue.</i>	Tag switching	Message qualification
148.	148/tag/rei	<i>Revenue apa? What is revenue? We have talked about revenue.</i>	Tag switching	Reiteration
149.	149/tag/mess	<i>Yes, gross sales, penjualan kotor, pendapatan kotor, revenue. Iya pendapatan kotor gross.</i>	Tag switching	Message qualification
150.	150/tag/mess	<i>Artinya net profit untuk tahun itu cuman 20 milyar.</i>	Tag switching	Message qualification
151.	151/intra/mess	<i>Ekuitas itu secara keseluruhan oke, total assets minus liability that's equity. Kemudian untuk income sendiri itu biasanya bisa pakai revenue, gross. Yang gross kotor tapi yang setelah di kurangi biaya termasuk biaya operasional itu baru, that's you can get something from net profit. Jadi, net profit itu bisa lebih kecil. Jadi,</i>	Intra-sentential switching	Message qualification

		<i>beda</i> . It's different between equities and net profit. They are so different things.		
152.	152/tag/obj	Dela, net profit <i>itu apa</i> ? How do you define net profit.	Tag switching	Objectification
153.	153/intra/mess	Net profit, revenue minus operational cost. <i>Pendapatan kotor di kurangi biaya operasional</i> . It's usually consider as net profit. <i>Beda dengan ekuitas</i> , different with equity.	Intra-sentential switching	Message qualification
154.	154/tag/mess	By the report, <i>tentang</i> statements.	Tag switching	Message qualification
155.	155/tag/mess	Liabilities, <i>dari</i> liabel <i>ya</i> . Liability	Tag switching	Message qualification
156.	156/tag/mess	Liabilities <i>itu hutang ya hutang</i> .	Tag switching	Message qualification
157.	157/intra/mess	Debt <i>biasa mungkin gini ya</i> . Debt and that, debt <i>ya pake</i> collector <i>kemudian orang bilang</i> debt ceiling plafon hutang <i>ya</i> debt ceiling not debt coll.	Intra-sentential switching	Message qualification
158.	158/inter/mess	How do you say liquidity? <i>Kemampuan mencairkan tanpa menimbulkan kerugian</i> that is.	Inter-sentential switching	Message qualification
159.	159/inter/rei	<i>Ada istilah lainnya</i> , is another term so that.	Inter-sentential switching	Reiteration
160.	160/inter/add	For example like this, <i>siapa lagi ya</i> .	Inter-sentential switching	Addressee specification
161.	161/ tag/obj	Orchid <i>punya seo authenticity kenapa? Karena orchid kalau niat bisa dilunasi besok juga</i> .	Tag switching	Objectification
162.	162/intra/rei	<i>Utang</i> it's okay. Debt it's okay as long as you are able to pay the debt. <i>Lebih baik lagi, ya sebenarnya bisa bayar kalau niat</i> . <i>Hutang</i> is not always not bad. You able to pay the debt, <i>hutang</i> .	Intra-sentential switching	Reiteration
163.	163/tag/add	Gross profit <i>margin itu apa?</i>	Tag switching	Addressee specification

164.	164/inter/mess	Gross profit margin, <i>ini ada margin nya loh. Ada net profit, ada net profit margin jadi beda. They are different things, itu beda. They are different.</i>	Inter-sentential switching	Message qualification
165.	165/tag/int	<i>Ini harus pelan-pelan, karna tidak mudah. Its not easy.</i>	Tag switching	Interjection
166.	166/intra/obj	Last year, your revenue was 100 billion dollar. <i>Penjualan, hasil penjualannya. Revenue atau pendapatan kotornya. Revenue nya lah segini. Kemudian, so we can say that revenue is one hundred billion dollars.</i>	Intra-sentential switching	Objectification
167.	167/tag/mess	It's sell. Hasil <i>penjualannya segini tapi setelah di kurangi berbagai macam biaya ternyata net profit-nya it's only 25 billion dollars. Nah, ini net profit.</i>	Tag switching	Message qualification
168.	168/tag/mess	<i>Pendapatan and penjualan.</i>	Tag switching	Message qualification
169.	169/tag/add	For example, <i>perusahaan nih. This company, the NPM is only</i>	Tag switching	Addressee specification
170.	170/tag/mess	<i>Ketika anda baca financial statement, NPM misalnya cuman 5% berarti ini tidak sehat. Artinya dari 100 juta penjualan pendapatan bersihnya hanya 5 juta. kan dari 1 milyar jadi 50 juta kan rendah.</i>	Tag switching	Message qualification
171.	171/inter/mess	<i>NPM nya rendah. Itu menggambarkan, it explained or it conscious the conditional of the company.</i>	Inter-sentential switching	Message qualification
172.	172/inter/rei	<i>Bagaimana itu ilustrasinya, how do you illustrate return of investment.</i>	Inter-sentential switching	Reiteration
173.	173/inter/ mess	When your company invest some money in other company so that return of investment, <i>pendapatan dari hasil investasi that's it. Setidaknya anda tahu saja istilahnya without knowing complicated formula behind that. Tadi</i>	Inter-sentential switching	Message qualification

		<i>kan saya ilustrasikan membedakan antara study placeit about net profit and net profit margin. Selebihnya gak usah perhitungannya ya pusing, alright, okay that's it.</i>		
174.	174/tag/add	Valuation, <i>apa coba</i> valuation. <i>Valuasi itu apa.</i>	Tag switching	Addressee specification
175.	175/tag/obj	<i>Kita bisa mengukur loh, for example, BCA.</i>	Tag switching	Objectification
176.	176/tag/rei	Valuation, <i>estimasi</i> or an estimation or approximation the value of a company.	Tag switching	Reiteration
177.	177/inter/mess	<i>Orang bilang valusasi, valuasi apa sih valuasi itu</i> estimation. Valuation is about the value of the company.	Inter-sentential switching	Message qualification
178.	178/intra/mess	So, it's different between valuation and capital market, <i>ada perbedaan itu. Valuasi itu apa?</i> How do you define valuation.	Intra-sentential switching	Message qualification
179.	179/intra/rei	For example, <i>valuasi BCA. Saya gak tau valuasi BCA berapa,</i> I don't know the valuation of BCA.	Intra-sentential switching	Reiteration
180.	180/intra/obj	So, for example, the value of BCA is only <i>katakanlah 100 triliun ya.</i> But, the market cap will be five it's only one hundre trillion but the market cap will be five hundred trillion.	Intra-sentential switching	Objectification
181.	181/tag/obj	<i>Bisa jadi. Valuasi itu kan nanti di</i> manifest at sharers, <i>dan tiap sharers itu punya harga dan katakana lah harga saham itu seharusnya nilai wajarnya itu sekitar seribu lima ratus, katakan lah begitu.</i>	Tag switching	Objectification
182.	182/inter/mess	<i>Intinya gini,</i> valuation is the value oke. <i>Nilai intrinsik nya</i> after the considering everything about the company. But market cap is more about how market, how people appreciate the company. <i>Bagaimana mereka mengapresiasi perusahaan itu.</i>	Inter-sentential switching	Message qualification

183.	183/inter/mess	<i>Tapi, karena perusahaan ini sangat bagus selalu generated profit and everybody want to owner the company so people want to buy the share. Because a lot of people want to buy the share the price of the share increasing of the time. Sampai lima kali lipat dari harga aslinya sehingga Ketika dikakulasi nilanya yang harusnya 100 triliun become 500 trillion.</i>	Inter-sentential switching	Message qualification
184.	184/tag/obj	<i>Atau mungkin the your opposite the true , for example itu market cap-nya itu. Sorry, jangan S1. MNCN, you know MNC tv.</i>	Tag switching	Objectification
185.	185/intra/obj	<i>MNC tv itu market cap-nya katakanlah misal , eh sorry, valuasinya missal sekitar 360 triliun, for example. Tapi, valuation-nya 360 triliun tapi market cap-nya itu just sixty trillion misal.</i>	Intra-sentential switching	Objectification
186.	186/tag/mess	<i>Jadi, bisa jadi overvalue seperti BCA overvalue atau undervalue seperti MNCN. Itu undervalue. Ya, orang menghargai lebih rendah dari instrisiki value-nya.</i>	Tag switching	Message qualification
187.	187/tag/obj	<i>Okay, next group four. Sudah ya group four.</i>	Tag switching	Objectification
188.	188/intra/mess	<i>It's so bahasanya sulit ya, saya bingung juga. So, basically that some terms that you need to know and make sure you need to understand the system itself. Because, only knowing the terms without knowing the system will be useless. Kalau tau terms -nya saja tanpa tahu sistemnya bagaimana you will forget it again.</i>	Intra-sentential switching	Message qualification
189.	189/inter/obj	<i>Mungkin anda pun tidak nanti, well you will work in the company but yourself like to invest somewhere.</i>	Inter-sentential switching	Objectification
190.	190/intra/mess	<i>Like value-nya tidak diketahui. So that's why quite it is speculative, spekulatif gak ada value-nya oke.</i>	Intra-sentential switching	Message qualification

191.	191/tag/add	<i>Nggak perlu mahal-mahal crypto itu ada yang bisa fragments of dollar itu bisa.</i>	Tag switching	Addressee specification
192.	192/inter/rei	<i>Saya tidak merekomendasikan ya, I do not recommend you to buy crypto currency</i>	Inter-sentential switching	Reiteration
193.	193/tag/obj	Please avoid <i>pinjol</i> .	Tag switching	Objectification
194.	194/inter/obj	Please avoid <i>pinjol</i> , or <i>paylater</i> . Except, you have suspense only if you have suspense you can use <i>paylater</i> . <i>Ya, kalau anda punya supensi silahkan</i> it's for example.	Inter-sentential switching	Objectification
195.	195/inter/add	For example, you have one billion and <i>masih nyicil macbook ga masalah. Ga masalah toh walaupun masih nyicil tapi masih punya 1M kalau dia kurang masih bisa dilunasi, bisa beli baru.</i>	Inter-sentential switching	Addressee specification
196.	196/intra/obj	When you buy, <i>saya tidak menyarankan anda beli rumah dulu ya</i> but when you buy house for example you get capital gain especially after waiting for sometimes. And the you will get appreciation of the value of the money, of the property.	Intra-sentential switching	Objectification
197.	197/inter/add	But, when you buy the car for example you will get disappreciation and you will expense the capital and also taxes at many year. Annual taxes and other expenses. the car. <i>Beli mobil itu ga cuman bayar diawal, biaya perawatannya mahal loh. Sekali ganti ban, sekali ganti ac itu bikin kesel.</i>	Inter-sentential switching	Addressee specification
198.	198/inter/add	So, <i>apakah tidak boleh beli mobil dulu?</i> If you have strong reason to buy car first, buy car first.	Inter-sentential switching	Addressee specification
199.	199/intra/rei	For example, people open asses your quality by your appearance. <i>Katakan lah Faiz. Ketika pake mobil lebih dihargai orang lain di pekerjaannya</i>	Intra-sentential switching	Reiteration

		<i>ya sudah beli mobil dulu. Untuk meyakinkan customer, to convince customer.</i>		
200.	200/inter/obj	<i>Karena naik angkot kayanya kostumer tidak yakin malah lari, lebih yakin you know when Faiz driving a car.</i>	Inter-sentential switching	Objectification
201.	201/tag/obj	<i>Di Indonesia itu orang nge-judge kita dari penampilan kita.</i>	Tag switching	Objectification
202.	202/tag/obj	<i>That's the reality, itu bukan sekali dua kali bener di kita memang penampilan.</i>	Tag switching	Objectification
203.	203/tag/int	<i>If you work and you need you think to for approve certain way and you need car and need motorcycle silahkan.</i>	Tag switching	Interjection
204.	204/tag/obj	<i>Karrna kadang kalau ga kaya gitu orang gak appreciated.</i>	Tag switching	Objectification
205.	205/tag/obj	<i>Chinesse people itu saya tidak bermaksud rasis. Terbiasa hidup sederhana walaupun mereka kaya.</i>	Tag switching	Objectification
206.	206/tag/obj	<i>Mereka tidak pernah underestimate orang lain Ketika berpenampilan biasa, tidak pernah mereka meng-underestimate, jarang sekali mereka meng-underestimate.</i>	Tag switching	Objectification
207.	207/tag/obj	<i>Tapi Sebagian orang kita sangat underestimate penampilan.</i>	Tag switching	Objectification
208.	208/inter/int	<i>Please invest in everything, mumpung masih muda please invest. Manfaatnya akan kerasa nanti.</i>	Inter-sentential switching	Interjection
209.	209/inter/rei	<i>Jangan berspekulasi, please do not speculate.</i>	Inter-sentential switching	Reiteration
210.	210/inter/int	<i>Do not buy stocks because of speculation. Karena nanti anda akan rugi, akan sangat rugi.</i>	Inter-sentential switching	Interjection
211.	211/inter/add	<i>Satu lagi, pertanyaan terakhir. Apakah kekayaan is being way to life happily.</i>	Inter-sentential switching	Addressee specification

212.	212/inter/obj	Say one hundred billion rupiah almost one trillion rupiah, <i>apakah uang itu akan membuat anda sejahtera selamanya, selama hidup?</i>	Inter-sentential switching	Objectification
213.	213/tag/obj	<i>Karena</i> , because money allowance you.	Tag switching	Objectification
214.	214/intra/add	I didn't give you any assignment except project one, <i>saya tidak memberi tugas apapun</i> except project one.	Intra-sentential switching	Addressee specification
215.	215/tag/mess	<i>Kisi-kisi</i> everything what we learned today.	Tag switching	Message qualification
216.	216/intra/int	<i>Kabari saya terus ya</i> . How you say that in English, <i>kabari saya terus ya perkembangannya</i> , how you say that in English.	Intra-sentential switching	Interjection
217.	217/inter/rei	Within six months, <i>dalam dalam enam bulan</i>	Inter-sentential switching	Reiteration
218.	218/tag/obj	<i>Kalau Anak saya gini nyanyinya</i> ,abcd I <i>bete</i> <i>katanya</i> , so <i>saya bales</i> oh, you <i>bete</i> , I <i>juga</i> .	Tag switching	Objectification
219.	219/inter/add	Because responsible is, what is. Adjective. About a noun, about. <i>Saya lupa-lupa apa Namanya istilah-istilah seperti itu.</i>	Inter-sentential switching	Addressee specification
220.	220/tag/obj	<i>yang jawabannya</i> , quite you know not great at least did the best.	Tag switching	Objectification
221.	221/tag/obj	For example, <i>Eca nih ga berusaha ya udah.</i>	Tag switching	Objectification
222.	222/tag/per	I don't know <i>kalian mengambil apa.</i>	Tag switching	Personalization
223.	223/inter/rei	<i>Saya tidak bisa mengajar Sesuatu yang tidak saya</i> , I can not teach/use something that I'm not mastery.	Inter-sentential switching	Reiteration
224.	224/tag/per	<i>Kalau ada</i> physcolinguistics <i> mungkin saya mengajar</i>	Tag switching	Objectification
225.	225/inter/obj	I would tell you this, <i> satu hal yang akan kalian gini..</i>	Inter-sentential switching	Objectification
226.	226/inter/rei	<i>Maksud saya gitu</i> , that's what I mean .	Inter-sentential switching	Reiteration

227.	227/intra/mess	But again, ielts <i>atau</i> toefl- <i>nya kurang</i> you still can't go.	Intra-sentential switching	Message qualification
228.	228/tag/mess	<i>Bahasanya disana memang</i> English no Indo.	Tag switching	Message qualification