TYPES, FUNCTIONS AND REASONS FOR CODE SWITCHING BY LECTURERS AND STUDENTS IN EFL CLASSROOM: A CASE STUDY AT IPDN NTB CAMPUS IN ACADEMIC YEAR 2014/2015

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ABSTRACT

This research aims to analyze types, functions and reasons for code switching used by the lecturers and the students. The lecturers here are the English lecturers of IPDN NTB Campus and the students here are the students of IPDN NTB Campus in academic year 2014/2015. This study identified and described the types of code switching based on Poplack (1980), the functions of code switching was seen by using Canagarajah (1995), and reasons by Hoffman (1991). This Thesis is descriptive qualitative research. The data are words, phrases, and clauses of code switching used by Lecturers and students in EFL classroom of IPDN NTB Campus. It's in the form of transcript from recording the conversation. The data source of this research is the conversation in class Madya Praja of IPDN NTB Campus in academic year 2014/2015. The result showed that the types for code switching used by the lecturers and students are relatively the same. They are: (1). inter-sentential codeswitching, (2). tag switching, and (3). intra-sentential codeswitching. The functions of codeswitching found in this study, are: (1). Explanation, (2). Clarification for misunderstanding, (3). Unofficial Instructions, (4). Moving from one activity to another, (5). Students' comments, (6). Lecturers' admonitions, (7). Student helping each other, (8). Students' initiation, (9). Requesting for help, (10). Grammar explanation, and (11). Self-corrections. While the reasons for codeswitching by lecturers and students found in this study are: (1) Talk about a particular topic, (2). Repetition used for clarification, (3). Intention of clarify the speech content for the students, and (4). Interjections. The findings also showed the different types, functions and reasons code switching in their performances. The most dominant code used by lecturers for different functions, i.e. for repetition and clarification. The lecturers often repeated in order to clarify their speech or the students' speech so that it would be understood more clearly by the students. While, the reasons for lecturers and students to code switch are, i.e. interjection, to avoid the vacuum of tempo in their communication. This study suggests that the students are able to develop their communication using correct English without any switching to both Indonesian and the mother tongue. Because they have to exposures their English during the classroom interaction.

Keywords: Codeswitching, types, functions and reason of codeswitching, EFL classroom, IPDN NTB Campus.

ABSTRAK

Penelitian ini bertujuan untuk menganalisa jenis alih kode yang digunakan oleh dosen dan para praja. Dosen yang di maksud adalah dosen yang mengajar di IPDN Kampus NTB dan praja yang dimaksud adalah mahasiswa IPDN Kampus NTB. Peneliti mengidentifikasi dan mendiskripsikan jenis alih kode berdasarkan Teori Poplack (1985) dan Fungsi alih kode menurut teori Canagarah (1995) dan Alasan dosen melakukan codeswitching berdasarkan teori Hoffman (1981). Thesis ini adalah penelitian deskriptif kualitatif. Data yang diambil adalah kata-kata, ucapan, dan kalimat pada alih kode yang terjadi di kelas Madya Praja IPDN NTB pada tahun pelajaran 2014/2015. Data dalam bentuk transkrip dari rekaman percakapan. Sumber data penelitian ini adalah percakapan di kelas Madya Praja IPDN Kampus NTB pada tahun ajaran 2014/2015. Hasil penelitian menunjukkan bahwa jenis alih kode yang digunakan oleh dosen dan mahasiswa relatif sama. Yaitu alih kode intersentential, tag switching dan alih kode intrasentential. Temuan fungsi alih kode dalam penelitian ini adalah untuk: (1). Ekplanasi, (2). Alih kode untuk klarifikasi, (3). Instruksi tidak formal, (4). Pindah dari satu aktifitas kepada yang lain, (5). Komentar mahasiswa, (6). Teguran dosen, (7). Mahasiswa membantu temannya, (8). Inisiatif mahasiswa, (9). Permintaan bantuan, (10). Penjelasan Grammar, dan (11). Mengoreksi kesalahan sendiri. Ada empat alasan dosen dan mahasiswa melakukan alih kode dalam penelitian ini, yaitu : (1). Membicarakan topic khusus, (2). Pengulangan untuk klarifikasi, (3). Ingin klarifikasi isi pembahasan kepada mahasiswa, dan (4). Ujaran khusus untuk mengungkapkan perasaan (Kata seru). Temuan juga menunjukkan perbedaan tipe, fungsi dan alasan dalam penggunaannya. Kode yang paling dominan digunakan oleh dosen adalah perbedaan fungsi seperti pengulangan untuk klarifikasi. Dosen sering mengulangi untuk maksud mengklarifikasi pembicaraan dosen atau mahasiswa sehingga dapat dipahami oleh mahasiswa. Sementara alasan mahasiswa beralih kode adalah mengungkapkan perasaan untuk menghindari kevakuman dalam berkomunikasi. Penelitian ini menyarankan bahwa mahasiswa dapat mengembangkan komunikasi mereka menggunakan bahasa Inggris yang tepat tanpa beralih kode ke bahasa Indonesia atau bahasa ibu mereka. Karena mereka sudah mendapatkan pelajaran bahasa Inggris selama berinteraksi di dalam kelas.

Katakunci: Alih Kode, Jenis, Fungsi dan Alasan Alih Kode, EFL Classroom, IPDN NTB Campus.

INTRODUCTION

Codeswitching, one of the unavoidable consequences of communication between different language varieties (Liu Jingxia, 2010). It is a specific phenomenon and strategy of foreign language teachers in the classroom. In English Foreign Language classroom at IPDN NTB Campus, it should be made clear here that effective lecturers of English are those who can fluently use English for functional communicative purposes, including for instructional purposes. With their good command of English and skills in using the language for communication, the lecturers can serve as a role model to the learners they teach. As exposure to English in use is very limited outside of the classroom, lecturers of English should use English all the time/or as much as possible during the session in the classroom. Lecturers of English model the acts of speaking, reading and writing by speaking, reading, and writing themselves while the students try to do so. This functional use of English during the instructional time should be carried out consistently to provide learners with opportunities so that they can see for themselves how English is being used for communicative purposes with their lecturers. In this way, students can observe and participate in the use of English for communicative purposes, and then acquire this language in use as a prototype for later use in other communicative events.

The infact, when researcher conducted preliminary observation in EFL classroom, he found that code switching from English to Indonesian was common phenomenon in IPDN NTB Campus. It played an important role in the process of learning and teaching English. Therefore, this phenomenon is considered as a useful strategy in classroom interactions. Especially if the goal code switching that makes meaning clear and efficiently transfer knowledge to other members of the classroom community. As Schmitt and McCarthy (1977) state that "a learner's L1 is one of the most important factors in learning L2 vocabulary" (p.2). Further, it is a widespread observation that even 'ideal' bilingual speakers sometimes have to draw on vocabulary from one language while speaking another. Some supporters of L1 use in L2 teaching include Atkinson (1993), Auerbach (1993), Cole (1998), and Weschler (1997). Cole (1998) argues for selective, principled use of the L1 doe to its practicality and efficiency. Cood (2001) referred to codeswitching in the classroom as a natural response in a bilingual situation.

This study addresses the following research questions: 1. What types of code switching are found in EFL classroom at IPDN NTB Campus in academic year 2014/2015? 2. What functions do lecturers and students code switching serve in EFL classrooms at IPDN NTB Campus in academic year 2014/2015? 3. What reasons do motivate the lectures and students code switch in EFL classroom instruction at IPDN NTB Campus in academic year 2014/2015.

METHODS

Both preliminary and primary research were conducted to elicit data from the field. The participants consist of 4 lecturers and 107 students in four classes of Madya Praja at IPDN NTB Campus. This study is qualitative in nature with an observational case study. The strategy used in this study is descriptive qualitative in the form of ethnography. In line with this design, this study collected most of its data by conducting a passive participant observation and the focus on a particular place in the classroom when the English lecturers teach English. Data of this study are in the forms of words, phrases, clauses exsist in spoken. It is considered as properly strategy to capture naturally occurring interaction in the EFL classroom among the participants. In this case, this study attempts to see natural phenomena of classroom interaction.

Data was analyzed from kinds of data sources involving; (1) the informants, namely four English lecturers and students of IPDN NTB Campus (four classes of Madya Praja in academic

year 2014/2015). They were chosen as samples of this study; (2) The events are the activities when English lecturers taught in EFL classroom to their students. Three instruments was used in this study, they were; (1) recording the lecturers and students conversation in the classroom; (2) classroom observation, and (3) interview session with the English lecturers.

Passive participant observation technique used by the researcher in order to allow him to observe and to write out field-notes. The researcher was conducting an in interviewing session with the English lecturers to determine the various types, functions and reasons why code-switching occurred EFL instruction. Data were usually verified using triangulation technique. A triangulation was done to verify the trustworthiness of data or information by looking at the source of data repeatedly to arrive at the same conclusion on the phenomena observed. Technique of triangulation can increase the validity of a category in verifying data.

In connection with the above description, this study uses the term code switching which is defined as the transfer from English into Indonesian or vice versa is done by an English lecturer in IPDN NTB Campus for communication in the classroom. In addition, understanding the code in this case is limited to the form of language (English and Indonesian) are transferred.

1. Types of code switching in EFL classrooms

As explained before, this study use theory proposed by Poplack (1980). She stated that there are three different types of code switching: intra-sentential code switching,   inter-sentential code switching   and   tag-switching. In the following, the present analyzed according to these three types. This analysis serves as a starting point to the later analysis of the functions of code switching.

a. Inter-sentential code switching

As suggested above, inter-sentential code switching occurs between sentences or clauses, or between turns. In the type of code switching is used in school when, for example, translating or explaining something (grammar, exercise etc.). Both the lecturers and the student use inter-sentential code switching; furthermore, this type of code switching is used quite a lot in the schools. Inter-sentential code switching can also occur between turns. In such a case the previous turn is in language A and the following in language B. A change of language occurs at a clause or sentence boundary, where each clause or sentence is in one language or the other.

b. Tag-switching

According to Poplack (1981), stated that tag-switching, which is related to the inclusion of a tag (e.g. *you know, I mean, right,* etc). This type of code-switching is very simple and does not involve a great command of both languages, since there is a minimum risk of violation of grammatical rules. Tag-switching means inserting a tag in one language to an utterance that is otherwise in another language. In classrooms this means that while speaking English the lecturer or a student can insert an Indonesian tag to the utterance, or vice versa. Furthermore, a tag can be moved freely in a sentence, they do not have syntactic constraints. Tag-switching occurs in secondary school, but there are only a few instances of it there. It is mostly employed by the students. Tags and certain set phrases in one language are asserted into an utterance otherwise in another language.

c. Intraentential code switching

Intra-sentential code switching occurs within a sentence. According to Poplack (1980), it requires a lot of integration and therefore it is only used by the most fluent bilinguals. However, Poplack's view may be true of naturally occurring discourse, in classroom

discourse there is intra- sentential code switching although the participants are not all fluent bilinguals. This type of switching occurred within a clause or sentence boundary.

2. Functions of code switching in EFL classrooms

This study used theory of Canagarajah (1995) to explain the functions of the code switching. The focus of this part explained different functional categories that found in the classroom. Base on this function, this study analyzed the function of code switching in the classroom detail in this study. In other words, the functions of code switching will deal with them. According to Canagarajah (in Yletyinen, 2004: 53), there are many functions of the code switching in the classroom, are as follows: (1). Explanation; (2). Requesting for help; (3). Students helping each other; (4). Self-corrections; (5). Moving from one activity to another; (6). Code switching in clearing misunderstandings; (7). Not knowing the English counterpart; (8). Checking for understanding; (9). Unofficial interactions; (10). Students' comments; (11). Student initiation; (12). Lecturer admonitions; (13). Grammar translation; (14). Grammar explanation; and (15). Lapses

3. Reasons motivate lecturers code switching in EFL classroom

When code switching occurs, the motivation or reasons of the speaker is an important consideration in the process. According to Hoffman (1991:116) there are number of reasons for bilingual person to switch their languages such as: (1) talking about a particular topic, (2) quoting somebody else, (3) showing empathy about something, (4) interjection (inserting sentence fillers or sentence connector), (5) repetition used for clarification, (6) expressing group identity, and (7) intention of clarifying the speech content for the interlocutor.

FINDINGS AND DISCUSSION

This chapter present and analyzes the data concerning teacher and students' code switching in EFL classrooms. The result and findings are provided based on the research problem i.e. (4.1) The types of code switching in EFL classroom, (4.2) The functions of the teacher and students' code switching in EFL classrooms, and (4.3) The reasons lecturer and students code switching in EFL classrooms. Data in the form of speech in English and Indonesian suspected of having symptoms switching code is recorded along with the context it came in and encoded by the sequence of observation, order parts and order row (OB1/P3/L4). This step is intended to facilitate checking of data in speech.

1. Types of Code Switching

As explained before, there are three different types of code switching: inter-sentential code switching, tag-switching and intra-sentential code switching (Poplack, 1980). In the following, the present analyzed according to these three types. This analysis serves as a starting point to the later analysis of the functions of code switching.

a. Inter-sentential code switching

As suggested above, the inter-sentential code switching occurs between sentences or clauses, or between turns. In the type of code used in classroom when, for example, translating or explaining something (grammar, exercise etc.). Both lecturer and students using inter-sentential code switching; Furthermore, the type of code that is used quite a lot in IPDN NTB Campus. There are 130 cases (37,04%). Inter-sentential code switching can also occur between turns. In such cases the previous turn in the following languages in language A and language B. Switching occur in the clause or sentence boundaries, where each clause or sentence in one language or the other.

b. Tag-switching

Tag-switching means inserting tags in one language for words expressed in another language. In this class means that when speaking, an English lecturers or a student can enter the tag speech in Indonesia, or vice versa. The used of tag switching are 119 cases (33,90%). In addition, the tags can move freely in a sentence, they do not have the constraints of syntax. Tag-switching occurs in the classroom, but there are only a few examples from there. It is widely used by students. Tag and set certain phrases in the language that affirmed in his speech expressed in another language.

c. Intra-sentential code switching

Intra-sentential code switching occurred within a sentence. In this study, the use of intra sentential occurred 102 cases (29,06%). According to Poplack (1980), it requires a lot of integration and therefore it is only used by the most fluent bilinguals. However, She would argued that while Poplack's view may be true of naturally occurring discourse, in classroom discourse there is intra- sentential code switching although the participants are not all fluent bilinguals.

From three types of code switching employed by lecturers and students in EFL classrooms at IPDN NTB, dominantly used inter sentential code switching, follow by tag switching and intra sentential code switching.

2. Functions of code switching in EFL classrooms

The focus of this part explained different functional categories that found in the classroom. Base on this function, the researcher analyze the function of code switching in the classroom detail in this study. According to Canagarajah (in Yletyinen, 2004: 53), there are many functions of the code switching in the classroom, are as follows:

a. Explanation

Explanation occurs when (usually) the lecturers want or see the need to repeat what has been said before in other languages to help students understand. In the EFL class describes commonly occur in the first language, the mother tongue of the students, because students are less competent in a foreign language and may need clarification to help them better understand the lesson.

Canagarajah (1995) stated that there are different strategies for explaining the issues being taught; she mentions repetition, reformulation, clarification and exemplification as such strategies.

In this case, Lecturer practice code switching from English to Indonesian performed is used to explain the concept of the function or meaning of the English forms or explains about consistent verb tense. By doing the above code, students better understand the material in question so that they can understand of English.

b. Code switching in clarification misunderstandings

There are some cases where misunderstandings occur during lessons and to clean than the code used. Code switching function seen in classroom. When there is a need to remove misunderstandings that usually occur that lecturers have misunderstood something and fix student uses an embedded language. English lecturer often practiced code switching from English to Indonesian to clarification misunderstanding occurs during a lesson.

c. Unofficial interactions

Unofficial interactions that are not demanded by the lesson are called unofficial

interactions. In her study discovered that it was the mother tongue that used in these instances. She describes the unofficial interactions as cases of student to student interaction, for example in group activities where procedural matters are discussed. However, sometimes the lecturer employs this function as well, for instance, to discuss extra- pedagogical matters such as happenings in the town. All in all, this function of code switching occurs when either the students or the lecturer are talking about issues not related strictly to the lesson.

Event code switching from English to Indonesian happens when a discussion among students about the material that would be presented by their group.

d. Moving from one activity to another

Three previous code switching function (call for help, the students help each other and self-correction) have been used by the students. However, as a function of the explanation shows, the lecturer also uses code switching. Function moving from one activity to another is employed by the lecturers and students. Both use the code switch to mark a shift in the lesson. This marks a shift in the lesson activity occurs when lecturers move from one topic to another: from discussing training to teach grammar and vice versa, of learning grammar to see the chapter and of giving instructions to perform listening comprehension.

e. Students' comments

Previous category functions dealing with unauthorized communication occurs at the same time as the lesson was going on. Informal interaction took place had nothing to do with the content of this lesson. Student comments function different from the function of informal interaction in the comments made by the students associated with the situation. The students mainly commented on the exercise or activity, or event associated with exercise.

f. Lecturer admonitions

The name for this category comes from Canagarajah's (1995:183) article dealing with functions of code switching. He explains this function as one that is used when the lecturer is disappointed with the students, and (s)he uses the mother tongue to express this anger or frustration.

The use of a language code by English lecturer from English to Indonesian language on the data below, because the English lecturer wanted to show his unpleasant feeling.

g. Students helping each other

Previous function outlines communication student-lecturer, in which the student requests assistance from lecturers who provide answers to questions. In the classroom there are also some cases in which students help each other when doing an activity that involves the whole class. Usually this type of code occurs when lecturers ask students something in English which (s) he cannot understand and another student to help with translating the lecturer questions. Cook (2001) see this as a positive way to use their mother tongue in the classroom. By translating the lecturer's words the students ensure that students who are weaker know what happened. It does not always have to be a lecturer who translated the question. Moreover, by letting students help each other lecturer creates a more natural communication situations. He can be consulted in the event of a problem, but he encourages students to solve problems between them, the one that knows what the lecturer say can help weaker students to explain the words of lecturer.

Form of code switching from English to Indonesian conducted by lecturers of English in

English language learning is intended to explain a word that is difficult for the students, so that students ask for help from his friends to answer the question.

h. Student initiation

Those switch motivated by, for example, the desire to ask for help or to remove misunderstandings. In this section, the case of code where the code switch of Indonesian by lecturer, followed by student also switch to Indonesian.

i. Requesting for help

When students are faced with problems or questions during the lesson, they usually resort to code switch to find the answer to their problems. One common function is code switching request assistance. This function is used by students; they use it when they want to ask for help. The students ask for help when they do not know where they are supposed to be in the book (for example, want to know about the number of rows in a chapter), or when they do not know how to pronounce a word or when they need a translation of a word or when they want to ask for something from another student. In this case, student difficult to find appropriate English words because of lack of knowledge. So, he asked his friend to help him to continue his speech.

j. Grammar explanation

Grammar explanation in that during teaching grammar in first language the lecturer uses English words which s/he does not translate. The base language is first language Indonesian is used because the lecturer is teaching English grammar; thus the examples are in English. English lecturer employed code switching from English to Indonesian to explain the grammar.

k. Self-corrections

Apart from being used to help others, students also use the self-correction code switch. Transfer function code is very common. Students use self-correction in greeting them with start in English but include one word or several words in Indonesian in the middle of the speech. When the self-correction occurs, the student usually produce answers to questions lecturers and when (s) he realizes that an error has occurred in the answer (s) he corrects it by inserting the word and then continued his answer, but now with a more precise answer.

The use of language code by students from English to Indonesia in self-correction in their utterance because he want to help other students to answer question from lecturer.

4. Reasons motivate lecturers and students do codeswitching

When code switching occurs, the motivation or reasons of the speaker is an important consideration in the process. According to Hoffman (1992:116) there are number of reasons for bilingual person to switch their languages such as, talking about a particular topic, quoting somebody else, showing empathy about something, interjection (inserting sentence fillers or sentence connector), repetition used for clarification, expressing group identity, and intention of clarifying the speech content for the interlocutor.

a. Talking about a particular topic

Lecturers sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express his emotional feelings in a language that is not his everyday language. Of this statements mean that the speaker wishes to emphasize on a particular topic to other persons.

b. Interjection (inserting sentence fillers or sentence connector)

Interjection is kind of sentence fillers or sentence connector that is frequently used by people naturally such as "By the way', Anyway, Ans, etc. interjection is also called as a short exclamation like "Dam!, Hey!, Well, Look!, etc.

As an interjection includes exclamations or sentence fillers such as: nah, an, lah (conceding the obvious), lho (an exclamation of surprise), anu (indicating hesitation) and tag questions;

c. Repetition used for clarification

When a bilingual or multilingual person wants to clarify his speech so that it will be understood better by listener, he can sometimes use both of the languages that he masters to say the same messages. Frequently, a message in one code is a repeated in the other code literally. A repetition is not only served to clarify what is said, but also to amplify or emphasize a message. Here, instead of the code is also used to perform the repetition of words to describe something. To facilitate others to understand how the speaker say.

d. Intention of Clarification the speech content for the interlocutor

When bilingual or multilingual person talks to another bilingual or multilingual, there will be lots of code switching and code mixing occurs. It means to make the contents of his speech runs smoothly and can be understood by the listener. A message in one code is repeated in the other code in somewhat modified form.

The data from previous chapter shows that three types of code switching have different frequency of occurrence. In this resfect, the type of code switching with the most frequent occurrences is inter sentential switching. This is in line with the assumption of Ene (2007) who states that code switching will be more often occurs in the speech of less fluent bilinguals. Nevertheless, this phenomena happened during the interaction and might facilitate the classroom teaching and learning process.

By applying Poplack's (in Yletyinen, 2004 see also Ene, 2007) types of code switching in EFL classroom context, the findings reveals that code switching was employed by lecturer and students in classrooms, although the categoriezations were originally used to describe naturally occurring discourse. The findings furthermore show that inter sentential switching was naturally occurred in a single turn (switch within a sentence or clause) i.e. when a student initiated code switching to Indonesia in a situation while the others speaking in English, to request help. This is in line with study of Timm (in Mujiono, 2012) who says that leaner's code switching refers to speakers' effort to formulate sentences in the second language and to resort somewhere along the line to the first language for lack of knowledge about the grammatical structures or to fill a lexical gap in second language. Inter sentential switching could be natural choice for a student since then he/she did not have to know both English and Indonesian grammar to be able to produce a grammatically correct utterance.

Tag switching was common feature of classroom code switching as the findings suggested. This might be because the classroom activities were much space for free speaking because the lecturer usually uncontrolled the turns when students have the turn to speak. Furthermore in lecturer activities, the discussion did flow naturally. In such situations, the students focused only on the production of a correct sentence. They did have more attention on the discussion being present.

Intra sentential was a less employed in situation when teaching and learning grammar which demonstrated the nature of that situation i.e. mode of studying is Indonesian but the examples are in English or vice versa.

Similarly, finding of Pei-she Weng (2010) support this study when he said that the use of code switching and first language would facilitate the learning of a second language. First, students like the lecturers to use Indonesian in their classroom. Second, students think it is necessary for the lecturers to use Indonesian in explaining complex grammar rules, complex concepts, and defining new vocabulary. Thus, first language can be a useful and important element to help second language learners to learn a foreign language during the learning process.

Similarly, Merritt et al., and Yletyinen (2004) found in their study of the types of codeswitching that codeswitching often functions as an attention getting device which is supported by this study as well. Both these previous studies also found that English is the formal code while the mother tongue is the informal code. This applies to this study as well to an extent, since using English has a clear pedagogical function whereas Indonesian can also serve a social function, for example, when students comment in Indonesian on an exercise to form a bond between them.

It can be conclude that in this study, all of three types of code switching by Poplack used by lecturers in EFL classroom at IPDN NTB Campus in academic year 2014/2015. Codeswitching is useful strategy in teaching learning process. It mean that this study supporting Poplack theory about the types of codeswitching in EFL classroom.

The second discussion is the functions of codeswitching used by the lecturers in EFL classroom at IPDN NTB Campus. From 15 (fifteen) functions of codeswitching by Canagarajah, researcher found only 11 (eleven) functions of codeswitching used by lecturers and students in the classroom. They are base on the more frequency that used: (1). Explanation, (2). Codeswitching in Clarification misunderstandings, (3). Unofficial Interactions, (4). Moving from one activity to Another, (5). Students' Comments, (6). Lecturers Admonitions, (7). Students Helping Each Other, (8). Students Initiation, (9). Requesting for Help, (10). Grammar Explanation, and (11). Self-corrections.

The four functions of codeswitching were not found in this study are: (1). Not knowing the English Counterpart, (2). Checking for Understanding, (3). Grammar Translation, and (4). Lapses.

The result of the function shows that the analysis of the lecturer and the students mostly used codeswitching. When students employ codeswitching it is not, however, always because they lack the vocabulary in English to say what they want to say. They may also use codeswitching when, for instance, they want to catch the lecturer's attention. This happens, for example, when a student wants to comment on an exercise the class is doing. By switching to Indonesian the student can indicate to the lecturer that (s)he has something to say and that the lecturer should listen. When English is the mode of instruction, Indonesian jumps out in the context, which suggests that there is perhaps some other reason besides answering the lecturer's question, for using Indonesian.

As mentioned above, lecturers practice codeswitching both from English to Indonesian and from Indonesian to English. When the lecturer switches from English to Indonesian, the reasons may be to make sure everyone understands what he is saying to them (i.e. explaining) or to check that everyone understands the words in a chapter or in an activity. This is understandable since the lecturer's duty is to teach the students and a part of this teaching is

making sure everyone knows what they are supposed to do or understand the chapter they are about to listen to.

As mentioned above, the lecturer employs codeswitching from English to Indonesian. It seems that these switches are usually a conscious choice since by practicing codeswitching the lecturer can for instance help students who do not understand something. Codeswitching takes place in different parts of the lessons: when teaching grammar, working through a chapter, doing exercises and checking them, having a discussion or when playing games.

However, especially in IPDN NTB Campus the lecturer should encourage the students to use English most of the time, for example, ask them to repeat in English what they have said in Indonesian. Besides material-dependent talk, the lecturer use codeswitching from Indonesian to English also when managing the classroom (moving from one activity to another), when slipping an English word to an otherwise Indonesian utterance and sometimes when engaging in an unofficial interaction with a student.

This would indicate that as the lecturer is a more confident communicator, his range of using English is wider. Moreover, the lecturer has to consider the pedagogical aspect of teaching the students to communicate in English which shows in the way the lecturer trying to use as much English as possible. Furthermore, when students use Indonesian instead of English they may want to indicate to the other students that they want to level with them, if they were using English the others might feel that this student was showing off his/her English skills.

This research also found the reasons of code switching. The several reasons used by the Lecturer in teach in EFL classroom at IPDN NTB Campus. The first, an interjection this found occurred because of natural and when utterance who was teaching with spontaneous. Interjection is word expressions, which are inserted into a sentence to convey surprise, strong emotion, or again attention, in this study the Lecturers used interjection in classroom, and this study also found the reasons of code switching as an intention clarifying the speech content for the students, it means to make the contents of his speech runs smoothly and can be understood by the students. The Lecturers were using them because to make the students understand, in this study also found that the Lecturers used repetition for clarification. The researcher just fined four reasons of code switching among seven the reasons of code switching. Interjection, repetition used for clarification, talking about a particular topic, and intention of clarifying the speech contents for the interlocutor.

The result of this study is similar with Mingfa Yao (2011) study. This accordance suggests that teachers and students a have similar positive attitude to teachers' codeswitching in EFL classroom. While Liu Jingxia (2010) also stated that the switching to first language is prevalent in the EFL classroom and that it plays a positive role in the process of teaching and learning of English language.

The findings of this study suggest that codeswitching is not thought of as a forbidden practise or bad behaviour. The lecturers allow the students to use codeswitching; they do not indicate verbally that they want the students to use English in certain situations. However, by their own language choices they demonstrate to the students that, for instance, English is the only language in some situations. This is shown by the way the lecturers respond in English to a student's Indonesian question or the way they quickly go back to speaking English if they switch to Indonesian due to a lapse or a student's codeswitching.

It can be concluded that Indonesian and English go side by side in EFL classrooms in Madya Praja class at IPDN NTB Campus in academic year 2014/2015, both languages seem to have their own functions in the classroom although some functions overlapping.

CONCLUSIONS

From some of the findings obtained through analysis of the data in this study, some conclusions can be drawn about the types, functions and the reasons or factors causing the emergence of code in the teaching of English in the teaching of English as foreign language in Madya Praja class at IPDN NTB Campus in academic year 2014/2015 are as follows:

a. The types of code switching in EFL teaching English as in IPDN NTB Campus can be divided into three kinds: (1) Inter sentential code switching, (2) Tag switching, (3) Intra sentential code switching. Of the three kinds of code switching performed is dominant over Inter sentential code followed by the tag switching and Intra sentential code switching.

b. This study found 11 (eleven) code switching functions are sorted by frequency of use, namely: (1) Explanation (2) Code of switching in clearing misunderstandings, (3) Unofficial interactions, (4) Moving from one activity to another, (5) Student's comments, (6) Lecturer admonitions, (7) Students helping each other, (8) Students initiation, (9) Requesting help, (10) Grammar explanation, (11) Self Corrections.

c. It can be concluded that there are four factors among seven reasons of code switching that cause or reason code switching in EFL classroom at IPDN NTB Campus. They are : (1). Interjection, (2). repetition used for clarification, (3). talking about a particular topic, and (4). intention of clarifying the speech contents for the interlocutor. Of the seven factors that cause this code switching, factors repetition for clarification is the most dominant. This is caused by the lecturer utterance always translate from English to Indonesian with the aim that students understand the material presented. This is because many of the terms that were not understood by the students so that lecturers should explain to instill an understanding to the students.

This study has many limitations, besides very short time available, also limited sample size does not allow to draw conclusions about language teaching at IPDN in general. The lecturers who agree to participate are not likely to be representative. However, qualitative research requires informants who are willing to observe and share their thoughts and experiences, interested in discussing the dilemma of teaching so that in-depth interviews to be honest and helpful. Only from experienced lecturer is possible to get an understanding of the way that they have formed a pragmatic approach to language teaching and how they balance the use of TL and L1. Observations were carried out aiming to be as un intrusive as possible. The study set out to describe the proper use of language should be done with a more quantitative focus.

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