

APPENDIX

Questions for the lecturers

1. In your teaching activities, I found out that you code-switch. Do you have purposes in code switching?
2. What are your purposes in doing code switching in general?
3. In this utterance, we can see that you code-switch. Do you have purposes in code switching? What is it?

Questions for the students on the questionnaire

1. Does the lecturer in your class switch codes when he/ she is teaching?
 - a. Yes
 - b. No
2. In your opinion, does the lecturer have purposes in code switching? What is it?
3. Does the lecturer's code switching help you to understand the lecturer's explanation?
 - a. Yes
 - b. No

Questions for the students on the interview

1. When the lecturer switches code, does it have the effect on you? Do you better understand the lecturer's explanation?
2. When the lecturer switches code in the teaching activities, is your relation with the lecturer getting closer?

APPENDIX 2

N	DATA	PURPOSES	FUNCTIONS	EFFECTS
1	To a person, normally we use who. For something, <i>sesuatu</i> , we use which	a. To help the students better understand her explanation. b. To stress her point	a. Reiteration	a. To help them to have better understand what the lecturer explained. b. To helps the students to know the lecturer's point.
2	FTA on record usually happens between the boss and the subordinate. Nevertheless, sometimes in emergency, the speaker is no longer concerned about the status. <i>Masa lagi si bos mau ditabrak, karyawan bilang, maaf Pak...permisi, hati-hati. Keburu ditabrak si bos nya.</i>	a. To avoid the students' misunderstanding about FTA (Face Threatening Act) on record. b. To help them to apply the theory easily. c. To have a close relation with the students..	a. Personalization b. Clarification	a. To help them to understand the lecturer's explanation. b. The students can apply this theory easily. c. There was a change in situation, from a formal situation into informal situation
3	Ok class, look at your book. Let us do 'One Fatal mistake' in group. <i>Ingat jenis teks yang seperti ini akan muncul di UTS.</i>	To make the students are more aware of the upcoming mid term examination.	topic shift	Help them to be more aware of the mid term examination.

4	Today we have a quiz. Prepare yourself. It is close book quiz. Try to do this. Do not think that it is the way to get the best mark. <i>Ini bukan salah satu cara untuk mendapat nilai bagus. Saya hanya ingin kamu mencoba untuk mengerjakannya sendiri.</i>	To emphasize her points in order to help the students to have a better understanding of what she meant.	Reiteration Emphasis.	Help them to understand what the lecturer is talking about.
5	Look at your book page 27: you can see that they also gave their works the universality of great literature, <i>nilai-nilai yang dipercaya oleh banyak orang.</i>	a. To help the students understand what he is explaining. b. To avoid misunderstanding of the students. c. To clarify his point by switching to Indonesian.	clarification	Help them to have a better understanding about the material.
6	You are allowed to bring a piece of bread, but just in this class. <i>Jadi jangan bilang karena ini boleh di kelas saya, lalu yang di kelas lain juga boleh</i>	a. To help the students understand what she means. b. To make the students aware of the regulation	a. reiteration b. personalization c. emphasis	a. Help them to understand about the regulation. b. Create a close relation between the students and the lecturer. c.
7	Ok class, what is the difference between topic and main ideas. Main idea is in full sentence <i>atau dalam bentuk kalimat</i>	a. To help the students have a better understanding what he means. b. To create a close relation with the students.	a. Reiteration. b. Personalization.	a. Help the students to understand more about the lecturer's explanation. b. Help them to have a good and close relation with the

				lecturer.
8	There are many errors things today. So, we are going to discuss it next week. <i>Ini mungkin berita yang menggembirakan buat kamu</i>	a. To create a close relation with the students. b. To make the students not disappointed about the problem.	a. personalization b. mitigating message	a. Create a feeling of friendship between the lecturer and the students.
9	Can you give me an example of standard and non-standard language? May be <i>Ini ibu Budi</i>	a. To give clear explanation of the material. b. To make the students not to be shy to ask questions.	a. personalization b. clarification	a. Help the students have a better understanding of what the lecturer is talking about. b. Help all the students to have a close relation with the lecturer