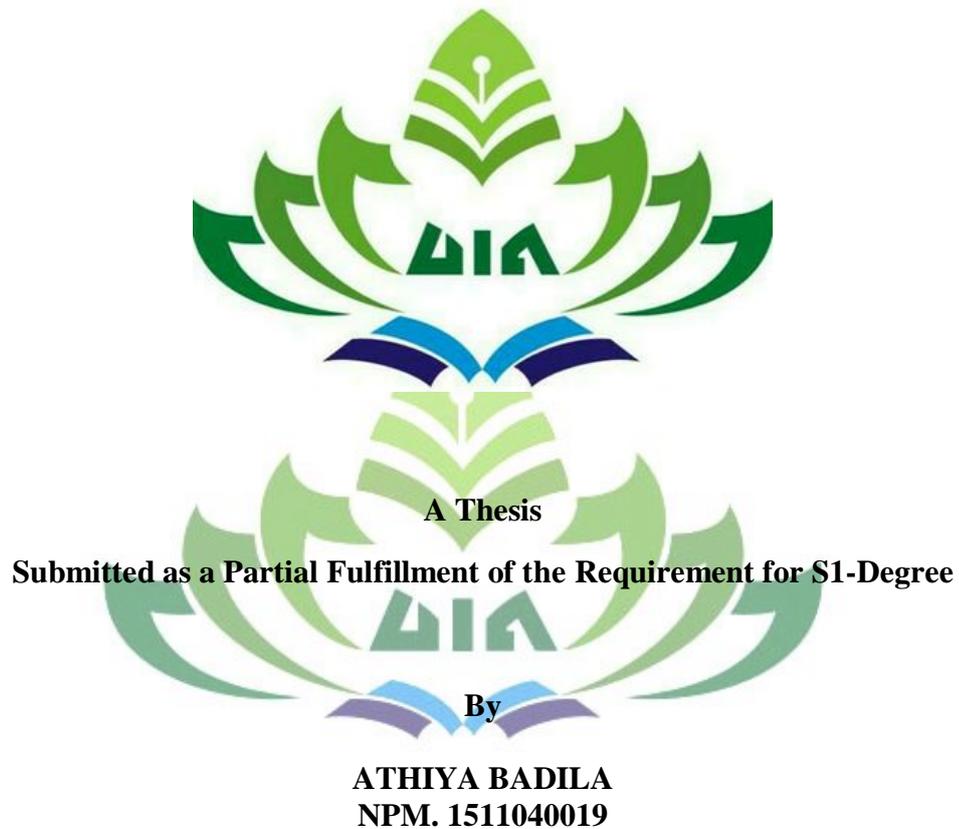


**AN ANALYSIS OF CODE-SWITCHING AT THE ELEVENTH GRADE
STUDENT OF MA DINIYYAH PUTRI LAMPUNG IN THE ACADEMIC
YEAR 2019/2020**



Advisor : Iwan Kurniawan, M.Pd

Co-Advisor : Fithrah Auliya Ansar, M.Hum

TARBIYAH AND TEACHER TRAINING FACULTY

RADEN INTAN STATE ISLAMIC UNIVERSITY

LAMPUNG

2021

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OF MA DINIYAH PUTRI LAMPUNG IN THE ACADEMIC
YEAR 2019/2020**

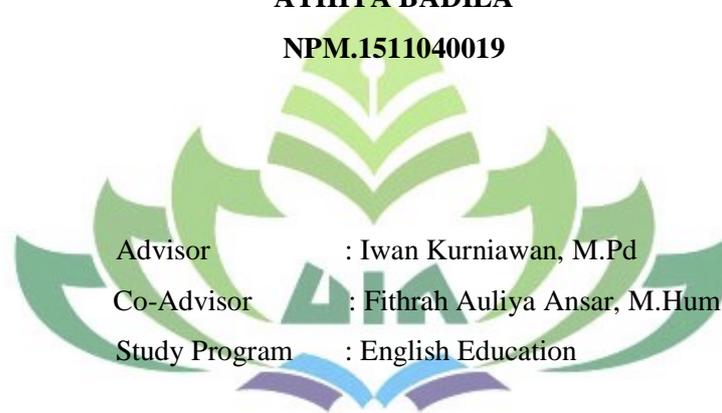
A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

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ABSTRACT

This research aimed to describe code-switching used by the teacher and the student especially on types of code-switching and factors of code-switching by eleventh grade at MA Diniyyah Putri Lampung to contribute to the interaction in a conversation in the classroom. The student used code-switching made it easy to speak English and easier to understand said through daily conversation. Switching from English to Indonesian that language can employ as a communication strategy in the English conversation classroom.

In the research design in the conduct eleventh grade, a student used descriptive qualitative. to know this research used a purposive sampling technique was determine the research subject. The finding of this study in material there were three types of code-switching in the conversations; inter-sentential code-switching, intra-sentential code-switching, and tag switching. Therefore, in this research, the collecting techniques to obtain data were recording and observation. It was found that code-switching gave an impact on the abilities of language conversations a student and types of code-switching used for various factors for several reasons.

The result of the research data analysis on a student there were three types of code-switching which were twice meeting can found 41 data in the types of code-switching through a recording by a student in daily activities. The found result inter-switching was 17 data on a student, 11 data result from intra-switching, and 12 data result from tag-switching for conversation a student. There were several reasons behind the use of Code-Switching they were previous research had known code-switching in an educational context considered as a deficit of interactional skills to describe the types of code-switching and factors of code-switching on a student MA Diniyyah Putri Lampung.

Keyword : *Code-Switching, Students Conversation, Daily Conversation.*



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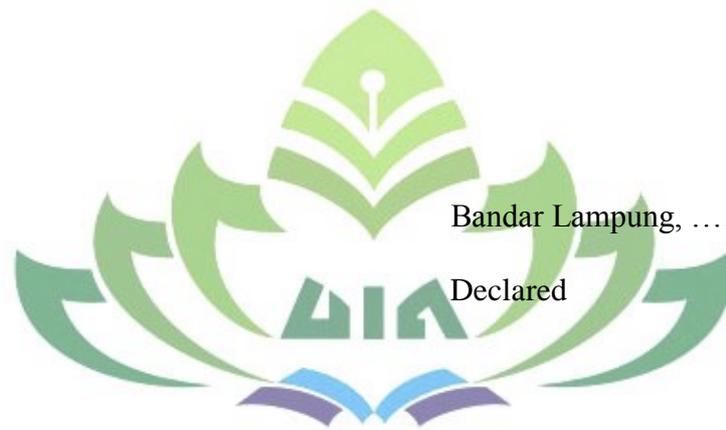
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DECLARATION

Hereby, I state that this thesis “An Analysis of Code-Switching at The Eleventh Grade Student of MA Diniyyah Putri Lampung in the Academic Year 2019/2020” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and there are properly acknowledged in the text.



Bandar Lampung,2020

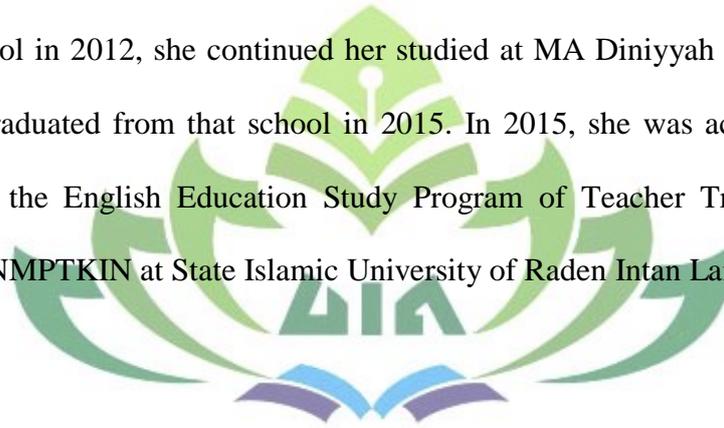
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CURRICULUM VITAE

Athiya Badila was born on July 14, 1997 in Kotabumi. Athiya was the second child of four siblings from Mr. Ahmad Syahfrudin (Alm) and Ms. Yulianti. She has two younger brothers namely Abdu Dzil Ikrom and Ahmad Jundi Venerdi and elder brother namely Ahmad Rodhiyaallah.

At the graduation of elementary school, Athiya began her studied at MIN 1 Kotabumi and graduated in 2009. She has continued her studied at Mts Diniyyah Putri Lampung and graduated in 2012. After graduated from Junior High School in 2012, she continued her studied at MA Diniyyah Putri Lampung and she graduated from that school in 2015. In 2015, she was accepted to be a student in the English Education Study Program of Teacher Training Faculty through SNMPTKIN at State Islamic University of Raden Intan Lampung.



DEDICATION

First of all thanks a lot to the people who beloved me, then I offer up my praise and gratitude to Allah SWT for the abundant blessing to me. So that, I faithfully dedicated this thesis to:

1. My beloved parents Mr. Ahmad Syahfrudin (Alm) and Ms. Yulianti who always pray for my success and motivation for me. Alhamdulillah, I could finish this thesis because my mother support for my study until now, and thank you very much for giving me the spirit of my life. Step by step I want to change my character to be better because you are everything to me. Without you, I can not finish this thesis.
2. My beloved elder brother Ahmad Rodhiyollah and younger brothers Abdu Dzil Ikrom and Ahmad Jundi Venerdi. Who always give suggestions to me in my study.
3. My beloved best friends Yosita Permata Sari, Irfida Rahmatika, all of my beloved friends in Diniyah Putri Lampung and UIN Raden Intan Lampung who always support me to finish this thesis.
4. My beloved Almamater, Raden Intan State Islamic University.

MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ

إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

And he taught the names all of them. Then he showed them to the angles and said, “inform me of the names of these, if you are truthful” (Q.S Al-baqarah: 31)¹



¹Hussein Abdul-Raof, Qur'an Translation, 2013 <https://doi.org/10.4324/9780203036990>.

ACKNOWLEDGEMENT

Alhamdulillahirobbil ‘alamin, all praise be to almighty Allah SWT, for the blessing, mercy and kindness who always guides and protects during every step in her life. Shalawat and salam never forget to convey to our prophet Muhammad SAW who always brings us from the darkness to the lightness. By the grace of Allah, so that this thesis could finish her thesis entitled **“AN ANALYSIS OF CODE-SWITCHING AT THE ELEVENTH GRADE STUDENTS OF MA DINIYYAH PUTRI LAMPUNG IN THE ACADEMIC YEAR 2019/2020”**. This thesis is submitted as one of the fulfilment of the requirements for the award of undergraduate degree of English Education Study Program at State Islamic University of Raden Intan Lampung.

Alhamdulillah in doing this thesis finish alone and has obtained so much help, motivation, suggestion, aid, support, and many valuable things from various sides. Therefore, she would like to express her deepest feeling or her heart for people who always care and she would like to convey thankfulness in-depth to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Education and Teacher Training Faculty and his staff who have given their goodness and services as long as her study program.
2. Meisuri, M.Pd, the chairman person and Yulan Puspita, M.A the vice chairman person of English Education Study Program
3. Syofnidah Ifrianti, M.Pd as the Chairperson who delivered thesis results in munaqosah.

4. Satria Adi Pradana, M.Pd as the primary examiner who delivered and given to a degree of SPd
5. Iwan Kurniawan, M.Pd as the advisor of the researcher who has contributed and guided the investigator in the accomplishment of the thesis.
6. Fithrah Auliya Anshar, M.Hum as the second advisor, who has always patiently guided and given suggestion in arranging this thesis until finished.
7. All lecturers of English Department of Raden Intan State Islamic University Lampung, who have taught the researcher since the first of her study.
8. All of my classmates (PBI Class A 2015) who have accompanied the researcher during at class and outside class. The researcher is rightfully proud to have such a good classmates and all the students of English Education Study Program who cannot the researcher mention one by one of their name.
9. All friends in teacher training (PPL) at MIN 6 Bandar Lampung, all friends of KKN posko 272 in sukoharjo and my best friends, thank you for their nice attention and accepting the researcher in part of their story life.
10. All the societies of Kotabumi city and the teacher of MA Diniyyah Putri Lampung as well as the students that had come to the life of researcher and helped the researcher in the process of study.

However, this thesis the limitation in certain way and being perfect. Thus, critique, comment, and suggestion, are expected to arrange paper better in the forthcoming to obtain information about educational value.

Bandar Lampung, December 2020

The Researcher

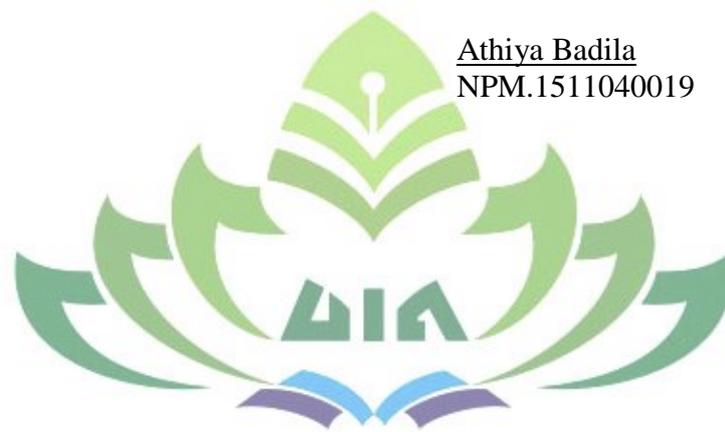


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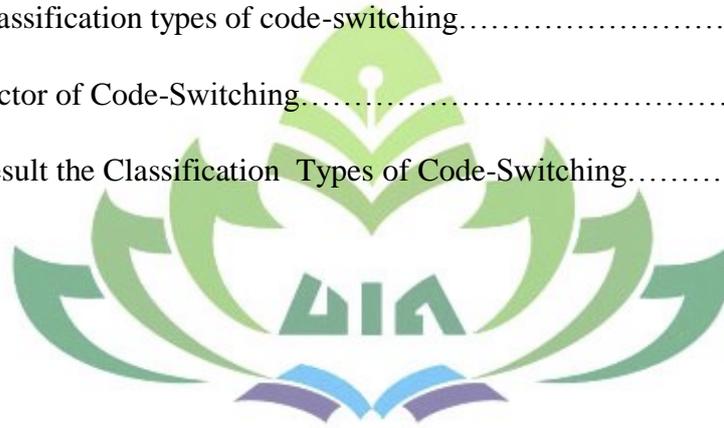
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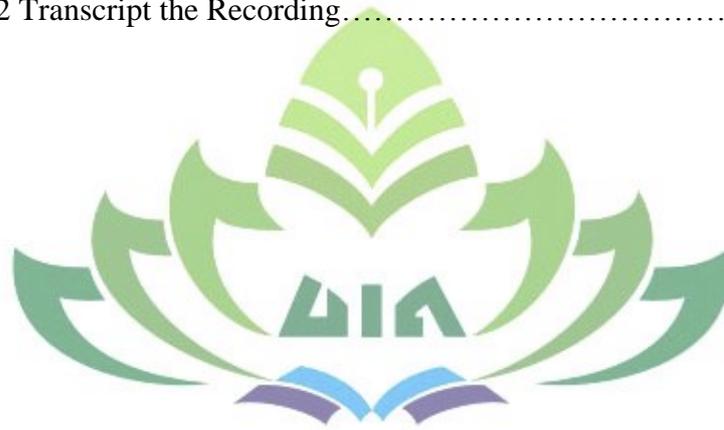
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CHAPTER 1 INTRODUCTION

A. Background of the problem

As a language that can be used all over the world, English has been becoming an international language applied by a lot of people to communicate broadly. According to Larasati, English was essential for communicative purposes to meet the demands of globalization and to deal with the developing local, national, and international demands for English skills.¹ Thus, English was a proper language used universally by inhabitants. Academically, English was learning through the educational area in every institution of education. In some countries such as the United States, United Kingdom, Ireland, Australia, South Africa, and New Zealand, countries used English because English was some mother tongue as in Indonesia the mother language in Indonesia was Indonesian. Therefore, English was vastly required to be mastered, particularly for those who have some goals in the broad scope of communication and insight.

In Indonesia, English was being foreign language taught in a formal and an informal school. The English usage at school was still challenging for the students as well as the teacher. It happens due to the students was not used to speaking in English in their daily conversation. Hence, the teacher attempts to switch His/her language during the teaching and learning process to make the students easier to understand the material given by the educator. It was stated by Aliyah and Fitriani

¹ Finza Larasati, 'Student Centered Learning: An Approach to Develop Speaking Skill in EFL Classroom', *English Community Journal*, vol. 2. No.1 (2018), p.153

that people who speak more than one language communicate with the other people around them, in this case especially in education as happened in the process of learning English in the classroom.²

Nowadays English was a foreign language happening in several the school in Indonesian. Apart from the fact that most of the English a teacher in Indonesia still used two languages in their conversation with the students when teaching English in the classroom. Switching the language was one of the best ways to solve the problem faced by a student during learning a language. In the academic field, switch the language to another language was called code-switching, it was including in sociolinguistic study. As stated by McKay and Hornberger that code-switching was a perfect bilingual may switch from one language during conversation takes place.³

Switching the language not only during the conversation between two people or more with used languages but can be also for someone becoming a speaker in delivering their speech. As stated by Herk that code-switching was an example in which persons alternate at least two languages or more in a single conversation (*across sentence or clause boundaries*).⁴ In conclusion, code-switching was a changing of the specific language done by many people

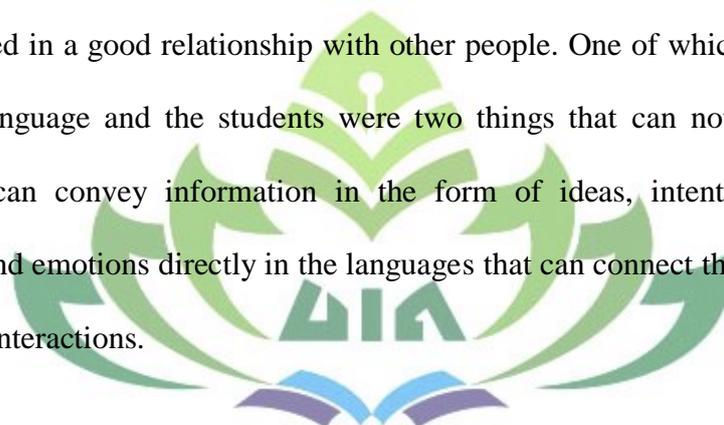
² Nur Aliyah and Nur Fitriyani, *A Descriptive Analysis of English Indonesian Code Switching Spoken by The Teacher in The First Grade of Mtsn Model Makassar*, Vol. 2. No.1 (2016), p.83

³ Sandra Lee McKay and Nancy H. Hornberger, *Sociolinguistic and language teaching* (New York: Cambridge University Press, 1996), p.56

⁴ Gerard Van Herk, *What is sociolinguistic* (Oxford: Wiley – Blackwell, 2012), p.370

especially for someone who can speak more than one language or know as bilingual.

Therefore, many varieties of language were used by various nations and ethnicities in the world, because each tribe had its languages different. For example, Indonesian has one national language and each tribe had its language. Besides that, Indonesian also used another language in communication. The communication so very important for each aspect of life because communication was the main necessity of humans and a friendly social relationship. Then, it can be compiled in a good relationship with other people. One of which was English, because language and the students were two things that can not separate. The language can convey information in the form of ideas, intentions, thoughts, feelings, and emotions directly in the languages that can connect the emergence of linguistic interactions.



The language that can be used in the classroom was English because English was included in the curriculum in the learning and an international language. To prove the explanation on the top conducted pre-research at MA Diniyah Putri Lampung of the eleventh grade. The research gave some questionnaires to the students about their interest in studying English. The result showed that the students were fascinated to study English genuinely difficult to speak English the whole time so they were speaking between the Indonesian language and English at some times.

International relations that were directly or indirectly, create some consequences in the life of Indonesian people. The asked some questions to the English teacher the conclusion was the English teacher intentionally changes her language from the Indonesian language to English and vice versa so that there was no misconception among the students during the teaching and learning process. Besides, the students did not depend on the ability but depending on the interest of a student who used English in the classroom well. Although there were obstacles for some children who were still experiencing language difficulties, the students used the languages actively. To clarify that explanation, the researcher attempted to get to the classroom and some examples of code-switching done by the English teacher and the students.

Example 1:

Teacher : So guys, do you understand about this material? kalau ada pertanyaan, u may ask me.

Students : yes Mam.

Student 1 : Mam, I'm still confused bagaimana penggunaan dari kalimat tersebut?

Example 2:

Teacher : Well, if there is no question again, Mam kira cukup untuk hari ini, dan let's pray together dengan dipimpin oleh ketua kelas

Student 2 : Sit down please, before we leave the class, let's close our class by praying together, pray begins.

Regarding the previous example, it can be seen that there was a switch of the languages from L1 to L2 applied by the teacher and the students. So, the researcher had been verifying that the students at the eleventh grade and the English teacher of MA Diniyyah Putri Lampung used both the Indonesia language

and English in their utterance during in the classroom. It was stated in the journal Afzal and stated by Kristina and Robertson said that where language use is familiar and predictable, it is easier to use target language such as greeting stages of lessons, frequently used commands and announcements, etc.⁵

The phenomenon of language variation occurred in communities that had many kinds of languages or in other words in a bilingual society. To deal some the research found a people who had conducted the researcher related to this topic: the first, Rahmaniah conducting the research entitled “Code Switching used by Kimmy Jayanti in the iLook program on Net TV”.⁶ She was looking for about what type of code-switching and the reason has done Jayanti. The types: intra-sentential code-switching, inter-sentential code-switching, and tag switching. Meanwhile for the reason for doing code-switching such as talking about that a particular topic, quoting somebody else, showing empathy about something, interjection (inserting sentence filler or sentence connector), repetition used for clarification, the intention of clarifying the speech content for the interlocutor, and expressing group identity.

The second researcher was Sezen Seymen Bilgin from Kocaeli University in turkey with the academics journal, "Code-Switching in English Language Teaching (ELT) Teaching Practice in Turkey: Student-Teacher Practices, Beliefs,

⁵ Muhammad Afzal Awan, A ‘Judicious’ Use of L1 in TL Classroom: Socio-political, Psychological and functional Dimensions, *Australian International Academic Centre*, Vol.6 No.5 (October 2015), p.18

⁶ Nuri Afina Rahmaniah, *Code Switching Used by Kimmy Jayanti in “iLook” Program on Net TV* (Malang: Maulana MALik Ibrahim State ISlmic University of Malang, 2016)

and Identity".⁷ He was used theory from Zheng's finding to reveal strong relationships between aspects of teacher identity and the code-switching of students approach effective in the classroom. In his academics journal, he looked for the factor influencing code-switching in a provided further and clearer explanation to students. The findings of this research reveal strong relationships between aspects of teacher identity and code-switching.

The third researcher was Maghfiroh who was conducting the research entitled "An Analysis on Form, Function, and Reason of Code-Switching and Code-Mixing Used in Vlog of Shirin Al Athrus".⁸ Based on the research which was conducted by Maghfirioh, the researcher found that she was finding out the code-switching and code-mixing which appeared in Athrus's utterance. She founded the form of code-switching such as tag switching, inter-sentential code-switching, and intra-sentential switching, while in the form of code-mixing she founded: the insertion of word, the insertion of phrase, the insertion of hybrid, the insertion of reduplication, the insertion of idiom, and the insertion of a clause.

Meanwhile, for the function: code-switching and code-mixing: quotation, addressee specification, repetition, injection, message qualification, personalization and objectification, and facility of expression. In the reason of code-switching and code-mixing: taking a particular topic, quoting somebody else, being emphatic about something (express solidarity) interjection, repetition used for clarification, the intention of clarifying the speech content for the

⁷ Sezen Seymen Bilgin, Code switching in English language teaching (ELT) teaching practice in Turkey: Student teacher practices, beliefs and identity, Vol.11 No.8 (April 23, 2018).

⁸ Lailatul Maghfiroh, An Analysis on Form, Function, and Reason of Code Switching and Code Mixing Used in Vlog of Shirin Al Athrus (Salatiga: IAIN Salatiga , 2018)

interlocutor, expressing group identity, to soften or strengthen request or command, because of real lexical need, and to exclude other people when a comment was intended for only a limited audience.

Based on the previous research, the researcher would like to know about the phenomenon of applying code-switching. The researcher will found out the used of code-switching among the teacher and the students at MA Diniyyah Putri Lampung. So, to know this research, the researcher carried out research on be entitled “An Analysis of Code-Switching at the Eleventh Grade Student of MA Diniyyah Putri Lampung in the academic year 2019/2020”.

B. Formulation of the problem

Based on the previous explanation of the background problem that formulated the research to be:

1. What were the types of code-switching used by the students at the eleventh grade of MA Diniyyah Putri Lampung?
2. What were the factors of code-switching used by the students at eleventh grade MA Diniyyah Putri Lampung?

C. Limitation of the Research

The limitation of the research focused on looking for the types of code-switching and the factors of code-switching that happened from the Indonesian language to English and vice versa towards the students at the eleventh grade of MA Diniyyah Putri Lampung.

D. Objective of the Research

1. To found out the types of code-switching used by the students at eleventh grade MA Diniyyah Putri Lampung.
2. To found the factors of code-switching used by the students at eleventh grade MA Diniyyah Putri Lampung.

E. Significance of the Research

Several things the expect can increase the insight of a student and found Code-Switching of the second language in the theory sociolinguistic. This research is dedicated to giving a beneficial contribution through theoretically and practically some parties from code-switching of students and teacher in the class as follow:

1. Theoretically

The benefits of learning materials through a theoretical of the research high expect to provide contributions in the area of Sociolinguistics research.

2. Practically

Practically, there can understand the knowledge and the phenomenon around them that can be made aware of how to use a second language correctly in the teaching-learning process well in their daily activity.

a. For teachers

A description of code-switching used in the classroom can be applied by the teacher who will teach English lessons to make it easier to deliver the material to the students so that the interaction between the teacher and the students can develop properly. Besides, the teacher gives a reference to make an English lesson more guided.

b. For students

The description for the students used of code-switching at a classroom can were the laguages in conditional communication through motivation used of code-switching.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Frameworks

English was an international language that has a role in the socio-economic, political, Prosocial, and cultural lives in several countries. Language can be various in heterogenic societies because they have a different habitual and social background. Code-switching is related to language and society as well as relating interactional aid continuity levels of analyses. In the field of language when people used English then the language can influence each other. Therefore language has many meanings from experts and it can be summarized that language some interest in understanding people's linguistic position, perceptions, the variety, and actions the languages as well as towards the people using them. The theoretical frameworks especially about language was a signal system that operates with symbolic vocal sound and is used by a group of people for communication.

The communication among circle the society might be simpler and fewer languages. The people and language cannot be separated from each other since they have language a relationship and what the people do, it will relate to language and social interaction constantly liked to others via the facilitation of language.

1. Sociolinguistics

In the book, Bernard Spolsky by title “Sociolinguistics” said the very centrality of language to social life, the value of language as a means of access to power and influence, and the symbolic value of language in establishing social class and ethnic identity, all produce conditions where people want to engineer language or language choice itself.¹ Therefore, the language a signal system that operates with symbolic vocal sound and was used by a group of people for communication. Hence, sociolinguistics is part of the language on human life, so that no language can't be presented. Then, sociolinguistics also exists in code-switching and study can't be separated from sociolinguistic.

Social interaction either daily communication was constantly like to others via the facilitation of language. Communication might be simpler with fewer languages, but most groups are not willing to give up their languages. Accordingly, the studied language merely not provide basic coverage of most of the topics dealt with in courses described as either ‘Sociolinguistics’ or ‘The Sociology of Language.’ Ronald Wardhaugh in his book *An Introduction to Sociolinguistics* said:

Any discussion of the relationship between language and society, or the various functions of language in society, should begin with some attempt to define each of these terms. Let us said that society is any group of people who are drawn together for a certain purpose or purpose. By such a definition ‘society’ becomes a very comprehensive concept, but we will soon see how useful such a comprehensive view is because of the very different kinds of societies we must consider in the course of the various discussions that follow.²

¹ Bernard Spolsky, *Sociolinguistics* (Oxford University Press: 1998), p. 66

² Ronald Wardhaugh , *An Introduction to Sociolinguistics*, (Cambridge: Blackwell Publisher, Fifth Edition 2006), p. 1

Aslinda and Leni in his book introduction sociolinguistics the definition section explained that language was an arbitrary system of sound symbols used by the community to work together, interact, and identify selves.³ It means an understanding of language according to experts and in general, many people know about understanding such language. Besides, Language was the ability possessed of humans to communicate with the other humans using signs, for example, word and movements. Then, human and language cannot be separated from each other since they have a relationship which is all-around what the human does, it will be related to language.

In this explanation, sociolinguistics is a social network analysis of the kind which is most relevant to sociolinguists was developed in the 1960s and 1970s by a group of mainly British social anthropologists.⁴ Hence, sociolinguistics includes every aspect of language which was related to social context or interaction, social class, education, immigration and bilingualism, nationalism, language planning, and varieties of language.

Based on the opinion of Lyons in his book Aslinda and Leni, it can be said the language must be a system, the symbol we see and we hear in the emblem, as well as the language used by the community in communicating can interact quickly.⁵ The reason is that each language does “social work” for its speakers.⁶

³ Krisdalaksana, *kamus linguistic* (Jakarta:PT Gramedia, 1993), p. 21

⁴ Li Wei, Lesley Milroy and Pong Sin Ching, “A two-step sociolinguistic analysis of code-switching and language choice: the example of a bilingual Chinese community in Britain”. *International Journal Of Applied Linguistic*, Vol. 2, No. 1 (June 1992), p. 3

⁵ Aslinda & Leni syafyah, *Pengantar Sociolinguistik* (Bandung:PT Refika Aditama, 2007), p. 1

⁶ Carol Myers-Scotton, *Multiple Voices An Introduction to Bilingualism*, (Cambridge: Blackwell Publishing, 2006), p. 8-9

Besides, language is most of them have taken the views that languages were systems of symbols, designed, as it were, for communications.

Hence, the language can be reflected in the social identity of the users. So that sociolinguistics focuses on language used in society and then in practice. Sociolinguistics was the goal to understand the function of language in communication-related to the relationship between society and language. Then, sociolinguistics also that was studied of our everyday lives – how language works in casual conversations and the media exposure, Whitman stated that sociolinguistics is concentrated on analyzing the diversity of language.⁷ It means to the knowledge about a term sociolinguistic was a derivational word.

The above explanation on the understanding of sociolinguistics. Sociolinguistics was part of the language on human life, then no language can't be presented. Meanwhile, sociolinguistics also exists in code-switching and study can't be separated from sociolinguistic. It is because code-switching was part of a sociolinguistic phenomenon. Sociolinguistic is the basis of a theoretical framework to studied code-switching. And sociolinguistic was necessary to be explained before we learn code-switching. Several previous definitions of sociolinguistics which argued by experts. Therefore, sociolinguistic was necessary to be explained before we learned code-switching. It is because code-switching was part of a sociolinguistic phenomenon. While the sociolinguistics concerned not only with the description of such diversity but also with the analysis of how

⁷ Randal L. Whitman, *An Introduction to Linguistics* (Canada: Simultaneously, 1981), p. 175

linguistic differences were related to sociological differences among individuals for example to differences in socioeconomic class or ethnic group.

2. Linguistics

Two words that form it were “sociology” and “linguistic”. “Sociology” refers to a science of society or the study of the nature and growth of society and social behavior.⁸ “Linguistic” refers to a study of language.⁹ Then, from this opinion linguists are aware of prescriptive rules of language as dictated in reference grammars. While that sociolinguistics can the focus of linguistics is not prescriptive rules but the rules inside the heads of speakers which constitute their knowledge of how to speak the language.

Most linguists believe that language is a modular system. That is, people produce and interpret language using a set of component subsystems (or modules) in a coordinated way.¹⁰ Besides linguistic was a discussion of language and often referred to as linguistics. It means another the property of all languages was discreteness. Then, the range of sounds that human beings can be made continuous like a slide whistle. So linguistics not only discusses but examines language or discusses to examine the ins and outs of language in general. While for the benefits of linguistics itself between to assist in carrying out and completing tasks.

⁸ Database right Oxford University Press, Edited by Victoria Bull, Oxford Dictionary (New York: Oxford University Press, 2008), p. 421

⁹ *Ibid.*, p. 257

¹⁰ Ralph Fasold and Jeff Connor-Linton, *An Introduction to Language and Linguistics*, (United States of America: Cambridge University Press, 2006), p. 2

In his book, Ronald said Confront with the task and of trying to describe the grammar of a language like English, many linguists follow the approach which was associated with Chomsky, undoubtedly the most influential figure in the late twentieth-century linguistics. Chomsky has argued on many occasions that to make meaningful discoveries about language because linguists must be tried to distinguish between what is important and what is unimportant about language and linguistic behavior. Chomsky has also distinguished between what he has called competence and performance. He claims that it is the linguist's task to characterize what speakers know about their language, i.e., their competence, not what they do with their language, i.e., their performance. The best-known characterization of this distinction comes from Chomsky himself on page 3-4 the years 1965 in words which have been extensively quoted.¹¹

Linguistics also can be interpreted as one of the sciences that studies language as part of a culture based on the structure of the language itself. Accordingly, the studied language merely not a concern with the linguistic aspect. Peter Auer in his book *Code-Switching in Conversation* said: "Linguistics can be dealing with bilinguals behavior represents a challenge for linguistic theory and can contribute to the modification of its descriptive and theoretical framework. The point of departure in most linguistic theories continues to be the monolingual, individual speaker who never leaves his or her place of origin and is surrounded by a monolingual majority".¹²

¹¹ Ronald Wardhaugh , *An Introduction to Sociolinguistics*, (Cambridge: Blackwell Publisher, Fifth Edition 2006), p. 3

¹² Peter Auer, *Code-Switching In Conversation*, (USA and Canada: Routledge, 1998), p. 52

In his book, Ralph Fasold and Jeff Connor-Linton explained about the field of linguistics, like the phenomenon of language which it studies, is broad and diverse, and although linguists share some beliefs – in the descriptive approach, for example, and in the functional equality of all language varieties – they differ in some of the assumptions they bring to their analyses. Linguistics studied not just the nuts-and-bolts of forms and their meanings, but also how language was learned (both as a first and second language), how it plays a central role in reflecting and creating the interactive and cultural settings of talk, how computers can be designed to deal with language, and how language is represented in our very brains.¹³ It means regarding those definitions, many have opinions about linguistics include the experts. After knowing the definitions of those experts, it can be concluded that linguistics is the study of language or the science that makes language the object of study.

The above linguistic description, it can be concluded that only a few make cross-language comparison structures as structures that can test one language and then the related structure in another language. Other than that according to journal carol saying a second position is our view of the book that bilingualism offers a unique opportunity to understand the structures of a particular language when we see how they pattern when in contact with structures of another language.¹⁴ While

¹³ Ralph Fasold and Jeff Connor-Linton, *An Introduction to Language and Linguistics*, (United States of America: Cambridge University Press, 2006), p. 10

¹⁴ Carol Myers-Scotton, *Multiple Voices An Introduction to Bilingualism*, (Cambridge: Blackwell Publishing, 2006), p. 11-12

linguistics does not study every form of human language. It focused on analyzing human verbal language; the language that consists of words.¹⁵

From those opinions of the linguistics above, the research can conclude that linguistics can be said a language understanding. Where language that can be used by several people as a means and associated with certain beliefs so that it can become part of linguistic claims. Meanwhile, students also learn certain languages to understand and achieve some competencies or skills in using language.

B. Speech Community

The community has its characteristics in their communication. The concept of speech community has become integral to the interpretation and representation of societies and situations marked by change, diversity, and increasing technology as well as those situations previously treated as conventional. Bloomfield said, “a speech community is a group of people who interact using of speech”.¹⁶ While, the study of the speech community was central to the understanding of human language and meaning-making because it is the product of prolonged interaction among those who operate within shared belief and value systems regarding their own culture, society, and history as well as their communication with others.

The language was both an individual possession and social possession. Therefore, that certain individuals would behave linguistically like other

¹⁵ Peter Matthews, *The Concise Oxford Dictionary of Linguistics* (Oxford: Oxford University Press, 1997)

¹⁶ Leonard Bloomfield, *An Introduction to the study of language*, (New York: Holt, 1933), p.42

individuals. Then, a critical examination of the notion of speech community is crucial for the discipline of linguistic anthropology, a field devoted to the study of what speakers can and cannot do with words in the context of their everyday life.¹⁷ Besides, the language used in the community called a speech community. A community not only share about language in use but share a set of norms and rules for the use of language.¹⁸

The speech community in the classroom is a simple part of the speech community of the teacher, then the students can interact with each other and have communication in the classroom. When the teaching-learning process happens, the students cannot be avoided in using language shifts; such as code-switching or borrowing, particularly in an English class. While in the journal Afzal, the controversy on allowing or disallowing the use of L1 in the second or foreign language classroom is still a burning question for many reasons.¹⁹

From the description above, it can be concluded that the speech community is a group of people who live together in the same place and have a similar characteristic of language or dialect in daily activity and use more than one language in their conversation.

C. Bilingualism

¹⁷ Alessandro Duranti, *A Companion to Linguistic Anthropology* (Cambridge: Blackwell Publishing, 2004), p. 8

¹⁸ John Lyons, *"New Horizons in Linguistics"* (Harmondsworth: Penguin Books, 1970), P. 326

¹⁹ Muhammad Afzal Awan, "A 'Judicious' Use of L1 in TL Classroom: Socio-political, Psychological and Functional Dimensions", *Advances in Language and Literary Studies*. Vol.6 No.5 (October 2015), p. 2

A bilingual society generally recognizes two languages which are used for different purposes and different social situation. They switch the language from English to Indonesia to be made the students easy in understanding the material. So that classroom was one of the small societies that need special language to communicate with each other, such as communication between lecturer/ teacher-student and Student - students. In this case, the researcher takes a specific place, that is lecturing classroom between lecturer - student. Another case is this class is the English department student.²⁰ As we know, there are many ethnicities, languages, and cultures in Indonesia. Every ethnic has a mother language. It means Indonesian people use more than one language. Besides that, the use of the Indonesian language as the national language also uses the local language as a mother language.

Most people as speakers usually occupy more than one code and require a selected code whenever they choose to speak with other people. Then this definition of bilingual conversations from Gibraltar is analyzed and explained concerning language choices at three levels of conversation organization.²¹ While bilingual is the case that even speakers of a single language (putative monolinguals) control various styles and levels of that language, it is very common that people develop some knowledge and ability in a second language and so become bilingual.²²

²⁰ Bambang Nur Alamsyah Lubis, "Lecturer's Code-Switching in English Department Students' Classroom". *English Language Teaching Prima Journal*. Vol.2 No.2 (December 2016), p. 8-18

²¹ Peter Auer, *Code-Switching in conversation* (USA and Canada: Routledge, 1998), p. 215

²² Bernard Spolsky, *Sociolinguistics* (New York: Oxford University Press, 1998), p. 45

Bilinguals can choose which language they use in social conditions. Then it can move to one code (language) to another code depend on the situation. Bilinguals also consider with whom speaks, in which language or variety, and when or where the conversation takes place. People in bilingual do not have the same abilities in both languages that they mastery. Then, differences competence in a variety of languages might range from orders of lexical items. The simplest definition of a bilingual is a person who has some functional ability in a second language. This may vary from a limited ability in one or more domains, to very strong command of both languages (which is sometimes called balanced bilingualism).

Bilingualism is the ability to use two languages. The term bilingualism in the first time introduced by Bloomfield in his book *Language* 1933, argues that “bilingualism as native-like control of two (or more) languages”.²³ Mesthrie et said with gives a further explanation about bilingualism in his book, “that bilingualism is used as a general term for the use of two or more languages in a society”.²⁴ Other writers use the term to refer to any speaker who has a reasonable degree of competence in some language other than their mother tongue.

Besides, bilingualism is started from monolingualism society. Bilingualism can occur because of the existence of society. It means the bilingualism proceed from a language which is used as the medium to communicate. Moreover, a second important feature is the way each language was

²³ Leonard Bloomfield, *An Introduction to the study of language*, (New York: Holt, 1933), p. 22

²⁴ Carol Johns-MacKenzie, *Introducing to Sociolinguistics*, (Edinburgh University Press, 2004), p. 37

acquired. It is useful to distinguish between mother (or native) tongue learning, second (or informal) language learning, and foreign (or additional) language learning. It means, to connect the sounds of the L1 and L2 categories is the first language and second language. L1 is Indonesian and L2 is English, so the process that is presented as knowledge in the minds of students is the second question on a system that is related to one another.

Bilingualism is started from monolinguals society. Therefore, one of the problems in the debate is the description of bilingual knowledge or performance in speaker L2. So, the second language is considered one possibility is the form of perception of explanation discussed in the next section. In the journal victor and maria, One of the main strategies which are commonly described as being present in the bilingual immersion classroom when the L1 comes into play is code-switching.²⁵ Then, in monolingual speech communities are rare; monolingual countries are even rarer, and previously, people only use one language in their environment.²⁶ The concept of language has received considerable attention as a strategy aimed at benefiting the utilization of two languages.²⁷

D. Multilingualism

Multilingual public education is expensive, and opponents say the stated ultimate goal of producing children fluent in English is not being achieved.²⁸

²⁵ Víctor Pavón Vázquez & María del Carmen Ramos Ordóñez, “Describing the use of the L1 in CLIL: An Analysis of L1 Communication Strategies in Classroom Interaction”, *International Journal of Bilingual Education and Bilingualism* (Agustus 2018), p. 3

²⁶ *Ibid*

²⁷ *Ibid*, p. 4

²⁸ Ralph Fasold and Jeff Connor-Linton, *An Introduction to Language and Linguistics*, (United States of America: Cambridge University Press, 2006), p. 391

Therefore, multilingualism is becoming a social phenomenon governed by the needs of globalization and cultural openness. Then for brevity sake definition, multilingualism is used to speak more than one language. And multilingualism is taken for granted, and moving from one language to another in the course of a single conversation is very common. This the definition was very clear explanations in multilingualism mastery. There are many different kinds of bilingual communities, and different in respect of whether one language is dominant or not for most members, whether one language is dominant for some, but not for others, whether some members approximate to perfect bilingualism or not, whether both languages are acquired simultaneously or not, and this is an expression in multilingual.

People who are bilingual or multilingual do not necessarily have the same abilities in the language that kind of parity may be exceptional. Historically, multilingual communities evolve in many ways. Perhaps the strongest voice in literature in favor of bilingualism and multilingualism.²⁹

People who are bilingual or multilingual do not necessarily have the same abilities in the language that kind of parity may be exceptional. Then that multilingualism involving balanced. So multilingualism is also becoming a social phenomenon governed by the needs of globalization and cultural openness. Historically, multilingual communities evolve in many ways. Perhaps the

²⁹ Muhammad Afzal Awan, "A 'Judicious' Use of L1 in TL Classroom: Socio-political, Psychological and Functional Dimensions", *Advances in Language and Literary Studies*. Vol.6 No.5 (October 2015), p. 3

strongest voice in literature in favor of bilingualism and multilingualism.³⁰ Besides, bilingualism and multilingualism are probably the most common outcomes of language contact; indeed, it is safe to assume that most of the world's population is at least bilingual.³¹ Bilingual and multilingual situations vary considerably, however, in terms of intensity (i.e., the number of languages involved and the extent to which speakers draw on them in the course of everyday life) as well as stability.

Besides, according to Dorian, researchers have found it useful to make certain broad analytic distinctions, such as between societal bilingualism and individual bilingualism, dominant languages and subordinate languages; such notions as “semi-speaker” (referring to an individual speaker who has limited, perhaps only “passive” or receptive, competence in a second language) have also been suggested.³²

From many definitions that explained by expert, it can be concluded that bilingualism is the ability using two languages in communication depend on the topic, participant, and context. The rules of language choice base on with whom the bilingual speaks. The bilingual conversation mostly happens in an informal situation. Based on some previous code-switching is code can be defined as a system that the application of the language element has characteristics that match the background. Therefore, code is usually a variant form of the language used to communicate with the clear language of the community.

E. Code

³⁰ Muhammad Afzal Awan, “A ‘Judicious’ Use of L1 in TL Classroom: Socio-political, Psychological and Functional Dimensions”, *Advances in Language and Literary Studies*. Vol.6 No.5 (October 2015), p. 3

³¹ Alessandro Duranti, *A Companion to Linguistic Anthropology* (Cambridge: Blackwell Publishing, 2004), p. 74

³² *Ibid.*, p. 54

In everyday interaction, people usually chose different codes in different situations. When people learn a language in the world, code is a term that refers to a variety. Code can be used to refer to any kind of system that two or more people employ for communication. Therefore, other investigators have used the matched-guise technique and report results which indicate that listeners are affected by code choices when they judge what speakers say to them. We may also refer to a language or a variety of a language as code. In the other source that is her book Wardhaugh, and her book have said by Pidgin and Creole is "inclined to arouse emotions but the neutral term of code, taken from information theory can be used to refer to any kind of system that two or more people employ for communication".³³ Especially, Code-switching is a systematic use of two or defined as the use of more than one language and a variety of the same language during oral, written discourse or style by a speaker within an utterance between different interlocutors or situations.³⁴

For instance, Hymes as cited by Ayeomoni, M.O. defines only code-switching as a common term for alternative use of two or more languages, varieties of a language or even speech styles.³⁵ While Bokamba defines "Code-switching is the mixing of words, phrases, and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech

³³ Ronald Wardhaugh and Janet M.Fuller, *An Introduction To Sociolinguistics*, John Wiley & Sons, Ict, Seventh ed (Cambridge: Blackwell Publisher, 2006), p. 89

³⁴ Ari Iswanto Probowo, etc. "Analysis of types Code Switching and Code Mixing by The Sixth President of Republic Indonesia's Speech at The National of Independence day", *Progressive* Vol.XII (September 2017), p.15

³⁵ Ayeomoni, M.O, *Nordic Journal of African Studies Obafemi Awololo University, Code-Switching and Code-Mixing: Style of Language Use in Childhood in Yoruba Speech Community*, (Nigeria: 2009)

event.³⁶ Besides, a speaker may similarly switch to another language as a signal of group membership and shared ethnicity with an addressee.

Besides, code-switching seems to have a function to facilitate and support thinking in communication no matter how the outward information may appear. When the speaker uses language switched, it does not mean the message obscure but that is an effort to make the message understandable. Then, code-switching also encompasses switches by one person across more than one participant in an exchange. Hudson says that code-switching is a kind of situation in which a single speaker uses different variety at any time. The use of two languages by a single speaker makes it is a little bit difficult to be distinguished with code-mixing³⁷

The explanation above of code which defined by expert and a variety of language which has different characters in every single element of language. Code can be said as the key to change from one language to another language that uses in communication. Concerning all definitions, it can be concluded that code-switching is generally the use of at least two languages or varieties of language utterance in conversation during a speech in a bilingual or multilingual society.

a. Code-Switching

Language switch is, of course, a form of code-switching. Gumperz, as quoted by Romaine, “defines code-switching as the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical

³⁶ Ibid

³⁷ Richard Anthony, Hudson, *Sociolinguistics*, (Cambridge, UK: Press of Syndicate of the University of Cambridge, 1987), p. 56

systems or subsystems".³⁸ Besides that according to Hudson, code-switching is the speaker's use of different varieties of the same language at different times and in different situation which seems to refer more to a diglossia situation.³⁹ Then code-switching refers to the use of two languages at the same time as sentences or utterances. Thus, a speaker can be called doing code-switching if he could not say a certain word in the target language then change it to another language he knows. The switch here might be a word and phrase within a single sentence or utterance in a whole conversation or communication.⁴⁰

By this explain the nature of Code-switching, both as a linguistic and sociocultural phenomenon. Code-switching is potentially the most creative aspect of bilingual speech.⁴¹ This further adds that the feature of bilingual speech such as interference, which provided an excellent setting for intergenerational interaction. The use of the elements of English is sometimes unconscious. It is also the same as the teacher. The teacher sometimes consciously and unconsciously makes switching and mixing the languages in providing pieces of knowledge. Code-switching and code-mixing are well-known traits in the speech pattern of the average bilingual in any human society the world over, where both of them are the most obvious and widespread which used in different languages.⁴²

³⁸ Romaine, Suzanne, *Language in Society*, (New York: Oxford University Press, 2000)

³⁹ Richard Anthony, Hudson, *Sociolinguistic*, (Cambridge, UK: Press of Syndicate of the University of Cambridge, 1987) p. 53

⁴⁰ Elizabeth Marasigan, *Code Switching and Code Mixing in Multilingual Societies*, (Singapore: UN Press: 1983), p.7

⁴¹ Charlotte Hoffman, *An Introduction to Bilingualism*, (New York: Longman:1991) ,p.109

⁴² Fithrah Auliya Ansar, "Code Switching and Code Mixing in Teaching-Learning Process". *English Education: Jurnal Tadris Bahasa Inggris*, Vol. 10, No. 1, 2007, p. 29

The definition above that explains about code-switching. Besides, code-switching included in the students in the classroom and the teacher has control to manage and make the situation. Then the teaching-learning process native language can be a bridge for the native language and target language.

Besides, there is an example that is when someone uses the Indonesian language, then changed it into English to continue his speaking, it is called code-switching. For example, the student says, “Materi ini Sangat sulit. I don’t understand”. In that sentence, the student used Indonesian “Materi ini Sangat Sulit”, then she affirmed her statement, “I don’t understand.” The student added “I don’t understand” to affirm that because of the difficulty of the material, she did not understand. She used English to affirm the Indonesian language because of many reasons. It may because of prestige. In informal situations, the use of two languages in the conversation gives an interactive impression that cannot be avoided.

In this line, Marasigan says that code-switching refers to the use of two languages in the same sentence or discourse. Moreover, Marasigan explains that code-switching indicates imperfect knowledge of the grammatical system. Code-switching was indeed motivated by the speakers’ inability to find the word to express what s/he wanted to say in one of the other codes.⁴³

From the review of the definition above, code-switching is closely related to the speech community and bilingualism. Code-switching is a phenomenon in bilingual society as a result of language choice depend on situation and context.

⁴³ Elizabeth, Marasigan, *Code Switching and Code Mixing in Multilingual Societies*, p.45

There is no certain pattern that regulates in producing code-switching. The experts only grouped the types of code-switching.

b. Code Mixing

The concept of code-mixing is used to refer to a more general form of language contact that may include cases of code-switching and the other form of contact that emphasizes the lexical items. This definition is found in the following excerpt. For example: “I am using the term code-mixing to refer to all cases where lexical items and grammatical features from two languages appear in one sentence”.⁴⁴ From these definitions that is the difference between code-mixing and code-switching can be inferred with the scope as found in the quotation. So code-mixing can be used to identify almost any linguistic mixed in forms resulting from language contacts.

Therefore, speaking about code-switching is frequently followed by code-mixing. Code mixing is also called rapid switching. While linguists who are primarily interested in the structure or form of code-mixing may have relatively little interest to separate code-mixing from codes-witching, some sociolinguists have gone to great lengths to differentiate the two phenomena. In this tradition, the terms code-mixing or language alternation are used to describe more stable situations in which multiple language uses without such pragmatic effects.⁴⁵

While many linguists tend to take code-mixing in a foreign language blending with base language, a broader perspective has been adopted by Hymes.

⁴⁴ Pieter Muysken, *Loc. Cit.*

⁴⁵ Peter Mysken, *Bilingual Speech: A Typology of Code-Mixing*, (Cambridge: Cambridge University Press)

He defined code-switching as a common term for alternate use of two or more languages, varieties of a language, or even speech styles.⁴⁶ Therefore even when people employ what is recognized as a single language, shifts in style, register and voice, whether in spoken or written language, can then be included in a broad definition of code-mixing. The study of code-mixing is meaningful because “bilingualism and bidialectal are important, and because such work necessarily breaks with an image of the notions of language and speech community as identical”.⁴⁷

From the state above, the researcher points out two important things which are the conversant of single utterance and the useful pieces of languages, but in her sentence or utterance, she inserts a word or a phrase of another language.

F. Types of Code-Switching

Blom and Gumperz as quote by Marasigan, classify code-switching into two dimensions. There are two types of code-switching base on the distinction which applies to the style-shifting, namely situational and metaphorical code-switching. The first type is the situational code-switching. The states that situational code-switching occurs when the languages used to change according to the situation in which the conversant finds them.⁴⁸ The second type is metaphorical code-switching is spoken one language in one situation and another indifferent one. So, no topic change is involved. When a change topic requires a

⁴⁶ Dell Hymes, Foundation in Sociolinguistic: *An Ethnographic Approach*, (London: Longman:1977), p.103

⁴⁷ *Ibid*, p. 104

⁴⁸ Elizabeth Marasigan, *Code Switching and Code Mixing in Multilingual Societies*, p.123

change in the language used, we have metaphorical code-switching. Besides, metaphorical can concerns the various communicative effects to the speaker intends to convey.

Code-switching as above can be classified by two different classification grammatical and contextual classification. The grammatical classification is based on where in the sentence or utterance the switching appears while the contextual classification is based on the reasons why a bilingual switches.⁴⁹ Besides, Hudson said the similar types of code-switching had been proposed.⁵⁰ It is the categories types of Code-Switching into situational Code-Switching and metaphorical code-switching. However, the proposed additional type called conversational Code-Switching. Types of Code-Switching based on a social element that has been proposed by many experts.

There are three types of code of switching have shows by Hoffman, such as intra-sentential code-switching, inter-sentential code-switching, and extra-sentential code-switching.⁵¹ As the explanation of code-switching based on the juncture or the scope of switching where language takes place by written bellow:

a. Intra-sentential of Code-Switching

Intra sentential is Code-Switching within the clause or sentence. In this case, the speaker may switch parts of clauses, lexical items, or even morphemes.⁵² Then, intra sentential is code-switching in which switches occur between a clause

⁴⁹ Blom & John J Gumperz, Ronald Wardhaugh, *Loc.Cit.*

⁵⁰ RA. Hudson, *Loc.Cit.* p.52

⁵¹ Charlotte Hoffman, *An Introduction to Bilingualism*, p.112

⁵² Christine, M. Goh, *Language Acquisition and Development*, (NTU, Pearson Ed: 1986),

or sentence boundary.⁵³ An example is from an English native speaker who speaks Spanish and has resided in Spain for many years: “I speak speakando with Steve the other day”. In this case, the speaker uses the Spanish progressing morpheme ‘ando’ rather than the English ‘ing’. The grammatical boundaries for this are similar in English and Spanish and so the code-switching ‘works’.

Other than that there is an example of intra-sentential code-switching that is: Dari jam sepuluh empat lima *tekan jam sewelas seprapat kan?* “From ten forty-five to *eleven fifteen, isn't it?*”⁵⁴

The explain above discussion of experts and example is used within a sentence and usually form of a word or phrase Indonesian bilingual switches from Indonesian to English. Therefore, the sentence this have different unlike the grammatical classification especially which is based on the position of the different codes found in the utterances, the contextual classification is based on the reasons why people switch.

b. Inter-sentential of Code-Switching

Inter sentential switching is code-switching that happens between clause or sentence boundary. In this case, an entire clause or sentence is in one language, but the speaker switches to another language for a subsequent clause or sentence. Indirectly this switching is concerned with the situation and the atmosphere of the conversation.⁵⁵ Then, when there is a complete sentence in a foreign language

⁵³ Romaine, Suzanne, *Language in Society*, p.57

⁵⁴ Susanto, *Code Switching in Indonesia Islamic Religious Discourse A Sociolinguistic Perspective*, (Malang : UIN Malang Press, 2008), p. 10

⁵⁵ Janet Holmes, *An Introduction to Sociolinguistics*, (London: Longman :2000), p.38

uttered between two sentences in a base language. And then according to Appel and Musyken in the journal Bambang stated that inter-sentential code-switching is the switch involving movement from one language to another between sentences.⁵⁶

The sentence on inter sentential, this kind of code-switching occurs between clause or sentence boundary, where each clause or sentence is in one language or other.⁵⁷ While that, there is a sentence of inter-sentential code-switching that has found a sentence in the speaker, an example:

Speaker: hmmm....it smells good. Nah, Sekarang Sudah Jadi makanannya so sekarang Kita bisa melihat Kue nya Sudah dikeluarkan dari open biar lebih gampang makannya, trus ditambah. What is it called?

From the example above includes inter-sentential code-switching because the data shows that the speaker switches English to Indonesian between sentences. In the first sentence, the speaker says “hmmm....it smells good.” Then she switches to Indonesian in the next sentence “Nah, Sekarang Sudah Jadi makanannya so sekarang Kita bisa melihat Kue nya Sudah dikeluarkan dari open biar lebih gampang makannya, trus ditambah.”, then, she switches again to English in the next sentence “What is it called?”. So, switching this can be mentioned that the type of code-switching that appears on that utterance is inter-sentential code-switching.

⁵⁶ Bambang Nur Alamsyah Lubis, "Lecturer's Code-Switching in English Department Students' Classroom". *English Language Teaching Prima Journal*. Vol.2 No.2 (December 2016),p.9

⁵⁷ Charlotte Hoffmann, *An Introduction to Bilingualism* (London : Longman, 1991), p. 112

According to Susanto, there are types of inter-sentential code-switching based on syntactical patterns, as follow:

1. Situational Code-Switching

A situational code-switching appears when there is a change in the situation that causes the bilingual switches from one code to the other.

Example:

Agus: *Menurutku, semuanya karena mereka tidak tahu persis artinya, Dit.*

Angla: Hi, Agus

Agus: Eh, how're you angla? Angla, this is Adit, our friend from Bandung.

Adit: Nice to meet you, Angla.

Angla: Nice to meet you too. What are you two talking about?

Agus: *Nah, ini dia kita bisa....*Angla, can you help us?

The example in the above short dialog describes a situation when an Indonesian bilingual switches from Indonesian to English because of the presence of an English native-speaker friend (participant).

2. Metaphorical Code-Switching

A metaphorical code-switching happens when there is a change in the perception, or the purpose, or the topic of the conversation. About the factor has the type of switching involves the Ends, the Act Sequences, or the Key, but not the situation.

Example:

Made: We want to take it, to where... *Ya, itu tempat Kita biasa mancing* (fishing),
and we are drinking, singing, having fun, ok

Ali: And, there we are surfing, swimming... *terus, Kita Jadi pusing-pusing*
(feeling dizzy) dah...ha, ha, ha...

Made: Are you joining, Ko?

Koko: Okay, then.

The short dialog above example illustrates some Indonesian students want jokingly used switching from English to Indonesian to affect a serious dialog to be a bit humorous. Then, but the above example is bilinguals that code-switch metaphorically perhaps try to change the participants' feelings towards the situation.⁵⁸

c. Tag code-switching

Tag code-switching happens when a bilingual insert short expressions (tag) from the different languages at the end of his/her utterances. Then, the switching of either a single word or a tag phrase (or both) from one language to another. Besides, kind of switching is sometimes called emblematic switching or tag switching. The switch is simply an interjection, a tag, or a sentence filler in the other language which serves as an ethnic identity marker.⁵⁹

⁵⁸ Iwan Indrawan Jendra, *Sociolinguistics The Study of Societies' Languages*, (Yogyakarta; Graha Ilmu, 2012), p.77

⁵⁹ Janet Holmes, *An Introduction to Sociolinguistics*, p. 35

Tag switching is code-switching with sentence tags that they precede or follow a sentence. This involves the insertion of a tag in one language into an utterance that is otherwise entirely in the other language. Examples of common tags in English include ‘you know’, ‘I mean’, and ‘right’.⁶⁰

Therefore, the production and comprehension of utterances with tag code-switching is part of the linguistic competence of the speakers and hearers of communities. Other than that there is word exclamation or tags which are serving as an emblem of the bilingual character.⁶¹

For example, an adult Spanish-American English speaker says: “. . . Oh! Ay! It was embarrassing! It was very nice, though, but I was embarrassed. These the sentence show that the speakers use a tag switching in their utterances such as right, sorry, really, and no. But in the sentence like that is expressions or emblem of the bilingual character, so the word in the sentence use tag switching at the beginning of utterance is oh or exclamation mark.

G. Factor of Code-Switching Classroom

In the journal English Language Teaching Prima, Suwanto defines that there are several causes why code-switching occurs. They are Speaker which involves the event, opponent speak (speaking partner), the attending of a third speaker, topic, awakening humor, for prestige, language, situation, and habit. In this case, not all of the factors occur in students' class interaction.

⁶⁰ Christine, M. Goh, Language Acquisition and Development, (NTU, Pearson Ed: 1986), p. 63

⁶¹ Charlotte Hoffman, *An Introduction to Bilingualism* (London : Longman, 1991)

Table 1.
Factor of Code-Switching

No	Factor of code-switching	Yes	No
1.	The speaker which involves in the event	-	✓
2.	Opponent speak (speaking partner)	-	✓
3.	The attending of the third speaker	-	✓
4.	Topic	✓	-
5.	Awakening humor	-	✓
6.	For prestige	-	✓
7.	Language	✓	-
8.	Situation	✓	-
9.	Habit	-	✓

Source: Adapted from Suwito.⁶²

The table above of an analysis the study was made by an informal method, which wasss by presenting the data of language usage and analyzed descriptively.⁶³ Besides, the event of code-switching done by the data collection.⁶⁴ We isolated the analysis of data there is some important point are concluded, so the data use the function of factor students code-switching in English department student's classroom is to emphasize interjection, to clarify or quantify a message, and to reiterate and the factor is topic, language, and situation.

Therefore, the factor of code-switching these kind of idealistic pictures are too many in the profession of second/foreign language teaching but the ground realities are much different. Then the user of code-switching is caused by many

⁶² Suwito, *Op. Cit.*, p. 8-18

⁶³ Ni Putu Ayu Yuni Sugiantri, Code Switching and Code Mixing by The Government of Bali, *RETORIKA: Jurnal Ilmu Bahasa*. Vol.4 No.2 (October, 2018),p.109

⁶⁴ *Ibid*

factors, especially at MA Diniyyah Putri Lampung and the research in the classroom.



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