

**CODE SWITCHING
USED BY ENGLISH BEGINNERS IN EF (ENGLISH FIRST) MALANG**

THESIS

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**Presented to
the State Islamic University of Maulana Malik Ibrahim Malang**

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I certify that the thesis I wrote to fulfill the requirement for Sarjana Sastra (S.S) entitled “*Code Switching Used by English Beginners in EF (English First) Malang* ” is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

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I state that this thesis entitled *Code Switching Used by English Beginners in EF (English First) Malang* is truly my original work. It does not incorporate any materials previously written or published by other persons except those indicated in quotations and bibliography. Due to this fact, I am the only person who is responsible for the thesis if there is any objection or claim from others.

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MOTTO

Knowing is not enough; we must apply. Willing is not enough; we must do.

(Goethe)

Whether you think you can or whether you think you can't, you're right!

(Henry Ford)



DEDICATE TO

My beloved mom and dad
who always give me spirit and motivation
to express and improve myself
and who always say “be careful” for everything I do



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The thesis is still far from being perfect. Thus, the researcher hopes any correction and constructive criticism from the readers for the improvement of this thesis.

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ABSTRACT

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Key Word: code switching, students communication, EF (English First) Malang

This study observes code switching used by English beginners in EF (English First) Malang. EF Malang is the world's largest private education company which has become the most favorite English course and has had a lot of students rather than other English courses in Indonesia which is located in Ijen Boulevard. The purposes of this study focus on types of code switching used by English Beginners in EF Malang to analyze the data by using Poplack's theory (1980) and grammatical pattern after the code switching used by English Beginners in EF Malang by using Sugondho's theory (1989).

The data of the current study is analyzed by using qualitative method since the data is collected by attending the class during teaching and learning process and the researcher hidden her identity acts as a student in order to obtain the data from the students communication as natural as possible. The data collection is collected from the weekly meetings supporting by some instruments such as a stereo IC recorder and a note.

The results of this study show that there are various strategic in code switching found in occurrences. Those phenomena used by English Beginners in EF Malang are: (1) tag switching used to emphasize a point; (2) intrasentential switching used to ease communication and to communicate more effectively; and (3) intersentential switching used to convey precise meaning. Further, the patterns after the code switching used in the English Beginners conversation as grammatical patterns: (1) complete sentence; and (2) incomplete sentence. In this study, the occurrences of code switching are based on both English and Indonesian shifted by turns (from Indonesian into English or vice versa).

In conclusion, the next researchers can investigate code switching phenomena in other circumstances which do not only discuss about types, functions, and reasons but also other aspects to explore it. Furthermore, the use of code switching is not only used by bilingual or multilingual people who can speak other languages fluently but also people who have just studied foreign language such as English beginners. So, the researcher hopes that the next researchers are able to find various novelties different from the previous studies on code switching.

ABSTRAK

Fitri, Auliya 2013. *Code Switching Used by English Beginners in EF (English First) Malang*.

Skripsi, Jurusan Bahasa dan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

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Kata kunci: code switching, komunikasi di antara para siswa, EF (English First) Malang

Skripsi ini meneliti tentang penggunaan code switching dalam bahasa yang digunakan oleh para pelajar bahasa Inggris Pemula di EF (English First) Malang. EF adalah sebuah lembaga pendidikan swasta terbesar di dunia yang menjadi lembaga kursus bahasa Inggris yang paling diminati dan memiliki banyak siswa, jika dibandingkan dengan lembaga kursus bahasa Inggris lainnya di Indonesia, yang berlokasi di Jalan Besar Ijen. Tujuan dari penelitian ini adalah berkonsentrasi pada jenis-jenis code switching yang digunakan oleh para pelajar bahasa Inggris Pemula di EF Malang untuk menganalisis data yang telah diperoleh dengan menggunakan teori Poplack (1980) dan struktur kalimat setelah penggunaan code switching dengan menggunakan teori dari Sugondho (1989).

Pada penelitian ini data diolah dengan menggunakan metode kualitatif karena data-data tersebut didapat dengan cara peneliti hadir di kelas untuk mengikuti proses kegiatan belajar mengajar secara langsung serta menyembunyikan identitasnya sebagai seorang peneliti dan bertindak sebagaimana siswa EF agar pengambilan data dari komunikasi para siswa dapat berjalan senatural mungkin. Data-data tersebut diambil dari pertemuan rutin mingguan dengan menggunakan beberapa alat instrument seperti alat perekam suara dan sebuah catatan.

Hasil dari penelitian ini menunjukkan bahwa terdapat beberapa macam cara dalam code switching yang ditemukan di dalamnya. Fenomena bahasa yang digunakan oleh para pelajar bahasa Inggris Pemula di EF Malang tersebut adalah: (1) tag switching digunakan untuk menekankan maksud; (2) intrasentential switching digunakan untuk mempermudah komunikasi dan berkomunikasi secara lebih efektif ; (3) intersentential switching digunakan untuk menyampaikan ketepatan makna. Selanjutnya, struktur kalimat yang digunakan dalam percakapan para pelajar Bahasa Inggris Pemula setelah penggunaan code switching adalah: (1) kalimat lengkap; (2) kalimat tidak lengkap. Dalam penelitian ini, penggunaan code switching didasarkan pada kedua bahasa yaitu bahasa Inggris dan bahasa Indonesia yang gunakan secara bergantian (baik dari bahasa Inggris ke bahasa Indonesia ataupun sebaliknya).

Kesimpulannya adalah para peneliti berikutnya diharapkan mampu untuk meneliti berbagai fenomena-fenomena code switching dalam aspek yang berbeda yang tidak hanya membahas tentang jenis, fungsi, dan alasan utk dapat mengembangkannya. Lebih lanjut, pemakaian code switching tidak hanya

digunakan oleh orang-orang bilingual atau multilingual saja yang bisa berbicara dengan menggunakan beberapa bahasa dengan fasih tetapi juga bagi mereka yang baru saja mempelajari bahasa asing, misalnya bahasa Inggris untuk pemula. Jadi, penulis berharap bahwa para peneliti yang akan datang mampu menghasilkan penemuan-penemuan yang berbeda dari para peneliti sebelumnya di bidang code switching.



CHAPTER I

INTRODUCTION

This chapter presents research context, research focus, research objectives, research significance, scope and limitation, research design, research instrument, data sources, data analysis and definition of the key terms. Each of them is available in the following discussion.

1.1. Research Context

This study examines code switching used by the beginner English students at EF course Malang. There are three important reasons why this study is conducted: (1) EF is an English course where many English learners are interested in studying there. This English course has many branches in big cities in Indonesia. Generally, an English course is independently established without any bound with other English institutions. In other words, an English course usually becomes the one and only for its brand that must not be found in other places. Moreover, EF has a lot of students based on class capacity. They are very enthusiastic about studying English there because it does not really make them tight and bored to listen to their tutor, memorize vocabulary, and do some task or exercise only. Yet, EF has a lot of interesting methods of teaching, such as games, to make them interested in and enjoying their class; (2) a number of native speakers are involved in teaching English. It means, the students have a lot of time to practice their English with English native speaker in class. Many Indonesian people can speak English fluently, however, the sense of English stays in

problem. It can be trained by interacting with English speaking people as their tutors intensely in every their meeting; (3) EF is different from other English courses because it has complete and good facility for students. Some instrument or tools is very important to support both teacher and student in teaching-learning process, such as LCD projector, VCD, language laboratory, etc. They are available for students in EF to ease them in studying English.

There are several studies on code switching related to this present study. Ferrara (2011) examined code switching used by English teachers of State Senior High School I Batu (R SMA BI Negeri I Batu). To support her study, Ferrara used some theories of code switching: situational and metaphorical code switching (Wardhaugh, 1986), extra-sentential code switching, intersentential code switching, and intrasentential code switching (Poplack, 1980 in Harmes and Blanc, 2000). In this case, she found several reasons for the teachers to switch their languages: to make the students understand the lesson, for instance, explaining and describing the grammar, asking and making the students getting better understanding of English lesson, getting students attention, giving emphasis by stressing teachers' attention at the end of sentence then followed by question mark, interjection, repetition, and intention. She also found that the type of intrasentential code switching is mostly used in this study. The subjects of this study are two English teachers at State Senior High School I Batu (R SMA BI Negeri I Batu). This study focuses on observing the two English teachers in

teaching English by using code switching method. They usually switch English into Indonesian in teaching and learning process.

Nitiswari (2011) examines CS and the Readers' Attitude: A Case Study on Editorials of *Gogirl!* Magazine. To support her study, she uses Poplack's (1980) theory of code switching: extra-sentential, intersentential code switching, and intrasentential code switching, the researcher decided to use Kaziol's theory (2000) as well to employ the 14 categories to analyze occurrences of code switching in the editorial of *Gogirl!* Magazine. They are personalization, reiteration, designation, substitution, emphasis, clarification, objectification, untranslatability, mitigating message, interjection, parenthesis, aggravating message, quotation, and topic shift. The use of code switching in this study was found to attempt to get closer with the viewers, to quote a famous quote, to direct the message to one particular person, to emphasis a certain segment of utterance, to specify the message of the utterance, when expression of one language does not have an equivalent in another language, to make the message sounds more polite and less demanding, to get the listeners' attention, to recount what has been said, and to define. In this study, the type of code switching often used is intersentential code switching.

Nisrocha (2011) explored code switching used by the presenter of Gaul Bareng Bule Program on TRANS TV. The researcher used several theories of code switching proposed by Bloom & Gumperz (2008: 70-74): function of code

switching. Nisrocha found the type of code switching made by Cinta Laura in Puerto Rico's and Indian's house as the host of the TV program, such as, intersentential and intrasentential code switching. Among seven functions of code switching, there were only five of the function of code switching applied by the host in this research, those are to serve a quotation, as an interjection, to qualify and clarify a message, to reiterate, and to carry out referential. The subject of this research was Cinta Laura who became the host in Gaul Bareng Bule TV program when it was going on TRANS TV with the guest stars were Puerto Rican and Indian.

Imaroh (2011) analyzed code switching found in The Lyrics of Maher Zain's Songs. The researcher put some theories down related to the data, such as intrasentential code switching, intersentential code switching, emblematic switching, establishing continuity with the previous speaker, involving a change of pronunciation, and involving a word within a sentence (Hoffman: 1991) and situational and metaphorical code switching (Bloom & Gumperz: 1982). Imaroh found the frequency of the occurrences of the type of code switching and some kinds of code switching. Here, intrasentential code switching is often used other than intersentential code switching and emblematic switching then followed by intersentential code switching and emblematic switching is as the minority. The situational factors of code switching in those songs are the singer invites the audience or the guests in wedding party to pray for the happiness of the bride grooms, to validate the meaning (Topic: datum 1), to exclaim and to convince the

audience (Topic: datum 11), to reflect an image (Participant: datum 8), to describe (Setting: datum 5), to thank God (Setting: datum 7), and to invoke blessing from God (Setting: datum 9). Thus, the metaphorical factors to convey the purposes of code switching in those songs are CS for quoting one's speech (datum 1), CS for making personalization (datum 3), CS for clarifying a message (datum 3), CS for specifying an addressee (datum 2), and CS for reiterating (datum 12). The data was taken from the phenomenal songs sung by an Arabian famous singer, Maher Zain in his album title Thank You Allah.

Most of the above studies used narrative studies except for the fourth researcher, Ferrara who used field research in investigating the phenomenon on code switching. Yet, the subjects who were investigated are different. She did research only for the two English teachers at State Senior High School 1 Batu.

The researcher hopes this recent study becomes a reference so that next researchers are able to explore other aspects in code switching which are not uncovered yet by previous researchers. Here, the researcher investigated code switching users who are not fluent in their second language. This is different from previous code switching researchers that they generally only observe people who can speak more than one language fluently. In that case, the researcher took a place in EF Malang that is known as the most favorite and high class English institution in Indonesia. Besides complete facilities to support teaching-learning

process, it also has English native speakers as tutors there. The detail information of EF is available in the next chapter.

1.2 Research Focuses

This study is conducted to answer the following two questions:

1. What types of code switching are used by the participants in communicating with others?
2. What kinds of grammatical patterns found after the code switching?

1.3. Research Objectives

In relation to the research focus, this study focuses on the purposes of this research are attached in the following points:

1. To investigate what types of code switching they use in communicating with others
2. To investigate grammatical pattern used in the code switching

1.4. Significance of the Research

This research examines code switching especially for the pattern of grammatical aspect used by beginning language learners to communicate with others. The results of this study views how the speakers process their remark by using patterns of code switching. The future researchers will understand the accuracies and errors of the patterns used, so that they are able to solve beginning

language learners' problem in shifting one language to another by using code switching.

1.5. Scope and Limitation

1.5.1. Scope

Most activities in everyday life cannot always be done by ourselves. We often need other people by doing such interaction to reach our purposes. It does not escape from communication in which language is the main tools to interact, to reach purpose, and to express feeling. In general, there are some language varieties are used by a speaker to achieve his purpose but specifically, this study focus on code switching as one of the language varieties used by English beginners in EF Malang especially for Toronto class.

1.5.2. Limitation

This study focuses on English Beginners in EF Malang, especially for Toronto class. Two problems they usually experienced are vocabulary aspect and differences between sentence structure. So, they are demanded to solve their problems in missing their vocabulary and accuracy of the sentence structure when they communicate with others or present something by alternating the language to switch English into Indonesian.

1.6. Research Method

1.6.1. Research Design

In this research, the researcher uses descriptive qualitative method. A qualitative research is a method of inquiry employed in many different academic disciplines, traditionally in the social sciences, but also in market research and further context. Stainback (1988) in Ferrara (2011) states that in qualitative research, the researcher listens to what people say, observe what they do, asks them questions when appropriate, and participates in their activities whenever possible. In this case, qualitative research is applied to understand the types and the grammatical patterns of code switching either from Indonesian into English or from English into Indonesian that is used by the Beginner learners of EF in English First Malang by belonging and participating directly into their activities.

1.6.2. Research Instrument

There are some tools that support this observation in collecting the data, such as a stereo IC recorder and a note. The motivation in choosing the tools as the research instruments is to get the sufficient data which is intended. She uses a stereo IC recorder since it is a special tool for recording sounds. Then, it is able to record some sound in a large capacity for some hours continually, so that result of the recording not to be interrupted. Not only that, it is also able to muffle other sound surrounding in order for the recording can be listened and be understood maximally. Then, a note book is

also used to write important utterances followed by some information related to the code switching method in order that researcher does not forget to enclose it while analyzing the data. The researcher was asked to get involved in activities in the class where to know how the students code switch their languages when they communicated with other.

There are four major methods of collecting the data in this study: observation, analyzing text and document, interviews, and recording and transcribing (Silverman 1993, cited in Ferrara 2011). In this case, two of the methods above are used to take the data. They are observation and recording and transcribing the data. During the process of collecting the data, the researcher takes some steps. First, the researcher attended to the classroom from the beginning until the end of the class. In doing this research, the researcher sat in the front row in order to listen and focus on the English Beginners' utterances when communicating or making a presentation. Second, during the class activities, the researcher observed, recorded and transcribed the data by using stereo IC recorder, and note. The last, all the data were transcribed in the form of written text.

1.6.3. Data Sources

The data are obtained from the utterances of English Beginners of EF Malang which is located on Ijen Boulevard. This study observed English Beginners in elementary class especially for Toronto class when the teaching-learning process was going on.

1.6.4. Data Collection

During the teaching-learning process was going on especially for Toronto class, the researcher acted as a student. She tried to work undercover her truly identity in order to get natural conversation without any remark merely feigned.

The researcher applied several steps to collect the data:

1. Using an IC recorder to record every single of students' conversation in Toronto class during the teaching-learning process.
2. A note to clarify unclear remark in their conversation. Again, it is used to explain the context, timing, and the participants of the conversation.
3. All data records in IC recorder are transcribed into written text to ease the researcher in analyzing the data. Moreover, this is also a written proof of data collection.

1.6.5. Data Analysis

After finishing several steps in data collection, now, all data are analyzed by classifying them based on the types of code switching that proposed by Poplack (1980) including tag switching, intrasentential switching, and intersentential switching and grammatical aspects proposed by Sugondo (1989) after the code switching phenomena.

1.7. Definition of the Key Terms

- Code switching is a concurrent use of more than one language, or language variety, in conversation.
- English First Malang is an English Course institution working in English field in Malang.
- English Beginners or Beginning Language Learners are people who are not English native speakers and they have just studied intensively.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories to support the analysis related to the use of code switching used by English Beginners in EF Malang. The first theory is from Poplack (1989) to analyze the types of code switching. The second theory is from Sugondho (1989) to know the grammatical patterns used by the English Beginner Learners of EF after the phenomenon of code switching.

2.1. Bilingualism

In This study, code switching has significant role in communication since it is counted of bilingualism. Most Indonesian people are known as a bilingual society in the world. Language wealth possessed familiarizes them with speaking in more than one language. However, in many parts of the world an ability to speak more than one language is not at all remarkable (Wardhough, 1986:96). In fact, while monolinguals control various styles and levels of language, it is common that people develop some knowledge and ability in a second language and so become bilingual (Spolsky: 1998). In another occasion, Wardhough (1986:100) explains that people usually required selecting a particular code whenever they choose to speak, and they may also decide to switch from one code to another.

Meanwhile, Grosjean (1982 in Romaine 1989) says that it is about half the world's population are bilinguals and that bilingualism is present in practically

every country in the world. In the same view, Hoffman (1991) states that there are 5000 languages in the world, but only some 190 states, so it follows that many countries have many languages. In other word, all citizens on earth cannot avoid this language phenomenon as far as they use language to communicate and make interaction one another. According to Haugen (1953), bilingualism occurs when a speaker conveys the message in two or more languages understandably.

It is not too different with the previous researchers above. Weinrich (1965 in Hoffman, 1991) describe bilingualism in a straightforward definition as the practice of alternately using two languages. Similarly, Bloomfield (1993) defines bilingualism is the managing process of two or more languages as well as native speaker does. Besides, he (1993 in Romaine, 1989) states that criterion of bilingualism is a native like control of two languages. Then, Mackey (1968 in Romaine, 1989), in other occasion, concludes that bilingualism is something that is entirely relative because it is impossible to determine the point when the speaker of a second language becomes bilingual. However, in another occasion, Weinrich (1953) and Mackey (1962) explain that bilingualism is the alternation of using two or more languages by the same individual (in Hamers & Blance, 2000: 30), while bilingual is a person who has ability in a second language (Spolsky, 2010: 45). It refers to the statement that Indonesian people are authentically bilinguals who at least speak in two languages since every region has their own local dialect while Indonesian is an official language. It is based on Nababan's statement (1992) to consider that Indonesia is a multilingual country; the native people at least speak both national language and their perspective regional

language. Moreover, Appel and Muysken (1987), add the statement that bilingualism is something to do with two or more languages that come into contact. Edward (1994, p. 59) adds that every educated person should know and learn two or more languages in the proportion. Meanwhile, subtractive bilingualism occurs when a language is considered more valuable than other languages.

In contrast, all the statements are totally different with the idea proposed by Aucamp in Bredsmore (1982: 2) that bilingualism is the condition in which two languages exist in a country, but each of them are spoken by one national group representing a fairly large of the people. It may be appropriate with the situation in which the occurrence also exists in some areas of Indonesia. Alternatively, a community that uses the concept is actually able to speak more than one language but they use another language only in particular time or situation. Of course, it is inversely proportional with his own idea that “Bilingualism must be able to account for the presence of at least two languages within one and the same speaker (Bredsmore, 1982: 3).”

Crystal (1987:362) describes that:

In multilingual society, bilinguals interact with other bilinguals, and often to use their different language in complex network of interaction that proves extremely difficult to describe and explain. The choice of language will vary depending on type of person addressed (e.g. members of the family, schoolmates, colleagues, superiors, friends, shopkeepers, officials, transport personal, neighbors) and on the location or social setting, e.g. a family may vary their language use depending on whether they are at home, in the street, or in church at the office; someone may talk to a

colleague in language X, but over lunch talk to the some person using language Y.

There are several reasons for being a bilingual: (1) to stay in a bilingual society, (2) to stay in a bilingual family (parents are bilinguals), (3) to move to a place with different language, and (4) to study in a college or school which uses two or more languages. This situation can be found in Indonesian moslems in learning Arabic since the holy Qur'an and Hadits use Arabic. In this case, they are able to speak Arabic when they learn the holy Qur'an and Hadits seriously.

Equally, Breadsmore (1983: 5) distinguishes bilingualism into three categories, such as horizontal bilingualism, vertical bilingualism, and diagonal bilingualism. Horizontal bilingualism is the situation in which two different languages have an equivalent status in the official, cultural, and family life of a group of speakers and is mostly found. Another category is vertical bilingualism. This phenomenon is found when a standard language, together with a distinct but related dialect, consists within the same speaker. The other category is diagonal bilingualism that occurs with the speaker who uses a dialect or non-standard language together with a genetically unrelated standard language.

According to Edward (1994: 57), a bilingual can be seen or characterized from the behavior, intelligence, and linguistics distance between the two languages. Besides, Kelly (1989) conducts some tests to determine bilingualism. The tests contain rating scales, fluency, and flexibility. Those tests involve interview, language usage measure, and self assessment procedures.

Several factors lead to explain bilingualism, such as age, ability, balance of two languages, development of language, the context where each language is acquired and used, for instances home and school (Valdez & Vigueroz, 1994). The two researchers also suggest several causes to be a bilingual. They are elective bilingual, a characteristic of individuals who choose to learn language. They obtain the Second Language Acquisition (SLA) in the case stay to maintain their mother tongue. However, without realizing the situation when the learning process of Second Language Acquisition (SLA) is going on, they enjoy the circumstance. In consequence, their mother tongues in danger of being replaced by the second language.

According to Weinrich (1953 in Romaine, 1989), there are three types of bilingual based on language conceptual system: (1) coordinate bilingualism occurs when a person learns two languages in different situation where every single of word has their own specific meaning. (2) compound bilingualism occurs when a person learns two languages in the same contact. (3) sub-coordinate bilingualism occurs when one of the languages is more dominant than the others and acts as filter for the others.

There some causes proposed by Hoffman (1991) that people can be bilinguals and are able to maintain the circumstance. First of all is migration. Usually immigrants move to a part of the world of which their first language does not serve them any longer, and they adopt the language of the new area. The second is Industrialization has always triggered off migratory movements, and this adversely affects the linguistic stability of an area, in the same way as the

other major economic changes. The third is urbanization as a phenomenon related to both migration and industrialization. The movement of sections of the rural population into towns and cities, linked with the improvement in the transport and communication systems, and brings them into increased contact with the high-prestige language or other linguistic group. The fourth is prestige. In many bilingual communities personal wealth, professional standing and general technological advance are seen as attributes of the high status group, so that if members of minority group wish for improved living standard or share of power, they relate these feelings to the need to change one's language. And the last is use as school language. This is mentioned as one of the most powerful causes of bilingualism of which children receive second or foreign language.

Bilingualism is not an extraordinary occurrence of language phenomenon. In fact, most societies of each country on earth are multilingual. It is a kind of habitual action for people's daily life in shifting one language to another in their communication. This kind of language phenomenon may lead to the study on code switching.

2.2. Code Switching

A code is the particular dialect or language one chooses to use on any occasion, a system used for communication between two or more parties (Wardhaugh: 1986). According to Hamers and Blanc (1989) cited by Nafila (2009) code is a set of a system of signs that ease people to communicate each other. It refers to the definition of code, Grosjean (1982:146, in Santoso: 2008)

argues if the meaning of word/s in the base language is not extended to cover a new concept but is expressed for a particular reason, it is called code switching. One of the researchers observed code switching add that it can be idiolect, dialect, sociolect, register, or a language in which each of them has certain function (Marjohan: 1988). It is not too different with the following idea that code switching does not only occur in inter-language but also in language varieties, register, or even speech styles of one language (Hymes: 1974). Basically, code switching is the use of two or more languages to express the speaker's purpose based on the situation, place, addressee, etc.

There are many researchers propose the definition of code switching based on their perspective. Berthold, Mangubhai, and Bartoowicz (1997) say that code switching occurs when speakers change from one language to another in the midst of their conversation. Another definition of code switching is stated by Valdes-Fallis (1997), which is the use of two languages simultaneously and interchangeably. Weinreich (1963: 73) suggested the "ideal bilingual switches from one language to another according to appropriate changes in the speech situation, but certainly not within a single sentence", reflecting the structuralist preoccupation with language integrity. However, Poplack has her own definition of code switching that is considered as more specific definition of this phenomenon. She defines code switching as, multi-word sequences, which remain lexically, syntactically, and morphologically unadapted to recipient language patterns.

Kim (2006) argues that code switching is a clear effective communication mode available to proficient bilingual speakers for interactions with other individuals who share both languages. Similarly, Spolsky (1998) define code switching is a changing process from one language to another in the middle of utterance. Therefore, code switching is used within the same topic of a conversation and the same time of which the listener and hearer have the same ability to speak in the same languages.

In contrast, it appears from Bloomfield's observation that he does not see his informant as a fully competent speaker in either of the languages in his linguistic repertoire. In the same vein, in his now classic work on language contact phenomena, Weinreich (1968) described the ideal bilingual as the one who switches from one language to another according to appropriate changes in the speech situation (interlocutors, topics, etc.), but not in an unchanged speech situation, and certainly not within in a single sentence (p. 73). Such a characterization assumed by definition the existence of the imperfect bilingual who supposedly has less than ideal competence in either of the languages at his disposal. In turn, code switching has become part of the performance of the imperfect bilingual. For example, the British sociologist Bernstein's (1972, 1974) work was mostly taken to imply that the reason why the children of working-class or ethnic minority groups failed in school was that their language was deficient or restricted in some way, which somehow had to be remedied by schools. According to Fasold's (1975) description of a teacher-student exchange, which was screened to linguists at the 1973 Linguistic Institute in Ann Arbor, Michigan,

illustrates one such corrective program developed by a team of educational psychologists for children alleged to have deficient language ability:

Earnest White teacher, leaning forward, holds a coffee cup: *"This-is-not-a spoon."*

Little Black girl, softly: *"Dis not no 'poon."*

White teacher, leaning farther forward, raising her voice: *"No, This-is-not-a-spoon."*

Black child, softly: *Dis not a 'poon."*

White teacher, frustrated: *"This-is-not-a-spoon."*

Child, exasperated: *"Well, dass a cup!"*

(Fasold, 1973)

The conversation above is an example of an incompetent bilingual who switch her language from African into English because of her lack of linguistic competence in her conversation with the teacher.

However, to be a bilingual person, everyone has to accustom themselves to use some languages used in their environment. Pateda (1992) proposes his social motivation in using code switching. He said that they are the accommodations to the linguistic environment, the situational norm and the interlocutor that can influence the occurrence of code switching.

2.2.1. Reasons of Code Switching

The use of code switching is not something useless. A speaker does code switching to achieve his/her purpose intended to the listener. Several possible reasons are proposed by Crystal (1987) based on the use of code switching: (1) Code switching commonly occurs when an individual wishes to express solidarity with a particular social group, (2) The notion that a speaker may not be able to

express him or herself in one language so the speaker switches to another language to compensate for the deficiency. Thus, the speaker may be triggered into speaking in the other language for a while, (3) The alternation that occurs when the speaker wishes to convey his or her attitude to the listener. Where monolingual speakers can communicate these attitudes by means of variation in the level of formality in their speech, bilingual speakers can convey the same by code switching. The three ideas of code switching above are quite able to ease and to facilitate a speaker to adapt to a speaking context as long as both speaker and listener have the same ability to understand those languages.

According to Suwito (1985) there six factors encouraging occurrences of code switching involving the first speaker, the second speaker, the arrival of third speaker, topic, sense of humor, and prestige.

The first encouraging factor of code switching occurrences is the first speaker. Sometimes, the speaker switches code to the listener consciously for a certain purpose. For example, a person talks to his/her boss in the office by switching from official language into local language to change the situation (from formal into informal situation) in order to solve the business problem. To find this situation is very easy especially in Indonesia that is known as a bi/multilingual country. In that case, the use of code switching is able to neutralize the strained situation between the boss and his subordinate.

The second encouraging factor is the second speaker. In this situation, the speaker switches code to adjust and to balance the conversation. Thus, the second

speaker can use the same or different language with the first speaker. If the second speaker has the same language as the first speaker, s/he may switch the language in the original or local language of both first and second speakers. Thereafter, when the second speaker has a different language from the first speaker s/he may switch the language from an official language into a local or foreign language which both first and second speakers have learned. In making a conversation, it is important to adapt to our interlocutor specifically in language aspect. If the first and the second speakers can speak in the same languages that they use in their communication, it makes balance and harmony in it.

The third encouraging factor is the arrival of third speaker. It indicates that two people in the same ethnic group interacts each other. They may use their own local language. Then, when the third speaker coming from different ethnic arrives, the third speaker may involve in communication. Commonly, in this situation the previous speakers decided to switch from their local language into the language mastered by all of them (include the third speaker) since the two speakers before want to neutralize the situation and to appreciate the arrival of third speaker. The use of code switching in the recent instance is also to avoid the speakers from a misunderstanding.

The fourth encouraging factor of code switching occurrences is the topic. The topic of conversation is a dominant factor to support the code switching occurrences. Briefly, the topic of conversation is divided into two parts, such as formal (i.e. official, economic/business, education, and politic) and informal (i.e. family, friendship, custom or behavior, and culture). In a formal topic, speaker

usually uses standard language seriously. Besides, a speaker has a proper situation in applying code switching since in every topic they chose contains various terms come from other languages, such as English, Latin, Sanskrit, Arabic, etc. In an informal topic, speaker uses non-standard language emotionally and non-seriously. If the speaker began to speak in a formal situation but finished into an informal situation, the speaker may switch the language from a standard/an official language into a non-standard/a local language by considering the change of situation (from formal into informal). If in formal situation, the use of code switching is often decided by a topic. In contrast, in informal situation the speakers are free to use some languages especially for all the involving speakers are from different ethnics.

The fifth encouraging factor is just for a joke. Usually, this phenomenon occurs in the school. Sometimes, e teacher creates a joke by switching language to avoid boring situation in the teaching-learning process. The recent instance is not too different from the first one that the use of code switching is to decrease a boring and a strained situation.

The last factor for this language phenomenon is usually some people switch the language to keep their prestige. It might occur when the speaker considers the social value of a language. In other words, they have a concept of the higher and lower language. It might be influenced by westernization or modernization. For instance, to face the global era, most Indonesian people learn English as an international language, even, English might be considered as a higher value language than Indonesian. Thus, some people sometimes switch their

language from Indonesian into English in their communication as the influence of westernization to show their prestige. In other words, this code switching phenomenon is used to create an image of the speakers to show their social status.

Another reason has come from Pateda (1992). He claims that inner motivation also becomes the factor that influences the occurrence of code switching. This phenomenon may occur because of disappointment, unsatisfying judgment, and response toward something. Besides, Holmes (2001) adds the reason of using code switching including topic, affective and metaphorical reasons. The topic reason occurs when someone switches to another language in particular code in certain language for considerable stretches of speech. The affective reason is used when someone tries to express feeling. The last, metaphorical reason comes out when someone switches from one language to another in which each language represents a set of social meaning and the speakers draw on the association of each. On the other hand, the reason of applying code switching in any conversation to make the speaker feel comfort in communicating process to express his/her feeling as far as the listener understand the languages that speaker uses as well.

Contribute to the analysis of this study this chapter presents the types on code switching related to the aspect of which the language takes place. Romaine (1989) classifies the various types into three categories: tag switching, intrasentential switching and intersentential switching.

2.2.2. Types of code switching

It relies on the theory suggested by Poplack (1980), she decides three types of code switching into *tag-switching*, *intersentential code switching*, and *intrasentential code switching*. Some researchers, such as Romaine (1989), Holmes (2001), and Bautista (1980), also have observed types of code switching. Definition of those elements of code switching will be discussed below.

(1) Tag Switching

It involves the insertion of a tag, an exclamation, or a parenthetical in one language into an utterance in the other language. Tag switching is sometimes called emblematic switching, where the switch involves tag or sentence filler which serves as an ethnic identity marker (Holmes: 2001). In English, some tag switching can be found when people say: *you know*, *mean*, *etc.*

For example:

Kamu mesti belajar jadi pendengar yang baik.

You know, *jangan egois gitu, dong.*

(Fauzia 2008: p. 7)

(2) Intrasentential code switching

It occurs in the middle of a sentence. Romaine (1991) argues that this type of switching concerns the greatest syntactic risk and may be done only by the most fluent bilinguals.

For example:

Dan semoga anak nongkrong semua baik-baik aja dan tetap semangat untuk nongkrong di MTV Getar Cinta bareng gue, Cathy, and my cutie friend right here, Bubu.

(Fauzia 2008: p. 7)

(3) Intersentential code switching

This switching occurs between sentences. It switches a clause or sentence level, in which each clause or sentence is in different language. Intersentential switching requires more fluency in both languages since the portion have to follow the rules of both languages.

For example:

Anak nongkrong apa kabar semuanya? How are you feeling this past week and today? *Mudah-mudahan puasa kalian semua lancar-lancar aja, ya.*

(Fauzia 2008: p. 7-8)

2.3. Grammatical Patterns after the Code Switching

A language has exactly some rules in its usage. Those rules occur for all substances in every language i.e. word, phrase, clause, and sentence. It enables

someone to speak more than one language. Hence, one is able to use other languages although they are not his/her mother tongue because s/he can learn and understand the languages properly through the grammatical aspects. In contrast, if a language has no any rules to use, it complicates the users to apply it. Here, the theory related with language usage will be explained.

2.3.1. Incomplete Sentences

There are, however, three kinds of incomplete sentences (Sugondho, 1989:35). Firstly, there are those that are caused by interruptions or changes of mind on the part of the speaker. The example of conversation below raises no problems for grammar. It is genuinely incomplete sentences, understandable, and analyzable as such.

Imaginary conversation:

Mary : John! Coming?

John : Yes dear, *I was only* __

Mary : *Oh, do hurry up and* __ *we ought to catch the bus* __ *only they don't always run on time* __ *if we are lucky* __ *wretched people* __ *as long as you're quick. I have been ready for some* __ *since half past seven.*

(Sugondho
1989:34)

Secondly, there are incomplete sentences that are dependent on what has gone before, for instance:

- a. Incomplete sentences or utterances used in certain situations; some of these types used in certain occasions; others are used in response to certain statements or question:

a. In greetings and leave-taking.

Examples for daily use:

Good morning	- good morning
Good afternoon	- good afternoon
Good evening	- good evening
Good day	- good day
Good night	- good night
Hello	- hello
How do you do?	- how do you do?
How are you?	- fine, thanks. How are you?
Good bye	- good bye
See you	- see you
So long	- so long
Cheerio	- cheerio

Examples for use on special occasions:

Merry Christmas	- merry Christmas or the same to you
Happy New Year	- happy New Year or the same to you
Happy birthday	- thank you
Congratulations	- thank you

b. Response utterances in the various types

Response utterances need not be complete sentences; as a matter of fact, they are usually not. For example:

What's your name?	- John Brown.
Where are you from?	- London.
How was your trip?	- Very fine.
Have you been here before?	- No.
Where are you staying?	- With some friends.
When are you leaving?	- On Wednesday.
I met someone from London last week	- Oh? Or Hmm... mm ... or Yes? Or Yes.

Who did you see?	- John.
Who did it?	- Bill.

Thirdly, there are incomplete sentences that are not contextually conditioned; they do not in any way depend on what has gone before. We treat them as English sentences in their own right, for example:

Coming?	- coming!
Found them!	- got you!

The above examples are the incomplete sentences of:

Are you coming?	- I'm coming!
Have you found them?	- I've got you!

2.3.2. Complete Sentences

In this discussion only the basic sentence types are given. These appear as grammatical or syntactic patterns with the following symbols: N=noun; V=verb; V-ing=progressive form of verb; V-en= past participle verb of form; NR=noun replacement; Adj=adjective; Adv= adverb; AV=auxiliary verb; PP=prepositional phrase; RC=relative clause; D=determiner; P=preposition; C=conjunction; QW=question word; Adv. C=adverbial clause.

a. A Statement Patterns

(1) N+Be+N	- John is a captain
(2) NR+Be+N	- He is captain
(3) D+N+Be+D+N	- The man is a leader
(4) NR+Be+D+N	- They are leaders
(5) N+Be+Adj	- Mary is nice
(6) NR+Be+Adj	- She is nice
(7) N+Be+D+Adj+N	- Sam is a clever boy
(8) NR+Be+D+Adj+N	- He is a clever boy
(9) N+V	- Peter reads
(10) NR+V	- He reads

- (11) D+N+V - The boy reads
- (12) D+Adj+N+V+D+N - The clever boy reads a book
- (13) D+Adj+N+V+D+N+D+N+Adv - The lazy students wrote the lesson slowly
- (14) N+AV+V - Alice can swim
- (15) NR+AV+V+Adv - They will arrive later
- (16) N+Be+V-ing+D+N - Ben is reading a story
- (17) N+Have+V-en+D+N - Roy has written a letter
- (18) N+C+N+(any of the above patterns) - Alice and Mary
- (19) N+Have+Be+V-ing+PP+PP - John has been studying in the library for an hour
- (20) D+N+Be+V-en+PP - The money was taken by the boy
- (21) D+N+Have+Be+V-en+PP - The money has been taken by the worker
- (22) N+V+C+N+V - Albert worked but Robert slept
- (23) N+V+C+NR+Be+Adj - Robert slept because he was lazy
- (24) N+AV+Be+V-ing+D+N - Mr. Smith may be coming in the afternoon
- (25) NR+AV+Have+V-en+D+N - He might have written a letter
- (26) V+D+N - Close the window
- (27) D+N+RC+(any of the above patterns) - The man who drove the car

...

b. Negative Patterns

Negative patterns follow certain rules:

1. When there is a 'BeV' and no 'AV' in the statement pattern, the word

'not' comes after the 'be'. For example:

- John is not captain
- They are not leaders
- The money was not taken by the boy

2. When there is only a 'V' in the statement pattern, the word 'do not' come before 'V'. For example:

- Peter does not read
- The lazy student did not write a lesson slowly
- Do not close the window

3. When there is a 'Have+V' in the statement pattern, the word 'not' comes after the 'Have'. For example:

- Roy has not written a letter
- John has not been studying in the library for an hour
- The money has not been taken by the worker

4. When there is an 'AV' in the statement pattern, the word 'not' comes after the 'AV'. For example:

- Alice cannot swim
- They will not arrive later
- Mr. Smith may not be coming in the afternoon.

2.4. EF (English First) Malang

EF Education is the world's largest private education company, with a group of ten subsidiaries and non-profit organizations centered around language learning, educational travel and degree programs. This institution has become the most favorite English Course and has had a lot of students rather than other English courses in Indonesia. EF comes into Indonesia in 1995. Today, there are more than 60 branches of EF exist in Indonesia, such as Jakarta, Bandung, Bogor, Yogyakarta, Malang, Surabaya, Bali, Balikpapan, Cirebon, Jember, etc. Thus, this study takes EF placed in Malang as the object of observation to collect the data.

EF as the largest private education company has various types of course, such as EF High Flyers for kids provides regular exposure to English at the critical primary school age, Trailblazers for teens spans five levels from beginner to intermediate English covering all areas: speaking, reading, writing, and listening, Real English for Young Adult makes dramatic improvements in spoken English. EF also purposely designed English course for adult students who have a basic level of English and want to improve their business English communication skills, and TOEFL® and TOEIC® are registered trademarks of Educational Testing Service (ETS).

Other advantages to learn English at the institution are the products in which students of English course cannot acquire in other institutions. Those are exclusive learning materials, which include internationally certified teachers, interactive language lab, state of the art technology, extra-curricular activities to re-enforce language learning, convenient locations, modern schools and small classes are just a few reasons that make learning English at EF the faster way to learn English, the Efecta system, not only qualified classroom teachers using state of the art equipment and classrooms, but an online, highly interactive self study component (iLAB), Life club, a way to re-enforce the things you have learnt in the class in a fun and social environment, and a complete range of English courses EF Small Stars for kids centers upon familiarizing young students with English through a combination of songs, lessons, and games to help build both confidence and interest in learning a new language. The other advantage is some teachers

who teach in EF are English native speakers. So, this is also one of the facilities that ease students to practice their English to the English speaking people.



CHAPTER III

FINDING AND DISCUSSION

This chapter presents the finding and discussion of this study based on the recording session of the English Beginners' utterances in EF Malang. Based on the formulated questions that will be answered in this section, there are two questions to be answered: (1) types of code switching, (2) grammatical patterns used by the English Beginners in EF Malang.

3.1. Data Findings

In a language process, the use of code switching is not only to ease listeners to understand an utterance but also to facilitate a speaker in making a conversation. In this case, the researcher analyzes the data of the English Beginners' utterances in EF to find the types of code switching in every single of their conversations. Beside the types of code switching, the variety of grammatical patterns will be found through the analysis occurring after the code switching occurrences.

3.1.1. Types of Code Switching

According to Poplack (1980) cited in Romaine (1989) divides the types of code switching into three categories: tag switching, intrasentential switching, and intersentential switching. Besides, to make it clear, the researcher also encloses the function or reasons of code switching used by the students. According to Gumperz (1982), when discussing communicative function, mentions the

discourse function of code switching, is also called the personalization function of the language. A speaker plays upon the connotation of the *we-code* to create a conversational effect. Thus, code switching is seen as fulfilling the relational and referential function of language that amounts to effective communication and interlingual unity. Then, Gumperz (1982) explains the examples of situations created to convey meaning: (1) to appeal to the literate (2) to appeal to the illiterate (3) to convey precise meaning (4) to ease communication, i.e., utilizing the shortest and the easiest route; (5) to negotiate with greater authority; (6) to capture attention, i.e. stylistic, emphatic, emotional; (7) to emphasize a point ;(8) to communicate more effectively; (9) to identify with a particular group; (10) to close the status gap; (11) to establish goodwill and support. The data of code switching are discussed below:

3.1.1.1. Tag Switching

The variety of code switching especially for tag switching is found in the conversation of English Beginners in EF Malang. A tag switching is classified as one of the metaphorical reasons for code switching, that is, as an interjection (Gumperz, 1982; and Apple & Muysken, 1987 in Susanto). Ogane (1997) explains, as stated in Stott (2006), that tag switching involves the use of second language add-ons such as a tag, an exclamation, or a discourse particle. According to Barredo (1997) the language elements of tag switching are not only tags but also discourse markers (e. g. well, Ok, all right), interjections, and affirmative/negative particles (yes/ no).

This study found some various types of tag switching. The data record is described in the text below.

Tutor : Later, you will able to get the ball and you have to throw the ball to your friends and the other group has to catch the ball.

Gilang: *Yes, kucing-kucingan!* → (Datum 1, conversation 3)
(*Yes, we will play toy kitten!*)

Mitha : Ouw.... Yes! I know, I know.

Tutor : So, you have still the ball.

Alvira : Apa? Apa?
(*Pardon me? Pardon me?*)

Mitha : Tangkap! Tangkap! Mereka yang tangkap kita yang oper.
(*Catch! Catch! They will catch the ball and we have to throw it*)

The first example of the tag switching is taken from datum 1, conversation 3 (see appendix ???) “*Yes, kucing-kucingan.*” This sentence includes a tag switching since the occurrence is in affirmative particle. In this case, the placement of “yes” is in the beginning of the utterance which is immediately followed by Indonesian phrase “*kucing-kucingan.*” “Yes” as an affirmative particle is used to show an agreement or pleasure or satisfaction of an occurrence that is appropriate with the speaker’s expectation. In other words, the speaker intended to capture attention as an expression of her emotional. Besides, the word “yes” of this data can be equivalent to “*asyik*” in Indonesian but the complete words “*yes, kucing-kucingan*” means “*yes, we will play toy kitten*” in English. However, the placement of “yes”, sometimes, depends on the context of speaking. In addition, the speaker expresses his feeling by saying those phrases when the tutor decided to play toy kitten outside the class.

Another version of tag switching comes from datum 2, conversation 9 (see appendix)

Tutor : Ok, who is 27 years old?

Mira : Ha? Usa (she reads incorrectly)

Lud : U.S.A. (he spells every single of word as an acronym)

Tutor : Oh, sorry! Who is from the U.S.A.?

Lud : Wuiiiss... Oriental! (he looks at Auliya raising her hand while using English pronunciation) —————→ **(Datum 2, conversation 9)**
(Wow... Original!)

Auliya : My name is Valentina Ortiz

The datum above is another kind of tag switching. It is called interjection. The expression of “*wuiiis..... Oriental!*” is an example of interjection in which the word “*wuiiis...*” is a kind of Indonesian interjection while “*oriental*” is English. Actually, “*oriental*” can also be Indonesian since the word is adopted from English but the context of speaking indicates that the speaker used English pronunciation at that time. It is different from the first example that places Indonesian at the end of the utterance. The word “*wuiiis...*” preceding “*oriental*” is used to indicate amazement for someone or something. In the same manner as the first example, the reason of this occurrence is to capture attention through the speaker’s emotional expression that he amazes. This word “*wuiiis...*” is the same as word “*wow*” in English which also means astonishment. Yet, there is discrepancy in the interjection “*wuiiis.... Oriental!*” with the context of speaking to express amazement since “*oriental*” means “Asian.” On the other hand, “*wuiiis... oriental!*” was a kind of wrong expression pointed to one of the students who is good in speaking English. In this case, the speaker might want to say “*wuiiis... original!*” which was approximately equivalent with “*Wow... original!*” in English for one of the students who was good at English

pronunciation. It occurred when the tutor asked the students about their profiles requiring all students to stand in front of the class.

The next example of tag switching is taken from the datum 3, conversation 15 (see appendix).

- Auliya** : Eighteen plus fifteen minus seven.
Samira : Tiga puluh dua.
 (thirty two)
Mitha : Tiga puluh satu. Lima belas tambah enam belas tiga puluh satu.
 (thirty one. Fifteen plus sixteen is thirty one)
Alvira : Repeat! Emm, repeat! Repeat! Repeat! Repeat!
Mitha : **tiga puluh satu. Six ya? Minus, minus, minus, minus...** →
 (Datum 3, conversation 15)
 (thirty one. Six, isn't it? It's minus, minus, minus, minus)

According to Susanto (2008), the “ya” is the most prevalent tag switching used in Indonesian. The sentence means “*thirty one. Six, isn't it? Minus (4x)*” since the word “ya” is equal to “*isn't it?*” in English. The use of this tag switching can be caused by the speaker’s hesitancy of validity of the utterance. The speaker carries out this effort to confirm to the listener. As English tag question, the word “ya” is used to ascertain the fidelity of the utterance by using that word immediately followed by a question mark.

The last tag switching is obtained from datum 4, conversation 16 (see appendix) used by English Beginners in EF Malang.

- Tutor** : We will continue to the page fifteen H. You listen again and write the numbers in the messages.

- Samira** : Lima belas. Lima belas...
 (*Fifteen. Fifteen*)
Fira : Apa? Apa?
 (*Pardon me? Pardon me?*)
Tutor : Page fifteen.
Alvira : *Lho, fift fifteen?* —————→ (Datum 4, conversation 16)
Lud : Yes, fifteen.
Alvira : Ooo....

This study includes a particle “*lho*” as one of the types of tag switching. The complete sentence of the datum is “*Lho, fift... fifteen*” where the speaker switch Indonesian particle “*lho*” with English “*fifteen*.” Characterized by placement in the beginning of the sentence, this particle functions as asserting disagreement or rejection of something considered different from the previous condition. In another situation, particle “*lho*” can also be used to express something surprising or amazing spontaneously. Based on the context of speaking where the datum collected, the use of particle “*lho*” functions as expressing surprise. As the previous cases that this is to capture attentention of her emotiona feeling. In this case, the speaker was surprised by tutor’s statement who mentioned the page of their handout which was apparently different from the page she opened just now. The surprise spontaneously expressed by saying the particle that approximately has similar meaning as “*Oh my God, fifteen?*” This switching is called tag switching since it occurs in the form of particle of tag switching.

3.1.1.2. Intrasentential Switching

Some ways can be used to switch one language into another such as intrasentential switching. Intrasentential switching occurs in the middle of

sentences or clauses. It is syntactically risky and may be avoided (Romaine 1989). Based on the data, most of the English beginners used intrasentential switching Indonesian and English in making conversation among them. However, according to Romaine (1989) intrasentential switching is spoken by the person who is most fluent bilingual.

Datum 5 conversation 8 (see appendix) contains an example of intrasentential switching, as can be seen in the conversation below.

- Tutor** : Ok, have you remembered?
Alvira : No.
Mira : Not yet
Alvira : *Age dua puluh tujuh. Ini apa? Ini apa? Math teacher itu berarti matematika guru. Guru teacher.* —————→ (Datum 5, conversation 8)
(I am twenty seven years old. What is it? What is it? Math teacher means someone who teaches mathematics. I am a teacher)
Lud : *Guru teacher!*
(Just say teacher!)
All students : Hahahaha....
Gilang : *Wis guru, teacher.*
(You should not mention both of them. Choose one of the two words)

The researcher finds sixteen examples of this type of code switching, and for this study three of them are analyzed. The datum 5 is “....Age dua puluh tujuh. Ini apa? (2x) *Math teacher* itu berarti matematika guru, *guru teacher*...” It is called intrasentential switching because the switching process from English into Indonesian occurred in the middle of sentence. This remark appears in the middle of students’ activity in class when the tutor asked all students to introduce

themselves one by one based on their parts on a text. The speaker switched both English to Indonesian or vice versa is for some reasons: (1) to ease communication; (2) to convey precise meaning; and (3) to establish goodwill and support. The first example of intrasentential switching phenomenon occurred in the beginning of the sentence in form of word “*age*” followed by another sentence heading with intrasentential switching in the form of phrase “*math teacher*” which was also followed by new mixing sentence “*guru teacher*” in the end of the sentence.

The next phenomenon of intrasentential switching is taken from datum 6 (see appendix), conversation 17.

Tutor : Ready? There are several numbers in each number.

Gilang: Repeat! Repeat! Repeat! Repeat!

Alvira : **Repeat *nomernya!*** —————→ **(Datum 6, conversation 17)**
(*Could you please repeat the number?*)

Tutor : Do you want to little bit slow?

Some students : Yes.

Fira : No.

Tutor : Ok. Now is faster first.

The intrasentential switching in this data occurred between English into Indonesian by emphasizing a certain word. The complete sentence is “*Repeat nomernya!*” where the English “*repeat*” precedes the Indonesian “*nomernya!*” One of reasons of the students to use intrasentential switching can be led by incomprehension to the English grammar. For English Beginners, it was used to help them accelerate their communication among them. In this case, the use of intrasentential switching has a function to ease communication between the

speaker and the hearer. In this example, the sentence “*Repeat nomernya!*” has the same meaning with “*Repeat the number!*” in English. Poplack (1980) said that the type of code switching which occurs within the sentence boundary is called intrasentential switching.

The other instance of intrasentential switching is found in the datum 7 (see appendix), conversation 4.

Tutor : The next one is Toronto.

Lud : I get bonus. United Kingdom.

Tutor : No. What is the country?

Auliya : Canada.

Tutor : Canada.

Mitha : Thank you! It's *malaikats* me. It's *malaikat* me. →

(Datum 7, conversation 4)

(Thank you! You are my rescuer. You are my rescuer)

“Thank you. It's *malaikats* me. It's *malaikat* me.” The datum shows that speaker switches from English into Indonesian by inserting “*malaikats*” in the middle of the sentence that is repeated one more time and put the Indonesian “*malaikat*” in the same way. The use of code switching in the example might confuse the listener but the speaker tried to make herself easy to communicate by switching her remark. It is different from the preceding examples of intrasentential switching that put the switched language in the beginning or in the end of the sentence. Yet, the pattern of the last example is an insertion of the switched language in the middle of the sentence. The complete English translation of the datum above is “*Thank you. You are my angel. You are my angel*” in which the “*angel*” indicates a rescuer. This language strategic is rather hard to

understand due to the use of possessive adjective “my” should not be replaced by object “me” but this indicates that the speaker wanted to ease communication. This phenomenon occurred when the tutor ordered the students to make a group and a selected group had to mention the name of a city referring to an initial letter she gave. Most of the speaker’s friends were confused but one of them spontaneously gave the correct answer and the group was finally saved from a punishment.

3.1.1.3. Intersentential Switching

Intersentential switching is a type of code switching that is most avoided by one who does code switching because the difficulty level is different from others. Hence, this study finds fewest number of occurrence of this code switching. The first example of the occurrence is obtained from datum 8 (see appendix), conversation 6.

- Mitha** : Charter ini yang main di John O’ccorner itu kan? John O’corner yang apa itu?
(Charter stared in John O’corner, didn’t he? John O’corner is a... What is that?)
- Gilang** : Superman?
- Mitha** : No. Di robot-robot itu apa? Yang main jadi robot ini....
(No. What kind of robot film is that? He stared in the robot film as...)
- Gilang** : Tagobot?
- Mitha** : Aah... Lupa aku. Lali wis. *I’m forget* —————→ (Datum 8, conversation 6)
(Akh... I forget. I cannot remember it. I forget)

The last type of code switching used by the English Beginners in EF Malang is intersentential switching. The datum is “*Aaah... lupa aku. Lali wis. I’m forget.*” The remark is called intersentential switching since it occurs between sentences. The speaker tried to combine Indonesian, Javanese, and English in repeating every single of sentences. In sequence, Indonesian was used immediately followed by Javanese and the last was English. The purposes of the intersentential switching in that moment are to communicate more effectively and to convey precise meaning. The translation of that remark is “*ah, I forget. I forget. I forget.*” This phenomenon occurred when two students made a conversation about someone named John O’corner.

The second example of intersentential switching can be seen in the following conversation.

Mitha : What is your name?

Auliya: I’m Auliya

Mitha : Emauliya, Emauliya. I am Auliya. *Terlalu Inggris. Hehehe...*

—————→ **(Datum 9, conversation 2)**

(I am Auliya, I am Auliya. I am Auliya. Your English is too viscous. Hehehe...)

Beside the datum above, another instance of intersentential switching is produced by one of the students who wanted to make a friend with another student. Mitha said: “*Emauliya, Emauliya. I am Auliya. Terlalu Inggris, Mbak. Hehehe...*” Mitha switched from English to Indonesian “*...terlalu Inggris...*” in the level of a sentence. The repetition of “*Emauliya, Emauliya...*” in the beginning of

the sentence occurred since the speaker tried to imitate her new friend's name in introducing herself. In this conversation, the speaker intended to make more effective communication by applying this type of code switching. The English translation of the data is "*Emauliya, Emauliya. I am Auliya. Your English is too viscous. Hehehe...*" The researcher found the datum in conversation above (see appendix) in the first meeting taking place in the class before starting the lesson.

Intersentential switching can also be found in this conversation. This datum is obtained from datum 10, conversation 1 (see appendixes).

- Tutor : Do you have page 10 in the book?
 Lud : Oh, no.
 Mitha : **Apa? Page 10, right? —————→ (Datum 10, conversation 1)**
(Pardon me? Is that page 10, right?)
 Gilang : Waduh! Gak gowo, Rek.
(Oh, my God! I do not bring it.)
 Lud : Bodoh!
(Foolish!)

In the conversation, Indonesian, as the first sentence, precedes English to make a brief question which followed by the other sentence in English in the form of question tag. The second sentence is also a kind of a brief question tag which shows directly the point of speaking. Although both questions are produced briefly but they are still in sentences due to both are ended by question marks. Therefore, they are called intersentential switching because the phenomenon is in between the two sentences. Basically, the reasons to use intersentential switching in this circumstance are firstly, to emphasize a point; secondly, to communicate

more effectively; and thirdly, to ease communication. “*Apa? Page 10, right?*” is equivalent for “*Pardon me? Page 10, right?*” in English. The situation of conversation happens in the beginning of teaching-learning process in which the tutor asked the students a paper they were going to discuss about.

- Mitha** : How many sisters and brothers?
(How many sisters and brothers do you have?)
- Alvira** : Two sister.
(Two sisters)
- Mitha** : Two sisters.
- Mira** : Brother?
(Do you have brother?)
- Alvira** : **Brother? No. Terus apa yang kakek nenek?** —————→ **(Datum 11, conversation 9)**
(Do I have brother? No, I don't. Well, how to say grandfather and grandmother?)

The last example of intersentential switching comes from datum 11 conversation 9 of the first meeting where the context of speaking is the same with the datum 5 in conversation 8, “*Brother? No. terus apa yang kakek nenek? (Brother? No. So, what are the grandfather and grandmother?).*” As the term indicates, the switch involves movement from one language to the other between sentences (Appel & Muysken, 1987:118; Sridhar & Sridhar, 1980:408-409). The first sentence shows an incomplete question and answer using English and the second sentence uses Indonesian. In this case, the speaker uses English only for the point she wants to question and answer while the Indonesian, the speaker are able to utter in a complete sentence since it is her first language. In other words, the speaker tried to smoothly the conversation by using intersentential switching as her language strategic in order to ease communication and to communicate

more effectively as the previous reasons above to reach the purpose. The context of speaking was when the tutor gave an assignment to all students to make friends and they have to remember their new friends' profiles.

It refers to the data analyzed based on the types of code switching, this language phenomenon can find in the beginning, in the middle, and even in the end of utterances. Besides, the form of this switching can be in a word, a phrase, a clause, and a sentence. It depends on the speaker who uses code switching in a conversation.

3.1.2. Grammatical Patterns

All the types of code switching were analyzed by using Poplack's theory (1989) in the discussion above. They are tag switching, intrasentential switching, and intersentential switching. Now, the data are going to be observed, once again, to find the aspect of grammatical patterns adapted to the sequence in the types of code switching. Based on forms, the use of code switching in every language can be formed by word, phrase, clause, and sentence. It is one of crucial elements of an utterance which is able to make a pattern in conversation. In this study, grammatical pattern of code switching used by English Beginners in EF Malang is another substance discussed to answer the second research focus in the previous chapter.

In this section, there are only four of the data representing each type obtained from the previous discussion marked by usage of code switching. They come from tag switching: datum 3 conversation 15; intrasentential switching:

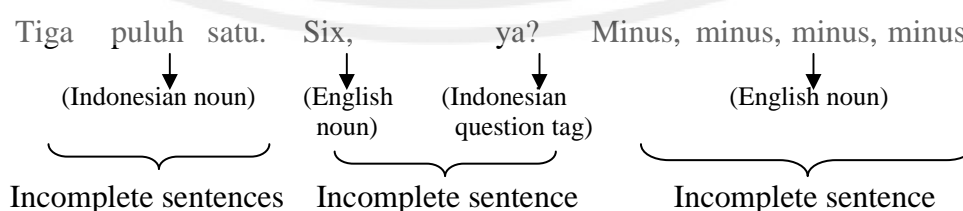
datum 5 conversation 8 and datum 7 conversation 4; and intersentential switching: datum 8 conversation 6. The detail grammatical pattern after the code switching can be seen in the following discussion.

3.1.2.1. Tag Switching

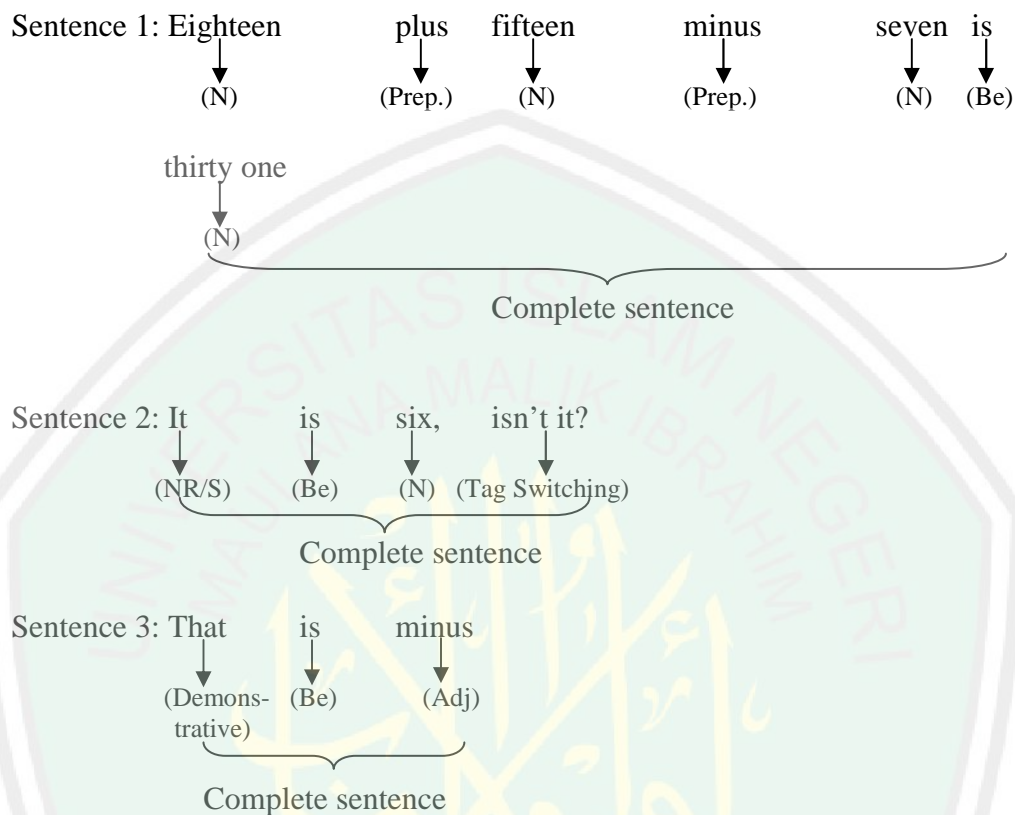
Datum 3, conversation 15:

Tiga puluh satu. Six, ya? Minus, minus, minus, minus...

The data consist of three sentences in which all of them are incomplete sentences. The first sentence is in Indonesian “*Tiga puluh satu.*” The second is a tag switching phenomenon that combines English noun and Indonesian tag switching “*Six, ya?*” The last is English noun as the focus of the analysis that occurs after the tag switching “*Minus, minus, minus, minus.*” In the last, the speaker used the word to represent a sentence in the form of noun. In the same case of datum 2 conversation 9, after the occurrence of Indonesian tag switching is immediately followed by English. It is called an incomplete sentence because some elements of the complete one are ignored by abolishing its subject and be.



The detail elements used shows the position of the sentences above. However, the following sentences are going to show how they are should be expressed in complete sentences.



The three sentences above are nominal sentences. However, the focus of this analysis is the last sentence which was coming after the tag switching in the second sentence. Combining the elements between complete and incomplete sentences, the complete one has three elements Demons.+Be+Adj but the incomplete one has only Adj to represent the whole sentence.

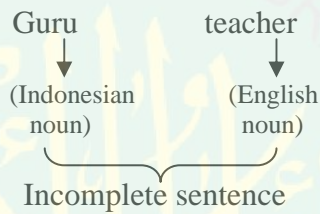
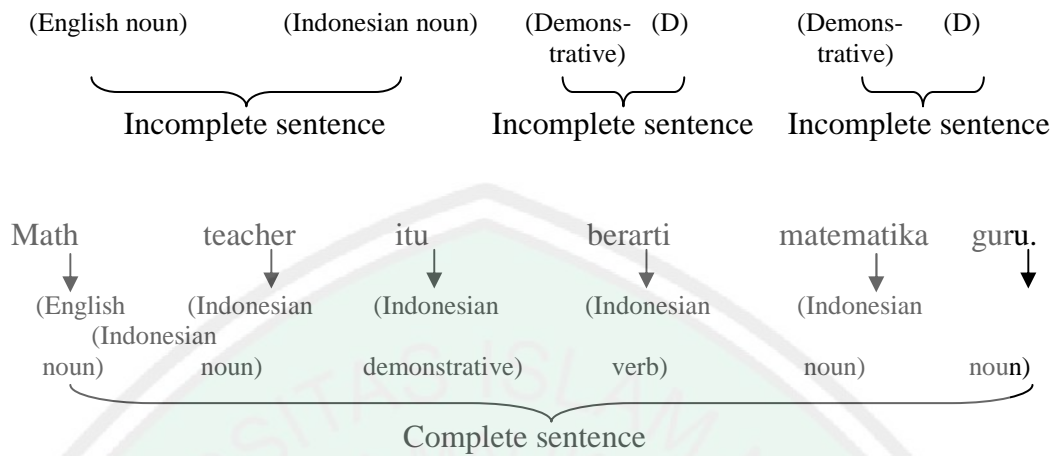
3.1.2.2. Intrasentential Switching

Datum 5, conversation 8:

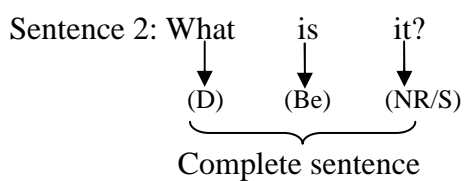
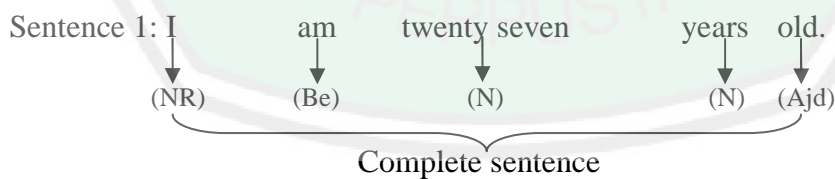
Age dua puluh tujuh. Ini apa? Ini apa? Math teacher itu berarti matematika guru. Guru teacher.

The recent datum contains five sentences in which two of them are repetition. As it shows, there are three intrasentential switching that can be seen from the first, the fourth, and the last data. The first sentence is begun to English noun “Age” followed by Indonesian noun “*dua puluh tujuh*”. This is clearly categorized as an incomplete sentence due to the speaker went to the point of her remark. Whereas, she lost some part of speech that should be exist in a complete sentence. As the first sentence, the second intrasentential switching of the recent datum is from the fourth sentence started from English switched into Indonesian. On the contrary, the first sentence has only a word on it but the fourth sentence is begun to a phrase “*Math teacher*” continued by some Indonesian words “*itu berarti matematika guru*” to complete the sentence although there is a grammatical error of the last Indonesian phrase placement but it is still understandable for the hearers. Therefore, require elements of this pattern belongs to complete sentence. The last comes from the fifth sentence “*Guru teacher*”. In a flash, the set of mixing words seems like a repetition but the speaking context shows that it is not only for repeating Indonesian into English word but also to indicate another pattern of incomplete sentence.

Age	dua puluh tujuh.	Ini	apa?	Ini	apa?
↓	↓	↓	↓	↓	↓



Naturally, both complete and incomplete sentences do not go in wrong ways and the purpose can still be understood by hearers. Yet, incomplete sentence tries to ignore some regulation of a complete one. The following patterns intend to transform the incomplete to the complete ones.



Sentence 3: What is it?
 ↓ ↓ ↓
 (D) (Be) (NR/S)
 Complete sentence

Sentence 4: Math teacher means someone who teaches mathematics.
 ↓ ↓ ↓ ↓ ↓
 (Adj) (N) (V) (N) (RC)
 Complete sentence

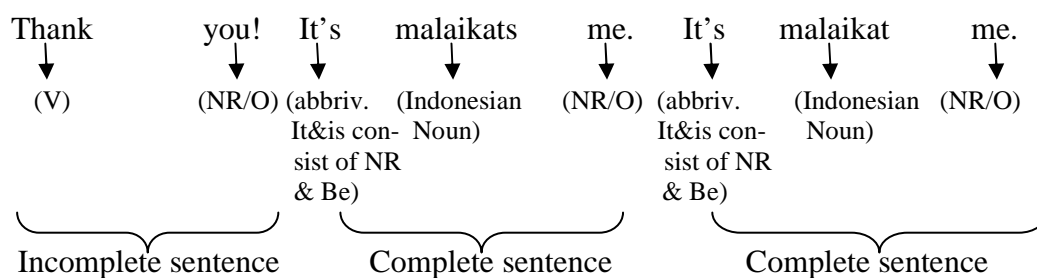
Sentence 5: I am a teacher.
 ↓ ↓ ↓ ↓
 (NR/S) (Be) (D) (N)
 Complete sentence

From the analysis above, both complete and incomplete sentence pattern can differ clearly inspected the elements. Three of them are: the first, the fourth, and the last are the focuses of the discussion but only one of the three sentences is expressed in the complete way. The first sentence is a nominal in the form of incomplete one. That implies only one element N of the sentence, whereas, some elements that should be fulfilled to be a complete one are at least S + Be + 3 Comp (N/ Adj/ Adv). The fourth is a complete sentence in which all the requirements are fulfilled: Phrase + Be + N + Clause. As the first sentence, the last one has also the same pattern as an incomplete one that has only one element N of it.

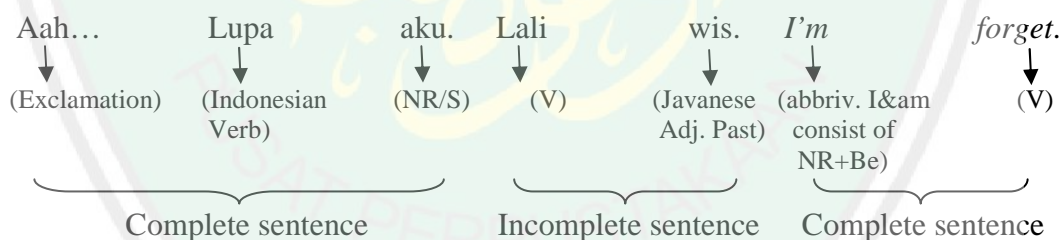
Datum 7, conversation 4:

Thank you! It's *malaikats* me. It's *malaikat* me.

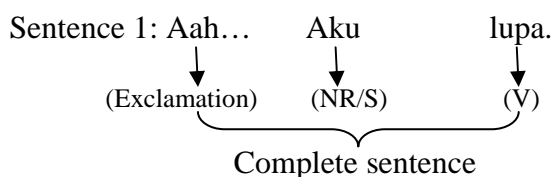
This datum consists of three sentences. The first one is incomplete and the second and the third of them are repetition although the last sentence is the focus analysis occurring after code switching phenomenon. Actually, both are in the same pattern of code switching but there is slightly difference in it. They include intrasentential switching in this analysis “*It’s malaikats me*” then she immediately repeated her remark in “*It’s malaikat me*”. The comparison between the two repetition sentences is the pattern. They begin to English “*It’s*” then come afterward Indonesian “*malaikat*” that is immediately followed by English “*me*”. In contrast, the difference of them is to Indonesian in which the second sentence used Indonesian by adding a suffix “*s*” in “*malikat*” becoming “*malaikats*” that actually it does nothing for Indonesian affixation. The sentence shows that the speaker lacks of Indonesian comprehension as their national language because it does not have any inflectional “*s*” to change the function of a word. Besides, the use of noun replacement or subject is incorrect. She used “*it*” to represent a person “*he/she*” that should be used only for non-person. It is clear that she lacks of English vocabulary. The grammatical pattern of this sentence is a complete one although there some grammatical errors of the placement words.



aku” where the placement between subject and verb are exchanged. The second is Javanese “*Lali wis*” in which there is no subject to begin the sentence but it is ended by Javanese tag switching “*wis*”. The last sentence as the focus analysis of this section is English “*I’m forget*”. This sentence is quite ambiguous since it may have two structural forms such as, simple present tense and progressive tense in verbal form although there will be grammatical error in each sentence. Conversely, “*forget*” must not be followed by “*ing*” even when it is in a progressive form. It does not need the affix “*ing*” at all. Similarly, the simple present tense especially for verbal sentence does not need any “*be*” as in “*I’m forget*”, so, it should be “*I forget*” then we have to add an object to follow it since “*forget*” is a transitive verb. The details below may show the grammatical pattern of all sentences.



Based on patterns of the data, there are some elements that should be there and should be banned to make the sentences in proper form. The details can find in the analysis below.



code. The data shows the various types of code switching and grammatical patterns existing in such communication. The aim of this section is to discuss findings in the data analysis.

It refers to the related theory, there are three types of code switching used by English Beginners in EF English First Malang such as tag switching, intrasentential switching, and intersentential switching. The grammatical patterns existing in the data have been analyzed to find elements of code switching.

The first type found in the data is tag switching which is eleven times in occurrences. There are various categories of tag switching used by the students in EF English First Malang such as affirmative particle and interjection. The variety of tag switching is used to emphasize a point and also to capture attention especially for emotional category. The use of code switching can be smoothly their communication in the class.

The second type is intrasentential switching that is the most prevalent code switching used by the students. There are sixteen occurrences found in this study. Most students use this type because it is easier for them to switch into other language since it only involves a word or a phrase. This eases communication for one who is not fluent in speaking foreign language or one who is in the process in studying foreign language to practice it.

The last type is intersentential switching. Compared with other types of code switching, it is the smallest number used by the students in conversation. It may be because the switching occurs between clause or sentence boundary that make them confused in arranging every single of word. The consideration of

grammatical rules becomes their anxiety especially for student who have just begun to study foreign language. That is why English beginners often avoid this switching type.

This study does not only explain about the types of code switching but also how the code switching occurs in grammatical aspect. There are two kinds of grammatical patterns found in the data. Firstly is incomplete sentence and secondly is complete sentence.

In this case, the analysis of grammatical patterns is only focused on English which is immediately followed by the functions of code switching used by English Beginners in EF English First Malang. Incomplete sentence as the grammatical pattern found in this study is a sentence which has no complete elements should have by a sentence. Besides to ease the speaker in communication, it is also used to communicate more effectively. Otherwise, complete sentence is also found from the data. It is different from incomplete sentence, complete sentence obeys the grammar rules involving elements of a sentence. In this occurrence, the speaker uses intends to convey precise meaning of her utterance.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

In the last chapter of this present study, the conclusion of the data analysis is presented to sum up the findings based on the research focuses. There are two sections: (1) conclusions; and (2) suggestions that represent this chapter related to the research.

4.1. CONCLUSION

After analyzing the data in the previous chapter, the researcher concludes that code switching used by the English Beginners in EF English First Malang either from English into Indonesian or Indonesian into English is a tool in doing communication among the students. The technique of communication is not only used by bilingual or multilingual people who can speak in various languages fluently but also people who have just learnt a foreign language too to ease their communication. This phenomenon can be in the beginning, the middle, and the end of utterances. There are three types of code switching found this chapter: (1) tag switching; (2) intrasentential switching; and (3) intersentential switching. Besides, grammatical patterns of code switching they used are divided into two categories: (1) complete sentence; and (2) incomplete sentence.

Some utterances use tag switching as the first strategic in communication. There are three types of tag switching found in the analysis such as an affirmative

particle, a tag, and an interjection. All the types are used to make emphasize point of the utterance in order to achieve their purposes.

Besides tag switching, intrasentential switching also exists in their conversations. The usage is recorded as the largest number of strategic communication instead of other types of code switching. Although in using intrasentential switching takes a risk but the English Beginners of EF English First Malang do not consider the aspect of grammatical pattern since it is the how to solve their problem in speaking English. It is because this strategic can be used by inserting any words of other language(s) based on their longing. It occurs in the form of word or phrase. In this case, the purpose of this switching type is clearly to ease communication among the students.

The other type is intersentential switching as the smallest number of this language phenomenon. It is supported by the usage involving a whole sentence or clause that make them confused in arranging some words to become both sentence and phrase. The use of intersentential switching is in sentence boundary. Based on the finding session, it aims to convey precise meaning to avoid a misunderstanding.

Besides the types of code switching, in this study is also found two patterns of code switching the students used grammatically such as complete and incomplete sentences.

4.2. SUGGESTION

After composing this study, based on the conclusion session, the thesis is far from being perfect. Hence, a suggestion proposed to the next researchers who do research in the same field for the sake of its improvement. Since the study on code switching used by English beginners is less than bilingual or multilingual people who can speak some languages fluently, the next researchers can the study to enrich references of code switching. The researcher hopes that next researchers are also able to explore other aspects of code switching and need to discuss other code switching phenomenon that is not only about types, functions, and reasons as the most previous studies but also other subjects of linguistics such as phonology, other aspects of sociolinguistics, psycholinguistics, etc.

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