

**CODE SWITCHING IN “ENGLISH TIME” BATAM:
THE TYPES AND THE FACTORS**

THESIS



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**ENGLISH DEPARTMENT
FACULTY OF SOCIAL AND HUMANITIES
PUTERA BATAM UNIVERSITY
YEAR OF 2018**

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**Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Sastra**



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YEAR OF 2018**

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Is the real work of myself and I realize that thesis has never been published in other media before, partially or entirely, in the name of mine or others.

Batam, March 16 2018

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The thesis has been approved to be examined on the date as indicated below

Batam, March 16 2018

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ABSTRAK

Sebagai negara yang mempunyai lebih dari satu bahasa, alih kode umum terjadi di Indonesia. Alih kode adalah proses dimana satu bahasa beralih ke bahasa yang lain. Orang Indonesia telah melakukan alih kode antara bahasa daerah dan bahasa nasional sejak lama. Namun, mereka juga mengalihkan bahasa mereka antara bahasa Indonesia dan bahasa Inggris disebabkan oleh globalisasi. Alih kode juga sering terjadi di kelas dimana bahasa Inggris berperan sebagai bahasa asing. Dalam belajar bahasa Inggris tersebut, para siswa cenderung mengalihkan bahasa mereka antara bahasa Inggris dan bahasa Indonesia. Alih kode terdiri atas tiga tipe, yaitu alih kode buntut kalimat, alih kode intra-kalimat, dan alih kode antar-kalimat. Karena fenomena alih kode yang terjadi di “English Time” Batam, penelitian ini berfokus pada analisis tipe alih kode dan faktor yang menyebabkan para siswa mengalihkan bahasa dengan menggunakan pendekatan sosiolinguistik. Tujuan dari penelitian ini adalah untuk menemukan tipe alih kode dan faktor yang menyebabkan alih kode di “English Time” Batam. Metode penelitian ini adalah deskriptif kualitatif dimana datanya akan dikumpulkan dengan metode observasi, khususnya observasi eksperimental, dan menggunakan teknik simak libat cakap. Penemuan dari penelitian ini mengungkapkan bahwa terdapat tiga tipe alih kode yang terjadi di “English Time”; alih kode buntut kalimat, alih kode intra-kalimat, dan alih kode antar-kalimat. Selain itu, terdapat sebelas faktor yang menyebabkan para murid mengalihkan bahasa mereka. Faktor alih kode tersebut adalah untuk menekankan suatu hal, lebih mudah untuk menyampaikan sebuah pesan, kebiasaan, pengulangan yang digunakan untuk menjelaskan suatu pesan, keakraban, terpengaruh oleh orang lain, untuk melanjutkan sebuah pernyataan, lebih mudah untuk menyampaikan sebuah ide, kurangnya kosa kata, untuk menunjukkan peristiwa yang berbeda, dan untuk memberikan penjelasan.

Kata kunci: *Alih Kode, Faktor Alih kode, Tipe Alih Kode*

ABSTRACT

As a multilingual country, code switching is common in Indonesia. Code switching is the process of switching from one language into other language. Indonesian has switched their language between their local language and national language since a long time ago. However, they also switch their language between Bahasa and English due to the result of the globalization. Code switching also often appears in the English as foreign language (EFL) classroom. In learning English as EFL, the students in English course in Batam, “English Time”, tend to switch their language between English and Bahasa. Code switching itself consist of three types; tag-switching, intra-sentential switching, inter-sentential switching. Because of the phenomena of code switching in “English Time”, this research focuses on analyzing types of code switching and factors that cause the students to switch code by using sociolinguistic approach. The purpose of this study is to find out the types of code switching and factors that cause it in “English Time” Batam. This research is a descriptive qualitative research in which the data are taken by observation method, specifically experimental observation, and involved conversation observation technique. The findings of the research reveal that there are three types of code switching occurred in “English Time”; tag-switching, intra-sentential switching, and inter-sentential switching. Moreover, there are eleven factors that cause the students to switch code. The factors are to emphasize a point, easy to convey a message, habitual experience, repetition to clarify a message, intimacy, affected with the addressee, to continue a pronouncement, easy to convey an idea, lack of vocabulary, to show different event, and to give explanation.

Keywords: Code Switching, Factor, Type

MOTTO AND DEDICATION

MOTTO

There won't come a rainbow without a little rain.

DEDICATION

This thesis is proudly dedicated to:

My father, mother, and all beloved family

All lecturers and staff at Putera Batam University

All people in "English Time" Batam

All of my friends

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First of all, all praise to Allah SWT, the merciful and compassionate, for the blessing that enable the researcher in completing this thesis entitled “Code Switching in “English Time” Batam: the Types and the Factors”.

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May God gives mercy, peace, and love for them. Aamiin.

Batam, March 16 2018

Saskia Dwimayani

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TABLE OF CONTENTS

	Page
COVER PAGE	i
TITLE PAGE	ii
SURAT PERNYATAAN ORISINALITAS	iii
DECLARATION OF THE THESIS ORIGINALITY	iv
APPROVAL PAGE	v
ABSTRAK	vi
ABSTRACT	vii
MOTTO AND DEDICATION	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENT	x
LIST OF FIGURES	xii
CHAPTER I INTRODUCTION	
1.1. Background of the Research	1
1.2. Identification of the Problem	5
1.3. Limitation of the Problem	5
1.4. Formulation of the Poblom	6
1.5. Objective of the Research	6
1.6. Significance of the Research	6
1.6.1. Theoretical Significance	6
1.6.2. Practical Significance	7
1.7. Definition of Key Terms	7
CHAPTER II REVIEW OF RELATED LITERATURES AND THEORETICAL FRAMEWORK	
2.1. Sociolinguistics	8
2.2. Code Switching	9
2.3. Types of Code Switching	10
2.4. Factors of Code Switching	12
2.5. Previous Studies	13
2.6. Theoretical Framework	16
CHAPTER III METHOD OF RESEARCH	
3.1. Research Design	17
3.2. Object of the Research	17
3.3. Method of Collecting Data	18
3.4. Method of Analyzing Data	19
3.5. Method of Presenting Research Result	20
CHAPTER IV RESEARCH ANALYSIS AND FINDING	
4.1. Research Analysis	21
4.1.1. The Types and the Factors of Code Switching in “English Time” Batam ..	21

4.2. Research Finding	40
4.2.1. The Types and the Factors of Code Switching in “English Time” Batam..	40

CHAPTER V CONCLUSION AND SUGGESTION

5.1. Conclusion	49
5.2. Suggestion	50

BIBLIOGRAPHY	51
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APPENDICES

Appendix 1. Supporting Research

Appendix 2. Curriculum Vitae

Appendix 3. The Letter of the Research Permitting

LIST OF FIGURE

	Page
Figure 2.1	15
Figure 4.1	40
Figure 4.2	41
Figure 4.3	42
Figure 4.4	43
Figure 4.5	44
Figure 4.6	45
Figure 4.7	46

CHAPTER I

INTRODUCTION

1.1. Background of the Research

Code Switching is the process of switching from one language into other language. It is when a speaker moves from one domain into another, and changes their code as a result (Stockwell). In other words, code switching is when someone switches their language with another language in the utterance. It is common in bilingual or multilingual country, such as Indonesia. Indonesia is a multilingual country which has a lot of languages, including the local languages and the national language itself. In the result of being a multilingual country, the phenomena of code switching in Indonesia has occurred since a long time ago, especially the switching from the local language into the national language. However, the phenomena of code switching in Indonesia have improved. People do not only switch their language between Bahasa and their local language, but they also switch their language into the foreign language, especially English.

The switching from Bahasa to English, or vice versa, is one of the effects from globalization. Globalization itself is a worldwide phenomena which lead the improvement in any sectors, including language. Because it is a worldwide phenomena, people need to develop their language in order to be able to communicate with one another around the world. Then, English has been set as the international language. Consequently, there are many people who are able to

speak English nowadays. There are also many people who learn English, especially in the country where English is not as their first language. In Indonesia, English is even used as the foreign language. However, it is not rare to find people speaking English in Indonesia. So, it also leads Indonesian tend to easily switch their language between Bahasa and English.

Code switching is also more often found in the classroom where English is taught as foreign language. The researcher found the phenomena of code switching in an English course in Batam named “English Time”. The students who are learning English tend to switch their language between Bahasa and English in the classroom. They switch their language both consciously and unconsciously. Code switching in “English Time” has been experienced by the researcher herself. It makes the researcher interest to do the research about code switching in “English Time” to reveal more about it.

The phenomena of code switching have previously been investigated by some researchers. The title of the study is “Code Switching in English as Foreign Language Instruction Practiced by the English Lectures at Universities” (Mujiono et al.). They revealed that English lecturers used English, Indonesian, Arabic, interchangeably. The English lectures made switching for linguistics factor, continue speaker’s pronouncement, addressee specification, information clarification, intimacy, affected with the addressee, unpleasant feeling, create humor, repetition used for clarification reiteration of a message, strengthen request or command, make questions, give advice, balance the addressee’s

language competence, make it easier to convey speaker's message, and discourse marker.

Another study related to this research is "Intra-Sentential and Inter-Sentential Code Switching in Turkish-English Bilinguals in New York City, U.S" (Koban). This study examined the patterns of intra-sentential and inter-sentential code switching that are manifest in the speech of Turkish-English bilinguals in New York City, U.S. and investigated the influence of language proficiency on intra-sentential code switching. The study revealed that intra-sentential code switching occurred at a higher rate than inter-sentential code switching and speakers dominant in both Turkish and English used more intra-sentential code switching than inter-sentential code switching.

Different from previous researches, the researcher wants to do the same research with different source. The previous researches investigate about code switching used by English lectures in university of Malang, and code switching used by Turkish who live in New York City. This research will investigate code switching used by the students in "English Time". Moreover, the researcher also wants to investigate the types and the factors of code switching that used by the students in "English Time".

This research is important to be done because code switching is very common in this society. Code switching also will not make the students improve in learning new language. Moreover, people tend to switch code because they lack of vocabularies, either the speaker or the listener. By analyzing more depth about code switching used by the students in "English Time", especially the types and

the factors, the researcher expects the reader can get information about what are the factors people switch their languages in order that they are expected to improve the negative factors and they can switch code wisely and properly in the society.

Code switching is divided into three types. There are tag-switching, inter-sentential switching, and intra-sentential switching (Romaine). Tag-switching is the switching of either a tag phrase or a word, or both, from one language to another. The researcher found tag switching occurred in “English Time”. The example is “She’s wearing glasses, *kan* (right)?” This is the example of tag switching because the student used one Bahasa tag, which is “*kan*”, in her English utterance.

Inter-sentential switching is the switching occurs outside the sentence or the clause level. The example that used by the student in “English Time” is “I went to school. *Terus saya pulang jam satu* (After that, I went back home at one).” The student continued her sentence from English into Bahasa in different sentence. This is the example of inter-sentential switching because the switching occurs in different sentence. Moreover, intra-sentential switching is the switching occurs within a sentence or a clause. The researcher found intra-sentential switching occurred there. It is “I like my job because *saya suka kerja lapangan* (I like field work).” This is the example of intra-sentential switching because the student switched English into Bahasa in a sentence. Another problem that found there is the unknown factors of why the students tend to switch their languages.

Based on the phenomena described above, the researcher interests to do the research about code switching found in “English Time” Batam. This research will be focused in analyzing types and factors that caused code switching occurred there. This research will be done especially to find out the types of code switching used by the students in “English Time” and factors that caused it by using sociolinguistic approach.

1.2. Identification of the Problem

Based on the background of the research description above, the researcher identifies the problem as follows:

1. Code switching is common in bilingual and multilingual country, such as Indonesia.
2. Code switching will damage the structure of English or even Bahasa.
3. The students in “English Time” switch their languages with different types.
4. The unknown factors why the students in “English Time” tend to switch their languages.

1.3. Limitation of the Problem

In line with the identification of the problem above, the focus of this research is mentioned as follows:

1. The types of code switching that used by the students in “English Time”.

2. The factors that cause the students to switch code in “English Time”.

1.4. Formulation of the Problem

Based on the limitation of the problem above, the researcher formulates the research problems as follows:

1. What are the types of code switching that used by the students in “English Time”?
2. What are the factors that cause the students to switch code in “English Time”?

1.5. Objective of the Research

Based on the formulation of the problems above, objectives of the research are as follows:

1. To find out the types of code switching that are used by the students in “English Time” by using sociolinguistic approach.
2. To find out what factors that cause the students in “English Time” to switch code by using sociolinguistic approach.

1.6. Significance of the Research

1.6.1. Theoretical Significance

1. As the reference for other researchers who are interested in analyzing the types of code switching by using sociolinguistic approach.
2. As the support for the theory which states analysis of code switching.

3. As a teaching material or guidance for teaching about code switching.

1.6.2. Practical Significance

As the information for all the readers about what the factors are people switch their languages in order that the readers are expected to improve the negative factors and they can switch code wisely and properly in the society.

1.7. Definition of Key Terms

- Code Switching : The practice of alternating between two or more languages or varieties of language in conversation. (Oxford Dictionary)
- Factor : A circumstance, fact, or influence that contributes to a result or outcome. (Oxford Dictionary)
- Type : A category of people or things having common characteristics. (Oxford Dictionary)

CHAPTER II

REVIEW OF RELATED LITERATURES AND THEORETICAL FRAMEWORK

2.1. Sociolinguistics

Sociolinguistics is the study of language and society. Chaika (1982) stated that sociolinguistics is the study of ways people use language in social interaction (Pardede and Kisno). People with different regional, class, occupation, age, and gender will not speak the same. Different society will affect different language as well. We can study society in order to find out what kind of thing language is, or we can also study language in order to understand well the structure of society (Hudson in Wardhaugh (1986) in (Pardede and Kisno)). Also, all language events consist of a piece of language in social context, and every different social context determines that particular form of language (Stockwell). So, language and society are connected each other and it is discussed in sociolinguistics.

Moreover, language is actually reflects from the society and vice versa. The ways of pronouncing or choosing words will tell where someone comes from, age, gender, level of education, social class, and wealth. The use of language in society keeps changing due to the use of it. Sociolinguistics also concerns with how people behave in relation to language, and this shows us that language is a social behavior (Pardede and Kisno). In order to have meaningful communication, both the speaker and the listener should understand their social context.

Sociolinguistics discuss some studies in language and society, such as accent variation, euphemism, register, genderlects, patwa and creole, politeness, and also code switching and code mixing. The study of speaker variables is the cornerstone of research done in sociolinguistics, an area of linguistics concerned with the study of social variation in language (Meyer). The explanations of these studies are wide, because each society has their own problems to be discussed by sociolinguistics. For instance, Indonesia has many cultures which lead different society will have different level of the politeness. The politeness for Javanese will be different with the politeness for Batakese, since they have different habit and society. In short, sociolinguistics has already been familiar in our everyday's life, as long as we still use language in our society.

2.2. Code Switching

Code Switching is the process of switching from one language into another language. When bilingual speakers switch from one variety to another, they do code switching (Pardede and Kisno). Code switching is also defined as when a speaker moves from one domain into another, and changes their code as a result (Stockwell). It is common in the country that used more than one language in the daily conversation or in bilingual communities. People who are able to speak more than one language have the ability to switch or mix their language during the communication. "Code" in code switching represents all variation characterized in language (Pardede and Kisno). Milroy and Gordon (1991) stated that code switching is a range of language (or dialect) alternation and mixing phenomena

whether within the same conversation, the same turn, or the same sentence-utterance (Trilestari et al.). Code switching is the process whereby bilingual or bidialectal speakers switch back and forth between one language or dialect and another within the same conversation (Trudgill). Then, Grosjean (1982) defined code switching as the shifting that occurs between two or more languages simultaneously or interchangeably within one conversation (Azlan and Narasuman). So, it can be concluded that code switching is commonly used by bilingual speakers when they switch their language from one to another whether in the same conversation, turn, or sentence-utterance.

Commonly code switching is defined as “the use of more than one language during a single communicative event” (Mesthrie). The choice of code itself is communicatively meaningful, as well as the actual content of what is said. Code switching is also defined as such speakers who shift back and forth between some varieties, depending on such factors as who they are talking to, where they are, and what are they talking about (Trask). Moreover, there are three different types of code switching (Romaine). They are tag-switching, inter-sentential switching, and intra-sentential switching.

2.3. Types of Code Switching

Tag-switching is the switching of either a tag phrase or a word, or both, from one language to another (Wei). A tag in one language is inserted into an utterance which is otherwise entirely in other language. The insertion of a tag to an utterance has virtually no ramifications for the rest of the sentence (Shanna

Poplack). This is because tags have no syntactic constraints, they can be moved freely, and they can be inserted almost anywhere in a discourse without violating any grammatical rules. The example of tag-switching is “*Bunganya bagus, isn’t it?*” There is a tag word in English which is inserted into Bahasa sentence. In other words, tag-switching can be defined as a switching that occurs when someone inserts short expressions or tag in other language than the main language in the utterance.

Another type of code switching is called intra-sentential code switching. Intra-sentential switching is the switching occurs within a sentence or a clause (Wei). It switches at the clause, phrase or word level if no morpho-phonological adaptation occurs (Mujiono et al.). It may consist of a lone content word or be part of a multiword fragment (Shana Poplack). Intra-sentential switching is the most complex type of code switching in which the speakers are able to control two linguistic systems simultaneously (Shanna Poplack). For example, “*Kamu pasti tau I like the pink one.*” The switching from Bahasa to English occurs in a sentence.

The last type of code switching is called inter-sentential switching. Inter-sentential switching is the switching occurs outside the sentence or the clause level (Wei). This switching involves a switch at a clause or sentence boundary where its clause or sentence is in different languages (Romaine). Inter-sentential switching may also occur between speaker turns (Mujiono et al.). The example of inter-sentential switching is “*Tugasku sudah selesai. I’m going to sleep now.*” This switching occurs in different sentence. In other words, inter-sentential

switching is when a speaker switches his language from one to another in different sentence or after the turn-taking with another speaker.

2.4. Factors of Code Switching

The switching from one language to another language is common in bilingual country as well as in EFL classroom. The use of code switching is to serve better in English immersion setting where they provide clarification when a word or phrase is not known (Mujiono et al.). Auer (1998) stated that the factors such as extra-linguistic features like topic, setting, relationships between participants, community norms and values, as well as societal, political and ideological developments, influenced speakers' choice of language in conversation (Halim and Maros).

Furthermore, Malik (1994) developed ten communicative functions of code switching (Azlan and Narasuman). These functions are, then, used as a framework of motives for code switching in a communicative event in the classroom. The functions are lack of facility, lack of register, mood of the speaker, to emphasize a point, habitual experience, semantic significance, to show identity with a group, to address a different audience, pragmatic reasons, and to attract attention.

There are also the other fifteen more factors of code switching. They are linguistics factor, to continue speaker's pronouncement, addressee specification, information clarification, intimacy, affected with the addressee, unpleasant feeling, to create humor, repetition used for clarification reiteration of a message, to strengthen request or command, to make questions, to give advice, to balance

the addressee's language competence, to make it easier to convey speaker's message, and discourse marker (Mujiono et al.).

2.5. Previous Studies

The phenomena of code switching have previously been investigated by some researchers. The researcher will present five studies that have been done related with the topic. First, the title of the study is "Code Switching in English as Foreign Language Instruction Practiced by the English Lectures at Universities" (Mujiono et al.). This study aims at investigating how the English lectures practiced code switching in English as foreign language (EFL) instruction in the classroom. They reveal that English lecturers used English, Indonesian, Arabic, interchangeably. The English lectures made switching for linguistics factor, continue speaker's pronouncement, addressee specification, information clarification, intimacy, affected with the addressee, unpleasant feeling, create humor, repetition used for clarification reiteration of a message, strengthen request or command, make questions, give advice, balance the addressee's language competence, make it easier to convey speaker's message, and discourse marker.

Second, the study is about "Intra-Sentential and Inter-Sentential Code Switching in Turkish-English Bilinguals in New York City, U.S" (Koban). This study examines the patterns of intra-sentential and inter-sentential code switching that are manifest in the speech of Turkish-English bilinguals in New York City, U.S. and investigates the influence of language proficiency on intra-sentential

code switching. The study reveals that intra-sentential code switching occurred at a higher rate than inter-sentential code switching and speakers dominant in both Turkish and English used more intra-sentential code switching than inter-sentential code switching.

Third, a study about “Functions of Code-Switching in Bilingual Theater: An Analysis of Three Chicano Plays” (Jonsson). The investigation focuses on local functions of code-switching. The study concludes that code-switching fills creative, artistic and stylistic functions in the plays and that it can be used to add emphasis to a certain word or passage, to add another level of meaning, to deepen/intensify a meaning, to clarify, to evoke richer images and to instruct the audience about a particular concept. Code-switching is also used to mark closeness, familiarity, to emphasize bonds, and to include or, on the contrary, to mark distance, break bonds and exclude. Complex identities of the characters as well as the plots of the plays are constructed and developed by means of language. Code-switching is thus used to enhance and support the representation of the characters.

Fourth, a study entitled “The Role of Code-switching as a Communicative Tool in an ESL Teacher Education Classroom” (Azlan and Narasuman). This research investigates how code-switching functions as a communicative tool in English as a second language teacher education class in a tertiary institution in Malaysia. The findings reveal that three types of code-switching known as tag switching, inter-sentential switching, and intra-sentential switching were predominant in classroom communication between students and between students

and the instructor. The study is also able to ratify several systematic and predictive reasons for code-switching in the classroom. The study also finds that English was the dominant language of communication while code switching was used to convey ideas in specific situations and to enhance solidarity in the first language.

The last previous research that has been done is “Code Switching in Daily Conversation” (Al-hourani and Afizah). This case study examines the occurrences of code switching in daily conversation among five Jordanian speakers in Malaysia. It attempts to study the circumstances and the factors that affect code switching among the Jordanian speakers within their daily conversation. The results of the study reveal that there are four circumstances which can influence the respondents to code switch and these are: familiarity among respondents, the setting, change of topics in discussion and their ages.

2.6. Theoretical Framework

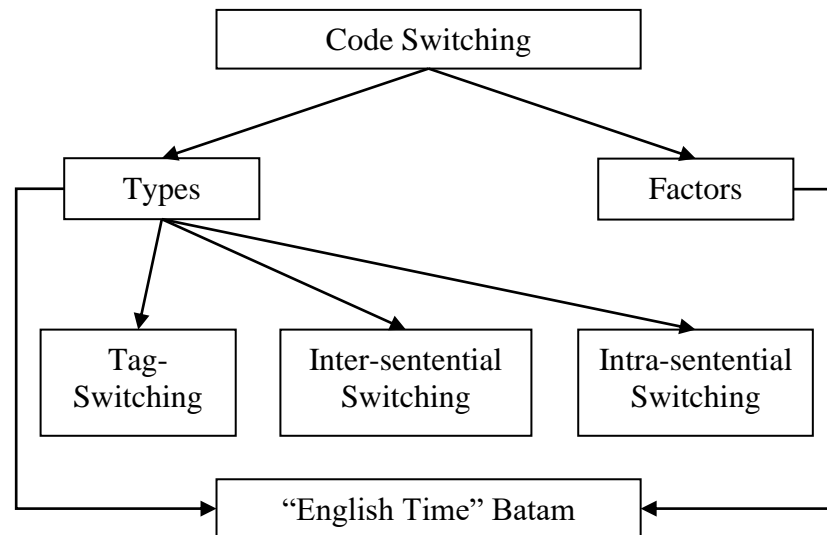


Figure 2.1 Theoretical framework

From the theories that have been described, the researcher focuses the problem of this research based on the theoretical framework above. The focus of this research is about code switching and its types based on Romaine’s explanation. Moreover, not only analyzing the types, this research will also analyze about what factors that affected the used of code switching. Romaine’s theory is used as the framework in analyzing the types of code switching, while Malik’s theory and Mujiono’s findings are used as the framework in analyzing the factors that cause the code switching. This theoretical framework aims to show what problems concerned in this research.

CHAPTER III

METHOD OF RESEARCH

3.1. Research Design

The design of this research is qualitative descriptive analysis with assessment and description about the problems in this research. This method is used to describe the facts then follow with analyzing those facts (Ratna). Moreover, this method is used because this kind of research cannot be obtained with statistics or other ways that related with quantitative (measurement). The data of the qualitative method is in the form of words or pictures, with the result that it does not emphasize on numbers (Sugiyono). Since the data in this research is in the form of sentence that is qualitative data as well as the need of description, so the researcher uses qualitative descriptive analysis.

3.2. Object of the Research

The object of this research is the language used by the students in “English Time”. “English Time” is an English course in Tiban, Batam, Indonesia, which has seventeen classes including kids, teens, grade, and private classes. There are around one hundred and twelve students. There will be eleven students that are chosen from any level with the characteristic that they are around twelve to twenty years old. Furthermore, as a supporting study, the researcher also completes this

research with some books of literary and research theory, previous studies about analyzing code switching, and also through articles or journals from any media.

3.3. Method of Collecting Data

In the process of collecting data, the researcher applies observation (*simak*) method. Observation (*simak*) method is a method which is used to find the data by observing the use of the language (Sudaryanto). This research specifically applies experimental observation which is an observation that is done to the subject of the research in an experimental setting or the created condition (Gall, Gall, and Borg). The situation is set according to the purpose of the research, so that there are no other factors affected the situation. In the observation method, the technique used is involved conversation observation technique. This technique means that the researcher also participates in the conversation while observing. Besides observing the subjects of the research, the researcher is also involved directly in the conversation. There are six instruments used in the observation; video recorder, voice recorder, field notes, laptop, speaker, and an animated short movie by Alyce Tzue entitled “Soar”. The movie is chosen because *Soar* is the proud 2015 Gold Winner of the 42nd Student Oscars and Best Student Animation Winner at Palm Springs. Also, this is a movie that has no dialogue in it which is very suitable to be used in this research. By doing an observation, the researcher will better understand about the data context in all social situations, and get the whole comprehensive data.

The students will be observed individually. It will also be recorded for the needs of the analysis. There are some steps in collecting the data as mentioned below;

1. Choosing the students that will be investigated according to the characteristic.
2. Asking the students to watch the movie.
3. Asking the background questions, such as name and age.
4. After watching the movie, asking the students to tell about the story of the movie in their own word.
5. Asking few questions about the movie to the students, such as their opinion about the movie, and the messages that they can get from the movie.
6. Taking a note when code switching occurred.

3.4. Method of Analyzing Data

Dealing with the techniques of collecting data, the researcher applies identity (*padan*) method in analyzing the data. Identity (*padan*) method is a method which the language determiner does not become in one part of the language itself (Sudaryanto). Moreover, pragmatic (identity) method is used in analyzing the data in this research since this is a research in a scope of sociolinguistics and deals with how people produce their language. In analyzing the data from the observation, the techniques used are through several stages:

1. Transcribing the interview videos using a word processor program.

2. Typing the field notes using a word processor program.
3. Examining the field notes and transcripts to identify the code switching data practiced by the students in EFL classroom.
4. Highlighting the data which contain tag-switching, intra-sentential switching, and inter-sentential switching.
5. Coding and labeling each data to its potential type.
6. All the codes are screen and the data labeled with similar codes are grouped together.
7. Eliminating the data which do not fulfill the need of research objectives.
8. Verification is done through studying the theories, looking at the data and confirming with the ones regarding the use of code switching practiced by the students in EFL classroom.

3.5. Method of Presenting Research Result

The researcher presents research result in an informal way which uses words to describe the result. Informal presentation of data analysis result is the presentation of result of data analysis by using ordinary words (Sudaryanto). Since this is a qualitative research, the data cannot be translated into quantifiable measurements. It is presented in descriptive analysis which the presentation of the result and discussion are described into one section. This method is used to convince the reader that the analysis is valid.