

**AN ANALYSIS OF CODE SWITCHING USED BY THE
EXAMINERS AND SUPERVISORS DURING THE STUDENTS'
THESIS PRESENTATION AT THE ENGLISH DEPARTMENT
OF FKIP UIR**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in
English Language Teaching and Education*



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DECLARATION

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I admit that this thesis writing purely derived from my own ideas; except some questions (deliberately or UN-deliberately) which were adopted or taken from various sources included in “references”. Scientifically, I took responsible for the truthfulness of the data and its content.

Pekanbaru, 26th November 2020
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ABSTRACT

AN ANALYSIS OF CODE SWITCHING USED BY THE EXAMINERS AND SUPERVISORS DURING THE STUDENTS' THESIS PRESENTATION AT THE ENGLISH DEPARTMENT OF FKIP UIR

By

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Communities which are in contact with multiple languages uses code switching. The aim of this research is to find out the types and reason of using codeswitching (whether it is from L1 to L2 or L2 to L1) by the examiners and supervisors during a full English thesis examination.

The Descriptive qualitative method has been adapted for this research. This research was conducted in the seminar room of the English department of FKIP UIR where the data was taken from 4 informants. A documentation of the thesis presentation was taken as the raw data for this research. The data was transcribed and organized based on the needs of this research. The organized data then was analyzed according to the research aim and translated to find out the form of the original conversation

The researcher had acquired 187 data from the 2 thesis defenses. From the 187 data, [number 1-69] shows the usage of intra sentential codeswitching, [number 70-91] shows the usage of inter sentential code switching, [number 92-126] shows the usage of tag switching, [127-139] shows the usage of multiple code switching types and [number 140-187] shows the usage of L1. As for the reason of using code switching, for emphatic reason a total of 77 times, for discussing particular topics 49 times, for using local interjections 38 times, to repeat certain informations 4 times, for clarifying certain information 18 times, for quoting somebody else once and not using code switching to express group identity. Each examiner had their own preferences in using the different types code switching and also the use of L1, so it cannot be said they all use the same type of code switching.

Keyword: *Language, Code switching, Descriptive, Qualitative, Documentation.*

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

According to Ethnologue (the widely considered most extensive catalogue of the languages in the world) there are over 7000 active languages in 2019 worldwide. Seno Putra (2008) stated that “language verbally and non verbally used by people in the world as a tool to have communication both formal and non formal. No language, no activities of human in daily life, no language, no any field of sciences in the world wether spoken or written ones”. So, Language, whether it is verbal or non-verbal, is a mean of communication which is used by members of society to convey information and interact with one and another. In this era, the mastery of Multiple-language is a normal phenomenon. In the context of a single conversation, multilingual speaker uses multiple language elements or varieties when communicating with each other. This linguistics state can be viewed from the sociolinguistic side as code-switching.

According to Matthews (2005) Linguistics is concerned with the lexical and grammatical categories of individual languages, with differences between one type of language and another and with historical relations within families of languages. So linguistics is a science which is concerned with the nature of language and communication. It also explores the nature of language variation, language change overtime, how it is stored and processed in the brain and how it is acquired by young children. Simply by a person’s language and dialect it is

possible to identify where the person came from, their background, character and intentions.

According to Ronald Wardhaugh (1982:12) sociolinguistic is the study that is concerned with investigating the relationship between language and society with the goal of a better understanding of the structure of language and of how languages function in communication. Holmes (2001) cited in sociolinguistics by Fatchul Mu'in (2019) stated that all of the topics provides a lot of information about the language works, as well as about the social relationship in a community, and the way people signal aspects of their social identity through their language. From the expert's definition, it can be said that sociolinguistic is the study that focuses on the relationship between language and the context it is used.

With the languages depending on the context it is used in, a multi-lingual person tends to alternate between languages in order to convey their thought. This is called code switching. Myres and Scotton (2006) define code switching as the use of two language varieties in the same conversation. Code switching can be deferred from other language contact events such as loan translation, borrowing, pidgins and transfer or inference. From the definition given by Myres and Scotton it can be said that to use code switching, a person must master two or more languages and use it in a single speaking session to express their feeling. Code switching tends to happen in a speech between multilingual individuals.

Code switching is a characteristic of communities which has contact with two languages. At one time, it is believed that code switching is a poor level of bilingualism. Poplack and Sankoff (1980) found through their study of Puerto

Ricans in New York, that it is exactly the opposite where code switching is the characteristic of fluent bilinguals.

The researcher believes that in Indonesia, where English is a foreign language, due to the exposure and adaptation of English into the daily life of its population, the people have gained knowledge of this language through education and many other elements. Everyone has experienced code switching whether they are consciously or unconsciously exposed to or from it throughout their life. In the educational sector, English is taught to the students from primary until senior high school. Upon completing the basic steps of education, in the university level, English becomes a career patch which can be chosen by the students. In mastering this foreign language, (especially as a career path) the students have a hard time in understanding the context that they are studying due to the advance level of English being learned and used; this is where code switching will have its advantages in aiding the lessons. The code switching can take its form in the altering of two languages aspect like word, phrase, clause or sentences into one to aid in understanding the lesson.

At the end of the bachelor road, the students are required to do a research according to their field of studies. For the English department students, when presenting their thesis to be approved in order to carry out their research, a full English thesis presentation is required of them. This situation differs from the classroom conditions that the students are used too. The students gain a lecturer like position in the seminar room, where they have to give off a presentation regarding their thesis in front of the examiners, their supervisor and the audience in full English.

During a thesis presentation, which is in a formal setting, the presenters are forbidden to use code switching because this gives off an informal and relaxed situation and it is a sign which implies the presenter's poor mastery of the language. But this does not apply to the examiners and supervisors because in order to complete the presentation whether it is approved or not, language obstacles may hinder the presenter when communication with them. In order to assist the presenters in understanding what the examiners and supervisors are saying, they are allowed to do code switch as an alternate mean to remove the confusion of the presenter so they are able to understand the context of the information being conveyed to them.

The researcher has chosen "an analysis of code switching used by the Examiners and Supervisors during the students' thesis presentation at the English department of FKIP UIR" as the title for this research in order to analyze the use of code-switching during a thesis presentation by the English department student who wishes to conduct a research in order to complete the requirement for their bachelor of English education degree. This research will focus on analyzing the use of code-switching during the thesis defense by the Examiners and supervisor after the student finishes his or her presentation.

1.2 Identification of the Research

As an international language and the field of study at the English department, the use of full English during the last phase of the students' bachelor of English education degree is absolute but the problem is that when the examiner communicate to the presenter, they must use full degree English (in term of the speed they talk and the vocabularies they use) the presenter who are not used to

being exposed to this condition will have problems in understanding what the examiners are trying to convey to them.

This is where code switching enters, in order to elaborate what the examiners are trying to convey, they will use code switching between L1 to L2 or L2 to L1 in order to help the presenter understand what is being conveyed. Code-switching as a branch of sociolinguistic that will be defined in this research. In this research, the writer will focus on analyzing the use of code switching used by the examiners of thesis presentation. By analyzing the code switching process, the researcher can get a glimpse of the average times code switching is used, the types that are, the reason and translation of code switching.

1.3 Focus of the Research

In conducting this research, the researcher will focus on analyzing the translation, the reason and the type in code-switching expressed (whether it is from L1 to L2 or L2 to L1) by the examiners and supervisors in questioning, denying, supporting, consulting or commenting the presenter during the questions and answers section of thesis presentation.

1.4 Question of the Research

The problem in this research can be formulated as the following:

1. What types of code-switching are used by the examiners and supervisors during the process of thesis presentation?
2. What are the reasons for code switching by the examiners and supervisors during the process of thesis presentation?

1.5 Objective of the Research

The objectives of this study are as the following:

1. To find out the types of code switching used by the supervisors and examiners of thesis examination during the process of thesis presentation.
2. To find out the reason of code switching used by the supervisors and examiners of thesis examination during the process of thesis presentation.

1.6 Significance of the Research

This research is expected to give knowledge about code switching not only to the readers but also to the future researchers who will make further studies in this field. This is also expected to give the students a view about the use of code switching; increasing the student's knowledge about it and make them consider this as a familiar phenomenon because when speaking bilingually in a bilingual context and environment will occur often so that the students will be prepared to take on the situation.

1.7 Assumption

The assumption of this study is as the following:

1. The supervisors and examiners of thesis examination are using code switching to communicate to the students.

1.8 Definition of the Key Terms

1. Analysis

According to the Merriam Webster dictionary, "analysis is a detailed examination of anything complex in order to understand its nature or to determine

its essential features: a thorough study”. So, it can be said that analysis is a careful study of something to learn about its parts, what they do, and how they are related to each other.

2. Code Switching

Gardner-Chloros (2009) stated that code switching is the systematic alternate use of two or more languages in a single utterance or conversational exchange for communicative purposes. From Gardner-Chloros’s statement it can be said that code switching is the alteration between two or more languages in a communication session.

3. Examiners and Supervisors

From the Cambridge dictionary, examiner is someone whose job is to decide how well someone has done in an examination. So to be more specific, they are people who analyze and judge a person being examined. Also from the Cambridge dictionary, supervisor is a person who is in charge of an area of work and who makes sure that the work is done correctly according to the rules. In other words it’s according to this paper’s context, is a teacher with responsibility to supervise a particular student

4. Thesis Presentation

A thesis is a document submitted in support of candidature for an academic degree or professional qualification presenting the authors research and finding.

1.9 Grand Theory

Denhardt (2010:27) stated that sociology is a science which attempts the interpretive understanding of social action in order thereby to arrive at a causal explanation of its course and effect. Bokamba (1989) defines code switching is the mixing of words phrases and sentences from two distinct grammatical (sub) systems across sentences boundaries within the same speech event. Poplack in Romaine (1995:122-123) also classified code switching into three types and they are: tag switching, inter sentential switching, intra sentential switching. Hoffman (1991), in Cakrawati (2011), there are seven reasons to switch languages: to discuss a particular topic, quoting somebody else, being emphatic, interjections, repetition for clarification, clarifying the speech content for interlocutor and the need to express group identity

1.10 Methodology of Research

1.10.1 Research Design

In conducting a research, a research design is inquired. A research design is utilized in order to integrate the different components of research projects in a coherence and cohesive way. As stated by Cresswell (2009:3) research design is plans and the procedures for research to detailed methods of data collection and analysis. In this research, the Descriptive qualitative method will be adopted. According to Denzin and Lincoln (2005:3) they stated that qualitative research as involving “an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them”.

Cresswell (2003) also described that qualitative research as an effective model that occurs in a natural setting that enable the researcher to develop a level of detail from being highly involved in the actual experience. So, qualitative research is a term to describe a variety of approaches and methods to the study of natural life. This means that the researchers will collect non-numerical data to gain a deep understanding of human behavior.

Suryana (2010) described that a descriptive method is focused to make a description systematically and accurately based on facts about a certain object. Additionally, Fraenkel and Wallen (1993, p.23) stated that “descriptive method is a method used to explain, analyze and classify something through various techniques, survey, interviews, questionnaires, observations, and text. This research method focuses, at the time of study, on the condition of how a person, group, or thing behaves and reports how the way things are.

1.10.2 Source of Data

In order to obtain valid material for the research: this research will be conducted in the seminar room of the English department of FKIP UIR which is located on Kaharudin Nasution Road No.113 Perhentian Marpoyan, on the 3rd floor of FKIP C building, during the odd semester of 2019/2020. The participants of this research are the lecturers of the English department of FKIP UIR. The examiners and supervisors of 2 randomly chosen thesis presentation will be selected as informants based on the willingness of their thesis presentation session to be analyzed and presented to the public. The total number of examiners and supervisors as informants can range between 2 to 6 lecturers depending on the thesis presentation topic.

1.10.3 Instrument of the Research

Documentation would be used in order to gain research data. According to the Merriam-Webster dictionary, documentation is the provision of documents in substantiation, the provision of footnotes, appendices or addenda referring to or containing documentary evidence. So in this research the researcher would use documentary method in collecting data from the samples and would use tools as the following: an audio recorder, a pen and paper in order to record the data. In documentation, the researcher would use the table below in organizing the acquired data:

No	Data	Utterances which contain code switching
[1]	[1]	
[2]	[2]	
[3]	[3]	
[4]	[4]	
[5]	[5]	
[-]	[-]	

Table 1. 1 Instrument of the research

1.10.4 Data Collection Technique

To ensure that the data gathered are both defined and accurate, a formal data collection process is necessary. Roger Sapsford (2006) stated that data collecting techniques is a subsequent decisions based on arguments embodied in the findings are made using valid data. The data required for this study focuses on the code switching used during the thesis presentation at the English department

of FKIP UIR. The researcher would enter the seminar room and take a seat in the observer's side. The researcher would observe and listen to the presentation in order to know the content of the thesis and take notes of the examiners and supervisors as the informants who were taking part in the thesis presentation. After the presentation was completed, the session of thesis defense would start and in collecting the data, the researcher would use documentation method.

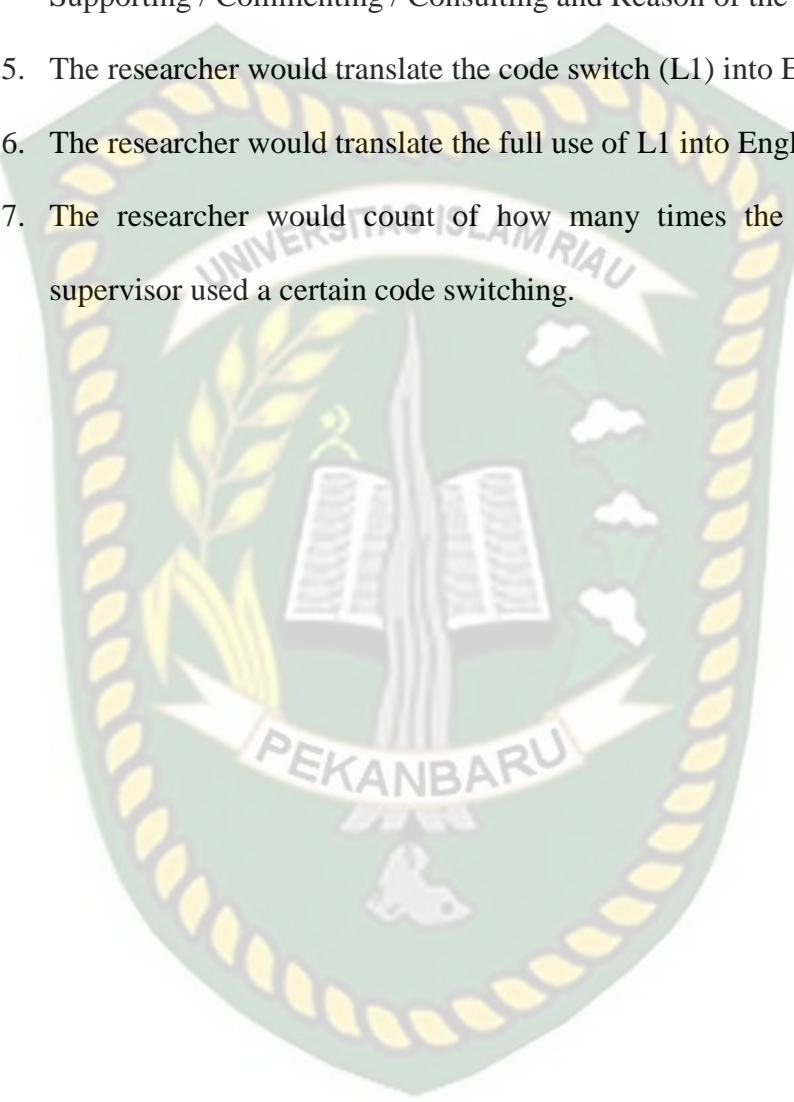
In this research, the process of thesis presentation would be recorded by an audio recorder and also notes of code switching would also be taken and written based on the examiner or supervisor as infomans who expresses it. The audio would be reproduced into written form to be compared with the written notes. This would act as the primary data for the research.

1.10.5 Data Analysis Technique

According to Shamoo and Resnik (2003) data analysis “provides a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data”. So, it could be said that data analysis is a process of inspecting, cleaning, transforming and modeling data with the goal of discovering useful information. In analyzing the collected data, the researcher would use procedures as follows:

1. The researcher would listen to the audio and transcripts the audio media into written form.
2. The researcher would analyze and identify the appropriate and inappropriate data to be used.

3. The researcher would classify the code switching used based on the types.
4. The researcher would determine the Questioning / Denying / Supporting / Commenting / Consulting and Reason of the code switch.
5. The researcher would translate the code switch (L1) into English.
6. The researcher would translate the full use of L1 into English.
7. The researcher would count of how many times the examiner or supervisor used a certain code switching.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher will discuss some related theories to support the research because in this globalization era where the relationship between nations are getting closer, it is difficult to find a person or groups of people who only uses one language. As an international language, English is used as the main language to communicate in a formal setting where there is bilingual audience. For example, during the national president candidate debate where the audiences are mostly Indonesians, the candidate uses English to emphasize certain points of their speech in order to give a strong emphasis on the matter. Indonesians are bilingual speakers with English as one of the most favorite foreign language to be used when communicating. Through this bilingualism, code switching will naturally happen without the consent of the speaker.

2.1 Sociolinguistics

Sociolinguistic is a branch from linguistics. Sociolinguistic is formed by the words sociology and linguistic. According to Seno H P (2001), Linguistics is a science that we study about language and its branches, specific and universal, as well as verbal and non-verbal ones. In every aspect of communication, linguistics is a part it all and is used in every aspect of communication.

Denhardt (2010:27) stated that sociology is a science which attempts the interpretive understanding of social action in order thereby to arrive at a causal explanation of its course and effect. Sociolinguistic is a study about relationships

of language society purpose and direction to get to know the language structure, rule and function of language within communication of society, stated by Wardhaugh (2006:13). According to Holmes (2001:1), sociolinguistic study the relationship of language and society. It is interested in explaining why people speak differently in different social context and sociolinguistic is concerned with identifying the social function of language and the ways it is used to convey social meaning. From the definitions, it can be said that language and society is one and the same, they cannot be separated as one will influence the other.

2.2 Bilingualism

From the beginning of life, humans has learned their first language or mother tongue from their parents and from the environment which they will use for communication until that said person moves to a different area or a certain condition and situation is needed where they will learn a new language in order to communicate with their surrounding and thus, bilingualism is born.

Moradi (2014) defines bilingualism as the use of at least two languages either by an individual or by a group of speakers. Harmers and Blanc (2006) aslo stated that people who can speak two languages as native languages can be defined as bilingual. From the two definitions above, it can be said that bilingualism is the ability to use two languages or more with an almost native like ability to use both of the languages by a single person in order to communicate but mastery of two languages with fluency and accuracy are the same as native speakers is very difficult to measure.

2.2.1 Types of Bilingualism

Based on the typology bilingualism, it can be divided into several types:

1. Compound bilingualism

Bilingualism that indicate the ability to speak a certain language better than the other language proficiency. Bilingualism is based on the relation between the B1 to B2 is controlled by the bilingual. Both languages mastered by bilingual but stands on its own.

2. Bilingualism coordinative / parallel

Bilingualism is shown that the use of two languages equally well by an individual. Bilingualism balanced level of mastery associated with B1 and B2. People who are equally capable in both languages.

3. Bilingualism complex

Bilingualism indicating that an individual at the time of war often include B1 B2 or vice versa. Bilingualism is connected with the situation faced by B1, where a small community that is surrounded and dominated by a larger community of a language. It is possible that the small communities could lose their B1.

According to Pohl (in Baetens Beardmore 1985:5) language typology based more on status of language that exist within society, the Pohl bilingualism divide into three types, namely:

1. Horizontal bilingualism

Is a situation of using two different languages but each language has equal status both in formal situations, culture and family life of the wearer.

2. Vertical bilingualism

Is the use of language when the standard language and dialects, whether related or separate, is owned by a speaker.

3. Diagonal bilingualism

Is the use of two languages or non-standard dialects together but having no genetic relationship with the standard language used by the communities.

2.3 Code Switching

Code switching is one of the alternative ways in where a bilingual person can use two or more languages in a single speaking session. Hymes (1974) defines code-switching as “a common term for alternative use of two or more language, varieties of a language or even speech styles” while Bokamba (1989) defines code switching is the mixing of words phrases and sentences from two distinct grammatical (sub) systems across sentences boundaries within the same speech event.

From the definitions given by the experts above code-switching is a term in linguistic referring to using more than one language in a single conversation. Bilingual speakers tend to have problems in conveying their thought so in order to simplify the task they use code switching. There are many different perspectives

in code switching, a major approach is sociolinguistics which focuses on the social motivation for switching.

2.3.1 Types of Code Switching

Hoffman (1991:112) shows some types of code switching based on the juncture or the scope of switching where language takes place, and they are:

1. Inter sentential code switching

This kind of code switching occurs between clause or sentence boundary, where each clause or sentence is in one language or the other.

Example : Andi: Ran, I think we're gonna be late, *macet nya panjang banget*.

In the example above, Andi spoke English first then switched the code to Indonesian to end his sentence.

2. Emblematic code switching

In this kind of code switching, tags, exclamation and certain set phrases in one language are inserted into an utterance otherwise in another language.

Example: A: let's eat, *yok!*

B: *well*, gimana kalua di rumah makan yang itu?

3. Establishing continuity with the previous speaker

This kind of code-switching occurs to continue the utterance of the previous speaker, as when one Indonesian speaker speaks in English and the other speaker tries to respond in English too.

Example: A: What a traffic! We will be stuck here for a while.

B: *Yup, you are spot on*, kita bakal tua menunggu.

In another discussion about the classification of code switching, Poplack in Romaine (1995:122-123) also classified code switching into three types and they are:

1. Tag switching

Is simply the insertion of a tag in one language in an utterance which is entirely in the other language. Tag switching is a free element and usually put in the beginning or at the end of a sentence, an interjection.

2. Inter sentential switching

Involves a significant amount of syntactic complexity and conformity to the rules of both languages; therefore speakers performing this kind of switching are usually fairly proficient in the participating languages. The speaker changes language between sentences, to do this the speaker must fully master both languages.

3. Intra sentential switching

Refers to the switching that occurs inside the same clause or sentences which then contain elements of both languages. In this type of switching, the speaker shifts from one language to another in a single sentence, the shift can be in the form of words, clauses or phrases.

2.3.2 Reason for Code Switching

According to Hoffman (1991), in Cakrawati (2011), there are seven reasons to switch languages:

1. The need to discuss a particular topic

Sometimes people prefer to speak of a certain topic in a certain way, whether the use of multiple language in a sentence or speaking in a totally different manner than the environment. By doing this the speaker can feel satisfied with the information that they are conveying or to emphasize a certain point.

2. The necessity of quoting somebody else

When quoting a famous saying, expression or proverbs of a well-known person, the person quoting tends to use the original language where the expression originated from.

3. Being emphatic about something

When someone is talking in not their native language and wants to be emphatic about certain things. They will, whether it is intentionally or unintentionally, switch from their second language to their first.

4. The essentials of using interjections

The use of interjection is to convey surprise, strong emotion, or to gain attention. This is usually used more in speaking than writing and because it has no grammatical value, it can be used practically anytime.

5. The need to use repetition for clarification

When a multilingual / bilingual person speaks and wants their speech to be fully understood, they tend to repeat the same information that they conveyed (in L2) in another language (in L1).

6. The necessity of intention in clarifying the speech content for interlocutor

When an exchange of information happens between bilingual people, there will be many code switching that happens during their talk. So in order to clarify their statements, they will repeat the content of their message in a different language which is slightly modified so that their speech runs smoothly and can be understood by the listener.

7. The need to express group identity

The way of communicating in a certain group maybe different from other groups, so the unique way of communicating can be used as a group identity.

2.3.3 Code Switching vs Borrowing (Code Mixing)

According to older academics and popular culture, the alteration between languages is a bad habit and it should be brought to attention as a concern. This has been misunderstood as confusion but according to recent literature that most mixed use of languages is a natural and positive development in bilingual learners.

There are two types of mixed languages use : code switching and borrowing, or code mixing.

Code switching is the switching of two languages back and forth in the same sentence, using both with fluency. This means that the speaker is actively using language skills from both languages for self-expression. When switching between languages, not only the vocabularies are switched but also the grammar and syntax of the target language. On the other hand, borrowing or code mixing uses two separate languages back to back. This means that the speaker uses one primary language but inserts words or ideas from another language in order to fit the primary language. This is frequently done when the speaker lacks the exact words for the concept being expressed.

2.4 Past Study

In this research, the researcher reviews some researches which are related to sociolinguistics in the code switching sector. These past studies are reviewed in order to gain information regarding the aspect of research performance, challenges and result as these studies support the current research.

A journal by Ahmad Mustamir Waris entitled “Code Switching and Mixing (communication in learning language)” from the journal *dakwah tabligh*, vol.13, No.1, June 2012: 123-135. In this journal, the researcher analyzed the transfer and incorporation of foreign language in a classroom situation where the teacher uses code switching to reduce the difficulty in learning the foreign language by an efficient way of giving clear meaning when transferring knowledge to the students. Yet according to the researcher, code switching can be

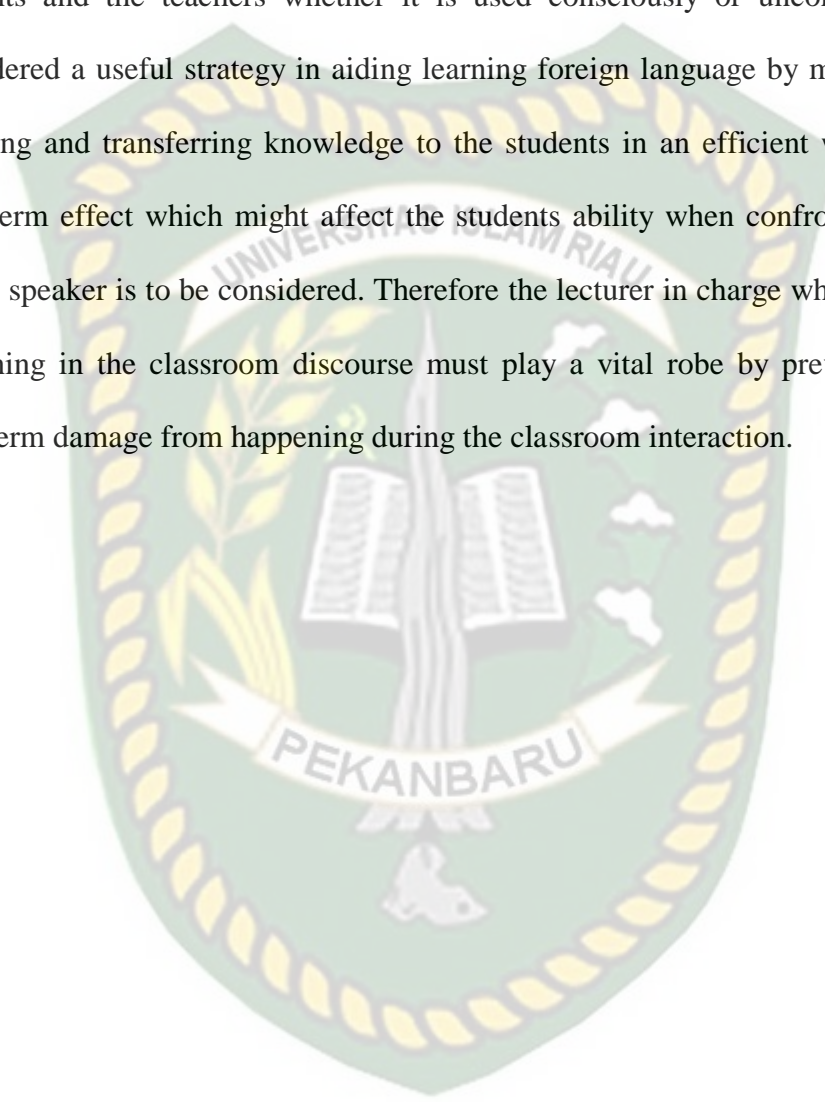
a barrier which prevents mutual intelligibility to the student when communicating to a native speaker of the target language.

Another journal by Ari Iswanto Wibowo, Idah Yuniasih and Fera Nelfanti entitled “Analysis of Types Code Switching and Code Mixing by The Sixth President of Republic Indonesia’s Speech at The National Of Independence Day” from the *PROGRESSIVE* Vol/ XII, No. 2, September 2017. ISSN: 1979-4975, describes the use of code switching and code mixing in the speech of the spoken language. From this research. The researchers discovered from the scripted text of the President’s (Susilo Bambang Yudhoyono) speech that the President’s speech can be categorized in both code switching and code mixing. There were three types of code switching (tag, inter sentential and intra sentential) and there were three types of code mixing (insertion, alternation and congruent lexicalization).

A study by Eva Fachiryah from the Serang Raya University with the title of “The Function of Code Switching in an English Language Classroom” with the aim of the research to determine the function of code switching used by a lecturer in a classroom interaction with the student in learning English. The researchers discovered that the use of code switching in class interaction can be used as a mean for clarification, repetition, explanation, asking questions, translation, checking for understanding, emphasizing a certain language element, making inferences, developing vocabularies, class discussion, giving feedback, aiding memorization, class management, entertainment and general communication.

A working paper by Entisar Khalifa Aljoundi from the university of Witwatersrand labeled “The Strength and Weaknesses of Code Switching and

Bilingualism in the Language Classroom” DOI:10.13140/RG.2.1.5051.1762 discusses about the strength and weaknesses of code switching and bilingualism of foreign language classroom. The use of code switching in the classroom by the students and the teachers whether it is used consciously or unconsciously is considered a useful strategy in aiding learning foreign language by making clear meaning and transferring knowledge to the students in an efficient way but the long term effect which might affect the students ability when confronted with a native speaker is to be considered. Therefore the lecturer in charge who uses code switching in the classroom discourse must play a vital robe by preventing this long term damage from happening during the classroom interaction.



CHAPTER III

RESEARCH FINDINGS

In this chapter, the researcher would like to present the findings of the research. The data was taken from the Seminar room I of the English department in FKIP at Riau Islamic University. The data was from the thesis defense portion of the presentation. The data that are used and analyzed by the researcher have been filtered and chosen accordingly. After analyzing the data, the researcher gets a view of how code switching is used during a full English thesis defense at the English department of FKIP in Riau Islamic University.

3.1 Research Analysis

The collected data has been analyzed and sorted according to the research question. From the analysis, the researcher has found out that the examiners as informants uses all types of code switching (intra sentential code switching, inter sentential code switching and tag switching) with singular or multiple type usage in a single utterance and also the use of L1 without code switching.

The 187 data has been sorted as shown below:

Intra sentential code switching	: Number [1] – [69]
Inter sentential code switching	: Number [70] – [91]
Tag switching	: Number [92] – [126]
Multiple type code switching	: Number [127] – [139]
L1	: Number [140] – [187]

3.1.1 Types of code switching

As written in the previous chapter, Poplack in Romaine (1995:122-123) also classified code switching into three types and they are:

1. Tag switching

Is simply the insertion of a tag in one language in an utterance which is entirely in the other language. Tag switching is a free element and usually put in the beginning or at the end of a sentence, an interjection.

2. Inter sentential switching

Involves a significant amount of syntactic complexity and conformity to the rules of both languages; therefore speakers performing this kind of switching are usually fairly proficient in the participating languages. The speaker changes language between sentences, to do this the speaker must fully master both languages.

3. Intra sentential switching

Refers to the switching that occurs inside the same clause or sentences which then contain elements of both languages. In this type of switching, the speaker shifts from one language to another in a single sentence, the shift can be in the form of words, clauses or phrases.

3.1.1.1 Intra Sentential switching

[1.] [2.] **Ulangi** from the first sentence, **efeknya ga pake ‘s’ bilang pake ‘s’** The effects of Inquiry Based Learning Method to the Students’, to the Students.

Data [2] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was commenting the presenter’s title. If it was spoken in English, it would be translated as:

“**Repeat** from the first sentence, **effect doesn’t use ‘s’ but you said you use ‘s’** The Effects of Inquiry Based Learning Method to the Students’, to the Students.”

[2.] [3.] **Kemana** inquiry based learning method **itu? sakit kepala** paraphrase **ya.**

Data [3] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was consulting the presenter’s writing. If it was spoken in English, it would be translated as:

“**Where is the** inquiry based learning method? **You’re not thinking right,** paraphrase **it.**”

[3.] [5.] **Anda harus memperbaiki** speaking **anda,** grammar **anda,** writing **anda.**

Data [5] above shows the usage of intra sentential switching. The reason for using this type of code switching was the need to discuss a particular topic when the examiner was consulting the presenter’s skills. If it was spoken in English, it would be translated as:

“**You must improve your speaking, your grammar, and your writing.**”

[4.] [6.] **Kalau Bahasa Inggris nya jelek, berarti speaking nya jelek, writing nya jelek.**

Data [6] above shows the usage of intra sentential switching. The reason for using this type of code switching was the need to discuss a particular topic when the examiner was denying the presenter's ability. If it was spoken in English, it would be translated as:

"If you're English is bad, that means you're speaking and writing are also bad".

[5.] [9.] Effect **tidak pake 's' ok, itu jadi diem**, of inquiries learning method **itu satu** paraphrase **jadi dia bukan** on, to. **Tidak ada** the effect on, **mana itu?**

Data [9] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was commenting the presenter's title. If it was spoken in English, it would be translated as:

"Effect that doesn't uses 's' becomes null, of inquiries learning method, that one paraphrase **it, so it's not** on, to. **There's no** the effect on, **what is that?"**

[6.] [10.] **Saya tertarik dengan kamu, itu apakah** I'm interested with **atau to atau** if?

Data [10] above shows the usage of intra sentential switching. The reason for using this type of code switching was the necessity of intention in clarifying the speech content for the presenter when the examiner was questioning the presenter's knowledge. If it was spoken in English, it would be translated as:

"I'm interested in you, does that uses I'm interested with or to or if?"

[7.] [12.] **Itu lagi**, I'm interested in, **itu bukan** with. I'm interested in you, you are interested in me, **bukan** with, **kalau** interesting **baru pake** to.

Data [12] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was consulting the presenter's answer. If it was spoken in English, it would be translated as:

“**That again**, I'm interested in, **that's not** with. I'm interested in you, you are interested in me, **bukan** with, **if** interesting **then you use** to.”

[8.] [16.] **Tidak bisa di suruh ngerjakan semua, perbaiki... ga jelas ini**, to the students' achievement **apa?**

Data [16] above shows the usage of intra sentential switching. The reason for using this type of code switching was the need to discuss a particular topic when the examiner was questioning the presenter's thesis. If it was spoken in English, it would be translated as:

“**You can't do all of this, fix it... this is vague, what do you mean by** to the students' achievement?”

[9.] [17.] **Karena dalam English itu banyak tu, biasa dia ada empat** skills reading, writing, speaking, listening, **tambah lagi** vocabulary **tambah lagi** grammar, structure, **banyak**.

Data [17] above shows the usage of intra sentential switching. The reason for using this type of code switching was the need to discuss a particular topic when the examiner was commenting the presenter's choices. If it was spoken in English, it would be translated as:

“Because there are many in English, usually there are four skills reading, writing, speaking, listening, **not to mention** vocabulary, grammar, structure, **and many more.**”

[10.] [18.] **Jadi yang mana achievement nya ini? Banyak pilihannya, nanti susah kamu malah voting ... ha ha ha ... hei, kemana ini?**

Data [18] above shows the usage of intra sentential switching. The reason for using this type of code switching was the need to discuss a particular topic when the examiner was questioning the presenter’s choices. If it was spoken in English, it would be translated as:

“**So which achievement? There are so many choices, it will be difficult and you might do voting ... ha ha ha ... so, where do we go from here?**”

[11.] [19.] **Mana pula skills sebanyak itu...!**

Data [19] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was denying the presenter’s choice. If it was spoken in English, it would be translated as:

“**It doesn’t consist of that many skills...!**”

[12.] [20.] **Jadi gini ya, anda jangan menyusahkan diri anda, don’t make yourself, you know what I mean, difficult.**

Data [20] above shows the usage of intra sentential switching. The reason for using this type of code switching was the need to use repetition for clarification when the examiner was consulting the presenter’s thesis. If it was spoken in English, it would be translated as:

“So, don’t make it hard for yourself, don’t make yourself, you know what I mean, difficult.”

[13.] [23.] **Jadi, saya sarankan anda ambil porsi satu saja sudah rumit, reading, writing, speaking atau listening. Belum lagi membimbing mereka, ada tes, tes itu** must be standard.

Data [23] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was consulting the presenter’s choice. If it was spoken in English, it would be translated as:

“So, I advise you to take just one, that’s already complex, so there’s reading, writing, speaking or listening. **Not to mention that you must guide them, there are tests and it** must be standard.”

[14.] [24.] If you give a test, you must try out **dulu**, see what I mean.

Data [24] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was consulting the presenter’s intention. If it was spoken in English, it would be translated as:

“If you give a test, you must try out **first**, see what I mean.”

[15.] [25.] Nah, **sebaiknya ambil satu skills saja, percaya saya, jangan sampai empat. Gimana anda nanti, belajar nya lagi, dikelas. Di classroom itu payah, sulit apalagi empat** skills, reading, writing, speaking, listening and then vocabulary, grammar, structure.

Data [25] above shows the usage of intra sentential switching. The reason for using this type of code switching was the need to discuss a particular topic when

the examiner was consulting the presenter's teaching program. If it was spoken in English, it would be translated as:

“So it's best that you take only one skill, believe me, and don't take four. How will you cope with studying in the classroom? In the classroom it's hard, not to mention with four skills, reading, writing, speaking, listening and then vocabulary, grammar, structure.”

[16.] [28.] Ok writing, **satu topik satu pelajaran, minggu dua beda lagi topiknya, minggu tiga beda lagi, minggu empat beda lagi, kalau enam skills, brarti enam kali empat, brapa ha...?**

Data [28] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was questioning the presenter's teaching program. If it was spoken in English, it would be translated as:

“Ok writing, one topic one lesson, the second week will need a different topic, the third week also and not to forget the fourth week, so with six skills it's six times four, how much...?”

[17.] [30.] **Biasanya lama sekolah memberi waktu ajarnya at least tujuh atau delapan, nah 24 kali dua? Times two?**

Data [30] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was questioning the presenter's teaching program. If it was spoken in English, it would be translated as:

“Normally the school gives long teaching hours at least seven or eight, so 24 times two? Times two?”

[18.] [31.] **Dua bulan tu**, it's not easy, semester **tinggal satu**. That's logical thinking.

Data [31] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was denying the presenter' teaching program. If it was spoken in English, it would be translated as:

“**That's two months**, it's not easy, **and you only have one semester left**. That's logical thinking.”

[19.] [35.] The Effect of Inquiry Based Learning Method, ya... the 2nd Year Students', to the 2nd Year Students' Achievement, **koma ya**, on English Grammar at the MTS Negeri Pekanbaru.

Data [35] above shows the usage of intra sentential switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was consulting the presenter's title. If it was spoken in English, it would be translated as:

“The Effect of Inquiry Based Learning Method, ya... the 2nd Year Students', to the 2nd Year Students' Achievement, **coma ok**, on English Grammar at the MTS Negeri Pekanbaru.”

[20.] [36.] **Kalau Bahasa inggris, tak mau dia Bahasa Indonesia normal, masa Bahasa inggrisnya pake aturan Bahasa Indonesia... apa lagi, coba baca**, the effects of...

Data [36] above shows the usage of intra sentential switching. The reason for using this type of code switching was the need to discuss a particular topic when the examiner was commenting the presenter's writing. If it was spoken in English, it would be translated as:

“With English, it doesn’t work with the usual Indonesian, why would you use Indonesian language rules on English... what else, read this, the effects of...”

[21.] [37.] **Baguskan, cantik dia, baik**, next. So you focus on grammar okay, **pembelajarannya** focus **ke** grammar, how do you get the text of the grammar?

Data [37] above shows the usage of intra sentential switching. The reason for using this type of code switching was the need to discuss a particular topic when the examiner was questioning the presenter’s sources. If it was spoken in English, it would be translated as:

“**It’s better right, ok so** next. So you focus on grammar okay, **the study will focus on grammar**, how do you get the text of the grammar?”

[22.] [41.] **Mana** teacher booknya? **Sini-sini** (writes some info) **jadi nanti ambil disini. Grammar itu kebanyakan**, the kinds of test, **ada** multiple choice test, **ada** matching, **bahkan ada** yang lain.

Data [41] above shows the usage of intra sentential switching. The reason for using this type of code switching was the need to discuss a particular topic when the examiner was questioning the presenter’s sources. If it was spoken in English, it would be translated as:

“**Where is the** teacher’s book? **Come here** (writes some info) **later on you can take it from here. Mostly grammar consists of** these kinds of test, **there’s** multiple choice test, **there’s** matching **and many more.**”

[23.] [42.] **Jadi dibagi-bagi aj nanti, jadi mungkin**, 40 questions **untuk** pretest, **di bagi aja**...10 multiple choice, 10 matching, **10 lagi apa...?**

Data [42] above shows the usage of intra sentential switching. The reason for using this type of code switching was the need to discuss a particular topic when

the examiner was consulting the presenter's pretest questions. If it was spoken in English, it would be translated as:

“So you can divide them later, from the 40 questions for pretest, just divide them into...10 multiple choice, 10 matching, the remaining will be...?”

[24.] [46.] **Silahkan bertanya, ni kalau saya koreksi, banyak ni... kemudian yang based on ini, perbaiki.**

Data [46] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was denying the presenter's choice of expert. If it was spoken in English, it would be translated as:

“Please ask some questions, if I correct this, there are many... based on, fix this.”

[25.] [53.] **Kalau teaching, kita mengangkat peneliti dari mana? Assumsinya, jadi kalau tidak ada penetapan kita berfikir ...**

Data [53] above shows the usage of intra sentential switching. The reason for using this type of code switching was the need to discuss a particular topic when the examiner was commenting the presenter's writing. If it was spoken in English, it would be translated as:

“If teaching, where do we appoint the researchers from? The assumption, if there are no foundations, we will think ...”

[26.] [54.] **Problemnya bisa di kembangkan, nah, coba di check lagi, text assumption nya.**

Data [54] above shows the usage of intra sentential switching. The reason for using this type of code switching was the need to discuss a particular topic when

the examiner was consulting the presenter's writing. If it was spoken in English, it would be translated as:

“The problem can be expanded, right, please recheck the text assumption.”

[27.] [56.] **Yang di ambil dari google, content nya, saya tidak setuju... punya research, punya pemikiran, punya strategi, baru bisa.**

Data [56] above shows the usage of intra sentential switching. The reason for using this type of code switching was the need to discuss a particular topic when the examiner was denying the presenter's sources. If it was spoken in English, it would be translated as:

“The content from taken from google, I disagree... if you have a research, an idea, a strategy then it can.”

[28.] [64.] **Proses itu kamu mengambil research in the classroom, kalau dia di lapangan, berarti in the field.**

Data [64] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was commenting the presenter's writing. If it was spoken in English, it would be translated as:

“Process is when you take the research in the classroom, if it's in the field that means in the field.”

[29.] [65.] **Yang namanya design ini seperti apa? Itu dia, yang X. there are two variable, sekarang ada inquiry based learning method, itu X, benar sini kan.**

Data [65] above shows the usage of intra sentential switching. The reason for using this type of code switching was the need to discuss a particular topic when

the examiner was commenting the presenter's research variable. If it was spoken in English, it would be translated as:

“What is design like? That’s it, the X. there are two variable, now there is inquiry based learning method, that’s X, its correct, right.”

[30.] [66.] **Ini X, ni Y. kemudian Y nya** the students' achievement **sesuai dengan title tadi.**

Data [66] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was commenting the presenter's writing. If it was spoken in English, it would be translated as:

“This is X and this is Y, so the Y is the students' achievement in accordance to the title.”

[31.] [67.] **Kemudian anda lakukan** teaching **setelah itu,** posttest. Posttest **itu hasil dari** teaching, you must give test to the students based on the treatment topic given, **jelas?**

Data [67] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was consulting the presenter's research process. If it was spoken in English, it would be translated as:

“Then you do teaching, after that, posttest. Posttest **is the result from** teaching; you must give test to the students based on the treatment topic given, **is it clear?”**

[32.] [73.] **Kalau kita mengumpulkan data,** how will you collect data?

Data [73] above shows the usage of intra sentential switching. The reason for using this type of code switching was e necessity of intention in clarifying the

speech content for the presenter when the examiner was questioning the presenter's data collection technique. If it was spoken in English, it would be translated as:

“**If we are collecting the data**, how will you collect data? ”

[33.] [74.] **Disini** the research data will be taken by using, **itu bukan bicara analisis**.

Data [74] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was commenting the presenter's research data. If it was spoken in English, it would be translated as:

“**Here**, the research data will be taken by using, **that is not analysis**. ”

[34.] [75.] **Kita berbicara** data understanding **tapi anda bicara** analysis. **Ini** research data taken by SPSS, the researcher will assess the students' achievement from the statistic.

Data [75] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was commenting the presenter's data analysis. If it was spoken in English, it would be translated as:

“**We are talking about** data understanding **but you are talking about** analysis. **This** research data taken by SPSS, the researcher will assess the students' achievement from the statistic. ”

[35.] [77.] **Perbaiki itu judulnya**, the effects, ‘on’ **ke** ‘to’.

Data [77] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was

denying the presenter's choice of word. If it was spoken in English, it would be translated as:

“**Fix the title**, the effects, ‘on’ to ‘to’.”

[36.] [80.] **Baca**, read...

Data [80] above shows the usage of intra sentential switching. The reason for using this type of code switching was the need to use repetition for clarification when the examiner was commenting the presenter's reading ability. If it was spoken in English, it would be translated as:

“**Read**, read...”

[37.] [82.] **Prof, ini maksudnya** method.

Data [82] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was consulting the other examiner. If it was spoken in English, it would be translated as:

“**Prof, I think she meant** method.”

[38.] [90.] Like you are going home for **lebaran**, of course there are many planning that comes to mind, things to do, in order to make plans for happy **lebaran**.

Data [90] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was commenting the presenter's planning. If it was spoken in English, this single word code switching would be translated as: Lebaran = Eid

[39.] [91.] Are you sure, only one, based on your methodology of research, **coba lihat buku** methodology research.

Data [91] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was commenting the presenter's use of expert quotations. If it was spoken in English, it would be translated as:

“Are you sure, only one, based on your methodology of research, **try looking into the methodology research book.**”

[40.] [99.] So in my journal, I use Hermer cited for my journal, **ga bagus ini**, it should be the writer is Hermer, ya.

Data [99] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was denying the presenter's choice of words. If it was spoken in English, it would be translated as:

“The writer of the journals writer is Hermer not Rugayah. So in my journal, I use Hermer cited for my journal, **this is not good**, it should be the writer is Hermer.”

[41.] [104.] There is also my book, **di baca ya**.

Data [104] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was consulting the presenter's references. If it was spoken in English, it would be translated as:

“There is also my book, **read it ok.**”

[42.] [107.] Grammar I, II, III, will ask past tense, **bener ga, apa sih...**

Data [107] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was commenting the presenter's knowledge. If it was spoken in English, it would be translated as:

“Grammar I, II, III, will ask past tense, **am I right...?**”

[43.] [125.] how to assess the students writing, **ngerti ga?**

Data [125] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was questioning the presenter's understanding in assessment. If it was spoken in English, it would be translated as:

“How to assess the students writing, **do you understand?**”

[44.] [130.] **Kalau** some text **brarti banyak teks**, narrative, descriptive, **dll, jadi** ability to write a text especially in this research descriptive text.

Data [130] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was commenting the presenter's choice of words. If it was spoken in English, it would be translated as:

“**If it's** some text **then that means many texts**, narrative, descriptive, **etc., so the** ability to write a text especially in this research descriptive text.”

[45.] [134.] **bu Rugayah** said that your chapter two is **abal-abal, kenapa abal-abal?**

Data [134] above shows the usage of intra sentential switching. The reason for using this type of code switching was the necessity of quoting bu Rugayah when

the examiner was questioning the presenter's unclear writing of chapter 2. If it was spoken in English, it would be translated as:

“No? Nah, in Chapter two, I agree with bu Rugayah, bu Rugayah said that your chapter two **unclear, why is it unclear?**”

[46.] [136.] **Contohnya tadi bu Rugayah**, for example this is bu Rugayah's article right.

Data [136] above shows the usage of intra sentential switching. The reason for using this type of code switching was the need to use repetition for clarification when the examiner was commenting the presenter's choice of an article by the expert. If it was spoken in English, it would be translated as:

“**Bu Rugayah's was an example**, for example this is bu Rugayah's article right.”

[47.] [138.] **Ya di sini Ade --- trus ada lagi --- dan** most of the experts in chapter two are not included in references, **tidak di masukkan ke dalam daftar pustaka.**

Data [138] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was commenting the presenter's references. If it was spoken in English, it would be translated as:

“**It's here Ade... there's more... and** most of the experts in chapter two are not included in references, **you did not include it in you references.**”

[48.] [140.] For example, in bibliography include the volume, page, **apalagi**, but in references maybe there is no volume, there are no pages.

Data [140] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was

commenting the presenter's knowledge on references. If it was spoken in English, this single word code switching would be translated as:

Apalagi = What else

[49.] [144.] **Nah, berarti kamu disini buat bibliography atau** references? Data [144] above shows the usage of intra sentential switching. The reason for using this type of code switching was the need to discuss a particular topic when the examiner was questioning the presenter's ability to differentiate bibliography and references. If it was spoken in English, it would be translated as:

“So that means that here, did you make a bibliography or references?”

[50.] [146.] **Jadi Ade gitu yah, dan Ade, you didn't put atau** include the experts name in your references, **coba buktikan, cepat.**

Data [146] above shows the usage of intra sentential switching. The reason for using this type of code switching was the need to discuss a particular topic when the examiner was commenting the presenter's references. If it was spoken in English, it would be translated as:

“So Ade, it's like that **ok and Ade, you didn't put or** include the experts name in you references, **prove it, quick.**”

[51.] [148.] Alphabetically... **Ya kan, lihat ni, huft... Pertama Ade tu J abis tu A, lalu H, udah tu U.**

Data [148] above shows the usage of intra sentential switching. The reason for using this type of code switching was the need to discuss a particular topic when the examiner was commenting the presenter's references order. If it was spoken in English, it would be translated as:

“Alphabetically ... **right, look at this, first it’s J, then an A, then H after that a U.**”

[52.] [149.] **Jadi coba lihat panduan di prodi, gimana membuat references nya... ok ya, Ade, itu... hmm...** and then the steps, you have discussed about the steps.

Data [149] above shows the usage of intra sentential switching. The reason for using this type of code switching was the need to discuss a particular topic when the examiner was consulting the presenter’s way of writing references. If it was spoken in English, it would be translated as:

“**Why don’t you try and look at the guide in Prodi for the references ok Ade...** and then the steps, have you discussed about the steps.”

[53.] [151.] **Jadi sekarang dah tau ya, how to apply clustering technique in the classroom, Ade, do you know?**

Data [151] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was commenting the presenter understands on how to apply clustering technique. If it was spoken in English, it would be translated as:

“**So now you know, how to apply clustering technique in the classroom, Ade, do you know?**”

[54.] [153.] Yes, **pokoknya temukan nanti ya, pas ma’am tanya dan kamu minta tanda tangan Ade ngomong, show me Cooper’s article ya. Ok.**

Data [153] above shows the usage of intra sentential switching. The reason for using this type of code switching was the need to discuss a particular topic when

the examiner was consulting the presenter's knowledge. If it was spoken in English, it would be translated as:

“Yes, **just find it later. When you ask for my signature later on, you must tell me, show me Cooper's article, Ok.**”

[55.] [158.] **Ah, ini berbeda, chapter dua different, in chapter three different, coba lihat chapter three the research procedure,**

Data [158] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was commenting the presenter's research procedure consistency. If it was spoken in English, it would be translated as:

“**This is different, chapter two is different, in chapter three it's different, look here at chapter three the research procedure,**”

[56.] [159.] It should be the same steps in chapter two from the expert then the same in chapter three in treatment and then the technique then in lesson plans also, **ya kan. Ngeriti?**

Data [159] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was questioning the presenter's understanding of the suggestion. If it was spoken in English, it would be translated as:

“It should be the same steps in chapter two from the expert then the same in chapter three in treatment and then the technique then in lesson plans also, **ok. Do you understand?**”

[57.] [161.] **Ok. Jadi ya steps nya kamu buat lagi disini ya. Langsung dia, ya, jadi sama steps nya dengan yang di chapter three, procedure, treatment dan lesson plan.**

Data [161] above shows the usage of intra sentential switching. The reason for using this type of code switching was the need to discuss a particular topic when the examiner was commenting the presenter's research steps. If it was spoken in English, it would be translated as:

“**Here, you remake the steps. So it has the same steps with** chapter three, procedure, treatment **and** lesson plan.”

[58.] [164.] What are the instruments of the research, observation, interview, questionnaire, **apalagi**, how about your research?

Data [164] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was questioning the types of research instrument to the presenter. If it was spoken in English, this single word code switching would be translated as:

Apalagi = what else.

[59.] [165.] In classroom experimental research, what instruments? **Kan ada** writing test, **tuk** speaking **ada** speaking test.

Data [165] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was commenting the presenter's research instruments. If it was spoken in English, it would be translated as:

“In classroom experimental research, what instruments? **There's** writing test, **for** speaking **there's** speaking test.”

[60.] [169.] **Yang di observasi itu the teaching and learning process dari awal ngajarnya sampe terahir.**

Data [169] above shows the usage of intra sentential switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was consulting the presenter's target of observation. If it was spoken in English, it would be translated as:

“The Observation should be on the teaching and learning process from the start until the end.”

[61.] [173.] **Harus ada instruksi nya, kalau writing harus ada instruction, mana dia instructionnya, disuruh nulis apa silahkan tulis gitu aja?**

Data [173] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was questioning the presenter's test procedure. If it was spoken in English, it would be translated as:

“There should be instructions, for writing it should instruction, where is the instruction? You want them to write whatever they want?”

[62.] [174.] **Jadi harus ada lembaran pertanyaan writing nya De. Written test, harus ada instructionnya, apa kalimat pertama pada instructionnya ? Ade mengujikan siswanya tentang menulis descriptive text, apa instruksi pertamanya?**

Data [174] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was consulting the presenter's test instructions. If it was spoken in English, it would be translated as:

“So it should have an answer sheet for the writing test, De. Written tests must have instructions, **what’s the first sentence in the instruction? Ade will test the students about** descriptive text, **what is the first instruction?”**

[63.] [177.] **Trus**, choose one of these topics... one... two... three... four... **di batasi ga kalimat nya**, how many?

Data [177] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was consulting the presenter’s test instructions. If it was spoken in English, it would be translated as:

“**And then** choose one of these topics... one... two... three... four... **will the sentences be limited**, how many?”

[64.] [179.] Maximal, minimal, **apalagi, gunakan** grammar yang **bener perlu ga?**

Data [179] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was questioning the presenter’s test answer requirements. If it was spoken in English, it would be translated as:

“**Maximum, minimum, what else? Is using proper** grammar **required?**”

[65.] [180.] **Apa lagi? Jadi harus ada** descriptionnya. **Jadi ada panduannya dalam menulis** descriptive text **ini**.

Data [180] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was consulting the presenter’s instruments of research. If it was spoken in English, it would be translated as:

“What else? It should contain the descriptions. So there is a guide in writing this descriptive text in.”

[66.] [182.] With using ... **betul tu?**

Data [182] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was questioning the presenter’s use of words. If it was spoken in English, it would be translated as:

“Which using... **is that correct?**”

[67.] [183.] **Ya tu aman tu, kan gitu dah dapat, trus? Apa yang kamu cari di situ? Untuk experimental research ini.**

Data [183] above shows the usage of intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was consulting the presenter’s target of research. If it was spoken in English, it would be translated as:

“That’s ok, you will get it. And then? What will you find from there? For this experimental research.”

[68.] [185.] **Cari rata ratanya, dinilai pretest nya dinilai posttest nya, rata-rata nya berapa, bandingkan pre sama posttest nya. Trus berapa standar deviasinya, ya kan.**

Data [185] above shows the usage of intra sentential switching. The reason for using this type of code switching was the need to discuss a particular topic when the examiner was consulting the presenter’s data analysis. If it was spoken in English, it would be translated as:

“Find the average, grade the pretest, grade the posttest, how much is the average, compare it between pre and posttest. The, how much is the standard deviation, right?”

[69.] [186.] **Trus berapa peningkatan nya antara pre dan posttest dan apa kesimpulan bahwa tesis no atau significant increase atau decrease effect, jadi cuma nilai student nya di banding tentang writing descriptive text, itu aja... jadi Ade hanya sampai menilai writing siswanya bukan sampe experiment nya, gampang pake SPSS, masukkan semua data selesai, tapi how to describe the data and the result from SPSS, gampang kan pakai SPSS? Download SPSS 23, nah masukkan ke laptop jangan ke HP, ga kuat itu, ada SPSS 23?**

Data [186] above shows the usage of intra sentential switching. The reason for using this type of code switching was the need to discuss a particular topic when the examiner was consulting the presenter’s data analysis. If it was spoken in English, it would be translated as:

“And then, how much are the increase between pre and posttest and what is your thesis conclusion regarding this, are there no or significant increase or decrease effect, so the score of the student compared with writing descriptive text, that’s it... So Ade will grade up to the students’ writing, not until the experiment, it’s easy to use SPSS, input the data and it’s done but how to describe the data and the result from SPSS, it’s easy to use SPSS, right? Download SPSS 23, install it in your laptop, not in your phone, it’s not strong enough, you have SPSS 23?”

3.1.1.2 Inter Sentential Switching

[70.] [1.] **Ketika itu kamu meledak dan saya menangis ... ha ha ha...**
So that means you are taking your jobs and your lectures?

Data [1] above shows the usage of inter sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was questioning the presenter's activities. If it was spoken in English, it would be translated as:

“**When you break down, I will cry... ha ha ha...** So that means you are taking your jobs and your lectures?”

[71.] [7.] **Bahasa inggris apanya? Do you understand Pak Seno ni?**

Data [7] above shows the usage of emblematic or tag switching and inter sentential switching. The reason for using this type of code switching was the necessity of intention in clarifying the speech content for the presenter when the examiner was questioning the presenter's language skills. If it was spoken in English, it would be translated as:

“**What English language? Do you understand this Pak Seno?**”

[72.] [14.] **Kalau anda S-3, udah lah tu. Yang sebelumnya jelas? You have your first years, go study, no copy, no indicate, no ask somebody, you know what I mean, you make it correct now...**

Data [14] above shows the usage of inter sentential switching. The reason for using this type of code switching was the necessity of intention in clarifying the speech content for the presenter when the examiner was questioning the presenter's intention. If it was spoken in English, it would be translated as:

“If you’re a Doctors degree, never mind. Are the previous things clear? You have your first years, go study, no copy, no indicate, no ask somebody, you know what I mean, you make it correct now...”

[73.] [21.] Make everything easy for you, but can be advantageous. **Kalau kita tidak mampu mengurus sesuatu, jangan mengada-ngada ya, tapi buat sesuatu semampumu.**

Data [21] above shows the usage of inter sentential switching. The reason for using this type of code switching was the necessity of intention in clarifying the speech content for the presenter when the examiner was supporting the presenter’s ability to write. If it was spoken in English, it would be translated as:

“Make everything easy for you, but can be advantageous. **If you can’t do something, don’t make it up but do something that you can do**”

[74.] [38.] Where do you get the test for grammar? See what I mean, **tes grammar itu dari mana didapatnya?**

Data [38] above shows the usage of inter sentential switching. The reason for using this type of code switching was the need to use repetition for clarification when the examiner was questioning the presenter’s sources. If it was spoken in English, it would be translated as:

“Where do you get the test for grammar? See what I mean, Where do you get the test for grammar?”

[75.] [39.] **Sekedar untuk informasi, dari mana kau dapat tes grammar?** Where will you get the test for the sample test?

Data [39] above shows the usage of inter sentential switching. The reason for using this type of code switching was the need to use repetition for clarification

when the examiner was questioning the presenter's sources. If it was spoken in English, it would be translated as:

“**Just for my knowledge, where will you get the grammar test?** Where will you get the test for the sample test?”

[76.] [45.] **Catat itu dan cari buku ini nanti. Ada lagi pertanyaan? Ni banyak ni.** Any question from you?

Data [45] above shows the usage of inter sentential switching. The reason for using this type of code switching was the necessity of intention in clarifying the speech content for the presenter when the examiner was questioning the presenter's understanding. If it was spoken in English, it would be translated as:

“**Write that down and find this book. Anymore questions? There are many here.** Any question from you? ”

[77.] [47.] **Siapa bilang, yang sebelumnya,** it's not easy to write a thesis like that.

Data [47] above shows the usage of inter sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was commenting the presenter's writing. If it was spoken in English, it would be translated as:

“**Says who? The previous thing,** it's not easy to write a thesis like that.”

[78.] [48.] **Siapa profesornya?** I mean...

Data [48] above shows the usage of inter sentential switching. The reason for using this type of code switching was the necessity of intention in clarifying the speech content for the presenter when the examiner was questioning the presenter's writing. If it was spoken in English, it would be translated as:

“**Who’s the professor?** I mean...”

[79.] [49.] **Ini apa ...?** What do you mean by this?

Data [49] above shows the usage of inter sentential switching. The reason for using this type of code switching was the necessity of intention in clarifying the speech content for the presenter when the examiner was questioning the presenter’s writing. If it was spoken in English, it would be translated as:

“**What’s this...?** What do you mean by this?”

[80.] [51.] **Okelah kalau begitu, dimana?** On what page?

Data [51] above shows the usage of inter sentential switching. The reason for using this type of code switching was the necessity of intention in clarifying the speech content for the presenter when the examiner was questioning the presenter’s response. If it was spoken in English, it would be translated as:

“Alright then, where? On what page?”

[81.] [59.] **Kalau dia seperti title sebelumnya, perangkatnya** there is no effect of inquiry based learning method towards...

Data [59] above shows the usage of inter sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was commenting the presenter’s thesis. If it was spoken in English, it would be translated as:

“**If it’s like the previous title, the instrument,** there is no effect of inquiry based learning method towards...”

[82.] [61.] Next, page 15, speaking, you must classify it. **Ini bukan desain.**

Data [61] above shows the usage of inter sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was denying the presenter's research design. If it was spoken in English, it would be translated as:

“Next, page 15, speaking, you must classify it. **This is not design.**”

[83.] [87.] **Kamu kuasai step-stepnya**, because when you have thesis examination I will ask you this question again and when I look at your proposal.

Data [87] above shows the usage of inter sentential switching. The reason for using this type of code switching was the necessity of intention in clarifying the speech content for the presenter when the examiner was consulting the presenter regarding her thesis defense. If it was spoken in English, it would be translated as:

“**You must relearn and master the steps** because when you have thesis examination I will ask you this question again and when I look at your proposal. I find speaking, what step orientation of speaking?”

[84.] [98.] So it means you need 25 experts also 25 journals, book included. **Ini namanya pemecahan abal-abal.**

Data [98] above shows the usage of inter sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was commenting the presenter's solution. If it was spoken in English, it would be translated as:

“So it mean you need 25 experts also 25 journals, book included. **This is called an unclear resolve**”

[85.] [120.] **Kan banyak tu, tau kan semua.** Ok next.

Data [120] above shows the usage of inter sentential switching. The reason for using this type of code switching was the need to discuss a particular topic when the examiner was commenting the presenter's knowledge. If it was spoken in English, it would be translated as:

“**That’s a lot, you know all of them right.** Ok next.”

[86.] [127.] **Ada banyak teks-teks lagi tapi ini focus nya descriptive sedangkan disini?** In your paper, there is no limitation of problems but you write the limitation of problem.

Data [127] above shows the usage of inter sentential switching. The reason for using this type of code switching was the necessity of intention in clarifying the speech content for the presenter when the examiner was commenting the presenter's focus of research. If it was spoken in English, it would be translated as:

“**There are so many texts; it says that the focus is descriptive text but here?** In your paper, there is no limitation of problems but you write the limitation of problem.”

[87.] [133.] The first one the effect, what is the effect? **Ya dari judulnya kamu jabarkan,** you explain about your research, ok next. Any questions?

Data [133] above shows the usage of inter sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was commenting the presenter to expand the explanation regarding the title. If it was spoken in English, it would be translated as:

“The first one the effect, what is the effect? **From the title you must expand and describe it**, you explain about your research, ok next. Any questions?”

[88.] [147.] **Ade gimana ni De, penulisan, gimana Ade, penulisan bibliografinya.** How to write bibliography and references. **Kalau manual gimana?**

Data [147] above shows the usage of inter sentential switching. The reason for using this type of code switching was the need to discuss a particular topic when the examiner was questioning the presenter’s ability to manually write a reference. If it was spoken in English, it would be translated as:

“**What about this Ade, the writing, how is it Ade, the bibliography input.** How to write bibliography and references. **How do we do it manually?**”

[89.] [163.] Problem. Is it. Is this title or problem? **Jadi problem nya apa?**

Data [163] above shows the usage of inter sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was questioning the presenter’s difficulty in writing. If it was spoken in English, it would be translated as:

“Problem. Is it. Is this title or problem? **So what’s the problem?**”

[90.] [171.] **Apa yang kamu observasi? Ada indikatornya...** Ok next the second is the test, where do we begin, what is the test?

Data [171] above shows the usage of inter sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was questioning the presenter’s test instrument. If it was spoken in English, it would be translated as:

“What will you observe? There are indicators. Ok next the second is the test, where do we begin, what is the test?”

[91.] [172.] **Ga tau lagi, jawabannya gimana ... Tes nya bentuk apa De?** Multiple choices? True or false?

Data [172] above shows the usage of inter sentential switching. The reason for using this type of code switching was the necessity of intention in clarifying the speech content for the presenter when the examiner was questioning the presenter’s test form. If it was spoken in English, it would be translated as:

“You don’t know what the answers are... The tests are in the form of? Multiple choices? True or false?”

3.1.1.3 Emblematic or Tag Switching

[92.] [88.] Nice writing ya, your thesis, proposal is about writing, so what is it.

Data [88] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was commenting the presenter’s writing. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[93.] [89.] There is kind of language from the book, from other sources ya, now what we need in our background is based on our planning, what we are going to do.

Data [89] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was consulting the presenter’s writing. If it was spoken in English,

there is no proper translation for a special tag or utterance from one language to another language.

[94.] [92.] Because in one research, experimental research can have two variables or more, can be three, four, or more ya.

Data [92] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was commenting the presenter's choice of variable. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[95.] [93.] Nah their both independent ... From the first paragraph, you said ya.

Data [93] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was commenting the presenter's independent variables. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[96.] [94.] This is also based on the form of proposal, yah, ok. We start from the beginning, look at the form ya.

Data [94] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was commenting the presenter's proposal form. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[97.] [95.] Now you should bring them all ya and print them all when you take examination, and you show, these are my references that I use for my research.

Data [95] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was commenting the presenter's preparation for thesis proposal. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[98.] [96.] Now what expert say and then you explain what you need from that theory, all the expert you need you explain ya.

Data [96] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was questioning the presenter's explanation. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[99.] [97.] The writer of the journal like this one, of course the writer is my name Rugayah, nah the tittle is about writing and you are going to take my idea of course you will write writing based on Rugayah is bla bla bla... ya.

Data [97] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was commenting the presenter's writing. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[100.] [100.] Teaching writing by clustering, by teaching writing in senior high school, I don't like it, ya.

Data [100] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when

the examiner was consulting the presenter's choice of teaching method. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[101.] [101.] Teaching uh... definition of writing, the purpose of teaching writing, nah because every level has purpose of teaching writing.

Data [101] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was denying the presenter's definition and purpose of writing. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[102.] [102.] Nah, why do you use the past tense?

Data [102] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was questioning the presenter's use of past tense. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[103.] [103.] Ya, the sentence.

Data [103] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was commenting the presenter's sentence. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[104.] [105.] Sample of research, because the number of students ... uh... cheating ya...

Data [105] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essential of using interjections when the examiner was consulting the presenter's to be aware of cheating students. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[105.] [106.] Ok next. If it's this kind of descriptive text you should mention it in your limitation of your research, ok. Nah...

Data [106] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was consulting the presenter's writing in the limitation of the research. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[106.] [108.] You may ask the statistic expert, ya. You have studied statistic?

Data [108] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was consulting the presenter's studies regarding statistic. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[107.] [109.] Ya, I believe you can discover the result.

Data [109] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was consulting the presenter's ability to complete the research. If it

was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[108.] [110.] Come on Ade, speak up... nah there is someone here who is observing your speaking ability in the class, activity in class... ayok...

Data [110] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was commenting the presenter's speaking ability. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[109.] [111.] Well Ade, before teaching them, you explain, draw the technique you use ya, just explain based on the procedure of the technique, the technique only.

Data [111] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was questioning the presenter's teaching program. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[110.] [112.] Ok Ade, I change the title about person, yah... a very important person,

Data [112] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was questioning the presenter's writing ability. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[111.] [113.] Well Ade ya, read and read. The second paragraph writes about the characteristics of the person or things and first paragraph is the identification of things ya.

Data [113] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was consulting the presenter's knowledge about descriptive writing. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[112.] [114.] nah my question ya, nah do you know how many learning skills in English?

Data [114] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was questioning the presenter's knowledge on learning skills. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[113.] [115.] Please read and write the second paragraph of your research in chapter one ya,

Data [115] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was consulting the presenter's thesis form. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[114.] [116.] Writing, ya.

Data [116] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was commenting the presenter's answer. If it was spoken in English,

there is no proper translation for a special tag or utterance from one language to another language.

[115.] [121.] Ade, in limitation of problem, nah, what topics on this research actually?

Data [121] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was questioning the presenter's topic of research. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[116.] [122.] Descriptive text, nah you mention there are ...

Data [122] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was questioning the presenter's thesis regarding descriptive text. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[117.] [123.] Nah, you mention here and then you limit, you choose one of them, that is descriptive text and then what are the indicators of writing, what are they?

Data [123] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was questioning the presenter's indicators. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[118.] [124.] Nah, ya, you focus on mechanics bla bla bla.

Data [124] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was commenting the presenter's focus in writing. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[119.] [128.] But there is no limitation, nah... what is the limitation of the problem exactly?

Data [128] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was questioning the presenter's limitation of problem. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[120.] [129.] Nah, and then next, first year student's on writing ability, what writing means?

Data [129] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was questioning the presenter's knowledge on writing ability. If it was spoken in English there is no proper translation for a special tag or utterance from one language to another language.

[121.] [132.] Ya, its ok, but you explain, you relate about the school, ok. Nah, do you know how to write down the definition of key terms?

Data [132] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when

the examiner was questioning the presenter's ability to write definition of key terms. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[122.] [157.] Actually for method or technique or strategy ya,
Data [157] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was consulting the presenter's method or strategy. If it was spoken in English, there is no proper translate for a special tag or utterance from one language to another language.

[123.] [160.] Nah, in step one you mention here, introduce the concept of clustering technique to the students, until here you do not need to explain to the students, to mention, to introduce the concept of clustering tech to the students, you just apply the steps, ya.
Data [160] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was consulting the presenter's research procedure. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[124.] [162.] Nah, and then Ade, in chapter two it's about descriptive,
Data [162] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was questioning the presenter's chapter II. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[125.] [168.] Ya... how? How to observe?

Data [168] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was questioning the presenter's procedure of observation. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

[126.] [187.] Ya, dah. Thank you very much Ade,

Data [187] above shows the usage of emblematic or tag switching. The reason for using this type of code switching was the essentials of using interjections when the examiner was commenting the presenter's solution. If it was spoken in English, there is no proper translation for a special tag or utterance from one language to another language.

3.1.1.4 Multiple Code Switching

[127] [34.] At least six stages: **pretest, proses dan** process the test, **jadi** The Effects of Inquiry Based Learning Method to the (ya).

Data [34] above shows the usage of intra sentential switching and emblematic or tag switching. The reason for using this type of code switching was to be emphatic when the examiner was commenting the presenter's title. If it was spoken in English, it would be translated as:

“At least six stages: **pretest, process and** process the test, **so** The Effects of Inquiry Based Learning Method to the (ok).”

[128.] [58.] Hypothesis **nya harus ngikut pada programnya ya. Jadi** the effects of English achievement after reinforced using research method...

Data [58] above shows the usage of inter sentential switching and emblematic or tag switching. The reason for using this type of code switching was to be emphatic when the examiner was consulting the presenter's hypothesis. If it was spoken in English, it would be translated as:

“**The hypothesis must follow the program, ok. So,** the effects of English achievement after reinforced using research method...”

[129.] [62.] **Ambil** research **tapi** proses. The process of research in the field in the classroom... **yang desain itu seperti apa? Lihat dia, di kasih tau ga mau...**

Data [62] above shows the usage of inter sentential switching and intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was questioning the presenter's research design. If it was spoken in English, it would be translated as:

“**Take the** research **but process it.** The process of research in the field in the classroom... **what is the one in your design like? Look at her; she doesn't listen when being told...**”

[130.] [63.] The design of the research T1 and T2. Pretest, **setelah** treatment, posttest, **ini namanya proses.**

Data [63] above shows the usage of inter sentential switching and intra sentential switching. The reason for using this type of code switching was the necessity of intention in clarifying the speech content for the presenter when the examiner was commenting the presenter's writing. If it was spoken in English, it would be translated as:

“The design of the research T1 and T2. Pretest, **then after** treatment, posttest, **this is called process.**”

[131.] [69.] **Kemudian** subject and object of the research. **Disini ada** subject and object of the research, any object, subject, **ada** example **dan** lesson. **Ini bertele-tele, pusing saya ha ha ha...**

Data [69] above shows the usage of intra sentential switching and inter sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was denying the presenter’s writing. If it was spoken in English, it would be translated as:

“**Then the** subject and **the** object of the research. **Here there are the** subjects and **the** object of the research, any object or subject, **there should be an** example **and** lesson. **This is too round-about, I’m confused ha ha ha...**”

[132.] [71.] **Halaman 16-17, cek kembali. Kemudian di bawahnya 3.4.2** sample of research. **Ubah ini,** change it.

Data [71] above shows the usage of inter sentential switching and intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was consulting the presenter’s sample of research. If it was spoken in English, it would be translated as:

“**Page 16-17, please recheck. Then bellow 3.4.2** sample of research. **Change this,** change it.”

[133.] [126.] **Nah, ini focusnya tadi adalah** descriptive text.

Data [126] above shows the usage of emblematic or tag switching and intra sentential switching. The reason for using this type of code switching was to be

emphatic when the examiner was commenting the presenter's focus of research. If it was spoken in English, it would be translated as:

“**Earlier, the focus for this was** descriptive text.”

[134.] [131.] Nah, this is varied, **tambahkan itu** at the text that you are going to research ya.

Data [131] above shows the usage of emblematic or tag switching and intra-sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was consulting the presenter's incomplete text. If it was spoken in English, it would be translated as:

“Ok this is varied; **add that** to the text that you are going to research.”

[135.] [137.] Chapter two, Seno. But you should have Seno's book ya ga nah, atau kalau ada pernyataan bu Rugayah berarti Rugayah's statement, stated.

Data [137] above shows the usage of emblematic or tag switching and intra-sentential switching. The reason for using this type of code switching was the need to use repetition for clarification when the examiner was consulting the presenter's writing. If it was spoken in English, it would be translated as:

“Chapter two, Seno. But you should have Seno's book right, **but if there are statements from bu Rugayah, it becomes** Rugayah's statement, stated.”

[136.] [154.] Nah. In relevance studies, past studies **kalau sudah** relevance **ga usah** past studies **juga ya**, in past or relevance studies there are many researches, what are the differences among the researchers?

Data [154] above shows the usage of emblematic or tag switching and inter-sentential switching. The reason for using this type of code switching was to be

emphatic when the examiner was commenting the presenter's relevance study. If it was spoken in English, it would be translated as:

“In relevance studies, **if the** past studies are relevant, **you don't need to include the** past studies **too**, in past or relevance studies there are many researches, what are the differences among the researchers?”

[137.] [166.] Experimental **tau kan**, you **akan** compare **antara pre dan** posttest, **nah** it means that you need a test as an instrument. **Jadi apa instrument nya De?**

Data [166] above shows the usage of inter sentential switching and intra sentential switching. The reason for using this type of code switching was to be emphatic when the examiner was questioning the presenter's research instrument. If it was spoken in English, it would be translated as:

“Experimental **tau kan**, you **akan** compare **antara pre dan** posttest, **nah** it means that you need a test as an instrument. **Jadi apa instrument nya De?**”

[138.] [167.] **Mana** observation **disini? Ga ada, kalau** observation **pada** observation sheet, **harus ada lembaran observasinya, apa yang kamu observasi?**

Data [167] above shows the usage of inter sentential switching and intra sentential switching. The reason for using this type of code switching was the need to discuss a particular topic when the examiner was questioning the presenter's target of observation. If it was spoken in English, it would be translated as:

“**Where is the** observation **here? There's none, for** observation, **it should be on the** observation sheet, **there should be an observation sheet, and what will you observe?**”

[139.] [181.] **Paham De?** Dah, nah the last one ya De. Data analysis. How to analyze the data?

Data [181] above shows the usage of emblematic or tag switching and intersentential switching. The reason for using this type of code switching was to be emphatic when the examiner was questioning the presenter's understanding. If it was spoken in English, it would be translated as:

“**Do you understand, Ade?** Right, the last one, De. Data analysis. How to analyze the data?”

3.1.1.5 L1

[140.] [4.] *Mana slidenya?*

Data [4] above shows the usage of L1. The reason for using L1 was to be emphatic when the examiner was questioning the presenter's presentation. If it was spoken in English, it would be translated as:

“*Where are the slides?*”

[141.] [8.] *Ha ha ha... professor bae pake bahaso Melayu... ha ha ha...*

Data [8] above shows the usage of L1. The reason for using L1 was to be emphatic about the language when the examiner was commenting the presenter's reply. If it was spoken in English, it would be translated as:

“*Ha ha ha... a Professor using Melayu Language... ha ha ha...*”

[142.] [11.] *Ini masih ... itulah Bahasa Inggris Indonesia, saya tahun 87 kuliah masih ingat saya belajar itu. 30 tahun ... 35 tahun ya, Insha'Allah. Belum kabur.*

Data [11] above shows the usage of L1. The reason for using L1 was to be emphatic when the examiner was commenting the presenter's ability. If it was spoken in English, it would be translated as:

"This is... that's English – Indonesian, I studied at 1987 and I still remember it. 30 years... 35 years right and I haven't forgotten it."

[143.] [13.] *Gimana ni, baca-baca ga sih? Itu yang anda bawa ke sekolah besok bukan untuk diteliti.*

Data [13] above shows the usage of L1. The reason for using L1 was to be emphatic when the examiner was questioning the presenter's ability. If it was spoken in English, it would be translated as:

"Do you even read? They are the things that you will bring with you to the school next time; this is not a research material."

[144.] [15.] *Bunyikan lah satu, ini ga jelas ini.*

Data [15] above shows the usage of L1. The reason for using L1 was the necessity of intention in clarifying the speech content for the presenter when the examiner was denying the presenter's thesis. If it was spoken in English, it would be translated as:

"Recite one of them, this is not clear."

[145.] [22.] *Coba anda melangkah dari lantai satu, bisa ga loncat sampai lantai sepuluh? Ga bisa kan... ha ha ha...*

Data [22] above shows the usage of L1. The reason for using L1 was the necessity of intention in clarifying the speech content for the presenter when the examiner

was questioning the presenter's ability. If it was spoken in English, it would be translated as:

"Say that you're on the first floor; can you jump to the tenth floor? You can't right... ha ha ha..."

[146.] [26.] *Macam mana tu, payah sekali. Tak bisa berbohong nantinya dalam hidup ini, ... saya hanya nyoba memancing pikirannya karena dia bingung.*

Data [26] above shows the usage of L1. The reason for using L1 was the need to discuss a particular topic when the examiner was commenting the presenter's opinion. If it was spoken in English, it would be translated as:

"It will be hard later on. You can't lie in life... I was just trying to provoke her thoughts, she looks confused."

[147.] [27.] *Anda harus satu saja, yang mana saja anda pilih. Anda ngajar, ngajar minggu pertama topiknya ini, minggu kedua begini...*

Data [27] above shows the usage of L1. The reason for using this type of code L1 was the need to discuss a particular topic when the examiner was consulting the presenter's choice. If it was spoken in English, it would be translated as:

"You just take one, which ever one you want to teach. On the first week it's this topic then on the second week it's a different topic..."

[148.] [29.] *Iya kalau lancer, ya gak, itu baru satu mata ajar.*

Data [29] above shows the usage of L1. The reason for using L1 was to be emphatic when the examiner was commenting the presenter's teaching program. If it was spoken in English, it would be translated as:

"That's if it goes smoothly right and that's just with one topic."

[149.] [32.] *Jadi kalau bisa, apa yang jelas kali dari itu?*

Data [32] above shows the usage of L1. The reason for using L1 was the need to discuss a particular topic when the examiner was questioning the presenter's understanding. If it was spoken in English, it would be translated as:

"If possible, what is clear from all that?"

[150.] [33.] *Ah, grammar aja, satu itu aja jelas ngajarnya dengan topik baru beda.*

Data [33] above shows the usage of L1. The reason for using L1 was the need to discuss a particular topic when the examiner was supporting the presenter's topic choice. If it was spoken in English, it would be translated as:

"Ok choose grammar, it's clear on how to teach that with different topics."

[151.] [40.] *Tes grammar nya itu dari mana?!*

Data [40] above shows the usage of L1. The reason for using L1 was to be emphatic when the examiner was questioning the presenter's sources. If it was spoken in English, it would be translated as:

"Where will you take the grammar test from?"

[152.] [43.] *10 lagi apa...?*

Data [43] above shows the usage of L1. The reason for using L1 was to be emphatic when the examiner was questioning the presenter's pretest questions. If it was spoken in English, it would be translated as:

"What will the other 10 be...?"

[153.] [44.] *Jadi nanti ada pilihannya yang menyatakan benar atau salah, jelas?*

Data [44] above shows the usage of L1. The reason for using L1 was the need to discuss a particular topic when the examiner was questioning the presenter's understanding. If it was spoken in English, it would be translated as:

“So it will also consist of true or false choices, is it clear?”

[154.] [50.] *Ndak ada ini, nambah-nambah ini...*

Data [50] above shows the usage of L1. The reason for using L1 was the necessity of intention in clarifying the speech content for the presenter when the examiner was commenting the presenter's writing. If it was spoken in English, it would be translated as:

“This is wrong, it's nonsense...”

[155.] [52.] *Oh ini?*

Data [52] above shows the usage of L1. The reason for using L1 was to be emphatic when the examiner was questioning the presenter's answer. If it was spoken in English, it would be translated as:

“This one?”

[156] [55.] *Format harus ada profnya... harus ada tiga prof yang setuju untuk merubah format.*

Data [55] above shows the usage of L1. The reason for using L1 was the need to discuss a particular topic when the examiner was consulting the presenter's writing format. If it was spoken in English, it would be translated as:

“A professor must be responsible for a format... there must be at least three professors who agree to change a format.”

[157.] [57.] *Ini aj tidak tau, contoh punya orang, tapi ga tau apa yang di tulis. Jadi kalau di check ulang pembagiannya, ini tidak punya konsisten assumption, masa begini.*

Data [57] above shows the usage of L1. The reason for using L1 was the need to discuss a particular topic when the examiner was denying the presenter's consistency in writing. If it was spoken in English, it would be translated as:

“You don't even know this? You take other people's work as an example but you don't know what's there. So if I check it again, the division, it doesn't have consistent assumption, why is it like this?”

[158.] [60.] *Ini format gimana (explains in L1 and gives suggestion) jadi ini buat anda berberapa hal yang saya sampaikan.*

Data [60] above shows the usage of L1. The reason for using L1 was the need to discuss a particular topic when the examiner was consulting the presenter's writing format. If it was spoken in English, it would be translated as:

“What about the format for this (explains in L1 and gives suggestion) the things that I pointed out are for you.”

[159.] [68.] *Tolong di perbaiki, ini diganti, yang mudah-mudah saja.*

Data [68] above shows the usage of L1. The reason for using L1 was to be emphatic when the examiner was consulting the presenter's choices. If it was spoken in English, it would be translated as:

“Please change this, and that, take the easier ones.”

[160.] [70.] *Tanya dengan pembimbing, bukan kawan, ya kalau mereka baik.*

Data [70] above shows the usage of L1. The reason for using L1 was the need to discuss a particular topic when the examiner was commenting the presenter's thesis. If it was spoken in English, it would be translated as:

“Ask to you advisor, not to your friends, of course if they are kind enough to tell you.”

[161.] [72.] *Salah satu saja, ndak perlu subjek dan objek ya. Tidak ada lagi konsep teoritis kecuali kalau perlu (gives suggestion in L1).*

Data [72] above shows the usage of L1. The reason for using L1 was the need to discuss a particular topic when the examiner was commenting the presenter's choices. If it was spoken in English, it would be translated as:

“Just one, you don't need the subject and the object. There are no more uses for theoretical concept except when necessary (gives suggestion in L1).”

[162.] [76.] *Yang namanya kumpul data tu gimana prosesnya. Kemudian saya suruh baca buku saya, and anda baca buku orang... bukan ga bagus buku saya, saya coba semua yang di dalamnya. Sama aja dengan ini, lebih praktis malah... jadi ini data ini salah, perbaiki. Kemudian, mana analisisnya, sini. Ini banyak sekali, mana analisis data, kan ga ada.*

Data [76] above shows the usage of L1. The reason for using L1 was the need to discuss a particular topic when the examiner was consulting the presenter's chapter 3. If it was spoken in English, it would be translated as:

“How is the process of data collection? Then I requested that you read my book but you read other people's book... it's not that my book is bad but I have tried everything in in. it's just the same as this but a lot more practical... so this data is

wrong fix it. Where is the analysis here? Come here. This is too much, where is the data analysis, there's non right"

[163.] [78.] *Perbaiki itu, mana itu, lihat itu, tadi tu salah, perbaiki.*

Data [78] above shows the usage of L1. The reason for using L1 was the need to discuss a particular topic when the examiner was denying the presenter's writing. If it was spoken in English, it would be translated as:

"Fix that, what is that, look at it, it's wrong, fix it."

[164] [79.] *Nanti salah tulis, dengar itu prof. Tulis judul dari prof itu.*

Data [79] above shows the usage of L1. The reason for using L1 was the need to discuss a particular topic when the examiner was commenting the presenter's correction. If it was spoken in English, it would be translated as:

"You might get it wrong, listen to the professor. Write the title from the professor."

[165.] [81.] *Hypothesis nya mana?*

Data [81] above shows the usage of L1. The reason for using L1 was to be emphatic when the examiner was questioning the presenter's hypothesis location. If it was spoken in English, it would be translated as:

"Where's the hypothesis?"

[166.] [83.] *Bab tiga, dua?*

Data [83] above shows the usage of L1. The reason for using L1 was to be emphatic when the examiner was questioning the presenter's answer. If it was spoken in English, it would be translated as:

“Chapter three, two?”

[167.] [84.] *Dia itu gini prof... nyontek punya teman-teman, salin ini itu, dia ga paham...*

Data [84] above shows the usage of L1. The reason for using L1 was the need to discuss a particular topic when the examiner was consulting the other examiner. If it was spoken in English, it would be translated as:

“*She’s like this professor, I think she cheated from her friends, she copied it and she doesn’t understand...*”

[168.] [85.] *Tak mengerti dia...*

Data [85] above shows the usage of L1. The reason for using L1 was to be emphatic when the examiner was commenting the presenter’s understanding. If it was spoken in English, it would be translated as:

“*She doesn’t understand...*”

[169.] [86.] *Ok, ga usah di buka bukunya.*

Data [86] above shows the usage of L1. The reason for using L1 was to be emphatic when the examiner was commenting the presenter’s mastery of her material. If it was spoken in English, it would be translated as:

“*Ok, keep your book closed.*”

[170.] [117.] *Kedua?*

Data [117] above shows the usage of L1. The reason for using L1 was the need to discuss a particular topic when the examiner was questioning the presenter and asking for a second answer. If it was spoken in English, it would be translated as:

“The second one?”

[171.] [118.] *Ketiga?*

Data [118] above shows the usage of L1. The reason for using L1 was the need to discuss a particular topic when the examiner was questioning the presenter and asking for a third answer. If it was spoken in English, it would be translated as:

“The third one?”

[172.] [119.] *Keempat?*

Data [119] above shows the usage of L1. The reason for using L1 was the need to discuss a particular topic when the examiner was questioning the presenter and asking for a fourth answer. If it was spoken in English, it would be translated as:

“The fourth one?”

[173.] [135.] *Hah... apa ini. Ha... kenapa... ya kenapa... lah, Ade pun ga tau juga, mau bertanya pada kawannya pun mereka juga ga tau, yang tanya pada Ade pasti ga tau kan.*

Data [135] above shows the usage of L1. The reason for using L1 was the need to discuss a particular topic when the examiner was commenting the presenter’s knowledge of her thesis. If it was spoken in English, it would be translated as:

“*What’s this... why... yes why... So Ade doesn’t even know, if you ask your friend they don’t know, the people that ask you will also not know.*”

[174.] [139.] *Tulah Ade. Sudah di ajarkan ini? Kan ini semestinya gampang, masukkan nama yang ditulis itu otomatis langsung terbuat di daftar pustaka. Jadi ada di bab dua dan ada juga di daftar pustaka, coba aja.*

Data [139] above shows the usage of L1. The reason for using L1 was the need to discuss a particular topic when the examiner was consulting the presenter's knowledge on references. If it was spoken in English, it would be translated as:

“So Ade, you have been taught this right? It should be easy, enter the name and it will automatically be made in the references. So it should be in chapter two and also in chapter three, try it”

[175.] [141.] *Apa bedanya? Kamu?*

Data [141] above shows the usage of L1. The reason for using L1 was to be emphatic when the examiner was questioning the difference between the presenter's thesis and the predecessor. If it was spoken in English, it would be translated as:

“What's the difference? Yours?”

[176.] [142.] *Ha...ok*

Data [142] above shows the usage of L1. The reason for using L1 was the essentials of using interjections when the examiner was commenting the presenter's answer. If it was spoken in English, there is no proper translate for a special tag or utterance from one language to another language.

[177.] [143.] *Ya.*

Data [143] above shows the usage of L1. The reason for using L1 was to be emphatic when the examiner was supporting the presenter's answer. If it was spoken in English, this single word code switching would be translated as:

Ya = Yes or Alright

[178] [145.] *Karena buku yang kamu gunakan dalam penulisan atau penelitian kalau bibliografi, daftar buku yang di baca tapi tidak di gunakan, ngerti? Apa lagi...*

Data [145] above shows the usage of L1. The reason for using L1 was the need to discuss a particular topic when the examiner was questioning the presenter's understanding of bibliography. If it was spoken in English, it would be translated as:

"Because in the book that you used in writing or this research, the bibliographies are the list of books that are read but not used, do you understand? What else..."

[179.] [150.] *Itu bukan artikel, itu Thesis atau skripsi, itu juga thesis, nah kan, seharusnya dah di kuasai si Cooper ni expertnya.*

Data [150] above shows the usage of L1. The reason for using L1 was the need to discuss a particular topic when the examiner was commenting the presenter's mastery of the chosen expert. If it was spoken in English, it would be translated as:

"That's not an article, that's a thesis or an essay, that's also a thesis, so you should have mastered Cooper as the expert"

[180.] [152.] *Ya apa ngga ni?*

Data [152] above shows the usage of L1. The reason for using L1 was to be emphatic when the examiner was questioning the presenter's choice. If it was spoken in English, it would be translated as:

"Is it a yes or a no?"

[181.] [155.] *Yah belum siap... ma'am pending aja, setuju?*

Data [155] above shows the usage of L1. The reason for using L1 was to be emphatic when the examiner was questioning the presenter's thesis preparation. If it was spoken in English, it would be translated as:

"So, you're not ready, I'll put it on hold, agree?"

[182.] [156.] *Kalau siap semua, kita bisa yakin, penguji yakin bahwa kamu siap untuk penelitian, selama ini kan ngga jadi ini di pending aja ya, ga ada ni...Coba kamu kasih contoh...*

Data [156] above shows the usage of L1. The reason for using L1 was to be emphatic when the examiner was consulting the presenter's thesis preparation. If it was spoken in English, it would be translated as:

"If it's ready, we can be sure, the examiners are sure that you are ready for research. This is not ready so I'll put it on hold, this is unclear... why don't you try giving me an example..."

[183.] [170.] *Apa kegunaan teknik itu terhadap nilai siswanya membantu apa engga, itu yang kamu observasi, apa indikatornya, apa aja aspek-aspek yang di observasi dari mulai Ade masuk ngajar, masuk kelas, ngajar nah, itu harus di observasi.*

Data [170] above shows the usage of L1. The reason for using L1 was the need to discuss a particular topic when the examiner was commenting the presenter's procedure of observation. If it was spoken in English, it would be translated as:

"What's the use of that technique on the students' grade, does it help or not, that's what you observe. What are the aspects of the indicator in this observation starting from entering the class and then teaching. That should be observed."

[184.] [175.] *Itu aja?*

Data [175] above shows the usage of L1. The reason for using L1 was to be emphatic when the examiner was questioning the presenter's instructions. If it was spoken in English, it would be translated as:

"Is that it?"

[185.] [176.] *Kok langsung itu? Tulislah teks deskriptif, trus kamu kasih topiknya ga?*

Data [176] above shows the usage of L1. The reason for using L1 was the need to discuss a particular topic when the examiner was consulting the presenter's test instructions. If it was spoken in English, it would be translated as:

"Why straight to that? First you make "write a descriptive text" and then will you give the topic?"

[186.] [178.] *Gimana caranya?*

Data [178] above shows the usage of L1. The reason for using L1 was to be emphatic when the examiner was questioning the presenter's procedure. If it was spoken in English, it would be translated as:

"How?"

[187.] [184.] *Apa?*

Data [184] above shows the usage of L1. The reason for using L1 was to be emphatic when the examiner was questioning the presenter's unclearness. If it was spoken in English, it would be translated as:

"What?"

3.1.2 Reasons for Code Switching

As stated in the previous chapter, Hoffman (1991), in Cakrawati (2011), there are seven reasons to switch languages:

1. The need to discuss a particular topic

Sometimes people prefer to speak of a certain topic in a certain way, whether the use of multiple language in a sentence or speaking in a totally different manner than the environment. By doing this the speaker can feel satisfied with the information that they are conveying or to emphasize a certain point.

2. The necessity of quoting somebody else

When quoting a famous saying, expression or proverbs of a well-known person, the person quoting tends to use the original language where the expression originated from.

3. Being emphatic about something

When someone is talking in not their native language and wants to be emphatic about certain things. They will, whether it is intentionally or unintentionally, switch from their second language to their first.

4. The essentials of using interjections

The use of interjection is to convey surprise, strong emotion, or to gain attention. This is usually used more in speaking than writing and because it has no grammatical value, it can be used practically anytime.

5. The need to use repetition for clarification

When a multilingual / bilingual person speaks and wants their speech to be fully understood, they tend to repeat the same information that they conveyed (in L2) in another language (in L1).

6. The necessity of intention in clarifying the speech content for interlocutor

When an exchange of information happens between bilingual people, there will be many code switching that happens during their talk. So in order to clarify their statements, they will repeat the content of their message in a different language which is slightly modified so that their speech runs smoothly and can be understood by the listener.

7. The need to express group identity

The way of communicating in a certain group may be different from other groups, so the unique way of communicating can be used as a group identity.

The table below sorts the 187 data based on the reason for using code switching.

No.	Data	Particular topic	Emphatic	Interjection	Repetition	Clarification	Quote	Group Identity
1.	[2.]		✓					
2.	[3.]		✓					
3.	[5.]	✓						
4.	[6.]	✓						
5.	[9.]		✓					
6.	[10.]					✓		
7.	[12.]		✓					
8.	[16.]	✓						
9.	[17.]	✓						
10.	[18.]	✓						
11.	[19.]		✓					
12.	[20.]				✓			
13.	[23.]		✓					
14.	[24.]		✓					
15.	[25.]	✓						

No.	Data	Particular topic	Emphatic	Inter-jection	Repe-tition	Clarifi-cation	Quote	Group Identity
16.	[28.]		✓					
17.	[30.]		✓					
18.	[31.]		✓					
19.	[35.]			✓				
20.	[36.]	✓						
21.	[37.]	✓						
22.	[41.]	✓						
23.	[42.]	✓						
24.	[46.]		✓					
25.	[53.]	✓						
26.	[54.]	✓						
27.	[56.]	✓						
28.	[64.]		✓					
29.	[65.]	✓						
30.	[66.]		✓					
31.	[67.]		✓					
32.	[73.]					✓		
33.	[74.]		✓					
34.	[75.]		✓					
35.	[77.]		✓					
36.	[80.]				✓			
37.	[82.]		✓					
38.	[90.]		✓					
39.	[91.]		✓					
40.	[99.]		✓					
41.	[104.]		✓					
42.	[107.]		✓					
43.	[125.]		✓					
44.	[130.]		✓					
45.	[134.]						✓	
46.	[136.]				✓			
47.	[138.]		✓					
48.	[140.]		✓					
49.	[144.]	✓						
50.	[146.]	✓						
51.	[148.]	✓						
52.	[149.]	✓						
53.	[151.]		✓					
54.	[153.]	✓						

No.	Data	Particular topic	Emphatic	Inter-jection	Repe-tition	Clarifi-cation	Quote	Group Identity
55.	[158.]		✓					
56.	[159.]		✓					
57.	[161.]	✓						
58.	[164.]		✓					
59.	[165.]		✓					
60.	[169.]			✓				
61.	[170.]		✓					
62.	[174.]		✓					
63.	[177.]		✓					
64.	[179.]		✓					
65.	[180.]		✓					
66.	[182.]		✓					
67.	[183.]		✓					
68.	[185.]	✓						
69.	[186.]	✓						
70.	[1.]		✓					
71.	[7.]					✓		
72.	[14.]					✓		
73.	[21.]					✓		
74.	[38.]					✓		
75.	[39.]					✓		
76.	[45.]					✓		
77.	[47.]		✓					
78.	[48.]					✓		
79.	[46.]					✓		
80.	[51.]					✓		
81.	[59.]		✓					
82.	[61.]		✓					
83.	[87.]					✓		
84.	[98.]		✓					
85.	[120.]	✓						
86.	[127.]					✓		
87.	[133.]		✓					
88.	[147.]	✓						
89.	[163.]		✓					
90.	[171.]	✓						
91.	[172.]					✓		
92.	[88.]			✓				
93.	[89.]			✓				

No.	Data	Particular topic	Emphatic	Inter-jection	Repe-tition	Clarifi-cation	Quote	Group Identity
94.	[92.]			✓				
95.	[93.]			✓				
96.	[94.]			✓				
97.	[95.]			✓				
98.	[96.]			✓				
99.	[97.]			✓				
100.	[100.]			✓				
101.	[101.]			✓				
102.	[102.]			✓				
103.	[103.]			✓				
104.	[105.]			✓				
105.	[106.]			✓				
106.	[108.]			✓				
107.	[109.]			✓				
108.	[110.]			✓				
109.	[111.]			✓				
110.	[112.]			✓				
111.	[113.]			✓				
112.	[114.]			✓				
113.	[115.]			✓				
114.	[116.]			✓				
115.	[121.]			✓				
116.	[122.]			✓				
117.	[123.]			✓				
118.	[124.]			✓				
119.	[128.]			✓				
120.	[129.]			✓				
121.	[132.]			✓				
122.	[157.]			✓				
123.	[160.]			✓				
124.	[162.]			✓				
125.	[168.]			✓				
126.	[187.]			✓				
127.	[34.]		✓					
128.	[58.]		✓					
129.	[62.]		✓					
130.	[63.]					✓		
131.	[69.]		✓					
132.	[71.]		✓					

No.	Data	Particular topic	Emphatic	Inter-jection	Repe-tition	Clarifi-cation	Quote	Group Identity
133.	[126.]		✓					
134.	[131.]		✓					
135.	[137.]				✓			
136.	[154.]		✓					
137.	[166.]		✓					
138.	[167.]	✓						
139.	[181.]		✓					
140.	[4.]		✓					
141.	[8.]		✓					
142.	[11.]		✓					
143.	[13.]		✓					
144.	[15.]					✓		
145.	[22.]					✓		
146.	[26.]	✓						
147.	[27.]	✓						
148.	[29.]		✓					
149.	[32.]	✓						
150.	[33.]	✓						
151.	[40.]		✓					
152.	[43.]		✓					
153.	[44.]	✓						
154.	[50.]					✓		
155.	[52.]		✓					
156.	[55.]	✓						
157.	[57.]	✓						
158.	[60.]	✓						
159.	[68.]		✓					
160.	[70.]	✓						
161.	[72.]	✓						
162.	[76.]	✓						
163.	[78.]	✓						
164.	[79.]	✓						
165.	[81.]		✓					
166.	[83.]		✓					
167.	[84.]	✓						
168.	[85.]		✓					
169.	[86.]		✓					
170.	[117.]	✓						
171.	[118.]	✓						

No.	Data	Particular topic	Emphatic	Inter-jection	Repe-tition	Clarifi-cation	Quote	Group Identity
172.	[119.]	✓						
173.	[135.]	✓						
174.	[139.]	✓						
175.	[141.]		✓					
176.	[142.]			✓				
177.	[143.]		✓					
178.	[145.]	✓						
179.	[150.]	✓						
180.	[152.]		✓					
181.	[155.]		✓					
182.	[156.]		✓					
183.	[170.]	✓						
184.	[175.]		✓					
185.	[176.]	✓						
186.	[178.]		✓					
187.	[184.]		✓					
Total :		49	77	38	4	18	1	-

Table 2. 1 Data sorted according to reason for code switching

From table 2 it can be seen from the 187 data that the examiners in general used code switching for emphatic reason a total of 77 times, for discussing particular topics 49 times, for using local interjections 38 times, to repeat certain informations 4 times, for clarifying certain information 18 times, for quoting somebody else once and not using code switching to express group identity.

3.2 Discussion

From the transcript version of the recorded and filtered discussion of the thesis defense by Indri Okta Arianti which was examined by Examiner I, Informant I Prof. Dr. SHP, S.Pd., M.Pd and examiner II, Informant II Dra. BS, M.Pd, and also the thesis defense by Ade Aprilia Yovita which was examined by Examiner I, Informant III Dr. R, M.Pd and Examiner II, Informant IV Mrs. M, S.Pd., M.Ed, the researcher has gained and analyzed the data. Excluding the

presenter's utterances and responses (Indri Okta Arianti and Ade Aprilia Yovita), only the utterances and responses of the examiner which indicates code switching from L1 > L2, L2 > L1 or full L1 (Indonesian) has been analyzed.

3.2.1 Transcript I, Examiner I

With the transcript data taken from 09:45 until 10:30 on the 21st of May, it has shown that Prof. SHP, S.Pd., M.Pd (data [1] – data [76]) has used code switching, 32 from 45 times of his speaking sessions, with the other 13 speaking sessions consisting of full English and no detected code switching. From the detected code switching in Prof. SHP's utterances, a single speaking session may consist of multiple sentences. So from the 32 speaking sessions that has been analyzed, it has shown that Prof. SHP has used code switching based on the types of code switching and L1, the type of expressions when using code switching and for what purpose is the use of code switching:

Emblematic or tag switching	Inter sentential code switching	Intra sentential code switching	L1
2x	17x	35x	22x

Table 3. 1 The number of times Informant I has used code switching based on types of code switching and L1.

Questioning	Commenting	Consulting	Supporting	Denying
26x	22x	14x	6x	9x

Table 3. 2 The number of times Informant I has used code switching for certain expression type.

Emphatic	Particular Topic	Interjection	Repetition	Clarification	Group Identity	Quoting
36x	25x	1x	2x	13x	-	-

Table 3. 3 The number of times Informant I has used code switching for different purposes.

Table 3.1, table 3.2 and table 3.3 indicate that Prof. SHP uses code switching in this examination session. Prof. SHP used code switching 54 times based on the types of code switch and prefers to use intra sentential code switch while avoiding to use emblematic or tag switching and a moderate use of L1. When based on expression types, Prof. SHP prefers to use code switching while questioning and commenting the thesis. When based on purposes, Prof. SHP mostly use code switching for emphatic purpose and ignored the use of code switching for group identity and quoting purposes.

3.2.2 Transcript I, Examiner II

With the transcript data taken from 09:45 until 10:30 on the 21st of May, it has shown that Dra. BS, M.Pd (data [77] – data [87]) has used code switching, 10 from 21 times of her speaking sessions, with the other 11 speaking sessions consisting of full English and no detected code switching. From the detected code switching in Dra. BS's utterances, a single speaking session may consist of multiple sentences. So from the 10 speaking sessions that has been analyzed, it has shown that Dra. BS has used code switching based on the types of code switching and L1, the type of expressions when using code switching and for what purpose is the use of code switching:

Emblematic or tag switching	Inter sentential code switching	Intra sentential code switching	L1
-	1x	3x	7x

Table 4. 1 The number of times Informant II has used code switching based on types of code switching and L1.

Questioning	Commenting	Consulting	Supporting	Denying
2x	4x	3x	-	2x

Table 4. 2 The number of times Informant II has used code switching for certain expression type

Emphatic	Particular Topic	Interjection	Repetition	Clarification	Group Identity	Quoting
6x	3x	-	1x	1x	-	-

Table 4. 3 The number of times Informant II has used code switching for different purposes.

Table 4.1, table 4.2 and table 4.3 indicate that Dra. BS uses code switching in this examination session. Dra. BS used code switching 4 times based on the types of code switch and prefers to use intra sentential code switch while avoiding the use emblematic or tag switching and high uses of L1. When based on expression types, Dra. BS prefers to use code switching while commenting the thesis. When based on purposes, Dra. BS mostly use code switching for emphatic purpose and ignored the use of code switching for group identity, interjection and quoting purposes.

3.2.3 Transcript II, Examiner I

With the transcript data taken from 12:24 until 13:52 on the 21st of May, it has shown that Dr. R, M.Pd (data [88] – data[113]) has used code switching, 19 from 79 times of her speaking sessions, with the other 60 speaking sessions

consisting of full English and no detected code switching. From the detected code switching in Dr. R's utterances, a single speaking session may consist of multiple sentences. So from the 19 speaking sessions that has been analyzed, it has shown that Dr. R has used code switching based on the types of code switching and L1, the type of expressions when using code switching and for what purpose is the use of code switching:

Emblematic or tag switching	Inter sentential code switching	Intra sentential code switching	L1
20x	1x	5x	-

Table 5. 1 The number of times Informant III has used code switching based on types of code switching and L1.

Questioning	Commenting	Consulting	Supporting	Denying
4x	12x	8x	-	2x

Table 5. 2 The number of times Informant III has used code switching for certain expression type.

Emphatic	Particular Topic	Interjection	Repetition	Clarification	Group Identity	Quoting
6x	-	20x	-	-	-	-

Table 5. 3 The number of Informant III has used code switching for different purposes.

Table 5.1, table 5.2 and table 5.3 indicate that Dr. R uses code switching in this examination session. Dr. R used code switching 26 times based on the types of code switch and prefers to use tag or emblematic switching while rarely using inter sentential code switching, intra sentential code switching and totally avoiding L1 conversations. When based on expression types, Dr. R prefers to use code switching while commenting the thesis. When based on purposes, Dr. R

mostly use code switching for interjection purposes and ignored code switching for particular topic, repetition, clarification, group identity and quoting purposes.

3.2.4 Transcript II, Examiner II

With the transcript data taken from 12:24 until 13:52 on the 21st of May, it has shown that Mrs. M, S.Pd., M.Ed (data[114] – data[187]) has used code switching, 53 from 79 times of her speaking sessions, with the other 26 speaking sessions consisting of full English and no detected code switching. From the detected code switching in Mrs. M's utterances, a single speaking session may consist of multiple sentences. So from the 53 speaking sessions that has been analyzed, it has shown that Mrs. M has used code switching based on the types of code switching and L1, the type of expressions when using code switching and for what purpose is the use of code switching:

Emblematic or tag switching	Inter sentential code switching	Intra sentential code switching	L1
20x	11x	32x	19x

Table 6. 1 The number of times Informant IV has used code switching based on types of code switching and L1.

Questioning	Commenting	Consulting	Supporting	Denying
35x	21x	18x	1x	-

Table 6. 2 The number of times Informant IV has used code switching for certain expression type.

Emphatic	Particular Topic	Interjection	Repetition	Clarification	Group Identity	Quoting
35x	19x	16x	2x	2x	-	1x

Table 6. 3 The number of times Informant IV has used code switching for different purposes.

Table 6.1, table 6.2 and table 6.3 indicate that Mrs. M uses code switching in this examination session. Mrs. M used code switching 63 times based on the types of code switch and prefers to use intra sentential code switching and a moderate use of L1. When based on expression types, Mrs. M prefers to use code switching while questioning the thesis. When based on purposes, Mrs. M mostly use code switching for emphatic purposes and ignored code switching for group identity purposes.



CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

The researcher has analyzed the transcript version of two thesis defenses, there are some conclusions which had been acquired in order to answer the research question stated in chapter I. Based on the proceeding chapter, this research focuses on the analysis of code switching used by the examiners of the thesis defense segment of the thesis presentation. According to the analyzed data, the researcher had acquired 187 data from the 2 thesis defenses. From the 187 data, the result shows that each examiner had their own preferences in using the types code switching and also the use of L1, so it can not be said they all use the same type of code switching. The main reasons of code switch that are used are for emphatic reasons, particular topics and the use of local interjection into the English language. It is hard to remove interjection from the mother tongue into a foreign language when the speaker is already accustomed to it. Code switching for emphatic reasons and particular topics is used so that the students have an easier way to understand the spoken information. If, for instance, code switching is not allowed for the examiners during the thesis defense then the thesis defense may have many problems when miscommunication or misinterpretation happens.

4.2 Suggestion

Based on the conclusion of the research, some suggestions related to the result of this research are presented so it can improve the communication between

the presenters and the examiners of the thesis defense segment of the thesis presentation. Here are some suggestions that hopefully can help the future thesis presenters.

1. The examiners from the English department of FKIP UIR may use code switching in order to help the students understand the messages that are being conveyed to them.
2. The researcher hopes that the use of code switching will only be as a last mean of help that the examiners can provide to the presenters in order to have a smooth and understandable thesis defense. When the presenters have difficulty in understanding the discussion, they can only guess what the meaning is with the limited vocabulary that they have.
3. The use of code switching is only allowed for the examiners and not for the presenters because why would they take an English course and career path if they can't speak it. Of course this is not to be abused and used with to all of the students; this can only be used with the students who are having problems in understanding the messages being conveyed during the thesis defense.

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