

**TYPES AND REASONS TEACHERS CODE SWITCHING: A CASE  
STUDY AT MKU PROGRAM OF HASANUDDIN UNIVERSITY DOING  
AN ONLINE ENGLISH TEACHING**



**A THESIS**

**Submitted to the Faculty of Cultural Sciences, Hasanuddin University  
As Partial Requirements to Obtain Bachelor Degree in  
English Literature Study Program**

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**ENGLISH LITERATURE STUDY PROGRAM  
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HASANUDDIN UNIVERSITY  
MAKASSAR**

**2022**

**THESIS**

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**BY**

**HARUN ADISUA TODING RANTE**

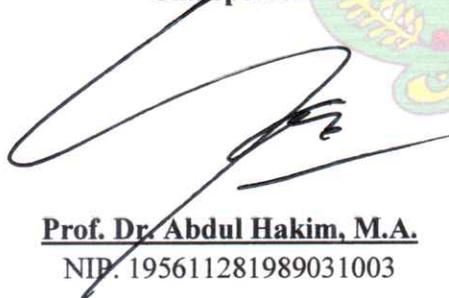
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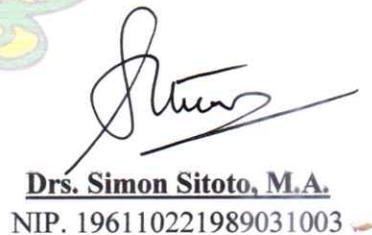
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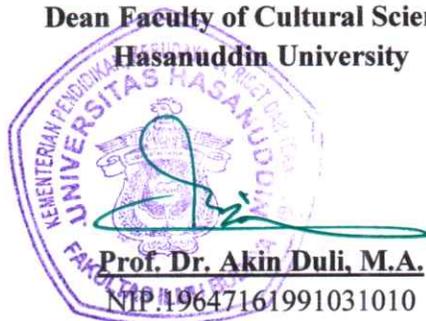


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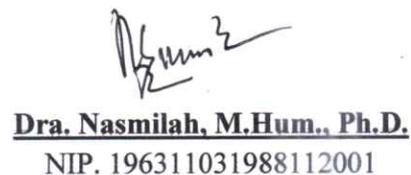
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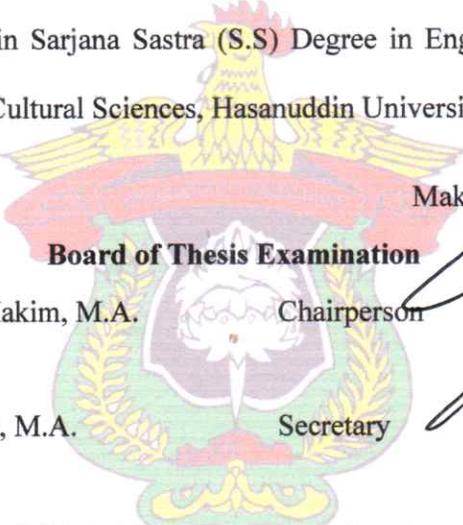
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**AGREEMENT**

On Thursday, April 28<sup>th</sup> 2022, the Board of Thesis Examination has kindly approved a thesis by Harun Adisua Toding Rante (F041181518) entitled, Types and Reasons Teachers Code Switching: A Case Study at MKU Program of Hasanuddin University Doing an Online Teaching submitted in fulfillment of one of the requirements to obtain Sarjana Sastra (S.S) Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 28<sup>th</sup> April 2022

**Board of Thesis Examination**

- 
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**DECLARATION**

The Thesis by HARUN ADISUA TODING RANTE (F041181518) entitled, Types and Reasons Teachers Code Switching: A Case Study at MKU Program of Hasanuddin University Doing an Online Teaching has been revised as advised during examination on 28<sup>th</sup> April 2022 and approved by the Board of Undergraduate

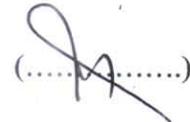
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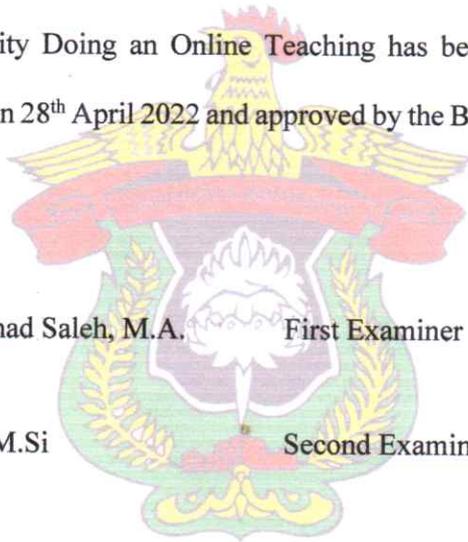


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(STATEMENT LETTER)**

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Dengan ini menyatakan bahwa skripsi ini benar-benar karya saya sendiri. Sepanjang pengetahuan saya tidak terdapat karya yang ditulis atau diterbitkan orang lain kecuali sebagai acuan atau kutipan, dengan mengikuti tata penulisan karya ilmiah yang lazim.

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Yang Menyatakan,  
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**APPROVAL FORM**

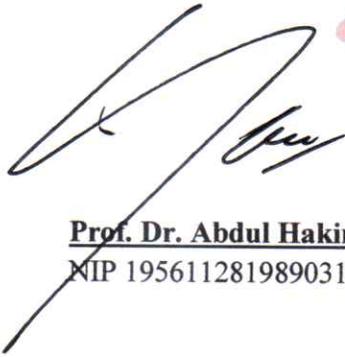
With reference to the letter of the Dean of Cultural Sciences Number 1617/UN4.9.1/KEP/2021 regarding supervision, we hereby confirm to approve the thesis draft by Harun Adisua Toding Rante (F041181518) to be examined at the English Literature Study Program, Faculty of Cultural Sciences.

Makassar, March 14<sup>th</sup>, 2022

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Completing this research is not easy. However, the hard times the writer went through has turned into valuable experience with the support and assistance from many people. Hence, the writer appreciation and special thanks goes to:

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Finally, the writer realizes that this thesis is far from being perfect. Therefore, any suggestion or criticism related to this research are welcome to help improving this thesis in the future.

Makassar, April, 20, 2022  
The writer,

Harun Adisua Toding Rante

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## ABSTRACT

**Harun ADESA Toding Rante.** 2022. *Types and Reasons Teachers Code Switching: A Case Study at MKU Program Hasanuddin University Doing an Online English Teaching, supervised by Abdul Hakim Yassi and Simon Sitoto.*

The research aims conducted to describe the types of code switching used by the teachers at the MKU program, Hasanuddin University doing an online English teaching and reveal out the reasons of using code switching by the teachers at the MKU, Hasanuddin University program doing an online English teaching.

This research used a qualitative descriptive method. The data presented in this research were collected by recording the learning process and distributing questionnaires. After collecting data, the writer found out sentences curtaining code switching in them. Furthermore, the writer classifies these sentences based on the types of code switching. Finally, the writer described the reasons for teachers to use code switching based on the results of questionnaires.

The writer finds that the teachers use four types of code switching, namely, intraclausal, intraphrasal, intralexical, and interclausal. The writer also finds two reasons why the teachers use code switching. They are, the different levels of student's competence in understanding the material, and the lack of Indonesian words.

Keywords: Sociolinguistics, Code switching, Teacher

## ABSTRAK

**Harun Adisua Toding Rante.** 2022. *Types and Reasons Teachers Code Switching: A Case Study at MKU Program Hasanuddin University Doing an Online English Teaching*, dibimbing oleh **Abdul Hakim Yassi** dan **Simon Sitoto**.

Penelitian ini bertujuan untuk mendiskripsikan jenis-jenis alih kode yang digunakan oleh para dosen di program MKU, Universitas Hasanuddin yang melakukan pengajaran bahasa Inggris secara online dan mengungkapkan alasan penggunaan alih kode oleh para dosen di MKU, program Universitas Hasanuddin yang melakukan pengajaran bahasa Inggris secara online.

Penelitian ini menggunakan metode deskriptif kualitatif. Data yang disajikan dalam penelitian ini dikumpulkan dengan cara merekam proses pembelajaran dan menyebarkan angket. Setelah mengumpulkan data dan menemukan kalimat-kalimat alih kode. Selanjutnya, penulis mengklasifikasikan kalimat-kalimat tersebut berdasarkan jenis alih kode. Terakhir, penulis memaparkan alasan dosen menggunakan alih kode berdasarkan hasil angket.

Penulis menemukan bahwa dosen menggunakan empat jenis alih kode, yaitu intraclausal, intraphrasal, intralexical, dan interclausal. Penulis juga menemukan dua alasan mengapa dosen menggunakan alih kode. Diantaranya, perbedaan tingkat kompetensi siswa dalam memahami materi, dan kurangnya kosakata bahasa Indonesia

Kata Kunci: Sociolinguistik, Alih kode, Guru.

# CHAPTER I

## INTRODUCTION

### **A. Background**

Language plays an important role in people's lives. With meaning and sound, language exists as a communication system that can be used by humans anytime and anywhere, without any restrictions of age, gender, and ethnicity. Language is often used as a medium of conveying ideas, thoughts, and feelings. Moreover, in communicating, sometimes people use two or more languages. This happens because people in the world are mostly bilingual and multilingual, or the ability of a person to master two or more languages. With this ability, there is a phenomenon that is happening in the current era, namely code switching or the phenomenon when a person uses two different languages in a conversation.

In linguistics, code switching is the use of language variations or the use of other language codes. Code switching happens while a speaker alternates between two or more languages. (Wardhaugh, 2006) code switching can occur in a conversation between speakers. It can happen between sentences (inter-sententially) or within a single sentence (intra-sententially). The phenomenon of code switching is also one of the strategies in communicating. The strategy usually aims to show social status, level of education, or just to enrich speech in communicating. In addition, the phenomenon of code switching can be found in everyday life. This phenomenon can be found in various forms such as magazines, newspapers, advertisements, radio broadcasts, tv shows, movies, music, even in the learning process.

The issue of using code switching as a communication strategy has been discussed very often year after year, in various forms, and situations. This happens because code switching plays an essential role in people's lives, especially bilingual and multilingual communities. This prompted the writer to research code switching, especially the use of code switching in English learning. Given that English as an international language is spoken all over the world including Indonesia which makes English one of the common lessons in formal and non-formal education. Formal education such as Hasanuddin University, making English a compulsory course for all students, the course can be taken in a public course program (MKU).

In the process of learning English in public courses (MKU) Hasanuddin University, the writer saw that teachers often used code switching between Indonesian and English and vice versa. Example: “Selamat pagi semuanya, today we will continue materi yang minggu lalu.” The example shows the presence of English fragments in Indonesian sentences in the teaching context. With this explanation, the writer will focus on finding type code switching, calculating the frequency of code switching, and finding out why teachers use code switching in the English learning process at MKU program, Hasanuddin University.

## **B. Identification of the problem**

In accordance with the background of the study, the writer identified several problems related to the use of code switching by teachers at the MKU program doing an online English teaching. The identification of the problems was stated as follows:

1. The types of code switching used by teachers at MKU program doing an online English teaching.
2. The reasons of the teachers at MKU program used code switching in online English teaching.
3. The function of using code switching by teachers at MKU program doing an online English teaching.

### **C. Scope of the problem**

The scope of research is focused on analyzing the use of code switching by teachers, especially teachers in MKU programs Hasanuddin University doing an online English teaching. The writer decided to limit the scope of the problem only to:

1. Determine the types of code switching used by teachers in the MKU program doing an online English teaching.
2. Describe the reasons of code switching are used by teachers at the MKU program doing an online English teaching.

### **D. Research question**

The following are the research questions formulated based on the background above:

1. What types of code switching are used by teachers at MKU program doing an online English teaching?
2. Why do teachers at MKU program use code switching in online English teaching?

### **E. Objectives of the research**

The objectives that are aimed to be achieved in this research are as follows:

1. To describe the types of code switching used by teachers at MKU program doing an online English teaching.
2. To reveal out the reasons of using code switching by teachers doing an online English teaching.

### **F. Significance of the research**

After finishing this research, the writer hope to give contributions and benefits for an academic and practical sphere, with hope such as:

1. Theoretical Benefit: The researcher hopes that this research can be a reference for readers to develop their knowledge about the types, frequency and reasons of code switching.
2. Practical Benefit: The writer hopes this study can contribute to future researches related to code switching.

## CHAPTER II

### LITERATURE RIVIEW

#### A. Previous Study

The writer tries to support this research with previous studies related to code switching in English teaching conducted by lecturers. In addition, with previous studies, the writer can find out the differences that will be the standpoint of this study and provide updates in code switching studies. Below are some previous studies:

The first research is *Code Switching Used by English Lecturers During Teaching as Found in Padang State University* by Widya Fhitri (2017). In her research, she tried to show the types and reasons of used code switching by lecturers. Data from her research is collected by field research methods with several steps, such as following the lecturer's teaching process, recording, and interviews. From her research, she found three types of code switching they are, metaphorical, situational, and conversational code switching. In addition, this study found 7 reasons for the use of code switching, namely the influence of students who first use the Indonesian language, ignorance of the students to the lecturers' explanation, the emphasis on the previous statement, search the attention of the students because they make noise in the classroom, liquefaction the tense atmosphere with a little joke, forgetfulness some of the terms in English, and no equivalent word in English when giving an example of a lesson.

The second study is *The Functions of Code Switching in an English Language Classroom* by Eva Fachriyah (2017). This research aims to find out the

function of Code switching in English language teaching. This research is qualitative using ethnographic methods of communication. For data collection, it uses observations, recordings, and transcriptions. the results of this study, the use of code switching in the language instruction has multiple functions that support an effective learning process. These functions include (1) clarification, (2) reiteration or repetition, (3) explanation, (4) asking, (5) translation, (6) checking for understanding, (7) emphasizing a language element, (8) making inferences, (9) developing vocabulary, (10) class discussions of student tasks, (11) giving feedback, (12) aiding memorization, (13) class management and (14) entertainment and general communications.

The third research is *The Use of Code Switching in General English Classes for Non-English Departments of Sanata Dharma University* by Thomas Wahyu Prabowo Mukti and Ouda Teda (2018). The writer's try to find out the type and analyze the code switching used by lecturers in the classroom. To support this research the writer's uses the theory of Poplack's and Wardhaugh for code switching types, while for code switching functions using based on Flyman-Mattsson & Burenhult, by using quantitative approaches, especially observation methods by recording class activities, this study shows that tag switching, intra-sentential, and inter-sentential code switching are performed by lecturers and the code switching itself serves as a topic switch, repetitive and effective function. Inter-sentential code switching is widely used by lecturers and mostly serves as a repeat function to explain and show their affection to students.

The fourth research is *Code Switching in The English Teaching to Non-English Department Student* by Yusuf Al Arief and Siti Haniifah Husnul Khotimah (2019). This research aims to find out the type and function of code switching used by lecturers in teaching English to non-English departmental students. In addition, the study was conducted through descriptive-qualitative methods, and the subject was a lecturer in English classes for non-English departmental students. At the same time, the theory used in this study is three types of code switching proposed by Wei Li (2000:19) and function code switching by Mattson and Burenhult (1999:3). For the results of this study, the writers provided one model that is different from the other, where the writers divide the learning process into three stages, namely, pre-activity, while-activity, and post-activity. From these three stages, researchers found the type and function of code switching in line with the needs of each stage of learning and confirmed from the results of lecturer interviews conducted by researchers.

The fifth research is *Code Switching in teaching English Subject for EFL Students* by I Gusti Agung Vony Purnama (2020). This study aims to discover the types and functions of code switching used by lecturers in teaching EFL students. The data source comes from an interview of English lecturers at ITB STIKOM Bali. In addition, this study uses theories from Blom and Gumperz (1972) and Wardhaugh (2006). furthermore, she revealed two results. First, there are two types of code switching used by lecturers. they are situational and metaphorical code switching. As a result, three functions are founded. They are, as the translation, learning strategy, and also as the checking comprehension.

Based on the explanation above, there are several things that distinguish this research from previous studies. The first is the research objective, several previous studies such as Eva Fachriyah (2017), Thomas Wahyu Prabowo Mukti and Ouda Teda (2018), Yusuf Al Arief and Siti Haniifah Husnul Khotimah (2019), and I Gusti Agung Vony Purnama (2020), they focus on finding out the types and functions of code switching by teachers. In comparison, this study focuses on the types and reasons code switching is used by teachers. Besides that, the differences can also be seen in the object of research, in a previous study the object of research was the teacher who taught directly in the classroom, while in this study the object is the teachers who teach in the online class.

## **B. Theoretical Background**

### **A. Sociolinguistics**

Sociolinguistics consists of two words, sociology and linguistics. Sociology is an objective and scientific study of people in society, community situations, and social processes that exist in society. At the same time, linguistics is a field of science that studies language. In general, sociolinguistics is the field of science that studies language related to the use of language in society. Here's the definition of sociolinguistics.

According to Wardhaugh & Fuller (2014), sociolinguistics is how language associate with the casual conversation and media we are exposed to, and the existence of social norms, policies, and laws of particular language use.

While in another perspective Cloumas (1997) as cited in Wardhaugh & Fuller (2014) defines sociolinguistics dividing it into two parts, micro and macro.

1. Micro-sociolinguistics investigate how social structure influences the way people talk and how language varieties and patterns of use correlate with social attributes such as class, sex, and age.
2. Macro-sociolinguistics is the study of language against people's behaviors, such as attitudes, forms of speech in society, language shifting, language maintenance, language replacement, delimitation and community interaction.

Another definition taken from Fishman (1972) sociolinguistics is the study of the characteristics of language variation, language variety function, and language users. These three elements are always interacting and changing in one speech society. On the other hand, Appel (1976) said sociolinguistics sees language as a social and communication system that is part of a particular society and culture. In addition, according to him, the use of language is a form of social interaction that occurs in concrete situations.

From the above definition, it can be concluded that sociolinguistics is a branch of linguistics related to the science of sociology. These two things cannot be separated in the social life of the community.

## **B. Bilingualism**

The terms bilingualism and multilingualism refer to one of the phenomena in which a person talks more than one language. This happens because of several

factors such as education, acculturation, technology, and many more. In addition, the theory of bilingualism and multilingualism is strongly related to code switching, because code switching is an aspect of bilingualism. Here are some opinions about bilingualism.

Bloomfield (1933) says that bilingualism is the qualification of a speaker to use two languages equally well. According to him, a person is called bilingual if they can use L1 and L2 to the same level. On the other hand, Mackey (1962) states that bilingualism is the practice of alternating use of two languages, from one language to another, by a speaker. The situation and conditions faced by the speaker also determine the change of languages used. While in another perspective, Fishman (1975) states that bilingualism in sociolinguistics is defined as the alternating use of two languages by a speaker in communicating with others.

Looking at the notion of bilingualism that has been described above, it can be concluded that the explanation of experts refers to the same core, namely, bilingualism is the use of more than one language carried out by a speaker in a society.

### **C. Code**

Poedjosoedarno (1982) code is a speech system with language elements that have characteristics in accordance with the existing speech situation. While in another perspective, Kridalaksana (2001) defines code as a symbol or system of expressions used to describe a particular meaning. He also said code is a language system in society and a specific variation in language. Moreover, Sumarsono and

Partana (2002) state that code means a neutral term that refers to a language, dialect, sociolect or variety of languages. On the other hand, Wardhaugh (2006) defines code as a dialect or language that a person uses in speech events with systems used for communication between two people or more.

Based on some expert opinions, it can be concluded that code is a speech system in society to describe a particular meaning that refers to dialects and various languages as a medium of communication.

#### **D. Code Mixing**

Nababan (1993) explains that code mixing is a language situation when a person mixes two or more languages in a speech without anything demanding mixing that language. Another perspective comes from Sumarsono (2004), He explained that code mixing occurs when speakers consciously and intentionally use elements of other languages when speaking in a speech. In addition, Abdul Chaer and Leonie (2004) stated that code mixing is the use of language with several codes. Another definition is taken from Muysken (2002), He defines mixed code as a term that refers to all cases where lexical items and grammatical features of two languages appear in a single sentence.

From the ideas above, it can be concluded that code mixing is the use of two or more languages by inserting elements of one language into another language.

#### **E. Code Switching**

According to Gal (1988) (in Wardhaugh, 2006:101) "code switching is a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations".

Another definition come from Myers-Scotton & Ury, 1977; Grosjean 1982; Hoffman, 1991 (in Yassi, 2016:28) "define code switching as the alternation of two languages or varieties within the same discourse or conversation." Meanwhile, Gumperz (1977, as cited in Yassi, 2016) refers to code switching as "juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems". Further, Romine (in Yassi, 2016:28) "explains more complexly adapted from Gumperz, in which she opens up a much broader idea of code and not only refers to different languages, but also looks at varieties and styles of language".

From the opinion above, it can be concluded that code switching is a transition from one language to another as possible occurs in speech events depending on the situation and conditions.

#### **F. Type of Code Switching**

The types of code switching are classified differently by the experts such as Blom and Gumperz (as cited in Yassi, 2016) distinguish code switching into two types, they are:

1. Situational code switching: occurred when the change of participants relevant social relationship is occurred which in result change the situation.
2. Metaphorical code switching: happened when language switch because the change on the topics or subject.

According to Poplack (in Yassi 2016:35-36) has divided code switching into three categories; tag-switching, intrasentential, and intersentential:

1. Tag-switching involves the insertion of a tag in one language into an utterance which is otherwise entirely in the other language.
2. Intra-sentential code switching, the switch within a clause or sentence boundary.
3. Inter-sentential switching, this switching involves a switch at a clause or sentence boundary, where each clause or sentence is in one language another.

This study uses five types of code switching from Yassi (2016). They are intraclausal, intraphrasal, intralexical switching, interclausal, and tag switching. The five types are developments from Poplack's theory, in which Yassi divides intrasentential into intraclausal, intraphrasal, and intralexical. Here's the explanation:

1. Intraclausal switching, the switch that occurs within a clause boundary.
2. Interphrasal switching, the switch that occurs within a phrase boundary.
3. Interlexical switching, the switching occurs within a word boundary.
4. Interclausal switching, the switching occurs between clausa.
5. Tag switching, inserting a tag in one language in an utterance which is entirely in the other language.

### **G. Reasons of Code Switching**

As claimed by Hoffman (1991) there are seven reasons for bilinguals to switch their languages. The seven reasons are as follows:

1. Talking about particular topic.

People prefer to talk about a particular topic in L2 than in L1. They do this because they feel free to convey their thoughts and emotions using L2 and the addressee is also familiar with it.

2. Quoting somebody else.

this reason happens when the interlocutor quotes famous expressions or utterances. The quotations are usually from public figures or famous people. The interlocutor quotes someone's words to prove that an interlocutor is a modern person, who always updates himself or herself with new information.

3. Being emphatic about something (express solidarity).

According to Hoffman (1991), If someone wants to empathize about something, usually speakers use L2 to L1 or vice versa, whether intentionally or not.

4. Doing interjection.

Hoffman (1991) stated that language switching among bilingual or multilingual people can sometimes mark by an interjection or sentence connector.

5. Repetition is used for clarification.

Hoffman (1991) states that when a bilingual person wants to clarify his speech to be better understood by the audience, sometimes they can use both languages they mastered by saying the same utterance. In addition,

repetition is not only to clarify the message but also to emphasize the message.

6. Clarifying the content of the conversation to the interlocutor.

Hoffman (1991) said “when a bilingual person talks to another bilingual, there will be lots of Code Switching and Code Mixing occurs.” In other words, the interlocutor will repeat a message in one language to make the speech run smoothly or clarify the ideas so that other interlocutors can understand them.

7. Expressing group identity or solidarity.

Code Switching and Code Mixing are strategies to express group identity. The way people communicate with their group is obviously different from how they communicate with other people from other groups (Hoffman, 1991).

Besides that, Holmes (2001) proposed six reasons causing code switching.

They are as follows:

1. They are the presence of other participants in the conversation.

This reason is usually caused to indicate group identity or ethnic similarities with the interlocutor. And, sometimes as a form of show solidarity with the group.

2. Differences in status and formalities.

The second reason is the use of the L2, which is more prestigious than the L1. In addition, L2 is commonly used in formal circumstances, while L1 is used in informal cases.

3. The topic of conversation.

Topic changes usually cause the use of code switching. Some topics are more accessible to talk about in specific languages than using other languages.

4. Quoting someone.

This reason aims to reveal the citation contents from the original language accurately.

5. Lack of vocabulary.

Lack of vocabulary in L1 causes code switching to L2 so that speakers can still describe or express an object. In addition, sometimes it is also caused by the speaker's hesitation about the vocabulary in a particular language.

6. Rhetorical reasons.

In conveying a message, a speaker expects the purpose of the conversation to be accepted by the listener. A speaker will do code switching if the listener does not really understand the speaker's utterance.

In another perspective, Malik (1994) states that there are ten reasons for using code switching in communication.

1. Lack of facility.

This term refers to bilingual or multilingual speakers who often code switch when they are unable find an appropriate expression or

vocabulary item from the L2 vocabulary to match the words of their native language.

2. Lack of register.

It occurs when bilingual or multilingual speakers sometimes have difficulty finding appropriate vocabulary in the target language because they are incompetent in the target language. That's why they will choose to use a code switching.

3. Mood of the speaker.

Code switching takes place when bilingual or multilingual in different moods, it happened because Speakers' moods can determine what language to use when communicating. When the condition is stable, a speaker is able to think of words that are right to use in the second language.

4. To emphasize a point.

According to Gal (1979) when a speaker employs code switching at the end of a conversation, not only means to end the conversation but also to emphasize a point.

5. Habitual experience.

Habit formation is related to the psychology of behavioral aspects. Individual habit formation includes language choices, lexical form selection, and the use of grammatical structures. Malik (1994) emphasizes the fact that code switching often occurs in fixed phrases of

greeting and parting, commands and requests, invitations, expressions of gratitude, and discourse markers.

6. Semantic significance.

From Gal (1972) code switching can be used to signify the attitude of speakers, communicative intentions, and emotions because code switching is a tool to convey appropriate linguistic and social information.

7. To show identity with a group.

Malik (1994) states that code switching is used when bilingual or multilingual speakers intend to greet people from different language backgrounds.

8. To address a different audience.

Malik (1994) states that code switching is also used when the bilingual or multilingual speakers intends to address people coming from various linguistic backgrounds.

9. Pragmatic reasons.

The speakers will switch in order to call attention in the context of a conversation. Also, she emphasized that sometime the alternation between two languages is highly meaningful in terms of the conversational context.

10. To attract attention.

Malik (1994) states that in advertising (both written and oral) code switching is used to attract the attention of readers or listeners.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In this study, the writer used qualitative descriptive methods. This method was used based on data collected in the form of words, pictures, and not numbers. According to Bogdan and Taylor, in Moleong (2010), qualitative research presents descriptive words or is spoken by a group of people. In addition, qualitative research also aims to explain existing phenomena, whether it is a scientific phenomenon or a human-made phenomenon.

#### **B. Library Research**

The theories were collected through reading materials related to the topic. The reading materials are textbooks and handouts. The purpose of reading was to find out more information related to theoretical issues that support this writing. Furthermore, information about the topic was also discovered through browsing on the internet.

#### **C. Field Research**

Field research was characterized as a qualitative data collection method to observe, engage, and understand people in the natural environment. Field research included several social research approaches, including direct observation, selective participation, record and other knowledge analysis, informal interviews, surveys, etc. However, field research was typically defined as qualitative research, various forms of quantitative analysis, and involved in it.