# CHAPTER I

# INTRODUCTION

## A.    Background of the Study

There are many definitions about language, such as Mesthrie defines as follows:

> Language is not **denotational**, a term which refers to the process of conveying meaning, referring to idea, events or entities that exist outside language. While using language primarily for this function, a speaker will inevitably give off signals concerning his or her social and personal background.[1]

Base on the definition language more than a tool for communication, but language includes social condition, culture, and function of society.

Today, English language is lingua franca in the contemporary world, therefore learning English is important for study, employment and establishing relationships with others from other countries. English is the language to be learned and mastered, because English is becoming lingua franca in presenting information between countries, internet, books, and others. So, many schools and educational institutions look for various methods to increase students' English. One of the famous

---

[1]  Rajend Mesthrie, Joan Swann, Ana Deumert and William L. Leap, *Introducing Sociolinguistics,* Second Edition, (Edinburgh: Edinburgh University Press Press, 2009), 5-6.

methods that used in Modern *Pesantren* Al-Kautsar Karang Kitri in promoting English as lingua franca is through daily English conversation. The language supervisor in Modern *Pesantren* Al-Kautsar Karang Kitri sets up every some days to become English day and Arabic day. The way is effective to increase students' English. The students have a relief to match and mix between English and Indonesian or Arabic and Indonesian when the students do not know English or Arabic vocabularies fully. The students live in the place that has a strict monitoring, so the students do not try to break the rule.

Based on the explanation, it will be interesting phenomenon in sociolinguistics study that called code-switching and code-mixing. In bilingualism condition, people will switch their language, depend on situation of the language.

Hence, the writer wants to focus on code switching phenomenon in daily conversation in Modern *Pesantren* Al-Kautsar Karang Kitri. Relating from the case, the writer wants to analyze language and social as something that cannot be separated. And then the writer takes a title **The Analysis of Students' Code Switching Used in Their Daily Conversation (A Case Study at Modern *Pesantren* Al-Kautsar Karang Kitri)** for her study**.**

**B.    Focus of the Study**

The writer limits the study on the Students' Code Switching that used in their daily conversation at Modern *Pesantren* Al-Kautsar Karang Kitri. The writer describes the types, the functions, and the reasons of code switching that used by students' in daily conversation at Modern *Pesantren* Al-Kautsar Karang Kitri.

**C.    Statement of the Problem**

Base on the background of the study above, the writer determines and formulates the problem as follows:

1.    What types of code switching do students use in their conversation at Modern *Pesantren* Al-Kautsar Karang Kitri?

2.    What are the functions of code switching that used by students in their conversation at Modern *Pesantren* Al-Kautsar Karang Kitri?

3.    What reasons do students have to switch language in their conversation at Modern *Pesantren* Al-Kautsar Karang Kitri?

## D.    Significance of the Study

By doing the study, the writer hopes that the result of the study gives many advantages and answer the questions that mention in statement of the problem as follows:

1. To describe the types of code switching that used by students' in their daily conversation at Modern *Pesantren* Al-Kautsar Karang Kitri.

2. To explain the functions of code switching for students' daily conversation at Modern *Pesantren* Al-Kautsar Karang Kitri.

3. To explain the reasons of students' to use code switching in their daily conversation at Modern *Pesantren* Al-Kautsar Karang Kitri.

### E.    Previous Study

Before the writer takes the study, actually many students and researchers have researched the topic, such as in Anita's research on "Students' Code Switching in EFL Classroom (A Case Study at TBI Students of IAIN SMH Banten), 2013" her research talked about code switching in EFL Classroom, of course the object is student in EFL classroom. In Anita's research, she focused on students of TBI that often switch code from English as a target language to Indonesian during learning English, and identify some problems that happen in the classroom.

Second previous research that was written by Imran in his paper on "An Analysis of Code Switching and Mixing at Opini of the 'Fajar Banten' Daily Newspaper, 2006" he discussed about the usage of code switching and code mixing on daily opinion articles in Fajar Banten and the reasons of the usage.

Third, Ismawati's paper on "Descriptive Analysis of Code Mixing Employed by Students in Media Social Facebook, 2016" she discussed about the types of code mixing the most used by students of IAIN SMH Banten in Media Social Facebook and the reasons of the usage.

And forth, Latipatun's paper on "The Analysis of Code Switching in Students' English Speaking (A Case Study at Second Grade of Junior High School Babus Salam Tangerang, 2012" she discussed about the usage of code switching in

students speaking in the classroom in Junior High School Babus Salam Tangerang and the factors.

While on this research the writer discusses about code switching in daily conversation that happen in *pesantren* environment. The writer takes place in Modern *Pesantren* Al-Kautsar Karang Kitri. The research focuses on social communication, different with the others researches although has same object that are students. This research uses sociolinguistics study to describe the relation of language and social. Cause language relates with social and culture in a place that cannot be separated.

## F.    Organization of the Paper

After collecting and analyzing the date, the writer writes the result on a paper systematically. As for the systematic form are:

**Chapter I***,* introduction includes background of the study, focus of the study, statement of the problem, significance of the study, previous study, and organization of the thesis.

**Chapter II***,* theoretical framework includes the study of code switching, speaking, sociolinguistics, and bilingualism.

**Chapter III***,* research methodology includes methodology of research, time and setting, instrument of the research, technique of data collection, and technique of data analysis.

**Chapter IV**, the study result includes data finding, data analysis, and discussion and interpretation.

**Chapter V***,* in the last chapter includes conclusion and suggestion.

# CHAPTER II

# THEORETICAL FRAMEWORK

## A.    The Study of Code Switching

## 1.    The Definition of Code Switching

Gumper has defined that code switching is as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems".[2] To make clear the definition, Stockwell used an example in his book that parallel with Gumper's definition, for instance "Christoper Barenberg was chatting in English outside the library to a German friend who suddenly said: 'I think the essay will be right, *aber Du weisst ja wie das ist'* ('but you know what it's like').

Wardhaugh explained that "code switching occurs in condition of change, where group boundaries are diffuse, norm, and standards of evaluation vary, and where speakers' ethnic identities and social backgrounds are not matters of common agreement."[3] Therefore code switching is a common phenomenon that happens in human society, but the important is the interlocutor's agreement to switch code in certain situation.

---

[2] Suzanne Romaine, *Bilingualism Second Edition* (Oxford: Blackwell Publishers, 1995), 121.

[3] Ronald Wardhaugh, *An Introduction to Sociolinguistics* (Oxford: Blackwell, 1986), 111.

The other explanation from Chloros that "Code Switching arises in a variety of different context, as a symptom of quite opposite developments, from accommodation to divergence and from language maintenance to language shift."[4] From many definitions above the writer gets the point that relate with Elgin's definition that "code switching is when a multilingual person moves back and forth between two or more languages (or two or more varieties of a language) in a single communication".[5]

## 2. The Types of Code Switching

Following from Poplack, Romaine explained four types of code switching, they are:[6]

a. Tag-switching

Tag-switching involves insertion of tag in one language into utterance in other language. A tag can be a word or phrase that is added in a sentence for emphasis, for example, *hi, guys, you know, I mean,* etc.

b. Inter-sentential switching

Inter-sentential switching involves a change in a clause or sentence boundary, where each clause or sentence is in one language or another language. An example from Poplack (1980), Puerto Rican bilingual Spanish/English has spoken *Sometimes I'll*

---

[4] Penelope Gardner –Chloros, *Code-Switching* (Cambridge: Cambridge University Press, 2009), 21.
[5] Suzette Haden Elgin, *The Language Imperative* (Cambridge: Perseus Publishing, 2000), 23.
[6] Romaine, *Bilingualism Second Edition*, 122.

*start a sentence in English y terminó in español.* 'Sometimes I'll start a sentence in English and finish it in Spanish'.

c.     Intra-sentential switching

Intra-sentential switching involves, arguably, the greatest syntactic risk, and may be avoided by all but the most fluent bilinguals. This in this type a switch occurs within a clause or sentence boundary. For example, from Tok Pisin[7]/English: *What's so funny? Come, be good. Otherwise, yu bai go long kot.* – 'What's so funny? Come, be good. Otherwise, you'll go to court.'

## 3.     The Functions and the Reasons of Code Switching

a.     The Functions of Code Switching

Gumperz identified some functions of code switching those were followed by Romaine to ten functions of code switching, as follows:

1)     A distinction between direct vs. reported speech, or quotations

2)     To qualify a message

3)     To specify an addresses as the recipient of message

4)     To mark personalization vs. objectivization, or where is personal and general

5)     To mark injections or to serve as sentence fillers

---

[7] "Tok Pisin is a creole language spoken throughout Papua New Guinea. It is an official language of Papua New Guinea and the most widely used language in that country." Quoted from https://en.wikipedia.org/wiki/Tok_Pisin. The access on April 7, 2017.

6) Reiteration or interjection

7) To specify a social arena

8) To shift to a new topic

9) To clarify or emphasize a message

10) To mark types or genres.[8]

b. The Reasons of Code Switching

Generally, there are five reasons of code switching those are:

1) Speaker,

2) Listener or interlocutor,

3) A change of situation when the third person is coming,

4) A change from formal to informal situation, and

5) A change of topic discussion.[9]

A speaker sometimes switches the code or language to get the important thing, so there is a crucial thing that is needed. Then, listener or interlocutor can be the reason of code switching because the interlocutor wants to equal the conversation that is happening. So, presence of the third person that has different background knowledge can switch a language to another language. A change of situation from formal to informal also be a reason to switch a language. Actually from the five reasons or

---

[8] Romaine, *Bilingualism Second Edition*, 161-164.
[9] Abdul Chaer and Leoni Agustina, *Sosiolinguistcis Perkenalan Awal* (Jakarta: Rineka Cipta, 2010), 108.

factors above, there are many others reasons of code switching depend on the situation are happening.[10]

## B. The Study of Speaking

A communication is as sending and receiving verbal or non-verbal message.[11] In communication, speaking and listening skill are closely intertwined as verbal communication.[12] Relating to the statement Brown defines that "speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test."[13]

So, the important thing of production of speaking skill includes two main categories, those are accuracy and fluency. Accuracy consists of using vocabulary, grammatical structure, and pronunciation of the words, and fluency is ability to keep going the conversation well.[14]

---

[10] Chaer and Agustina, *Sosiolinguistcis Perkenalan Awal*, 108-112.

[11] Deanna D. Sellnow, *Confident Public Speaking* (Belmont: Thomson Wadsworth, 2005), 7.

[12] H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy,* second edition (New York: Longman, 2001), 267.

[13] H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (New York: Longman, 2004), 140.

[14] Ali Derakhshan, Atefeh Nadi Khalili, and Fatima Beheshti, "Developing EFL Learner's Speaking Ability, Accuracy, and Fluency", *English Language and Literature Studies*, Vol. 6, No. 2; (May, 2016), 178.

1.     **Understanding Conversation**

According to Ford and Ford understanding conversation is when people understand what you said, ideas, and the meaning of the utterance.[15] Sidnell also explained that understanding in conversation is "intersubjectivity – joint or shared understanding between persons – is typically explained in terms of convergent knowledge of the world".[16]

To avoid the trap of getting tangled up, it is important to remember two things. First people want to understand what you said and second people relate to another thing to understand. So speakers can design their message and their interaction in a way to make their interlocutors are easy to understand and join in the conversation.[17]

Furthermore, Sidnell said that "we use talk to argue, to complain, to woo, to plead, to commemorate, to denigrate, to justify, to entertain, and so on. Clearly, if we did not talk we would not have the lives we do".[18] As human being, a talking to others people is very important to keep relation and communication for their daily activity.

---

[15] Jeffrey Ford and Laurie Ford, *The Four Conversations: Daily Communication That Gets Results* (Oakland: Berrett-Koehler Publishers, 2009), 1.

[16] Jack Sidnell, *Conversation Analysis: an Introduction,* (Oxford: Wiley-Blackwell, 2010), 12.

[17] Ford and Ford, *The Four Conversations: Daily Communication That Gets Results,* 59.

[18] Sidnell, *Conversation Analysis: An Introduction,* 1.

## 2.    Types of Speaking performance

According to Brown there are five types of speaking performance that can help students' speaking skill, as follows:[19]

a.    *Imitative*

Imitative is the ability to imitate a word or phrase or sentence correctly. A speaker has to imitate a pronunciation and intonation of word well. It helps an interlocutor to understand and builds good communication.

b.    *Intensive*

Intensive is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

c.    *Responsive*

Responsive includes interaction in short conversations, standard greetings, simple requests, and comments, such as saying *hello, good morning*, and *how are you?*

d.    *Interactive*

Interactive is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interactive consists two forms, transactional dialogue and interpersonal dialogue. Transactional dialogue has the purpose to get specific information that speaker wants to

---

[19] Brown, *Language Assessment Principle and Classroom Practice,* 141-142.

know. And then interpersonal dialogue has the purpose for maintaining social communication and relationship.

e.  *Extensive (monologue)*

Extensive includes monologue speaking in the form speeches, oral presentations, and story-telling. The speaker wants to expand the communication skill, the speaker can make a report of a journey or own experience. One of the effective way to increase speaking skill and adding many vocabulary are practice in many ways, such as reading a short story, telling a report, and telling special experience.

## 3.  Elements of Communication Process

According Sellnow there are seven basic elements of the communication process, those are:[20]

a.  Situation

Situation includes the place, time, occasion, and culture context of the communication. The place can be at home, office, school, or somewhere. The time can be Sunday until Saturday morning, afternoon, evening, night, after lunch, after praying, and etc. The occasion can be in special day, such as a birthday or anniversary, wedding, graduation, or funeral. And culture is important that has to do in informal behavior such as attitudes, values, and beliefs.

b.  Sender

---

[20] Sellnow, *Confident Public Speaking*, 13-21.

Sender is the person who initiates a communication. A communication includes verbal and non-verbal communication.

c.    Message

Message is the idea or the topic or the content of the communication. A message is not only what the speaker says, but how the speaker says. The word the speaker chooses, the arrangement, and gesture of the speaker.

d.    Receiver (s)

Receiver is the listener or the interlocutor of the conversation. A receiver is not only hearing the message, but a receiver determines how the conversation is going. Background knowledge of a receiver will decides the way and the large of the conversation, how much information will be developed.

e.    Channels

Channels are the pathway through the visual channel what the interlocutor visual or auditory channel what the interlocutor hears. A visual channel includes gesture, eyes contact, and facial expression. And an auditory channel includes the words that is chosen, intonation, and pronunciation of a word.

f.    Feedback

Feedback can come from the sender or the receiver, because the creation of meaning will not be possible without a feedback. A feedback includes a facial expression, a gesture, or an information that is given by the interlocutor.

g.    Interference

Interference is an obstruction in the communication transaction. Interference in a communication includes internal and external factor. Internal factor consists of the speaker forgets or does not know the vocabulary, then the speaker cannot express the certain word. External factor consists of when the listener or the interlocutor does not understand what the speaker says, or many things that makes sound and disturbs the interlocutor's hearing.

## C.    The Study of Sociolinguistics

Holmes explains that:

Sociolinguistics study the relationship between language and society. They are interested in explaining why we speak differently in different social context, and they are concerned with identifying the social function of language and the ways it is used to convey social meaning. Examining the way people use language in different social contexts provides a wealth of information about the way language works, as well as about the social relationship in a community.[21]

Meanwhile, Wardhough and Fuller explain that:

A major topic in sociolinguistics is the connection, if any, between linguistic features – the structures, vocabularies, and ways of using particular languages –

---

[21] Janet Holmes, *An Introduction to Sociolinguistics* (London: Longman, 1992), 1.

and the social roles and identities of the men and women who speak these languages.[22]

Studying sociolinguistics teaches us to understand how to interact and communicate to people. Sociolinguistics guides us to communicate with own language, language variety, or language style, what we have to use if we talk to certain people. Sociolinguistics also shows how to talk when we are in mosque, library, park, market, or football field.

Sociolinguistics is branch of linguistics that puts language level on user social connection in society, because in human society, people are not as individual people, but as human being. Hence, everything that is done by people in their speech will be influenced by the surroundings situation and condition.[23]

## D.    The Study of Bilingualism

Finegan explains in his book as follows:

The first of these phenomena is bilingualism or multilingualism, in which members of a community acquire more than one language natively. In a multilingual community, children grow up speaking several language. Use of each language is often compartmentalized, as when one is used at home and another at school or at work. Multilingualism is such a

---

[22] Ronald Wardhaugh and Janet M. Fuller, *An Introduction to Sociolinguistics*, seventh edition, (Oxford: Wiley Blackwell, 2015), 311.
[23] I Dewa Putu Wijana, Muhammad Rohmadi, *Sosiolinguistik Kajian Teori dan Analisis* (Yogykarta: Pustaka Belajar, 2013), 7.

natural solution to the problem of language contact that it is extremely widespread throughout the world.[24]

However, Wardhaugh and Fuller state that "most people who are multilingual do not necessarily have exactly the same abilities in all the languages (or varieties) they speak; in fact, that kind of parity may be exceptional."[25] Wardhaugh and Fuller explain that "in many parts of the world it is just a normal requirement of daily living that people speak several languages: perhaps one or more at home, another in the village, still another for purposes of trade, and yet another for contact with the outside world or wider social or political organization."[26]

From the previous statements, it can be concluded that bilingualism is the use of two languages in conversation on the certain situation. Actually, the concept of bilingualism and multilingualism is same.[27] And the other definition from David Crystal that cited by Elgin that "Multilingualism defines as the ability to 'make use of' more than one language".[28]

---

[24] Edward Finegan, *Language Its Structure and Use*, fifth edition (Boston: Thomson Wadsworth, 2008), 452.

[25] Wardhaugh and Fuller, *An Introduction to Sociolinguistics*, seventh edition), 84.

[26] Wardhaugh and Fuller, *An Introduction to Sociolinguistics*, seventh edition, 83.

[27] Sumarsih, Masitowarni Siregar, Syamsul Bahri, and Dedi Sanjaya, "Code Switching and Code Mixing in Indonesia:  Study in Sociolinguistics", *English Language and Literature Studies*, Vol. 4, No. 1, (February, 2014), 78.

[28] Elgin, *The Language Imperative*, 2.

# CHAPTER III

# RESEARCH METHODOLOGY

.

## A.    Methodology of Research

Based on the statements of the problem and the theory, the best methodology for this research is a qualitative case study. Then, the writer uses a qualitative case study method for solving the questions of the problem. This method helps the writer during finding data to answer the questions of the problem.

A qualitative case study is as strategy on this research, because a case study is one of social research method. This strategy is focus on contemporary phenomenon in real life context. In addition, Nunan and Bailey said that "the case study researcher typically observes the characteristics of an individual entity a child, a clique, a class, and educational program, or a community in that entity's naturally occurring situation."[29] Parallel with the definition, Duff cited from Merriam's definition that:

> The qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive, and heuristic and rely heavily

---

[29] David Nunan and Kathleen M. Bailey, *Exploring Second Language Classroom Research* (Boston: Heinle, Cengage Learning, 2009), 162.

on inductive reasoning in handling multiple data sources.[30]

According to the definition above, the writer wishes a case study is the best method, such as Duff's explanation that:

> Case studies have a number of characteristics that make them attractive. When done well, they have a high degree of completeness, depth of analysis, and readability. In addition, the cases may generate new hypotheses, models, and understandings about the nature of language learning or other processes.[31]

Parallel with Duff's explanation that cases generate understandings about the nature of language learning or the process, the writer wants to correlate with another approach such as in this study 'sociolinguistics-based research in Modern *Pesantren* Al-Kautsar Karang Kitri'. Such as Wardhaugh and Fuller said in their book "an underlying assumption in sociolinguistics is that much of communication is directed toward keeping an individual society going; that is, an important function of communication is social maintenance."[32] Sociolinguistics research is generally carried out through the participant observation in Modern *Pesantren* of Al-Kautsar Karang Kitri. Sociolinguistics research is through language behavior in group of community in natural setting, such as in the *pesantren* group is

---

[30] Patricia A. Duff, *Case Study Research in Applied Linguistics* (New York: Taylor and Francis Group, 2008), 21-22.
[31] Duff, *Case Study Research in Applied Linguistics*, 43.
[32] Wardhaugh and Fuller, *An Introduction to Sociolinguistics,* seven edition, 227.

*banat* (the group of women society). The writer wants to correlate between the social environment that has made by the rules of *pesantren* and language behavior that used in the *pesantren.*

## B.    Time and Setting

In this study is conducted about two months from Maret to April 2017 in Modern *Pesantren* Al-Kautsar Karang Kitri Pandeglang street km. 9 Kamanisan village Curug sub-district Serang city Banten. From two months, the writer just takes some weeks that the week is a week that is chosen as English day only. In a month, the managers have divided per week for Arabic language and English language. The data of the research are taken from students' conversation in daily activities. Modern *Pesantren* Al-Kautsar Karang Kitri has 34 male students and 57 female students. The participants in this research are generally female students from the seventh grade until the twelfth grade. Totally there are 40 students as participants from 91 students that live in Al-Kautsar Karang Kitri, four students interviewed, and two teachers or supervisor interviewed. The participants of this study are female students because the writer could not reach male students, but during the writer stays at *pesantren* the condition between female and male students are same. So, although the writer only takes female students as participants, it has represented all of the students.

## C.    Instrument of the Research

The instruments of the study is the writer self that uses three tools those are field notes, questions list, and archives. The writer observes students' conversation in English day. The writer brings a notebook to note students' short conversation for getting list of conversation. The field notes that is gotten to obtain data that would be analyzed the types of code switching.

The second tool is questions list. The questions list are through the data of functions of code switching and students' reasons to switch the language.

The third tool is archive. The writer analyzes archives that gotten from field note and *mudabbir* or language administrator in Modern *Pesantren* Al-Kautsar Karang Kitri. The documents or archives will be analyzed by the writer to obtain the data.

## D.    Technique of Data Collection

To collect the data, the writer chooses three techniques, those are:

1.    Observation

According to Marczyk, DeMatteo, and Festinger in the context of science, they explain that

> Observation means more than just observing the world around us to get ideas for research. Observation also refers to the process of making careful and accurate

measurements, which is a distinguishing feature of well-conducted scientific investigations."[33]

Then, based on the necessity of the research, the writer chooses participant observation specifically as passive participation to obtain the data that the writer needs. Sugiyono defines that "passive participant means the researcher is present at the scene of action but does not interact or participate".[34] Then, the result of the observation will analyze to decide the types of code switching.

2.  Interview

To collect deeper data, the researcher uses unstructured interview and face to face with the respondents. Unstructured interview is independent interview where the researcher does not use guidance of interview that arranges systematically. The guidance in unstructured interview is just the points of questions that can be improved by the researcher.[35]

The respondents that the writer is interviewed are students and teacher based on the position of the respondent or the respondents' knowledge. The writer decides purposive sampling as a technique to choose the respondents. Purposive sampling is technique to get data with certain deliberation. The

---

[33] Geoffrey Marchzyk, David DeMatteo, David Festinger, *Essentials of Research Design and Methodology* (New Jersey: John Wiley & Sons, 2005), 6.

[34] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*, 227.

[35] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*, 233-234.

questions of the interview included questions that related with the functions of code switching and the students' reasons.

3.  Archive

The last step of collecting the data is getting the document or archive. The document uses in this research is field note and program of language manager in this *pesantren*. The result of observation and interview also considered as document.

For all the result, the researcher analyzes the documents through preparing of data analysis, data analysis, and interpretation. Finally, those are documents supported this research to answer the statements of the problem in the chapter one.

**E.    Technique of Data Analysis**

Bogdan that cited by Sugiyono said:

Data analysis is the process of systematically searching and arranging the interview transcipts, fieldnotes, and other material that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others."[36]

After the writer decides the statements of the problem, selecting an appropriate research design, choosing a suitable sample of research participants, and selecting a suitable instruments of the research, then the process of data analysis should be fairly straightforward process.  Marczyk, DeMatteo,

---

[36] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*, 244.

and Festinger explain "the process of data analysis involves the following three steps: 1) preparing the data for analysis, 2) analyzing the data, and 3) interpreting the data."[37]

The writer analyzes the general situation in the *pesantren* including the phenomenon that is happening. Then, the writer observes to find specific problem and limitation. Then, the researcher analyzes the script of conversation in the field, actually the names in the conversation are just initial name to keep respondent secret that is something confidential. The writer makes expression of table that includes language level and language content. After identifying the language level, the writer analyzes the types of code switching.

Based on the result of interview, the writer describes the functions of code switching. The describing is collaborated with the theory and the reality in the field.

And the last analyzing is the result of interview to describe the reasons of code switching in students' conversation at Modern *Pesantren* Al-Kautsar Karang Kitri. The reason is related with the phenomenon that happens in the field. The writer tries to describe clearly the phenomenon of code switching in students' conversation at Modern *Pesantren* Al-Kautsar Karang Kitri. As result, the writer wishes the result of analyzing can be easy to be understood by people.

---

[37] Marchzyk, DeMatteo, and Festinger, *Essentials of Research Design and Methodology*, 198.

# CHAPTER IV

# RESEARCH RESULT

## A. Data Finding

In this sub-chapter the writer describes her finding when she was in the field. The data finding is a reference to decide the types of code switching that used by students in Modern *Pesantren* Al-Kautsar Karang Kitri. Before the writer divides the types of code switching, the writer describes the expression of daily conversation includes the sentences from the conversation that has taken by the writer and the clarification of the language content.

From this study the data of code switching is obtained as follows:

Table 1. Expression of daily conversation in Modern *Pesantren* Al-Kautsar Karang Kitri

| No | Expression of Daily Conversation | Language Content | | |
|----|----------------------------------|------------------|---------|--------|
|    |                                  | Indonesian | English | Arabic |
| 1  | Who is inside?                   |            | √       |        |
| 2  | Je sister, what sister?          |            | √       |        |
| 3  | What are you doing?              |            | √       |        |
| 4  | I use shop, why?                 |            | √       |        |
| 5  | After shop, what?                |            | √       |        |

| 6 | Tooth brush | | √ | |
|---|---|---|---|---|
| 7 | Don't be longing *yah*! | √ | √ | |
| 8 | Yes sister | | √ | |
| 9 | Who in four? | | √ | |
| 10 | I am | | √ | |
| 11 | Dh after you *sih*! | √ | √ | |
| 12 | I long time | | √ | |
| 13 | *Ih*… I want difficult, stomach | √ | √ | |
| 14 | Why Au? | | √ | |
| 15 | I am stomach | | √ | |
| 16 | Sister A long time? | | √ | |
| 17 | No, *sebentar lagi* | √ | √ | |
| 18 | Yes don't be long | | √ | |
| 19 | You after me? | | √ | |
| 20 | Yes | | √ | |
| 21 | Sister come on quickly | | √ | |
| 22 | *Ih*… moment *geh* | √ | √ | |
| 23 | Sister wants to go to canteen? | | √ | |
| 24 | Yes, I want | | √ | |
| 25 | Yes, I am in front of yes? | | √ | |
| 26 | Yes, moment yes? | | √ | |

| 27 | Oa where is your book permission | | √ | |
|----|----------------------------------|---|---|---|
| 28 | Yes, this is | | √ | |
| 29 | This is yours *geh* | √ | √ | |
| 30 | Oh… thank you | | √ | |
| 31 | No, I thank you with you | | √ | |
| 32 | Yes, thank you | | √ | |
| 33 | Mn you want take money no? | | √ | |
| 34 | Yes I want | | √ | |
| 35 | But, I want take money class | | √ | |
| 36 | I don't want, if you take money class | | √ | |
| 37 | Why you no want | | √ | |
| 38 | No, moment only | | √ | |
| 39 | Now only Mn! | | √ | |
| 40 | *Ih…* who in one, *ih…* Ma *masih lama gak?* | √ | √ | |
| 41 | *Masih, eh kamu abis dzuhur aja sih* | √ | | |
| 42 | Up quickly prayer | | √ | |
| 43 | *Ih* I am *nya lemes* | √ | √ | |
| 44 | *Ih* don't like that | √ | √ | |

| 45 | I am *Qowie* but I want *Naum* | | √ | √ |
|----|------------------------------|---|---|---|
| 46 | You are not sick but no school | | √ | |
| 47 | I *nya* forget | √ | √ | |
| 48 | *Uh* reason only | √ | √ | |
| 49 | Ta don't be long | | √ | |
| 50 | Yes, I no long sister | | √ | |
| 51 | You are enter only | | √ | |
| 52 | Sorry sister, I want poop | | √ | |
| 53 | But you are quickly | | √ | |
| 54 | Ai you have taken a bath | | √ | |
| 55 | Yes I have | | √ | |
| 56 | But you are smell | | √ | |
| 57 | *Ih…* I am very fragrant | √ | √ | |
| 58 | What? | | √ | |
| 59 | Side this that | | √ | |
| 60 | With that what *sih* | √ | √ | |
| 61 | Yes what | | √ | |
| 62 | *Ih* I don't know look only | √ | √ | |
| 63 | Who in three? | | √ | |

| | | | | |
|---|---|---|---|---|
| 64 | Long time? | | √ | |
| 65 | Yes | | √ | |
| 66 | Who …? | | √ | |
| 67 | Sister Ta long time? | | √ | |
| 68 | What are you doing? | | √ | |
| 69 | Take a bath | | √ | |
| 70 | Don't like that sister | | √ | |
| 71 | Yes Da you are *geh* don't like that | √ | √ | |
| 72 | You are what are you going | | √ | |
| 73 | So…? | | √ | |
| 74 | Sister testing yes! | | √ | |
| 75 | Yes but moment | | √ | |
| 76 | *Ih…* now only *sih!* | √ | √ | |
| 77 | *Ih* moment *pak* Haji Hi listen | √ | √ | |
| 78 | Oh yes sorry | | √ | |
| 79 | Who in two? | | √ | |
| 80 | What are you doing? | | √ | |
| 81 | What? | | √ | |
| 82 | *Kamu lagi ngapain?* | √ | | |
| 83 | *Cepetan geh sini* | √ | | |
| 84 | *Iya nanti* | √ | | |
| 85 | Don't be noise | | √ | |

| | | | | |
|---|---|---|---|---|
| 86 | Quickly Yn, I *nya* lazy | √ | √ | |
| 87 | *Sini dulu geh* | √ | | |
| 88 | What? | | √ | |
| 89 | *Mau bayar* | √ | | |
| 90 | *Nanti dulu* | √ | | |
| 91 | Sai *punya serit ga?* | √ | | |
| 92 | *Nih* | √ | | |
| 93 | Borrow *sih* | √ | √ | |
| 94 | *Ngomong* it with that | √ | √ | |
| 95 | Broken *tahu* | √ | √ | |
| 96 | *Jawab* I am sorry sister | √ | √ | |
| 97 | I am *sabunan* | √ | √ | |
| 98 | *Ohiya* money *maksudnya* | √ | √ | |
| 99 | Quickly *bagaimana tulisannya?* | √ | √ | |
| 100 | What *salah!* | √ | √ | |
| 101 | It is very *pahit* | √ | √ | |
| 102 | Miss *banget tau* | √ | √ | |
| 103 | *Wih baru yah* | √ | | |
| 104 | *Iya dong* | √ | | |
| 105 | *Uda dipake belum?* | √ | | |
| 106 | *Udah* | √ | | |

| 107 | *Apa?* | √ | | |
|---|---|---|---|---|
| 108 | *Terus si Laa sama siapa?* | √ | | |
| 109 | I don't know | | √ | |
| 110 | *Yang mana?* | √ | | |
| 111 | This is | | √ | |
| 112 | Mi this is your Qur'an? | | √ | |
| 113 | Yes, moment bring yes | | √ | |
| 114 | *Ih…* Mi | √ | | |
| 115 | No problem | | √ | |
| 116 | *Iya*, hmm | √ | | |
| 117 | There is your mother | | √ | |
| 118 | *Ukhti* I want buy | | √ | √ |
| 119 | Je after you? | | √ | |
| 120 | Who? | | √ | |
| 121 | Sister | | √ | |
| 122 | Yes sister | | √ | |
| 123 | Who in two? | | √ | |
| 124 | Do you longtime? | | √ | |
| 125 | No | | √ | |
| 126 | After you? | | √ | |
| 127 | Ta prayer fresh | | √ | |
| 128 | Yes moment | | √ | |

According to the table. 1 above there are 128 sentences and words those include three languages those are generally used by the students in their daily conversation, the languages are Indonesian, English and Arabic language. Indonesian language is as mother tongue in this environment, but English and Arabic language are compulsory language in Modern *Pesantren* Al-Kautsar Karang Kitri in daily conversation depend on the week, English or Arabic week. Based on the table.1 whatever the researcher has taken the conversation in English week, the students still use Arabic or Indonesian language to change English vocabulary. The reason will be explain in the next sub-chapter on data analysis.

Table 2. The Types of Codes Switching at Modern *Pesantren* Al-Kautsar Karang Kitri

| Types of Code Switching | | |
|---|---|---|
| **Tag-switching** | **Inter-sentential switching** | **Intra-sentential switching** |
| Don't be longing ***ya***! | Who in one, ***masih lama gak*** | ***Ngomong*** it with that |
| After you ***sih***! | Quickly ***bagaimana tulisannya***? | ***Ih*** I am ***nya lemes*** |
| ***Ih***… I want | Miss ***banget tahu!*** | I am ***Oowie*** but I |

| | | |
|---|---|---|
| difficult, stomach | | want ***Naum*** |
| ***Ih***… moment ***geh*** | | ***Jawab*** I am sorry sister |
| This is yours ***geh*** | | ***Ohiya*** money ***maksudnya*** |
| ***Ih***… who in one | | I am ***sabunan*** |
| ***Ih***… I am very fragrant | | What ***salah*** |
| With that what ***sih*** | | It is very ***pahit*** |
| ***Ih*** I don't know look only | | |
| Yes Da you are ***geh*** don't like that | | |
| ***Ih***… now only ***sih****!* | | |
| ***Ih*** moment | | |
| Borrow ***sih*** | | |
| I ***nya*** forget | | |
| Quickly, I ***nya*** lazy | | |
| Broken ***tahu*** | | |
| ***Ukhti*** I want buy | | |

B.    **Data Analysis**

1.    **The Types of Students' Code Switching in Their Daily Conversation at Modern *Pesantren* Al-Kautsar Karang Kitri**

The types of code switching that has found in students' daily conversation at Modern *Pesantren* Al-Kautsar Karang Kitri are as follows:

a.    Tag-switching

Romaine (1995) explained that tag-switching involves insertion of tag in one language into utterance in other language.[38] A tag can be a word or phrase that is added in a sentence for emphasis, for example, *hi, guys, you know, I mean,* etc.

The writer has found sentences from students' conversation that include to the tag-switching[39], for examples: *don't be longing **ya**, this is yours **geh**,* and *after you **sih**.* The word "ya", "geh", and "sih" are Indonesian language that usually are used in daily conversation. Then, in the *pesantren* environment the students still use it in daily conversation although they are in English conversation. The other example, **ukhti** *I want buy* the student added Arabic language in English conversation. The word *ukhti*[40] is common word that is used in

---

[38] Romaine, *Bilingualism Second Edition*, 122.
[39] See table. 2 that includes the examples of the types of code switching
[40] *Ukhti* is Arabic language that means 'sister'. In Modern *Pesantren* of Al-Kautsar Karang Kitri 'ukhti' is common word to call female students and

*pesantren* to respect female students. The student is unaware where the student spoke the nickname when they are talking. See "nya" in example above, it is Indonesian language but the speaker used the word within the English sentence. The adding word "nya" in *I <u>nya</u> lazy* has the meaning "I am lazy".

So, indirectly the speaker or the interlocutor has changed the English language into Indonesian language or Arabic language although the speaker just inserted "ya", "sih", "ih", "geh", or "ukhti" in the beginning or ending of sentence.

Insertions usually happen in Indonesian daily conversation. Thus, tag-switching is one of the types of code switching that usually happens while the common or famous insertion is added in the sentence in others languages.

b. Inter-sentential switching

Inter-sentential switching involves a change in a clause or sentence boundary, where each clause or sentence is in one language or another language. For examples: *who in one, <u>masih lama gak</u>* and *quickly <u>bagaimana tulisannya</u>?*

For the change in the sentence boundary includes inter-sentential switching. Because the speaker changes in the other language after the speaker spoke in English language or the speaker speaks English and then changes into another language.

---

'akhi' means brother for male students. The word has been a habit for students in *pesantren* when they want to call someone.

The interlocutor will be easy to understand what the speaker says even though the speaker uses two languages in the same sentence, because the change can be identified easily. The sentence or clause is still easy to identify because the interlocutor can feel the language change that used by the speaker.

c.    Intra-sentential switching

Intra-sentential switching involves, arguably, the greatest syntactic risk, and may be avoided by all but the most fluent bilinguals. So, the third type of code switching is not easy to identify for the interlocutor that is unusual for using two or more languages. For examples: *I am **Qowie**[41] but I want **Naum**[42]*.

There is a complexity problem in the understanding of the meaning. It is suitable with the theory that has explained that intra-sentential switching is more complex because the change occurs within the clause or sentence.

The example ***Ohiya** money **maksudnya*** is almost same as before, the language that used is Indonesia and English, but the speaker jumped to the Indonesian language. It is more difficult than the previous conversation because the speaker uses two languages that includes Indonesia and English language in the conversation. Then the change is within the sentence, so the

---

[41] *Qowie* is Arabic language that means "strong".
[42] *Naum* is Arabic language that means "sleep"

interlocutor has to understand carefully however the change is usual in daily conversation.

## 2. The Functions of Students' Code Switching in Their Daily Conversation at Modern *Pesantren* Al-Kautsar Karang Kitri

Generally there are six functions of code switching at Modern *Pesantren* Al-Kautsar Karang Kitri, those are:

a. To clarify or emphasize a message

b. To keep communication between students in the *pesantren*

c. To make a person still interesting to talk[43]

d. To remember vocabularies in daily conversation[44]

e. To be mastered in English

f. To be useful in society.[45]

The first function is to clarify or emphasize a message. The function is same as the theory or the function that mentioned by Gumperz.

---

[43] Interviewed with Qurotul Aini Awaliyah on Monday, April 17, 2017 at Modern *Pesantren* of Al-Kautsar Karang Kitri. She is a mudabbiroh (a manager of student that helps the teacher to control students' language in the *pesantren*) and Nur Asmiah, she is the teacher and the manager of language in the *pesantren.*

[44] Interviewed with Mahmud Syirozi on Friday, April 28, 2017 at Modern *Pesantren* of Al-Kautsar Karang Kitri. He is language supervisor in men students.

[45] Interviewed with Siti Rosita (the third grade in senior high school) on Friday, April 28, 2017 at Modern *Pesantren* of Al-Kautsar Karang Kitri.

Gumperz identified some functions of code switching those were followed by Romaine to ten functions of code switching, as follows:

a.  A distinction between direct vs. reported speech, or quotations

b.  To qualify a message

c.  To specify an addresses as the recipient of message

d.  To mark personalization vs. objectivization, or where is personal and general

e.  To mark injections or to serve as sentence fillers

f.  Reiteration or interjection

g.  To specify a social arena

h.  To shift to a new topic

i.  To clarify or emphasize a message

j.  To mark types or genres.[46]

The second and the third function related to another function that the writer has explained, those are the function of code witching is to keep a relationship and to make a person is still interesting, chumming, and doing a conversation with asking something.

The fourth function is to remember vocabularies that have given. If the students have given one vocabulary such as "I"

---

[46] Romaine, *Bilingualism Second Edition*, 161-164.

they have to say "I" when they want speak "saya" in English day, they can mix with another language for instance "I *nya lemes*".

The fifth function is to be mastered in English language. The students believe that if they are speak English everyday although they have to mix their language, it can help them to improve their English speaking skill. Moreover they do not know how to arrange the English structure.

The last function is how to be useful when they are in society. They will not shock when they interact with others people that have learnt English well in their school or institution.

3. **The Reasons of Using Code Switching in Students' Daily Conversation at Modern *Pesantren* Al-Kautsar Karang Kitri**

There are seven reasons of code switching at Modern *Pesantren* Al-Kautsar Karang Kitri, as follows:

a. To follow the interlocutor saying

b. Lazy to speak English

c. English is difficult language to speak

d. Slipping uses another language

e.    Losing the English vocabulary[47]

f.    To avoid a *jasus*[48]

g.    Do not know how to pronounce the words[49]

      The first reason, students follow the interlocutor, relates with the theory that the writer has mentioned those are:

      Generally there are five reasons of code switching those are:

1)    Speaker,

2)    Listener or interlocutor,

3)    A change of situation when the third person is coming,

4)    A change from formal to informal situation, and

5)    A change of topic discussion.[50]

      Number 1) and 2), the reason of code switching, are the speaker and the listener. Both influences the language use, so if there is no emphasizing from the speaker to uses English then the interlocutor will be lazy to use English. It relates with the second reason why students switch their language in Modern *Pesantren* Al-Kautsar Karang Kitri.

---

[47] Interviewed with Sifa Wotrunnada Ruby (the second grade in senior high school), Siti Romlah (the first grade in senior high school), Qurotul Aini Awaliyah (the second grade in senior high school), and Nur Asmiah (the manager of language and the teacher in the *pensantren*) on Monday, April 17, 2017 at Modern *Pesantren* of Al-Kautsar Karang Kitri.

[48] *Jasus* is Arabic language that means a secret agent or a spy.

[49] Interviewed with Siti Rosita (the third grade in senior high school) on Friday, April 28, 2017.

[50] Chaer and Agustina, *Sosiolinguistcis Perkenalan Awal,* 108.

The students generally are lazy to speak English because English is unusual language in students' home. Even though every day the manager has given many vocabularies every morning and the students will get a punishment every night if they do not use English language.

The third that writer has mentioned, the students of Modern *Pesantren* Al-Kautsar Karang Kitri feel difficult when they pronounce English words. Why does it happen? Based on writer's analyzing in the field, the students are not confident to speak because there is still a shy to pronounce the words.

The fourth reason, the students slip their first language such as Indonesia language in English conversation. The writer analyzes students' mother tongue are still strong and the students do not leave yet their mother tongue in the *pesantren*'s environment.

The fifth reason, the students do not know the vocabulary or they forget the vocabulary suddenly when they are speaking English. It is general problem that always happens for everyone that is learning to speak English in daily conversation. But, here the students have to increase their confident so they can control their language when they are nervous to speak English.

The sixth reason, the students avoid a spy in *pesantren* area, because if the students speak Indonesian fully they will get a

punishment in the night. And the last reason the students don't know how to pronounce the vocabularies that want to speak.

## C.    Discussion and Interpretation

In Modern *Pesantren* Al-Kautsar Karang Kitri carries out three languages for students in their daily conversation, those are Indonesian, English, and Arabic language. Actually every month divides into two section, Arabic day and English day. Indonesian language has used for certain conversation, such as in the classroom or in the school environment or certain situation that has to use Indonesian language. Also when students are talking to the teacher those do not understand English or Arabic language. Usually the teachers do not stay at *pesantren*.

When the rules are applied by the students and people around, automatically the social environment in the *pesantren* is change. The social condition and the rules of language include sociolinguistic study, because language has built based on the rules of the *pesantren* and also the change happens because in the environment students are bilingual into multilingual. Based on the theory, bilingualism or multilingualism includes the use of two or more languages, but it can be supported all aspects like social, individual, background knowledge, and psychology of the speaker.

Then students' speaking ability is important to flow the rules and stay comfortable with the rules in the *pesantren.* Based

on the theory, there are some types of speaking to increase students' performance in their speaking. One of the types is responsive that includes interaction in short conversations, standard greetings and small talk, simple requests, and comments, and the like. And the interactive includes transactional and interpersonal conversation.

1. The Types of Students' Code Switching in Their Daily Conversation at Modern Pesantren Al-Kautsar Karang Kitri

Generally there are three types of code switching that are used by students in *pesantren* those are tag-switching, inter-sentential switching, and intra-sentential switching. The writer analyzes when she was in the field that many students do short English conversation although they switch their language to another language. But the phenomenon can be a way to students to improve their speaking skill especially to improve their English speaking. From simple conversation and small talk will rise another conversation that will increase students' motivation to speak more in English or foreign language. This is the effective way to students apply their vocabulary in daily conversation.

2. The Functions of Students' Code Switching in Their Daily Conversation at Modern Pesantren Al-Kautsar Karang Kitri

According to the result of this study, there are six functions of code switching in *pesantren,* those are to clarify or emphasize a message, to keep communication, to keep interesting

to talk, to remember the vocabularies that have given, to be mastered in English, and to be useful in society. Whatever many inferences to keep students' communication, the students still keep the process of the communication. According to Sellnow there are seven basic elements of the communication process, those are situation, sender, message, receiver, channels, feedback, and interference.[51] The basic elements those mentioned relate with situation in the students' environment at Modern *Pesantren* Al-Kautsar Karang Kitri. Situation, *pesantren* environment gives a freedom to practice vocabularies that have given. Then, the students are as sender can speak much information without they will be afraid because they do not know the vocabulary. A message can be delivered without has to use gesture or facial expression because students switch their language to another language.

Even though students are difficult to use foreign language in the *pesantren,* the students still keep their communication. The situation in the *pesantren* cannot stop students to talk. The speaker or the sender needs to talk to ask something that includes a message or certain questions that urgent to ask. Although the language use is not their own language, the interlocutor or the receiver tries to understand the meaning using the channels or verbal communication, such as body language or eyes to see the mouth movement. Thus,

---

[51] Sellnow, *Confident Public Speaking*, 13-21.

whatever the phenomenon or the problem that happen, cannot stop communication among people around in the certain environment.

3. The Reasons of Using Code Switching in Students' Daily Conversation at Modern Pesantren Al-Kautsar Karang Kitri

The rules of the *pesantren* make a new environment for students within. The oldest students will be usual for the rules, but the new students are still adaptation with the new environment. So, here the phenomenon rises because every year there is a movement between the newest students and the oldest students. The students switch their language into another language because the interlocutors do not understand the meaning. Then, too long the students do not use their language and they are comfortable with their own language, so they speak two languages within a conversation. Although many reasons will rise to disturb students' focusing on their language, the students still look for how to still speak more, that is switching code.

One of the famous reasons why students switch their language is because they do not know many vocabularies. There is no a big spirit to motivate students to always speak more. Sometimes, the students are shy to speak English because they do not know how to pronounce the words, and how to arrange a sentence correctly. Because they do not emphasize their selves to remember grammatical English well. The teachers are not enough to give motivation and emphasizing in structure.

# CHAPTER V

# CONCLUSION AND SUGGESTION

### A. Conclusion

Code switching is common phenomenon that happens in Modern *Pesantren* Al-Kautsar Karang Kitri. The phenomenon or the problem is one of the obstructions that should happen to increase students' speaking ability.

1. There are three types of students' code switching in their daily conversation at Modern *Pesantren* Al-Kautsar Karang Kitri, those are: tag-switching that includes seventeen sentences, inter-sentential switching that includes three sentences, and intra-sentential switching that includes eight sentences. For all examples, tag-switching is general type that always happens in the students' conversation. Because Indonesian styles of students are still strong in their language.

2. There are six functions of students' code switching in their daily conversation at Modern *Pesantren* Al-Kautsar Karang Kitri, those are: to clarify or emphasize a message, to keep communication among students in the *pesantren*, to make a person still interesting to talk, to remember the vocabularies that have given, to be mastered in English, and to be useful in society.

3. There are seven reasons of using code switching in students' daily conversation at Modern *Pesantren* Al-Kautsar

Karang Kitri, those are: the students follow the interlocutor saying, the students are lazy to speak English, the students think that English is difficult language to speak, the students slip another language, the students lose the English vocabularies, the students avoid a *jasus*, and the students do not know how to pronounce the words.

## B.    Suggestion

1.    For the Teachers

For the teachers, the writer hopes as follows:

a.    The teachers have to give grammatical structure well. Because *pesantren* is a good place to students practice their vocabularies, but without a good structure they will lose their confident.

b.    The teachers have to push down and remind the students to use English grammar and teach how to pronounce the words. The students will be confused how to put the vocabulary to certain position. The students will be confused how to express their daily occurring, past occurring, and future occurring. Thus, practice many vocabularies in daily conversation is important, but will not be perfect without a good structure and pronunciation.

2. For the Students

      After the study, the writer hopes as follows:

a. Although code switching is phenomenon that should not happened in conversation, do not think more. Code switching is an error that can be initiator to increase students' speaking ability.

b. The students have to try and error until they can speak English fluently and accurately.

c. The students have to exploit their confidence to explore their English ability in *pesantren* before they get their graduate.

d. The students must not be afraid with *jasus* or a spy, but they must be afraid with their ability because they cannot speak foreign language.

# BIBLIOGRAPHY

Bartscherer, Thomas and Roderick Coover, eds. *Switching Codes: Thinking Through Digital Technology in the Humanities and the Arts.* Chicago: The University of Chicago Press, 2011.

Brown, H. Douglas. *Language Assessment Principle and Classroom Practice.* New York: Longman, 2004.

Brown, H. Douglas. *Teaching by Principle: An Interactive Approach to Language Pedagogy,* second edition. New York: Longman, 2001.

Cantone, Katja F. *Code Switching in Bilingual Children*. New York: Springer, 2007.

Chaer, Abdul and Leonie Agustina. *Sosiolinguistcis Perkenalan Awal.* Jakarta: Rineka Cipta, 2010.

Chloros, Penelope Gardner. *Code-Switching*. Cambridge: Cambridge University Press, 2009.

Deanna D. Sellnow, *Confident Public Speaking*. Belmont: Thomson Wadsworth, 2005, 7.

Derakhshan, Ali, Atefeh Nadi Khalili, and Fatima Beheshti, "Developing EFL Learner's Speaking Ability, Accuracy, and Fluency". *English Language and Literature Studies*, Vol. 6, No. 2; (May, 2016), 178.

Duff, Patricia A. *Case Study Research in Applied Linguistics*. New York: Taylor and Francis Group, 2008.

Elgin, Suzette Haden. *The Language Imperative*. Cambridge: Perseus Publishing, 2000.

Finegan, Edward. *Language Its Structure and Use*, fifth edition. Boston: Thomson Wadsworth, 2008.

Ford, Jeffrey and Laurie Ford. *The Four Conversation: Daily Communication That Gets Results*. Oakland: Berrett-Koehler Publishers, 2009.

Holmes, Janet. *An Introduction to Sociolinguistics*. London: Longman, 1992.

Kridalaksana, Harimurti. *Kamus Linguistik*, the fourth edition. Jakarta: Gramedia Pustaka Utama, 2008.

Marchzyk, Geoffrey, David DeMatteo, and David Festinger, *Essentials of Research Design and Methodology.* New Jersey: John Wiley & Sons, 2005.

Mesthrie, Rajend, Joan Swann, Ana Deumert and William L. Leap. *Introducing Sociolinguistics,* Second Edition. Edinburgh: Edinburgh University Press Press, 2009.

Modupeola, Robert, Olagunju. "Code-Switching as a Teaching Strategy: Implication for English Language Teaching and Learning in a Multilingual Society". *IOSR Journal of Humanities and Social Science (IOSR-JHSS),* Vol. 14, Issue 3 (Jul. – Aug. 2013), 92-94.

Nil, Mohamed, Zurina and Shamala Paramasivam. "Code Switching in Gol & Gincu". *Procedia: Social and Behavioral Sciences,* 66 (2012): 169-175.

Nunan, David and Kathleen M. Bailey. *Exploring Second Language Classroom Research*. Boston: Heinle, Cengage Learning, 2009.

Romaine, Suzanne. *Bilingualism Second Edition*. Oxford: Blackwell Publishers, 1995.

Sidnell, Jack. *Conversation Analysis: An Introduction*. Oxford: Wiley-Blackwell, 2010.

Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta, 2008.

Sumarsih, Masitowarni Siregar, Syamsul Bahri, and Dedi Sanjaya. "Code Switching and Code Mixing in Indonesia: Study in Sociolinguistics". *English Language and Literature Studies*, Vol. 4, No. 1, (February, 2014), 78.

Ustunel, Eda. *EFL Classroom Code Switching*. Basingstoke: Palgrave Macmillan, 2016.

Wardhaugh, Ronald. *An Introduction to Sociolinguistics*. Oxford: Blackwell, 1986.

Wardhaugh, Ronald and Janet M. Fuller. *An Introduction to Sociolinguistics*, seventh edition. Oxford: Wiley Blackwell, 2015.

Wijana, I Dewa Putu and Muhammad Rohmadi. *Sosiolinguistik Kajian Teori dan Analisis*. Yogykarta: Pustaka Belajar, 2013.

Website:

https://en.wikipedia.org/wiki/Tok_Pisin

Interviewed:

Interviewed with Nur Asmiah, a teacher and a manager of language in Modern *Pesantren* of Al-Kautsar Karang Kitri, on Monday, April 17, 2017.

Interviewed with Sifa Qotrunnada Ruby, a student in the second grade of Senior High School Al-Kautsar Karang Kitri, on Monday, April 17, 2017.

Interviewed with Siti Romlah, a student in the first grade of Senior High School Al-Kautsar Karang Kitri, on Monday, April 17, 2017.

Interviewed with Qurotul Aini Awaliyah, a student in the second grade of Senior High School Al-Kautsar Karang Kitri, on Monday, April 17, 2017.

Interviewed with Mahmud Syrozi, a teacher and a supervisor of language in Modern *Pesantren* of Al-Kautsar Karang Kitri, on Friday, April 28, 2017.

Interviewed with Siti Rosita, a student in the third grade of Senior High School Al-Kautsar Karang Kitri and a former of *mudabbiroh qismul lughoh* 2016-2017.