CODE SWITCHING FOUND IN STUDENTS' PUBLIC SPEAKING ON "LANGUAGE PROGRAM" IN THE FEMALE LANGUAGE DORMITORY OF SMAIT NUR HIDAYAH SUKOHARJO ACADEMIC YEAR 2022/2023

THESIS

Submitted as A Partial Requirements for the degree of *Sarjana*

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Thank you for the attention.

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Sukoharjo, 19 June 2023
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DEDICATION

This thesis is dedicated for:

1. My beloved family, My father Mr. Mahmudin, My Mother Mrs. Tursilah (Alm), My grandmother Mrs. Kawi (Alm), My Big Brother Khasbulloh, My Aunt Mrs. Tuwiyem, S.Pd, and all of my family who always give spirit, support and motivation
2. My Beloved Almamater UIN Raden Mas Said Surakarta
3. My future husband, children and all future grandchildren

MOTTO

"Perhaps you dislike something which is good for you and like something
which is bad for you. Allah knows and you do not know"
-QS. Al-Baqarah: 216-

"There is no one can help yourself but you (under the God permit)"
-Hidashine-

"Follow a bad deed with a good deed to wipe it out"
-H.R At Tirmidzi-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "Code Switching Found In Students' Public Speaking On "Language Program" In The Female Language Dormitory of SMA IT Nur Hidayah Sukoharjo Academic Year 2022/2023" is my real masterpiece. In this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Surakarta, 19 June 2023

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The researcher is sure that this thesis would not be completed without help, support and suggestion from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:
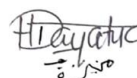
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The Researcher,

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ABSTRACT

Hidayahtul Muniroh. 2023. *Code Switching Found In Students' Public Speaking On "Language Program" In The Female Language Dormitory of SMA IT Nur Hidayah Sukoharjo Academic Year 2022/2023*. Thesis. English Education Departement, Cultures and Languages Faculty.

The study of code switching is of particular interest in the current era of globalisation, as there exist multilingual communities that frequently use more than one language in their discourse. This phenomena is often attributed to various social factors, situational circumstances, and the specific subject matter being discussed. The objective of this study is to examine the various forms of code switching that were observed in the public speaking exercises of students enrolled in the "Language Program" at the female language dormitory of SMA IT Nur Hidayah Sukoharjo during the academic year 2022/2023. Besides, the study aims to identify the reason that causes code switching in this context.

This research used the descriptive-qualitative method. The instruments used in this research to gather the data are field notes and video recordings. The main data was taken from the observation, video recording, and interview with the students. In analysing the data, the researcher used data reduction, data display, and drawing and verifying the conclusion. For the trustworthiness of the data, the researcher used methodological triangulation for rechecking the information to get the relevant results.

The results showed that there were five types of code switching: (1) referential code switching, (2) directive code switching, (3) expressive code switching, (4) phatic code switching, and (5) metalinguistic code switching. Referential code switching is the most frequently used by the students. Furthermore, from the results of the interview, the researcher found that the reason students used code switching was because of several reasons: (1) Lack of facility, (2) mood of the speaker, (3) to emphasize a point, (4) habitual experience, (5) to show identity, (6) semantic significance, and (7) to attract attention.

Keywords: Bilingual, Code-Switching, Public Speaking

CHAPTER I

INTRODUCTION

A. **Background of the Study**

People can convey their thoughts, feelings, and ideas to one another via the medium of language. It should be no surprise that appropriate language in society is necessary because the listeners or community members would accurately interpret the message they want to hear. In every culture, people's linguistic comprehension varies from person to person. The convergence of several cultural groups in a single location, such as the nation's capital, results in the meeting of numerous cultural groups and languages. This is the reason for creating a new society, which is simultaneously a multicultural society resulting from multiple cultures and a multilingual society resulting from different mother tongues, in addition to a community that may be natives of the region who speak just one language.

In the current age of globalization, several individuals can speak more than one language. These phenomena, in which individuals can speak more than one language, are referred to as "bilingual" or "multilingual." According to Holmes (2001), multilingualism is the mastery of many languages by speakers for use in various contexts and situations during everyday interactions. When interacting with a variety of distinct speech partners, a speaker will occasionally use several different languages. When native speakers of one language move to a region where the predominant language is not the same but continue to communicate with one another in their native tongue, multilingualism is more

likely to develop in that population (Sridhar, 1996, p. 48). On the other hand, this definition is also supported by Titone (1993:175), who says that bilingualism is the ability to speak two languages using structures and ideas that are different from those of the language instead of paraphrasing the original. People living in bilingual areas tend to talk to each other in more than one language daily. They like to mix or switch between their mother tongue and other languages, whether it is a local language or an international language like English. English is the "lingua franca" language of the world, and Indonesia is no exception. People do not just talk to each other in one language. They can use more than one language depending on what they need to say to each other. Also, the way people talk depends on where they are, when they are talking, and what is going on when they are talking.

Using two or more languages is intended to improve communication based on social aspects of communication, such as the social environment of the encounter, the subject, and the communication function. Indonesia has a variety of languages used for communication. The first language is regional, such as Javanese, Sundanese, Balinese, or Madurese. These languages communicate among individuals from the same region, tribe, or ethnicity. The second language is Indonesia's official language. In Indonesia, this language is utilized as a formal language to connect many tribes, ethnic groups, and civilizations. The third is English, an international language. Indonesians study English to communicate with individuals from all over the globe.

People who are bilingual or multilingual often alter their language, either purposefully or inadvertently, depending on which language they use the most, which might be their mother tongue. This can happen whether or not they are aware that they are doing so. They will sometimes change their language according to the circumstances around them as well as the subject matter that they are discussing. This phenomenon is called code switching.

The term "code-switching" refers to switching between two linguistic systems and subsystems within the same discourse (Gumperz, 1982, p. 59). In addition, Gumperz (1982:64-65) said that code flipping does not indicate a linguistic problem. According to this knowledgeable individual, a speaker will move between several languages throughout a speaking event for several reasons. A good illustration of this would be the use of code-switching as a declarative phrase in a bilingual culture, an interjection, or a type of repetition in two different languages.

According to Coulmas (2005), code-switching occurs when a speaker is aware of the existence of two different language variants and can distinguish between the variants, even though the speaker does not distinguish between the variants all of the time and may also be unaware that he is engaging in code-switching. He also mentions that code-switching is seen as a controlling approach, differentiating it from lexical borrowing and the inevitable interference caused by a speaker.

Holmes (2001:73) defines *code-switching* as the exchange of one language for another. A person sometimes modifies the code he employs in a given social

realm or circumstance. The presence of other participants in a conversation, differences in status and formality, the topic of conversation; the desire to quote someone's words or proverbs; a lack of vocabulary; or for rhetorical purposes describing the association between the two languages are common causes of code-switching. For example, peasants in Hemnesberget often use the Bokmal language or standard Norwegian when speaking on official affairs, but they use the Ranamal language while conversing with their neighbors (Holmes, 2001, p. 36).

Using a code in official contexts, particularly during the teaching and learning process, highlights a single linguistic variant within a single language. The desire to communicate with one another, as well as the mastery of more than one language, both contribute to a person's capacity to utilize more than one language. This enables pupils to select the choice of language that will be used in communication amongst themselves. Since they are bilingual or multilingual, it is feasible for pupils to use pieces of different languages in their speech during the learning process. As Ellis said (Chaer, 2004, p. 256), the mother tongue impacts the process of acquiring a second language. This is because transferring parts of the first language into the second language, whether consciously or unconsciously, results in code-switching.

Some researchers who had done research in the past linked this study to research done by Salmawati (2020), entitled "An Analysis of Code-Switching and Code-Mixing in Teaching Learning Process at SMA Negeri 5 Pinrang". She found that the form of code switching generated is more dominant than code

mixing. She also found the factors causing the teacher to do the process of code switching and code mixing because student better understand the explanation from teacher, students better understand the intentions and request of the teacher. Factor conditions also cause code switching and code mixing in the teaching such as there are changes in the topic in the classroom.

Next research conducted by Edwar (2018) entitled "The Use of Code Switching In Speaking English at Boarding School". This study finds out that the types of code-switching used by the students can be categorized into referential, expressive, phatic, poetic code-switching. The main reason the students used code-switching was to avoid misunderstanding when speaking English to their fellow students. Moreover, the teachers positively view the students' use of code switching as a resource to support students in learning English.

In this case, the researcher determined to research the code-switching used by students in the female language dormitory of SMA IT Nur Hidayah Sukoharjo, especially in the public speaking practice in "Language Program". Quoted from jawapos.com that SMA IT Nur Hidayah Sukoharjo has been accredited A. Institutionally, it has been licensed A from the Integrated Islamic School Network (JSIT). It is the implementer of the Adiwiyata School at the Central Java Province level.

The SMA IT Nur Hidayah Sukoharjo curriculum places a strong emphasis on leadership, organization, and character education (personality). Including achieving the highest possible standards in the instruction of the Quran, as well

as science and technology. Talent development and academic success for students are given equal weight. The Qur'an and the Sunnah serve as the foundation for character education. Train pupils to become devout followers of Islam. There are seven graduate competence requirements that serve as the goals for shaping the personalities of students. Among them are aqidah that is straightforward, worship that is genuine, a disposition and personality that are both mature and honorable, and a person who takes religion seriously.

One of these options for developing one's character is provided by the residence hall program. Dorms at SMA IT Nur Hidayah come in a wide variety of intensities and types, including language dorms, regular tahfidz, and intense tahfidz. Memorizing the Holy Qur'an, cultivating worship practices, and character growth are the basic programs that are offered in each and every residence hall. In the language dormitories, multilingual patterns, mainly Arabic and English, will be implemented. A female student from SMA IT Nur Hidayah lives in the language dormitory designated as the female language dormitory. This language dormitory is part of SMA IT Nur Hidayah. Students at SMA IT Nur Hidayah Sukoharjo who are interested in studying foreign languages, particularly English and Arabic, live in this dormitory. The majority of the residents are female.

Riyya stated, in reference to the language dormitory tutor, that when it first opened, the language dormitory was only inhabited by 18 students and two tutors. The language dormitory offered a variety of programs, such as: vocabulary deposit to increase students' vocabulary; IELTS conversation for

introduction as well as student refraction to the conversations that appear on the IELTS test; matriculation; and language games (such as guessing style, word conjunction).

Therefore, because of the pandemic, which led to distance learning, the activities that took place in the language dormitories were carried out online using various programs, such as listening and speaking up; more specifically, students practiced public speaking spontaneously with a predefined subject (impromptu speech). Following the pandemic, the programs that are offered in the language dormitory were modified once again in order to accommodate the current circumstances of the dormitory, which currently has a total of 54 students and four tutors assisting it.

The "Language Program" and the "Language Hours," which take place on a weekly basis, are the programs that are presently being offered. The language program is a weekly program that takes place in the female language dormitory of SMA IT Nur Hidayah Sukoharjo. The goal of the program is to improve students' English skills in communicating orally and in writing by practicing public speaking accompanied by tutors. Interspersed with the provision of material by tutors regularly alternately every Friday, the program also features a public speaking practice session. Language Hours, on the other hand, are a weekly program that take place every Friday and Saturday and include the obligatory use of a foreign language (such English or Arabic, for example).

This research was carried out on the students who were enrolled in the "Language Program" at SMA IT Nur Hidayah Sukoharjo's female language

dormitory. The focus of the investigation was on the students' experiences with public speaking assignments and the motivations behind code switching. According to the findings of the researcher's preliminary investigation, which was carried out on the 28th of October 2022 in a female language dormitory, the researcher found that code-switching happens when students practice public speaking on the theme "the importance of having friends."

For example:

> Student 1: "in the junior high school I just like.. ummm I don't really care about friends ummm friendship. Coz I think it's just so.. *ribet* and I don't like it".

> Student 1: "At the time I just still think that friend is not that important, I mean just what's the use of friends I mean like *apasih gunanya teman, kayak*.. for we just to do your task your homework like just like that,".

Based on the pre-interview the student said that she switches languages because she finds it hard to encounter English utterances of what she wants to say. Yet, it just happens suddenly. In this study, the researcher is likewise interested in code-switching. Still, the distinction lies in the focus of the investigation.

As a result of this, the researcher had an interest in examining utilizing of code-switching in public speaking inside the "Language Program" by the student participants. This interest was founded on the backdrop of the study. Research with the working title *"Code Switching Found in Students' Public*

Speaking on Language Program in the Female Language Dormitory of SMAIT

Nur Hidayah Sukoharjo" is being carried out by the researcher.

B. **Identification of the Problems**

Based on the background of the study, the researcher identifies the problems as follow:

1. "Language Program" is the program which is conducted in the dormitory of SMAIT Nur Hidayah, especially in the female dormitory. It was specifically female, because the English Program in this academic year was focused in female dormitory and for male students was focused on Arabic Program. In this "Language Program", the researcher found some students still used Indonesian during they were speaking English

2. Public speaking conducted in "Language Program" aims to increase students' public speaking skill, but in the process of learning, the researcher found the student changed the language into Indonesian when they shared a story in English to make sure that all the audience got the point while they were speaking.

3. Some students felt confused to find similar words in English when they presented the story. Thus, they switched English to Indonesian.

4. From the pre-research, the researcher found some different types of code-switching.

5. When the researcher conducted a pre-interview with a student she switched the language for several reasons.

C. **Limitation of the Problems**

The researcher focuses on limiting the scope of the public speaking practice in English language program of the female language dormitory in SMA IT NUR HIDAYAH SUKOHARJO because this dormitory is one of SMA IT's has implemented a bilingual program, i.e., English and Arabic. The researcher also limits the scope to female students joining the bilingual program. The limitation of the problems makes the issue clear, understandable, and specific.

D. **Formulation of the Problems**

According to the identification of the study, the researcher raises formulation of the problems as follows:

1. What are types of code-switching found in students on public speaking in the "Language Program" of the Female Language Dormitory of SMAIT Nur Hidayah Sukoharjo?

2. What are the reasons causing the code-switching found in students on public speaking in the "Language Program" of the Female Language Dormitory of SMAIT Nur Hidayah Sukoharjo?

E. **The Objectives of the Study**

The researcher focuses on analyzing the use of code switching in the Language Program in the Female Language Dormitory of SMA IT Nur Hidayah Sukoharjo. These are objectives of the research:

1. To investigate types of code-switching used on public speaking practice in the English Language Program in the Female Language Dormitory of SMAIT Nur Hidayah Sukoharjo.

2. To identify the reasons causing the code-switching on public speaking practice in the English Language Program in the Female Language Dormitory of SMAIT Nur Hidayah Sukoharjo.

F. The Benefits of the Study

From this study, the researcher hopes there will be benefits to the researcher herself and generally other people who read this thesis. The benefits are as follows:

1. Theoretically, this research finding will enrich the study in the sociolinguistics field, especially in code switching in public speaking. Hopefully, this research can be a bibliographical resource for the similar and relevant research type.

2. Practically, the researcher finding will be useful in finding motivation for the other researchers to conduct other researchers concerning code switching analysis in public speaking.

G. The Definition of the Key Terms

To avoid misunderstanding of the term used in this study, the following key terms need to be defined:

1. Code Switching

The term "code-switching" refers to switching between two linguistic systems and subsystems within the same discourse (Gumperz, 1982, p. 59).

2. Public Speaking

The term "public speaking" refers to the activity of speaking as the primary medium via which a speaker communicates his or her views to an audience. (Slagell, 2009:194).

3. Language Program

The phrase "language program" refers to the activities that are conducted on a weekly basis in the female language dormitory of SMAIT Nur Hidayah Sukoharjo. These activities include practice in public speaking as well as the delivery of content from the tutor.

4. Female Language Dormitory

The phrase "female language dormitory" refers to a dormitory at SMA IT Nur Hidayah that is occupied by female students of SMA IT Nur Hidayah who are enrolled in a language program. Students from SMA IT Nur Hidayah Sukoharjo who are interested in studying foreign languages, particularly English and Arabic, reside in this dorm.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Sociolinguistics

The ability to communicate through language is an essential aspect of the human experience, as it serves as a prerequisite for interpersonal interaction. Without access to language, individuals are unable to engage in meaningful dialogue with one another. Language serves as a medium for the expression and communication of human emotions, ideas, thoughts, and opinions. Consequently, the acquisition and utilisation of language necessitate the development and maintenance of social relationships. Language serves as a tool, and it is precisely for this reason. The four primary modalities of human language interaction include auditory reception, oral production, visual comprehension, and written expression. The interconnection between individuals and language is all-encompassing, spanning every facet of human endeavour. As a result of this comprehensive nature of the relationship, the two are inextricably linked. Sociolinguistics is a discipline that centres on the examination of the interconnections between individuals and the languages they employ. Sukrisna (2019) is cited.

According to Fishman (1972), the field of sociolinguistics is constituted of three features: the feature of language variations, the

feature of the functions of those varieties, and the feature of the speakers of those functions. These three features make up the study of sociolinguistics. Within the framework of a speech community, the three are continuously influencing one another and altering it via their interactions. In addition to this, sociolinguistics is the study of how language is utilized in human communication and how people go about their day-to-day lives, according to Wardaugh and Fuller (2006). Existence of cultural norms, administrative policies, and legal systems that deal with language.Research in the discipline of sociolinguistics focuses on the connections that made between many topics, like the connections between language and colonization, the use of language and the social structures in which speakers of various languages live, and so on (Spolsky, 1998). Holmes (2013) adds the study of sociolinguistics teaches students about the interaction between language and society. They are captivated by conversations about why they switch languages depending on the context, and they pay attention when recognizing language's social uses in communicating social meaning.

According to a synthesis of several earlier definitions of sociolinguistics that industry professionals debated, sociolinguistics is a subfield of linguistics that investigates aspects of language associated with communities, varieties, functions, and language users. In other words, sociolinguistics studies how language is used. Every community

has its own way of expressing itself linguistically so that members can converse with one another.

2. Bilingualism

The capacity to communicate with other people in two different languages is known as bilingualism. Many people are fluent in more than one language, which enables them to communicate effectively with others. The ability to speak more than one language is becoming more widespread around the world. In their babbling, you often pick up on two languages.

Spolsky (1998) defines bilingualism as a person's capacity to talk in two languages and have some level of functional skill in a second language. An individual considered bilingual if they have both of these abilities. Richard (2003) states that a person is considered bilingual if they can use two languages to a certain degree of competency. However, it is common for bilingual persons to have a more robust command of one language than another. When conversing with others, a person who speaks many languages often uses their ability to mix one language with another. In sociolinguistics, it is referred to as code.

3. Code

Code is a word used to describe a variation. Code thus be an idiolect, dialect, sociolect, register, or language. (Marjohan, 1988:48). Code is used as the language in this study. We have seen that the dialect or language a person chooses to speak on any given occasion is a code, a

communication system between two or more persons. (Wardough, 1982:99). Additionally, we have noted that it is uncommon for a speaker to have command of or use just one such Code or system. Most speakers are proficient in many dialects of their language, and bilingualism, or even multilingualism, is the norm rather than the exception for many individuals across the globe. People are often required to pick a particular code whenever they want to talk. However, they also opt to flip between codes or combine codes.

Two types of code exist literally: code flipping and code-mixing. Code-switching and code-mixing are similar in that they often occur in multilingual societies when two or more languages are used. (Sumarsih, et al., 2014). In addition, (Sumarsih et al., 2014) also noted that code-switching and code-mixing occur when speakers blend or inject foreign words (other code) into the dominant language, including using unfamiliar terminology that looks intelligent. While code-switching is changing the language used to another code (including diversity), for example, the other person, the speaker, the presence of three speakers, creating a sense of humor, and elevating one's status, code-switching is also used to develop a sense of humor and boost one's prestige.

In addition, code-switching occurs in the utterance of a person when that person is aware of switching their language and when that person has a purpose for changing their language. On the other hand, language mixing occurs when a person is unaware of mixing their language and

does not have any sense for mixing their language. It is possible to differentiate between switching languages, which occurs when someone does it on purpose, and mixing languages, which occurs when someone does so inadvertently. As a result, to ensure that the distinctions between the two are crystal obvious, the following explanation will compare code switching and code mixing.

a. Code Switching

Some linguists have given various definitions for the concept of code flipping. According to Myers-Scotton (2006, p.239), code-switching uses two different forms of language inside the same dialogue. The employment of two or more languages in a single discussion while the speaker understands the language into which they are switching, or "code-switching," is a multilingual communication. The process of moving from one code to another is known as code-switching. It is possible to refer to the process when individuals first use A codes, such as in English, and later transition to using B codes, such as in Indonesian, as the phenomenon known as code-switching.

Code switching is part of sociolinguistics which talks about how language is being switched from one to another in one utterance. The particular dialect or language one choose to use on any occasion is a code, a system used for communication between one or more parties (Wardhaugh, 2006; 101). The term switching here means the way or how the language is changed from one to another different language.

This phenomenon where the society is often to switch their language when they are having a conversation is called Code Switching. This is inclined to happen in an area where its speaker speaks more than one code or as we know a bilingual. To differentiate each other, code switching has several types and reasons why the speaker does switch the language in their utterance.

According to Trousdale (2010), "code switching" refers to linguistics situations where a speaker will transition between two types (codes) in a discussion with a listener who possesses the same linguistic repertory. (Ameliza and Ambalegin, 2020). According to Hammer and Blanc (as cited in Supiastutik & Rudianto, 2014), code switching is a language contact communication strategy in which speakers of one language transmit elements or other language rules to another. Nonetheless, a number of researchers have hypothesized that code switching is frequently employed by bilinguals to accomplish specific interaction objectives in conversations with other speakers.

b. Types of code switching

After explaining the definition of code-switching, this section examines the various varieties of code-switching. Various authors have discussed various forms of code-switching. Several forms of code-switching have been addressed by certain authors. Appel and Musyken (1987) explains the types of the code-switching as below:

1) Tag/Emblematic Switching

In a sentence where the tag/emblematic switching takes place, a tag, an exclamation, or a parenthetical are switched to another language (Chairiah, 2014). (e.g. my god, you know, i mean, right, etc.)

For example: "I mean, kamu harus belajar lagi." This type of code switching usually functions as an emblem which shows the bilingual character of the speaker. That means the speaker does not know the language of the listener entirely. That is why this type of code switching is also known as emblematic switching.

2) Intra-sentential Switching

This type of code-switching happens within a sentence or a clause. Intrasentential code-switching which involves switches of different types occurring within the clause boundary, including within the word boundary.

For example; "Stop, dilarang buang sampah bukan pada tempatnya". This kind of switching is the same with code mixing.

The example of this in teaching and learning process:

Teacher: "Read the first paragraph in chapter two. Bukan the second paragraph."

3) Inter-sentential Switching

The inter-sentential switching occurs at the phrase or sentence level (Jalil, 2009). Inter-sentential code-switching is the switching of the language which includes a clause/sentence border. In this

circumstance one clause is in one language and the other in another language. It occurs without inserting new information. sample of this is "I'm so tired today, rasanya mau mati." ['m so tired today, it feels like 'm going to die.]

The example of this in teaching and learning process:

Teacher: Now, I'm asking to you all. Why are you so lazy in learning English?

Students: (silent).

Teacher: Why? Do you understand what I ask? Kenapa kalian malas belajar bahasa Inggris?

Regarding the various categories of code switching, Pineda (2008) presented a classification based on the functions of code switching:

1) Referential code-switching

This type of code-switching is also known as the typical code-switching. It occurs when a speaker switches his language because he does not know some vocabulary in the target language. So, this kind of code switching happens because the speaker feels easier to speak in the mother language.

Code-switching involves lack of knowledge or facility in a language. Hence, bilingual speakers switch code when they do not know the word or when a certain concept is not available in that language. Language is chosen also because it is more appropriate or suitable to be used for a particular topic.

For example,

T: (talking about "pray for parent" song)

S : No, miss. Ga pernah. (No, miss. Never)

Data above shows the students used two languages, English and Indonesian. Her speaking has function as referential. It is because the student when she asked by the teacher about song "pray for parents", she did not know. Firstly she used English to answer that she did not hear about its song. Then, because of lack English vocabulary to add her answer, she switched her language into Indonesian as their mother tongue, ga pernah that has meaning never.

2) Directive code-switching

This type of code switching is used to include or exclude people from the conversation. This type occurs when someone switches the language in order to say something secretly in another language. This participant-related function of code-switching aims to include or exclude a person from a part of a conversation such as by using a familiar or foreign language to that person. For instance, when parents switch their language between them so that the children cannot understand what they are discussing.

3) Expressive code-switching

This kind of code-switching is usually used to express the speakers' identity. Speakers use more than one language to stress their self identity or feelings to others in the conversation. For example when

Muslims have something that makes them happy, they usually switch to Arabic and say Alhamdulillah to express their muslim identity.

T : Ngerti semua? (Do you understand?)

S : Insya Allah…

Example above described when the teacher asked to the students they understand or not by using Indonesian, the students answered it by using Arabic language Insya Allah. Insya Allah used to express their identity that they are Muslim people. Its phrase means expression of something that does not know it can be obeyed or not.

4) Phatic code-switching

This switching occurred to stress a statement or comments that statement itself. It also includes the switch of dialect in order to make a joke. It is also can be done by highlighting Particular Information. It aims to utilize sight from one language to point something in another.

For example,

T: …. Apa jawabannya?

S: Paris..

T: What? Coba dieja?

S: P – A – R – I –S

Example above described the teacher asked what"s answer for certain number in Indonesian. Then students answer it by using English because the answer is using English. Then the teacher directed the

students to repeat her answer by repetition. The students then repeated her answer by spelling. It is to clarify or emphasize her answer is right or not. Repetition for clarifying is one of marked in phatic function.

5) Metalinguistic code-switching

This type of code switching is used to comment on the language use itself. It means when someone criticizes someone's language use it is considered as metalinguistic code switching. It also occurs when someone asks about vocabulary that they do not know.

For example,

T: Education apa artinya?

S: Pendidikan bukan sih miss?

Example above described the teacher asked the students what is the meaning of education. Because of asking the meaning, so the students give the definition of education in Indonesian. It is used to show the translation skill that students' have to the teacher.

6) Poetic code-switching

This code switching is the switching of language which is for poetic and humorous purposes. For example when someone makes a pun that requires two languages in order to make it humorous.

Related to the types of code-switching that the researcher wanted to investigate in this research, the researcher was using the types of code-switching proposed by Pineda (2008) above as the framework in analyzing and categorizing the observation result of this study.

c. Reason for code switching

People do the code switching with their own motive as their reason, each person has a different reason. According to Malik (1994), there are ten reasons why bilinguals do code switching:

1) Lack of facility

Malik (1994) stated that bilinguals often said that they code switch because they cannot find a proper expression or lexical item or when the language that they use in the conversation does not have the precise word needed to carry on the conversation smoothly. When certain concepts in a variety are not available in the other, bilingual speakers switch code to express themselves and at the same time avoid unnecessary misunderstanding and loss of intended meaning.

David (2003) notes that an alien concept has a speaker switch to the language from which the concept is borrowed as in the following example from Javanese speaker:

"Aku SMS sampeyan" (I'm texting you)

Javanese does not have a single word for SMS, so in normal conversation the word LOFn is used. The example above shows that the participant cannot find the appropriate expression or vocabulary from the conversation

2) Lack of register

Code-switching also occurs when a speaker does not know the appropriate terms in te target language. it is because of the lack of

speaker's competence about the target language. Bilinguals find difficulties in choosing appropriate words in the target language for specific topics and choose to codeswitch when they are not equally competent in the two languages.

For example, in certain jobs, code switching occurs in the talk of doctors, engineers when they can be said among themselves due to the fact that the exact terms in a language not be available to them. As a result, they use familiar English terminology.

3) Mood of the speaker

Code-switching happens when the speaker in different mood such as angry or tired. The speaker switch the language to their native language even though the intended words in the target language are known by the speaker. Code-switching takes place when bilinguals are in different moods such as angry, anxious or nervous. Although the intended words are available in both languages, bilinguals code-switch when the words in the other language seem to take less effort and time to be used at that particular moment.

For example,

S : i would like to talk about the step of making cake...so, making... Apa tu.. kue...

The example above shows that speaker feels so nervous when s/he in the public speaking, speaker actually know that kue is "cake" in

English language, but because s/he feels nervous, the speaker forget about the vocabulary.

4) To emphasize a point

Code-switching can be used to emphasize a point. Gal (1979) shows several instances in which a switch at the end of an argument not only helps to end the interaction but also to emphasize a point. People sometimes prefer to talk about particular topic in one language rather than in another. Sometimes, a speaker feel free and more comfortable to express their emotional feeling in a language that is not their everyday language.

For example,

T : One, two, three, four, five. Ok, ada five glue.

(One, two, three, four, five. Ok, there are five glues.)

The data above teacher counted how many students have glue in English. There are five glues. But, she inserted the word ada from Indonesia nbecause she thought ada in Indonesian considered more appropriate than there is in English.

5) Habitual experience

Malik (1994) proclaimed that code-switching often occurs in greeting and parting, commands and request, invitation, and expressions of gratitude. When a bilingual wants to clarify his speech so that it will be understood more by listener, he sometimes use both of the

languages that he mastered saying the same utterance (the utterance is said repeatedly).

T: Gimana? Can you pronounce this sentence as this video like? Bisa ga ngomong kaya yang di video?

Data above described the teacher firstly asked to the students by using Indonesian. Then, to make her question clearer, she switched her language into English. The teacher felt her question cannot be understood by all students although the sentence is familiar for them. The other example:

"Oo yaaa, I know that is fantastic".

Here the expression "oo yaaa" is used as usual expressions and in using this even the speaker may not be conscious that it is switching.

6) Semantic significance

Gal (1979) stated that listeners interpret code-switching as an indicator to the speaker's attitude such as communicative intentions and emotions. It means that code-switching has semantically meaning for the listener. Usually, when someone who is talking using a language that is not his native tongue suddenly wants to be emphatic about something, she either intentionally or unintentionally will switch from his second language to his first language.

For example,

"Saya dengar katanya anda tidak suka disebut bahwa pernikahan anda adalah royal wedding?"

Factor that caused code switching is the norm of interaction and interpretation, because the speaker would say "the wedding of the year", but he said "royal wedding", to be more polite.

7) To show identity

Some speakers switch their language to show shared values or experiences when they meet people who are from the same group or culture. Code switching can also be used to express group identity. As it has been mentioned previously, the way of communication of academic people in their disciplinary groupings, are obviously different from other groups. From the explanation above, we know that speech community, bilingualism and code mixing have a close relationship to the phenomena of code switching.

For example,

Speaker: I would like to show you about the using of hairclips, jadi pake hairclips itu caranya...

The conversation above shows that the context is addresed for the girls who like and want to know about the hair do tips.

8) To address a different audience

Malik (1994) states that code-switching is also used when the speaker intends to address people coming from various linguistic backgrounds. This means that a speaker may switch his/her language when speaking to someone who speaks different language. Similar to Gumperz's

(1982) addressee specification, different languages are used to convey messages when they are targeted to different listeners or recipients.

For example, the television announcer uses Indonesian as the national language but also switches to English as well. Similar types of situations have also been reported in some other settings. One reason for such use of mixed languages is to address simultaneously persons from different linguistic backgrounds. Also, the speaker clearly distinguishes whom he/she addresses and what should be communicated. Hence, the speaker uses part of the sentence in one language and the other part in another language.

9) Pragmatic reasons

Sometimes speakers alternate their language to show the level of the conversation. For instance, some speakers who speak in their native language suddenly switch their language at the climax of the topic which they talked about. Sometimes, code-switching is dependent on the context of a conversation or other factors such as formality, participants and location where a conversation is taking place. So, code-switching portray a varying degree of speakers involvement.

10) To attract attention

The reason why people do code-switching is also because they want to attract some listeners and listeners' attention. For example advertisers usually switch the language to attract people to see their

product. When speakers switch their languages, there might be reasons for it.

Kim (2006) proposes several causes for code-switching. For instance, some bilinguals transfer languages when they cannot locate the correct phrases or expressions or when there is no suitable translation for the current language. According to him, code-switching can be used for a variety of other purposes, such as quoting someone as said and uttered by emphasizing one's group identity and identifying the addressee, or, in other words: switching to the everyday language of a particular person in a group will indicate that one is addressing that person, qualifying what has been said, or discussing past events.

Skiba (1997, as cited in Ulfah, 2014) i.e. the first of these is the notion that a speaker not able to express him/herself in one language so switches to the other to compensate for the deficiency. As a result, people sometimes wanted to speak in another language. Furthermore, the phenomenon of code switching usually happens when an individual wants to deliver solidarity with a specific social community.

4. Public Speaking

Earlier in its lengthy history, the phrase public speaking was more often associated with the term rhetoric or rhetoric in English, derived from the Greek word that, which implies a skillful and graceful speaker. Developing rhetoric involves the ability to generate an idea, viewpoint, or perspective, fluency, public speaking, the ability to persuade others

with words, creativity, and improvisation. Cleanth Brooks and Roberts Penn Warren, as cited by Effendy (2017:67) in communication-Theory and Practice, describe rhetoric as the art of utilizing words effectively. This definition demonstrates that rhetoric has a restricted meaning, namely speaking, and a broad meaning, namely the use of words, which may be communicated or written. Consequently, some individuals perceive rhetoric as public speaking or speeches.

In common parlance, the act of a speaker communicating their thoughts with an audience mainly via the medium of speech is referred to as "public speaking" (Slagell, 2009:194). In addition, Astuti (2011:8) noted that public speaking is a method of communicating a message or concept in front of others to help them comprehend the information or change their perspective of someone. According to the Cambridge Advanced Learners Dictionary (2008), "speaking" can mean saying words, using one's voice, or conversing with another person. "Public" refers to something that relates to or involves people in general rather than being limited to a specific group of people, and "speaking" can also mean "having a conversation with someone."

SMA IT has several dormitories in order to build their students' character and also improve their knowledge and skills. The male and female dormitories are separated; each has its own characteristics due to gender. One of the dormitories in SMA IT is the female language dormitory, which consists of the "Language Program" with public

speaking practise as the weekly programme. The public speaking practise is held every Friday night at Ontoseno Street, RT 04 RW 01, Pucangan, Kartasura, Central Java, around 8 p.m. The student who joined this programme is from 1 grade to 3 grade and is a female SMA IT student who was interested in learning bilingual languages, i.e., English and Arabic.

The language program's agenda, particularly the segment dedicated to public speaking practise, was designed to facilitate active engagement and participation. The programme comprised several sessions, commencing with an opening, followed by a speech delivered by a participant selected by the tutor during the previous meeting. Subsequently, the audience presented their resumes, which were evaluated by the judges. The final session was the closing.

The proceedings were formally directed by two student moderators who acted as the Masters of Ceremony. This was followed by a series of speeches or narratives delivered by various speakers. Subsequently, one of the attendees provided feedback by presenting a summary of the speech. Additionally, the judges evaluated the performance of each speaker. The tutor provided feedback on the students' speech performance and advised them to enhance their preparation for the upcoming meeting by practising independently and completing the language programme.

B. **Previous Related Studies**

Some researchers who had done research in the past linked this study to research done by Salmawati (2020) entitled "An Analysis of Code-Switching and Code-Mixing in Teaching Learning Process at SMA Negeri 5 Pinrang". This study finds out the type of code switching and code mixing made by the English teacher and also the teacher factor to did code switching and code mixing in the class. The researcher did the research at SMA Negeri 5 Pinrang (Salmawati, 2020). She found that the form of code switching generated is more dominant than code mix with the type that dominate is tag code switching 76%, intra sentential is 11%, and inter sentential is 13%, while inner code mixing is 23%, outer code mixing is 77%. She also found the factors causing the teacher to do the process of code switching and code mixing because students better understand the explanation from teacher, students better understand the intentions and request of the teacher. Factor conditions also cause the code switching and code mixing in the teaching such as changing the topic in the classroom.

The researcher looked into the many forms of code switching as well as the reasons that contribute to it. However, there were some key distinctions between this study and the one that came before it. In the earlier study, the researcher looked into how code mixing occurs throughout the teaching process. However, in this study, the researcher solely concentrated on examining code switching. In addition, the teacher who taught the students in the classroom was the focus of the research that came before this one, but in

this study, the students who participate in the "Language Program" are the focus of the investigation.

Next research was conducted by Edwar (2018) entitled "The Use of Code Switching In Speaking English At Boarding School". This study finds out that the types of code-switching used by the students can be categorized into referential, expressive, phatic, poetic code-switching. The main reason the students used code-switching was to avoid misunderstanding when speaking English to their fellow students. Moreover, the teachers positively view the students' use of code switching as a resource to support students in learning English.

Both studies examined the varieties of code switching, indicating a shared aspect between them. The focal point of the investigation is identical, namely, the student population. The researcher also identified disparities in the prior investigation, specifically pertaining to the teacher's perspective on the utilization of code switching by students. Additionally, he is conducting interviews with the teacher as a means of bolstering his research investigation. In contrast, the present study solely involves conducting interviews with the students.

Azyzah and Nuryanti (2023) investigate the code-switching that occurred in the Podcast Ngobrol Sore Semaunya's Podcast Episode 2. This study also aims to describe the types of code-switching, the factors causing the code-switching, and the function of code-switching that occurred in the Podcast Ngobrol Sore Semaunya Episode 2. This study used qualitative descriptive

research. The object of this research is data containing code-switching in speech events on the Podcast Ngobrol Sore Semaunya Episode 2. The result showed three results. The first type of code-switching that occurs according to Stockwell (2007) there are, 1) tag-switching, 2) intra-sentential switching, 3) inter-sentential switching. Second, the reason that causes code-switching according to Hoffman (1991), there are 1) talking about particular topic, 2) quoting somebody else, 3) express solidarity, 4) interjection, 5) repetition used for clarification, 6) intention of clarifying the speech content for the interlocutor and, 7) expressing group identity. The last is the code-switching function according to Gumperz (1982), there are 1) quotation, 2) addressee specification, 3) interjection or sentence filler, 4) reiteration, 5) message qualification, and 6) objectification.

Both studies delineate the various types and underlying factors that precipitate code switching. The disparity lies in the location of the research. The preceding investigation was presented in the format of a podcast, whereas the ongoing inquiry is being conducted within the residential quarters of SMA IT Nur Hidayah Suokoharjo. In addition, the preceding research also examined the function of code switching.

Furthermore, Surani and Rosita (2023). Investigate The Use of Code Switching by Chef Juna and Deddy Corbuzier in Deddy Corbuzier Podcast. In this study, Poplack theory is applied to examine the different forms of code switching. The authors encountered three patterns of code-switching: Tag-switching, inter-sentential code switching, and intra-sentential code-switching

are part of code-switching. Based upon the outcomes of the data acquired from the Deddy Corbuzier Podcast, the researchers summarize that the form of switching code that is most commonly employed in communication is Inter Sentential Code Switching.

Here are some previous studies which have similar topic with code-switching in public speaking were presented in this table below:

Table 2.1 Previous study

No	Author	Title	Similarities	Differences
1	Salmawati (2020)	An Analysis of Code-Switching and Code-Mixing in Teaching Learning Process at SMA Negeri 5 Pinrang	a. Investigate types of code switching. b. Factors that caused the code switching in teaching.	a. The researcher also investigated code mixing happened in teaching process. b. The subject is the teacher who teach students in the classroom.
2.	Edwar (2018)	The Use of Code Switching in	a. Investigated types of code switching used by students.	a. The researcher also find the teachers' view of

		Speaking English at Boarding School	b. The subjects is students in Boarding School.	code-switching used by student of Jeumala Amal boarding school. b. Researcher choose thirty students studying at the class XI IPA 1 in MAS Jeumala Amal Islamic Boarding School participated in this study. c. Researcher do interview teacher to support result of study.
3.	Azyzah and Nuryanti (2023)	Investigate The Code Switching that occurred in Podcast Ngobrol Sore Semaunya's Podcast Eps. 2	a. Described types of code switching. b. Factors that caused the code switching.	a. The place of research is in Podcast Ngobrol Sore Semaunya Eps. 2.

				b. The researcher also investigated the function of the code switching that occurred in the Podcast Ngobrol Sore Semaunya 2.
4.	Surani and Rosita (2023)	Investigate The Use of Code Switching by Chef Juna and Deddy Corbuzier in Deddy Corbuzier Podcast.	Investigate the types of code switching	The subject is video content in the form of Podcasts on Youtube.

CHAPTER III

RESEARCH METHOD

A. Research Design

In order to determine the code-switching found in students in the female language dormitory of SMA IT Nur Hidayah Sukoharjo, especially in the public speaking practise in the "Language Program" and find out the reason for the student switching their language during the public speaking, This research uses the theories of bilingualism by Titone (1993:175), code switching (Gumperz, 1982, p. 59), and public speaking (Slagell, 2009:194). The researcher will use a descriptive-qualitative method. Using a qualitative descriptive method, the author simply collects data, classifies them, analyses them, and draws conclusions. Creswell (2017, p. 502) describes qualitative research as projects focused on collecting, analysing, and writing data but developing in the discipline and flow throughout the research process.

In this study, a descriptive-qualitative method was applied because the data were not numeric. Meanwhile, there is a simple number and counting method in this study; this counting uses a medium to analyze the data and draw conclusions. In addition, counting is used in order to assess the accuracy of the terms. In this study, the researcher focus on female students joining the bilingual program dormitory at SMA IT Nur Hidayah Sukoharjo.

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B. Research Setting

The research was conducted at a certain place and time, as follows:

1. The place of the research

The research was conducted at the female language dormitory of SMA IT Nur Hidayah Sukoharjo, which is located at Ontoseno Street, RT 04 RW 01, Pucangan, Kartasura, Sukoharjo.

2. The time of research

The study was carried out by the researcher between October 2022 and June 2023. Initiate the research process by conducting preliminary investigations and gathering relevant information to formulate conclusive outcomes. The data was gathered by the researcher through six instances of observation and video recording, spanning from January 27, 2023, to April 14, 2023. In summary, the researchers have provided a written account of the table presented below:

Table Research Schedule 3.1

No	Schedule	December 2021				October 2022				November 2022				January 2023				February 2023				March 2023				April 2023				May 2023				June 2023			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Do Pre-research								■																													
2.	Guidance and Consultation	■								■		■											■															
3.	Proposal Seminar																									■												
4.	Collect and Analyze Data																■		■	■	■	■					■											
5.	Draw the Finding and Conclusion																																■					
6.	Report the research (Munaqosyah)																																					■

C. Research Subject

In this research, the subjects were female students in the female dormitory of SMA IT Nur Hidayah who joined the bilingual programme. The researcher took female students from the 1st grade of SMA IT Nur Hidayah Sukoharjo who are joining the language programme. There are a total of 54 students; the researcher chose 7 students in 1st grade. The reason why the researcher chose total as the sample is because the total number of 1st graders is 28, so that represents the population. The researcher chose the female students as the subject because the language programme, which consists of bilingual, especially English programmes, is only available in the female dormitory, while the male dormitory only holds the Arabic programme.

SMAIT Nur Hidayah Sukoharjo has two language dormitories, i.e., a female language dormitory and a male language dormitory. The differences between those two dormitories were the curriculum and the programme. The female language dormitory has a bilingual programme, i.e., English and Arabic, to improve the students' skills in mastering both English and Arabic through the material that is delivered by the tutor and practise sessions such as public speaking. In contrast, according to Naufal, the male language dormitory tutor stated that there was only an Arabic programme that focused on improving students' skills in mastering Arabic. Thus, researchers decided to conduct the research in a female language dormitory with female students as the subjects.

D. Data and Source of the Data

The research form's data is of a descriptive-qualitative nature. The utilization of statistical analysis procedures is absent. Data can be recognized as a research resource, but it cannot be considered as a research subject. According to Sudaryanto (1993: 23), data can be considered as finished materials rather than raw materials, as they have undergone a process of selection and sorting. The primary source of data for this study is an extensive interview transcript featuring female students residing in the language dormitory.

For research to be credible, data is crucial. Transcripts of interviews with female language dormitory students were employed in this study as the kind of data. The data sources utilised to ascertain information regarding the cause of code-switching discovered in practising public speaking in the English Language Programme at the Female Language Dormitory of SMAIT Nur Hidayah Sukoharjo. The second is a conclusion drawn from an observation. With the use of this information, it is possible to identify the different kinds of code switching that are employed during practise sessions for public speaking in the English Language Programme at SMAIT Nur Hidayah Sukoharjo's female language dormitory.

E. Research Instrument

In this collecting the data the researcher uses two kinds of instruments, namely Field Note and Video Recording.

1. Field note

According to Moleong (2014: 208), notes written in the field are very distinct from field notes. As needed, the notes take the shape of considerably condensed drawings and contain keywords, sentences, main points of substance of talks or observations, possibly images, outlines, sociograms, schematics, and so on.

Field notes are written accounts of what a qualitative researcher heard, saw, felt, and thought while gathering and reflecting on data (Taylor, 2016, P.102)

2. Video Recording

Video recording was chosen for the reasons given by Smith (1981), namely that 'the use of mechanical recording devices usually gives greater flexibility than observations done by hand'. Capturing much of the data on video tape also allowed what Edwards and Westgate (1987) refer to as 'retrospective analysis' - at leisure, and in much greater depth than would have been possible even using techniques involving live coding. Categorisation of the data could similarly be developed more fully after viewing the tapes and adopting an 'open-minded stance', allowing the data itself to influence the design of 'a category system derived from analysing it rather than being imposed on it' (Again, Edwards and Westgate).

While audio tape might have been used to capture pupils' talk, this, on its own, would not have been enough to answer a research question focused on childrens' talk, since it is important, again as discussed by Edward and Westgate, to recognise the potential ambiguities introduced by an analysis based upon words alone. The video served to provide context, together with the opportunity to search for meaning in the dialogue and the actions before and after any specific utterance. In this research, the researcher took video of seven students during the public speaking practice to analyze what types of code switching they had done.

F. Techniques of Collecting the Data

Data collecting strategies, according to Sugiyono (2009: 224), are the most strategic procedures in research since the primary goal of research is to get data. Sugiyono (2009: 225) further adds that "in qualitative research data collection is carried out in natural settings (natural circumstances), primary data sources, and data collecting methodologies are primarily on observation, interviews, and recording. Researchers employed three research approaches in this study, including:

1. Observation

According to Widoyoko (2014: 46) observation is "observation and methodical recording of the factors that show in a symptom on the target of inquiry". "Observation is a complicated process, a process made of numerous biological and psychological processes," claims Sugiyono (2014: 145).

"Observation is a data collecting strategy that involves direct or indirect observation," claims Riyanto (2010: 96).

Based on the expert interpretations, the data came to the conclusion that observation is study when different biological and psychological processes are seen and recorded, either directly or indirectly, when they manifest as a symptom on the research object.

Types of observation according to Riyanto (2010:98-100):

a. Participant observation

In this kind of observation, a researcher may interact with participants and become part of their community.

b. Non Participant Observation

An observation is said to be non-participant if the observer does not take part in the life of the observee.

c. Systematic observation (Structured observation)

Systematic observation, if the observer uses guidelines as an observation instrument.

d. Non-systematic observation

Observations made by observers without using observation instruments.

e. Experimental observation

Observation is carried out by observing being put into a certain condition or situation.

In this study, the researcher used the participant observation method to observe events as they happened in the field naturally, where the researcher went directly to the research location, namely the female language dormitory of SMAIT Nur Hidayah Sukoharjo. In this technique, researchers involve themselves in or interact directly with the activities carried out by the subject by collecting the required data systematically.

The researcher observes based on the research focus related to the type of code switching used during the speech. In this observation, the researcher participated as a judge in assessing the speech delivered by students of the female language dormitory of SMAIT Nur Hidayah Sukoharjo.

2. Interview

According to Riyanto (2010: 82) interviews are a data collection method that requires direct communication between investigators and subjects or respondents. According to Afifuddin (2009: 131) interview is a method of collecting data by asking something to someone who is an informant or respondent. Raco (2010) stated Interviews (interviews) conducted to obtain information, which cannot be obtained through observation or questionnaire. This is because researchers cannot observe the whole. Not all data can be obtained by observation. Therefore researchers must propose questions to participants.

Based on the explanations of the experts, it can be concluded that interviews are a method of collecting data using information and ideas through questions and answers between investigators and subjects or respondents on a particular topic. Interview as a research method used to find data from sources regarding the reasons for using code switching in public speaking in language programs by using the google form.

G. Trustworthiness of the Data

Triangulation is used to verify the credibility of research data and avoid bias. Triangulation is qualitative cross-validation and the most common that is used in improving data validity in qualitative research. There are four kinds of triangulation, those are data triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation (Sutopo 2006: 93-98). In this research, the researcher used methodological triangulations. The researcher took the data from the female students in SMA IT Nur Hidayah's dormitory through observation and interview. The researcher used the results of interviews with various responses to compare with the observation about code switching.

H. Techniques of Analyzing the Data

After obtaining all the required data, researchers use qualitative data techniques to analyze the data. This study used Miles Huberman and Saldana

as data analysis methods. According to Miles, Huberman & Saldana (2014, p.24) there are three steps to analysis the data, as follows:

1. Data Reduction

   Data reduction refers to the process of selecting, focusing-simplifying, abstracting, and transforming the data that appears in a written up field note or transcription. Data reduction occurs continuously throughout the life of any qualitative oriented project. As data collection proceeds, further episodes of the data reduction occur (writing, summaries, coding, teasing out themes, making clusters, making partitions, writing memos) the data reductions process continues after fieldwork, until a final report is completed.

   In this section, the researcher analyzes the outcomes of the observations conducted during the research activity. The study employed a systematic approach to categorize and select data that aligned with the research objectives, specifically pertaining to the various forms of code switching observed in female students' public speaking practices within the "Language Program" of their residential dormitory, as well as the underlying factors contributing to this phenomenon.

2. Data Display

   Display of the data is a description of the data. Data display is a set of information which has been classified and organized based on the data reduction which leads to conclusion (Miles and Huberman, 2014).

This technique was used in arranging information description or narration in order to draw the conclusion. The researcher considers what should be done by presenting the data. The researcher also analyzes the data and then describes it. In this study, the researcher displayed the data by subtracting it. Researchers need to analyze and organize the data until it is presented in a concise form so that the researcher can see the real facts.

3. Drawing Conclusion

The final step in data analysis techniques is data validation, the task of generating and validating conclusions. The researchers drew conclusions based on observations and interviews. Researchers also interpret observations about data to draw conclusions. Conclusions are written based on the data studied by researchers, who analyze all the data to draw conclusions. In this research, the researcher analyzes the data thoroughly and then pulls the data into a proper review with short and concise reports.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

    1. Types of Code Switching

        Based on the research design in the previous chapter and in order to determine the code-switching used by students in the female language dormitory of SMA IT Nur Hidayah Sukoharjo, especially in the public speaking practice in "Language Program" and find out the reason for the student switching their language during the public speaking. This research uses the theory Bilingual by Titone (1993:175), Code Switching (Gumperz, 1982, p. 59), Public Speaking (Slagell, 2009:194). The researcher will take female students from 1st grade of SMA IT Nur Hidayah Sukoharjo who are joining the language program. There are a total 54 students, the researcher chose 7 students of 1st grade.

        In this research, the researcher uses the types of code-switching proposed by Pineda (2008) as the framework in analyzing and categorizing the observation result of this study.

Table 4.1 Types of Code Switching

No	Types of Code Switching	Number	Total
1	Referential Code-Switching	(01/RCS/LOF) (02/RCS/LOF) (06/RCS/EAP) (07/RCS/LOF) (08/RCS/LOF) (09/RCS/LOF) (10/RCS/LOF) (11/RCS/LOF) (12/RCS/LOF) (16/RCS/LOF) (17/RCS/LOF) (18/RCS/EAP) (22/RCS/LOF)	14
2	Directive Code-Switching	(27/DCS/SS)	1
3	Expressive Code-Switching	(20/ECS/TSI) (25/ECS/TSI)	2
4	Phatic Code-Switching	(03/PCS/EAP) (05/PCS/EAP) (13/PCS/TAA) (14/PCS/EAP) (15/PCS/TAA) (19/PCS/EAP)	6
5	Metalinguistic Code-Switching	(21/MCS/LOF) (23/MCS/LOF) (24/MCS/LOF)	4

			(26/ECS/TSI)	
6	Poetic Code-Switching		-	0

a. **Referential Code-Switching**

According to the observation has been done by researcher, it can be found so many Referential Code Switching used by students in the female language dormitory of SMA IT Nur Hidayah Sukoharjo, especially in the public speaking practice in "Language Program". Referential Code-switching involves lack of knowledge or facility in a language**.** It can been on some example below:

(01/RCS/LOF)

*Aufi: It's pretty common in our… you know, **lingkungan**? It's pretty common and —- is actually normal, it's pretty much normal because you know, we did experience it alot, i mean everyone does*

Data above contains referential code switching because the speaker forgot the target language and suddenly change the language from English into bahasa "lingkungan", and based on the observation, speaker looks difficult to say it in English. It can be seen from the repetition of utterance "it's pretty common...".

(02/RCS/LOF)

Aufi: it's really… ssssh not a good experience but like, yeah well **suka, kadang, tiba-tiba muncul aja gitu ya**, *like… i don't like nervous so much.*

The example above also contains referential Code switching because the speaker has a lackness of vocabulary. She changes the sentences to make her speech clearly delivered to listeners. In addition, a specific word from one of the language involved may be semantically more appropriate for a given concept.

(04/RCS/LOF)

Aufi: And so if you can't write it then it's okay actually, **ga usah dipaksain** *just actually you know, you have to understand what is your main point of your speech.*

This code switching happens because the student get lackness of vocabulary in the target language. So, the speaker feels easier to speak in the mother language.

b. **Directive code-switching**

This kind of code-switching happened when someone switching language because there is a secret sign in the conversation.

(27/DCS/PRR)

Speaker: or ummm a worse thing if syaitan influence them they will ummm **(hand gesture show something wrong tends to sexual meaning)** *very bad thing will happen*

In this case, Nisrina would like to talk about sexuality, but she could not explain it in English. So, she used her gesture to make the audience clear about it.

c. **Expressive code-switching**

This kind of code-switching is usually used to express the speakers' identity. Expressive function is about expressing an identity of the conversant when they are having a conversation with someone. Here, the change in the language happens:

(20/ECS/TSI)

Speaker: Okay, ini akhir dari speechku, thanks for your attention.

Wasaalamualikum wr wb

The data above shows that speakers use more than one language to stress their selfidentity or feelings to others in the conversation. The word "wassalamu'alaikum" means that she is a Moslem.

Actually, the speaker can close her speech by saying "I think enough, see you" or "thanks all", but speaker prefer use "Wassalamualaikum wr.wb" to use "see you". It means that speaker want to show her identity as a Moslem. It shows that the speakers emphazes a mixed identity through the use of two languages in the same discourse.

(25/ECS/TSI)

> *Speaker: ..Who can click-clock our feeling, so we won't think about him too much and got a power live, pray to Allah so we won't imagining, halu-ing, mmm hoping too much of him, and pray to **Allah** so when he don't belong to us we won't feel very very broken heart.*

The speaker used expressive code switching to signify shared values and experiences by people of a same group or culture. The word "Allah" means that all the group are Moslems.

(25/ECS/TSI)

> *Speaker: **Bismillahirrahmanirrahiim, assalamualaikum wr wb.** All praises be to Allah the most precious the most merciful and one of his kindness is that giving us together in this beautiful night.*

The speaker used expressive Code-switching to signify shared values and experiences by people of a same group or culture. Hence, words and phrases are retained in their original languages to represent a sense of belonging and familiarity to the group. It can be seen in word "Bismillahhirrohmanirrahim, Assalamualaikum wr.wb".

By the explanation above, code switching sometimes happen because people try to express their identity in front of other people.

d. Phatic code-switching

This switching occurred to stress a statement or comments that statement itself.

(05/PCS/EAP)

Speaker: *It's okay to make fault because we are human,* **kita semua manusia jadi gakpapa, ngelakuin kesalahan itu gakpapa.** *It's okay we have to be confident and be prepared, but you have to know what your main point of your speech. Kamu harus tahu inti speech mu itu apa.*

The data above shows that speaker would like to convince the listeners about her speech. She would make sure that it is okay to make mistakes as human. According to the explanation above, phatic function itself can be considered when the conversant raises the tone of their voice or when they would stress the topic. Therefore, the reason of code switching made by speaker functions to strees the topic about the human mistake can be called as a phatic function.

(13/PCS/TAA)

Speaker: Unconsciously you hurt yourself all on several time, not physically but the psychology, **bener gak?** *The oftener of minor self; stupid, ugly, too fat, too thin, or unable to do anything.*

The data contains phatic Code Switching because speaker want to show a change in tone. The speaker give stressing on word to make it clear. it can be seen in word "bener gak?".

(14/PCS/EAP)

*Speaker: ...and sometimes you give yourself reinforcement that you are treat them of your own treatment by something like; **aku tuh bodoh, aku jelek, aku gak dicintai oleh siapapun, harusnya aku gak ngelakuin ini tuh udah kesalahan** and others. Well it call self criticism..*

Code-switch on selected parts of a speech to make sure that listeners know what to highlight and focus on in situations such as an argument.

e. **Metalinguistic code-switching**

Metalinguistic Code Switching occurs when someone asking about the vocabulary that they do not know. It can be seen on some examples below:

(21/MCS/LOF)

*Speaker: when i was in 7th grade i feel like hmmm on my sixth grade i always get that lucky get that.. **Apa ya?** First rank then i think i can learn easily, when my grade are getting worse and worse and why? Then i also feel like organization is not that important like **apa ya?***

The word "apaa ya?" Means that speaker ask about the target language. She switches the languages then continuining the speech in target or english language.

(23/MCS/LOF)

*Speaker: it can have positive side for example you will become more energetic and you become feel more excited to start the day and become aaaa **apa sih?** Confident and some people become creative and i found that some people when they fall in love he makes some sounds and word suddenly.*

Speakers switch code to express themselves and at the same time avoid unnecessary misunderstanding and loss of intended meaning.

f. **Poetic code-switching**

This function of code switching exists when they put some poetic words like puns and jokes. This type of poetic code-switching can be found among the students public speaking because the speech is not contains jokes. The topic used by students just some serious context.

2. **Reason of Code Switching**

In order to find out the second research question of this research, the researcher used interview sheet to answer it. Interview as a research method used to find data from sources regarding the reasons for using

code switching in public speaking in language programs by using the google form. Researcher give an interview about public speaking using English in "Language Program" done by the students. All of students interviewed stated that they ever did public speaking

a. Lack of facility (LOF)

Most of the students did code switching in the middle of their speech due to limited English vocabulary. There are also those who use language translation to break the ice.

> *"Saya melakukan itu di tengah-tengah pidato, karena untuk isi pidato saya masih memiliki keterbatasan kosakata."*

> *"....Di pertengahan pidato saat saya menyampaikan poin tentang dampak negatif jatuh cinta. Saya reflek berbicara "nya" tidak "his" atau "her"."*

The other student also used code switching in additional sentences or words when they don't understand the context or forget the English vocabulary.

> *"Saya sering melakukannya pada kalimat atau kata tambahan, seperti "eh", "apa tadi ya?", "Eh gimana si?", "Ya gitu lah"."*

b. Mood of the speaker (MOS)

The speaker may switch the language to their native language even though the intended words in the target language are known by the speaker. Code-switching takes place when bilinguals are in different moods such as angry, anxious or nervous. Although the intended words are available in both languages.

> *"Saya melakukan alih bahasa biasanya karena mood,, seperti speech saya yang kemarin.. "ya contohnya ja kayak Amerika,, pada tahun 1800 America was just a poor country..."*

> *"di tengah hampir akhir cerita, saya menambah bahasa indonesia karena mau menambah mood orang yang mendengar."*

Speaker uses code switching depending on the speaker's mood. Speakers feel more comfortable when using code switching than using the target language

c. To emphasize a point (EAP)

A switch at the end of an argument not only helps to end the interaction but also to emphasize a point. People sometimes prefer to talk about particular topic in one language rather than in another. Sometimes, a speaker feel free and more comfortable to express their emotional feeling in a language that is not their everyday language.

> *"Saya pernah melakukannya. Alasan saya adalah agar mempermudah pendengar. Karena tidak semua pendengar dapat memahami maksud dari pidato saya."*

The researcher also do interview about the aim of using code switching to emphasize the meaning of the message convey to listeners. Students stated that they use code switching when there is an implied meaning that may not be understood by others. But it helps listeners to understand the intent of the speech delivered.

> *"Ya, makna yang tersirat mungkin tak dapat di tangkap orang lain. Tetapi itu membantu pendengar agar memahami maksud dari pidato yang saya sampaikan."*

d.   Habitual experience (HEX)

Code-switching often occurs in greeting and parting, commands and request, invitation, and expressions of gratitude. When a bilingual wants to clarify his speech so that it will be understood more by listener, he sometimes use both of the languages that he mastered saying the same utterance (the utterance is said repeatedly).

> *"Alasan saya melakukannya karena itu terjadi secara frontal dan bagi saya mungkin terlihat lebih friendly"*

> *"Pernah, karen merasa lebih cocok menggunakan bahasa unggris dan reflek"*

Based on the results of the interview, it turns out that many students use code switching because they feel more comfortable using Indonesian, then they also reflexively mention their native language because they do not understand the proper English vocabulary when making speech. Another reason is so that the listener is able to understand what the speaker is saying. Therefore the speaker spontaneously uses Indonesian so that what is conveyed can be well understood by the listeners.

e.   To show identity (TSI)

Some speakers switch their language to show shared values or experiences when they meet people who are from the same group or culture. Code switching can also be used to express group identity. As it has been mentioned previously, the way of communication of

academic people in their disciplinary groupings, are obviously different from other groups.

f. Semantic Significance (SS)

Sometimes speakers alternate their language to show the level of the conversation. For instance, some speakers who speak in their native language suddenly switch their language at the climax of the topic which they talked about.

"pernah, untuk memberikan 'sign'"

"betul, ya itu kaya sign buat kasih tau ke orang gitu (saya ga tau gimana jelasinnya)...."

Based on result of interview above, the speaker uses code switching in public speaking by using a sign so that listeners can understand it. This of course includes directive code switching which uses sign language or signs for something that is confidential.

g. To attract attention (TAA)

The reason why people do code-switching is also because they want to attract some listeners and listeners' attention. The researcher continuing the interview about using code switching by adding some sentence in Indonesian supposed only at the opening/closing/invitation/order/or expressions of gratitude. The speaker performs code switching at the preamble. Because the opening usually needs to grab the listener's attention. And make listeners interested to listen.

> *"Saya terkadang melakukan alih bahasa pada pembukaan. Karena pembukaan biasanya butuh untuk menarik perhatian pendengar. Dan membuat pendengar tertarik untuk mendengarkan. "*

In the last part, the researcher ask about code switching which aims to attract the listener's attention so that they are interested in the content speaker are conveying. The speaker use translation because the contents of the speech are usually many, long, and boring. In order not to be too boring, speakers use code switching. So it can help the listeners understand about the speaker's speech.

> *"Ya, karena isi dari pidato biasanya banyak, panjang, dan membosankan. Agar tidak terlalu membosankan, saya menggunakan alih bahasa. Contoh dalam kalimat 'Yang pertama' dan selanjutnya. Agar mereka paham bahwa saya sedang memberikan sesuatu yang membantu mereka."*

> *"ya, "intinya tu kalian harus jadi diri kalian pas presentasi" agar mereka lebih paham apa yang saya maksut."*

B. Discussions

This part showed the discussion In order to determine the code-switching used by students in the female language dormitory of SMA IT Nur Hidayah Sukoharjo, especially in the public speaking practice in "Language Program" and find out the reason for the student switching their language during the public speaking.

a. Types of Code Switching

Based on the results of observations and analyzes that have been carried out, the most frequently used code switching by students is

referential code-switching. And the less code switching used by students is Directive code switching. Referential code switching involves lack of knowledge or facility in a language. Hence, bilingual speakers switch code when they do not know the word or when a certain concept is not available in that language.

Apart from referential Code Switching, actually all students use expressive Code Switching at every opening and closing of their speeches. This kind of code-switching is usually used to express the speakers' identity. The other code switching found in students's speech is Phatic Code switching. This code switching is used in order to demonstrate or highlight a change of the tone or to focus on important parts in the conversation. It is supported by student's statement that used code-switch on selected parts of a speech to make sure that listeners know what to highlight and focus on in situations such as an argument. According to Malik (1994), this code switching aims to attract some listeners and viewers' attention.

Besides, metalinguistic code switching also found in the students' speech. This type of code switching is used to comment on the language use itself. It means when someone criticizes about someone's language use, it is considered as metalinguistic code switching. It also occurs when someone asking about the vocabulary that they do not know. It can be concluded that this function of code switching exists

when people switch their language to show their skill in talking with different languages to impress the people their talking with.

Then, directive code switching only found in one case of students' speech. This happens when students want to deliver their speech to listeners in discussing sexuality. This speaker found it difficult to explain in English and chose to use a sign so that listeners could still understand the meaning of the contents of his speech. This includes types of significant semantic reasons. Gal (1979) stated that listeners interpret code-switching as an indicator to the speaker's attitude such as communicative intentions and emotions.

Based on the result of study, the kind of Poetic code-switching is not found in this research. This code switching is the switching of language which is for poetic and humorous purpose. For example when someone makes a pun that requires two languages in order to make it humorous. In the speeches delivered by the students, they conveyed matters of advice or important information, none of the seven students delivered speeches that led to jokes.

b. **Reason of Code Switching**

According the result of observation and interview, the most reason why students use code switching is lack of facility. But the other reasons found are to emphasize a point, mood of speaker, to show speaker's identity, semantic significant, habitual experiences to attract listeners'attention. The students can't find the target language and feel

that listeners don't understand the speech if they don't use code switching. This was also supported by the statements of the students when interviewed that the reason they used code switching was due to limited vocabulary, so that they reflexively and spontaneously used Indonesian when doing public speaking. Speakers sometimes encounter obstacles, namely it is difficult to find equivalent words to be conveyed. Some sentences can sometimes be more understood when we use any word from another language. Also the lack of knowledge of one language can be another reason of language switch.

The expressive code switching occurs because the greeting is clearly used by Muslims as their identity when greeting other people. This is done because all students in the class are Muslim. Then, the other reason is significant semantic reason. This happens when students want to deliver their speech to listeners in discussing sexuality. This speaker found it difficult to explain in English and chose to use a sign so that listeners could still understand the meaning of the contents of his speech. This includes types of significant semantic reasons.

Gal (1979) stated that listeners interpret code-switching as an indicator to the speaker's attitude such as communicative intentions and emotions. It means that code-switching has semantically meaning for the listener. Switching often serves a directive function in that it involves the hearer directly. This being directed at the hearer can take many forms. One is to exclude certain persons present from a portion of

the conversation. The opposite is to include a person more by using her or his language. This function of Code Switching explains about how the code switching is chosen for conveying something directly to specific hearer whether to exclude or include more persons in the conversation.

However, when reviewed more deeply, there were several other reasons that students stated in using code switching, among others because mood of speaker. Malik (1994), Mood of the speaker: Code-switching happens when the speaker in different mood such as angry or tired. The speaker may switch the language to their native language even though the intended words in the target language are known by the speaker. They states that they used code switching in the middle of almost the end of the story, they added Indonesian language because they wanted to add to the mood of the listeners.

Beside they also have a reason about the habitual experience. Malik (1994) proclaimed that code-switching often occurs in greeting and parting, commands and request, invitation, and expressions of gratitude. They usually used in explanatory sentences and invitations. The reason is because students feel that Indonesian has a different spirit. They sometimes do subtitles at the opening, because the opening usually needs to grab the listener's attention. And make listeners interested to listen.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. **Conclusion**

This chapter presents the conclusion of this research. After conducting the research in "Language Program" in the female language dormitory of SMA IT Nur Hidayah Sukoharjo, based on the results' findings in this study, the researcher found:

1. The student in the female language dormitory of SMA IT Nur Hidayah especially in the public speaking practice in "Language Program" are used five types of code switching; Referential Code switching, Directive code switching, Expressive code switching, Phatic code switching, and Metalinguistic code switching. The referential code switching is the most frequently used by the students. Referential Function is the most used function behind the language change made by the characters. The lack of acknowledgement of their own mother tongue is the main reason why this function exists behind that Code Switching.

2. The reason of student switches their language are because of several reason there are; Lack of facility, Mood of the speaker, to emphasize a point, habitual experience, to show identity, semantic significance, and to attract attention.

B. Suggestion

Based on the the conclusion above, the researcher would like to suggest as follow:

1. For the students

   The students need to learn and practice more to use the English language for the next performance and don't need to worry that the audience would be not understand what the speakers delivering.

2. For the other researcher

   The researcher acknowledged that the outcome of this thesis remains incomplete. There remain numerous aspects that require further observation. The researcher anticipated the presence of another researcher who would observe an additional instance of code switching. This research is expected to serve as a valuable reference for their thesis.

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APPENDICES

Datum	Sentences	Types of Code Switching	Reason	Remarks
(01/RCS/LOF)	It's pretty common in our… you know, *lingkungan*? It's pretty common and —- is actually normal, it's pretty much normal because you know, we did experience it alot, i mean everyone does	Referential code-switching	Code-switching involves lack of knowledge or facility in a language	It occurs when the students forget the target language. She suddenly says "lingkungan" ih her speech. Then continuin the speech using target language.
(02/RCS/LOF)	it's really… ssssh not a good experience but like, yeah well *suka, kadang, tiba-tiba muncul aja gitu ya*, like… i don't like nervous so much.	Referential code-switching	Code-switching involves lack of knowledge or facility in a language	This code switching happens because the student get lackness of vocabulary in the target language. So, the speaker feels easier to speak in the mother language.
(03/PCS/EAP)	You are singing on stage, don't you feel nervous?" kayak "*kamu gak panik?*" and she	Phatic Code Switching	this switching occurred to stress a statement or comments	This sentences contains code switching because the speaker want to stress a statement

	said something like "no, i did feel nervous.		that statement itself.	"don't you feel nervous" become "kamu gak panik?" for making sure that the listener get the point on her speech
(04/RCS/LOF)	And so if you can't write it then it's okay actually, *ga usah dipaksain* just actually you know, you have to understand what is your main point of your speech.	Referential code-switching	Code-switching involves lack of knowledge or facility in a language	It also contains referential Code Switching because the lackness of vocabulary in english language.
(05/PCS/EAP)	It's okay to make fault because we are human*, kita semua manusia jadi gakpapa, ngelakuin kesalahan itu gakpapa*. It's okay we have to be confident and be prepared, but you have to know what your main point of your speech. Kamu	Phatic Code Switching	this switching occurred to stress a statement or comments that statement itself.	It happens when the speaker would like to convince the listeners about her speech. She would make sure that it is okay to make mistakes as human.

	harus tahu inti speech mu itu apa.			
(06/RCS/EAP)	So you have to be relax because it's actually important because while you relax your body language will be perfect and this body language is pretty important for public speaking because **itu bisa membantumu menjelaskan maksud dari speech yang kamu sampaikan**	Referential code-switching	Code-switching involves lack of knowledge or facility in a language	Bilingual speakers switch code when they do not know the word or when a certain concept is not available in that language.
(07/RCS/LOF)	Thankyou for listen to me to the end. I really appreciate it, my heart is berbunga-bunga	Referential code-switching	this type of code-switching is also known as the typical code-switching. It occurs when a speaker switches his language because he	Speakers switch code when they do not know the word and speaker feels it is more appropriate or suitable to be used for a particular topic.

			does not know some vocabulary in the target language.	
(08/RCS/LOF)	So my short speech is about how and why we should be or we should have a living health style. *Jadi* getting a healthy living style is actually important besides being able to mae heathy body it can also make avoid some diseases they are a view healthy living pattern to consider, kayak healthy diet, excercise, and enough rest	Referential code-switching	this type of code-switching is also known as the typical code-switching. It occurs when a speaker switches his language because he does not know some vocabulary in the target language.	The data showed that the sentences contains referential Code Switching because the speaker forget the english language and feel comfort using Bahasa to make the speech clear.
(09/RCS/LOF)	*Jadi* temen-temen, here is having a good a healthy life which consist a good diet, regular exercise, and have	Referential code-switching	Code-switching involves lack of knowledge or facility in a language	The speaker feels the audience are often attracted to the language that they are familiar with the

	a good of rest should be have on everyday			source sentence or Indonesian.
(10/RCS/LOF)	So maybe that's all from me, so sorry *about sendat-sendat.* I think, thank you for listening to my speech.	Referential code-switching	Code-switching involves lack of knowledge or facility in a language	Code-switching also happens commonly in fixed phrases such as greetings, commands, requests, apologies and discourse markers. This may suggest strength to a speech such as warning or threat
(11/RCS/LOF)	Since a years ago all of the town leader in the world come to make their nation to become leader in the world *ya kaya contohnya* aja Amerika, di tahun 1800an America just a —-- country with kurs domestic product per capita is 600-700 USD and America is —- from england.	Referential code-switching	Code-switching involves lack of knowledge or facility in a language	speakers switch code to express themselves and at the same time avoid unnecessary misunderstanding and loss of intended meaning.

(12/RCS/LOF)	Not only that, Japan, germany, Irlandia, South korea, Singapore, they can rise up from the downtown to the golden era. **_Jadi, pertanyaan terbesarnya ni_**, how do we become a superior nation?. The answer is easy, "knowledge". Di 2023 ini Indonesia placed at 67 world top education from 203 country in the world	Referential code-switching	Code-switching involves lack of knowledge or facility in a language	This code switching happens because the student get lackness of vocabulary in the target language. So, the speaker feels easier to speak in the mother language
(13/PCS/TAA)	Unconsciously you hurt yourself all on several time, not physically but the psychology, **_bener gak?_** The oftener of minor self; stupid, ugly, too fat, too thin, or unable to do anything.	Phatic code-switching	code switching is used in order to demonstrate or highlight a change of the tone or to focus on important parts in the conversation and to attract	The data contains phatic Code Switching because speaker want to show a change in tone. The speaker give stressing on word to make it clear. It can be seen in word "bener gak?".

			attention of listeners.	
(14/PCS/EAP)	...and sometimes you give yourself reinforcement that you are treat them of your own treatment by something like; *aku tuh bodoh, aku jelek, aku gak dicintai oleh siapapun, harusnya aku gak ngelakuin ini tuh udah kesalahan* and others. Well it call self criticism	Phatic code-switching:	code switching is used in order to emphasize a point	code-switch on selected parts of a speech to make sure that listeners know what to highlight and focus on in situations such as an argument.
(15/PCS/TAA)	Ini bisa menyakiti dirimu sendiri dan membuat kamu tuh merasa insecure dan juga ini tuh make you feel consider yourself weaker worthless and unhappy.*Kamu sering gak ngatain itu?*	Phatic code-switching	code switching is used in order to demonstrate or highlight a change of the tone or to focus on important parts in the conversation	code-switch on selected parts of a speech to make sure that listeners know what to highlight and focus on in situations such as an argument.

(16/RCS/LOF)	Actually there are still beautifully to love yourself. ***Yang pertama***, focus on yourself muchest than out of yourself it is like what is you really wants, what is you really need	Referential code-switching	Code-switching involves lack of knowledge or facility in a language	This code switching happens because the student get lackness of vocabulary in the target language. So, the speaker feels easier to speak in the mother language
(17/RCS/LOF)	***Yang kedua itu***, don't criticize the ___ it means you respect and love yourself no matter what happen, ___ it doesn't mean you forget to evaluate yourself, self evaluation is tends to understand what is really happen when you find the reason that off course really to go in your life.	Referential code-switching	Code-switching involves lack of knowledge or facility in a language	This code switching happens because the student get lackness of vocabulary in the target language. So, the speaker feels easier to speak in the mother language
(18/RCS/EAP)	***Yang terahir***, love yourself. If you can't look at yourself lovingly	Referential Code Switching	To emphasize a point	This code switching happens because the student get lackness

	and regardless of the inherence __ you will be stronger to face the problem. You will not harm yourself again even if the only word spoken.			of vocabulary in the target language. So, the speaker feels easier to speak in the mother language
(19/PCS/EAP)	Then when you can love yourself will be more beautiful to love others. *Bener ga? Ya kan, ya kan?*	Phatic Code Switching	code switching is used in order to demonstrate or highlight a change of the tone or to focus on important parts in the conversation	code-switch on selected parts of a speech to make sure that listeners know what to highlight and focus on in situations such as an argument.
(20/ECS/TSI)	Okay, ini akhir dari speechku, thanks for your attention *Wasaalamualikum wr wb*	Expressive code-switching	this kind of code-switching is usually used to express the speakers' identity	Speakers use more than one language to stress their selfidentity or feelings to others in the conversation. The word "wassalamu'alaikum" means that she is a Moslem.

(21/MCS/LOF)	when i was in 7th grade i feel like hmmm on my sixth grade i always get that lucky get that.. *Apa ya?* First rank then i think i can learn easily , when my grade are getting worse and worse and why? Then i also feel like organization is not that important like *apa ya?*	Metalinguistic Code Switching	this type of code switching is used to comment on the language use itself. It means when someone criticizes about someone's language use, it is considered as metalinguistic code switching. It also occurs when someone asking about the vocabulary that they do not know.	The word "apaa ya?" Means that speaker ask about the target language. She switches the languages then continuining the speech in target or english language.
(22/RCS/LOF)	Then when pandemic is come to Indonesia and we… *libur dua minggu*, two weeks	Referential Code Switching	Code-switching involves lack of knowledge	Speaker find difficulties in choosing appropriate words in the target language for specific

			or facility in a language.	topics and choose to codeswitch when they are not equally competent in the two languages.
(23/MCS/LOF)	it can have positive side for example you will become more energetic and you become feel more excited to start the day and become *aaaa apa sih?* Confident and some people become creative and i found that some people when they fall in love he makes some sounds and word suddenly	Metalinguistic Code Switching	it occurs when someone asking about the vocabulary that they do not know	speakers switch code to express themselves and at the same time avoid unnecessary misunderstanding and loss of intended meaning.
(24/MCS/LOF)	ummm, their ummm their things *lah,* and they don't want to do anything if there is no, *apasih gada* crush-nya, and they offer to meet their	Metalinguistic Code Switching	this type of code switching is used to comment on the language use itself. It means when someone	This sentences also contains metalinguistic code switching because the speaker asks about the target language that she forgot.

	crush maybe for dating...		criticizes about someone's language use, it is considered as metalinguistic code switching. It also occurs when someone asking about the vocabulary that they do not know.	
(25/ECS/TSI)	who can click-clock our feeling, so we won't think about him too much and got a power live, pray to Allah so we won't imagining, halu-ing, mmm hoping too much of him, and pray to *Allah* so when he don't belong to us we	Expressive code-switching	this kind of code-switching is usually used to express the speakers' identity.	The speaker used expressive code switching to signify shared values and experiences by people of a same group or culture. The word "Allah" means that all the group are Moslems. oup

	won't feel very very broken heart.			
(26/ECS/TSI)	***Bismillahirrahman irrahiim, assalamualaikum wr wb*** All praises be to ***Allah*** the most precious the most merciful and one of his kindness is that giving us together in this beautiful night.	Expressive Code Switching	this kind of code-switching is usually used to express the speakers' identity	Code-switching is used to signify shared values and experiences by people of a same group or culture. Hence, words and phrases are retained in their original languages to represent a sense of belonging and familiarity to the group
(27/DCS/SS)	or ummm a worse thing if syaitan influence them they wil ummm (hand gesture show something wrong tends to sexual meaning) very bad thing will happen	Directive code switching	this type of code switching is used to include or exclude people from the conversation. This type occurred when someone switches the	In this case, Nisrina would like to talk about sexuality, but she could not explain it in english language..So, she used her gesture to make the audience clear about it.

			language in order to say something secretly in other language.	

TRANSCRIPTION OF INTERVIEWS

Participants' name: Shafura taqiyya

Researcher: Apakah kamu pernah berpidato atau menceritakan kisahmu menggunakan bahasa inggris di program "Language Program"? Jika pernah ceritakan sekilas tentang topik yang kamu tampilkan!

Mrs. S: Pernah, saya menampilkan topik tentang cita cita

Researcher: Apakah kamu pernah menampilkan pidato bahasa inggris tersebut juga dicampur dengan bahasa Indonesia? Jika pernah, jelaskan alasanmu melakukannya!

Mrs. S: Pernah, karena merasa lebih cocok menggunakan bahasa unggris dan reflek

Researcher: Apa alasan kamu melakukan pencampuran pidato bahasa inggris dengan bahasa indonesia karena kamu sulit menemukan padanan kata yang kamu maksud dengan bahasa inggris atau karena penguasaan kosakata yang terbatas?

Mrs. S: Reflek

Researcher: Kapan kamu melakukan alih bahasa (Bahasa Inggris menjadi Bahasa Indonesia) saat berpidato/bercerita? Apakah diawal pidato/cerita, di tengah, di akhir kalimat atau kapan? Jelaskan!

Mrs. S: Saat terlupa kosakata nya

Researcher: Apakah yang kamu rasakan sehingga kamu melakukan alih bahasa? Apakah saat kamu melakukan alih bahasa adalah bertujuan untuk menekankan makna dari pesan yang kamu sampaikan ke pendengar? Berikan alasan singkatmu!

Mrs S: Gugup

Researcher: Apakah saat kamu melakukan alih bahasa adalah bertujuan untuk menekankan makna dari pesan yang kamu sampaikan ke pendengar? Berikan alasan singkatmu!

Mrs S: iya, agar dapat mudah di mengerti

Researcher: Dalam melakukan alih bahasa apakah sering kamu lakukan pada kalimat-kalimat tertentu? Misalkan hanya pada pembukaan/ penutupan/ ajakan/ perintah/ atau ungkapan-ungkapan syukur? Jelaskan alasan singkatmu!

Mrs. S: Sering, karena tidak tahu kosakatanya

Researcher: Apakah ketika kamu melakukan alih bahasa juga bertujuan untuk menarik perhatian pendengar agar tertarik dengan isi yang kamu sampaikan? Contohnya dalam kalimat apa? Dan berikan alasanmu melakukannya!

Mrs. S: Iya, contohnya "kaya", karena merasa lebih sepadan.

TRANSCRIPTION OF INTERVIEWS

Participants' name: Nisrina Awliya Rahmansyah

Researcher: Apakah kamu pernah berpidato atau menceritakan kisahmu menggunakan bahasa inggris di program "Language Program"? Jika pernah ceritakan sekilas tentang topik yang kamu tampilkan!

Mrs. NAR: Iya, pernah. Saya memilih topik tentang "jatuh cinta dan cara menyikapi nya". Saya menyampaikan apa itu jatuh cinta, penyebab jatuh cinta, sisi positif dan negatif jatuh cinta, dan yang terakhir cara menyikapi jatuh cinta agar kita tidak terjerumus ke jalan yang salah

Researcher: Apakah kamu pernah menampilkan pidato bahasa inggris tersebut juga dicampur dengan bahasa Indonesia? Jika pernah, jelaskan alasanmu melakukannya!

Mrs. NAR : Iya . Karena reflek

Researcher: Apa alasan kamu melakukan pencampuran pidato bahasa inggris dengan bahasa indonesia karena kamu sulit menemukan padanan kata yang kamu maksud dengan bahasa inggris atau karena penguasaan kosakata yang terbatas?

Mrs. NAR: Tidak, biasanya karena reflek

Researcher: Kapan kamu melakukan alih bahasa (Bahasa Inggris menjadi Bahasa Indonesia) saat berpidato/bercerita? Apakah diawal pidato/cerita, di tengah, di akhir kalimat atau kapan? Jelaskan!

Mrs. NAR: Di pertengahan pidato saat saya menyampaikan poin tentang dampak negatif jatuh cinta. Saya reflek berbicara "nya" tidak "his" atau "her"

Researcher: Apakah yang kamu rasakan sehingga kamu melakukan alih bahasa? Apakah saat kamu melakukan alih bahasa adalah bertujuan untuk menekankan makna dari pesan yang kamu sampaikan ke pendengar? Berikan alasan singkatmu!

Mrs NAR: Saya tidak punya rasa tertentu untuk itu

Researcher: Apakah saat kamu melakukan alih bahasa adalah bertujuan untuk menekankan makna dari pesan yang kamu sampaikan ke pendengar? Berikan alasan singkatmu!

Mrs NAR: tidak

Researcher: Dalam melakukan alih bahasa apakah sering kamu lakukan pada kalimat-kalimat tertentu? Misalkan hanya pada pembukaan/ penutupan/ ajakan/ perintah/ atau ungkapan-ungkapan syukur? Jelaskan alasan singkatmu!

Mrs. NAR: Tidak sering, hanya reflek

Researcher: Apakah ketika kamu melakukan alih bahasa juga bertujuan untuk menarik perhatian pendengar agar tertarik dengan isi yang kamu sampaikan? Contohnya dalam kalimat apa? Dan berikan alasanmu melakukannya!

Mrs. NAR: tidak ada

TRANSCRIPTION OF INTERVIEWS

Participants' name: Fadhila Fara akifa

Researcher: Apakah kamu pernah berpidato atau menceritakan kisahmu menggunakan bahasa inggris di program "Language Program"? Jika pernah ceritakan sekilas tentang topik yang kamu tampilkan!

Mrs. F: Topik yang saya sampaikan dalam language program menceritakan tentang bangsa bangsa besar dan superior di dunia yang dulunya memiliki masa lalu suram tapi kemudian dapat bangkit dari keterpurukannya dan menjadi bangsa besar. Contohnya seperti Jepang, Jerman, China, Korea Selatan, Singapura.

Researcher: Apakah kamu pernah menampilkan pidato bahasa inggris tersebut juga dicampur dengan bahasa Indonesia? Jika pernah, jelaskan alasanmu melakukannya!

Mrs. F: Alasan saya melakukannya karena itu terjadi secara frontal dan bagi saya mungkin terlihat lebih friendly

Researcher: Apa alasan kamu melakukan pencampuran pidato bahasa inggris dengan bahasa indonesia karena kamu sulit menemukan padanan kata yang kamu maksud dengan bahasa inggris atau karena penguasaan kosakata yang terbatas?

Mrs. F: Ketika saya kurang bisa menemukan padanan kata yang tepat saya akan berusaha tetap mencari kata dengan bahasa inggris

Researcher: Kapan kamu melakukan alih bahasa (Bahasa Inggris menjadi Bahasa Indonesia) saat berpidato/bercerita? Apakah diawal pidato/cerita, di tengah, di akhir kalimat atau kapan? Jelaskan!

Mrs. F: Biasanya terjadi di tengah cerita

Researcher: Apakah yang kamu rasakan sehingga kamu melakukan alih bahasa? Apakah saat kamu melakukan alih bahasa adalah bertujuan untuk menekankan makna dari pesan yang kamu sampaikan ke pendengar? Berikan alasan singkatmu!

Mrs F: tidak ada

Researcher: Apakah saat kamu melakukan alih bahasa adalah bertujuan untuk menekankan makna dari pesan yang kamu sampaikan ke pendengar? Berikan alasan singkatmu!

Mrs F: Tidak,, saya melakukan alih bahasa hanya untuk selingan

Researcher: Dalam melakukan alih bahasa apakah sering kamu lakukan pada kalimat-kalimat tertentu? Misalkan hanya pada pembukaan/ penutupan/ ajakan/ perintah/ atau ungkapan-ungkapan syukur? Jelaskan alasan singkatmu!

Mrs. F: Biasanya di kalimat penjelas dan ajakan. Alasannya karena saya merasa bahasa Indonesia memiliki aura semangat yang berbeda

Researcher: Apakah ketika kamu melakukan alih bahasa juga bertujuan untuk menarik perhatian pendengar agar tertarik dengan isi yang kamu sampaikan? Contohnya dalam kalimat apa? Dan berikan alasanmu melakukannya!

Mrs. F: Saya melakukan alih bahasa biasanya karena mood,, seperti speech saya yang kemarin.. "ya contohnya ja kayak Amerika,, pada tahun 1800 America was just a poor country..."

Participants' name: Nabila Aufi Prasetyana

Researcher: Apakah kamu pernah berpidato atau menceritakan kisahmu menggunakan bahasa inggris di program "Language Program"? Jika pernah ceritakan sekilas tentang topik yang kamu tampilkan!

Mrs. NA: ya, saya menceritakan cerita pengalaman saya saat sd (kelas 3) waktu saya masi minder untuk nyanyi di panggung, saya dikasih saran sama temen saya "kl gamau gemeteran di panggung liat bawah aja, gampang kok" akhirnya saya ikutin sarannya sampai saya smp, di smp itu saya sadar kalau saya gabisa presentasi cuma liatin bawah aja. akhirnya, sma ini saya punya mindset harus berubah jd lebih pede, punya kemampuan public speaking, dan intinya tidak terus terusan lihat bawah saat presentasi

Researcher: Apakah kamu pernah menampilkan pidato bahasa inggris tersebut juga dicampur dengan bahasa Indonesia? Jika pernah, jelaskan alasanmu melakukannya!

Mrs. NA: pernah, untuk bisa menjelaskan kalimat yang tidak bisa saya jelaskan dalam bahasa inggris

Researcher: Apa alasan kamu melakukan pencampuran pidato bahasa inggris dengan bahasa indonesia karena kamu sulit menemukan padanan kata yang kamu maksud dengan bahasa inggris atau karena penguasaan kosakata yang terbatas?

Mrs. NA: kadang lebih nge feel jelasin pidato nya pakai Bahasa Indonesia juga hehehhe

Researcher: Kapan kamu melakukan alih bahasa (Bahasa Inggris menjadi Bahasa Indonesia) saat berpidato/bercerita? Apakah diawal pidato/cerita, di tengah, di akhir kalimat atau kapan? Jelaskan!

Mrs. NA: di tengah hampir akhir cerita, saya menambah Bahasa Indonesia karena mau menambah mood orang yang mendengar

Researcher: Apakah yang kamu rasakan sehingga kamu melakukan alih bahasa? Apakah saat kamu melakukan alih bahasa adalah bertujuan untuk menekankan makna dari pesan yang kamu sampaikan ke pendengar? Berikan alasan singkatmu!

Mrs NA: sedikit bingung "apa mereka paham maksutku ya" jadi saya sedikit swing ke b indo

Researcher: Apakah saat kamu melakukan alih bahasa adalah bertujuan untuk menekankan makna dari pesan yang kamu sampaikan ke pendengar? Berikan alasan singkatmu!

Mrs NA: ya, saya mau mereka paham maksut cerita saya

Researcher: Dalam melakukan alih bahasa apakah sering kamu lakukan pada kalimat-kalimat tertentu? Misalkan hanya pada pembukaan/ penutupan/ ajakan/ perintah/ atau ungkapan-ungkapan syukur? Jelaskan alasan singkatmu!

Mrs. S: saya menggunakan alih bahasa di saat ingin menekankan apa yang saya maksut (tengah)

Researcher: Apakah ketika kamu melakukan alih bahasa juga bertujuan untuk menarik perhatian pendengar agar tertarik dengan isi yang kamu sampaikan? Contohnya dalam kalimat apa? Dan berikan alasanmu melakukannya!

Mrs. S: ya, "intinya tu kalian harus jadi diri kalian pas presentasi" agar mereka lebih paham apa yang saya maksut

TRANSCRIPTION OF INTERVIEWS

Participants' name: Izzatul Jannah Nugroho

Researcher: Apakah kamu pernah berpidato atau menceritakan kisahmu menggunakan bahasa inggris di program "Language Program"? Jika pernah ceritakan sekilas tentang topik yang kamu tampilkan!

Mrs. I : Saya pernah berpidato di language program. Topik yang saya angkat adalah 'love yourself'

Researcher: Apakah kamu pernah menampilkan pidato bahasa inggris tersebut juga dicampur dengan bahasa Indonesia? Jika pernah, jelaskan alasanmu melakukannya!

Mrs. I: Saya pernah melakukannya. Alasan saya adalah agar mempermudah pendengar. Karena tidak semua pendengar dapat memahami maksud dari pidato saya.

Researcher: Apa alasan kamu melakukan pencampuran pidato bahasa inggris dengan bahasa indonesia karena kamu sulit menemukan padanan kata yang kamu maksud dengan bahasa inggris atau karena penguasaan kosakata yang terbatas?

Mrs. I: Sebenarnya alasan saya melakukannya karena terkadang saya sulit menemukan padanan kata yang saya maksud sulit di temukan.

Researcher: Kapan kamu melakukan alih bahasa (Bahasa Inggris menjadi Bahasa Indonesia) saat berpidato/bercerita? Apakah diawal pidato/cerita, di tengah, di akhir kalimat atau kapan? Jelaskan!

Mrs. I: Saya melakukan alih bahasa di awal, tengah atau isi, dan akhir kalimat. Karena penjelasan dari pidato saya tak hanya berada di awal saja. Bisa di tengah ataupun isi dan akhir.

Researcher: Apakah yang kamu rasakan sehingga kamu melakukan alih bahasa? Apakah saat kamu melakukan alih bahasa adalah bertujuan untuk menekankan makna dari pesan yang kamu sampaikan ke pendengar? Berikan alasan singkatmu!

Mrs I: Yang saya rasakan adalah, ternyata melakukan alih bahasa juga membutuhkan ketrampilan. Tidak semua kata kata tepat dengan apa yang saya maksud.

Researcher: Apakah saat kamu melakukan alih bahasa adalah bertujuan untuk menekankan makna dari pesan yang kamu sampaikan ke pendengar? Berikan alasan singkatmu!

Mrs I: Ya, makna yang tersirat mungkin tak dapat di tangkap orang lain. Tetapi itu membantu pendengar agar memahami maksud dari pidato yang saya sampaikan.

Researcher: Dalam melakukan alih bahasa apakah sering kamu lakukan pada kalimat-kalimat tertentu? Misalkan hanya pada pembukaan/ penutupan/ ajakan/ perintah/ atau ungkapan-ungkapan syukur? Jelaskan alasan singkatmu!

Mrs. I: Saya terkadang melakukan alih bahasa pada pembukaan. Karena pembukaan biasanya butuh untuk menarik perhatian pendengar. Dan membuat pendengar tertarik untuk mendengarkan.

Researcher: Apakah ketika kamu melakukan alih bahasa juga bertujuan untuk menarik perhatian pendengar agar tertarik dengan isi yang kamu sampaikan? Contohnya dalam kalimat apa? Dan berikan alasanmu melakukannya!

Mrs. I: Ya, karena isi dari pidato biasanya banyak, panjang, dan membosankan. Agar tidak terlalu membosankan, saya menggunakan alih bahasa. Contoh dalam kalimat 'Yang pertama' dan selanjutnya. Agar mereka paham bahwa saya sedang memberikan sesuatu yang membantu mereka.

Participants' name: Zakiyyah Ali

Researcher: Apakah kamu pernah berpidato atau menceritakan kisahmu menggunakan bahasa inggris di program "Language Program"? Jika pernah ceritakan sekilas tentang topik yang kamu tampilkan!

Mrs. Z: pernah, tentang harus berapa jam kah manusia tidur

Researcher: Apakah kamu pernah menampilkan pidato bahasa inggris tersebut juga dicampur dengan bahasa Indonesia? Jika pernah, jelaskan alasanmu melakukannya!

Mrs. Z: pernah, untuk memberikan 'sign'

Researcher: Apa alasan kamu melakukan pencampuran pidato bahasa inggris dengan bahasa indonesia karena kamu sulit menemukan padanan kata yang kamu maksud dengan bahasa inggris atau karena penguasaan kosakata yang terbatas?

Mrs. Z: betul

Researcher: Kapan kamu melakukan alih bahasa (Bahasa Inggris menjadi Bahasa Indonesia) saat berpidato/bercerita? Apakah diawal pidato/cerita, di tengah, di akhir kalimat atau kapan? Jelaskan!

Mrs. Z: tergantung dari kesulitan saya dalam me-translate suatu kata ke dalam bahasa inggris

Researcher: Apakah yang kamu rasakan sehingga kamu melakukan alih bahasa? Apakah saat kamu melakukan alih bahasa adalah bertujuan untuk menekankan makna dari pesan yang kamu sampaikan ke pendengar? Berikan alasan singkatmu!

Mrs Z: bingung karena tidak tau kata yang cocok dalam bahasa inggris, jadi switch ke bahasa indo

Researcher: Apakah saat kamu melakukan alih bahasa adalah bertujuan untuk menekankan makna dari pesan yang kamu sampaikan ke pendengar? Berikan alasan singkatmu!

Mrs Z: betul, ya itu kaya sign buat kasih tau ke orang gitu (saya ga tau gimana jelasinnya)

Researcher: Dalam melakukan alih bahasa apakah sering kamu lakukan pada kalimat-kalimat tertentu? Misalkan hanya pada pembukaan/ penutupan/ ajakan/ perintah/ atau ungkapan-ungkapan syukur? Jelaskan alasan singkatmu!

Mrs. Z: ga terlalu sering, saya mengalihkan bahasa ketika tidak tahu ungkapan yang cocok dalam bahasa inggris

Researcher: Apakah ketika kamu melakukan alih bahasa juga bertujuan untuk menarik perhatian pendengar agar tertarik dengan isi yang kamu sampaikan? Contohnya dalam kalimat apa? Dan berikan alasanmu melakukannya!

Mrs. Z: kalau dalam kasus menarik perhatian bisa dibilang menjadi ciri khas, tapi saya memiliki tujuan dalam melakukan alih bahasa

TRANSCRIPTION OF INTERVIEWS

Participants' name: Nadira Fadhilah

Researcher: Apakah kamu pernah berpidato atau menceritakan kisahmu menggunakan bahasa inggris di program "Language Program"? Jika pernah ceritakan sekilas tentang topik yang kamu tampilkan!

Mrs. NF: Saya menceritakan tentang kisah hidup saya yang merasa cukup dengan kelebihan yang saya miliki, namun saya sadar bahwa kelebihan yang saya miliki bersifat sementara dan perlu dipertahankan serta dikembangkan.

Researcher: Apakah kamu pernah menampilkan pidato bahasa inggris tersebut juga dicampur dengan bahasa Indonesia? Jika pernah, jelaskan alasanmu melakukannya!

Mrs. NF: Tidak pernah, ini pertama kalinya saya berpidato dengan topik tersebut.

Researcher: Apa alasan kamu melakukan pencampuran pidato bahasa inggris dengan bahasa indonesia karena kamu sulit menemukan padanan kata yang kamu maksud dengan bahasa inggris atau karena penguasaan kosakata yang terbatas?

Mrs. NF: Saya melakukan itu semua karena reflek yang terjadi, mungkin karena saya gugup jadi pencampuran bahasa itu mudah saja keluar dari mulut saya. Dan didukung juga karena keterbatasan kosakata yang saya kuasai karena sebelumnya teks pidato tersebut baru saya persiapkan 3 jam sebelum pidato dimulai. Catatan yang saya bawa juga berbahasa Indonesia jadi mungkin inilah faktor saya melakukan pencampuran bahasa.

Researcher: Kapan kamu melakukan alih bahasa (Bahasa Inggris menjadi Bahasa Indonesia) saat berpidato/bercerita? Apakah diawal pidato/cerita, di tengah, di akhir kalimat atau kapan? Jelaskan!

Mrs. NF: Saya melakukan itu di tengah-tengah pidato, karena untuk isi pidato saya masih memiliki keterbatasan kosakata.

Researcher: Apakah yang kamu rasakan sehingga kamu melakukan alih bahasa? Apakah saat kamu melakukan alih bahasa adalah bertujuan untuk menekankan makna dari pesan yang kamu sampaikan ke pendengar? Berikan alasan singkatmu!

Mrs NF: Saya merasa gugup dan panik.

Researcher: Apakah saat kamu melakukan alih bahasa adalah bertujuan untuk menekankan makna dari pesan yang kamu sampaikan ke pendengar? Berikan alasan singkatmu!

Mrs NF: Bisa jadi, seperti kalimat "ya gitu lah intinya".

Researcher: Dalam melakukan alih bahasa apakah sering kamu lakukan pada kalimat-kalimat tertentu? Misalkan hanya pada pembukaan/ penutupan/ ajakan/ perintah/ atau ungkapan-ungkapan syukur? Jelaskan alasan singkatmu!

Mrs. NF: Saya sering melakukannya pada kalimat atau kata tambahan, seperti "eh", "Apa tadi ya?", "Eh gimana si?", "Ya gitu lah".

Researcher: Apakah ketika kamu melakukan alih bahasa juga bertujuan untuk menarik perhatian pendengar agar tertarik dengan isi yang kamu sampaikan? Contohnya dalam kalimat apa? Dan berikan alasanmu melakukannya!

Mrs. NF: Pertanyaan ini juga bisa jadi, seperti kalimat "ya ngga?"