

**THE USE OF CODE-SWITCHING AMONG ENGLISH
DEPARTMENT STUDENTS**

Thesis

Submitted by:

RIZKY SYAPUTRA
Student Reg. No. 1905180008



**STUDY PROGRAM OF ENGLISH EDUCATION
FACULTY OF ISLAMIC STUDIES
UNIVERSITY OF MUHAMMADIYAH ACEH
BANDA ACEH
1445 H/2024 AD**

THESIS APPROVAL

Title : The Use of Code- Switching Among English Department
Students
Name : Rizky Syaputra
Student Reg. No. : 1905180008
Study Program : English Education

Banda Aceh, January 10, 2024

Approved by:

Supervisors

Main supervisor,



Rahmatun Nisa, S.Pd.I., M.Pd.
NIDN. 0113108601

Co-Supervisor,



Cut Mawar Helmanda, S.Pd.I., M.Pd.
NIDN. 1324078501

THE APPROVAL OF THE THESIS EXAMINERS

Thesis Title:

THE USE OF CODE SWITCHING AMONG ENGLISH DEPARTMENT
STUDENT

Name : Rizky Syaputra
Student Reg. No. : 1905180008
Study Program : English Education

It Has Been Defended in front of the *Munagasyah* Thesis Examiners Faculty of
Islamic Studies, University of Muhammadiyah Aceh
It Has Been Declared Passed and Accepted as a Partial Fulfillment of the
Requirement
for Sarjana Degree (S1)

Day/Date:

Monday, January 31, 2024 AD
Rajab 19, 1445 H

in
Banda Aceh

The council of examiners

- | | | |
|--|-------------|---------|
| 1. <u>Rahmatun Nisa, S.Pd.I., M.Pd.</u>
NIDN. 0113108601 | Chairperson | (.....) |
| 2. <u>Anzarina Anwar, S.Pd.I</u>
NIDN. - | Secretary | (.....) |
| 3. <u>Cut Mawar Helmanda, S.Pd.I., M.Pd.</u>
NIDN. 1324078501 | Member I | (.....) |
| 4. <u>Ika Kana Trisnawati, S.Pd.I., M.A., M.Ed.</u>
NIDN. 131908001 | Member II | (.....) |

Certified by,
The Dean of Faculty of Islamic Studies
University of Muhammadiyah Aceh


Dr. Rosnidarwati, S.Ag., M.A
NIDN. 134977801

DECLARATION

I declare that the thesis entitled "*The Use of Code-Switching Among English Department Students*" is entirely my own work. There is no part in it that is contains plagiarism from other people's work nor i plagiarize or cite in ways that are not in accordance with the prevailing scientific knowledge in the scientific community. For this statement, I am ready to bear the risk/sanctions imposed on of me in the future it is found that there is a violation of scientific ethics in my work, or there are claims from other parties about the authenticity of my work.

Banda Aceh, 16 December 2023

Declared by,



Rizky Syaputra

Std. Reg. No. 1905180008

ACKNOWLEDGEMENT

I expressed my gratitude and praise to the presence of Allah SWT for all His blessings and grace, enabling me to complete this thesis entitled "The Use of Code-Switching Among English Department Students." This thesis was prepared as one of the requirements to obtain a Bachelor's degree in English Language Teaching, and I am aware that this journey would not have been possible without the help, support, and guidance from various parties.

First and foremost, our deepest appreciation goes to Mrs. Rahmahtun Nisa, S.Pd.I., M.Pd. as my supervisor I and Cut Mawar Helmanda, S.Pd.I., M.pd as my supervisor II, who provided invaluable guidance, advice, and support from the beginning to the end of writing this thesis. Without their patience, support, and guidance, this thesis would not have materialized.

I would also like to express gratitude to all lecturers and staff of the Faculty of Islamic Studies for the knowledge, learning, and experience bestowed upon me during my studies in this inspiring academic environment.

Not forgetting, thanks to the participants who willingly took part in this research. The contributions and information provided were highly valuable in uncovering the phenomena focused on in this thesis.

I also wish to extend my gratitude to my family and friends who consistently offered prayers, encouragement, and moral support throughout our journey in completing this thesis.

In conclusion, I am aware that this thesis falls short of perfection. Therefore, all criticisms, suggestions, and feedback for future improvements are highly appreciated for the enhancement and development of this research in the future.

May this thesis provide benefits, knowledge, and a deeper understanding regarding the use of code-switching among students.

Thank you.
Rizky Syaputra

ABSTRACT

Rizky Syaputra (2023). The Use of Code-Switching among English Department Students

This research aimed to explore and analyze the use of code-switching among students in the Department of English Language. A quantitative descriptive research method was employed, involving data collection through a questionnaire distributed to students actively using code-switching in their daily interactions within the campus environment. The population used in this research consisted of 6 universities and obtained 36 samples and the authors used a questionnaire for more specific data for data collection. To analysis data has been obtained from this questionnaire instrument were then analyzed with the stages of data reduction, data presentation, and drawing conclusions. The research findings indicated that the use of code-switching among students in the Department of English Language occurred in various communication situations, both in informal conversations in class, campus settings, and social interactions outside the campus. It was found that the primary reasons behind code-switching usage included the need for expression, better comprehension, as well as a strategy to adapt to social and cultural environments. Moreover, the findings revealed that the dominant pattern of code-switching involved transitions between English and Indonesian languages, emphasizing the use of specific phrases or words that did not have direct equivalents in the target language. This research contributes to a deeper understanding of the code-switching phenomenon among students in the Department of English Language, along with its implications in social, cultural, and educational contexts. Recommendations from this study include the necessity for a more creative approach to language learning, considering the diversity of languages used by students.

Keywords: Code-Switching, Linguistics, Multilingualism, Code-Mixing.

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CHAPTER I

INTRODUCTION

In this chapter, the author will explain the phenomenon that are the core of the discussion in this study, namely code-switching and code-mixing. There are several points that can explain this discussion in more complex: background, research problem, aim of the research, significance of study and terminology.

A. Background

The phenomenon of language switching often occurs in our country and it occurs in people who usually have two or more languages, so that by accident the switching of languages occurs spontaneously. A phenomenon that is often seen in public eyes are the switching of English with Indonesian, this really attracts public attention so that creates many different perspectives from each individual who sees this phenomenon. Some people, they are a strange thing and some people also think it is a good thing to increase self-confidence and speaking skills.

In linguistics, this is referred to "Code-Switching". Where people use more than one language accidentally mix several languages in their conversation. This is also not only based on people use two or more languages but also based on education, culture, and habits.

Language functions as a tool for communication or social interaction with the community. Moreover, language is also used as the identity of a society, because with the language that is owned, it is automatically attached to the user of that language where language is an identity. The general function of language is a

means of communication in social life. Language is an important aspect of human life. With language, people can communicate, interact and connect to each other among members. eventhough for daily needs, humans need a media called language. Therefore, every society is ensured to have and use language as a means of social communication. So that society and language cannot be separated. In other words, there is no society that does not have a language and no language without the people who use it. It means that language is a communication tool used by humans in everyday life, because through language humans can interact with other people to find out the information needed. Language appears and develops because of the interaction between individuals in a society.

Many people speak and switch or mix their general use of their language with their mother tongue, especially in communicating with people who understand different languages. In English Teaching classes, code-switching began to be used either in teacher or student discourse. Generally their first language is Indonesian and learn the second language only in class. In addition they talks to each other in English class, they often use switch and mixed codes (Indonesian-English). Sometimes they are not realized if they used code-switching and code-mixing in they conversations.

This problem also did by the teachers. Teachers sometimes consciously and unconsciously switch and mix languages in imparting knowledge. Code-switching and code-mixing are well-known features of the average bilingual speech pattern in any human society around the world, where they are most

clearly and widely used in different languages. Through observing the use of code switching and code mixing in the teaching and learning process in Indonesia.

The author comes from an area where most people there use this method to communicate, namely (Jakarta). But, this does not rule out the possibility that this phenomenon can affect outside the region itself, that because the widespread use of social media, which has made this phenomenon viral. Generally, this fact usually happens to teenager nowadays who are commonly called the millennial generation. Therefore the author wants to examine a similar phenomenon that occurs in the the University environment which is known as Code-Switching and Code-Mixing in linguistic terms.

Code-switching is a phenomenon that often occurs in communication or language use. This is also experienced by someone who is learning a language. Generally, code-switching occurs because when students want to communicate, there are several words or phrases they do not know, so the speaker enters a language that is more familiar to them. Code-switching is an act of inserting words, phrases, or parts of a longer conversation into another language. This phenomenon is the basis for the author to conduct research on code-switching to find problems that occur in more detail.

Code is a term that can refer to language, dialect, sociolect, or variety of languages. Code is a sign used in language with a specific purpose. Code switching often occurs in the communication of someone who still does not master the language being used. Code-switching occurs according to the conditions of society (Wardhaugh, 2010:104) Code-switching can occur in a

conversation when a speaker uses one language and the listener answers in another language. This is in accordance with Richards and Schmidt (2010: 89) who say that in this case the speaker changes the elements of another language when using a certain language.

Learning a foreign language in a university environment is a complex process and involves interaction between teachers and students. In this context, the use of code-switching and code-mixing is an interesting phenomenon to study. Code-switching refers to switching between two or more languages in conversation or communication, while code-mixing involves using a mix or fusion of words or phrases from various languages in one utterance or writing.

University of Muhammadiyah Aceh (UNMUHA) is one of the tertiary institutions that offers foreign language learning programs, such as English and Arabic. In the context of learning foreign languages at UNMUHA, especially in learning English there is the use of code-switching and code-mixing which involves teachers and students to use these methods. Teachers often use a mixture of Indonesian and foreign languages when giving explanations or instructions to students. On the other case, students also often do code-switching and code-mixing in interacting with fellow students or with teachers.

It is important to understand the usage patterns, reasons, and impacts of code-switching and code-mixing in foreign language learning at UNMUHA. This can provide better insight into how the use of code-switching and code-mixing affects student learning processes and outcomes, as well as providing implications for the development of more effective and efficient learning methods.

Based on the explanation above, the author wanted to carry out the research about the Code-Switching happen in university life under the title : The Use of Code-Switching Among Departement Student at University of Muhammadiyah Aceh.

B. Research Problem

What are the students' opinion about the use of code-switching in the social interaction?

C. Aim of the Research

To investigate the students' opinion toward the use of code-switching in social interaction.

D. Significance of Study

For this reason, this significant of study is to find out what are the students problem. with the implementation of English in socializing and intend to find out the impact of its shortcomings and advantages. With this research, it is hoped that solutions will emerge that can change views and tolerance for those who want to improve their English language skills through social interaction. The significance of this study are for:

1. Students who use the code-switching method.
2. The lecturers.

3. For researchers who want to continue this research.

E. Terminology

1. Code-Switching

In linguistics, code-switching is the use of another language or a variety of other languages in a conversation to adapt to another role or situation or because of the presence of other participants. Code switching is also an aspect of language dependence in a multilingual society. Holmes (2001: 35) emphasized that code switching reflects the dimensions of social distance, status relations, or the level of formality of the speakers' interactions.

From the theory above that have been described by the authors, it can be concluded that code switching can be an important aspect or factor in being able to communicate with participants who have social distance, status relationships, or different levels of interaction formality. This is also proof, that in a multilingual society it is found that it is very difficult for an absolute speaker to only use one language.

2. Code-Mixing

Code mixing usually occurs in bilingual or multilingual society. Code mixing is a putting or changing from one code to another or from one language to another in one of the word in the sentence. According to Nababan (1991: 32) code mixing is a language situation that mixes two or more languages in an act of language without anything in the language situation that demands mixing of languages. In Indonesia, code-mixing is very often found in situations when

people are conversing, mixed with Indonesian and regional languages. When talking, the speaker often mixes Indonesian with their local language. And it does not only happen to regional languages, this can also happen to someone who masters or has studied a foreign language.

3. Social Interaction

Social interaction is a social relationship between individuals with individuals, groups with groups and individuals with groups. The first stage of social interaction is social contact. Then there is communication, while communication is the delivery of information in the form of speech, gestures, or even attitudes and reactions to the information provided. The definition of social interaction according to Macionis is the relationship between a person's actions and reactions in relation to other individuals or groups.

CHAPTR II

LITERATUR REVIEW

In this chapter, all theories related to the topic under study will be explained, there are social interaction, language, code-switching and code-mixing. The existence of these theories can strengthen the truth of the data analyzed in this study.

A. Social Interaction

1. The Definition of Social Interaction

Social interaction is an activity that gives or receives action and replies between individuals and groups so that they can influence to establish friendships, discussions, collaborations in the form of symbol or concept that are can be applied in human social life. Humans are social beings who generally need interaction with one to each other so that humans can survive. And as time goes by, the need for social interaction is also increasing and technological advances are becoming a media for humans to interact with each other. However, social media is only an alternative tool when humans are unable to reach their interacting partners.

According to a sociologist named Herbert Blumer, there are three principles that form the basis of social interaction, namely meaning, language and thought. Social interaction is key in every social life. Without social interaction, it will be difficult for a person to survive if he does not interact with another individuals. Since social interaction is the main requirement of social activity.

This is in accordance with what was said by (Angeline Xiao, 2018) The main requirement of the existence or presence of social activities is the existence of social interaction.

Social interaction is a dynamic relationship because it relates to the relationship between individuals and individuals, individuals and groups and can also be groups with groups both in terms of cooperation or conflict. Because social interaction is always developing and moving forward along with the development of human needs in terms of socializing. This theory is also supported by a sociologist, Soerjono Soekanto argues “that social interaction is a social process related to how to relate between individuals and groups to build systems in social relations”. (Gamedia.com, 2021).

Communication is also one of the important factors in social interaction, with the existence of communication humans can send or receive information either orally, in writing or even gestures. Currently, communication has been modified along with advances in internet technology which is generally known as social media and aims to make it easier for humans to interact, but social media is only an intermediary for humans when they are cannot interact directly which usually contains explicit messages.

2. Requirement of Social Interaction

Humans as social beings cannot be separated from the interactions between each other. Humans are interconnected to survive in daily activities. However, for social interaction to occur, there are several requirement that must

be fully so that it can be categorized as social interaction. Following the requirement are:

2.1. Communication

Communication is sending and receiving messages or information between two or more people so that the intended message can be understood. According to the United States political scientist and originator of communication theory, Harold Lasswell, "who says what in which channel to whom and with what effect". (katadata.co.id, 2023). This means that communication according to Harold Lasswell is communication about the process of explaining who said what was said, with what he communicated, and to whom.

Meanwhile, according to Bernard Berelson and Gary A. Steiner communication is the act or process of transmitting information, ideas, emotions, skills, and so on, by using symbols, words, pictures, figures, graphics, and so on. (katadata.co.id, 2023).

From the two theories according to the experts above, the author can conclude that communication is an interaction process that has the goal of transferring information from the speaker or communicator to the recipient or communicant either directly or using an intermediary in order to have an effect on the recipient.

2.2. Social Contact

In terms of interaction, there must be a social contact that will become a connectivication between the informant and the recipient, and social contact also does not only occur when someone meets directly with they communicant. but there are also those who make social contact without having to meet in person and use the media to make interaction be easier between them. for example, such as receiving or giving information via video, messages, telephone and even radio.

Social contact comes from the Latin language is *con* or *cum* which means together and *tango* which means touch. Social contact can be interpreted as a relationship between one person with another to establish social interaction and each reacts to each other, both physically and non-physically. (cnnindonesia.com, 2023).

Social contact is divided into two, namely social contact that occurs directly (primary) and that occurs indirectly (secondary). The author will explain these two points below:

2.2.1. Primary Social Contact

Quoted from the book Social Sciences An Introduction (2020) by Utami Pratiwi, primary social contact is social contact that occurs directly. This contact is happen as face to face. For example greeting, shaking hands, hugging, and talking to each other. This type of social contact does not require intermediaries.

Because the communicator and contact recipient are in the same place. (kompas.com, 2022)

2.2.2. Secondary Social Contact

The type of secondary social contact differs from the primary type of social contact. This type of secondary social contact is not carried out in directly or face to face, but is carried out through media intermediaries such as letters, telephone, social media, e-mail and so on. This occurs due to distance and time limitations between the informant and the recipient.

3. Characteristic of Social Interaction

As for the characteristics that characterize social interaction so that we can understand that an interaction is happening by the way we see these characteristics. Quoted from (cnnindonesia.com, 2023), a sociologist from America, namely Charles P Loomis, has described the characteristics of social interaction as follows:

1. The participants is more than one person
2. Communication occurs through some contact
3. Have specific aims and objectives
4. There is a time dimension such as past, present and future.

Therefore, interaction becomes an important part of social life. Every human being has the right to speak, communicate and interact with anyone to

convey a message with specific aims and objectives. But the interaction will be a bit more difficult to understand if they have different languages. So, in the next point the author will explain the theory of language from several sources in order to strengthen the theory in this study.

B. Language

Language is the ability that humans have to communicate with other humans using signs, such as words and gestures. The scientific study of language is called linguistics. Humans have the ability to learn any language, they only do this if they grow up in an environment where different languages are spoken by the people in that environment. Therefore, language is highly dependent on the community of speakers where humans learn language from parents and friends, and they themselves transmit the language to their children.

Language is also known as a form of identity for a community and is part of culture. Humans use language as a form of identity signal between one culture and other cultural differences. As we know, that language does not only have differences in vocabulary and grammar but also has differences in language culture. According to a linguist, Foley, said that linguists use the term variation to refer to different ways of speaking a language. This term includes geographically or socioculturally defined dialects as well as the slogans or styles of subcultures. Linguistic anthropology and the sociology of language explain communication

style as the way a language is used and understood in a certain culture.
(id.wikipedia.org, 2023)

Style of language and style of communication is also one way of a community to build or show their identity to other communities. Such as differences in accent or dialect which become an identity or characteristic of an ethnic membership, social status and region of origin of the speaker. But there are also differences and switch in style of language or even the grammar between the way men and women speak, between age groups, or between social classes, just as some languages use different words depending on who is listening.

All languages can change as speakers adopt or invent new ways of speaking and conveying information to other members of their speaking community. All languages can change as speakers adopt or invent new ways of speaking and conveying information to other members of their speaking community. Another cause of language change is social, as when certain utterances become emblematic of membership in certain groups, such as social classes, or with ideologies, and are therefore adopted by those who wish to identify with those groups or ideas. In this way, issues of identity and politics can have a profound effect on the structure of language.

Moreover, Language changes can occur because human language is flexible and has general concepts, language can also refer to human cognitive abilities to be able to learn and use complex languages. As we know that language is used in forms of social communication in the form of signs, symbols or codes

encoded by the sender so that the meaning, intent and purpose of the recipient can be understood.

So it can be concluded that language is a communication tool which is a medium for humans to interact with each other either directly or indirectly by giving symbols, gestures or even certain codes, so that the recipient can translate it and understand its meaning. In linguistics, there are two codes related to language, namely code-switching and code-mixing.

In the next point the author will explain the theories that can support this research, namely about code-switching and code-mixing in order to strengthen and clarify this research.

C. Code-Switching

1. The Definition of Code-Switching

Maybe for some people code-switching is a term that is rarely heard or known because it is one of the sciences of language known as linguistics. By definition, code-switching is communication that is based on certain aims and objectives by using more than one language. code-switching can occur because it is influenced by cultural background, habits, education, and native language by speakers so that it causes deliberate code/language switching.

The phenomenon of code-switching can occur in various places and situations, such as at home, at the market, at the office, or at school. (Wardhaugh, 2006) emphasized that the phenomenon of code switching from one language to

another is a common phenomenon among bilinguals when they perform speech acts in various situations, both formal and non-formal situations.

The use of code-switching is not only fixated by differences in the foreign languages used but also changes from formal to non-formal speech included in Code-Switching. Code-switching events in the world of education, especially at the university where the author lives, occur in formal situations. English lecturers and students use more than two languages. The language used is the regional language as the first language that is acquired by someone from the association and the surrounding environment. Next, is the Indonesian language that a person acquires after entering the school level. Indonesian language is the language of instruction in the world of education and is used in teaching and learning activities in schools which is their second language. And the third language is a foreign language which is the target of learning in the general schools, namely English language.

The term code-switching is not a new thing in the world of linguistics, according to (Chaer & Agustina, 2014) defines that code-switching is a symptom of a transition in the use of language due to changing situations. This explains that code-switching can be done at certain times and situations so as to enable speakers to use the Code-Switching method. For the next, (Hymes, 1989) said that code-switching has become a common term for alternate use of two or more language, or even speech styles. In addition, the definition of code-switching according to (Romaine, 1995) is the use of more than one language, variants, variations by speakers in utterances or sentences or between several interlocutors

and different situations. Of course this is the proof that code-switching will depend on who is the speaker communication with, that way the speaker will condition himself with the interlocutor.

Based on some of these definitions, it can be concluded that code-switching is a method of communication that depends on time, place, situation and conditions so that the speaker can conditioning the language in communicating. So it can be said that code-switching is a shift or change in language, variety and style of speaking that can occur due to the presence of other people with different languages, so speakers must adjust it as a way of interacting.

2. Type of Code-Switching

Quoted from (owlcation.com, 2022) that code-switching has several types that are characteristic so that they are easy to recognize, the following are the types:

2.1. Inter-Sentential Switching

In inter-sentence code-switching, language switching is done at the boundary of sentences and words or phrases at the beginning or end of the sentence. This type is most often seen in fluent bilingual speakers. For example: If you are late for a job interview, kamu gagal.

2.2. Intra-Sentential Switching

In intra-sentential code switching, the shift is made in the middle of a sentence, without interruptions, hesitations, or pauses to indicate the

shift. The speaker is usually not aware of the shift. As an example: saya bahkan tidak expect jika itu akan terjadi. Different types of switches occur within the clause level and word level.

2.3. Extra-Sentential or Tag Switching

This is the transfer of a single word or tag phrase (or both) from one language to another. This type is common in intra-sentential switches. This involves inserting tags from one language into utterances in another. For example: "Saya sedang menempuh pendidikan sarjana, if you know what i mean."

3. The Reason of Speaker Using Code-Switching

There are many things that allow speakers to have reasons for using code-switching, but in general there are three reasons that are common for speakers to use code-switching (owlcation.com, 2022). Here are the reasons:

3.1. To Meet Needs

A speaker who may not be able to express himself in one language may switch to another to compensate for the deficiency. As a result, the speaker may be temporarily triggered to speak another language. This type of code-switching tends to occur when the speaker is annoyed, tired, or distracted in some way or when they are not fluent in one language.

3.2. To Express Solidarity

Displacement also commonly occurs when an individual wishes to express solidarity with a particular social group. A relationship is established between the speaker and the listener when the listener responds with a similar symbol or code.

3.3. To Exclude Others

Code-Switching can also be used to exclude other people from a conversation who do not speak the second language. For example, if two people in an elevator in an English-speaking establishment speak Spanish, then not only will the other people in the elevator who do not speak Spanish be excluded from the conversation, but a level of comfort and intimacy will exist between the two of them. Spanish speakers because not everyone present in the elevator could hear their conversation.

It does look a lot like Code-Mixing. Both involve creating word hybrids or switching between two or more languages in phrases, clauses, or from one complete sentence to the next. Some use the terms "code-mixing" and "code-switching" interchangeably, particularly in those studying morphology, syntax, and other formal aspects of language, but other fields (such as the subfields of linguistics, communication, or educational theory) have their own peculiarities about the definition of both.

Therefore, in the next point, the writer will put some theories and explanations about code-mixing.

D. Code-Mixing

1. The Definition of Code-Mixing

Code-mixing is a term in linguistics which means the use of more than one language in communication without any specific purpose. This is influenced by the cultural background, habits, education, and native language of the speaker so that it creates an accident in saying words using various languages.

Code-mixing is the mixing of one language into another by speakers in communication. According to Gumperz states that code mixing is the passage of one language by a speaker while essentially using another language. A language piece refers to words or phrases in one language mixed into another language. Whereas, code-switching is a language change from one language to another at all. But if amplification mixes a language into another at the clause or phrase level, this is called code mixing. (Novedo & Linuih, nd).

An expert named Hudson also states that code mixing means where a fluent bilingual talks to another fluent bilingual, changing languages without any change in situation at all. (Novedo & linuih, nd). The point of Hudson's words is that when two bilingual people communicate or interact with each other, it is very natural for them to mix a few words in their conversation but they still understand the meaning of the conversation.

Code-mixing is the use of language units from one language to another to expand the language style or variety of languages. This includes the use of words, clauses, idioms, greetings and so on. (id.wikipedia.org, 2013).

2. Type of Code-Mixing

(Muysken, Díaz, & Muysken, 2000) propose three types of code mixing. The three types of code mixing are dictated by different structural requirements. Beside of that, the three types of code-mixing play their roles to different levels and in different ways in certain bilingual background. Then, the three types of code mixing are insertion, alternation, and congruent lexicalization. Each type will be described in more detail in the sections below.

2.1. Insertion

The process of code-mixing is also understood as something similar to borrowing words from other languages by inserting foreign lexical word categories or phrases into a particular structure. It may consist of words and single phrases. Insertion is mostly a form of language influence from one point of view.

2.2. Alternation

Based on the opinion of (Muysken, Díaz, & Muysken, 2000) alternation is an existing approach of changing language use which has constraints on mixing, in this case the compatibility or inclusion of the languages involved at the switching point. In this perspective, code-mixing

is the same as code-switching in the conversation. The switching occurs when the structure of two languages alternates inexplicably at both the grammatical and lexical levels between the structures of and from the languages. This code-mixing appears when native Indonesian speakers talk about the choices of word, and then to clarify the meaning of what they are talking about, they use some pressure on the words in question.

2.3. Congruent Lexicalization

Congruent Lexicalization is the third type of code-mixing. Related to this argues, (Muysken, Díaz, & Muysken, 2000), "The notion of congruent lexicalization underlies the study of style shifting and dialect/standard variation rather than bilingual language use proper".

The two previous code-mixing processes only cover one-way (unidirectional) code-mixing so that congruent lexicalization is quite different from the two previous processes. Objects and positional phrases are some of the mixing elements experienced by congruent lexicalization, because several terms for setting the elements involved have been widely agreed upon and their use is more common.

E. Previous Study

Language has a very important role for students, especially as a tool to communicate. The more languages that are mastered, the easier it is for students to receive or convey information. English is an international language that they must master. However, unlike some other countries, English is still a foreign

language in Indonesia where English is not used as a means of daily communication but only in certain fields such as education. Its very limited use becomes a separate obstacle for students in mastering it. With the obstacles faced by these students, the researchers used the code-switching method, where during learning two languages, namely English and Indonesian, will be used. Unlike the use of code-switching in other classes, here code-switching will only be used when the lecturer will give job instructions, when students give ideas/information, and when evaluating learning. This research was conducted using a qualitative descriptive method, where the data will be taken through observation and transcription. The results of this study show a positive impact in learning English, where students are judged to be able to understand better what the lecturers say, as well as being able to express and communicate their ideas in class (Ajiza.M, 2022).

This research aimed to analyze the types of code-switching and code-mixing employed by Sarah Sechan and Cinta Laura in the Sarah Sechan talk show. Code-switching and code-mixing are commonly used when people converse with friends, family, or others. However, each can function differently, as observed in the Sarah Sechan talk show. Numerous instances of discourse containing code-switching and code-mixing were identified. Therefore, the primary objectives of this research were, firstly, to determine the types of code-switching and code-mixing used by Sarah Sechan and Cinta Laura in the Sarah Sechan Talk Show. Secondly, to explore why Sarah Sechan and Cinta Laura utilized code-switching and code-mixing in the Sarah Sechan talk show. This

research employed a descriptive qualitative approach to analyze the conversations. It was found that there were four types of code-switching, three types of code-mixing, and six reasons for using code-switching and code-mixing, such as talking about a particular topic, being emphatic about something, interjection, repetition used for clarification, the intention of clarifying the speech content for the interlocutor, and expressing group identity (Novedo., & Linuwih, E. R. 2018).

This research is conducted due to the problems found in research field. The problems found in this research are the existence of code-mixing used by the 11th grade students of SMKN 1 Cimahi when they were asked to retell a short story. Code-mixing happens when language speakers mix traditional language with Indonesian language at once. In other words, a person who speaks in main Indonesian language has the autonomous function. While the traditional language, is only an auxiliary tool that has no autonomous function. The method used in this research is a descriptive qualitative research. Observation and questionnaire are implemented as the instruments of this research. The population of this research is all of 11th- grade-student of SMKN 1 Cimahi and the sample contains 25 students of 11 IOP A class. The questionnaire was conducted to 25 students, but the observation was only conducted to 5 students. This research found that students often use traditional language when they speak in Indonesian language. Unconsciously, students frequently use kecap penganteb when they speaking (Oktavia, R. D., Marlina, L., & Primandhika, R. B. 2019).

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the author explains the research methodology used in this study entitled *The Use of Code-Switching among Department English Students*. This chapter contains a description of the design and research approach, population and sample, research and development instruments, techniques of data collection and data analysis techniques to be carried out.

A. Design and Research Approach

This study uses a descriptive quantitative approach with a case study research design. This design was chosen to gain an in-depth understanding about the use of code-switching among Department English students. With a descriptive quantitative, the author can analyze the context, reasons, and patterns of using code-switching in students daily interactions. Case studies are a suitable method for investigating the complex phenomena and contextual such as the use of code-switching in a higher education place (Merriam, 2009).

The quantitative approach in this study involved the use of a structured questionnaire designed to collect numerical data on the frequency, context, and preferences of code-switching use among English language students. According to Kothari (2004), using questionnaires as a quantitative research instrument can produce valid and reliable data. With this the author can conclude that descriptive quantitative works in natural situations and conditions, which seeks to understand and interpret what the people see of that phenomenon.

In addition, the case study method was chosen as the research design in this thesis. The case study method allows researchers to investigate a phenomenon in a specific context, taking into account the variables in the environment (Yin, 2014). In this research, the focus is on the use of code-switching among English department students at University of Muhammadiyah Aceh, so the case study method is well suited to gain a deeper understanding of the use of code-switching in such environments.

B. Population and Sample

1. Population

Population refers to groups or collections of individuals, objects or entities that are the focus of the research. Populations can have certain characteristics, attributes or something that are relevant to the research topic. The population is the entire object of research, The population of this study consisted of students from the University of Muhammadiyah Aceh, Bina Bangsa Getsempena University, Iskandar Muda University, IAIN Takengon, University of Islam 45 Bekasi and University of Bhayangkara Bekasi. Students in academic environments have crucial cross-cultural communication skills.

2. Sample

In many studies, it is difficult or impossible to examine the entire population because of limited time, resources, or access. Therefore, the authors choose to take sample from this population. The sample is a subset of the

population selected to represent the entire of population in a statistical and scientific way.

The sample in this study consisted of 33 respondents selected randomly from the population mentioned. The use of a sample of 33 respondents is considered sufficient to explore and analyze the perspective of the use of code-switching among students. The author took a sample of all active students who were in the English Department only.

This study used random sampling, random sampling is a sample selection method in which researchers deliberately select sample members based on certain criteria that are relevant to the research objectives. In this method, the author has enough understanding about the characteristics to be studied or explained, and the author selects samples that meet these characteristics. The characteristics is specific only for english department student in every college that the author have been wrote.

C. Research Instrument

This research uses a quantitative approach, in this study the author uses a questionnaire as an instrument to obtain descriptive data from students who use the code-switching and code-mixing methods. Questionnaire is a letter that contains questions related to concrete research data so that it can completed the data of research.

Questionnaire is a tool used in research to collect data from respondents by asking a series of written questions. The questionnaire used in this study aims to

collect data about the opinions, behavior, knowledge, preferences, and other characteristics of the respondents. Questionnaires are used to collect data efficiently from a large number of respondents. This allows the author to gather uniform information and can be measured in a more structured way.

The type of questionnaire used in this research is a hybrid questionnaire. Hybrid questionnaires often include open-ended questions that allow respondents to provide their responses freely, followed by closed-ended questions with answer choices provided. This can increase the the author understanding of the subject and provide more insight into the reasons behind participants responses (Creswell, J. W., & Plano Clark, V. L. 2017). There are 10 questions that related from research problem to be asking to the participant.

Open-ended questionnaires are questions to get broad answers. This is very suitable for finding out more about the things the author considered. Open-ended questionnaires are also suitable to be asked during interview sessions where participants meet directly and can be used to obtain answers in the form of opinions or perspectives from participants. (Dwinawan, 2018).

Closed-ended questionnaires are used for short answers such as "Yes", "No", "Ever", "Not yet" or questions that use other short answers. Closed-ended questionnaires are suitable for use when authors conduct surveys, because authors can get higher responses when participants don't need to write too much and for questions where the author can predict the answer (example: 1 time, 2 times, 3 times, more than 3 times). Closed Ended Questions are easy to analyze using percentages, because the writer can predict the answer (Dwinawan, 2018).

This approach is used to collect more comprehensive and in-depth data by leveraging the advantages of various types of questions. By combining different types of questions, the author can gain a richer understanding and more complete nuances about the research subject.

D. Technique of Data Collection

Respondents were asked to fill out a online questionnaire by them selves. The online questionnaire would be provided by the author via Google Form and shared to the respondents via the WhatsApp Messenger group. The data collection techniques has been carried out by collecting and make some conclusions from the results of the answers of students who have answered the questionnaire. Because to obtaining varied descriptive information directly from the sources studied, the authors used a questionnaire for more specific data.

E. Technique of Data Analysis

The data collected has been analyzed quantitatively. The data analysis involved the process of coding, categorization, and searching for thematic patterns in the data obtained from the questionnaire document analysis which has been answered by the participants. For search of thematic patterns the author have two formula, the formula are:

1. The Formula of Percentage.

The author need the formula of percentage for finding the percentage of participan that have been answered questionnaire, the formula is:

$$\frac{\text{Partial Sum}}{\text{Total Sum}} \times 100\%$$

With this formula the author can find the percentage of answer from the participants that have been answered questionnaire.

2. The Formula of Sample

The formula of sample is purpose to find partial of sample from the percentage, so the author can find how many people have been answered the questinnaire from the percentage have been known, the formula is:

$$\frac{\text{Partial Sum}}{100\%} \times \text{Total Sum}$$

With this formula the author can find the the sample from percentage answer of questionnaire.

With two formula above the author can identified emerging themes from the collected data and drawn descriptive conclusions to strengthen the validity of the findings. The data obtained from this questionnaire instrument were then analyzed with the stages of data reduction, data presentation, and drawing conclusions.

CHAPTER IV

RESEARCH AND DISCUSSION

This section contains of the parts that explain the research results and discussion of what has been researched by the author. This research was objective and has concrete data from all aspects of quantitative research.

A. Research Results

In this discussion section contains a description of the data obtained based on characteristics of quantitative research. This discussion is presented from the results of quantitative data analysis in the form of a clear and detailed narrative. This section also explained in specific the results of the data that has been collected from the participants who have been researched.

Data has been collected by 33 students from several different universities likes University of Muhammadiyah Aceh, Bina Bangsa Getsempena University, Iskandar Muda University, IAIN Takengon, University of Islam 45 Bekasi And University of Bhayangkara Bekasi.

1. Knowledge of Code-Switching and Code-Mixing

In the first discussion, the author explained how much the participants know about code-switching and code-mixing methods. From the data that has been analyzed as follows:

Table 4.1 Knowledge of Code-Switching and Code-Mixing

Question	Answer	Percentage
Do you know about code-switching and code-mixing are?	a. I do not know.	0%
	b. I forget.	3%
	c. I know a little bit.	51,5%
	d. I know.	30,3%
	e. I know it well.	15,2%

The total of 33 participants who participated in the survey, the author could conclude that the majority of them had a minimal understanding of the concepts of code-switching and code-mixing. There were the detailed results of the survey.

"I do not know" The results showed that was 0% of participant or no one of the 33 participants stated that they did not know anything about code-switching or code-mixing. This indicated that there was some basic knowledge or basic understanding about the concept of code-switching and code-mixing.

"I forget" like as before, there was no one participants or 3% of participant stated that they forgot about code-switching or code-mixing. This could indicate that participants might have a basic knowledge or basic understanding about the topic, even if they do not know the details.

"I know a little bit" The majority, it was 51,5% of the total participants, said that they had limited understanding of code-switching and code-mixing. This indicated that they might have heard or have a basic of knowledge about the concept, but don't really have a deep understanding of code-switching and code-mixing.

"I know" There were around 30.3% of participants stated that they know about code-switching and code-mixing. This showed that most of them have a stronger and deeper understanding of the topic than the group that stated "I know a little bit".

"I know it well" And 15,2% of participants claimed that they knew well about code-switching and code-mixing. it showed that a small number of participants have in-depth knowledge and might have understood the concept well.

These results show variations in participants level of knowledge about code-switching and code-mixing, with the majority having a basic understanding or more. These results could also provide an perspective about the participants level of understanding of this topic, which could be used as a basis for an appropriate communication approach in conveying information regarding code-switching and code-mixing.

2. Students Got Knowledge About Code-Switching and Code-Mixing

In this second discussion, the author explained where the participants got their knowledge about code-switching and code-mixing. With the data that has been collected by the author through a questionnaire that has been filled in by the participants, the author included the data as follows:

Table 4.2 Students Got Knowledge About Code-Switching and Code-Mixing

Question	Answer	Percentage
How did you get the knowledge about code-switching and code mixing from?	a. From class learning.	33,3%
	b. From the social environment (friends, family, community).	30,3%
	c. From independent reading or own research.	0%
	d. Through the media (internet, television, radio).	36,4%

In this survey, the author asked 33 participants to share their sources of knowledge regarding code-switching and code-mixing. Based on the responses given, the author was able to see interesting patterns in that way the participants gained their understanding of code-switching and code-mixing.

"From class learning". As many as 33,3% of participants stated that they gained knowledge about code-switching and code-mixing through class learning. This indicated that some participants have a formal educational background in a school or university have been studied language or linguistics. It was a reliable and structured source of knowledge.

"From the social environment (friends, family, community)". As many as 30,3% of participants claimed that their knowledge about code-switching and code-mixing came from the social environment, including the influence of friends, family, or community. It was showed that most participants gain their knowledge of language or more specifically code-switching and code-mixing through the participants daily experiences. The entanglement in communities that use code-switching and code-mixing in a large scale might contribute to participants understanding of this phenomenon.

"From independent reading or own research". There was no one of participants or 0% of the 33 participants claimed that they gained knowledge through independent reading or own research. This indicated in this answer that the participants have not possibility to search for code-switching and code-mixing knowledge or research related to code-switching and code-mixing.

"Through the media (internet, television, radio)". As many as 36,4% of participants answered that they gained knowledge about code-switching and code-mixing through media, including the internet, television, or radio. This showed that the media plays an important role of the information about language and linguistics. Participants might find this information through online articles, news broadcasts, or television programs that discuss about language informations.

3. The Use of Code-Switching and Code-Mixing in Daily Convesations

In the next discussion, the author provided appropriate data by getting answers from participants regarding how often participants use code-switching and code-mixing in participant daily conversations.

Table 4.3 The Use of Code-Switching and Code-Mixing in Daily Convesations

Question	Answer	Percentage
How often do you use code-switching and code-mixing in your daily conversations?	a. Never	3%
	b. Occasionally	12,1%
	c. Sometimes	60,6%
	d. Often	24,2%
	e. Always	0%

In this survey, the author have researched 33 participants about how often they use code-switching and code-mixing in daily conversations. The survey results revealed some information about participants daily communication practices.

"Never". As many as 3% of participants stated that they never used code-switching and code-mixing in daily conversations. It showed that a small percentage of respondents do not use this method at all in their daily conversation. This could be caused by the various factors, such as their cultural background or communication environment.

"Occasionally". 12,1% of percentage same as the participants who stated that they never used code-switching and code-mixing. This result

showed that there was a small number of participants who use this method occasionally. The factor that most allows them to use this method occasionally is due to accident or compulsion in adjusting their place in language uses.

"Sometimes". As many as 60,6% participants answered that they use code-switching and code-mixing in everyday conversations. This is the most answers, which indicated that the majority of participants use this language phenomenon at the certain time in their daily interactions. This is consistent with the fact that code-switching and code-mixing are general practices in multilingual communities in the world.

"Often". 24,2% participants stated that they often use code-switching and code-mixing in everyday conversations. This showed that some respondents use this language phenomenon more often than others. There might be several factors that cause participants in this group to tend to code-switching and code-mixing more frequently, such as the communication environment or individual habits.

"Always". No participants stated that they always used code-switching and code-mixing in daily conversations. This indicated that, in this sample, no one uses this phenomenon consistently in every communication situation.

These results provide a general idea of the extent to which code-switching and code-mixing are used in everyday communication. This phenomenon might be used when contexts or communication needs arise

when they require it, such as when talking to people who speak two different languages.

Overall, the results of this survey indicate that code-switching and code-mixing are common practices in respondents' daily communications, but their frequency varies. It also reflects the complexity in language use in multilingual contexts, and how such use could vary from individual to individual.

4. The Reason to Using Code-Switching and Code-Mixing

In this fourth discussion, the author has conducted research with 33 participants regarding the main reasons they use code-switching and code-mixing.

Table 4.4 The Reason to Using Code-Switching and Code-Mixing

Question	Answer	Percentage
What is your main reason for using code-switching and code-mixing in your conversations?	a. To get to easier for understanding of communication	33,3%
	b. Shows cultural identity	3%
	c. Adjusts to social situations	39,4%
	d. Enrich language expression	12,1%
	e. Limited mastery of English language	12,1%

The author conducted a more in-depth analysis of the main reasons participants used code-switching and code-mixing in everyday conversations:

“To get to easier for understanding of communication”. The majority of respondents, as many as 33,3%, stated that the main reason they used code-switching and code-mixing was to make communication easier to understand. This showed that for most participants, the use of language variations was considered as a tool to bridge understanding between language speakers. Using context and words from more than one language could help convey messages more clearly, especially in situations where the interlocutor might have a different language background.

“Shows cultural identity”. Although only a small number of participants (3%), some of them used code-switching and code-mixing as a means to express cultural identity. This reflected that for a small number of participants, language was not only a means of communication, but also an important expression of aspects of their culture and identity.

“Adjusts to social situations”. As many as 39,4% of participants stated that they used code-switching and code-mixing to adapt to certain social situations. This might indicate that these respondents see language as a flexible tool that could be adapted to specific social contexts, such as speaking with groups of friends, family, or partner workers..

“Enrich language expression”. A number of participants, as many as 12,1%, considered the use of code-switching and code-mixing as a way to enrich their language expression. They might see language variety as a resource that could add richness and complexity to conveying ideas or feelings, resulting in more interesting and creative communication.

“Limited mastery of English language”. As many as 12,1% of participants stated that limited mastery of English was the main reason they used code-switching and code-mixing. This suggested that some participants might feel more comfortable or confident using a mix of languages due to barriers in English mastery, and this might influence their choices in everyday communication.

This survey results show that there were diverse motivations behind the use of code-switching and code-mixing. While some see it as a functional tool to achieve better communication understanding, others might focus more on aspects of cultural identity, social adjustment, or creative language expression. This analysis provided a deeper picture of the diversity of motivations behind the use of this language phenomenon in everyday communication contexts.

5. The Use of Code-Switching and Code-Mixing in Academic Context

Same as to the previous discussion, this research aimed to analyze the use of code-switching and code-mixing. But in the difference is in the academic context. The data presented were as follows:

Table 4.5 The Use of Code-Switching and Code-Mixing in Academic Context

Question	Answer	Percentage
In an academic context, how often do you use code-switching and code mixing in campus activities?	a. Never	3%
	b. Occasionally	15,2%
	c. Sometimes	63,6%
	d. Often	9,1%
	e. Always	9,1%

The author has analyzed the responses of 33 participants regarding how often they use code-switching and code-mixing in campus activities in an academic context.

“Never”. (3%) There were a bit of participants who stated that they had never used code-switching and code-mixing in campus activities. This suggested that in this sample, every participant had experience using at least some code-switching or code-mixing in an academic context.

“Occasionally”. A small portion of participants, as many as 15.2%, stated that they use code-switching and code-mixing in campus activities as occasionally. Although this proportion was small, they might see the use of these language variations as depending on the particular situation or need.

“Sometimes”. The majority of participants, as many as 63,6%, stated that they use code-switching and code-mixing sometimes in campus

activities. This could be interpreted that the use of this language phenomenon was quite common and occurs with certain frequency in academic contexts.

"Often". A small number of participants, namely 9,1%, stated that they often use code-switching and code-mixing in campus activities. Although this group was smaller, they might have a preference or need to use this variety of language more intensely, perhaps due to their environment or communication habits.

"Always". As many as 9,1% of participants stated that they always used code-switching and code-mixing in campus activities. This suggested that there was a group of participants who tend to use this language phenomenon consistently in academic contexts. The motivation behind this use might involve personal preference, communication effectiveness, or the particular academic culture of the campus environment.

This analysis provided an overview of the patterns of use of code-switching and code-mixing in academic contexts among participants. Although the majority used this language phenomenon occasionally, the degree of frequency varied, and a minority of participants were more likely to use this language variety more consistently or intensely in their campus activities.

6. Students Opinion of Code-Switching in Campus Environment

In the following discussion the author has researched students' perceptions of code-switching in the college environment, the data is as follows:

Table 4.6 Students Opinion of Code-Switching in Campus Environment

Question	Answer	Percentage
What is your opinion of the use of code switching in the campus environment?	a. Code-switching is an accepted and common practice among university students.	66,7%
	b. Code-switching is a practice that is frowned upon or considered impolite among university students.	24,2%
	c. It does not have a particular preference regarding the use of code-switching in the college environment.	9,1%

"Code-switching is an accepted and common practice among university students." The majority of participants, comprising 66.7%,

believed that code-switching was an accepted and common practice among university students. This indicated that most participants felt that the use of code-switching in the campus environment was commonplace and acceptable among the majority of other students. They likely saw it as an effective way to communicate in a multicultural or multilingual environment.

"Code-switching is a practice that is frowned upon or considered impolite among university students." (24.2%) 24.2% of participants indicated that they viewed code-switching as a less appropriate or even impolite practice among university students. This suggested that there was a subset of participants who regarded the use of code-switching as something unexpected or even considered it an impolite action within the academic environment. The reasons behind this view might be related to cultural norms or specific expectations within the campus setting.

"It does not have a particular preference regarding the use of code-switching in the college environment." (9.1%) 9.1% of participants stated that they had no specific preference regarding the use of code-switching in the campus environment. This indicated that there was a group of participants with a neutral viewpoint or lacked a strong opinion regarding the presence of code-switching in the campus environment. They might not have paid significant attention or responded significantly to the use of language variations within the academic setting.

7. Code-Switching Affects To English Language Skill

The author had researched the effects experienced by the participants when employing the methods of code-switching and code-mixing. The data presented were as follows:

Table 4.7 Code-Switching Affects To English Language Skill

Question	Answer	Percentage
What do you think about the use of code-switching and code-mixing affects to your English language skills?	a. To improve understanding and mastery of English	78,8%
	b. To keep or strengthen the English language skills	9,1%
	c. It has a negative impact on English language skills	3%
	d. It does not have a significant impact on English language skills	9,1%

“To enhance comprehension and mastery of the English language” (78.8%). The majority of participants, comprising 78.8%, believe that the use of code-switching and code-mixing could aid in improving their understanding and command of the English language. This indicated that most participants view the utilization of these language variations as an effective tool to enhance their comprehension and proficiency in English. They might perceive it as a bridge to better grasp English concepts or words by using another language.

“To maintain or strengthen English language skills” (9.1%). A small fraction, accounting for 9.1% of the respondents, argued that the use of code-switching and code-mixing served to maintain or improve their English language skills. Despite being a smaller percentage, this suggested that some participants perceive the use of these language variations as a means to sustain or enhance their abilities in the English language.

“It has a negative impact on English language skills” (3%). Three percent of participants stated that the use of code-switching and code-mixing has a negative impact on their English language skills. Though a minor percentage, this group might encounter difficulties or believe that using these language variations hinders their ability to learn or use English effectively.

“It does not significantly impact English language skills” (9.1%). Approximately 9.1% of participants expressed that the use of code-switching and code-mixing does not significantly affect their English

language skills. This suggested that there was a subset of participants who perceive that employing these language variations does not substantially influence their English language proficiency, either positively or negatively.

This analysis illustrated that the majority of respondents perceive the use of code-switching and code-mixing as beneficial tools for improving comprehension and mastery of the English language. While some view it as a method to maintain or strengthen English language skills, others believe that it has either no significant impact or even a negative effect on their English language abilities.

8. Dependency on Code-Switching and Code-Mixing

In this discussion, the author had obtained various opinions or perspectives from the participants regarding their dependency on the use of code-switching and code-mixing. To make it easier the data processing, the author converted them into a thematic pattern in the form of percentages.

Table 4.8 Dependency on Code-Switching and Code-Mixing

Question	Answer	Percentage
Do you feel dependent on code-switching and code-mixing when communicating in English language?	a. No	45,4%
	b. Sometimes	12,1%
	c. Yes	42,4%

Based on the responses from the 33 participants regarding their dependency on code-switching and code-mixing when communicating in English, the data is as follows:

"No": 45.4% of the participants stated that they didn't feel dependent on code-switching and code-mixing when communicating in English. This indicated that nearly half of the participants didn't rely on using language variations when interacting in English. However, one of participant argued "I'm not really dependent upon it, but sometimes I use it unintentionally, like when I forgot certain words."

"Sometimes": 12.1% of the participants indicated that they occasionally felt dependent on code-switching and code-mixing when communicating in English. As one student expressed, "Depends on the situation, sometimes it could make a conversation much more smoother and efficient, but sometimes it's not that necessary." This group might find language variations helpful in specific situations, although not consistently dependent on them.

"Yes": 42.4% of the participants stated that they felt dependent on code-switching and code-mixing when communicating in English. One of student claimed "Yes, I depend on code-switching and code-mixing when speaking English, which was where I mix English and Bahasa to make it easier for me to communicate". Another participant expressed "Yes, because I have limits in my English vocabulary, I have to do code-switching and code-mixing when communicate in English language". This

indicated that a significant percentage of participants found the use of language variations crucial or even necessary in their English communication.

In conclusion, the majority of participants (45.4%) did not feel dependent on using code-switching and code-mixing when communicating in English. And the others felt dependent on these language variations or dependent on them only in specific situations.

9. Lecturers Respond to The Use of Code-Switching and Code-Mixing

And in this discussion the author has obtained data in the form of lecturers responses to students who used code-switching and code-mixing.

The data is as follows:

Table 4.9 Lecturers Respond to The Use of Code-Switching and Code-Mixing

Question	Answer	Percentage
How do the lecturers respond to the use of code-switching and code-mixing by students?	a. Encourage the use of code-switching as a supporting tools.	81,8%
	b. Avoid to using code-switching and encourage consistent use of English language.	15,2%
	c. The lecturer very like and support us	3%

From 33 participants, their responses regarding how lecturers responded to the use of code-switching and code-mixing by students were as follows:

"Encourage the use of code-switching as a supporting tools": 81.8% of the participants indicated that their lecturers encouraged the use of code-switching as a supporting tool. This suggested that a majority of the participants felt that the lecturers supported or at least allowed the use of code-switching as a means to enhance understanding or communication in English.

"Avoid to using code-switching and encourage consistent use of the English language": 15.2% of the participants indicated that lecturers avoided using code-switching and encouraged consistent use of the English language. This indicated that a small portion of the participants perceived that lecturers prioritized the use of pure English without mixing other languages.

"The lecturer very like and support us". Only 3% of the participants stated that the lecturer highly liked and supported them regarding the use of code-switching. Despite the small proportion, this group felt that the lecturer provided significant support for using language variations in an academic context.

This analysis indicated that a majority of the participants (81.8%) perceived that lecturers supported or at least allowed the use of code-

switching as a supportive tool. Then, there was also a small of the sample who experienced situations where lecturers prioritized the use of pure English without mixing other languages (15.2%). Only a few participants felt that lecturers highly supported the use of code-switching (3%).

10. Switch or Mix of Languages Student Often to Use

After known to what extent the participants understand about code-switching and code-mixing, in this final discussion the author wants to know what languages they switch or mix in their conversation. The data is as follows:

Table 4.10 Switch or Mix of Languages Student Often to Use

Question	Answer	Percentage
In the use of code-switching, which switch or mix of languages do you often to use?	a. Indonesian-English	66,7%
	b. Indonesian-Acehnese	6,1%
	c. Acehnese-English	0%
	d. Indonesian-English-Acehnese	18,2%
	e. Another language	9%

From 33 participants, the patterns of code-switching used in switch or mix languages taht they often to used were as follows:

“Indonesian-English”: 66.7% of the participants tended to use a combination of Indonesian and English when engaging in code-switching. This indicated that the majority of participants leaned towards using both Indonesian and English simultaneously in their conversations or communications.

“Indonesian-Acehnese”: 6.1% of the participants used a combination of Indonesian and Acehnese when engaging in code-switching. Although in a smaller proportion compared to the use of Indonesian and English, there was still a small group of participants using this language combination.

“Acehnese-English”: None of the participants specifically used a combination of Acehnese and English in code-switching or in their conversation.

“Indonesian-English-Acehnese”: 18.2% of the participants used a combination of three languages. Indonesian, English, and Acehnese when engaging in code-switching. This indicated that a small portion of participants tended to use these three languages simultaneously in their communication.

“Another language”: 9% of the participants used language combinations other than those mentioned above during code-switching. The other languages used by participants according to the obtained data were (Indonesian-Javanese 3%), (Indonesian-English-Sundanese 3%), and (Indonesian-English-Acehnese-Korean-Japanese 3%). This indicated a

variety in using languages other than the more common combinations, showcasing diversity in language use.

This analysis depicted that the majority of participants tended to use a combination of Indonesian and English in code-switching, while a small percentage used other language combinations or combinations involving Acehnese. None of the participants specifically used a combination of Acehnese and English in code-switching.

B. Discussion

In the discussion section, the author summarized the research findings and could answered the research of problems, question as follow:

1. What are the students' opinion about the use of code-switching in social interaction?

In this section, the author had obtained responses regarding the students' opinion on the use of code-switching. According to the gathered data, the students assessed that code-switching played a significant role in enhancing their mastery of the English language, both in academic contexts and even in social interactions.

The phenomenon observed based on the gathered data indicated that in the internal phenomenon they did not feel dependent on this method, as if they used it spontaneously without planning or intention. Regarding the external phenomenon, such as the perspectives of lecturers

regarding students using this method, they strongly supported their students to use this method as a supportive tools.

The result of previous study similiar to this research that suggests the use of code-switching helped to enhance their English language to adapt with another person that have two or more languages. And there were several differences from previous research, such as in the methods used to investigate the use of code-switching, the research location, the selected of sample and this study is the newest research of the use of code-switching among English Department students.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this final chapter, the author had gathered the findings from the conducted research. Therefore, this chapter explained the conclusions from the research and suggestions.

A. Conclusions

Overall, the analysis results indicated that almost half of the 33 participants claimed to have known a little about this method. They primarily acquired knowledge about this method mostly from classroom lessons. The participants also used code-switching and code-mixing sometimes in their conversations because they mostly used this method to adapt to the social interactions that they happened.

Same as in the academic context, the participants sometimes used the method of code-switching and code-mixing to interact with their lecturers. According to their opinions, code-switching was an accepted and common practice among university students. The participants also claimed that using this method was quite effective in enhancing their understanding and mastery of the English language. But in the case of dependency, almost half of their population admitted that they did not feel dependent on this method.

And the response from the lecturers towards students using this method was to encourage them to use this method as a supportive tool. And the analysis results indicated that code-switching was most commonly performed

between the Indonesian and English languages, while there was variation in the use of other languages and specific combinations based on individual needs.

B. Suggestions

In this section, the author would like to give some suggestions for students using this method, lecturers, and researchers who wants to continuing this research. Here are the suggestions:

1. Students Using Code-Switching Method.

The findings in this thesis indicate that code-switching is a commonly used phenomenon among students. Recommendations for students using this method are:

a. Develop Awareness.

Understanding the appropriate context for using code-switching and paying attention to its impact on communication. Awareness of social, cultural, and academic contexts is crucial.

b. Proper Usage.

Use code-switching as a tool, especially when interacting with individuals from different cultural backgrounds. Ensure that the use of code-switching enriches communication without diminishing proficiency in the languages used.

2. Lecturers.

Recommendations for lecturers based on the research findings are:

a. Teaching Flexibility

Supporting the use of code-switching as a tool to aid in understanding course material and facilitate better communication among students with diverse language backgrounds.

b. Providing Clear Guidelines.

Offering guidelines regarding the appropriate use of code-switching in academic contexts to ensure that students understand when and how this method should be employed.

3. Researchers who wants to continuing this research.

For researchers interested in pursuing further research on this topic, the suggestions is: Observing the use of code-switching in broader contexts or in different educational institutions to gain a deeper understanding of its variations and implications.

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QUESTIONNAIRE

In this section there are some questions about code-switching and to complete this research data. Please fill in honestly and according to each capacity.

Part A: Responden Information

Name : _____

Gender :

- a. Male
- b. Female

Program study : _____

Current semester : _____

Origin region : _____

Part B: The Use of Code-Switching and Code Mixing

1. Do you know about code-switching code-mixing are?

- a. I do not know
- b. I forget
- c. I know a little bit
- d. I know
- e. I know it well

2. How did you get the knowledge about code-switching and code mixing from?

- a. From class learning

- b. From the social environment (friends, family, community)
- c. From independent reading or own research
- d. Through the media (internet, television, radio)
- e. Other sources (please explain):

3. How often do you use code-switching and code-mixing in your daily conversations?

- a. Very often
- b. Very often
- c. Sometimes
- d. Seldom
- e. Never

4. What is your main reason for using code-switching and code-mixing in your conversations? Please select the most relevant reason:

- a. to get to easier for understanding of communication
- b. Shows cultural identity
- c. Adjusts to social situations
- d. Enrich language expression
- e. Limited mastery of English language
- f. Other reasons (please explain):

5. In an academic context, how often do you use code-switching and code-mixing in campus activities (for example, when discussing with lecturers or each students)?

- a. Very often
- b. Sometimes
- c. Seldom
- d. Never
- e. I do not want to use it

6. What is your opinion of the use of code-switching in the campus environment?

Please answer the statement that the most relevant:

- a. Code-switching is an accepted and common practice among university students.
- b. Code-switching is a practice that is frowned upon or considered impolite among university students.
- c. It does not have a particular preference regarding the use of code-switching in the campus environment.
- d. Other reasons (please explain):

7. What do you think about the use of code-switching and code-mixing affects to your English language skills?

- a. To improve understanding and mastery of English
- b. To keep or strengthen the English language skills

- c. It has a negative impact on English language skills
- d. It does not have a significant impact on English language skills
- e. Other reasons (please explain):

8. Do you feel dependent on code-switching and code-mixing when communicating in English language? Please explain:

9. How do the lecturers respond to the use of code-switching and code-mixing by students? Please choose the most appropriate statement:

- a. Encourage the use of code-switching as a supporting tools.
- b. Avoid to using code-switching and encourage consistent use of English language.
- c. Other reason (please explain):

10. In the use of code-switching, which switch or mix of languages do you often to use? Please fill in the appropriate switching code that you use.

- a. Indonesian English
- b. Indonesia-Acehnese
- c. Indonesian-English-Acehnese
- d. Indonesian-other languages: _____

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AUTOBIOGRAPHY

Name : Rizky Syaputra
Place/Date of Birth : Jakarta/ 01 April 2000
Gender : Male
Religion : Islam
Nationality/Ethnicity : Indonesia/Betawi
E-mail : rizkysyaputra0100@gmail.com
Vocation/Reg. No. Std : English Education/1905180008
Addres : Vila Indah Permai Blok J.15 No.27 Rt.20
Rw.36, Teluk Pucung, Bekasi Utara, Kota
Bekasi
Motto : Terkadang hal yang paling waras adalah
menjadi gila

Name of Parent

- a. Farther's Name : Syafarul Makmur
Occupation : -
- b. Mother's Name : Rahmah Hidayani
Occupation : Private Employee

The Author's Education Background:

- a. SDN Kebalen 05 Kota Bekasi, graduated in 2012
- b. MTs Pondok Pesantren AT-TAQWA Pusat Putra Kota Bekasi, graduated in 2015
- c. SMK Penerbangan Bhakti Nusantara Tambun Utara, graduated in 2018
- d. Study Program English Education, Faculty of Islamic Religion, University of Muhammadiyah Aceh, since 2019

Banda Aceh, 20 December 2023
The Author,

Rizky Syaputra

PERMOHONAN IZIN PENELITIAN

Hal : Permohonan Izin Penelitian

Kepada Yth,
Dekan Fakultas Agama Islam Unmuha
Di - Tempat

Assalamu'alaikum Wr. Wb

Saya yang bertanda tangan dibawah ini:

Nama	: Rizky Syaputra
Tempat/Tanggal Lahir	: Jakarta/01 April 2000
NPM	: 1905180008
Prodi	: Tadris Bahasa Inggris
Semester	: 9 (Sembilan)
Alamat	: Vila Indah Permai Blok J.15 No.27, Rt/Rw 20/36, Kelurahan Teluk Pucung, Kecamatan Bekasi Utara, Kota Bekasi.

Degan ini saya memohon bantuan Bapak/Ibu agar mengabulkan permohonan saya mengeluarkan surat izin penelitian skripsi yang berjudul : "THE USE OF CODE-SWITCHING AMONG ENGLISH DEPARTMENT STUDENTS AT UNIVERSITY OF MUHAMMADIYAH ACEH"

Untuk ditujukan kepada : Universitas Muhammadiyah Aceh

Demikian surat ini saya sampaikan atas kerjasamanya saya ucapkan terma kasih.

Assalamu'alaikum Wr. Wb.

Banda Aceh, 01 Oktober 2023

Pemohon,

(Rizky Syaputra)

Lampiran

1. foto copy SK
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3. foto copy lembar angket ACC Pembimbing