CODE SWITCHING BY STUDENTS IN PUBLIC SPEAKING CLASS AT THE UNIVERSITY OF HKBP NOMMENSEN PEMATANGSIANTAR

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ABSTRACT

This research is investigating Code Switching used by the students in public speaking class at the first year students of English department FKIP Universitas HKBP Nommensen Pematangsiantar. In this research, the problem of the study is conducted as in three problems they as, "What types of code switching is used by the students, how is the code switching used by the students in the class, and what are the reasons of code switching that used by the students in public speaking class at the first year students of English department FKIP Universitas HKBP Nommensen Pematangsiantar.

To answer the problem, the researchers take some theories as: Hornby (2000) analysis, Saville (2012) bilingualism and multilingualism, Wardhaugh (1989) sociolinguistic, Wardaugh (2006) code switching. This research is a qualitative descriptive study design. From the data transcription, the researchers find out that 73 utterances were uttered by the students during the class.

The objective of this study is to find out what types of code switching are used by the students, how is the code switching used by the students in the class, and what are the reasons of code switching that used by the students in public speaking class at the first year students of English department FKIP Universitas HKBP Nommensen Pematangsiantar. In analyzing the data, the researchers find that three types of the code switching that occurs. It can be classified into 6 utterances of tag code switching with the percentage is 18% or 16 utterances of inter-sentential code switching with the percentage is 48% and 11 intra-sentential code switching with the percentage is 33%. For the second problem the researchers find out code switching happens naturally and spontaneously.

Key words: Sociolinguistics, bilingualism, multilingualism, code switching.

I. INTRODUCTION
The Background of the Research

Bilingual is understood as people having some functional abilities in a second language. In bilingual communication, two or more languages are used together. Bilingualism and multilingualism are usually found in groups. Such groups may be located in particular region.

According to Myers (2006:2) bilingualism is the term for speaking one or more languages. They use their two languages with different people, in different contexts and for different purposes. It can be noticed that most people speaking in bilingual or multilingual changes their speaking strategy when they are with monolinguals or bilinguals by activating language (Kevin William Andri Siahaan et al., 2021). This happens because speakers have been required to be able to adjust themselves in any medium of talk, to be in monolingual, which requires the talk is only conducted in one language, or bilingual, which demands talk to be carried out in two languages. Although speakers might not have equal competence in two languages, they still incline to use elements from other language in their utterances because the particular topics may regularly be discussed in one code rather than other. Code can be used to refer to any kind of system that two or more people employ for communication (Wardaugh, 2006:96).

As the system that two or more people employ for communication, it is normal for multilingual to be in situation where a choice between two or more codes has to be made. People are nearly always faced with choosing an appropriate code when they speak. In general, however when you open your mouth, you must choose a particular code. You cannot avoid doing so. It becomes the important thing while doing communication because the use of appropriate code determines the communication to be success or not. Some people are bilingualism when they met with other from different ethnic, they might not use their mother tongue to communicate each

other, they will choose the appropriate code that both of them can understand while doing communication. In other cases, we often see there are people directly change the language they are conversing to another language when someone else from another region asks them about something. Then this alternation phenomenon is known as code-switching and code mixing.

Code switching is the alternate use of two or more languages within the same utterance. Auer (2002:51) stated that code switching using several languages or language varieties in the course of a conversation observable in various social contexts all over the world. Then, Holmes (2013:35) said that people sometimes switch code within domain or social situation. When there is some obvious change in the situation, such as the arrival of a new person, it is easy to use the switch. It is indisputable that every country has been experiencing code switching, including Indonesia, which is known as multi-ethnic country consisting of a set of huge various culture and vernacular. This can be recognize by acknowledging the presence of foreigners from various countries residing in Indonesia for various reasons such as conducting educational program, migration, and international partnership. In Indonesia, the desire to acquire more languages through education is not realized by Indonesian only, but also by foreigners (Mungkap Mangapul Siahaan, 2020). The foreigners in Indonesia notice that relying on English is not very effective since there are still a lot of Indonesians do not completely or frequently use it. They acknowledge that being able to use Indonesian in daily interaction can give them a lot of communication benefits. That is why, there are a few international schools in Indonesia assigned for foreigners. Furthermore, Indonesian National Education Curriculum adopts English as one of main subject at school.

In this research, the writers want to analyze the code switching used by students in teaching English at the first year students of English Department FKIP Nommensen University. The using of code switching by the students are usually influenced by the students. The writers change the language code in order to appeal to the students. It makes their communication more communicative in learning English materials (Mungkap Mangapul Siahaan, 2021). Because the students are dominated by the teenagers the language used by the students are usually switched. The writers were interested in discussing code switching because they thought that there are a lot of undergraduates who cannot adjust themselves when they speak in different interlocutors, some of them do not feel comfortable, and cannot make other people feeling comfortable with them when they speak up, these case can be caused by less understanding about code switching.

The languages used by the students are usually switched into another language (English- Indonesian and Indonesia-English). The students often change their language when they open the class and explain the topic. Below is an example when the host opened the class as:

Boy : "***Hi classes, good morning, how are you today? Sehat kah?***

That is an opening speech from a lecturer who often uttered by the lecturer to open the class. Based on the example, actually the lecturer used Simple English greetings as his first language then switches it into Bahasa. There is one type of code switching used by the lecturer in his utterance as, *hi class, good morning, how are you? Sehat kah?*. That is divided as inter-sential code switching because the speaker switched his language from one language into another between different sentences.

The result of this research is expected to give benefit for the English lecturer who is teaching English for the new students. In this research the writers will analyze the use of code switching by students in a classroom interaction at the first year students of English department FKIP of Nommensen University.

The Problems of the Research

Based on the background of the research, the research problems are:

1. What types of Code switching are used by the students?

2. How is code switching used by students in the class?
3. What are the reasons of code switching that used by the students?

II. LITERATURE REVIEW
Sociolinguistics

Sociolinguistics is the understood as the effects of any and all aspects of society, including cultural norms, context, and the effect of language use in society. It is interested in explaining why we speak differently in different social context and concerned with identifying the social functions of language and the ways it is used to convey social meaning.

There are several definitions of sociolinguistics. According to Wardaugh (1989 in Iwan, 2010:10) sociolinguistics concerned with investigating the relationship between language and society with the goal being a better understanding of how language functions in communication. While according Hudson (2007:4) Sociolinguistics is the study of language in relation to society. In sociolinguistics we study language and society in order to find out as much as we can about what kind of things language is. It explained that sociolinguistics as the study of language in relation to society, implying (intentionally) that sociolinguistics is part of the study of language. Furthermore, Spolsky (1998:3) stated that sociolinguistics is the field that studies the relations between language and society, between the uses of language and the social structures in which the users of language live. It is a field of study that assumes that human society is made up many related patterns and behaviors, some of which are linguist.

Based on the explanation, it can be concluded that sociolinguistics is the study or the branch of linguistics that relates with analysis of using language such as description of language pattern use, the variety of dialects, choose of language and speech speaker who are involved and sociolinguistics gives clue in communication by showing the language, variety language, and speech style used someone interacts to another one.

A. Bilingualism and Multilingualism

Bi-multilingualism is people who use two or more languages that differ in speech sound, vocabulary and syntax. Most countries have more than one language that is spoken by a significant portion of the population, and most languages have significant numbers of speaker in more than one country. Multilingual communities evolve in a number of ways. One is as a result of migration, the voluntary or involuntary movements of people speaking one language into the territory of people speaking another. Saville (2012:8) stated that multilingualism refers to the ability to use two or more language and bilingualism for the ability to use two languages.

Another definition stated by Bloomfield (1933 in Bahtia, 2006:114) stated "Bi-multilingual is the native speaker who controls two languages. While it is the case that even speakers of a single language control various style and levels of that language, it is very common that people develop some knowledge and ability in a second language and so become bi-multilingual. Isurin (2009:3) told that "bi-multilingual are often broadly defined as individuals or groups of people who obtain the knowledge and use of more than one language. The bi-multilingual speaker can often switch between language and mix language while speaking and still clearly understood. According to Myers (2006:2), bi-multilingual is the term for speaking two or more languages. All human speak at least one language. Then, we say a speaker bilingual when they have also acquired or learned to speak or understand as a minimum some phrases that show internal structural relations in a second language. Being bi-multilingual is associated with being able to speak two or more languages, not just being able to read and a second language with a dictionary. In addition, Baker said that bi-/multilingualism is defined as the use of two languages either's by an individual or by a group of speakers, such as the habitual of a particular regional or nation.

As stated above, bi-multilingual as individuals who are fluent in one language but who can produce complete meaningful utterances in the other language. In other words, since of the member of a bilingual community vary in the capacity of mastering the languages used in the community; they have able to set a condition where they can communicate effectively.

Code Choosing

Bi-multilingual often finds it easier to discuss particular topics in one code rather than another. It means that for many bi-multilingual, certain kinds of referential content are more appropriately or more easily expressed in one language than the other. Bataknesse students from Indonesia who study in England tend to use Batak's language with another Batak's student from Indonesia rather than using English.

Codes are used in order to interpret and produce speech. Wardaugh (2006:88) hold that a code can be defined as a system used for communication between two or more participants used on any occasion. It is possible to refer to a language variety of language as a code. The term code can be used to refer to any kind of system that two or more people employ for communication. It means that when two or more people communicate with each other, we can call the system of communication that they employ is code. Code can be called a language which is used for communication between two or more people in a society. In addition Gumperz (1977 in saville, 2003:41) stated that code is included all varieties, dialects, or styles used in a particular society. It means that within each community there exist a number of different language codes and ways of speaking available to its members, so speakers must select the code and interaction strategy to be used in any specific context like change the varieties, dialects or style.

In bi-multilingual society, it is normal for the people to be in a situation where a choice between two or more codes has to be made. In the situation the bilinguals may want to consider for example, who speaks to them, in which language or variety, and when or where the conversation takes place. To a bi-multilingual, although choosing a code is one of the routines, the skill in deciding which code should be chosen still needs developing.

Example:

Mom : ***Hubaen ma kopim pah?***
        [Should I make your coffee dad?]

Dad   : *Lang pala mak, holi ma, baru pe au minum kopi i kode nokkan.*
        [No, later on, I just drank coffee at the cafe]

Mom : ***Rudi, Minum susumu itu ya nak***
        [Rudi, Please drink you milk]

Son   : ***iya mam, ku minum pun.***
        [Yes mom, I will drink]

The conversation happens between a mother, father and son. Mother asked her husband to drink his coffee by using Simalungunese ***Hubaen ma kopim pah?*** then the mother asked her son to drink his milk by using Indonesian language ***Rudi, Minum susumu itu ya nak***. It shows that mother does a code choosing. She chosen the language referred to whom she spoke. The skill of choosing the language is classified as a communicative competence and it is basically developed by observing factors found in the social context of a language uses.

Factors of Code Choosing

Hymes (1964 in Iwan,2010:70) suggested eight factors that bilingual, multilingual, or monolingual people may consider when choosing a code, the factors are:

    a) **The setting and scene**
    b) **Participants**
    c) **Ends**
    d) **Act Sequence**
    e) **Key**
    f) **Instrumentalities**
    g) **Norm of Interaction**
    h) **Genre**

Code Mixing

Code mixing is the mixing of a word or phrases from a language into another language

in a bilingualism or multilingualism. Hudson (1996:53) stated that code mixing is where a fluent bilingual talking to another fluent bilingual changes language without any change at all in the situation. According to Musysken (2000:1), Code mixing is refer to all cases where lexical items and grammatical features from two languages appear in one sentence. Gumperz (1977 in Iwan, 2010:79) stated that in code mixing, pieces of language are used while a speaker is basically using another language. Conversational code mixing involves the deliberate mixing of two languages without an associated topic or situation change. In addition, Iwan (2010:79) said that the differences between code mixing and code choosing can be inferred. First, in code mixing, bilingual speakers seem to apply some foreign words or phrases while the other language (code) functions as the base. Second, bilingual speakers are said to mix codes (but not switch from one to another) when there is no topic that changes, nor does the situation.

Based on the definitions above, the writer gives her opinion that code mixing is the use of two languages or more in the speech act with the infiltration of elements of one language into another.

Theoretically, Musysken (2000) divided code mixing into three types, namely insertion, Alternation, and congruent lexicalization.

1. Insertion, of material (lexical items or entire constituents) from one language into a structure from the other language.
2. Alternation, between structure from languages (phrase or clause). In this perspective code mixing is akin to the switching of codes between turns or utterances. The term code switching is less neutral in two ways: as a term it already suggests something like alternation (as opposed to insertion), and it separates code mixing strongly from phenomena of borrowing and interference.
3. Congruent Lexicalization, which refers to a situation where the two languages share a grammatical structure which can be filled lexically with elements from either language.

Code Switching

Selecting a particular code is usually required by people whenever they choose to speak and they may also decide to switch from one code to another even sometimes in a very short utterance and so create a new code. Code switching occurs between speakers' turns or within a single speaker's turn in a conversation. It can happen not only from individual choice but also from a group of speakers who must deal with more than one language in their common language (Wardaugh 2006:101).

There are several definitions of code switching. According to Hymes (1875 in Iwan, 2010:74) Code switching has become a common term for alternate use of two or more language, or variety of language, or even speech styles. While according to Hudson (1996:51) Code switching is anyone who speaks more than one language chooses between them according to circumstances. It means that which language will be comprehensible to the person addressed; generally speaking, speaker chooses a language which the other person can understand. In addition, Gumperz (1982 in Romaine 1989:121) explained that code switching as the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or sub-systems. It means code switching occurs when an individual who is bilingual alternates between two languages during his speech with another person, depends on the situation, audience, subject matter, etc.

Example:

A : *Kurasa semua orang disini kecuali louise*
[I think everyone's here except Louise]

B : *Katanya dia mungkin akan sedikit terlambat* **but actually I think that her arriving is now.**
[She said she might be a bit late but actually I think that her
arriving is now]

A : *Benar sekali*

[You are right]
B   : *Hello Louise*

The example above shows that B switches his language from Indonesian into English. B switches his language because Louise is a foreigner; he wanted to show Louise that they are waiting for her, so he switched his language into different code. It called code switching because *but actually I think that her arriving now* is a clause which occurred within a single sentence and it include as intra-essential code switching.

Based on the explanation above, the writers give their opinion that code switching occurs when individuals who bilingual alternates between two languages during their speech with another person. A person is bilingual if he or she is able to communicate in a second language.

Types of Code Switching

According to Poplack (1980 in Romaine 1989:122), there are three types of code switching. They are:
a)   Tag Switching
b)   Inter-sential Switching
c)   Intra-sential Switching

The Factors of Code Switching

People do switch within their speech or writing. Hoffman (1991) classified the factors to do code switching into seven points, they are as follows:
a)   Talking about particular topic
b)   Quoting somebody else
c)   Being emphatic about something
d)   Interjection
e)   Repetition used for clarification
f)   Intention of clarifying the speech content for interlocutor
g)   Expressing group identity

The Relevance Previous Research

There are some relevant researches related to this research which also discussed about code switching.

1.   Hidayat Taofik: An Analysis of Code Switching used by Facebookers (a case study in a social network site)

The aim of research is to find out what types of code switching occurred in the face bookers' comments, how often did the code switching types occurred in face bookers' comments and to find out the reasons why the Face bookers switch their language. The findings of the research showed that: the face bookers tended to use inter-sential switching (58,97%), intra-sential switching (33,33%), and tag switching (7,69%). The reason why the face bookers used code switching include: because of real lexical need (45%), talking about a particular topic (40%), and because of speech content clarification (5%). So, from the result of the research, the writer adopted the seven reasons for code switching.

2.   Saraswati Ria and Octavita: A study of Code-switching in Indonesian Teen Magazine.

It explored some important issue like the occurrences of code switching types, and function in teen magazines article. Based on the result analysis, it showed that there were three types of code switching found in teen magazine articles e.g. Intra-sential switching, inter-sential switching, and tag switching. Interms of function, nine function were identified namely personalization, reiteration, designation, clarification, untraslatability, mitigating message, interjection parenthesis, aggravating message, and topic shift. The findings reveal intra-sential switching as the type which dominates the discourse in the magazine (62, 50%). Meanwhile, emphasis function is the most frequent function occurs in the magazine (45,39 %).

3.   An Analysis of Code switching in 'Supernova: Ksatria, Putri dan Bintang jatuh' Novel by Dewi Lestari

It was a journal research which is conducted by Nisa Choirotun. They conducted the research is to investigate the code switching produced by the characters. The result and analysis of the study showed the details of code switching used. There were 3

types of code switching and 6 functions of code switching from the total 21 switches which were pronounced by the characters. The three types were inter-sential switching, metaphorical and tag switching. The result showed that the most dominant type was inter-sential switching. Therefore, the six code switching functions that were found; addresse specification, interference, interjection, intimacy, reiteration, and quotation.

III. RESEARCH METHODOLOGY
Research Design
In this research, the descriptive qualitative research method is used to find out the types of code switching in the classroom interaction between lecturer and students. Descriptive research is used in the research and defined as a description, recording, analysis, and interpretation of the presented data. The research is descriptive qualitative design because it used words as the form of data and it relied on human instrument, library research, and a small quantity of source of data.

The Research Subject
The subject of this research is focused on the students while teaching his materials to the students.

The Research Object
The object of this research is focused on the students' utterances while they are studying in the class.

Research Instruments
The main data are collected by recording utterances from 2 meetings. The data were to answer the first and the second statements of problems. The data would reveal the types of code switching, and so the frequencies of his utterances in the class. The students' utterances are chosen as the source of this research because the researchers have been interested in the way of they communicate.

The Technique of Collecting Data
The data of this research will be collected by using documentary technique. The data collected through recording utterances in 3 meetings. The technique of collecting the data will be done as the following:

1. Recording the unterreances while teaching,
2. Listening the recorded materials from beginning till to the end,
3. Transcribing the utterances from the spoken data into written data,

The Technique of Analyzing Data
The problem in this research is about the types. The techniques for analyzing the data based on the problems are:

1. Data collection: the data are collected by selecting and underlining the utterance that used code switching.
2. Data Reduction : the data are analyzed, classified into the category of each types of switching and remove unnecessary data. This process is to answer what types of code switching occured in the class room.
3. Display data: then, the data are displayed use table, the number of the occurences of each types of switching would show frequency how often those switching appeared.
4. Find the dominantly types of code switching
5. Verification: Taking the conclusion

The collected data are indentified, classified, and analisied based on the code switching used. To find out the presented categories of code switching used in the classroom interaction. The presentages is determined by using Sudjana's formula:

$$P = \frac{F}{N} \text{ x } 100 \text{ %}$$

Explanation:
P = as percentage
F = as frequency of words
N = as total of words

IV. FINDINGS AND DISCUSSION
4.1 Data Analysis
The data of this research is the conversation of the students during learning Public speaking class. The conversations are

divided into some parts based on the types of code switching that occurs. In the process of the data analysis the researcher will analyze and classify the conversation based on the types of code switching.

Code switching that occurs in the conversation is classified into three types. They are tag or emblematic code switching, Inter-sentential code switching, and Intra-sentential code switching. Based on data analysis, identification and classification, there are the form of code switching in the conversation of the lecture in public speaking class at the first year students.

4.2 The Types of Code Switching

[Data 1] (The conversation in Part 1)

A : Hi guys, what are you doing here?

B : we just discuss about our college and our assignment.

A : Really, what the topic about?

C : We discuss about our task, especially about public speaking. So, public speaking is the process communicating information to audience.

A : Aha do di dokkon ho?

[Analysis 1]

Based on the conversation above, the researchers find a type of code switching namely Inter-sentential code switching. The first utterance is produced by A to ask about the activity of his friends in their seat. Then B in second utterance explained their activity that they are discussing about their task in public speaking class. Beside of that they are also taling about their college. In the next utterance comes from A that ask about the topic of their discussion from both context between college and assignment. From this utterance, A shows his enthusiastic to know their topic in detail.

Because of the question, in the fourth utterance produced by C shows what topic they are discussing namely public speaking and the meaning by using English. He explains the meaning of public speaking carefully. But in the last utterance which is produced by A, he asks question in Batak. The sentence is **aha**

do di dokkon ho?. This question shows A does not undertstand what C is talking about. So, the question cause there is a language changing from English into Batak language. This switching happes to get the answer of the student's answer. The kind of chaging is Inter-sentential code switching because the switching occurs in a new utterance of other participant.

[Data 2] (The conversation in part 1)

C : Jadi, public speaking adalah proses berkomunikasi di depan orang banyak untuk menyampaikan sesuatu informasi

A : **Oh I see!** Ya aku paham. **So, how to be a public speaker**?

B : Alright, there are some tips to be a public speaker. **Jadi ada beberapa tips nih untuk menjadi seorang public speaker yang baik.** The first is slow down. **Ketika kita berbicara di depan umum harus pelan-pelan**. And the second is pay attention to your body language. Artinya, **it means perhatikan bahasa tubuh yang digunakan**. And the third is make eye contact. **Artinya harus memberikan tatapan mata terhadap audiens**. And then filling your self and also focus on your topic and the last is don't have a stupid haircut. **Artinya jangan bergaya dengan gaya rambut yang jelek**

A : Well, I understand, and what kinds of public speaking do you know?

[Analysis 2]

In the conversation above, the researcher finds out two types of code switching mainly tag code switching and inter-sentential code switching. In utterance 1 which is uttered by C is explaining about the meaning of public speaking in Bahasa. This utterance also shows that C has clarified his explanation in previous data. Meanwhile in utterance 2 by A switches his language by showing short expression after C explain the meaning of public speaking

term. The short expresion is **oh I see!** This short expression means A has understood and get the good explanation. In Bahasa it means saya paham or saya mengerti. In this utterance also, there is the other switching happens namely Inter-sentential code switching. This switching is shown by the sentence **so, how to be a public speaker?** This sentence is uttered after he got the answer.

Then, in utterance 3, the researcher finds out an Inter-sentential code switching in 5 sentences or utterances. The utterances is shown by B. The utterances are alright, there are some tips to be a public speaker. **Jadi ada beberapa tips nih untuk menjadi seorang public speaker yang baik.** The first is slow down. **Ketika kita berbicara di depan umum harus pelan-pelan**. And the second is pay attention to your body language. Artinya, **it means perhatikan bahasa tubuh yang digunakan**. And the third is make eye contact. **Artinya harus memberikan tatapan mata terhadap audiens**. And then filling your self and also focus on your topic and the last is don't have a stupid haircut. **Artinya jangan bergaya dengan gaya rambut yang jelek.**

All of this utterances is translated from English into Bahasa. It means all these utterances is to clarify the meaning. So, the total of code switching occurs in this data is 2 namely tag code switching and Inter-sentential code switching. The tag code switching is only 1 utterance and the inter-sentential code switching is 6 utterances.

[Data 3] (The conversation in part 1)

A : Well, I understand, and what kinds of public speaking do you know?

C : okay, there are four kinds of public speaking, such as manuscript, memorized, impromptu and extemporaneous. Yeah, you know, I tell you about the that.

The first is manuscript is made of delivery in which the speaker reads from manuscript, **dimana itu uda tertulis.** Manuscript is common in situation where careful wording is required. And also is memorized, mengingat is like manuscript **sama ya dengan sebelumnya** that has to be delivered word for word, **kata demi kata disampaikan.** And

impromptu is the least formal delivery of material that you are called upon to speak the less preparation usually for a few minutes only. **Cukup pintar banget!** Extemporaneous is the last is recheached, outlined and well rechearched before actual delivery. In this made of delivery the speaker tends to be more conversational, audience centered and connected with the audience. **Itu terkoneksi kepada semua faktor atau pendengar.**

A : allright, I have know a lot about what you said. **Mauliate!**

B&C : you are welcome.

[Analysis 3]

In this conversation above there are 4 students communicating. In utterance 1 which is produced by A shows that he has understood how to be a good public speaker. Based on the stdent's answer there are about 5 tips to be a good public speaker. After getting the tips, A ask again the kinds of public speaking. The answer is in utterance 2. In C's utterances the researcher finds out 3 types of code switching, they are Intra-sentential code switching, tag code switching and Inter-sentential code switching. He explains there are 4 kinds of public speaking, such as manuscript, memorized, impromptu and extempoaneous speaking. In explaining these kinds, C has done the types of code switching. The sentence are the first is manuscript is made of delivery in which the speaker reads from manuscript, **dimana itu uda tertulis.** Manuscript is common in situation where careful wording is required. And also is memorized, mengingat is like manuscript **sama ya dengan sebelumnya** that has to be delivered word for word, **kata demi kata disampaikan.** In these utterances there are 3 utterances that shows the type of intra-sentetial code switching because every switching happens in a part of clause in a sentence.

Then, the researcher finds out 1 utterance of tag code switching which is shown by utterance and impromptu is the least formal delivery of material that you are called upon to speak the less preparation usually for a few minutes only. **Cukup pintar banget!** This

expression is referred to the kind of Impromptu that only needs a few minutes to prepare the topic or material. C wants to say that the people in doing this kind is a smart enough people. This expression is a compliment. Then, the type of Inter-sentential code switching is shown by the utterance in this made delivery the speaker tends to be more conversational, audience centered and connected with the audience. **Itu terkoneksi kepada semua faktor atau pendengar.** The utterance has said in English then continue in Bahasa. There is 1 utterance of Inter-sentential code swithing.

In utterance 3, there is a switching happens namely tag code switching. The students express his thankful in Batak language, namely **Maulite.** While in English it is called Thankyou. This expression is referred to the explanation of his friend of the kind of public speaking. Then the ocompiment is replied by his friends by utterance you'are wellcome. The reseracher find out 1 type of code switching namely iter-sentential cod switching . So, in this data the researcher find out 3 utterances of Intra-sentential code switching, 2 utterances of tag code switching and 2 utterances of Inter-sentential code switching.

[Data 4] (The conversation in part 2)
A : Guys, kasi aku ide donks, buat perfomance minggu depan.
B : Ide ya, hmm apa yaa? Aku confused nih, gak tau mau ngomong apa, blank
C : Hmm, if you want to make a conversation or I mean speech in public. **Kalo kita mau buat pidato di depan orang banyak itu, caranya kita tanyakan kepada yang sudah perna maju kedepan. Step-stepnya, cara-caranya.**
D : jangan tanya aku karna timenya gak pas banget buat gue, serius.

[Analysis 4]
Based on the conversation above, the researcher finds out 1 type of code switching,

it is inter-sentential code switching. From the first utterance and second utterance, both students still use Bahasa by mixing a little bit their conversation. Their conversation is that A needs help to perform next week in front of the class by contributing idea. While in second utterance B shows his confusion about the idea. There is no idea from him.

In utteance 3 which is uttered by C there is a switching done. He opens his talk by using English then he continue by using Bahasa. This statement can be proven by sentence hmm, if you want to make a conversation or I mean speech in public. **Kalo kita mau buat pidato di depan orang banyak itu, caranya kita tanyakan kepada yang sudah pernah maju kedepan. Step-stepnya, cara-caranya.** These utterances show the process of changing the language by C from English into Bahasa. Then in last utterance, D advices not to ask him because it is not the good timing.

[Data 5] (The conversation in part 2)
E : sayang sekali, aku pikir **you are ready know about the step because you**
        are ready perfomance next last week. I think, no. I mean last week
A : Apanya kau bilangin, gak ngerti aku
B : Sarupa, dang hu boto
D : I didn't perfom yet

[Analysis 5]
The conversation above shows there are 3 languages used by the students, such as Indonesia, English and Batak. These languages show the students are the multilingual. From this conversation, the reseracher finds 2 types of code switching, mainly Intra-sentential code switching and Inter-sentential code switching. In the first utterance, E argues his friend has known the step or the regulation of performing in the front of the class. E uses two languages Bahasa and English. With these languages changing, he has done code switching that occurs within the utterance. The utterance is sayang sekali, aku pikir **you are ready know about the step because you are ready**

perfomance next last week. The type of this utterance is Intra-sententtial code switching.

Then the second utterance is from A. He replies to E's utterance. In replying his friend's utterance, A switch his language into Indonesia by asking question. This question shows he do not understand what his friend is talking about. This is shown by the sentence **gak ngerti aku.** The unique comes from the third utterance which is uttered by B. He utteres that he is same with A but use Batak language. His utterance is **sarupa, dang hu boto**. This utterances is switched from the previous participant in using Bahasa. The type is Inter-sentential code switching. A and B are in the same situation where both of them do not understand about their friend talk. Finally, in the last utterance D make it clear by saying **I didn't perfom yet.** In this utterance D is answering the question of E who says he has come in front to perform. By saying the sentence, D has done switching.

[Data 6] (The conversation in part 2)

C : But, make it simple, **buat simple apa yang uda kalian kuasai,** like your

hobby and maybe like something.
A : what else?
C : Yeah apa yang kalian kuasailah dan bisa buat untuk speech di in front of

public.
D : Kalo menurutku enjoy aja sih, untuk pertama kalinya itu **you must**

confidence

[Analysis 6]

Based on the conversation above, the researcher finds 2 types of code switching namely Inter-sentential code switching in 1 utterance and Intra-sentential code switching in 2 utterances . The first utterance shows the switching witchin a sentence. The switching is **buat simple apa yang uda kalian kuasai.** This clasuse is in the middle of the sentence. The utterance explains about their performance is making something simple so that it would be easy to do, like their hobby or

something their habitation in daily. After C explains by switchig his utterance, A is questioning in the second utterance. The language is not change still using English. A ask what again the simple topic to do. The aim of this question is to dig the other idea of his friend.

Then, C in the third utterance response by using Bahasa. C in this utterance has doene code switching between sentence or utterance. So, the type is Intersentential code switching. Because C answer the question of A in Bahasa meanwhile, A is asking in English. Then, in the fourth utterance which is uttered by D is using switching. The utterance is kalo menurutku enjoy aja sih, untuk pertama kalinya itu **you must confidence.** The clause is switched in the sentence. This utterance is referred to A's question. He thinks that he has to enjoy his performance but the self confidence is really needed. The type of this utterance is Intra-sentential code switching because in happens in the sentence.

[Data 7] (The conversation in part 2)
E : Pertama yah mungkin, **maybe like this Novel was already said .**Seperti

yang Novel katakan kita harus percaya diri, **must confidence to perfom in**

front of the public. Jadi, that's a good point
C : dan prepare your self
B : dan yang paling penting jangan nervous, jangan gugup di depan banyak

orang
A : Okay, **thanks guys !** Makasih

[Analysis 7]

In the conversation above, there are 4 students are communicating. I the conversation they are still discussing about how to be a good public speaker when performing in the front. The
reseracher finds out 2 types of code switching, namely Intra-sentential code switching in 2

utterances and tag code switching in 1 utterance. The first Intra-sentential code switching is
shown by the utterance pertama yah mungkin, **maybe like this Novel was already said.** In
this utterance, the speaker talks about the tips to be a goodpublic speaker by switching his
utterance in the conversation. He explains in the Novel that already explained before. The second Intra-sentential code switching is still in the same speaker namely from E.
He utters seperti yang Novel katakan kita harus percaya diri, **must confidence to perfom in**
front of the public. In this utterance, the researcher finds out the translation of the previous
utterance. The speaker wants to clarify by translating it into Bahasa. The tag code switching
is shown by okay, **thanks guys !** Makasih. A says thanks as his appreciation for his friend's
idea and motivation for his performance. A has done switching because he says thanks i
English than translating into Bahasa. Thanks is the short expression of his feeling.

[Data 8] (The conversation in part 2)
E   : **Anyway**, kapan kamu akan perform
A   : Last week
C   **:** hahahhh ....are you sure?
A   : I mean next week
E   **: wajarin aja lah gengs kita kan lagi belajar.**

[Analysis 8]
Based on the conversation above, the researcher finds out 2 types of code switching, mainly tag code switching and Inter-sentential code switching. Tag code switching is shown by the utterance **Anyway**, kapan kamu akan perform. This utterance talk about the time of his friend's performance for public speaking class. He ask his friend by switching a short

expression to show he is thinking or change other topic discussion. Then, A answer by saying he perform last week. The time shows that he had performed. But in the third utterance, C is laughing while asking question because he is not sure of his answer. He ask the sureness of Aabout his answer.

In another side, A realize his wrongness about the time of his performance. He answer in the right answer then after repetiting his answer. Fortunately, E is defending A's answer by sentence **wajarin aja lah gengs kita kan lagi belajar.** This utterance shows the switching done by E. Because A is answering in English then he responds in Bahasa. The type of this utterance is Inter-sentential code switching because the switching happens between utterances.

[Data 9] (The conversation in part 2)
A   : Aku nanya topik loh, ide, motivation atau apa gitu step-step
D   : yeah I already said that before. **Aku uda bilang dari tadi itu agak sulit untuk buat topiknya tapi itulah.** That's like what lia already said that we
need to choose or maybe our favorite like our hobby and anything else about
that, sperti itu.
C   : so, have you got any idea? To make your speech next week? **Untuk penampilanmu minggu depan, uda dapat ide?**
A   : Sedikit, just a litte
B   : Mungkin teman kita ini, hemm? Gimana Nadia? Aduh, kamu udah tampil loh
bukan Cuma gue
B&D   : Hahahahhh...........

[Analysis 9]
Based on the conversation above, the researcher finds one type of code switching, namely Inter-sentential code switching. The first utterance is produced by D about the utterance **aku udah bilang dari tadi itu agak sulit buat topiknya tapi itulah.** This utterance connects other utterance. It happens between two utterance that shows it is Inter-

sentential code switching. The topic means in this utterance is the topic of performing in public speaking class. Their difficulty is choosing the topic. Because the exact topic determine the success of public speaking performance.

The second Inter-sentential code switching is about **untuk penampilanmu minggu depan, udah dapat ide?** This is an interrogative utterance where the speaker ask about the idea of his friends about his performance for next week. Before saying this utterance, the speaker has used English to speak than using Indonesia as the utterance above. After listening the question, A explain he just have a little bit idea and he needs more that's why he asking his friend to contribute some ideas or motivations for him.

[Data 10] (The conversation in part 3)

A : "Hey… What you looks so bad? **Ai namarsak do ho?"**
B : "Ehee… I have much home work. And it make me stress very stress"
C : **"Ehee… tor aha do karejo mu?? Idage"**
B : "So like this..listen to me, my lecture give me assignment very much. And I
     don't know how to do it. So please help me"

[Analysis 10)

Based on the conversation above, there are three students are commuicating one to another. The researcher finds one type of code switching in two utterances that occurs from the conversation, namely Inter-sentential code switching that happens between a sentence or utterance. The first utterance that shows Inter-sentential code switching is **ai namarsak do ho?** This sentence shows a question which is referred to ask someone feeling about something. And from this utterance, the researcher find a switching between a sentence. If in the previous utterance, the speaker is using English in asking the interlocutor then, he use Batak language to ask the feeling.

Then, the second utterance that shows Inter-sentential code switching is **ehe... tor aha do karejom, idage!** From this sentence, we can see the language is change. The last language in previous speaker is using English then he response in Batak to show his stress about his condition and feeling at the time. The changing can proof the switching happens in the utterance from the different participant in the conversation.

[Data 11] (The conversation in part 3)

C : What can I do for you?
B : So, songonon disuruhlah kami mencari 10 artikel dan disuruh buat
     Summarynya habis itu dibuat di satu halaman. Apa namanya ya
     library research paper gitu jadi harus di ringkas. Bayangkanlah dulu
     10 gak bisa akuloh. **It's very difficult for me**. So can you help me?

[Analysis 11]

In the first utterance, the speaker is using English to ask a question. The question is an offerring help topic that he offer to his friend. Then, in the next utterance by B the switching happens where he is using Bahasa to explain his problem about their task in the class. The language changing cause the switching exactly Inter-sentential code switching. This switching happens from the one utterance to other utterance from the different speaker. During B explains his task from the lecture, in his utterance he switches some utterances into English. The utterance is **it's very difficult for me**. This utterance is directed to the task which is given by the lecturer to the class.

[Data 12] (The conversation in Part 3)

B : I think it's better if we **bagi-bagi gitu kau 5 aku 5 biar cepat selesai.**
A : Wait a minute…. wait a minute…. Are you kidding me? You do 5
     article and she is 6 articles. So what I do to help you?
B : Ok…ok… songon do, ehh..au 3, ho 3, and ho 4 dah

[Analysis 12]

Based on the conversation above, the researcher finds out two types of code switching namely Intra-sentential code switching in one utterance and Inter-sentential code switching in one utterance. The utterance that shows Intra-sentential code switching is about I think if we **bagi-bagi gitu kau 5 aku 5 biar cepat selesai.** In this utterance, the speaker switches his utterance in a clause within a sentence.

The utterance that shows Inter-sentential code switching is about **ok...ok.... songon on do, eh.. au 3, ho 3, and ho 4 dah.** The switching happens in a new utterance that talking about idea that they better do to help their friend in doing the task. By saying this utterance, they are offering help by giving reccomendation for one by one. They divided their task each other.

Table 4.1
The table of the types of code switching of the students' conversation in their classroom

No	Data	Utterances	Types of code switching		
			Tag CS	Inter-sentential CS	Intra-sentential CS
1	Data 1	C : We discuss about our task, especially about public speaking. So, public speaking is the process comunicating information to audience. **A :Aha do di dokkon ho?**		√	
2		A : **Oh I see!** Ya aku paham.	√		
3		The first is slow down. **Ketika kita berbicara di depan umum harus pelan-pelan**		√	
4		And the second is pay attention to your body language. Artinya, **it means perhatikan bahasa tubuh yang digunakan**.		√	
5		And the third is make eye contact. **Artinya harus memberikan tatapan mata terhadap audiens**		√	
6		And then filling your self and also focus on your topic and the last is don't have a stupid haircut **artinya jangan bergaya dengan gaya rambut yang jelek**			√
7		The first is manuscript is made of delivery in which the speaker reads from manuscript, **dimana itu uda tertulis.**			√
8		And also is memorized, **mengingat** is like manuscript **sama ya dengan sebelumnya** that has to be delivered word for word, **kata demi kata disampaikan.**			√
9		And impromptu is the least formal delivery of material that you are called	√		

No	Data	Text			
		upon to speak the less preparation usually for a few minutes only. **Cukup pintar banget!**			
10		In this made of delivery the speaker tends to be more conversational, audience centered and connected with the audience, **itu terkoneksi kepada semua faktor atau pendengar**			√
11		Allright, I have know a lot about what you said. **Mauliate!**	√		
12	Data 2	Hmm, if you want to make a conversation or I mean speech in public. **Kalo kita mau buat pidato di depan orang banyak itu, caranya kita tanyakan kepada yang sudah pernah maju kedepan.**		√	
13		sayang sekali, aku pikir **you are ready know about the step because you are ready perfomance next last week**			√
14		A : Apanya kau bilangin, gak ngerti aku B : **Sarupa, dang hu boto**		√	
15		But, make it			√
		simple, **buat simple apa yang uda kalian kuasai,** like your hobby and maybe like something.			
16		Kalo menurutku enjoy aja sih, untuk pertama kalinya itu **you must confidence**			√
17		Pertama yah mungkin, **maybe like this Novel was already said**			√
18		Seperti yang Novel katakan kita harus percaya diri, **must confidence to perfom in front of the public**			√
19		Okay, **thanks guys !** Makasih	√		
20		**Anyway,** kapan kamu akan perform?	√		
21		A : I mean next week E :wajar in aja lah gengs kita kan lagi belajar		√	
22		yeah I already said that before. **Aku uda bilang dari tadi itu agak sulit untuk buat topiknya tapi itulah.**		√	
23		so, have you got any idea? To make your		√	

No	Data	Utterance	Tag	Inter	Intra
		speech next week? **Untuk penampilanmu minggu depan, uda dapat ide?**			
24	Data 3	Hey… What you looks so bad? **Ai namarsak do ho?**		√	
25		B : Ehee… I have much home work. And it make me stress very stress **C: Ehee… tor aha do karejo mu?Idage!**		√	
26		Bayangkanlah dulu 10 gak bisa akuloh**. It's very difficult for me.**		√	
27		Ok I will help you. **Jadi kamu mau kami bantu kau gimana**		√	
28		A : Wait a minute…. wait a minute…. Are you kidding me? You do 5 article and she is 6 articles. So what I do to help you? **B : Ok…ok… songon on do, ehh..au 3, ho 3, and ho 4**		√	
		dah			
29		**No..no..no..** Kau 6, kau 2, aku sisanya.. kekmana, cemana?	√		
30		"Ok..ok.. songoni. **listen to me!,**		√	
31		ok so this is ada article. so you make summary and then, it's article have method and you should fine the… **apa ya namanya itu ya?**			√
32		B : Ngerti nya klen? **A : Yes, I see. How about you?**		√	
33		I think **aku enggak setuju kekgitu**.			√
	TOTAL		6	16	11

The data above shows that there are three types of code switching that is used by students in their conversation. There are 6 utterances included to tag code switching, 16 utteraces included to Inter-sentential code switching and 11 utterances included to Intra-sentential code switching. The total data of the types of code switching is 33 data.

Table 4.2
The percentage of three types of code switching

No	Types of code switching	Frequency	Percentage (%)
1	Tag code switching	6	18%
2	Inter-sentential code switching	16	48%
3	Intra-sentential code switching	11	33%

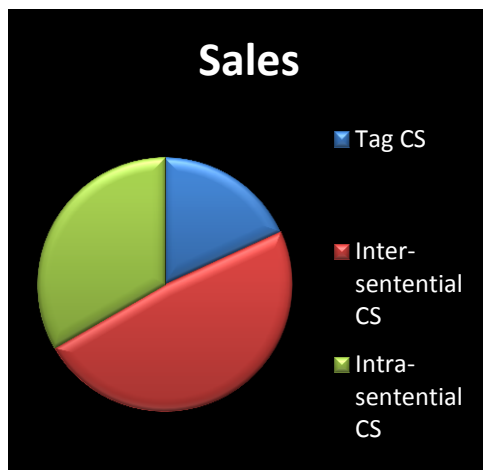| Total	33	100%

$$P = \frac{F}{N} \times 100\ \%$$

Explanation:

P = as percentage

F = as frequency of words

N = as total of words

The formula above is used to count the percentage of the three types of code switching. The formula is needed to arrange the comparison between every types. With the formula used above, the researcher is easy in couting.

Diagram

The data above shows the percentage in table and diagram of the three types of code switching. The percentage of tag code switching is 18%, the percentage of Inter-sentential code switching is 48% and the percentage of Intra-sentential code switching is 33%.

1. **How is the code switching used by the students in the classroom.**

    Based on the data take by the lecturer, the students often used code switching moreover they are the students of English Department. This subject claims them to be able to speak English eventhough sometimes they are still influenced by the first language and mother tongue. The students are multilingual because they are communicating in three languages, such as Bahasa, Batak and English language. The language they use in turn based on their need in the conversation. They also use code switching to make them easy in asking, explaining or discussing something. But sometimes, they need to clarify or repeat their utterance so that their interlocutor understand.

    Their switching happens naturally and spontanly look from their style to speak. If they do not understand what his friend's talking about, they will clarify in Bahasa. For students, code switching can be other alternative especially for English Department to communicate to train their ability in speaking.

A. **Research Findings**

    Finally, the researcher concludes the findings as follows:

    1. There are analyses of types f code switching of the students' conversation at the first year semester student in FKIP Universitas HKBP Nommensen Pematangsiantar. The types of tag code switching is 6 utterances with percentage is 18%, the types of Inter-sentential code switching is 16 utterances with percentage is 48%, ad the types of Intra-sentential code switching is 11 utterances with percentage 33%.

    2. The dominant type of code switching based on the data in students' conversation at the first year semester student in FKIP Universitas HKBP Nommensen Pematangsiantar is Inter-sentential code switching with the total is 16 utterances and the percentage is 48%.

B. Discussion

After getting the research findings, the reseracher goes to the discussion of the research. It talks about how the data would be interpreted after adopting code switching of students' at the first year semester in FKIP Universitas HKBP Nommensen Pematangsiantar. The students used tag code switching (18%), Inter-sentential code switching (48%), and Intra-sentential code switching (33%). Most of them used Inter-sentential code switching (48%) because their utterance is changed between sentence and sentence not within the sentence. This changing happens from the firts speaker to the next speaker in a conversation. The students often switch their utterance because they are a multilingual that can speak more than 2 languages.

From the data explanation above, the reseracher can conclude that all the students do code switching to make them easy in communicating especially for the students of English Department. They are able to speak in more that two languages because they are a multilingual.

V. CONCLUSION AND SUGGESTIONS

A. Conclusions

This research is conducted to as an attempt to discover the Code Switching used by students' at first year semester in FKIP Universitas HKBP Nommensen Pematangsiantar. The code switching happens in three language, such as Bahasa, Batak and English language. They switch linguistics items of English at all linguistics level though it is evident at single lexeme. Based on the previous research discussion, it can be concluded that:

1. According to the grammatical classification, there are three types of code switching appeared in students' conversation at first year semester in public speaking class in FKIP Universitas HKBP Nommensen Pematangsiantar. The classifications are 6 utterances of tag code switching with the percentage is 18%, 16 utterances of inter-sentential code switching with the percentage is 48% and 11 speeches of intra-sentential code switching with the percentage is 33%.

2. The dominant type of code switching based on the data in students' conversation at the first year semester student in FKIP Universitas HKBP Nommensen Pematangsiantar is Inter-sentential code switching with the total is 16 utterances and the percentage is 48%.

B. Suggestions

In this research, the result of this study is expected to give suggestions to the students, lecturers and the other researcher.

1. For the students
   This researcher is expected that they have to increase their ability in speaking moreover an English Department students. They also must have effort to improve their motivation in studying English. In the other side, they can use switching code while they are training in speaking ability in their conversation

2. For the lecturers
   This code can be other alternative way in teaching class. Because not all students can follow up the class well if it must be full of English. Because English is still foreign language. So, with this method is expected students and lectures can communicate well in the class.

3. For the other researcher

The researcher hopes by conducting this research will contribute any help for the other researcher who wants to do the same research.

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