



**ENGLISH- INDONESIA CODES SWITCHING
IN WHATSAPP GROUP CHATting OF
ENGLISH EDUCATION DEPARTMENT STUDENTS
IAIN PADANGSIDIMPUAN**

A THESIS

Submitted to the State Institute for Islamic Studies (IAIN)
Padangsidimpuan as a Partial Fulfillment of Requirement
for the Graduate Degree of Educational (S.Pd.) in English Program

Written By:

ANISA DAYANTI HASIBUAN
Reg. Number 17 203 00045

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2021**



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Term : Munaqosyah
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Padangsidempuan, 16 November 2021
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To: **Dean**
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Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Anisa Dayanti Hasibuan**, entitled "**English- Indonesia Codes Switching in WhatsApp Group Chatting of English Education Department Students IAIN Padangsidempuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum warahmatullah wabarakatuh

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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan article 14, verse 2.

I do this declaration truthfully. If there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get punishment as it is required in students' academic degree disrespectfully, and other punishment regarding norms and legal law.

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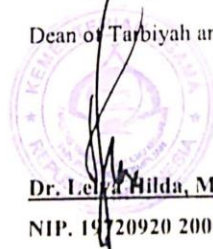
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The thesis has been accepted as a partial fulfillment of the requirement for
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ABSTRACT

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Faculty/ Department : Tarbiyah and Teacher Training Faculty/ TBI-2
The title of Thesis : English- Indonesia Code Switching in WhatsApp Group Chatting of English Education Department Students at IAIN Padangsidempuan.

The seventh semester students of English Education Department often switch from one language to other language while face to face or through Whatsapp group chatting because they lack of vocabulary. Code switching helps them to keep doing communication. This fact showed that how important code switching takes role in communication events. The use of code switching is also due to their ability to use more than one language, while another use code switching to make sure their explanation more clear and easier to comprehend and will not make misunderstanding.

The purposes of this research are to find out the types of code switching in Whatsapp group chatting used by the students of English Education Department in the State institute for Islamic Studies Padangsidempuan and to investigate what type of code switching is dominantly use by students in WhatsApp group chatting of English Education Department in State Institute for Islamic Studies Padangsidempuan.

This research is a qualitative approach. Moreover, it is a document study. The instrument was screen shoot of chats with three indicators. They are: tag switching, inter- sentential switching, and intra- sentential switching. To collect the data, researcher took the screen shoot of chats. The researcher analyzed the data by using four steps of analyzing qualitative data, they are reading, classifying, describing and interpreting.

The result of the research are there were three types of code switching used by the seventh semester students of English Education Department in WhatsApp group chatting. They are tag switching, inter- sentential switching, and intra- sentential switching. Furthermore, there are 25 codes switching which are uttered by the students; they are 9 (25,7%) tag switching, 18(51,4%) inter-sentential switching, and 10 (28,5%) intra- sentential switching. So, the dominant code switching used by the seventh semester students of English Education Department at IAIN Padangsidempuan in WhatsApp group chatting was inter-sentential switching.

Keywords: *Code Switching, WhatsApp Group, Sociolinguistics.*

ABSTRAK

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Judul Skripsi : English- Indonesia Code Switching pada WhatsApp Group Chatting Mahasiswa Jurusan Pendidikan Bahasa Inggris IAIN Padangsidempuan.

Mahasiswa semester tujuh jurusan Tadris Bahasa Inggris sering mengalihkan satu bahasa ke bahasa lain saat bertatap muka atau melalui chat grup WhatsApp karena mereka kekurangan kosakata. Peralihan bahasa membantu mereka untuk terus melakukan komunikasi. Fakta ini menunjukkan bahwa pentingnya alih kode berperan dalam komunikasi. Penggunaan alih kode juga karena kemampuan mereka untuk menggunakan lebih dari satu bahasa, sementara yang lain menggunakan alih kode untuk memastikan penjelasan mereka lebih jelas dan lebih mudah untuk dipahami serta tidak akan membuat kesalahpahaman.

Tujuan dari penelitian ini adalah untuk mengetahui jenis alih kode pada chat grup WhatsApp yang digunakan oleh mahasiswa jurusan Tadris Bahasa Inggris di Institut Agama Islam Negeri Padangsidempuan untuk mengetahui jenis alih kode yang dominan di gunakan oleh mahasiswa di grup WhatsApp jurusan Tadris Bahasa Inggris di Institut Agama Islam Negeri Padangsidempuan.

Penelitian ini adalah pendekatan kualitatif. Selain itu, ini adalah studi dokumen. Instrument nya adalah screen shoot dari obrolan dengan tiga indicator yaitu: tag switching, inter- sentential switching, and intra- sentential switching. Untuk mengumpulkan data, peneliti mengambil screen shoot dari obrolan. Peneliti menganalisis data dengan menggunakan empat langkah analisis data kualitatif, yaitu membaca, mengelompokkan, mendeskripsikan, dan menginterpretasikan.

Hasil dari penelitian ini adalah ada tiga jenis alih kode yang digunakan mahasiswa semester tujuh jurusan Tadris Bahasa Inggris dalam chat grup WhatsApp. Mereka adalah tag switching, inter- sentential switching, dan intra- sentential switching. selanjutnya, ada 25 alih kode yang di ucapkan oleh mahasiswa; yaitu tag switching sebanyak 9 kali (25,7%), inter- sentential switching sebanyak 18 kali (51,4%), dan intra- sentential switching sebanyak 10 kali (28,5%). Jadi, alih kode yang dominan digunakan oleh mahasiswa semester tujuh jurusan Tadris Bahasa Inggris IAIN Padangsidempuan dalam chat grup WhatsApp adalah inter-sentential switching.

Kata Kunci: *Alih Kode, WhatsApp Grup, Sociolinguistik.*

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, September 2021

ANISA DAYANTI HASIBUAN
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CHAPTER I INTRODUCTION

A. Background of the Problem

Sociolinguistics is the study of language in society deals with a study of how languages are used by certain society or speech community. Moreover, Hudson in Ni Nyoman Wartinah defined sociolinguistics as the study of language in operation, its purpose is to show the conventions of language use relate to other aspect of culture.¹ Sociolinguistics approach wants to see the language use, to know who speak, and to identify the purposes of communication.

Nowadays it is important for people to master more than one language, especially people who do not live in an English speaking country. Abdul Chaer stated that people who mastered more than one language are called bilingualism.² In general, bilingualism is defined as the use of two languages by a speaker with another person alternately.

Bilingualism is one of the reasons in using code switching. Hoffman in Ni Nyoman Wartinah stated code switching is the switching of language from its smallest units, starting from words, phrases, clauses, and sentences.³ Code switching has become a general term for alternative uses of two or more languages or types of language or even speech style. Those who speak several languages will often slip other languages into speaking activities.

¹ Ni Nyoman Wartinah and Chrisda N. Wattimury, "Code Switching and Code Mixing In English Language Studies' Speech Community: A Sociolinguistics Approach" 1, no. 1 (2018): 8–14, <https://doi.org/10.1051/mateconf/201712107005>.

² Abdul Chaer and Leonie Agustina, *Sosiolinguistik*, Edisi Revi (Jakarta: Rineka Cipta, 2010).

³ Wartinah and Wattimury, "Code Switching and Code Mixing In English Language Studies' Speech Community: A Sociolinguistics Approach."

Code switching has become a general term for alternative uses of two or more languages or types of language or even speech style. Code switching is used both in written and oral communications.⁴ Code switching can also be used while face to face or through social media such Whatsapp group chatting.

In this globalization era, interconnection- networking is a useful tool for human life. Interconnection- networking is an entire communication networking that uses electronic media to serve billions of users around the world.⁵ Internet has become a global phenomenon that cannot be separated from human life.

One of the most popular social media is WhatsApp. WhatsApp is not only for chatting, but also can share photos, videos, or even audios.⁶ Phone call or video call is also available in WhatsApp. Besides, people can also make a group chat to send a message to many people in one time.

English Education Department students-2 at the seventh semester in the State Institute for Islamic Studies Padangsidempuan has own group WhatsApp chat. They sometimes switch from one language into other languages when they were chatting in the group. English Education Department's students at seventh semester can be said as bilingual because they often use code

⁴ Dedy Setiawan, "English Code Switching in Indonesian Language," *Universal Journal of Educational Research* 4, no. 7 (2016): 1545–52, <https://doi.org/10.13189/ujer.2016.040707>.

⁵ Tuti Andayani, "Code-Switching , A Communication Strategy In Learning English," *Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT- 4)* 1, no. 1 (2016): 388–95, https://www.mendeley.com/catalogue/3ad61aa0-157c-3644-a7dc-a3618b509ccd/?utm_source=desktop&utm_medium=1.14&utm_campaign=open_catalog&userDocumentId={d358fffc-b0b7-48af-ba63-913a584c4296}.

⁶ Natalie Dixon, "Stranger-Ness and Belonging in a Neighbourhood WhatsApp Group," *Open Cultural Studies* 1, no. 1 (2017): 493–503, <https://doi.org/10.1515/culture-2017-0046>.

switching in their communication while face to face or through WhatsApp group chatting.

People have different reasons why they use code switching in their communication. There are some reasons of switching. The first is to fill the linguistic needs for lexical item, specify phrases, discourse markers, and sentence fillers, second is to continue the last language used (trigger), next to paraphrase someone, to determine the recipient, to qualify the message, to determine the involvement of the speaker mark and emphasize group identity, to convey confidentiality, anger, and harassment, to exclude someone from conversation, and the last is to change the role of the speaker: Increase status, add authority, and show expertise.

Karen Kow in Ni Nyoman Wartinah stated that people use code switching because they lack of vocabulary.⁷ So, code switching helps them in their communication. Moreover, code switching is used to achieve goals in conversations with other people. The use of code switching is also due to their ability to use more than one language, while another use code switching to make sure their explanation more clear and easier to comprehend and will not make misunderstanding.

Furthermore, the seventh semester students of English Education Department at State Institute for Islamic Studies Padangsidempuan often switch from one language to other language while face to face or through Whatsapp group chatting because they lack of vocabulary. Code switching helps them to

⁷ Wartinah and Wattimury, "Code Switching and Code Mixing In English Language Studies' Speech Community: A Sociolinguistics Approach."

keep doing communication. This fact showed that how important code switching takes role in communication events.

Considering to the phenomenon, it was really interesting to analyze the types of code switching. Researcher also wanted to know what type of code switching dominantly used by the seventh semester students of English Education Department in WhatsApp group. So, the researcher analyzed English- Indonesia Code Switching in WhatsApp Group Chatting of English Education Department Students at the State Institute for Islamic Studies Padangsidempuan.

B. Focus of the Research

This research focused on the uses of code switching like tag switching, inter- sentential switching and intra- sentential switching. The researcher identified English- Indonesia code switching in Whatsapp group English Education-2 which used by the seventh semester students of English Education Department at State Institute for Islamic Studies Padangsidempuan.

C. Formulation of the Problems

In order to be clear about the problem in this research, researcher formulated the problem as follows:

1. What types of code switching used by the students of English Education Department at the State Institute for Islamic Studies Padangsidempuan in WhatsApp Group?

2. What type of code switching is dominantly use in WhatsApp group chatting used by the students of English Education Department in State Institute for Islamic Studies Padangsidimpuan?

D. Objectives of the Research

Based on the formulations of the problem, the researcher determines the objectives of the research can be stated as follows:

1. To find out the types of code switching in Whatsapp group chatting used by the students of English Education Department in the State institute for Islamic Studies Padangsidimpuan.
2. To investigate what type of code switching is dominantly use by students in WhatsApp group chatting of English Education Department in State Institute for Islamic Studies Padangsidimpuan.

E. Significances of the Research

The researcher hopes that the result of this research will be something beneficial. This research will contribute some benefits for education, English learners and other researchers. The significances are:

1. For Education: the use of code-switching allowed students to conclude that the teacher used topic switch, interjections, and repetition with two main purposes: to create a comfortable environment in the classroom and to clarify information.
2. For English learners: as useful information for English Department student at State Institute for Islamic Studies Padangsidimpuan

particularly and for all generally.

3. For Other researchers: as additional related finding for researcher who wants to do further researches about code switching.

F. Definition of Key Terms

To reduce misunderstanding about the terms in assuming the title of this research, researcher defined the terminologies in following:

1. Code Switching

Code switching is the change of two or more languages used by speakers in the context of a single conversation. Code switching occurs when a speaker alternates between two or more languages, or language varieties in the context of single conversation.

2. Whatsapp Group

WhatsApp group is a popular WhatsApp feature that lets you connect with a group of people. WhatsApp group is a place where we can invite people, and everyone can chat, video call, and send voice note. Moreover, WhatsApp group do have a user limit though. You are only allowed to have up to 256 people in a WhatsApp group.

So, English- Indonesia codes switching in WhatsApp group chatting of English education department students IAIN Padangsidempuan is the switch of English into Indonesian language in WhatsApp group chatting did by the students of English education department.

G. Outlines of the Thesis

This research is organized into five chapters. Every chapter is subdivided

into subtopics to elaborate the given issues. Chapter one consisted of introduction, they are: background of the problem, focus of the research, formulation of the problem, objectives of the research, significances of the research, definitions of key terms and outlines of the thesis.

Chapter two consists of review of related literature. It is divided into subchapters which consist of review of sociolinguistics, review of code switching, review of Whatsapp group, WhatsApp group of English Education Department and review of related findings.

Chapter three consists of methodology of the research. It is divided into subchapters which consist of types of the research, place and time of the Research, source of the data, instrument of collecting data, technique of data collection, techniques of data analysis, and techniques to maintain the data trustworthiness.

Chapter four consists of data description. It is divided into subchapters which consist of findings, discussion and the threats of the research.

Chapter five consists of the conclusion about the result of this research and suggestion that are given by the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Sociolinguistics

Sociolinguistics is an interdisciplinary field of science that studies language in relation to the use of that language in society. Moreover, Janet Holmes stated that sociolinguistics is concerned with the relationship between language and the context in which it is used.⁸ In summary, sociolinguistics is the study of who speak what language to whom and when.

Sociolinguistics, then, is that part of linguistics which is concerned with language as a social and cultural phenomenon.⁹ The study of how language varies in social context, and how it can be analyzed and accounted for, are the two key goals of sociolinguistics.¹⁰ In its use, sociolinguistics provides knowledge on how to use language. Sociolinguistics explains how to use the language in certain social aspects.

In other words, the sociolinguist's aim is to move towards a theory which provides a motivated account of the way language is used in a community, and of the choices people make when they use language.¹¹ The Sociolinguistics has some functions.¹² It will be mentioned below: First, we can take advantage of sociolinguistic knowledge on communicating or interacting. Sociolinguistics

⁸ Janet Holmes, *An Introduction to Sociolinguistics*, Pearson Education Limited, Fourth Edi, vol. 4 (New York: Routledge, 2013), <https://doi.org/10.1525/jlin.2003.13.2.252>.

⁹ Peter Trudgill, *Sociolinguistics: An Introduction to Language and Society*, ed. David Crystal, Penguin Books, Fourth edi (London: Penguin Books, 2000), <https://doi.org/10.2307/326846>.

¹⁰ Sali A. Tagliamonte, *Analysing Sociolinguistic Variation*, ed. Rajend Mesthrie (United States of America: Cambridge University Press, 2006).

¹¹ Holmes, *An Introduction to Sociolinguistics*.

¹² Abdul Chaer and Leonie Agustina, *Sosiolinguistik*, Edisi Revi (Jakarta: Rineka Cipta, 2010).

will provide guidance to us in communicating by showing what language, or language style we should use if we talk to certain people.

B. Code Switching

1. Definition of Code Switching

Trousdale in Thessa Cynthia Ameliza and Ambalegin defines that code switching is a linguistic situation where the speaker will switch between two varieties (codes) in a conversation with another person who has the same linguistic repertoire.¹³ Hammer and Blanc in Thessa Cynthia Ameliza & Ambalegin states that code switching is a language contact community strategy, speakers of language transfer elements or other language rules.¹⁴ So code switching is commonly used by bilingual to achieve certain interaction goals in conversations with other speakers.

Code switching is related to and indicative of group membership in particular types of bilingual speech communities, such that the regularities of the alternating use of two or more languages within one conversation.¹⁵ Wardhaugh in Junita Pandiangan and Agustinus Hary Setyawan states that code switching can occur in the conversation between speakers' turns or within a single speakers' turn.¹⁶ Alternatively,

¹³ Thessa Cynthia Ameliza and Ambalegin, "Code Switching Analysis In English Literature Whatsapp Group," *Journal BASIS* 7, no. 1 (2020): 141–50, <http://ejournal.upbatam.ac.id/index.php/basis>.

¹⁴ Ameliza and Ambalegin.

¹⁵ P Auer, "Code-Switching in Conversation: Language, Interaction and Identity," 2013, <https://www.google.com/books?hl=id&lr=&id=DHk41SX3tYC&oi=fnd&pg=PA1&dq=Code+Switching&ots=VDX7MOsor6&sig=qhVuEhxuc0AcW5jHfdsMwORTxsc>.

¹⁶ Junita Pandiangan and Agustinus Hary Setyawan, "Analysis of Code Switching and Code Mixing Performed By Viavia Travel ' S Staff Yogyakarta on Their Whatsapp Group," *Prosiding Konferensi Pendidikan Nasional: "Penguatan Karakter Bangsa Melalui Inovasi Pendidikan Di Era Digital,"* 2019, 50–57, <https://www.mendeley.com/catalogue/1028ed04-84fd->

it may also be the first person in the conversation that, while talking, will switch from one language into another language.

From the explanations above, it can be concluded that code switching is the change of language from one language into another language. It used by bilingual in the same time while doing a conversation. It also can be used when doing conversation face to face or through chatting.

2. Types of Code Switching

Poplack in Adisthina Cahyaning Putri categorized code switching into three types.¹⁷ They are classified into tag switching, inter-sentential switching and intra-sentential switching. They will be explained below:

1. Tag Switching

Tag switching is the insertion of a tag phrase from one language into an utterance from another language. Tag switching could involve a tag, an exclamation, punctuation or a parenthesis.¹⁸ It seems that the fixed phrases of greeting or parting are quite often involved in switches.

For Examples:

“Pardon me, *aku gak dengar.*”

“Sorry dude, *aku sibuk*”

34428030842d1faded1b/?utm_source=desktop&utm_medium=1.14&utm_campaign=open_catalog&userDocumentId=%7B5912f884-d52c-4e82-b2d7-deaae3fdb0cf%7D.

¹⁷ Adisthina Cahyaning Putri et al., “Code Switching in Line Group Chatting Used by Students of English Department in Udayana University,” *Jurnal Humanis, Fakultas Ilmu Budaya Unud* 22 (2018): 868–73, <https://doi.org/10.24843/JH.2018.v22.i04.p05>.

¹⁸ Putri et al.

“Make it easy, *sayang!*”

The data above categorized as tag switching because it occur in the beginning of the sentence and it is separated by a comma (punctuation). It is switched from English to Indonesia and it only the insertion of a phrase.

2. Inter- Sentential Switching

Inter- sentential Switching occurs outside the sentence or clause level at the boundaries of sentences or clauses. Inter-sentential switching involved a switch between a clause and a sentence boundary.¹⁹ Sometimes it is also known as “Extra-Sentential Switching”.

For examples:

“I must go to school early. *Karena aku takut terlambat* ”

“You can put your thesis on my table. *Setelah dzuhur saya koreksi ya*”

“I will come after reading Al- Qur’an. *Kamu bisa nunggu diluar kan?*”

This data can be categorized as Inter- Sentential Switching because it switched between a clause or a sentence boundary, where each clause or sentence was in one language and then in the next sentence the speaker used another language, it might occur between the speaker turn.

¹⁹ Putri et al.

3. Intra- Sentential Switching

This is the type of code switching that occurs within the sentence or a clause. Intra-sentential switching occurs when the speaker switched from one language into another language within the same sentence.²⁰ This code switching is very common in the languages that share common family.

For examples:

“I will go to school *sekitar jam delapan*”

“You are not allowed to bring mobile phone *ketika ujian sedang berlangsung*”

“You may ask several questions *kalo emang belum faham materi hari ini*”

Those data above categorized as intra-sentential switching because it occurs within the sentence. There was also a combination between Indonesian and English that was dibully. It is added Indonesian prefix di- into the English word bully.

Moreover, Holmes in Thessa Cynthia Ameliza states that there are three kinds of code switching.²¹ They are tag switching, inter- sentential switching, and intra- sentential switching. They will be explained below:

1. Tag Switching

Tag switching is sometimes called emblematic switching

²⁰ Putri et al.

²¹ Ameliza and Ambalegin, “Code Switching Analysis In English Literature Whatsapp Group.”

where a switch is just an interjection, a sentence filler in another language that serves as a marker of ethnic identity.²² This type of code switching is very simple and does not involve a great command of either language. It can be inserted almost anywhere in a discourse.

For examples:

“Let’s go *kawan- kawan!*”

“Shut up *kenapa sih!*”

“Come in *pak.*”

2. Inter- Sentential Switching

Inter- sentential switching this is the most complicated type of code switching. In this case, the speaker must control two linguistic systems simultaneously. In other words, inter-sentential switching occurs when a speaker switches from one language to another between different sentences.

For examples:

“I have been to Singapore last year. *Pengalaman itu sungguh sangat berharga dan tidak terlupakan*”

“She was born on 1999. *Pada tahun itu, keluarga mereka sangat berbahagia berkat kelahiran gadis kecil itu.*”

“Would you like to take my book on the table? *Aku*

²² Ameliza and Ambalegin.

lupa tadi”

3. Intra- Sentential Switching

Intra- sentential can occur because of someone's fluency in master more than one language because its form is embedded in the sentence. Intra- sentential, which contains switches within a sentence. Intra- sentential occurs when words or phrases from another language are inserted into a sentence of the first language, and thus, a sentence is made up of two or more languages.

For examples:

“I have to go now, *udah terlambat banget nih*”

“She does not enter the class today *dikarenakan sakit*”

“I put my pen on the table yang *warna coklat tua*”

In conclusion, the types of code switching can be various. It depends on situation and circumstances of code switching users. They can use tag switching, inter- sentential switching and intra- sentential switching for different situation and circumstances.

3. Functions of Code Switching

Code switching has various functions. The function of code switching often used by the students was to emphasis the meaning of utterances.²³ They will be explained below:

1. Code-switching is done to make the conversation runs smoothly,

²³ Novita Tyas, “Code Switching in Discussion Activities in English Class” 4, no. 1 (2020): 11–19, <https://doi.org/10.29408/veles.v4i1.1797>.

more acceptable to the listener or the speaker and gets a clearer understanding among them.

2. Code switching as a tool to do clarification, ease of expression, giving instruction effectively, creating a sense of belonging, checking understanding, translation, socializing, emphasis, repetitive functions, topic shift, and linguistics competence.
3. Code-switching aims to include or exclude a person from a part of a conversation such as by using a familiar or foreign language to that person.

The six main functions of code-switching proposed by Appel and Muysken in Qoni' Zamili are defined below:²⁴

1. Referential: Code-switching involves lack of knowledge or facility in a language.
2. Directive: This participant-related function of code-switching aims to include or exclude a person from a part of a conversation such as by using a familiar or foreign language to that person.
3. Expressive: speakers use more than one language to stress their self-identity or feelings to others in the conversation.
4. Phatic: code-switching is used to show a change in tone and emphasize important parts of a conversation.
5. Metalinguistic: to provide quotation or report speech that is made

²⁴ Zamili Qoni', "Beyond The Code Switching In Whatsapp Chats Of Javanese English TeachersForumInTulungagung"1,no.1(2011):5663,https://www.mendeley.com/catalogue/183d2b7432a7384ca19c43710f6705ca/?utm_source=desktop&utm_medium=1.14&utm_campaign=open_catalog&userDocumentId=%7B21ed7da4-5309-4870-aa07-22c67fd6f258%7D.

by another person and to impress others with language skills.

6. Poetic: Words, puns and jokes in one language are switched to another language for the purpose of amusement or entertainment.

In conclusion, code switching helps speaker to make the conversation runs smoothly, more acceptable to the listener or the speaker and gets a clearer understanding among them. Another purpose includes: to show self- identity, religiosity, culturally touched, superiority touched, emotionally touched, and easy accessed. So, code switching plays important role in language use.

C. WhatsApp Group

1. Definition of WhatsApp Group

WhatsApp is an instant messaging application launched in 2009, had one billion users globally, making it one of the world's most popular communication channels.²⁵ WhatsApp allows users to easily create and organize chat groups. The group is limited to 256 members. Finally, WhatsApp provides features for viral spreading, allowing users to broadcast an initial message to 256 contacts.

WhatsApp group chats are very attractive as they facilitate information exchange among interested people. The creator of WhatsApp group is called admin.²⁶ The group creator can add and delete users.²⁷ It

²⁵ Natalie Dixon, "Stranger-Ness and Belonging in a Neighbourhood WhatsApp Group," *Open Cultural Studies* 1, no. 1 (2017): 493–503, <https://doi.org/10.1515/culture-2017-0046>.

²⁶ Dan Bouhnik and Mor Deshen, "WhatsApp Goes to School: Mobile Instant Messaging between Teachers and Students," *Journal of Information Technology Education: Research* 13 (2014): 217–31, <https://doi.org/10.28945/2051>.

can be concluded that WhatsApp is a useful application for students in receiving or sharing informations about every subject they learnt.

2. Functions of WhAtsapp Group

WhatsApp groups are used for four main purposes: communicating with students; nurturing the social atmosphere; creating dialogue and encouraging sharing among students; and as a learning platform.²⁸ By joining WhatsApp group, the users can exchange the information by sending audio, video, photo, document, and voice note.

Furthermore, With WhatsApp, it is now easier for language instructors to share educational resources with their learners, and post assignments that can, in return, be sent back for assessment and grading.²⁹ In all, WhatsApp is useful for those who are in the process of language learning, as it makes it easier to practice skills such as reading, writing, speaking and listening.

3. WhatsApp Group of English Education Department

English Education Department students have a WhatsApp group which is named English Education- 2. The group has 44 members includes 4 admins. WhatsApp group is used to share some information, to discuss the materials, and to repeat the lesson that has given by lecturer. The seventh semester students also used WhatsApp group to express their language whether

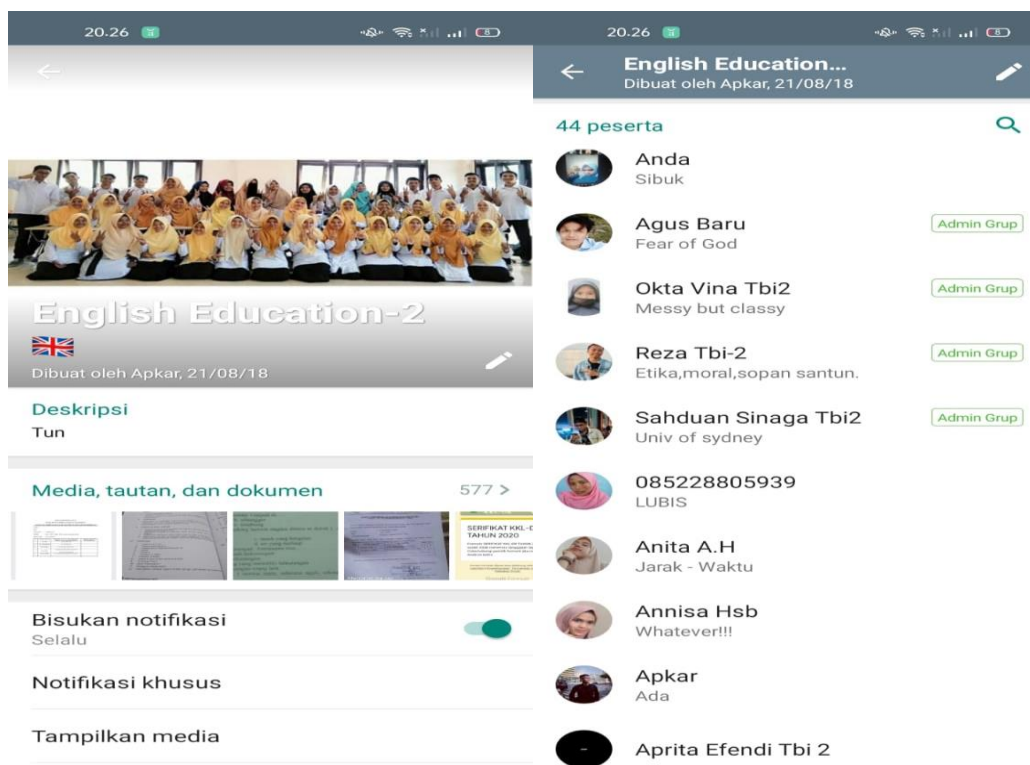
²⁷ Elias Bensalem, "The Impact of WhatsApp on EFL Students' Vocabulary Learning," *Arab World English Journal* 9, no. 1 (2018): 23–38, <https://doi.org/10.24093/awej/vol9no1.2>.

²⁸ Bouhnik and Deshen, "WhatsApp Goes to School: Mobile Instant Messaging between Teachers and Students."

²⁹ Khlood Mohammed Alabsi and Fatimah M A Alghamdi, "Students' Opinions on the Functions and Usefulness of Communication on WhatsApp in the EFL Higher Education Context," *Arab World English Journal* 1, no. 1 (2019): 129–44, <https://doi.org/10.24093/awej/elt1.10>.

in English, Indonesia, or both. In sum, WhatsApp group of English Education-2 is a group which has many functions for seventh semester students of English Education Department at State Institute for Islamic Studies Padangsidimpuan.

Picture 1
Interface of WhatsApp Group



D. Review of Related Findings

Actually, there were some researches related to this research. Many researchers had done research about Code Switching. One of researches is written by Meristika Moetia.³⁰ The result of data collection shows that the teacher and students did code switching either English to Bahasa Indonesia or

³⁰ Meristika Moetia, Usman Kasim, and Siti Sarah Fitriani, "Code Mixing and Code Switching in the Classroom Interaction," *English Education Journal* 9, no. 2 (2018), <http://www.jurnal.unsyiah.ac.id/EEJ/article/view/11530/9261>.

Bahasa Indonesia to English in terms of tag elements and sentences. Furthermore, based on the calculation the researcher found that the use of code switching by the teacher and students in the classroom was about 38% which consisted of 16% (15 times) of the inter-sentential type, 9% (9 times) of the intra-sentential one and 13% (12 times) of the extra-sentential one.

The other research was written by Veni Nella Syahputri.³¹ Based on the results above, there are several points to be discussed as in the following. Code exchanging is utilized much of the time. This is caused by the absence of vocabulary and syntax information that prompts the utilization of less English. As a matter of fact, there ought to be more English utilized when educating English. This discovering appears, those educator utilized code changing to encourage and clarify the substance of the exercise. They once in a while moved the themes so as to have their under studies consideration.

The other research was written by Syahreni Siregar.³² Based on the result of data analysis of the students PBI STAIN Jurai Siwo Metro, the researcher concludes that most of the students use English-Indonesian code-switching in the classroom instruction. The switching is categorized into three types which consist of tag-switching, inter-sentential switching, and intra-sentential switching. The students' language attitude toward English-Indonesian code-switching is positive. It can be analyzed that 50% positive

³¹ Veni Nella Syahputri, "Code-Switching Among EFL Teachers," *English Education Journal* 9, no. 4 (2018), https://www.mendeley.com/catalogue/f190ecd2-1830-3d6c-aa24-e800c62c61a8/?utm_source=desktop&utm_medium=1.14&utm_campaign=open_catalog&userDocumentId={d60a36f9-4df2-406b-b2e9-0e659f493940}.

³² Syahreni Siregar, "The Use of Code-Switching in English Education Study Program at State Islamic College of Jurai Siwo Metro," *English Education Journal* 3, no. 2 (2015): 90–105, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/1208>.

attitude, 33% between positive and negative attitude, and 17% negative attitude toward English-Indonesian code-switching in the classroom instruction.

The other research was written by Junita Pandiangan.³³ The result shows that there is only one datum (1%) categorized to be the type of switching for affective functions. This type of switching means to show or reveal feelings of the speaker. The result also shows that there is 18% of Code-Switching that can be categorized as metaphorical switching. In this case, the data that is categorized to be the metaphorical switching is from when the members of the group chat switch their language for the professional context of their communication.

The other research was written by Tuti Andayani.³⁴ The results show that the students of SMP N 3 Sindang Kelingi employ all of the three types of code-switching; word, phrase and sentence code-switching during the classroom discussion activities. This is related to the language proficiency. Since the students are at the elementary level of English proficiency, they employ the word type of code-switching mostly.

Finally, this research is written by researcher to add and complete the kind of researches before. Researches before are

³³ Pandiangan and Setyawan, "Analysis of Code Switching and Code Mixing Performed By Viavia Travel ' S Staff Yogyakarta on Their Whatsapp Group."

³⁴ Tuti Andayani, "Code-Switching , A Communication Strategy In Learning English," *Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT- 4)* 1, no. 1 (2016): 388–95, https://www.mendeley.com/catalogue/3ad61aa0-157c-3644-a7dc-a3618b509ccd/?utm_source=desktop&utm_medium=1.14&utm_campaign=open_catalog&userDocumentId={d358fffc-b0b7-48af-ba63-913a584c4296}.

mostly did in the classroom or face to face. Therefore, the researcher wants to do the research about code switching used by the seventh semester students of English Education Department in the State Institute for Islamic Studies Padangsidempuan in Whatsapp group of English Education-2.

CHAPTER III

RESEARCH METHOD

A. Types of Research

In this study, the researcher wanted to find out the types of code switching and what type dominantly used by the students of English Education Department in the State Institute for Islamic Studies Padangsidempuan in WhatsApp group chatting. This research is a qualitative approach. Moreover, it is a document study.

B. Participants and Time of the Research

Participants in this research were 17 students of TBI-2. Moreover, this research did in Padangsidempuan, Province of North Sumatera, Indonesia. The research conducted from 26 August 2020 until January 2021.

C. Source of the Data

Data sources are the subject where data are collected. It can be things, human being, place, and event. Data sources might be hoping to access or explore, these includes: language, expression, appearance, experiences, accounts, interpretations, memories, thoughts, ideas, opinions, understandings, emotions, feelings, perceptions, morals, behavior, practices, actions, activities, conversations, and interactions. It is possible to generate such elaborations for all the categories.

Primary data is the data source of research which obtained directly from the original source in the form of interviews, polls of individuals or groups (people) as well as observations of an object, event or test results (object). In this research, the primary data were taken from WhatsApp group chatting of the seventh semester students at State Institute for Islamic studies Padangsidempuan which contain code switching from 21 October until 20 December 2020.

D. Instrument of Collecting Data

Research instruments are tools used to collect data or information useful to answer the problem research. Generally, there were two instruments in this research, they were main instrument and supporting instrument. The main instrument was researcher, while the supporting instrument were screen shoot and the form of classification sheet.

Documentation is any communicable material that is used to describe, explain or instruct regarding some attributes of an object, system or procedure, such as its parts, assembly, installation, maintenance, and use. Documentation can be provided on paper, online, or on digital or analog media, such as audio tape or CDs. The forms of documentation in this research were Screen Shoot of chat and blank. Moreover, blank is a designation for a written letter that has not been filled with the required information or data.

Table 1
The Form of Classification Sheet

NO.	DATA	TAG SWITCHING	INTER-SENTENTIAL	INTRA-SENTENTIAL

			SWITCHING	SWITCHING
1.				
2.				
3.				
NO.	DATA	TAG SWITCHING	INTER- SENTENTIAL SWITCHING	INTRA- SENTENTIAL SWITCHING
4.				
5.				
6.				
7.				
8.				
9.				
10.				

E. Technique of Data Collection

The technique of data collection in this research was screen shooting.

The researcher explained the way of collecting the data below:

Screen shooting was done in WhatsApp group of English Education- 2.

Screen shooting was intended to collect the data. The procedures were:

1. Researcher was looking for chatting of participants in WhatsApp group of English Education-2.
2. Researcher screenshot the chats.
3. Researcher printed it out.
4. Finally researcher put the data in the blank.

F. Techniques of Data Analysis

After the data have been collected, the researcher did the data analysis.

Data analysis is concerned with describing what are in the data. The researcher analyzed them by using four steps of analyzing qualitative data suggested by Gay, they are reading, classifying, describing and interpreting.³⁵ The explanations of those steps as follow:

1. Reading

The first thing in data analysis, the researcher read the chats that have been screenshot by the researcher. After screenshot the chats, the researcher printed it out and read the document to find out whether code switching or not.

2. Classifying

Classifying is categorizing something or someone into a certain group or system based on the characteristic. So in this research, after reading the data, researcher classified the types of code switching used by participants. Beside that, the classifying also about what type of code switching dominantly used in WhatsApp group chatting of English Education-2.

The researcher classified code switching into three types. Based on theory, code switching is divided into three, they are: Tag switching, Inter- Sentential switching, and Intra- Sentential switching.

3. Describing

After classifying the data, researcher described the types of code switching which used by participants, and what type of code switching

³⁵ L. R. Gay, Geoffrey E. Mills, and Peter W. Airasian, *Educational Research: Competencies for Analysis and Applications*, Tenth Edit (New Jersey, USA: Pearson Education, Inc, 2012), <https://www.pdfdrive.com/educational-research-e54498862.html>.

dominantly used by them. Researcher described there are three types of code switching, they are: Tag switching, Inter- sentential switching, and Intra- sentential switching.

4. Interpreting

The last step is interpreting. The interpreting for this research is the researcher interpreted the characteristics of code switching types. The first is tag switching. Tag switching could involve a tag phrase, an exclamation, punctuation, or a parenthesis. The second is inter- sentential switching. Inter- sentential switching involved a switch between a clause and a sentence boundary. The last is Intra- Sentential switching. Intra- sentential switching occurs within a sentence or a clause.

In conclusion, the researcher conducted the data analysis as the researcher mentioned and explained in points above and the researcher did those steps in analyzing the data.

G. Techniques to Maintain the Data Trustworthiness

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data is used to contradicted the assumption of qualitative research is not scientific. The trustworthiness of a qualitative research can be increased by maintaining high credibility and objectivity. To reduce the bias of the data, and to improve the validity of the data collection, Gay suggested several strategies as follows:

1. Extend the study by staying in the field for a longer period to obtain additional data that can be compared to the earlier data or compare participant's consistency of responses.

2. Including addition participants to broaden the representativeness of the study and thus the data.
3. Make a concerted form to obtain participant trust and comport, trust providing more detailed, honest information from participants.
4. Try to recognize one's own biases and references and be honest with oneself in seeking them out.
5. Work with another researcher and independently gather and compare data collected from subgroups of the participants.
6. Allow participants to review and critique field notes or tape recordings for accuracy and meaning, but only at the end of the entire data collection period.
7. Use verbatim accounts of observation or interviews by collecting and recording data with tape recordings or detailed filed notes.
8. Record in journal one's own reflection, concerns, during the study and refer to them when examining the data collected.
9. Examine unusual result for explanation.
10. Triangulate by using different data sources to confirm one another, as when interview, and recollections of other participants produce the same description of an event, or when a participants responds similarly to a personal question asked on three different occasions.³⁶

Based on strategies above, the researcher chose triangulate by using different data sources to confirm one another.

³⁶ L. R. Gay, Mills, and Airasian, *Educational Research: Competencies for Analysis and Applications*.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents data analysis which deals with the data investigated from the research which collected by documentation of chat in WhatsApp group of English Education-2. The data were about the types of code switching used by the students of English Education Department at the State Institute for Islamic Studies Padangsidempuan in WhatsApp Group and dominant code they used. In this chapter, the researcher presents four things: findings, discussions, checking trustworthiness and limitations of the research.

A. Findings

1. Types of Code Switching Used by the Students of English Education Department at the State Institute for Islamic Studies Padangsidempuan in WhatsApp Group.

Based on theory, there are three types of code switching. They are classified into tag switching, inter- sentential switching, and inter- sentential switching. Furthermore, after reading the document, researcher describes there are three types of code switching which used by participants. They are: tag switching, inter- sentential switching, and intra- sentential switching. From the results off data analysis, the data is shown as follows:

a. Description of the Data

Datum 1: Do we have writing class today? *Atau kita Cuma ujian aja*

This clause is categorized as Inter- Sentential switching because it consists of two interrogative sentences which the first sentence is in English and the second

sentence is in Indonesian language.

Datum 2: *Kurang tau juga.* Did ma'am tell us about exam today?

This is categorized as Inter- Sentential switching because it switched from English into Indonesian language in the sentences boundary.

Datum 3: Give me and idea *tentang judul la gaes..*

This is categorized as tag switching because there is a tag in the beginning of utterance. The tag is in English and continued with Indonesian language in the end of utterance. The words "give me and idea" are in English, while words "*tentang judul la gaes*" are in Indonesian language.

Datum 4: Don't be sad *dong teman ku*

This datum is categorized as tag switching because there is an insertion of a tag phrase from English into an utterance from Indonesian language. The words "don't be sad" are in English while words "*teman ku*" are in Indonesian language. The words "don't be sad" are in English while words "*dong teman ku*" are in Indonesian language.

Datum 5: Don't be sad *dong teman ku....*

This sentence is categorized as Intra- sentential switching because it is a negative sentence which used two languages. The first language is English, while the second language is Indonesian language.

Datum 6: I know you are not in a good condition. *Tapi jangan gini dong*

This clause is categorized as Inter- Sentential switching because it is switched from English in the first sentence into Indonesian language in the next utterance.

Datum 7: We are in same opinion *karna grup nya satu.*

This sentence is categorized as Intra- Sentential switching because there are two languages in a sentence. The first language is English, while the second is Indonesian language.

Datum 8: Have not *teman*

This is called tag switching because it is only the insertion of a phrase which is switched from English into Indonesian language. The phrase “have not” are in English while word “*teman*” is in Indonesian language.

Datum 9: Be patient and strong *ya teman teman ku!*

This phrase is categorized as tag switching because this is an exclamation phrase and it used exclamation mark. The words “be patient and strong” are in English while “*ya teman teman ku*” is in Indonesian language.

Datum 10: Are you kidding me *kakak Okta?*

This interrogative sentence is intra- sentential switching because there are two languages in a sentence. The first language is English, while the second language is Indonesian language.

Datum 11: Happy birthday my leader.. *Panjang umur sehat selalu dan semoga di berkahi usia nya.*

This is categorized as Inter- Sentential switching because it consists of two clauses with different language. The first clause is in English while the

second clause is in Indonesian language.

Datum 12: Will we have online class with Miss phu? *Jadi nggak guys?*

This is categorized as Inter- Sentential switching because it consists of two interrogative sentences with two different languages. The first sentence used English language while the second used Indonesian language.

Datum 13: Guys, wanna ask. *Siapa yang masih punya blog?*

This utterance is categorized as tag switching because it is changed from English into Indonesian language. Moreover, it is an interrogative sentence and it is used question mark. The words “guys, wanna ask” are in English while words “*siapa yang masih punya blog*” are in Indonesian language.

Datum 14: Free task *hari ini!*

This phrase is categorized as tag switching because this tag is changed into English into Indonesian language. It is also use exclamation mark. The phrase “free task” is in English, while “hari ini” is in Indonesian language.

Datum 15: Do you guys understand *yang tugas writing itu?*

This interrogative sentence is categorized as intra- sentential switching because it consists of two different languages. The first language is English, while the second language is Indonesian language.

Datum 16: But I think it is like make several questions for interview *dan ada dua bentuk pertanyaan gitu.*

This is categorized as intra- sentential switching because it consists of two different languages in a sentence. The first language is English, while the second language is Indonesian language.

Datum 17: We will do examination by virtual meeting. *Iya nggak sih?*

It is categorized as Inter- Sentential switching because it is switched from English into Indonesian language in the sentences boundary.

Datum 18: I have done it *temanku*.

This is categorized as intra- sentential switching because it has two different languages in a sentence. The first language is English while the second language is Indonesian language.

Datum 19: You may ask Mr. Syafrilianto *di lantai 2 ujung ke 2*

This is categorized as intra- sentential switching because there are two languages in a sentence. The first used English, while the second used Indonesian language.

Datum 20: My favorite sticker *banget yang ini..*

This is categorized as tag switching because it is a tag and it is switched from English into Indonesian language. The words “my favorite sticker” are in English, while “*banget yang ini*” is in Indonesian language.

Datum 21: No, I have not too. *Kenapa rupanya nis?*

It is categorized as inter- sentential switching because it consists of two sentences with different language. The first is negative sentence with English, while the second is interrogative sentence with Indonesian language.

Datum 22: How about you? *Gimana malam ahad nya?*

It is categorized as inter- sentential switching because it consists of two interrogative sentences which have different languages. The first sentence

used English while the second used Indonesian language.

Datum 23: I just miss you guys. *Teringat kita di kelas*

This is categorized as inter-sentential switching because it consists of two sentences which are in different languages. The first language is English while the second language is Indonesian language.

Datum 24: How about kunyem? *Dia udah pulang belum malam ini?*

This is categorized as inter-sentential switching because it consists of two interrogative sentences with different languages. The first sentence is in English, while the second is in Indonesian language.

Datum 25: I miss you all too. *Jadi mewek deh*

This is categorized as inter-sentential switching because it consists of two sentences with different languages. Which the first language is in English, while the second is in Indonesian language. The switch of language is in the boundary of sentences.

Datum 26: She has many reasons ya... *Gak terlawan*

This is categorized as intra-sentential switching because it consists of a clause with two different languages. Which are English in the first sentence and Indonesian language at the last of clause.

Datum 27: Keep fighting Ika! *Kalo udah masuk Indosiar jangan lupa salam salam untuk TBI-2 ya*

It is categorized as tag switching because it is just a tag or phrase. Even though it is a long utterance, but it does not have subject and predicate. Moreover this phrase is used two different languages which are English

and Indonesian language.

Datum 28: Keep fighting ika!!.. Semoga berhasil

This is categorized as tag switching because these phrases switched from English into Indonesian language.

Datum 29: I think so, *tapi gak tau yaa kan*

This is categorized as intra- sentential switching because it is a clause with two different languages. The first language is English while the second language is Indonesian language.

Datum 30: I am not sure. *Kalian Tanya dulu ma'am kalo enggak.*

This is categorized as inter- sentential switching because it consists of two different languages which the switch of language is in the sentence boundary.

Datum 31: You made me laugh out loud morijaa.. *Gimana la itu kalo sempat terlihat Miss?*

This is categorized as inter- sentential switching because it consists of two sentences with two different languages. The first sentence is positive sentence with English, while the second sentence is interrogative sentence in Indonesian language.

Datum 32: I do not know. *Aku juga gak masuk El.*

This is categorized as inter- sentential switching because it consists of two negative sentences with two different languages. The first sentence is in English, while the second sentence is in Indonesian language.

Datum 33: Collect your first till fourth task to Miss phu tomorrow at 10.

Kita gak perlu lagi ngumpul ke leader.

This is categorized as inter-sentential switching because it has two sentences with two different languages. The first sentence is exclamation sentence with English, while the second sentence is negative sentence with Indonesian language.

Datum 34: Practice as a tour guide nis. Introduce yourself, the object of tourism, and the food. *Pokoknya kek manalah kau buat kalo kau jadi tour guide.*

It is categorized as inter-sentential switching because it consists of two sentences with two different languages. The first sentence is in English, while the second sentence is in Indonesian language. Moreover, it is switched in the sentence boundary.

Datum 35: I don't know Des *sangkin sering nya Azza ganti nomor.*

This is categorized as intra-sentential switching because it has two different languages in a sentence. the first language is English while the second language is Indonesian language.

Datum 36: What is up leader? *Sudah ada informasi kah mengenai ujian?*

This is categorized as inter-sentential switching because it consists of two interrogative sentence with two different languages. The first language is English while the second language is Indonesian language and the switch of language is in the sentence boundary.

Datum 37: I do not know. *Ayok kita tanya biar jelas..*

This is categorized as inter-sentential switching because it has two sentences with two different languages which are English and Indonesian language. Furthermore, the switch of language is in the boundary of sentences.

b. Types of Code Switching

1) Tag Switching

Tag switching happens when a speaker inserts short expressions (tag) from different language at his/ her utterances. In WhatsApp group chatting of English Education Department students tag switching were occurred nine times. The form of chats can be seen below:

Datum 3: Give me and idea *tentang judul la gaes..*

This is categorized as tag switching because there is a tag in the beginning of utterance. The tag is in English and continued with Indonesian language in the end of utterance. The words “give me and idea” are in English, while words “*tentang judul la gaes*” are in Indonesian language.

Datum 4: Don't be sad *dong teman ku*

This datum is categorized as tag switching because there is an insertion of a tag phrase from English into an utterance from Indonesian language. The words “don't be sad are in English while words “*teman ku*” are in Indonesian language. The words “don't be

sad” are in English while words “*dong teman ku*” are in Indonesian language.

Datum 8: Have not *teman*

This is called tag switching because it is only the insertion of a phrase which is switched from English into Indonesian language.

The phrase “have not” are in English while word “*teman*” is in Indonesian language.

Datum 9: Be patient and strong *ya teman teman ku!*

This phrase is categorized as tag switching because this is an exclamation phrase and it used exclamation mark. The words “be patient and strong” are in English while “*ya teman teman ku*” is in Indonesian language.

Datum 13: Guys, wanna ask. *Siapa yang masih punya blog?*

This utterance is categorized as tag switching because it is changed from English into Indonesian language. Moreover, it is an interrogative sentence and it is used question mark. The words “guys, wanna ask” are in English while words “*siapa yang masih punya blog*” are in Indonesian language.

Datum 14: Free task *hari ini!*

This phrase is categorized as tag switching because this tag is changed into English into Indonesian language. It is also use exclamation mark. The phrase “free task” is in English, while “hari ini” is in Indonesian language.

Datum 20: My favorite sticker *banget yang ini..*

This is categorized as tag switching because it is a tag and it is switched from English into Indonesian language. The words “my favorite sticker” are in English, while “*banget yang ini*” is in Indonesian language.

Datum 27: Keep fighting Ika! *Kalo udah masuk Indosiar jangan lupa salam salam untuk TBI-2 ya*

It is categorized as tag switching because it is just a tag or phrase. Even though it is a long utterance, but it does not have subject and predicate. Moreover this phrase is used two different languages which are English and Indonesian language.

Datum 28: Keep fighting ika!!. Semoga berhasil

This is categorized as tag switching because these phrases switched from English into Indonesian language.

2) Inter- Sentential Switching

Inter- Sentential switching involves a switch at a clause or sentence boundary where each clause or sentence is in one language and the next clause or sentence in another language. Inter- Sentential switching is switching at the sentence level. In WhatsApp group chatting of English Education Department students Inter- Sentential switching were occurred seventeen times.

The form of chats can be seen below:

Datum 1: Do we have writing class today? *Atau kita Cuma ujian*

aja

This clause is categorized as Inter- Sentential switching because it consists of two interrogative sentences which the first sentence is in English and the second sentence is in Indonesian language.

Datum 2: *Kurang tau juga.* Did ma'am tell us about exam today?

This is categorized as Inter- Sentential switching because it switched from English into Indonesian language in the sentences boundary.

Datum 6: I know you are not in a good condition. *Tapi jangan gini*

dong

This clause is categorized as Inter- Sentential switching because it is switched from English in the first sentence into Indonesian language in the next utterance.

Datum 11: Happy birthday my leader.. *Panjang umur sehat selalu*

dan semoga di berkahi usia nya.

This is categorized as Inter- Sentential switching because it consists of two clauses with different language. The first clause is in English while the second clause is in Indonesian language.

Datum 12: Will we have online class with Miss phu? *Jadi nggak*

guys?

This is categorized as Inter- Sentential switching because it consists of two interrogative sentences with two different languages. The first sentence used English language while the

second used Indonesian language.

Datum 17: We will do examination by virtual meeting. *Iya nggak sih?*

It is categorized as Inter- Sentential switching because it is switched from English into Indonesian language in the sentences boundary.

Datum 21: No, I have not too. *Kenapa rupanya nis?*

It is categorized as inter- sentential switching because it consists of two sentences with different language. The first is negative sentence with English, while the second is interrogative sentence with Indonesian language.

Datum 22: How about you? *Gimana malam ahad nya?*

It is categorized as inter- sentential switching because it consists of two interrogative sentences which have different languages. The first sentence used English while the second used Indonesian language.

Datum 23: I just miss you guys. *Teringat kita di kelas*

This is categorized as inter- sentential switching because it consists of two sentences which are in different languages. The first language is English while the second language is Indonesian language.

Datum 24: How about kunyem? *Dia udah pulang belum malam ini?*

This is categorized as inter-sentential switching because it consists of two interrogative sentences with different languages. The first sentence is in English, while the second is in Indonesian language.

Datum 25: I miss you all too. *Jadi mewek deh*

This is categorized as inter-sentential switching because it consists of two sentences with different languages. Which the first language is in English, while the second is in Indonesian language. The switch of language is in the boundary of sentences.

Datum 30: I am not sure. *Kalian Tanya dulu ma'am kalo enggak.*

This is categorized as inter-sentential switching because it consists of two different languages which the switch of language is in the sentence boundary.

Datum 31: You made me laugh out loud morijaa.. *Gimana la itu kalo sempat terlihat Miss?*

This is categorized as inter-sentential switching because it consists of two sentences with two different languages. The first sentence is positive sentence with English, while the second sentence is interrogative sentence in Indonesian language.

Datum 32: I do not know. *Aku juga gak masuk El.*

This is categorized as inter-sentential switching because it consists of two negative sentences with two different languages. The first

sentence is in English, while the second sentence is in Indonesian language.

Datum 33: Collect your first till fourth task to Miss phu tomorrow at 10. *Kita gak perlu lagi ngumpul ke leader.*

This is categorized as inter- sentential switching because it has two sentences with two different languages. The first sentence is exclamation sentence with English, while the second sentence is negative sentence with Indonesian language.

Datum 34: Practice as a tour guide nis. Introduce yourself, the object of tourism, and the food. *Pokoknya kek manalah kau buat kalo kau jadi tour guide.*

It is categorized as inter- sentential switching because it consists of two sentences with two different languages. The first sentence is in English, while the second sentence is in Indonesian language. Moreover, it is switched in the sentence boundary.

Datum 36: What is up leader? *Sudah ada informasi kah mengenai ujian?*

This is categorized as inter- sentential switching because it consists of two interrogative sentence with two different languages. The first language is English while the second language is Indonesian language and the switch of language is in the sentence boundary.

Datum 37: I do not know. *Ayok kita tanya biar jelas..*

This is categorized as inter- sentential switching because it has two sentences with two different languages which are English and Indonesian language. Furthermore, the switch of language is in the boundary of sentences.

3) Intra- Sentential Switching

Intra- Sentential switching occurs when words or phrases from another language are inserted into a sentence of the first language, and thus, a sentence is made up of two or more languages. In WhatsApp group chatting of English Education Department students Inter- Sentential switching were occurred ten times. The form of chats can be seen below:

Datum 5: Don't be sad *dong teman ku....*

This sentence is categorized as Intra- sentential switching because it is a negative sentence which used two languages. The first language is English, while the second language is Indonesian language.

Datum 7: We are in same opinion *karna grup nya satu.*

This sentence is categorized as Intra- Sentential switching because there are two languages in a sentence. The first language is English, while the second is Indonesian language.

Datum 10: Are you kidding me *kakak Okta?*

This interrogative sentence is intra- sentential switching because

there are two languages in a sentence. The first language is English, while the second language is Indonesian language.

Datum 15: Do you guys understand *yang tugas* writing *itu*?

This interrogative sentence is categorized as intra- sentential switching because it consists of two different languages. The first language is English, while the second language is Indonesian language.

Datum 16: But I think it is like make several questions for interview *dan ada dua bentuk pertanyaan gitu*.

This is categorized as intra- sentential switching because it consists of two different languages in a sentence. The first language is English, while the second language is Indonesian language.

Datum 18: I have done it *temanku*.

This is categorized as intra- sentential switching because it has two different languages in a sentence. The first language is English while the second language is Indonesian language.

Datum 19: You may ask Mr. Syafriyanto *di lantai 2 ujung ke 2*

This is categorized as intra- sentential switching because there are two languages in a sentence. The first used English, while the second used Indonesian language.

Datum 26: She has many reasons ya... *Gak terlawan*

This is categorized as intra- sentential switching because it consists

of a clause with two different languages. Which are English in the first sentence and Indonesian language at the last of clause.

Datum 29: I think so, *tapi gak tau yaa kan*

This is categorized as intra- sentential switching because it is a clause with two different languages. The first language is English while the second language is Indonesian language.

Datum 35: I don't know Des *sangkin sering nya Azza ganti nomor.*

This is categorized as intra- sentential switching because it has two different languages in a sentence.the first language is English while the second language is Indonesian language.

In the final analysis, there were three types of code switching used by students of English Education Department at state institute for Islamic Padangsidempuan. The types of code switching are: tag switching, inter- sentential switching, and intra- sentential switching. Finally, code switching was occurred 37 times in WhatsApp group chatting of English Education-2 started from 21 October until 20 December 2020. The explanations above are made in the form of a table which can be seen in appendix 3.

2. Dominant Code Switching Used by the Students of English Education Department at State Institute for Islamic Studies Padangsidempuan.

Based on the findings of this research, the researcher found that there were three code switching used by participants toward WhatsApp group chatting. They

used tag switching, inter- sentential switching, and intra- sentential switching.

Table 2
Total of Code Switching

NO.	Types of Code Switching	Amount of Utterances
1.	Tag switching	9
2.	Inter- Sentential Switching	18
3.	Intra- Sentential Switching	10
TOTAL		37

So, automatically the amount of code switching in WhatsApp group chatting of seventh semester students of English Education Department at State Institute for Islamic Studies Padangsidempuan was 37 times. Inter- sentential switching was dominantly used than other two types of code switching in WhatsApp group. It might be seen the percentage for tag switching was 25.7%, inter- sentential switching was 51.4%, and intra sentential switching was 28.5%.

B. Discussions

By looking on the result of analyzing the data, the researcher found that the seventh semester students of English Education Department used three types of code switching in WhatsApp group chatting of English Program IAIN Padangsidempuan. The code used by them were code switching, inter- sentential switching, and intra- sentential switching. Actually there are many different types of English code switch inserted in daily communications

amongst Indonesians. They range from the interaction in a formal speech through to an informal chat.³⁷ In a written format, the English code switch can be found anywhere through the social media, for example, some of the words written as ‘status’ or ‘news feed’ on Twitter or Facebook are in English.

Tag switching was one of the codes that participants used. This type of code was the dominant code used by participants toward WhatsApp group chatting of English Program IAIN Padangsidempuan. This result supported by Adisthina Cahyaning Putri et al.³⁸ The result presented the analysis of code switching in English students chats in Line Groups. The analysis focused on three points, they are: three types of code switching such as tag switching, inter- sentential switching, and intra- sentential switching.

Another researcher that support this result is Qoni’ Zamili.³⁹ This study found five functions of code switching intended by the speakers in the group chat. These five functions are then considered as the motives of code switching phenomenon which are referential, expressive, phatic, metalinguistic and poetic function. There are two motives, phatic and poetic, that are more dominant than the other motives. Only one function or motive, directive function, is not intended by the speakers in that group chat.

³⁷ Dedy Setiawan, “English Code Switching in Indonesian Language,” *Universal Journal of Educational Research* 4, no. 7 (2016): 1545–52, <https://doi.org/10.13189/ujer.2016.040707>.

³⁸ Adisthina Cahyaning Putri et al., “Code Switching in Line Group Chatting Used by Students of English Department in Udayana University,” *Jurnal Humanis, Fakultas Ilmu Budaya Unud* 22 (2018): 868–73, <https://doi.org/10.24843/JH.2018.v22.i04.p05>.

³⁹ Zamili Qoni’, “Beyond The Code Switching In Whatsapp Chats of Javanese English Teachers Forum In Tulungagung” 1, no. 1 (2011): 56–63, https://www.mendeley.com/catalogue/183d2b74-32a7-384c-a19c-43710f6705ca/?utm_source=desktop&utm_medium=1.14&utm_campaign=open_catalog&userDocumentId={21ed7da4-5309-4870-aa07-22c67fd6f258}.

In addition there was research that has been done by Syahreni Siregar.⁴⁰ Based on the result of data analysis of the students PBI STAIN Jurai Siwo Metro, the researcher concludes that most of the students use English-Indonesian code-switching in the classroom instruction. The switching is categorized into three types which consist of tag- switching, inter- sentential switching, and intra- sentential switching.

In sum, researcher did the research in WhatsApp group chatting of seventh semester students English Education Department at State Institute for Islamic Studies Padangsidempuan. The types of code switching they did were tag switching, inter- sentential switching, and intra- sentential switching. Finally, the dominant type they used was inter- sentential switching.

C. Checking Data Trustworthiness

The trustworthiness of these findings had been checked by allowing participants to review and critique field notes for accuracy and meaning. Researcher has checked trustworthiness at the end of the entire data collection period. In the final analysis, it can be seen that there are three types of code switching which used by the seventh semester students of English Education Department at State Institute for Islamic Studies Padangsidempuan in WhatsApp group of English Education-2. They are tag switching, inter- sentential switching, and intra- sentential switching and the most dominant used is inter- sentential switching.

⁴⁰ Syahreni Siregar, "The Use of Code- Switching in English Education Study Program at State Islamic College of Jurai Siwo Metro," *English Education Journal* 3, no. 2 (2015): 90–105, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/1208>.

D. Limitations of the Research

This research was done by researcher on WhatsApp group chatting of English Education Department students at State Institute for Islamic Studies Padangsidempuan. The findings might not have the same results in other university; the truth that researcher found might not be generalized in other places for the problems of different conditions. The limitations that researcher found in doing the research were:

1. The data were difficult to find because there is a lot of chat in group.
2. The data were difficult to find because seventh semester students of English Education Department-2 are often use Indonesian language when they were chatting.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Referring to the findings that presented on the previous chapter, the conclusion can be drawn as follows:

1. There were three types of code switching used by the seventh semester students of English Education Department at State Institute for Islamic Studies Padangsidempuan in WhatsApp group chatting of English Education-2. The types of code were tag switching, inter-sentential switching, and intra-sentential switching.
2. The most dominant code switching used by the seventh semester students of English Education Department at State Institute for Islamic Studies Padangsidempuan in WhatsApp group chatting of English Education-2 was inter-sentential switching. There were eighteen times appeared in that group.

B. Suggestions

Depended on the findings above, the researcher would like to give some suggestions as consideration which has important for English students and future researchers.

1. Suggestion for English Students

The English students should be opened mind that English is not just a standard one that is taught in formal school and as it is written in academic books. The English students must know more about

sociolinguistics aspect mainly code switching as it is used in literary book in order to make their knowledge about English getting better, consequently it can facilitate them in improving their knowledge.

2. Suggestion for Future Researchers

The researcher hopes that future researchers should have more complete research about code switching and they can develop this research by including all related aspects of code switching. In addition, the researcher hopes for future researchers to find the other factors of sociolinguistics as a title of research, because still many aspect of sociolinguistics that was interesting to be a research.

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CURRICULUM VITAE



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B. Parents

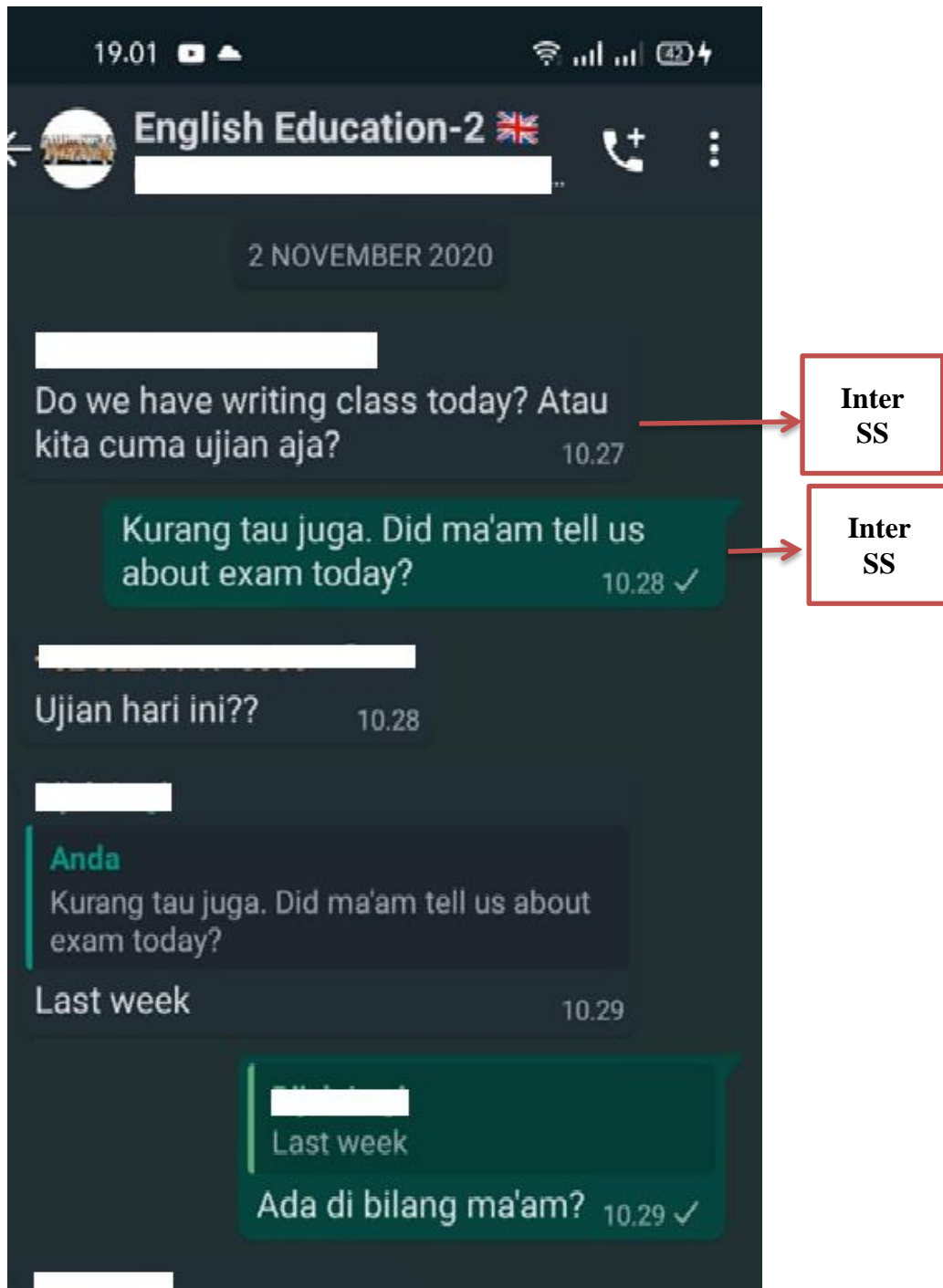
Father's Name : Abdul Azis Hasibuan (Alm)
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Mother's Name : Masria Siregar
Job : Tailor

C. Educational Background

Elementary School : SD N 200515 Perumnas Pijorkoling(2011)
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Senior High School : SMK N 3 Padangsidimpuan (2017)
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APPENDIX I

DATA (SCREENSHOOT OF CODES SWITCHING IN WHATSAPP GROUP)



19.36



English Education-2 🇬🇧



Wakakakaka. Bayaaaa 19.30 ✓

Olo kele

Sononma musimna baya 19.31



19.33

Give me an idea tentang judul la
gaes..

19.35

Tag S

19.02



English Education-2 🇬🇧



[Redacted]

Anda

Oh iya ya. Mid term

You are right teman! 10.38

[Redacted]

Udah masuk guys?? 10.56

[Redacted]
Udah masuk guys??

Blm 10.56 ✓

[Redacted]

+62 822-7719-8566

Udah masuk guys??

Udah 11.03

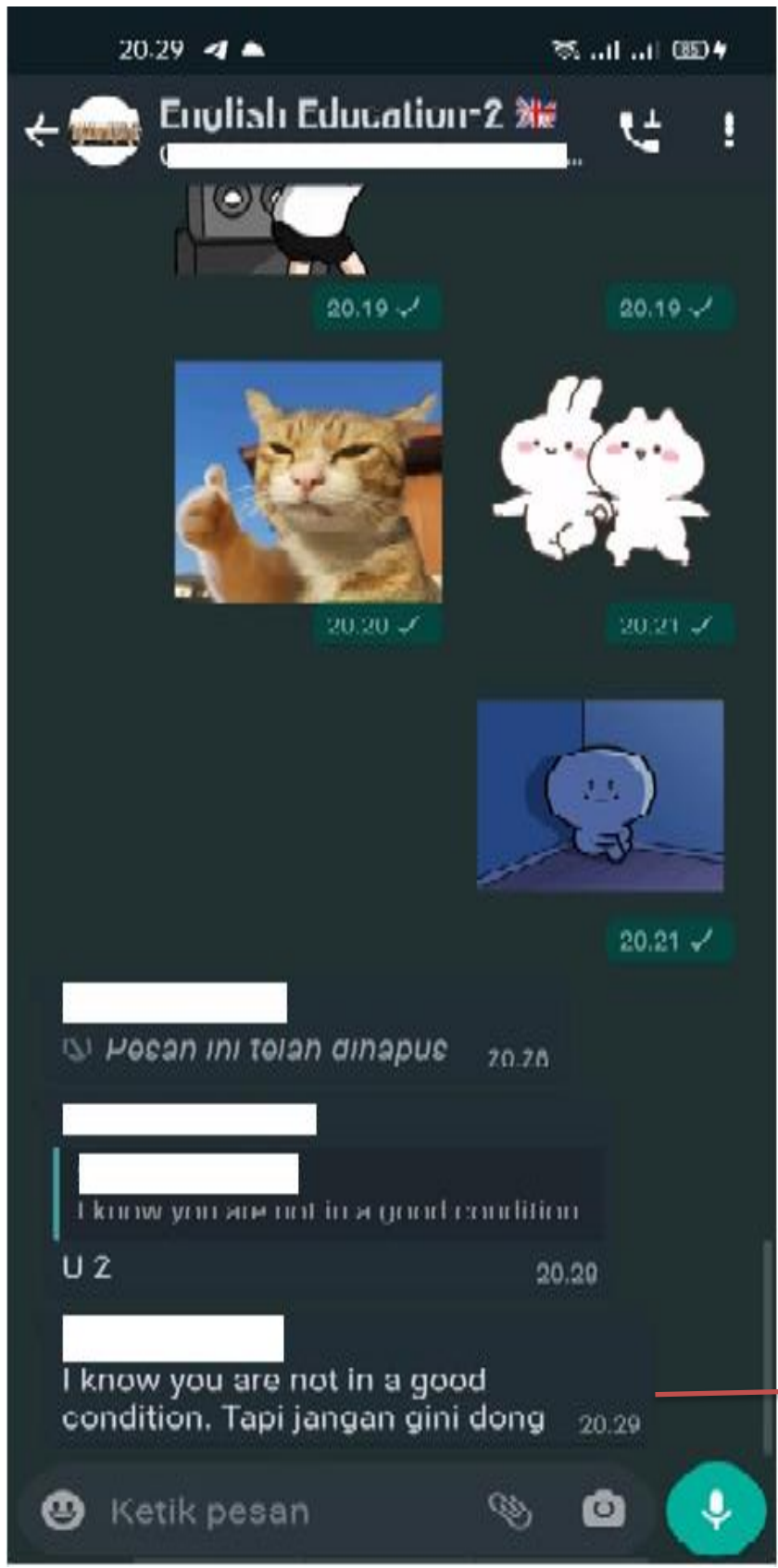
[Redacted]

Judulnya itu bebas kan we? 11.10

Tag S



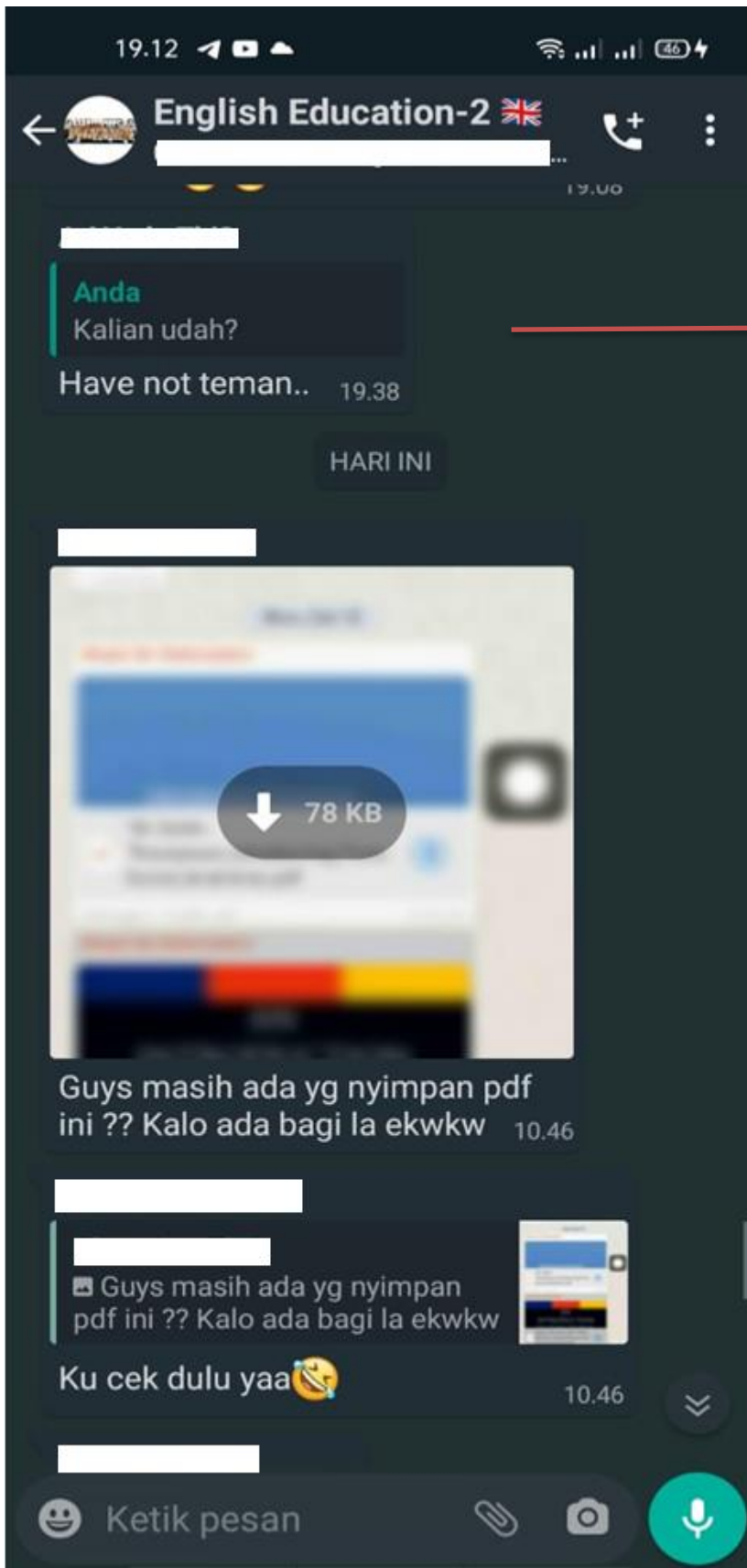
Intra
SS



Intra
SS



Intra
SS



Tag S

20.46

📶 📶 📶 91 🔋



English Education-2 🇬🇧



baru menghadapi dunia yang
sesungguhnya

Naboto bedah
Dijalani majolo soni 20.41

Madung do n*s wkwkwkw 20.41

[Redacted]
Naboto bedah
Dijalani majolo soni
Napedo. Sada nai ki 20.41 ✓

[Redacted]

Anda
Napedo. Sada nai ki

Ekwkwkwkw
Aha doma nikku kecetna 20.42

[Redacted] 20.42

Keluar dulu dirimu wkwkwkw 20.42

[Redacted]

Be patient and strong ya teman
teman ku! 20.44

[Redacted]

[Redacted]
Ekwkwkwkw
Aha doma nikku kecetna

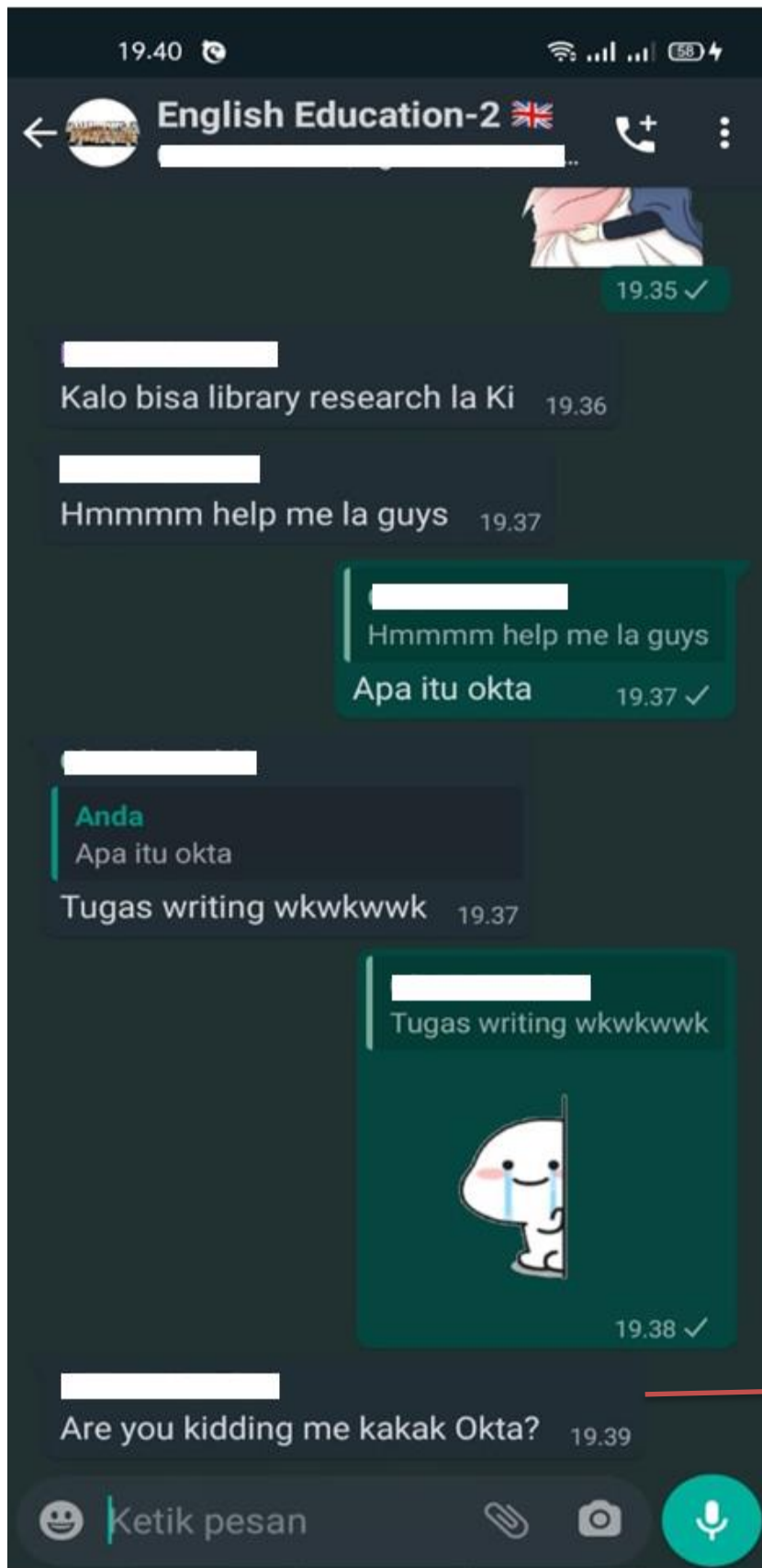
Tetap semangat juga sayang cintaku
❤️ 20.45



Ketik pesan



Tag S



Inter
SS

19.04

📶 📶 📶 43 🔋



English Education-2 🇬🇧



Happy birthday our kosma @Sutan Baru 🍷 , semoga selalu kuat yah dan sabar menghadapi kami. Kemek2 besok yah sutannnnnnn 08.36



🔒 Pesan ini telah dihapus 08.36



Happy Birthday [redacted] 🍷
Wish you All the best 👍 08.37



Happy birthday my leader.. Panjang umur sehat selalu dan semoga di berkahi usia nya. 08.39



Sengicukal hamida 08.41

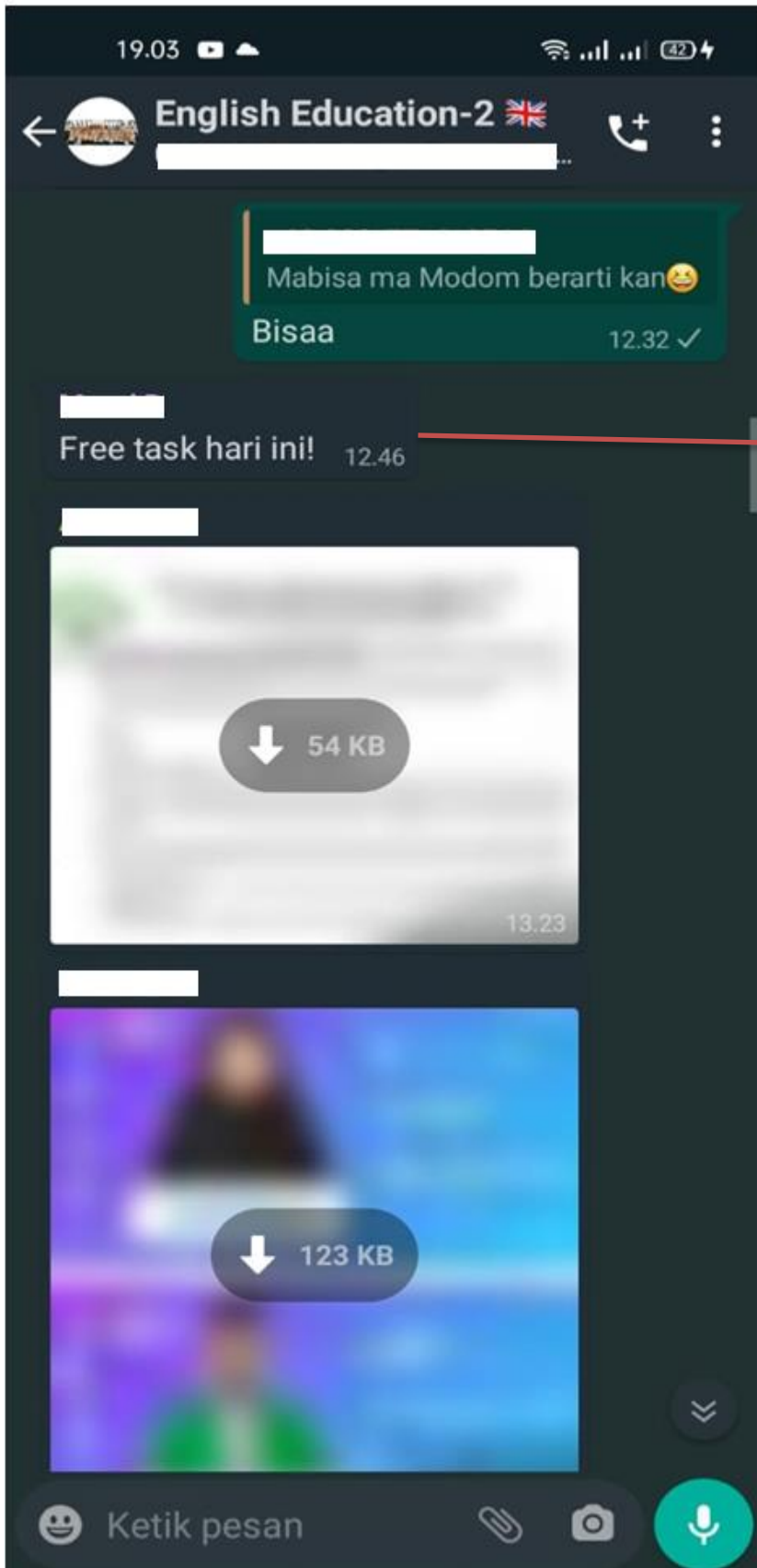


Happy birthday our kosma yang baik hati dan classy [redacted] 🍷 , semoga selalu kuat yah dan sabar menghadapi kami. I love you cutaaaaaaaaaaaaaaaaannnnnnn 💔
Kemek2 besok yah beibehhhhhh 08.41

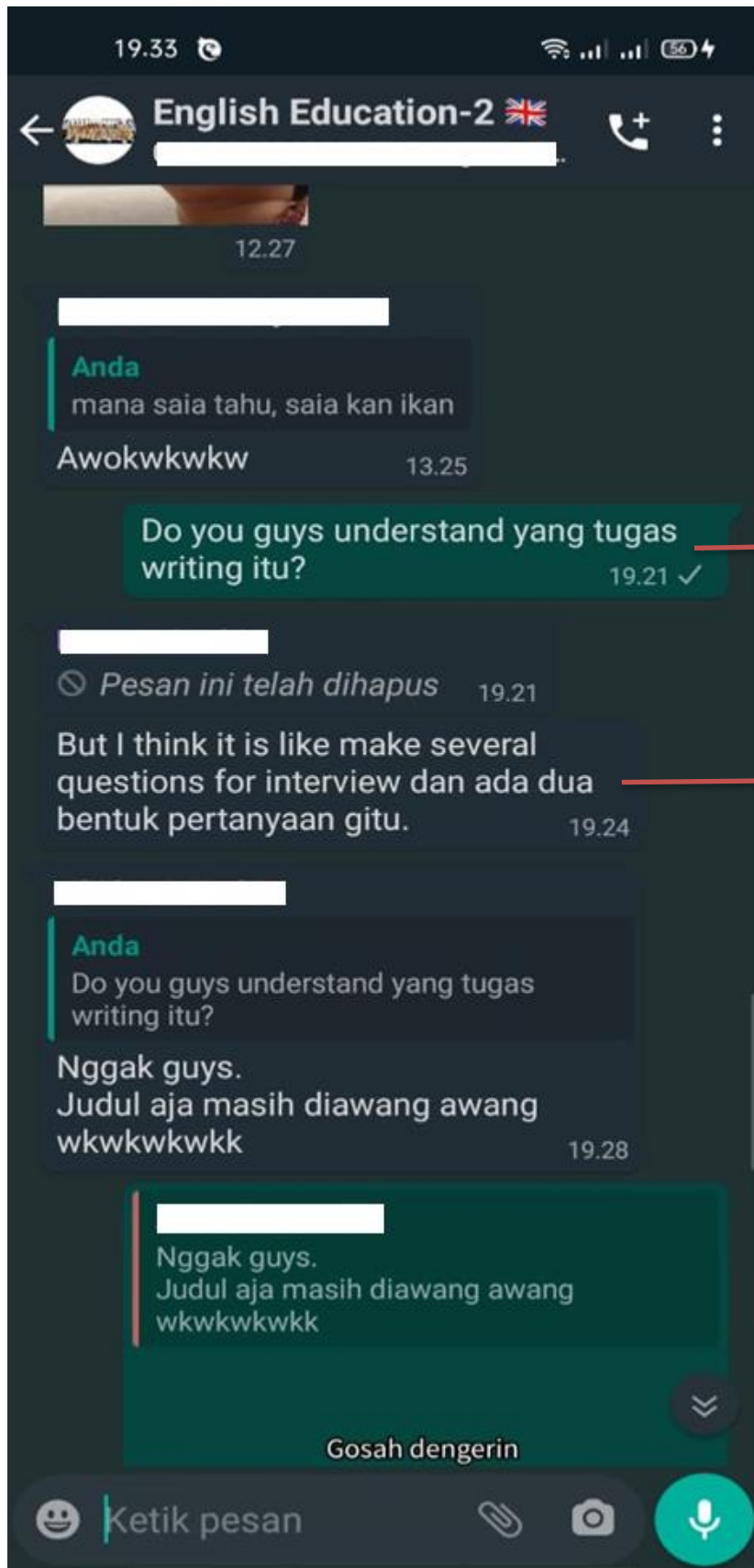
Inter
SS



Inter
SS



Tag S



Do you guys understand yang tugas writing itu?

Intra
SS

Pesan ini telah dihapus

But I think it is like make several questions for interview dan ada dua bentuk pertanyaan gitu.

Intra
SS

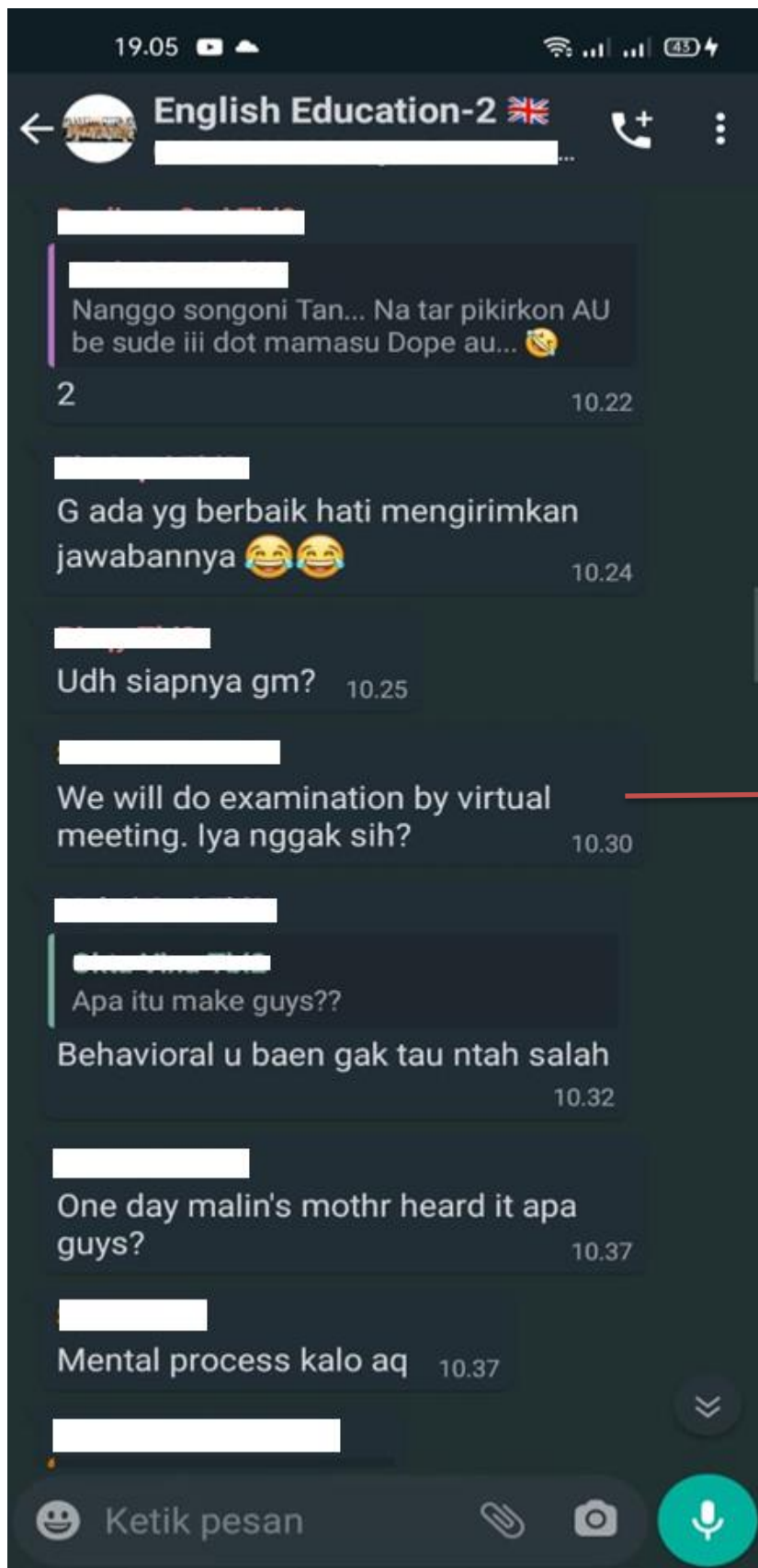
Anda
Do you guys understand yang tugas writing itu?

Nggak guys.
Judul aja masih diawang awang wkwkwkwkk

Nggak guys.
Judul aja masih diawang awang wkwkwkwkk

Gosah dengerin

Ketik pesan



Inter
SS



Intra
SS

19.27



English Education-2



Lupa ntah siapa 18.28

Pokoknya lantai 2 ruangan ke2 dri ujung 18.28

Kemana diminta formulirnya?

You may ask Mr. Syafrilianto di lantai 2 ujung ke 2 18.34 ✓

Inter
SS



Gak NGELTI...

18.40



18.40 ✓

Okedeh kak

18.42



Ketik pesan





Tag SS



No i haven't 23.01

How is your Saturday night nisaaa

23.01

? 23.01

No i heven't too. Kenapa rupanya nis?

23.01

How is your Saturday night nisaaa

Yaaah. Seperti biasa Mak nyem.
Melelahkan

23.02 ✓

How is your Saturday night nisaaa

How about you? Gimana malam Ahad
nya?

23.02 ✓

No i heven't too. Kenapa rupanya nis?

Typo. Sorry guys

23.02

Anda

How about you? Gimana malam Ahad
nya?

As usually, nothing special

23.03

**Inter
SS**

**Inter
SS**



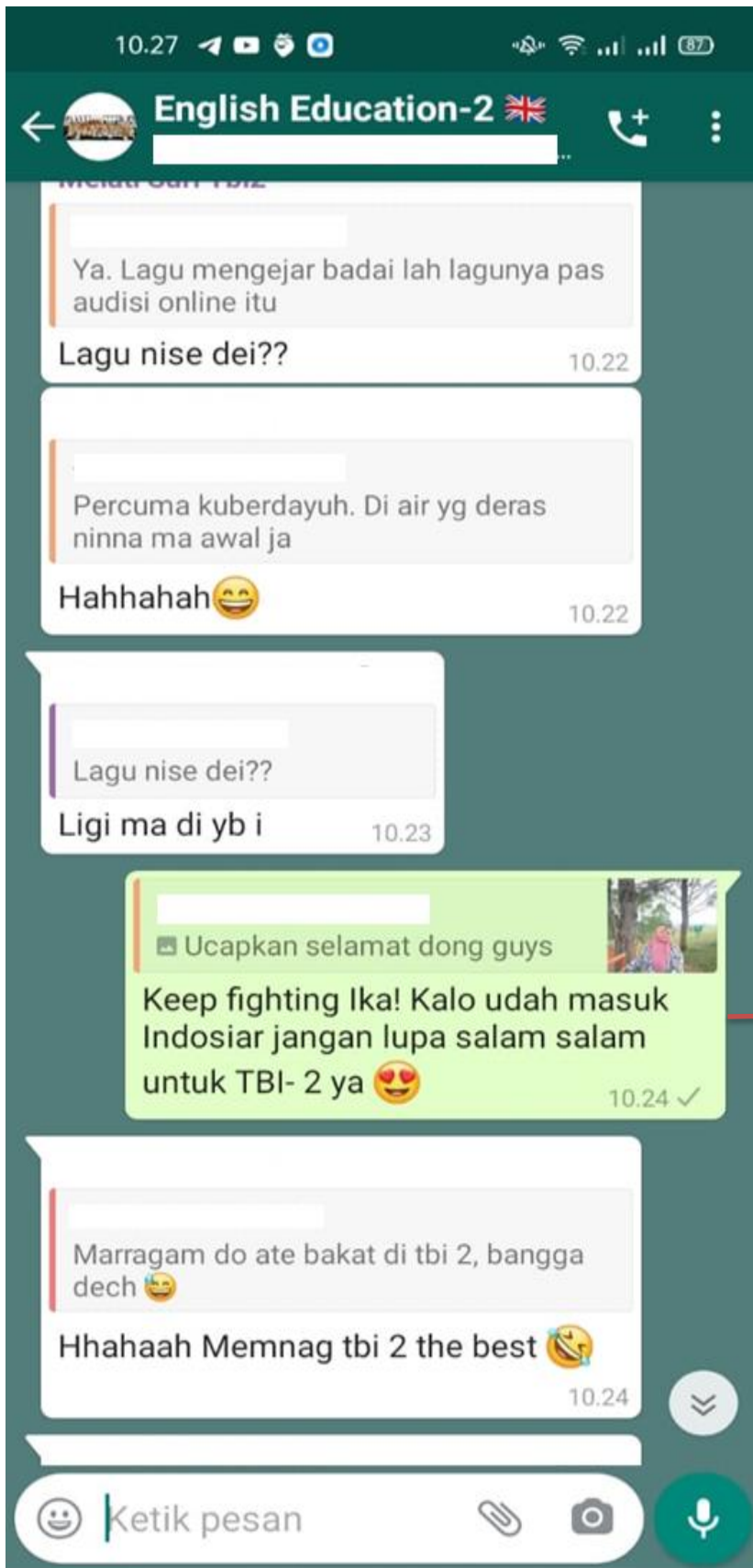
Inter
SS

Inter
SS

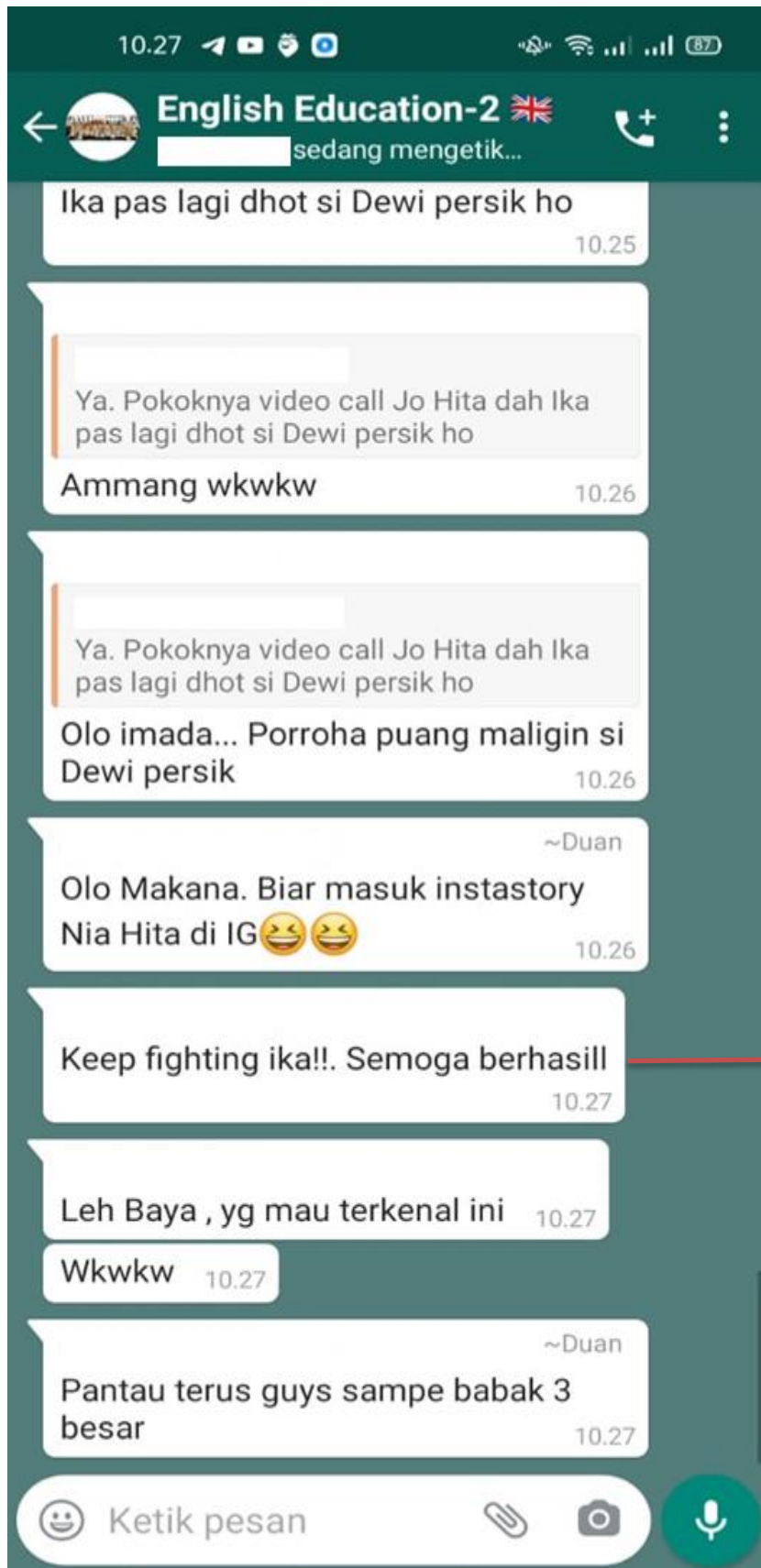
Inter
SS



Intra
SS



Tag S



Tag S



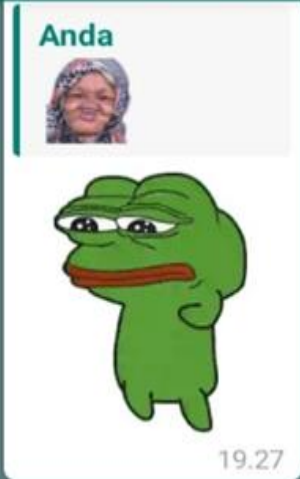
Inter
SS



19.32

39

English Education-2



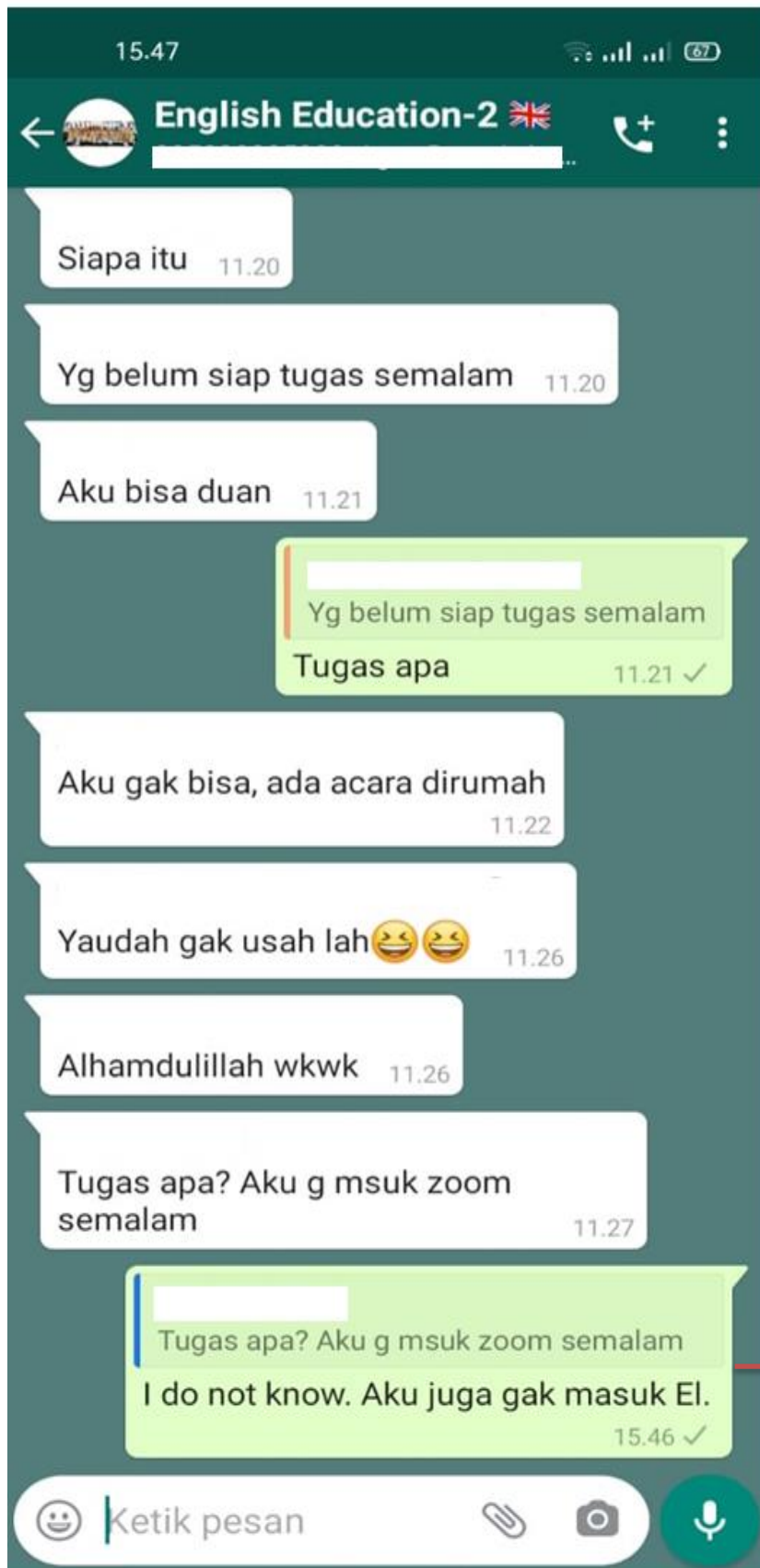
1 PESAN BELUM DIBACA

Anda
Gaes, Jum'at ini present kan kelompok 3 syntax?
I am not sure. Kalian tanya dulu ma'am kalo enggak.

Inter SS

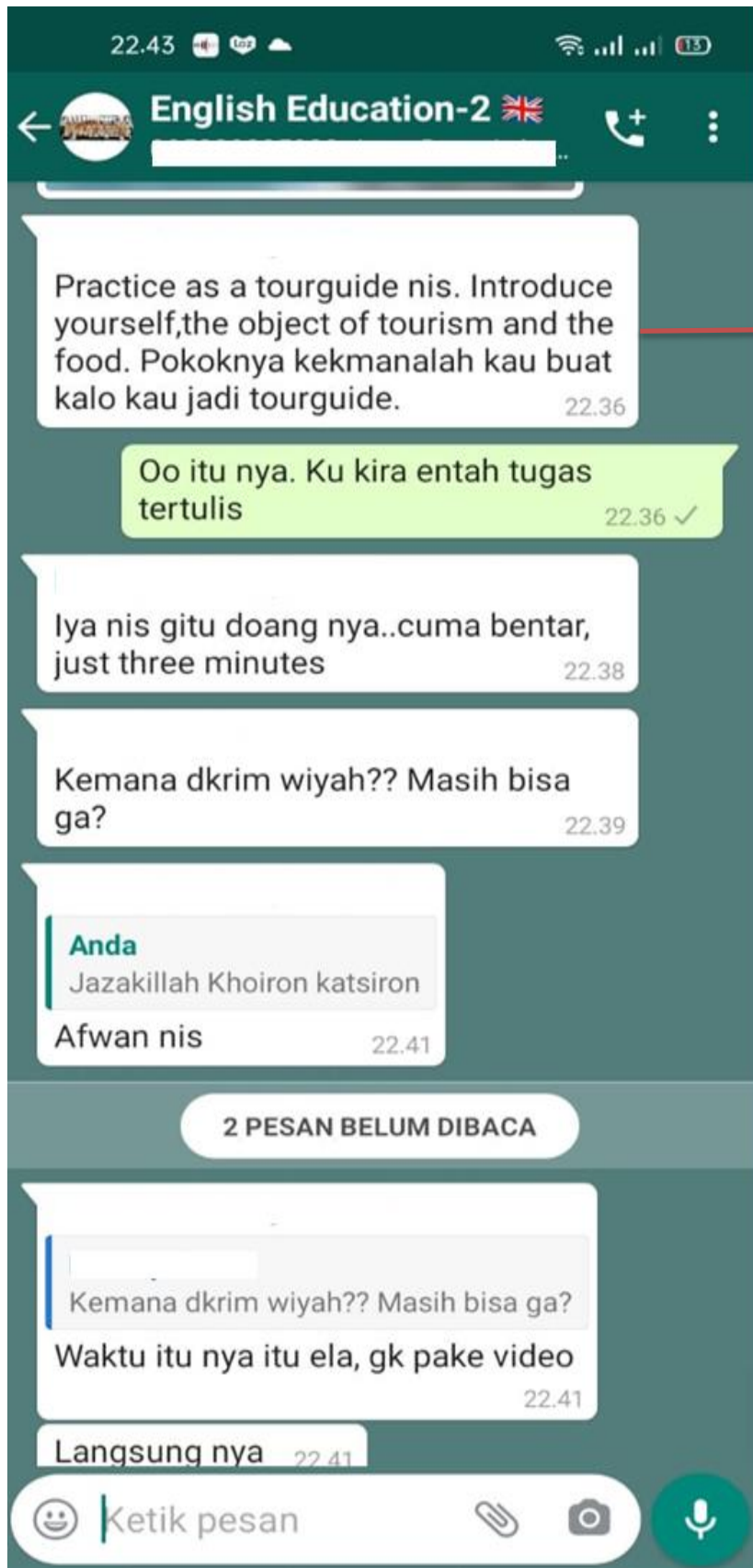


Inter
SS



**Inter
SS**







Intra
SS



**Inter
SS**

APPENDIX II

NO.	DATA	TAG SWITCHING	INTER- SENTENTIAL SWITCHING	INTRA- SENTENTIAL SWITCHING
1.	Datum 1		✓	
2.	Datum 2		✓	
3.	Datum 3	✓		
4.	Datum 4	✓		
5.	Datum 5			✓
6.	Datum 6			
7.	Datum 7		✓	
8.	Datum 8	✓		
9.	Datum 9	✓		
10.	Datum 10			✓
11.	Datum 11		✓	
12.	Datum 12		✓	
13.	Datum	✓		

	13			
14.	Datum 14	✓		
15.	Datum15			✓
16.	Datum 16			✓
17.	Datum 17		✓	
18.	Datum 18			✓
19.	Datum 19			✓
20.	Datum 20	✓		
21.	Datum 21		✓	
22.	Datum 22		✓	
23.	Datum 23		✓	
24.	Datum 24		✓	

25.	Datum 25		✓	
26.	Datum 26			✓
27.	Datum 27	✓		
28.	Datum 28	✓		
29.	Datum 29			✓
30.	Datum 30		✓	
31.	Datum 31		✓	
32.	Datum 32		✓	
33.	Datum 33		✓	
34.	Datum 34		✓	
35.	Datum 35			✓

36.	Datum 36		✓	
37.	Datum 37		✓	

APPENDIX III

TYPES OF CODE SWITCHING

NO.	Data	Sentences	Types of Code Switching
1.	Datum 1	Do we have writing class today? <i>Atau kita Cuma ujian aja</i>	Inter- Sentential Switching
2.	Datum 2	<i>Kurang tau juga.</i> Did ma'am tell us about exam today?	Inter- Sentential Switching
3.	Datum 3	Give me an idea <i>tentang judul la gaes..</i>	Tag Switching
4.	Datum 4	You are right <i>teman!</i>	Tag Switching
5.	Datum 5	Don't be sad <i>dong teman ku....</i>	Intra- Sentential Switching
6.	Datum 6	I know you are not in a good condition. <i>Tapi jangan gini dong</i>	Inter- Sentential Switching
7.	Datum 7	We are in same opinion <i>karna grup nya satu.</i>	Intra- Sentential Switching
8.	Datum 8	Have not <i>teman..</i>	Tag Switching
9.	Datum 9	Be patient and strong <i>ya teman teman ku!</i>	Tag Switching
10.	Datum 10	Are you kidding me	Intra- Sentential Switching

		<i>kakak Okta?</i>	
11.	Datum 11	Happy birthday my leader.. <i>Panjang umur sehat selalu dan semoga di berkahi usia nya.</i>	Inter- Sentential Switching
12.	Datum 12	Will we have online class with Miss phu? <i>Jadi nggak guys?</i>	Inter- Sentential Switching
13.	Datum 13	Guys, wanna ask. <i>Siapa yang masih punya blog?</i>	Tag Switching
14.	Datum 14	Free task <i>hari ini!</i>	Tag Switching
15.	Datum 15	Do you guys understand <i>yang tugas writing itu?</i>	Intra- Sentential Switching
16.	Datum 16	But I think it is like make several questions for interview <i>dan ada dua bentuk pertanyaan gitu.</i>	Intra- Sentential Switching
17.	Datum 17	We will do examination by virtual meeting. <i>Iya nggak sih?</i>	Inter- Sentential Switching
18.	Datum 18	I have done it <i>temanku.</i>	Intra- Sentential Switching
19.	Datum 19	You may ask Mr. Syafriyanto <i>di lantai 2</i>	Intra- Sentential Switching

		<i>ujung ke 2</i>	
20.	Datum 20	My favorite sticker <i>banget yang ini..</i>	Tag Switching
21.	Datum 21	No, I have not too. <i>Kenapa rupanya nis?</i>	Inter- Sentential Switching
22.	Datum 22	How about you? <i>Gimana</i> <i>malam ahad nya?</i>	Inter- Sentential Switching
23.	Datum 23	I just miss you guys. <i>Teringat kita di kelas</i>	Inter- Sentential Switching
24.	Datum 24	How about kunyem? <i>Dia</i> <i>udah pulang belum</i> <i>malam ini?</i>	Inter- Sentential Switching
25.	Datum 25	I miss you all too. <i>Jadi</i> <i>mewek deh</i>	Inter- Sentential Switching
26.	Datum 26	She has many reasons ya... Gak terlawan	Intra- Sentential Switching
27.	Datum 27	Keep fighting Ika! Kalo udah masuk Indosiar jangan lupa salam salam untuk TBI-2 ya	Tag Switching
28.	Datum 28	Keep fighting ika!! Semoga berhasil	Tag Switching
29.	Datum 29	I think so, <i>tapi gak tau</i>	Intra- Sentential Switching

		<i>yaa kan</i>	
30.	Datum 30	I am not sure. Kalian Tanya dulu ma'am kalo enggak.	Inter- Sentential Switching
31.	Datum 31	You made me laugh out loud morijaa.. Gimana la itu kalo sempat terliat Miss?	Inter- Sentential Switching
32.	Datum 32	I do not know. <i>Aku juga gak masuk El.</i>	Inter- Sentential Switching
33.	Datum 33	Collect your first till fourth task to Miss phu tomorrow at 10. <i>Kita gak perlu lagi ngumpul ke leader.</i>	Inter- Sentential Switching
34.	Datum 34	Practice as a tour guide nis. Introduce yourself, the object of tourism, and the food. Pokoknya kek manalah kau buat kalo kau jadi tour guide.	Inter- Sentential Switching
35.	Datum 35	I don't know Des sangkin sering nya Azza	Intra- Sentential Switching

		ganti nomor.	
36.	Datum 36	What is up leader? <i>Sudah ada informasi kah mengenai ujian?</i>	Inter- Sentential Switching
37.	Datum 37	I do not know. <i>Ayok kita tanya biar jelas..</i>	Inter- Sentential Switching



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telephone (0634) 22080 Faximile (0634) 24022

22 September 2020

Nomor : 92 /In.14/E.6a/PP.00.9/09/2020
Lamp : -
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Eka Sustri Harida, M.Pd. (Pembimbing I)
2. Sri Rahmadhani Siregar, M.Pd. (Pembimbing II)

di –Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Anisa Dayanti Hasibuan
NIM : 17 203 00045
Fak/Prodi : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : **English- Indonesia Code Switching in WhatsApp Group Chatting of English Education Department Students at IAIN Padangsidimpuan**

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris


Nitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

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Pembimbing I



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Pembimbing II



Sri Rahmadhani Siregar, M.Pd.
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Nomor : B - 1867 /In.14/E.1/TL.00/12/2020
Hal : Izin Penelitian
Penyelesaian Skripsi.

15 Desember 2020

Yth. Ketua Program Studi Tadris/Pendidikan Bahasa Inggris
IAIN Padangsidempuan
Kota Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Anisa Dayanti Hasibuan
NIM : 1720300045
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "English- Indonesia Code Switching in WhatsApp Group Chatting of English Education Departement Students at IAIN Padangsidempuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n.Dekan
Wakil Dekan Bidang Akademik


Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : 06/In.14/E.6a/PP.00.9/01/2021
Hal : Surat Keterangan Penelitian

08 Januari 2021

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa:

Nama : Annisa Dayanti Hasibuan
NIM : 17 203 00045
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan pada tanggal 21 Oktober 2020 s/d 20 Desember 2020 dengan judul "English Indonesia Code Switching in WhatsApp Group Chatting of English Education Department Students at IAIN Padangsidempuan".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris


Fitri Rayani Siregar, M. Hum.
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