CODE SWITCHING AND CODE MIXING IN QUESTION AND ANSWER SESSION THROUGH ZOOM MEETING APPLICATION USED BY ENGLISH STUDENTS DEPARTMENT IAIN PADANGSIDIMPUAN

A THESIS

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

Written By:

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Reg. Number 17 203 00108

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STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2022

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Therefore, we hope that the thesis could be examined by the Thesis Examiner Team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Warohmatullahi Wabarakatuh.

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ABSTRACT

Code switching and code mixing are often used in conversation, especially in learning process or discussion. Moreover, many schools or universities implement an online learning system because of avoiding the spread of Covid-19. To support the online learning system, many universities suggest the students to use several applications, such as zoom meeting application. This research is intended to investigate code switching and code mixing in question and answer session through zoom meeting application used by English students department IAIN Padangsidimpuan.

The formulations of the problem in this research were: 1) What codes are used in question-answer session through zoom meeting application by English students department IAIN Padangsidimpuan in the three meetings? 2) What are the types of code switching, 3) What are the types of code mixing, 4) What are the dominant types code switching and code mixing used by English students department at seventh semester of IAIN Padangsidimpuan. The purpose of this research was to find and to analyze the dominant code switching and code mixing used by English students department at seventh semester of IAIN Padangsidimpuan.

This research uses descriptive qualitative method. Source of the data was the seventh semester students in class TBI-1 at Sociolinguistic course of IAIN Padangsidimpuan. Instrument of collecting the data was by screen recording the question and answer session in zoom meeting application and documentation correction sheets. The data collected from screen recording the question and answer session in zoom meeting application. Researcher analyzes the data by preparing, looking, reading, coding and interpreting the data.

The result of the research showed that there are three types of code switching and three types of code mixing. There were amounts of code switching that had been done by participants were 3 of tag switching (13,04%), 12 of intra-sentential switching (52,17%), and 8 of inter-sentential switching (34,78%). While code mixing were 23 of insertion (47,91%), 13 of alternation (27,08%), and 12 of congruent lexicalization (25%). So, the seventh semester students in class TBI-1 at Sociolinguistic course of IAIN Padangsidimpuan were dominantly used intra-sentential switching in code switching and insertion in code mixing.

Key Words: *Code Switching and Code Mixing, Question-Answer Session, Zoom Meeting App*

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ABSTRAK

Alih kode dan campur kode sering digunakan dalam percakapan, khususnya diproses pembelajaran atau diskusi. Terlebih lagi, banyak sekolah-sekolah atau universitas-universitas menerapkan sistem pembelajaran online karena untuk menghindari penyebaran Covid-19. Untuk mendukung sistem pembelajaran online, banyak universitas-universitas menyarankan mahasiswa-mahasiswinya menggunakan beberapa aplikasi, seperti aplikasi pertemuan zoom. Penelitian ini berfokus pada peralihan kode dan percampuran kode di Sesi Tanya dan Jawab melalui Aplikasi Pertemuan Zoom digunakan oleh Mahasiswa-mahasiswi Jurusan Bahasa Inggris IAIN Padangsidimpuan.

Rumusan masalah dalam penelitian ini adalah 1) Kode apa saja yang digunakan dalam sesi tanya jawab melaui applikasi zoom dalam tiga pertemuan, 2) Apa saja macam-macam alih kode, 3) Apa saja macam-macam campur kode, 4) Apa dominan tipe yang digunakan oleh Mahasiswa-mahasiswi Jurusan Bahasa Inggris di Semester Tujuh dari IAIN Padangsidimpuan. Penelitian ini bertujuan untuk menjawab rumusan masalah dalam penelitian ini.

Penelitian ini menggunakan metode kualitatif deskriptif. Sumber data diambil dari mahasiswa semester tujuh dikelas TBI-1 pada mata kuliah Sosiolinguistik di IAIN Padangsidimpuan. Data dikumpulkan dari hasil rekaman layar di aplikasi zoom dan cek kosong. Peneliti menganalisis data dengan cara menyiapkan data, melihat dan membaca, mengkoding dan menginterpretasikannya.

Hasil penelitian menunjukkan bahwa ada tiga jenis pengalihan kode dan juga ada tiga jenis pencampuran kode. Jumlah pengalihan Bahasa yang telah dilakukan para mahasiswa ialah 3 kali *tag switching* (13,04%), 12 kali *intra-sentential switching* (52,17%), dan 8 kali *inter-sentential switching* (34,78%). Sementara di pencampuran Bahasa ialah 23 kali *insertion* (47,91%), 13 kali *alternation* (27,08%), dan 12 kali *congruent lexicalization* (25%). Jadi, mahasiswa-mahasiswi semester tujuh dikelas TBI-1 pada mata kuliah Sosiolinguistik di IAIN Padangsidimpuan lebih dominan menggunakan *intra-sentential* di alih kode dan *insertion* di campur kode.

Kata kunci: *Pengalihan Kode dan Pencampuran Kode, Sesi Tanya dan Jawab, Aplikasi Pertemuan Zoom*

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Researcher

INDAH WAHYUNI MARBUN

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CHAPTER I

INTRODUCTION

A. Background of the Research

A code is a system that is used by people to communicate each other. When people want to talk each other, they have to choose a particular code to express their feeling.[1] Moreover, Marjohan stated that code is a term which refers to a variety. Code can be divided into four such as idiolect, a dialect, a sociolect, a register or a language.[2] People commonly use codes as symbols to explain or convey their ideas in order to be more understandable by a receiver while they make an exchange.

Wardhaugh stated that code is the particular dialect or language one chooses to use on any occasion, and a system for communication between two or more parties.[3] The term of code refers to each kind of system used to communicate by two or more speakers. Code is a term which is used instead of language, speech variety, or dialect.[4] It is sometimes considered to be a more neutral term than the others. People

[1] Dias Astuti Cakrawarti, "Analysis of Code Switching and Code Mixing in the Teenlit Canting Cantiq By Dyan Nuranindya Faculty of Humanities Diponegoro University," no. March (2011): 21, http://eprints.undip.ac.id/27046/2/analysis_of_code_switching_and_code_mixing_in_the_teenlit_canting_cantiq_by_dyan_nuranindya.pdf.

[2] Ela Kurnia, *Description of Using Code Switching and Code Mixing in Conversation by the 9th Semester English Literature Students of State University of Semarang in the Academic Year 2014/2015*, 2015, https://lib.unnes.ac.id/20792/.

[3] Adriana dan Ratmo, "Code Mixing and Code Switching in „ Hitam Putih " Television Program," *Paradigma Lingua* 2, no. 1 (2017): 3–15, http://openjournal.unpam.ac.id/index.php/Paradigma/article/view/406.

[4] Indah. Nurliana, "A Sociolinguistics Analysis of Code Mixing Between English and Indonesian Used By the Students in Bilingual Program" (2017): 1–230, http://eprints.iain-surakarta.ac.id/1234/1/PDF. indah nurliana%28133221164%29.pdf.

also use code when they want to stress the uses of language or language variety in a particular community.

In communications, a code refers to a rule for converting a piece of information such as letter, word, phrase, or gesture into another form, object, action, or representation not necessarily of the same type or sort. Thus, code can be used to refer to any kinds of symbols and systems we use to communicate each other in the forms of numbers, words, and other signals.[5] When two or more people communicate with each other in speech, people can call the system of communication that employ a code. People should also note that two speakers who are bilingual, that is, who have access to two codes, and who for one reason or another shift back and forth between the two languages as converse by code-switching.

Code switching can be defined as an individuals use of two or more language varieties in the same speech event or exchange.[6] Furthermore, Holmes in Thomas and Mukti states that Code switching happens when speakers shift from one language to another whether it is only one word, utterance and even one sentence.[7] Bilingual speakers change their utterance into another language when they spoke.

---

[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): 388–395, https://www.mendeley.com/catalogue/3ad61aa0-157c-3644-a7dc-a3618b509ccd/?utm_source=desktop&utm_medium=1.14&utm_campaign=open_catalog&userDocumentId=%7Bd358fffc-b0b7-48af-ba63-913a584c4296%7D.

[6] Kathryn A Woolard, "Code-Switching," *Communities* 4, no. 2 (2006): 73–94, https://onlinelibrary.wiley.com/doi/book/10.1002/9780470996522#page=92.

[7] Thomas Wahyu Prabowo Mukti and Retno Muljani, "Code Switching in the Instructions of English Language Education Study Program Lecturers," *Journal of Chemical Information and Modeling* 53, no. 9 (2013): 1689–1699, https://e-journal.usd.ac.id/index.php/LLT/article/view/311.

In most classroom, code switching seems most often motivated by cognitive and classroom management factors. Merritt et. al in Rahmawati argue that code switching provides an additional resource for meeting classroom needs.[8] Code switching can also be used while offline learning or online learning such as from zoom meeting.

In relation to code-mixing, Hudson in Ahmad Fanani proposes that code-mixing refers to the mixture between two different codes in a sentence that symbolize the uncertainty upon which code that should be used at best.[9] Code mixing is a condition when speaker mixes one language with another in their speaking activities.

Moreover, Cohen et al in Rizkia Permata Putri stated that code mixing is the change of one language to another within the same utterance or in the same oral/ written text.[10] The phenomenon of mixing languages in question can be seen from the interaction beyond the students in these interactions where there is any mixing of language usage by the speaker for changing the situation.

In online learning, an educator needs a technology medium for interaction with students. Its function is so that what the teacher explains can be absorbed or captured by students so that the learning process is

[8] Rahmawati Upa‟, "Code Switching Types Used By the English Teacher in English Classroom At SMA 1 MAlili" 1, no. 2 (2014): 44–58, http://www.journal.uncp.ac.id/index.php/ethicallingua/article/view/133.

[9] Ahmad Fanani and Jean Antunes Rudolf Zico Ma‟u, "Code Switching and Code Mixing in English Learning Process," *LingTera* 5, no. 1 (2018): 68–77, https://pdfs.semanticscholar.org/b430/fa625bb701de76d846e405f46c2e1f10aba4.pdf.

[10] Rizkia Permata Putri, "An Analysis of Code Mixing Used By English Teacher in Teaching Efl At Smpn 3 Batipuh , Tanah Datar" (2006): 1–6, http://jim.stkip-pgri-sumbar.ac.id/jurnal/view/J22p.

called successful and students' interest in learning increases. There are many web apps/mobile apps that enhance virtual meetings. They include, among others, Zoom, google hangout, Skype, Google Meet, GoToMeeting, Bitrix24, Cisco WebEx, Blue Jeans, Blue Button, Slack, Appear.in, webinar, etc.[11] The use of those applications are to know student interest in learning during a pandemic.

One of the most popular and commonly used by students in Indonesia is Zoom Meeting. Kasman and Zohri state that zoom has one of the menus, namely zoom meeting, which is a learning medium using video.[12] A Zoom Meeting refers to a video conferencing meeting that's hosted using Zoom. Students can join the meeting via a webcam or phone. Zoom is one of the most popular free software applications worldwide.

English Education Department students in The State Institute for Islamic Studies has own Zoom meeting application. They sometimes switch and mix one language into other languages when they do the presentation in the online class. Especially, when English Education Department‟s students can be said as bilingual because they often use code switching and code mixing in their communication while face to face or through zoom meeting application.

[11] K E Adenegan and O A Abiodun, "Usage of Zoom Cloud Meeting for Virtual Meetings and E-Learning," *The Green Institute* (2018): 1–13, https://greeninstitute.ng/bookchapters/2020/3/22/usage-of-zoom-cloud-meeting.

[12] Kasman Kasman, Zohri Hamdani, and Universitas Muhammadiyah Lampung, "The Effect of Zoom App Towards Students ‟ Interest in Learning On Online Learning," *Dinasti International Journal of Education Management and Social Science* 2, no. 3 (2021): 404–408, https://dinastipub.org/DIJEMSS/article/view/752.

Students have different reasons why they use code switching and code mixing in their communication. There are some reasons of using code switching and code mixing, such as; talking about particular topic, quoting somebody else, being emphatic about something (express solidarity), interjection (inserting sentence fillers or sentence connectors), repetition used for clarification, intention of clarifying the speech content for interlocutor, expressing group identity, to soften or strengthen request or command, because of real lexical need and to exclude other people when a comment is intended for only a limited audience.

The similarities of the code-switching and code-mixing just it the function when we use two or more languages as a variant language in speech community. But the differences are in code switching, switch language event or variety of languages by the bilingual because of certain reason and consciously. While code mixing, the use of pieces of another language to one language that is needed probably, has the function and it is not considered as a wrong or deviation. In other words, most people as speaker usually occupy more than one code and require a selected code as media communicate with other people. Bilingual people usually used their own idioms for in group communication and the common language for their iteration and communication with outside.

Furthermore, the students of English education department often switch and mix from one language to other language while offline or online learning through zoom meeting application because they lack of

vocabulary and avoiding miscommunication. Code switching and code mixing help students to keep doing communication. This fact showed that how important code switching and code mixing take role in communication events.

Considering to the phenomenon, it is really interesting to analyze the types of code switching and code mixing. Researcher also wants to know why the students use code switching and code mixing when they were studying in zoom meeting application. So, the researcher wants to analyze code switching and code mixing in question and answer session through zoom meeting application used by English students department IAIN Padangsidimpuan.

B. Focus of the Research

This research is focused on the types of code-switching: Tag switching, Inter-sentential switching, Intra-sentential switching and types of code-mixing: Insertion, Alternation, and Congruent lexicalization that used by English students department through Zoom meeting application. These issues are taken since the students in class TBI-1 of seventh semester at Sociolinguistic course do online learning and use code-switching and code-mixing in question-answer session.

C. Formulation of the Problem

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

1. What codes are used in question-answer session through zoom meeting application by English students department IAIN Padangsidimpuan in the three meetings?
2. What are the types of code switching in question and answer session through zoom meeting application used by English students department IAIN Padangsidimpuan?
3. What are the types of code mixing in question and answer session through zoom meeting application used by English students department IAIN Padangsidimpuan?
4. What are the dominant types of code switching and code mixing appear in question and answer session through zoom meeting application used by English students department IAIN 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 get description concern the codes in question and answer session through zoom meeting application used by English students department IAIN Padangsidimpuan.
2. To get description concern the types of code switching appear in question and answer session through zoom meeting application used by English students department IAIN Padangsidimpuan.

3. To get description concern the types of code mixing appear in question and answer session through zoom meeting application used by English students department IAIN Padangsidimpuan.
4. To get description concern the the dominant types of code switching and code mixing appear in question and answer session through zoom meeting application used by English students department IAIN Padangsidimpuan.

E. Significances of the Research

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

1. Academically, this research can be used as an additional reference for discussion of sociolinguistics study, especially about code switching and code mixing.
2. English students, this research can be useful for the students of English in understanding the variation of code switching and code mixing. It can make they are more communicative and able to adjust their language with the speaker. So, what they convey can be understood by the other person.
3. Students, this research can be useful for students in increasing their vocabulary. The students can use some vocabulary that they have learned into their daily conversation. So, they can be

more effective to remember if they use in their daily conversation.

This research also expected to give contribution for the student of English to improve their language. They can use code switching and code mixing to practice their language and it can be understood by their friends or even that happened in learning process.

F. Definition of Key Terms

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

1. Code Switching

   Code switching is defines as the use of more than one language, variety, or style by speaker within an utterance or discourse, or between different interlocutors or situation.

2. Code Mixing

   Code mixing is a symptom of language usage in which a mixing or combination of different variations within the same clause. Code mixing takes place without a change of topic and can involve various levels of language such as phonology, morphology, grammatical structures or lexical items.

3. Question-Answer session

   Question-Answer session is a situation in which a person or group of people ask questions and another person or group of people answer the questions.

4. Zoom Meeting Application

Zoom is a cloud based service which offers meetings and webinars and provides content sharing and video conferencing capability. Zoom offers video, audio and screen sharing experience across a wide range of devices and platforms.

So, code switching and mixing in question and answer session through zoom meeting application used by English students department IAIN Padangsidimpuan means a study of using code switching and code mixing by English students department in question and answer session through zoom meeting application.

G. Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of subtopics with detail as follows:

In chapter one, it talked about introduction of this research. It consisted of background of the research, the focus of the research, the formulation of the problem, the objective of the research and the significances of the research and then definition of key terms.

In chapter two, it consisted of the theoretical description. It is divided into subchapters which consist of description of code switching, code mixing, question-answer session, zoom meeting application, the factors influence codes switching, the factors influence codes mixing, and related findings from other studies.

In chapter three, it consisted of the research methodology which divided into sub chapter; types of research, place and time of research, participants of the research, instruments of collecting data, the technique of data collection, technique of data analysis, and technique to maintain the data trustworthiness.

In chapter four, it consisted of the result of the research and discussion which divided into sub chapters; findings, the codes in three meetings, the type of codes switching and types of codes mixing, the dominant codes switching and codes mixing and then discussion.

In chapter five, it consisted of conclusion about the result of the research and suggestion that are given by the research.

CHAPTER II

THEORETICAL DESCRIPTION

A. Code Switching

1. Definition of Code Switching

In basic terms, code-switching is related to bilingualism in that one needs to be bilingual i.e., have the use of two languages in order to code-switch between two languages. Martin-Jones in Ustunel suggests that research into code-switching ranges from educational research into classroom interaction to conversation analysis and the ethnography of interaction.[13] Code-switching is a common phenomenon and it is used in both oral and written discourse.[14] Suzanne in Herbert and Laura explains, the reason why many linguists today use the term code-switching is the term "code" as a neutral one and does not commit us to taking a decision as to whether the varieties or codes concerned constitute languages or dialects.[15] Code-switching is often used during the teaching and learning process.

Meisel in Katja states code-switching is the ability to select the language according to the interlocutor, the situational context, the topic of conversation, and so forth, and to change languages within an

[13] Eda Ustunel, *EFL Classroom Code-Switching*, *EFL Classroom Code-Switching*, 2016, https://www.pdfdrive.com/efl-classroom-code-switching-e158073364.html.

[14] Zdenek Salzmann and Peter Auer, *Code-Switching in Conversation: Language, Interaction and Identity*, *Language*, vol. 76, 2000, https://www.pdfdrive.com/code-switching-in-conversation-language-interaction-and-identity-e161055616.html.

[15] Herbert Schendl and Laura Wright, *Code-Switching in Early English*, *Statewide Agricultural Land Use Baseline 2015*, vol. 1, 2015, http://en.bookfi.net/book/1459321.

interactional sequence in accordance with sociolinguistic rules and without violating specific grammatical constraints.[16] 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 may vary to a considerable degree between speech communities because the meaning of code-switching is conveyed as part of the interactive process and cannot be discussed without referring to the conversational context.[17] So, code switching is commonly used by bilingual to achieve certain interaction goals in conversations with other speakers.

On the other hand, Brown in Ustunel claims that code-switching is a "complex strategy" because it gives opportunity to bilinguals to transmit their messages beyond its referential meaning.[18] Code-switching is a term used to describe the use of two or more varieties, or codes, in an interaction.[19] Code-switching can arise from individual choice or be used as a major identity marker for a group of speakers who must deal with more than one language in their common pursuits. Code-switching shows one to be a cooperative person, someone who

[16] Katja F. Cantone, *Code-Switching in Bilingual Children (Review), Springer*, vol. 37, 2007, https://id.2lib.org/book/963169/707286.

[17] Salzmann and Auer, *Code-Switching in Conversation: Language, Interaction and Identity*, vol. 76.

[18] Ustunel, *EFL Classroom Code-Switching*.

[19] Ronald Wardaugh and Janet Fuller, *An Introduction to Sociolinguistics (Seventh Edition), Blackwell Publishing Ltd*, 2015, https://id.2lib.org/book/2728456/6344d0.

can recognize that everyone does not have the same background.[20] It is important to remember that code-switching is only one of many linguistic resources available to bilingual speakers.

In learning process, Sert in Arlan asserted that code-switching can be seen as an effort to overcome the difficulties encountered in the delivery of foreign languages, especially English as a foreign language in the classroom.[21] Students often have difficulty in presenting any material of foreign languages, especially English as a foreign language in the learning process classroom. At the time, of presenting the material, in order to be easily understood what their ideas and arguments. Code Switching in this case means the students switch their language during the learning process, whether from Indonesia to English or from English to Indonesia.

[20] John Clark and Colin Yallop, *An Introduction to Sociolinguistics Blackwell Textbooks in Linguistics*, *Religion*, 2006, http://www.amazon.com/Introduction-Sociolinguistics-Blackwell-Textbooks-Linguistics/dp/140513559X.

[21] Arlan, Z Sailan, and A Lio, "Code-Switching And Code-Mixing In English Language Teaching And Learning At SMA Negeri 2 Kendari," *Journal of Language Education* 4, no. 1 (2019), http://ojs.uho.ac.id/index.php/JLEET/article/view/6668.

2. Types of Code Switching

Poplack in Ahmad Fanani categorized code switching into three types.[22] They are classified into tag switching, inter-sentential switching, and intra-sentential switching. They will be explained below:

a. Tag Switching

The switch involves the insertion of a tag in language into an utterance which is otherwise entirely in another language.[23] Tag switching is frequently found in the form of discourse marker. Similar to sentence filler, discourse markers only serve to guide the direction of the conversation without implying certain meaning. The discourse markers that belong to the tag switching are you know, I mean, by the way, hi, okay, and alike.

For example:

"*Benar*, that‟s a good answer!"

Benar is an utterance in Indonesia language. This sentence also contains interjection.

b. Inter-Sentential Switching

Inter-sentential code-switching refers to the code-switching that occurs between two different languages, in which a change of

[22] Ahmad Fanani and Jean Antunes Rudolf Zico Ma‟u, "Code Switching and Code Mixing in English Learning Process," *LingTera* 5, no. 1 (2018): 68–77, https://pdfs.semanticscholar.org/b430/fa625bb701de76d846e405f46c2e1f10aba4.pdf.

[23] Arlan, Sailan, and Lio, "Code-Switching And Code-Mixing In English Language Teaching And Learning At SMA Negeri 2 Kendari."

language occurs at sentence levels, where each clause or sentence is in one language or the other.

For example:

"That is the book. *Aku mau membaca buku itu besok*."

It happens where one clause or sentence is in English language *that is the book* and the next clause or sentence is in Indonesia language *Aku mau membaca buku itu besok.*

c. Intra-Sentential Switching

Intra-sentential code-switching refers to the switch from one language to another in a sentence that involves the syntactic units of words, phrases, or clauses.

For example:

"Can you please tell me *kalimat apa ini*?

It happens when the speaker switch word between two languages in single sentence from *Can you please tell me* to *kalimat apa ini?*

Moreover, Hoffman in Mei Lyna stated three types of code switching based on the juncture or the scope of switching where language takes place, Tag switching or emblematic switching, Inter-sentential switching, and Intra-sentential switching.[24] They will be explained below:

[24] Mei Lyna Girsang, "An Analysis of Code Switching and Code Mixing as Found in Television Advertisement" (2015), https://www.uhn.ac.id/files/akademik_files/1712071009_2015_The Explora Journal Journal of English Language Teaching (ELT) and Linguistics_3. An Analysis of Code Switching and Code Mixing as Found in Television Advertisement.pdf.

a. Tag Switching

Kind of switching is sometimes called emblematic switching or tag switching. Tag switching is code switching with sentence tags that precede or follow a sentence. This involves the insertion of a tag in one language into an utterance that is otherwise entirely in the other language.

For example: "Good job, Santi. *Lanjutkan*!

Lanjutkan is an utterance in Indonesia language.

b. Inter-sentential Switching

Inter-sentential switching is code switching that happens between clause or sentence boundary. In this case, an entire clause or sentence is in one language, but the speaker switches to another language for a subsequent clause or sentence. In addition, this switching should take place between at least two clauses, which also can be mean two sentences.

For example: "*Semalam aku tidak dirumah*. I studied together with Hana"

It happends where one clause or sentence is in Indonesia language *Semalam aku tidak dirumah* and the next clause or sentence is in English language *I studied together with Hana.*

c. Intra-sentential Switching

Intra-sentential is code switching within the clause or sentence. In this case, the speaker may switch parts of clauses, lexical items, or even morphemes. Intra-sentential is code switching in which switches occur between a clause or sentence boundary.

For example: "I‟ll give you a gift *kalau kalian bisa jawab*"

It happens when the speaker switch word between two languages in single sentence from *I'll give you a gift* to *kalau kalian bisa jawab.*

3. Function of Code Switching

Eldridge in Fithrah Ansar names the students code switching functions as: equivalence, floor-holding, reiteration, and conflict control.[25] They will be explained below:

a. Code switching is equivalence. The student uses of the native equivalent of a certain lexical item in target language or sometimes they do not know how to say in second language, so they code switches to his/her native tongue with the similar quantity of language used.

b. Code switching is floor-holding. During a conversation in the target language, the students fill the stopgap with native language use. It

[25] Fithrah Auliya Ansar, "Code Switching and Code Mixing in English Learning Process," *LingTera* 5, no. 1 (2018): 68–77, http://103.88.229.8/index.php/ENGEDU/article/view/873.

is related to fluency the students will change the language used in to his/her mother tongue in order to avoid gaps.

c. Code switching is reiteration. In this case, the message in target language is repeated by the student in native tongue through which the learner tries to give the meaning by making use of a repetition technique.

d. Code switching is conflict control. The language use of a student as a mean that the student tends to avoid a misunderstanding or tends to utter words indirectly for specific purposes.

The language use of a student as a mean that student tends to avoid a misunderstanding or tends to utter words indirectly for specific purposes. It helps students to communicate each other especially in learning process.

4. The Factors Influence Code-Switching

Wardhaugh in Jelena proposed that there are four factors of code switching.[26] Auer in Cantone also proposes different factors to account for code- switching, for example, reported speech, reiterations, topic shift, language play, topicalization.[27] Furthermore,

[26] Jelena Brezjanovic-shogren, "Analysis of Code-Switching and Code-Mixing Among Bilingual Children: Two Case Studies of Serbian-English Language Interaction," no. July (2011), https://soar.wichita.edu/bitstream/handle/10057/5051/t11060_Brezjanovic Shogren.pdf?sequence=3&isAllowed=y.

[27] Cantone, *Code-Switching in Bilingual Children (Review)*, vol. 37, p.59.

Suwito in Indah Nurliana states that some of the factors that usually caused of the code switching.[28] There are five factors, they are:

a. The speaker

   The speakers try to switch their language for hearer to a purpose or in a particular situation. For example: changing the situation of emergency situation to situation unofficial official.

b. The interlocutor

   The presence of interlocutors may motivate speakers as members of social interaction to change from their use of one language to the language used by the interlocutor. From this point, the interlocutors may be categorized in to two groups:

   1) The interlocutors who from some ethnic and have identical habitual use of language with the speakers
   2) The interlocutor who came from different ethnic and have different habitual use of language from the speakers.

c. The topic

   It can be included as the dominant aspect motivating people to proceed language switching. For example: if a speaker at first talks about things that are formal, then move on to the issues that informal, it will be accompanied by the transition of code from raw language, neutral style and seriously to language is not standard, stylish little emotional or humor.

[28] Indah. Nurliana, "A Sociolinguistics Analysis of Code Mixing Between English and Indonesian Used By the Students in Bilingual Program" (2017): 1–230, http://eprints.iain-surakarta.ac.id/1234/1/PDF. indah nurliana%28133221164%29.pdf.

d. Humorous usage

Language switching may also applicable when people have initiative to convey humorous expression. It can be shown from the language switching operated by clowns, jokers, or when presenter in seminar is aspirating to keep the participants of the seminar from boredom by uttering humorous expression.

e. Prestigious usage

Naturally, some members of social community want to be regarded as intellectual people or high-class group. They tend to show their identification by changing from common language to scientific language.

B. Code Mixing

1. Definition of Code Mixing

Code mixing is mixing of two or more language or have language varieties used in conversation same utterance. In this perspective code-mixing is akin to the switching of codes between turns or utterances.[29] According to Muysken in Arlan, Code-Mixing refers to instances where lexical items and grammatical features of two languages appear in one sentence.[30] Moreover, Jendra in Harris Marsanto states that code mixing is a situation where two or more

[29] Pieter Muysken, *Bilingual Speech*, 2001, https://id.2lib.org/book/2372400/5b8eca.

[30] Arlan, Sailan, and Lio, "Code-Switching And Code-Mixing In English Language Teaching And Learning At SMA Negeri 2 Kendari."

languages or varieties of a language are mixed in a conversation.[31] It shows that Code mixing occurred when the people mix two or more language in their spoken.

Mixed utterances are stable over (developmental) time, suggesting they are normal features of bilingual language use. Further, they are used more with a bilingual parent than monolingual interlocutor, suggesting that children are aware at some level of the social context that permits these combined utterances.[32] Code mixing as the term refers to the use of one or more languages for consistent transfer of linguistic units from one language into another, and by such a language mixture developing a new restricted or not so restricted code of linguistic interaction.

Code-mixing suggests the speaker is mixing up codes indiscriminately or perhaps because of incompetence, whereas the switches are very well motivated in relation to the symbolic or social meanings of the two codes.[33] Meisel in Ellen states that code-mixing is part of pragmatic competence and commonly occurs when one of the languages is dominant.[34] Moreover, Wardhaugh in Asror stated that Code-mixing occurs when conversant uses both languages

[31] S Harris Marsanto, "An Analysis of the Phenomenon of Code Mixing Used by Expat in Batam Island" (2010): 665–670, https://jurnal.uns.ac.id/prosidingprasasti/article/view/1642.

[32] Ellen Bialystok, "Bilingualism in Development: Language, Literacy and Cognition," *Cambridge University Press*, no. 1 (2003): 300, https://bathspa.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=edsjsr&AN=edsjsr.1193014&site=eds-live.

[33] Dora F. Kennedy and Elaine Davis Lubiner, *Learning about Languages*, *The Modern Language Journal*, vol. 77, 2013, https://www.pdfdrive.com/an-introduction-to-sociolinguistics-e40484642.html.

[34] Bialystok, "Bilingualism in Development: Language, Literacy and Cognition."

together to the extent that they change from one language to the other in the course of single utterance.[35] Code mixing usage depends on what language that the speakers master and what the aim of the speakers. It may occur because the speaker does not find suitable terms that can be used.

In learning process, Kachru in Fithrah Aulia Ansar defines code mixing as the term refers to the use of one or more languages for consistent transfer of linguistic units from one language into another, and by such a language mixture developing a new restricted or not so restricted code of linguistic interaction.[36] Students mix some language in the sentence that they do not know how to say in English that means combine the language between Indonesia and English.

2. Types of Code Mixing

Muysken in Ary Iswanto categorized code mixing into three types.[37] They are classified into insertion, alternation, congruent lexicalization. They will be explained below:

a. Insertion

Insertion of material (lexical items or entire constituents) from one language into a structure of the other language. Approaching

[35] Muhammad Asror, "Teachers‟ Explaining Techniques: Code-Switching and Code-Mixing in The Classroom The Case of Teachers of International Standard School of SMP N 2 Semarang in The Academic Year of 2008-2009" (2009): 59, http://lib.unnes.ac.id/749/.

[36] Ansar, "Code Switching and Code Mixing in English Learning Process."

[37] Ary Iswanto Wibowo, Idah Yuniasih, and Fera Nelfianti, "Analysis of Types Code Switching and Code Mixing by the Sixth President of Republic Indonesia‟s Speech at the National of Independence Day," *Progressive* 12, no. 2 (2017): 13–22, http://ejournal.nusamandiri.ac.id/ejurnal/index.php/progressive/article/view/665.

that depart from the notion of insertion new to constraint in term of the structural properties some base or matrix structures.

For example:

"Nanti siang jadi *meeting* dimana?"

In this example the words order is in Indonesia language inserted the English language phrase *meeting*.

b. Alternation

Alternation occurs when structures of two languages are alternated indistinctively both at the grammatical and lexical level.[38] Approaches departing from alternation view the constraint on mixing in terms of capability or equivalence of the language involved at the switch point.

For example:

"*I mean* ganti ke kalimat lain"

In this example consists two different language structures from *I mean* to *ganti ke kalimat lain* and the sentence has good meaning clarity.

c. Congruent lexicalization

Congruent lexicalization refers to material from different lexical inventories into a shared grammatical structure. The notion of

[38] L M E Manihuruk, "An Analysis Of Code Mixing In Facebook Status," *The Episteme Journal of Linguistics and Literature* 27, no. 2 (2016): 128–133, https://www.uhn.ac.id/files/akademik_files/1712070328_2016_The Episteme Journal of Linguistics and Literature Vol 2 No 2_2.An Analysis Of Code Mixing In Facebook Status.pdf.

congruent lexicalization underlies the study of style shifting and dialect/standard variation rather than bilingual language use proper. For example:

"*OK*, baiklah. Kita akan *review* sebentar tentang *material* sebelumnya."

These two languages share a grammatical structure filled lexically with elements from each language.

Moreover, Pieter Muysken in Ahmad Fanani stated the explanation of the types code mixing.[39] They are:

a. Insertion

Insertion refers to the act of inserting the materials in the form of both lexical elements and constituents of a language into the structure of different language.

For example:

"Aku jalan *in a state of shock* selama dua jam"

It is single English word inserted into Indonesian sentence.

b. Alternation

Alternation refers to the situation in which the two languages are divided into the grammatical structures that might be lexically by the elements of whichever language. The two different language structures are mixed into a sentence.

For example:

[39] Fanani and Maʻu, "Code Switching and Code Mixing in English Learning Process."

"Udah kamu pesan dulu, *Lunch break is almost over*"

These two different language structures are mixed into a sentence.

c. Congruent lexicalization

In the process of congruent lexicalization, there is a linear and structure equivalence on the syntactic level between the two languages.

For example:

"Bagus, *in other words*, *the flight* yang berangkat dari *Chicago around three o'clock"*

These two languages share a grammatical structure filled lexically with elements from each language.

3. Functions of Code Mixing

Troike in Adriana states Code mixing has various functions.[40] They will be explained below:

a. As group identification
b. As solidarity
c. Distancing
d. Definition of situation
e. To soften or strengthen request command
f. To say something twice in different language in order to intensify or eliminate ambiguity

[40] Adriana dan Ratmo, "Code Mixing and Code Switching in „ Hitam Putih " Television Program," *Paradigma Lingua* 2, no. 1 (2017): 3–15, http://openjournal.unpam.ac.id/index.php/Paradigma/article/view/406.

g. As humorous effect or to indicate that a referentially derogatory comment is not to be taken seriously
h. As direct quotation which may range from stereotypical imitative speech in joking to learn citation in Latin or Greek
i. As ideological statement
j. As lexical need either if the speaker knows the desired expression only in one language
k. To exclude other people within hearing if a comment is intended for only a limited audience
l. As avoidance strategy, either if certain forms that are incompletely learned in one of the language require (usually because of pronominal selection) a social status distinction one does not wish to make
m. As repair strategy when the speakers realize that they have been using inappropriate code.

Many languages are used by people to communicate to each other and they have functions to give information. A person who is talking certainly has a function in communication to convey message from what their talking with the interlocutor so that the function can deliver the message to the interlocutor.

4. The Factors Influence Code-Mixing

Fishman in Adriana and Ratmo in general the causes of code switching are: the speaker or speakers, the listeners or interlocutors,

change in the situation in the presence of a third person, a change from formal, and a change of topic.[41] Moreover, Suwito in Indah Nurliana says that there are some factors, that cause people do code mixing.[42] Some of them are:

a. The speaker

   The speakers try to mix their language for hearer to a purpose or in a particular situation. For example: usually code mixing occurs in relax or informal situation. This situation is closer with daily conversation and for writers is also describe as their habitual communication.

b. The interlocutor

   Communication is the process of expressing ideas between two participants of conversation. Speakers adjust the language when they talk to their hearer. For example: if the hearer the same linguistic background with speakers, then transfer the code used may be tangible rather variants, rather diverse, rather than the style or register. However, if the hearer different linguistic backgrounds with speakers then transfer the code used may occur from regional languages into languages other areas under their control.

c. Social community or Background

[41] Adriana dan Ratmo, "Code Mixing and Code Switching in „ Hitam Putih " Television Program."

[42] Nurliana, "A Sociolinguistics Analysis of Code Mixing Between English and Indonesian Used By the Students in Bilingual Program."

An individual lives and cooperates in one community either in monolingual or bilingual community. Now most communities are bilingual that use two languages in their interactions. In this case, an individual will be influenced by social community directly.

d. Vocabulary

There is not appropriated word or when there is a lack of vocabulary in one language. The inability to find an appropriate word or expression in one language makes people change the word or phrase from one to another language and it can be combined together.

e. Prestigious usage

Globalization era, people must be able to speak more than one language, especially English. For many young people code mixing becomes awn style which is hoped to be modern and educational one. They mix language because of prestige.

C. Question and Answer Session

1. Definition of Question and Answer Session

A question is a linguistic expression used by a questioner to request information in the form of an answer.[43] The sentence containing request focus is called question. While answering that provide solutions. Answers usually appear in the posts after the post containing the question. In a normal conversation, the topic of the conversation may jump around, and it may not always be easy to identify what the underlying question under discussion is.

Gattis in Almi Khotimah stated that a question is one of the most important tools in guiding and extending students‟ learning.[44] Asking question which is appropriate, good, easy to understand and relevant to the topic which talking about. Then, students try to analyze and explore the answer. It can stimulate students to critical thinking.

In teaching learning English, there is a process which is called question and answer session. Many presentations are followed by a question and answer session. A question and answer session allows audience members to add to their knowledge of the topic. It's an opportunity for the speaker to share additional information. A question and answer session can provide student with valuable feedback on the presentations.

2. Function of Question-Answer Session

[43] Shilin Ding, Gao Cong, and Chin-yew Lin Xiaoyan, "Using Conditional Random Fields to Extract Contexts and Answers of Questions from Online Forums," no. June (2008): 710–718, https://aclanthology.org/P08-1081.pdf.

[44] Almi Khotimah, "Types of Teacher‟s Questions in English Classroom at Madrasah Aliyah Negeri Insan Cendekia Jambi" (2019), http://repository.uinjambi.ac.id/2058/.

The use of Question-Answer session in learning process, mentioned as follows.

a. Help students review

   The function is to raise their curiosity and interest in the topic in the discussing.

b. Check on Comprehension

   This is one of the purpose give question to the students. The use questions to make students recall their prior knowledge that have been learn or to check their understanding the material being explain.

c. Stimulate Critical Thinking

   Giving question is an important thing from teachers‟ ability to build conducive atmosphere in the classroom to stimulate ability in thinking.

d. Encourage Creativity and Encourage Discussion

   The students pushed to build interaction or discussion with friend or that belief is able to solve that question.

e. Control Classroom Activities

   Classroom management is method uses to maintain a classroom atmosphere that is conducive so that the process teaching and learning will achieve. It will make them focus on the lesson.

Many conferences and meetings facilitate question and answer sessions as either part of a presentation or a stand-alone event. Question and answer sessions give audiences the opportunity to find out more about certain topics or even ask a question to someone that would never normally get the chance.

D. Review of Zoom Cloud Meeting Application

1. Definition of Zoom meeting

Zoom is an application that can be downloaded wither to a personal computer of a mobile device. Zoom also is a video and web conferencing platform while zoom webinars are unique feature allows presenters to broadcast to up to 500 participants, available to premium members only.[45] It enables you to virtually interact with other students when in person meetings aren‟t possible, and it has been hugely success for social events.

In online learning, an educator needs a technology medium for interaction with students. Its function is so that what the teacher explains can be absorbed or captured by students so that the learning process is called successful and students' interest in learning increases. The researcher tries to say that one of the applications that support the learning process is the zoom application. Zoom has one of the menus,

[45] K E Adenegan and O A Abiodun, "Usage of Zoom Cloud Meeting for Virtual Meetings and E-Learning," *The Green Institute* (2018): 1–13, https://greeninstitute.ng/bookchapters/2020/3/22/usage-of-zoom-cloud-meeting.

namely zoom meeting, which is a learning medium using video.[46] In addition to student self-regulated learning, this study also sought to see how students‟ self-awareness in science learning in the Covid-19 pandemic era.[47] Students can download or open a quick browser tab that will launch the app on the device.

2. Functions of Zoom Meeting

Zoom is a free HD application with video and screen sharing for up to 100 people and even more and is also a learning medium using video and audio. And this application can also be used in a variety of mobile devices, laptops, and netbooks, so for now the zoom meeting application is an option for lecturers and students alike.[48] Zoom provides for a feature which requires users to input a password as they join a meeting. Zoom has also published a guide on how to keep unwanted participants out of meetings.[49] Attendees can also join a Zoom meeting without signing into the app, but must sign up for an account to host a video conference.

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[46] Kasman Kasman, Zohri Hamdani, and Universitas Muhammadiyah Lampung, "The Effect of Zoom App Towards Students ‟ Interest in Learning On Online Learning," *Dinasti International Journal of Education Management and Social Science* 2, no. 3 (2021): 404–408, https://dinastipub.org/DIJEMSS/article/view/752.

[47] S. E. Atmojo, T. Muhtarom, and B. D. Lukitoaji, "The Level of Self-Regulated Learning and Self-Awareness in Science Learning in the Covid-19 Pandemic Era," *Jurnal Pendidikan IPA Indonesia* 9, no. 4 (2020): 512–520, https://journal.unnes.ac.id/nju/index.php/jpii/article/view/25544.

[48] Ririn Eka et al., "Education Quarterly Reviews" 4, no. 2 (2021): 26–32, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3819839.

[49] Ajay Chawla, "Corona Virus (COVID-19) - „Zoom‟ Applicatiom Boon or Bane" (n.d.): 124, https://soar.wichita.edu/bitstream/handle/10057/5051/t11060_Brezjanovic Shogren.pdf?sequence=3&isAllowed=y.

The use of this application is to know student interest in learning during a pandemic lesson because interest has a positive influence on students so as to increase students' enthusiasm for learning in learning.[50] The zoom session is designed to consolidate and build on the course content discussed in class.[51] In all, zoom meeting is useful for those who are in the process of language learning, as it makes it easier to practice skills such as reading, listening, speaking and writing.

3. Zoom Meeting in Sociolinguistic course

All countries in the world are busy to save and protect their citizens from the covid-19 attack. The first action to avoid the virus by the Indonesian government is the application of social distancing and physical distancing, namely maintaining a safe distance with all members of the community and family not traveling and staying at home. This application resulted in many sectors that had to stop their activities, including the education section. Educational institutions from primary, middle, and tertiary institutions must lay students, teachers, lecturers, and employees and change the teaching and learning process into distance learning.[52] One form of adapting learning during a pandemic is implementing it online.

[50] Kasman, Hamdani, and Lampung, "The Effect of Zoom App Towards Students " Interest in Learning On Online Learning."

[51] Muhammad Nuryanto et al., "Anglophile Journal" 1, no. 2 (2021): 1–12, https://www.attractivejournal.com/index.php/anglophile/article/view/174.

[52] Atmojo, Muhtarom, and Lukitoaji, "The Level of Self-Regulated Learning and Self-Awareness in Science Learning in the Covid-19 Pandemic Era."

In online learning, an educator needs a technology medium for interaction with students. One of the applications that support the learning process is the zoom meeting application. The use of this application is to know student interest in learning during a pandemic lesson.[53] Besides that, interest has a positive influence on students and increase students‟ enthusiasm for learning in online learning.

Zoom meeting application allows students to be more conducive in learning as in Sociolinguistic course. By using the zoom application, students can listen and carry out the teacher's instructions well to watch the learning video so that they were ready and had an understanding of during meeting session.

E. Review of Related Findings

Actually, there were some researches related to this research. Many researchers had done research about Code switching and Code mixing. One of the researches is written by Fithrah Auliya Ansar.[54] The results of the study in overall will be concluded as follows. Code-switching is a term in linguistics referring to using more than one language or variety in conversation. Code mixing as the term refers to the use of one or more languages for consistent transfer of linguistic units from one language into another, and by such a language mixture

[53] Kasman, Hamdani, and Lampung, "The Effect of Zoom App Towards Students ‟ Interest in Learning On Online Learning."

[54] Ansar, "Code Switching and Code Mixing in English Learning Process."

developing a new restricted or not so restricted code of linguistic interaction. Teacher makes code switching in the class to make meaning clear and to transfer the knowledge to students in an efficient way. Yet, it should be kept in mind that in long term, when the students experience interaction with the native speakers of the target language; code switching may be a barrier which prevents mutual intelligibility.

The other research was written by Ela Kurnia.[55] The researcher found 114 code switching and code mixing in students‟ utterances. All of the utterances could be analyzed in types and functions of code switching and code mixing. There were two types of code switching found, they are inter-sentential and intra-sentential. There were two types of code mixing found, they are insertion and alternation. In addition, functions of code switching and code mixing were revealed namely: Quotation, Addressee specification, Repetition, Interjections, Personalization and Objectivization, and Facility of expression.

The other research was written by Arlan et al.[56] Type of code-switching carried out by teachers in English learning, namely intra-sentential code-switching, and inter-sentential code-switching, while emblematic code-switching was not found in the study. The results showed that teachers were often or more dominant using the type of

[55] Ela Kurnia, *Description of Using Code Switching and Code Mixing in Conversation by the 9th Semester English Literature Students of State University of Semarang in the Academic Year 2014/2015*, 2015, https://lib.unnes.ac.id/20792/.

[56] Arlan, Sailan, and Lio, "Code-Switching And Code-Mixing In English Language Teaching And Learning At SMA Negeri 2 Kendari."

intra-sentential switching with a high percentage about 69.04%, teachers were also found a lot of using inter-sentential switching with percentage about 30,95% and for emblematic switching was not found in the research.

The other research was written by Ahmad Fanani and Jean Antunes.[57] The results of the study in overall at Grade XI of MA KHAS Kempek Cirebon are the code-switching and code mixing phenomenon that occur within the English learning process, and there are three factors behind the use of code switching and code mixing within the English learning process.

The other research was written by Sumarsih.[58] The results show that code-switching and code-mixing that occurs in the city of Medan, City of Siantar and Mandailing Natal Regency are at the level of word, phrase, and sentence and the results in this study are a code-switching which is part of the code-mixing which language transfer does not violate the rules in the existing structure of the sentences on the two or more languages. Tangible results of a study conducted in North Sumatra, Indonesia that is the word level is the highest level that reached 57.3 % of the overall data and followed by the phrase level and sentence level which reached 40.4 % and 17.3 % respectively.

[57] Fanani and Ma‟u, "Code Switching and Code Mixing in English Learning Process."

[58] Sumarsih - et al., "Code Switching and Code Mixing in Indonesia: Study in Sociolinguistics," *English Language and Literature Studies* 4, no. 1 (2014): 77–92, http://digilib.unimed.ac.id/29249/.

Finally, this research is written by researcher to add and complete the kind of researches before. Researches before are mostly did in the classroom. Therefore, the researcher wants to do the research about code-switching and code-mixing in question-answer session through zoom meeting application used by English students department IAIN Padangsidimpuan.

CHAPTER III

RESEARCH METHOD

A. Time and Place of the Research

The time for collecting the data from zoom meeting is conducted from 01 October – 30 October 2021 in three meetings. This research conducted at seventh semester students in English education department of IAIN Padangsidimpuan in academic year 2021/2022. The setting of the research is in State Institute for Islamic Studies Padangsidimpuan. This campus is located at H.T Rizal Nurdin Km. 4,5 sub-district Sihitang.

B. Types of the Research

This research investigated the code switching and code mixing in question and answer session through zoom meeting application used by English students department IAIN Padangsidimpuan. This research is a qualitative approach. Moreover, it is a descriptive qualitative.

C. Participants of the Research

Participants in this research is class TBI-1 from 10 students at sociolinguistic course in three meetings of English education department in State Institute for Islamic Studies Padangsidimpuan who used code switching and code mixing in question and answer session through zoom meeting application.

D. Instrument of Collecting Data

In identifying the research needs instruments that are used to collect the data, so the researcher is easy to finish her research. The main instrument of this research is the researcher herself because the research is descriptive qualitative research. The researcher did the direct observation to collect the data. During the process of the research, the researcher took roles as a data collector, data interpreter and the result reporter of the research.

The researcher collected the data in the form of code-switching and code-mixing in question and answers session through zoom meeting application used by English students department IAIN Padangsidimpuan. However, in this research, the researcher employs documentation to collect the data. In this case, the documentation form is screen recording of zoom meeting application used by English students department at seventh semester of IAIN Padangsidimpuan.

E. Technique of Data Collection

Data has very important role in the research, because without data, this research is impossible to get the result. The technique of collecting data is the method that is used in collecting data. In collecting the data, the researcher employees the technique as follows:

1. Observation

   There were several steps by researcher in conducting observation:

a. Preparing the tools in obtaining the data.
b. Joining the zoom meeting via the link provided by the host.
c. Observing the question and answer session and looking for the user of code switching and code mixing by the participants or English Students Department of IAIN Padangsidimpuan.
d. Screen recording the process.
e. Interpreting the data.

2. Documenting

Documenting has been done by screen recording and transcript the codes of participants. Documenting is intended to collect the data. The procedures are:

a. Finding the link of zoom meeting from the host.
b. Joining the meeting.
c. Looking for the user of code switching and code mixing in question and answer session of participants in zoom meeting of English Students Department of IAIN Padangsidimpuan.
d. The researcher transcript the script.
e. Interpreting the data.
f. Making conclusion.

F. Techniques of Data Analysis

Data analysis on the field was done when collecting data and after collecting the data. The activities on the qualitative data were done interactively and continue to analysis their value.

Data analysis in qualitative research are preparing and organizing the data, then, reducing the data into themes through a process of coding and condensing the codes, and finally representing the data.[59] Planning to analyze the data might have several components. Several generics process might be stated as follows.

a. Organize and Prepare

Organize and prepare for analysis involves transcribing, sorting and arranging the data into different types depending on the sources of information in analyzing code switching and code mixing in question-answer session through zoom meeting application used of English Students department of IAIN Padangsidimpuan.

b. Read Through All the Data

This is to obtain a general sense of the information and to reflect on its overall meaning. The researcher collected all the data. Then, researcher read all the data that have been collected.

c. Begin Detailed Analysis with a Coding

[59] John W. Creswell, *Research Design*, *Sage*, 2016, https://www.pdfdrive.com/qualitative-quantitative-and-mixed-methods-approaches-e91943566.html.

Coding process is a process organizing the material into chunks or segments of text before bringing meaning to information it involves taking text data or pictures gathered during data collection, egmenting sentences (or paragraphs) into categories and labeling those categories with a term, often a term based in the actual language of the participants. The researcher uses coding process. The analysis uses three types of code switching and three types of code mixing.

d. Interpretation

This is a final step in data analysis involves making an interpretation in qualitative research of findings or results. Interpretation asks about what the lesson learned and interpretation can take many forms; be adapted for different types of design; and be flexible to convey personal, research-based and action meaning.

To analyzed the dominant of code switching and code mixing in question-answer session through zoom meeting application used by English students department at seventh semester of IAIN Padangsidimpuan, the researcher used Creswell formula.[60] The percentage is determined by using the formula:

[43] John W. Creswell, *Research Design*, *Sage*, 2016.

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

Explanation:

P = as percentage

F = as frequency of code switching/code mixing

N = as total code switching/code mixing

G. Technique to Maintain the Data Trustworthiness

The trustworthiness of the research is necessary to be checked in order to reduce the researcher‟s biases and prejudices. Qualitative researcher uses several steps to check on and enhance a study‟s validity. This research, the researcher uses member checking to check the trustworthiness of the research. The researcher applied member checking technique to support the data credibility in getting the valid data.

John W. Creswell[61] concludes six strategies for ensuring internal validity, as follow:

1. Triangulation of data

   Data collected through multiple sources to include interviews, observations and document analysis.

2. Member checking

   The informant served as a check throughout the analysis process. An ongoing dialogue regarding my interpretations of the informant‟s reality and meanings will ensure the truth value of the data.

[44] John W. Creswell, *Research Design*, *Sage*, 2016.

3. Long terms and repeated observations at the research site

   Regular and repeated observations of similar phenomena and settings occured on-site over a four month period of time.

4. Peer examination

   A doctoral student and graduate assistant in the Educational Psychology Department will serve as a peer examiner.

5. Participatory modes of research

   The informant involved in most phases of this study, from the design of the project to checking interpretations and conclusions.

6. Clarification of researcher bias

   At the outset of this study researcher bias articulated in writing in the dissertation proposal under the heading, “The Researcher‟s Role.”

In this research, the researcher used member checking in order to proof the validation. Member-checking is a method of enhancing the credibility of research findings and explanations. The researcher collected the data using many ways of technique of collecting the data such as field note taking from observation, script of recording and result interpreted.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter contains data collection and analysis. The researcher present the data of the research based on the data collection which would examined by data analysis. This chapter contains the discussion of data analysis which involved with the data that have been collected from the question and answer session through zoom meeting application used by English students department of IAIN Padangsidimpuan. The research was on code switching and code mixing in three meetings used by English students department at seventh semester, types of code switching and code mixing and dominant types used by English students department of IAIN Padangsidimpuan in question-answer session through zoom meeting application.

A. Findings

1. Codes found in Question and Answer Session Through Zoom Meeting Application in Three Meetings

After analysis the data, there are two codes that are found in question-answer session through zoom meeting application used by English students department at seventh semester in three meetings, they are: code switching and code mixing.

a. Codes in the First Meeting

These codes are taken in first meeting at Friday; 01 October 2021 with topic of discussion is sociolinguistics in Pidgin and Creoles, Lingua Franca, Vernacular, Standardization.

Datum 1: *Bisanya* example slank word like lemme, kinda, and gimme to example of Pidgin.

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 2: *Kita tahu kalau* lemme *dari Bahasa Inggris kedua-duanya yang disatukan dari kata* let *sama* me, let *kan itu berasal dari Bahasa Inggris*, me *juga Bahasa Inggris*.

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 3: *Kalau* Pidgin *ini yang dari dua* background knowledge *yang berbeda, yang mereka satukan atau bukan mereka satukan, tanpa difokuskan dari* grammar, *bacaan dan penyusunan katanya.*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 4: *Kalau* lemme, kinda *kan itu dari* kind of, *kedua kata itu berasal dari Bahasa Inggris.*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 5: *Itu jawaban dari pertanyaan saudari Hafsa*. Thank you, I give it back to moderator.

This is categorized as Code Switching because the language is arranged structurally, grammatically in the other language.

Datum 6: *Kalau misalnya* slank word *itu kan bukan termasuk macam bahasa tapi gaya bahasa.*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 7: *Itu* slank word *yang* let me *jadi* lemme *yang* kind of *jadi* kinda.

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 8: *Sama seperti* let me *dari Bahasa Inggris ke Bahasa Inggris dan dipermudahkan menjadi* slank word *itu.*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 9: *Nah, contohnya kayak yang dibilang si Muna tadikan* kill him *gitu.*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 10: Ok, *saya akan menambahi jawaban dari saudari Nurul!*

This is categorized as Code Switching because the language is arranged structurally, grammatically in the other language.

Datum 11: *Dari penulisan atau* maybe *artinya juga.*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 12: *Ketika diresmikan mereka bisa jadi peresmian ini menjadi* mother language.

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 13: *Yang diajarkan pada* children *mereka*.

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 14: *Yang dari penyatuhan kata bahasa jawa sehingga menjadikan bahasa resmi atau sebagai* mother language *mereka.*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 15: Maybe there is another addition from me *yang tentang contoh bahasa kreole itu.*

This is categorized as Code Switching because the language is arranged structurally, grammatically in the other language.

Datum 16: *Sama seperti kita yang misalnya bahasa Inggris menjadi* mother language *kita*.

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 17: I think that was very important, *sangat penting karena* Pidgin *dan* Creole *itu sangat-sangat membantu di pengembangan bahasa*, development of language.

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 18: I guess that‟s not will success in the *misalnya di Jakarta.*

This is categorized as Code Switching because the language is arranged structurally, grammatically in the other language.

Datum 19: *Itu sangat-sangat penting dibagian dari* development of language.

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 20: Ok, *berbicara tentang* creole *tadi yang dua* background knowledge.

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 21: *Kalau ini dibuat untuk* speaking style *ini bisa karena sudah diresmikan oleh suatu daerah itu.*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

b. Codes in Second the Meeting

These codes are taken in second meeting at Friday; 15 October 2021 with topic of discussion is Language variation.

Datum 22: *Jadi kan bahasa itu banyak yaa*. And probably most people in the world speak more than one.

This is categorized as Code Switching because the language is arranged structurally, grammatically in the other language.

Datum 23: Even Americans *misalnya.*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 24: *Baik itu dari status sosialnya,* religion*nya, ataupun dari penggunaan bahasa nya.*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 25: *Jadi, penuturnya itu yang tidak sama.* Ok, I will give it back to moderator.

This is categorized as Code Switching because the language is arranged structurally, grammatically in the other language.

Datum 26: I think that‟s all explanation from me. *Jika ada teman-teman yang ingin menambahai jawaban dari kami, saya persilahkan.*

This is categorized as Code Switching because the language is arranged structurally, grammatically in the other language.

Datum 27: I will add about *variasi bahasa berdasarkan usia*.

This is categorized as Code Switching because the language is arranged structurally, grammatically in the other language.

Datum 28: *Digunakan oleh anak-anak untuk menyatakan aktivitas makan yang berbeda dengan orang biasa.* I give it back to the moderator.

This is categorized as Code Switching because the language is arranged structurally, grammatically in the other language.

c. Codes in the Third Meeting

These codes are taken in second meeting at Friday; 22 October 2021 with topic of discussion is Code.

Datum 29: Ok, we know that, bilingualism is, *itu adalah* the ability that use two languages.

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 30: So, your question is *apa efek positifnya?*

This is categorized as Code Switching because the language is arranged structurally, grammatically in the other language.

Datum 31: *Nah,* the positive effect that we use *di* bilingualism *itu adalah* you master in two languages.

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 32: *Dan efek positif lainnya itu adalah* increase awareness of other culture, make travel easier and more enjoyable.

This is categorized as Code Switching because the language is arranged structurally, grammatically in the other language.

Datum 33: *Misalnya kita pergi keluar negeri tapi kita sudah jadi orang* bilingualism.

This is categorized as Code Switching because the language is arranged structurally, grammatically in the other language.

Datum 34: *Dan Lia mendengar bahasa-bahasa* conversation *dari si Dijah dan Wafiah jadi bertambah.*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 35: *Dan dia mengetahahui bahasa batak itu dari* conversation *si Wafiah dan Dijah tadi.*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 36: *Seperti* vocabulary *nya juga gitu.*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 37: *Bisa juga menjadi* multilingualism *orangnya.*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 38: *Banyak di Youtube yang bisa berbicara banyak bahasa tanpa dipengaruhi oleh geografinya, kemauan orangnya saja*. Ok, thank you, maybe that‟s all!

This is categorized as Code Switching because the language is arranged structurally, grammatically in the other language.

Datum 39: What I meant is *kayak yang* the example from the Switzerland, *itukan tadi Itali, Francis*.

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 40: *Karena tadi contohnya dibilang tadi itu negara-negara yang* multilingualism.

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 41: What I meant is bigger, *itu yang memakainya itu bukan perseorangan lagi.*

This is categorized as Code Switching because the language is arranged structurally, grammatically in the other language.

Datum 42: What I am questioning is *apakah itu berpengaruh, pengaruhnya gara-gara* Switzerland *itu dekat ke Francis, dekat ke* Italian then *karena mereka mudah akses ke Francis, akses ke* Italian and then *bahasa mereka itu bertambah dan bertukar bersamaan gitu.*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 43: That‟s why they use foreign languages. *Apakah letak geografis dari suatu negara atau suatu tempat itu mempengaruhi gitu Hen?*

This is categorized as Code Switching because the language is arranged structurally, grammatically in the other language.

Datum 44: *Itu kan* bilingualism *dia kan.*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 45: Second language *nya itu Bahasa Inggris.*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 46: *Kenapa bisa orang India* british *dia memakai Bahasa Inggris orang itu?*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 47: *Sehingga Inggris itu* the second language *bagi orang India.*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 48: *Bisa nggak di* catch *itu kalau kita* make for instance *negara India dengan Inggris?*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 49: *Mungkin,* if there is another answer from another friend it will be good.

This is categorized as Code Switching because the language is arranged structurally, grammatically in the other language.

Datum 50: *Dari penjelasan Isna tadi, apakah sudah paham dengan* sequential model?

This is categorized as Code Switching because the language is arranged structurally, grammatically in the other language.

Datum 51: Ok, *jadi* before multilingualism *kita ke* bilingualism *nya* sequential model *ini*.

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 52: *Misalnya di* bilingualism.

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 53: *Baru adakan* the second language *orang itu.*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 54: Second language *nya Bahasa Inggris.*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 55: *Kalau kita di Indonesia Bahasa Inggris itu* as foreign language.

This is categorized as Code Switching because the language is arranged structurally, grammatically in the other language.

Datum 56: *Tetapi kalau untuk orang India,* English is as a second language.

This is categorized as Code Switching because the language is arranged structurally, grammatically in the other language.

Datum 57: *Bukan bahasa asing bagi orang itu,* as a second language.

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 58: *Itulah* bilingualism.

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 59: *Itu prosesnya di* education.

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 60: *Jadi bagaimana dengan* multilingualism in as sequential model?

This is categorized as Code Switching because the language is arranged structurally, grammatically in the other language.

Datum 61: *Sama dengan itu juga dengan* bilingualism *itu.*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 62: *Jadi bertambah, misalnya* free school *dia.*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 63: *Ada* school learners *ini kan.*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 64: *Kayak yang dibilang* maʻam *tadi*.

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 65: *Ada* free school *nya sekolah dia*.

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 66: *Jadi itu bisa buat dia jadi* multilingualism *belajar bahasa lain.*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 67: Because multilingualism *itu kan adalah kemampuan seseorang berbicara lebih dari tiga bahasa.*

This is categorized as Code Switching because the language is arranged structurally, grammatically in the other language.

Datum 68: But, if we divided Batak language, *itu adalah terbagi lagi.*

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

Datum 69: *Nah contohnya,* you have a family in mandailing or panyabungan.

This is categorized as Code Switching because the language is arranged structurally, grammatically in the other language.

Datum 70: *Akan tetapi kita bisa kita katakan itu diglosia.* Ok, just it from me.

This is categorized as Code Switching because the language is arranged structurally, grammatically in the other language.

Datum 71: *Itu biasanya memang secara alami pasti ada itu namanya* body language.

This is classified as Code Mixing because the language is not arranged structurally, grammatically in the other language.

2. Code Switching in Question-Answer Session through Zoom Meeting Application

After analysis the data, there are three types of code switching that is found in question-answer session through zoom meeting application used by English students department at seventh semester, they are: tag switching, intra-sentential and inter-sentential.

a. Tag Switching

Tag switching is the process of inserting a tag from one language into an utterance from another language. The switch is simply an interjection, a tag, or sentence filler that serves to guide the direction of the conversation without implying certain meaning. In question-answer session through zoom meeting application of English students department, tag switching was occurred three times. The data can be seen as follows:

Datum 10: Ok, *saya akan menambahi jawaban dari saudari Nurul!*

This is classified as Tag switching because it consist short English expression, which is shown by the use of the word *ok*. The short expression is spoken before the sentence in Indonesian language *saya akan menambahi jawaban dari saudari Nurul.* Then, the short expression *ok* is said to be the sentence filler because the short expression only serves to fill the gap before the conversation is initiated.

Datum 49: *Mungkin,* if there is another answer from another friend it will be good.

This is classified as Tag switching because it consist short English expression, which is shown by the use of the word *mungkin*. The short expression is spoken before the sentence in English language *if there is another answer from another friend it will be good.* Then, the short

expression *mungkin* is said to be the sentence filler because the short expression only serves to fill the gap before the conversation is initiated.

Datum 69: *Nah contohnya,* you have a family in mandailing or panyabungan.

This is classified as Tag switching because it consist short English expression, which is shown by the use of the word *nah contohnya*. The short expression is spoken before the sentence in English language *you have a family in mandailing or panyabungan.* Then, the short expression *nah contohnya* is said to be the sentence filler because the short idiom only serves to fill the gap before the conversation is initiated.

b. Intra-sentential Switching

Intra-sentential switching refers to the switch from one language to another language in a sentence or clause. In this case, the speaker may switch parts of clauses, lexical items, or even morphemes. In question-answer session through zoom meeting application of English students department, Intra-sentential switching was occurred twelve times. The data can be seen as follows:

Datum 15: Maybe there is another addition from me *yang tentang contoh bahasa kreole itu.*

This is classified as Intra-sentential switching because it consists of two languages in one sentence. The first clause *maybe there is another addition from me* is in English language, and switch to *yang tentang contoh bahasa kreole itu* is in Indonesian language.

Datum 18: I guess that‟s not will success in the *misalnya di Jakarta.*

This is classified as Intra-sentential switching because it consists of two languages in one sentence. The first clause *I guess that's not will success in the* is in English language, and switch to *misalnya di Jakarta* in Indonesian language.

Datum 27: I will add about *variasi bahasa berdasarkan usia*.

This is classified as Intra-sentential switching because it consists of two languages in one sentence. The first is *i will add about in English language*, and switch to *variasi bahasa berdasarkan usia* in Indonesian language.

Datum 30: So, your question is *apa efek positifnya?*

This is classified as Intra-sentential switching because it consists of two languages in one sentence. The first is *so, your question is* in Indonesian language, and switch to *apa efek positifnya* in English language.

Datum 32: *Dan efek positif lainnya itu adalah* increase awareness of other culture, make travel easier and more enjoyable.

This is classified as Intra-sentential switching because it consists of two languages in one sentence. The first is *dan efek positif lainnya itu adalah* and switch to *increase awareness of other culture, make travel easier and more enjoyable* in English language.

Datum 33: *Misalnya kita pergi keluar negeri tapi kita sudah jadi orang* bilingualism.

This is classified as Intra-sentential switching because it consists of two languages in one sentence. The first is *misalnya kita pergi keluar negeri tapi kita sudah jadi orang*, and switch to *bilingualism* in English language.

Datum 41: What I meant is bigger, *itu yang memakainya itu bukan perseorangan lagi.*

This is classified as Intra-sentential switching because it consists of two languages in one sentence. The first is *what I meant is bigger*, and switch to *itu yang memakainya itu bukan perseorangan lagi* in Indonesian language.

Datum 50: *Dari penjelasan Isna tadi, apakah sudah paham dengan* sequential model?

This is classified as Intra-sentential switching because it consists of two languages in one sentence. The first is *dari penjelasan Isna tadi, apakah*

sudah paham dengan in Indonesian language, and switch to *sequential model* in English language.

Datum 55: *Kalau kita di Indonesia Bahasa Inggris itu* as foreign language.

This is classified as Intra-sentential switching because it consists of two languages in one sentence. The first is *kalau kita di Indonesia Bahasa Inggris itu,* and switch to *as foreign language* in English language.

Datum 56: *Tetapi kalau untuk orang India,* English is as a second language.

This is classified as Intra-sentential switching because it consists of two languages in one sentence. The first is *tetapi kalau untuk orang India,* and switch to *English is as a second language* in English language.

Datum 60: *Jadi bagaimana dengan* multilingualism in as sequential model?

This is classified as Intra-sentential switching because it consists of two languages in one sentence. The first is *jadi bagaimana dengan,* and switch to *multilingualism in as sequential model* in English language.

Datum 67: Because multilingualism *itu kan adalah kemampuan seseorang berbicara lebih dari tiga bahasa.*

This is classified as Intra-sentential switching because it consists of two languages in one sentence. The first is *because multilingualism*, and switch to *itu kan adalah kemampuan seseorang berbicara lebih dari tiga bahasa* in English language.

c. Inter-sentential Switching

Inter-sentential switching refers to the switch from one language to another language between sentences or clauses. In this case, an entire clause or sentence is in one language, but the speaker switches to another language for a subsequent clause or sentence. In question-answer session through zoom meeting application of English students department, Inter-sentential switching was occurred eight times. The data can be seen as follows:

Datum 5: *Itu jawaban dari pertanyaan saudari Hafsa*. Thank you, I give it back to moderator.

This is classified as Inter-sentential switching because it consists of two languages in two sentences. The first sentence *itu jawaban dari pertanyaan saudari Hafsa* is in Indonesian language, and switch to the next sentence *Thank you, I give it back to moderator* is in English language.

Datum 22: Jadi kan bahasa itu banyak yaa. And probably most people in the world speak more than one.

This is classified as Inter-sentential switching because it consists of two languages in two sentences. The first sentence *jadi kan bahasa itu banyak yaa* is in Indonesian language, and switch to the next sentence *and probably most people in the world speak more than one* is in English language.

Datum 25: *Jadi, penuturnya itu yang tidak sama.* Ok, I will give it back to moderator.

This is classified as Inter-sentential switching because it consists of two languages in two sentences. The first sentence *jadi, penuturnya itu yang tidak sama* is in Indonesian language, and switch to the next sentence *ok, I will give it back to moderator* is in English language.

Datum 26: I think that‟s all explanation from me. *Jika ada teman-teman yang ingin menambahai jawaban dari kami, saya persilahkan.*

This is classified as Inter-sentential switching because it consists of two languages in two sentences. The first sentence *i think that's all explanation from me* is in English language, and switch to the next sentence j*ika ada teman-teman yang ingin menambahai jawaban dari kami, saya persilahkan* is in Indonesian language.

Datum 28: *Digunakan oleh anak-anak untuk menyatakan aktivitas makan yang berbeda dengan orang biasa.* I give it back to the moderator.

This is classified as Inter-sentential switching because it consists of two languages in two sentences. The first sentence *digunakan oleh anak-anak untuk menyatakan aktivitas makan yang berbeda dengan orang biasa* in Indonesian language, and switch to the next sentence *I give it back to the moderator* is in English language.

Datum 38: *Banyak di Youtube yang bisa berbicara banyak bahasa tanpa dipengaruhi oleh geografinya, kemauan orangnya saja*. Ok, thank you, maybe that‟s all!

This is classified as Inter-sentential switching because it consists of two languages in two sentences. The first sentence *banyak di Youtube yang bisa berbicara banyak bahasa tanpa dipengaruhi oleh geografinya, kemauan orangnya saja* in Indonesian language, and switch to the next sentence *ok, thank you, maybe that's all* is in English language.

Datum 43: That‟s why they use foreign languages. *Apakah letak geografis dari suatu negara atau suatu tempat itu mempengaruhi gitu Hen?*

This is classified as Inter-sentential switching because it consists of two languages in two sentences. The first sentence *banyak di Youtube yang*

bisa berbicara banyak bahasa tanpa dipengaruhi oleh geografinya, kemauan orangnya saja in Indonesian language, and switch to the next sentence *ok, thank you, maybe that's all* is in English language.

Datum 70: *Akan tetapi kita bisa kita katakan itu diglosia.* Ok, just it from me.

This is classified as Inter-sentential switching because it consists of two languages in two sentences. The first sentence *akan tetapi kita bisa kita katakan itu diglosia* in Indonesian language, and switch to the next sentence *ok, just it from me* is in English language.

3. Code Mixing in Question-Answer Session through Zoom Meeting Application

There are three types of code mixing that found in question-answer session through zoom meeting application used by English students department at seventh semester, they are: insertion, alternation and congruent lexicalization.

a. Insertion

Insertion refers to the process of inserting the lexical elements and constituents of a language into the structure of different language. In question-answer session through zoom meeting application of English students department, insertion was occurred twenty three times. The data can be seen as follows:

Datum 6: *Kalau misalnya* slank word *itu kan bukan termasuk macam bahasa tapi gaya bahasa.*

This is categorized as Insertion because there is phrase that inserted by different language of the speaker. The mother tongue is Indonesian language and inserted with different language is English language. The words of *kalau misalnya* are in indonesian language that inserted by the phrase *slank word* is in English language, then continued by the words *itu kan bukan termasuk macam bahasa tapi gaya bahasa* are in Indonesian language.

Datum 9: *Nah, contohnya kayak yang dibilang si Muna tadikan* kill him *gitu.*

This is categorized as an Insertion because there is phrase that inserted by different language of the speaker. The mother tongue is Indonesian language and inserted with different language is English language. The words of *Nah, contohnya kayak yang dibilang si Muna tadikan* are in Indonesian language that inserted by the phrase *kill him* in English language, then continued by the word *gitu* is in Indonesian language.

Datum 11: *Dari penulisan atau* maybe *artinya juga.*

This is categorized as Insertion because there is word that inserted by different language of the speaker. The mother tongue is Indonesian language and inserted with different language is English language. The

words of *dari penulisan atau* are in Indonesian language that inserted by the word *maybe* is in English language, then continued by the words *artinya juga* are in Indonesian language.

Datum 13: *Yang diajarkan pada* children *mereka*.

This is categorized as Insertion because there is word that inserted by different language of the speaker. The mother tongue is Indonesian language and inserted with different language is English language. The words of *yang diajarkan pada* are in Indonesian language that inserted by the word *children* is in English language, then continued by the word *mereka* is in Indonesian language.

Datum 14: *Yang dari penyatuhan kata bahasa jawa sehingga menjadikan bahasa resmi atau sebagai* mother language *mereka.*

This is categorized as Insertion because there is phrase that inserted by different language of the speaker. The mother tongue is Indonesian language and inserted with different language is English language. The words of *yang dari penyatuhan kata bahasa jawa sehingga menjadikan bahasa resmi atau* are in Indonesian language that inserted by the phrase *mother language* is in English language, then continued by the word *mereka* is in Indonesian language.

Datum 16: *Sama seperti kita yang misalnya bahasa Inggris menjadi* mother language *kita*.

This is categorized as Insertion because there is phrase that inserted by different language of the speaker. The mother tongue is Indonesian language and continued with different language is English language. The words of s*ama seperti kita yang misalnya bahasa Inggris menjadi* are in Indonesian language that inserted by the phrase *mother language* is in English language, then continued by the word *kita* is in Indonesian language.

Datum 21: *Kalau ini dibuat untuk* speaking style *ini bisa karena sudah diresmikan oleh suatu daerah itu.*

This is categorized as Insertion because there is phrase that inserted by different language of the speaker. The mother tongue is Indonesian language and continued with different language is English language. The words of *kalau ini dibuat untuk* are in Indonesian language that inserted by the phrase *speaking style* is in English language, then inserted by the words *ini bisa karena sudah diresmikan oleh suatu daerah itu* are in Indonesian language.

Datum 24: *Baik itu dari status sosialnya,* religion*nya, ataupun dari penggunaan bahasa nya.*

This is categorized as Insertion because there is word that inserted by different language of the speaker. The mother tongue is Indonesian language and continued with different language is English language. The words of *baik itu dari status sosialnya* are in Indonesian language that inserted by the word *religion* is in English language, then continued by the word *nya* is in Indonesian language, and the words *ataupun dari penggunaan bahasa nya* are in Indonesian language.

Datum 29: Ok, we know that, bilingualism is, *itu adalah* the ability that use two languages.

This is categorized as Insertion because there are words that inserted by different language of the speaker. The mother tongue is English language and continued with different language is Indonesian language. The words of *ok, we know that, bilingualism is* are in English language that inserted by the words *itu adalah* are in Indonesian language, then continued by the words *the ability that use two languages* are in English language.

Datum 34: *Dan Lia mendengar bahasa-bahasa* conversation *dari si Dijah dan Wafiah jadi bertambah.*

This is categorized as Insertion because there is word that inserted by different language of the speaker. The mother tongue is Indonesian language and continued with different language is English language.

The words of *dan Lia mendengar bahasa-bahasa* are in Indonesian language that inserted by the word *conversation* is in English language, then continued by the words *dari si Dijah dan Wafiah jadi bertambah* are in Indonesian language.

Datum 35: *Dan dia mengetahahui bahasa batak itu dari* conversation *si Wafiah dan Dijah tadi.*

This is categorized as Insertion because there is word that inserted by different language of the speaker. The mother tongue is Indonesian language and continued with different language is English language. The words of *dan dia mengetahahui bahasa batak itu dari* are in Indonesian language that inserted by the word *conversation* is in English language, then continued by the words *si Wafiah dan Dijah tadi* are in Indonesian language.

Datum 36: *Seperti* vocabulary *nya juga gitu.*

This is categorized as Insertion because there is word that inserted by different language of the speaker. The mother tongue is Indonesian language and continued with different language is English language. The words of *seperti* is in Indonesian language that inserted by the word *vocabulary* is in English language, then continued by the words *nya juga gitu* are in Indonesian language.

Datum 37: *Bisa juga menjadi* multilingualism *orangnya.*

This is categorized as Insertion because there is word that inserted by different language of the speaker. The mother tongue is Indonesian language and continued with different language is English language. The words of *bisa juga menjadi* are in Indonesian language that inserted by the word *multilingualism* is in English language, then continued by the word *orangnya* is in Indonesian language.

Datum 44: *Itu kan* bilingualism *dia kan.*

This is categorized as Insertion because there is word that inserted by different language of the speaker. The mother tongue is Indonesian language and continued with different language is English language. The words of *itu kan* are in Indonesian language that inserted by the word *bilingualism* is in English language, then continued by the words in *dia kan* are in Indonesian language.

Datum 46: *Kenapa bisa orang India* british *dia memakai Bahasa Inggris orang itu?*

This is categorized as Insertion because there is word that inserted by different language of the speaker. The mother tongue is Indonesian language and continued with different language is English language. The words of *kenapa bisa orang India* are in Indonesian language that inserted by the word *british* is in English language, then continued by

the words in *dia memakai Bahasa Inggris orang itu* are in Indonesian language.

Datum 47: *Sehingga Inggris itu* the second language *bagi orang India.*

This is categorized as Insertion because there is phrase inserted by different language of the speaker. The mother tongue is Indonesian language and continued with different language is English language. The words of *sehingga Inggris itu* are in Indonesian language that inserted by the phrase *the second language* is in English language, then continued by the words in *bagi orang India* are in Indonesian language.

Datum 53: *Baru adakan* the second language *orang itu.*

This is categorized as Insertion because there is phrase inserted by different language of the speaker. The mother tongue is Indonesian language and continued with different language is English language. The words of *baru adakan* are in Indonesian language that inserted by the phrase *the second language* is in English language, and then continued by the words in *orang itu* are in Indonesian language.

Datum 61: *Sama dengan itu juga dengan* bilingualism *itu.*

This is categorized as Insertion because there is word inserted by different language of the speaker. The mother tongue is Indonesian language and continued with different language is English language. The words of *sama dengan itu juga dengan* are in Indonesian language

that inserted by the word *bilingualism* is in English language, then continued by the word in *itu* is in Indonesian language.

Datum 62: *Jadi bertambah, misalnya* free school *dia.*

This is categorized as Insertion because there is phrase inserted by different language of the speaker. The mother tongue is Indonesian language and continued with different language is English language. The words of *jadi bertambah, misalnya* are in Indonesian language that inserted by the phrase *free school* is in English language, then continued by the word in *dia* is in Indonesian language.

Datum 63: *Ada* school learners *ini kan.*

This is categorized as Insertion because there is phrase inserted by different language of the speaker. The mother tongue is Indonesian language and continued with different language is English language. The word of *ada* is in Indonesian language that inserted by the phrase *school learners* is in English language, then continued by the words in *ini kan* are in Indonesian language.

Datum 64: *Kayak yang dibilang* ma‟am *tadi*.

This is categorized as Insertion because there is word inserted by different language of the speaker. The mother tongue is Indonesian language and continued with different language is English language.

The words of *kayak yang dibilang* are in Indonesian language that inserted by the word *ma'am* is in English language, then continued by the word in *tadi* is in Indonesian language.

Datum 65: *Ada* free school *nya sekolah dia*.

This is categorized as Insertion because there is phrase inserted by different language of the speaker. The mother tongue is Indonesian language and continued with different language is English language. The word of *ada* is in Indonesian language that inserted by the phrase *free school* is in English language, then continued by the word in *nya sekolah dia* are in Indonesian language.

Datum 66: *Jadi itu bisa buat dia jadi* multilingualism *belajar bahasa lain.*

This is categorized as Insertion because there is word inserted by different language of the speaker. The mother tongue is Indonesian language and continued with different language is English language. The words of *jadi itu bisa buat dia jadi* are in Indonesian language that inserted by the word *multilingualism* is in English language, then continued by the words in *belajar bahasa lain* are in Indonesian language.

b. Alternation

Alternation occurs when structure of two languages are alternated indistinctively both at the grammatical and lexical level. In this case, the two different language structures are mixed into a sentence. In question-answer session through zoom meeting application of English students department, alternation was occurred thirteen times. The data can be seen as follows:

Datum 1: *Bisanya* example slank word like lemme, kinda, and gimme to example of Pidgin.

This is categorized as Alternation because it consists of the structures from Indonesian language and English language. In the first structure *bisanya* is in Indonesian language, while in the second structure *example slank word like lemme, kinda, and gimme to example of Pidgin* is in English language. The different structures from both languages become a meaningful sentence unit.

Datum 12: *Ketika diresmikan mereka bisa jadi peresmian ini menjadi* mother language.

This is categorized as Alternation because it consists of the structures from Indonesian language and English language. In the first structure *ketika diresmikan mereka bisa jadi peresmian ini menjadi* is in Indonesian language, while in the second structure *mother language* is

in English language. The different structures from both languages become a meaningful sentence unit.

Datum 19: *Itu sangat-sangat penting dibagian dari* development of language.

This is categorized as Alternation because it consists of the structures from Indonesian language and English language. In the first structure *itu sangat-sangat penting dibagian dari* is in Indonesian language, while in the second structure *development of language* is in English language. The different structures from both languages become a meaningful sentence unit.

Datum 23: Even Americans *misalnya.*

This is categorized as Alternation because it consists of the structures from Indonesian language and English language. In the first structure *even Americans* is in English language, while in the second structure *misalnya* is in Indonesian language. The different structures from both languages become a meaningful sentence unit.

Datum 40: *Karena tadi contohnya dibilang tadi itu negara-negara yang* multilingualism.

This is categorized as Alternation because it consists of the structures from Indonesian language and English language. In the first structure

karena tadi contohnya dibilang tadi itu negara-negara yang is in Indonesian language, while in the second structure *multilingualism* is in English language. The different structures from both languages become a meaningful sentence unit.

Datum 45: Second language *nya itu Bahasa Inggris.*

This is categorized as Alternation because it consists of the structures from Indonesian language and English language. In the first structure *second language* is in English language, while in the second structure *nya itu Bahasa Inggris* is in Indonesian language. The different structures from both languages become a meaningful sentence unit.

Datum 52: *Misalnya di* bilingualism.

This is categorized as Alternation because it consists of the structures from Indonesian language and English language. In the first structure *misalnya di* is in Indonesian language, while in the second structure *bilingualism* is in English language. The different structures from both languages become a meaningful sentence unit.

Datum 54: Second language *nya Bahasa Inggris.*

This is categorized as Alternation because it consists of the structures from Indonesian language and English language. In the first structure *second language* is in English language, while in the second structure

nya Bahasa Inggris is in Indonesian language. The different structures from both languages become a meaningful sentence unit.

Datum 57: *Bukan bahasa asing bagi orang itu*, as a second language.

This is categorized as Alternation because it consists of the structures from Indonesian language and English language. In the first structure *bukan bahasa asing bagi orang itu* is in Indonesian language, while in the second structure *as a second language* is in English language. The different structures from both languages become a meaningful sentence unit.

Datum 58: *Itulah* bilingualism.

This is categorized as Alternation because it consists of the structures from Indonesian language and English language. In the first structure *itulah* is in Indonesian language, while in the second structure *bilingualism* is in English language. The different structures from both languages become a meaningful sentence unit.

Datum 59: *Itu prosesnya di* education.

This is categorized as Alternation because it consists of the structures from Indonesian language and English language. In the first structure *itu prosesnya di* is in Indonesian language, while in the second structure

education is in English language. The different structures from both languages become a meaningful sentence unit.

Datum 68: But, if we divided Batak language, *itu adalah terbagi lagi.*

This is categorized as Alternation because it consists of the structures from Indonesian language and English language. In the first structure *but, if we divided Batak language* is in English language, while in the second structure *itu adalah terbagi lagi* is in Indonesian language. The different structures from both languages become a meaningful sentence unit.

Datum 71: *Itu biasanya memang secara alami pasti ada itu namanya* body language.

This is categorized as Alternation because it consists of the structures from Indonesian language and English language. In the first structure *itu biasanya memang secara alami pasti ada itu namanya* is in Indonesian language, while in the second structure *body language* is in English language. The different structures from both languages become a meaningful sentence unit.

c. Congruent lexicalization

Congruent lexicalization refers to a situation where the participating two languages share a grammatical structure which can be filled

lexically with elements from either language. In this case, the two different languages are mixed randomly. In question-answer session through zoom meeting application of English students department, congruent lexicalization was occurred twelve times. The data can be seen as follows:

Datum 2: *Kita tahu kalau* lemme *dari Bahasa Inggris kedua-duanya yang disatukan dari kata* let *sama* me, let *kan itu berasal dari Bahasa Inggris*, me *juga Bahasa Inggris*.

This is categorized as Congruent Lexicalization because there are some words that mix with other language randomly. The words *kita tahu kalau* are in Indonesian language, and word *lemme* is slank word from English language, and the words *dari Bahasa Inggris kedua-duanya yang disatukan dari kata* are in Indonesian language, then word *let* is from English language, and *sama* is in Indonesian, then *me* is in English. Then continued by English language *let* again, and the words *kan itu berasal dari Bahasa Inggris* are in Indonesian language, then *me* is word from English, and *juga Bahasa Inggris* in Indonesian language.

Datum 3: *Kalau* Pidgin *ini yang dari dua* background knowledge *yang berbeda, yang mereka satukan atau bukan mereka satukan, tanpa difokuskan dari* grammar, *bacaan dan penyusunan katanya.*

This is categorized as Congruent Lexicalization because there are words and phrase that mix with other language randomly. The word *kalau* is in Indonesian language, and the word *Pidgin* is in English language, then the words *ini yang dari dua* are in Indonesian language, and *background knowledge* is phrase from English language, and the words *yang berbeda, yang mereka satukan atau bukan mereka satukan, tanpa difokuskan dari* are in Indonesian language, then the word *grammar* is in English language. Then continued by the words *bacaan dan penyusunan katanya* are in Indonesian language.

Datum 4: *Kalau* lemme, kinda *kan itu dari* kind of, *kedua kata itu berasal dari Bahasa Inggris.*

This is categorized as Congruent Lexicalization because there are some words that mix with other language randomly. The word *kalau* is in Indonesian language, and the words *lemme, kinda* are in English language, then the words *kan itu dari* are in Indonesian language, and the words *kind of* are in English language. Then continued by the words *kedua kata itu berasal dari Bahasa Inggris* are in Indonesian language.

Datum 7: *Itu* slank word *yang* let me *jadi* lemme *yang* kind of *jadi* kinda.

This is categorized as Congruent Lexicalization because there are some words and phrases that mix with other language randomly. The word *itu*

is in Indonesian language, and the phrase of *slank word* is in English language, then the word *yang* is in Indonesian language, and the phrase *let me* is in English language, then the word *jadi* is in Indonesian language, and the word *lemme* is in English language. Then continued by the word *yang* again is in Indonesian, and the words *kind of* is in English language, then the word *jadi* again is in Indonesian language, then the word *kinda* is in English language.

Datum 8: *Sama seperti* let me *dari Bahasa Inggris ke Bahasa Inggris dan dipermudahkan menjadi* slank word *itu.*

This is categorized as Congruent Lexicalization because there are some words and phrases that mix with other language randomly. The words *sama seperti* are in Indonesian language, and the phrase *let me* is in English language, then the words *dari Bahasa Inggris ke Bahasa Inggris dan dipermudahkan menjadi* are in Indonesian language, and the phrase *slank word* is in English language. Then continued by the word *itu* is in Indonesian language.

Datum 17: I think that was very important, *sangat penting karena* Pidgin *dan* Creole *itu sangat-sangat membantu di pengembangan bahasa*, development of language.

This is categorized as Congruent Lexicalization because there are some words and phrases that mix with other language randomly. The words *i*

think that was very important are in English language, and the words *sangat penting karena* are in Indonesian language, and the word *Pidgin* is in English language, then the word *dan* is in Indonesian language, and the word *Creole* is in English language. Then continued by the clause *itu sangat-sangat membantu di pengembangan bahasa* is in Indonesian language, and the phrase *development of language* is in English language.

Datum 20: Ok, *berbicara tentang* creole *tadi yang dua* background knowledge.

This is categorized as Congruent Lexicalization because there are some words that mix with other language randomly. The word *ok* is in English language, and the words *berbicara tentang* are in Indonesian language, then the word *creole* is in English language, and the words *tadi yang dua* are in Indonesian language. Then continued by the phrase *background knowledge* is in English language.

Datum 31: *Nah*, the positive effect that we use *di* bilingualism *itu adalah* you master in two languages.

This is categorized as Congruent Lexicalization because there are some words that mix with other language randomly. The word *nah* is in Indonesian language, and the words *the positive effect that we use* are in English language, then the word *di* is in Indonesian language, and the

word *bilingualism* is in English language. Then continued by the word *itu adalah* are in Indonesian language, and the words *you master in two languages* are in English language.

Datum 39: What I meant is *kayak yang* the example from the Switzerland, *itukan tadi Itali, Francis*.

This is categorized as Congruent Lexicalization because there are some words that mix with other language randomly. The words *what I meant is* are in English language, and the words of *kayak yang* are in Indonesian language, then the words *the example from the Switzerland* are in English language, and the words of *itukan tadi Itali, Francis* are in Indonesian language.

Datum 42: What I am questioning is *apakah itu berpengaruh, pengaruhnya gara-gara* Switzerland *itu dekat ke Francis, dekat ke* Italian then *karena mereka mudah akses ke Francis, akses ke* Italian and then *bahasa mereka itu bertambah dan bertukar bersamaan gitu.*

This is categorized as Congruent Lexicalization because there are some words that mix with other language randomly. The words *what I am questioning* in are English language, and the words of *apakah itu berpengaruh* are in Indonesian language, then the words *pengaruhnya gara-gara* are in Indonesian language again, then the word *Switzerland* is in English language, the words of *itu dekat ke Francis* are in

Indonesian language, then the words *dekat ke* are in Indonesian language again, and the words of *Italian then* are English language, then the words *karena mereka mudah akses ke Francis* are Indonesian language. Then the words *akses ke* are in Indonesian language again, and the words *Italian and then* are English language. Then continued by the words *bahasa mereka itu bertambah dan bertukar bersamaan gitu* are in Indonesian language.

Datum 48: *Bisa nggak di* catch *itu kalau kita* make for instance *negara India dengan Inggris?*

This is categorized as Congruent Lexicalization because there are some words that mix with other language randomly. The words *bisa nggak di* are in Indonesian language, and the word *catch* is in English language, then the words *itu kalau kita* are in Indonesian language, and the words *make for instance* are in English language. Then continued by the words *negara India dengan Inggris* are in Indonesian language.

Datum 51: Ok, *jadi* before multilingualism *kita ke* bilingualism *nya* sequential model *ini*.

This is categorized as Congruent Lexicalization because there are some words that mix with other language randomly. The word *ok* is in English language, and the word *jadi* is in Indonesian language, then the words *before multilingualism* are in English language, and the words *kita ke*

are in Indonesian language, then the word *bilingualism* is in English language, and the word *nya* is in Indonesian language. Then continued by the words *sequential model* are in English language, and the word *ini* is in Indonesian language.

In the final analysis, there were three types of code switching and code mixing used by English students department of IAIN Padangsidimpuan. The types of code switching are: tag switching, intra-sentential switching, and inter-sentential switching. And the types of code mixing are: insertion, alternation, and congruent lexicalization. Finally, code switching and code mixing was occurred 71 times in question-answer session through zoom meeting application used by English students department of IAIN Padangsidimpuan started from 1 October until 30 October.

4. Dominant Types Code Switching and Code Mixing

Based on the findings of the research, the researcher found that there were three types of code switching and there were three types of code mixing used by English students department of IAIN Padangsidimpuan. They used tag switching, intra-sentential switching, and inter-sentential switching in code switching. Meanwhile, they used insertion, alternation, and congruent lexicalization in code mixing.

Table 1
Total of Code Switching Used by English Students Department at Seventh Semester of IAIN Padangsidimpuan

No	Types of Code Switching	Amount of utterances
1	Tag Switching	3
2	Intra-sentential Switching	12
3	Inter-sentential Switching	8
Total		**23**

Table 2
Total of Code Mixing Used by English Students Department at Seventh Semester of IAIN Padangsidimpuan

No	Types of Code Mixing	Amount of utterances
1	Insertion	23
2	Alternation	13
3	Congruent lexicalization	12
Total		**48**

Based on the data that has been found by the researcher, the result showed that intra-sentential switching was the most dominant type in code switching and insertion was the most dominant type in code mixing that the English students department used in question-answer session through zoom meeting application. It might be seen the frequency types of code switching were 3 of tag switching (13,04%), 12 of intra-sentential switching (52,17%), and 8 of inter-sentential switching (34,78%). While the frequency types of code mixing were 23 of insertion (47,91%), 13 of alternation (27,08%), and 12 of congruent lexicalization (25%).

B. Discussion

After analyzing the findings, the researcher has known that code switching and code mixing in question-answer session through zoom meeting application used by English students department of IAIN Padangsidimpuan has been occurred 71 times. It occurred 23 times in code switching and 48 times in code mixing.

This research supported by Ary Iswanto Wibowo.[62] The research discuss about types code switching and code mixing by the sixth President of republic Indonesia‟s speech at the national of independence day. The result of the research concluded that President was likely to use intra-sentential type of code switching and insertion type of code mixing. The result of this research is same which intra-sentential switching is the most dominant type of code switching and insertion is the dominant type of code mixing.

The second research is Nana Yuliana.[63] The research is about comparative study in code mixing and code switching of Indonesian celebrities. In code mixing, they used 74% of insertion, 25% of alternation, and 0% of congruent. While in code switching, they used 78,6% of intra-sentential, 18,2% of inter-sentential, and 3,2% of tag switching. In this research, the result of the dominant code switching and code mixing are same but the percentages are different.

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[62] Wibowo, Yuniasih, and Nelfianti, "Analysis of Types Code Switching and Code Mixing by the Sixth President of Republic Indonesia‟s Speech at the National of Independence Day."

[63] Nana Yuliana, Amelia Rosa Luziana, and Pininto Sarwendah, "Code-Mixing and Code-Switching of Indonesian Celebrities : A Comparative Study" (n.d.), https://journal.binus.ac.id/index.php/lingua/article/view/761.

Moreover in learning process, the research is from Ahmad Fanani.[64] The result of the research showed that code switching occurs within the English learning process in Grade XI of MA KHAS Kempek Cirebon consists of Inter-sentential switching, intra-sentential switching and tag switching. Meanwhile in code mixing, it occurs within the English learning process in Grade XI of MA KHAS Kempek Cirebon consists of insertion, alternation, and congruent lexicalization.

It has different result from the research of Ela Kurnia.[65] The research discuss about description of using code switching and code mixing in conversation by the 9th semester English literature students of state university of Semarang in the academic year 2014/2015. The result showed that most of students used intra-sentential and inter-sentential in code switching. The dominant types were intra-sentential and inter-sentential. The frequency types of code switching were 50% intra-sentential and 50% inter-sentential. Meanwhile, types of code mixing which most used or the dominant type is insertion. The frequency types of code mixing were 55% insertion and 45 % alternation.

Researcher have found the result that showed English students department at seventh semester of IAIN Padangsidimpuan more often used intra-sentential switching in code switching and insertion in code mixing. The data in code

[64] Fanani and Ma'u, "Code Switching and Code Mixing in English Learning Process."

[65] Kurnia, *Description of Using Code Switching and Code Mixing in Conversation by the 9th Semester English Literature Students of State University of Semarang in the Academic Year 2014/2015*.

switching showed that intra-sentential switching found 12 times and the percentage is 52,17%. While tag switching found 4 times and the percentage is 13,04% and inter-sentential switching found 8 times and the percentage is 34,78%.

Moreover, the data in code mixing showed that insertion found 23 times and percentage is 47,91% which is the dominant type in code mixing. While alternation found 13 times and the percentage is 27,08% and congruent lexicalization found 12 times and the percentage is 25%.

To valid the data, researcher have to check for data trustworthiness. Researcher used Creswell‟s theory that used member checking to determine the accuracy of the qualitative finding through taking the final report and determining whether these participants feel that they are accurate.

C. Threats of The Research

The threats that faced by the researcher when conducting this research was difficult to find the data. Researcher difficults to get the data when facing an error connection in zoom meeting application. The English students need to make a new meeting in zoom meeting application to continue the learning process and researcher need to join again to continue the research. It also occurred when the network unstable. Researcher cannot hear clearly what the students said.

The English students department at seventh semester also mostly uses Indonesian language in question-answer session to make other students more comprehend about the lesson even though they are English department. They switch and mix their utterances in zoom meeting application by using Indonesian language into English language.

D. Checking for Data Trustworthiness

In order to validate data trustworthiness, researcher uses member checking. Researcher checked the data to the sociolinguistics lecture to confirm trustworthiness of the data. The researcher gives the transcripts of data presentation of code switching and code mixing to the lecturer who expert in code to make sure that data accurate.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusions and suggestion, the researcher concluded based on the findings and discussions and gave some suggestion to the reader.

A. Conclusions

Based on the findings and discussions, the researcher concludes as follows:

1. The codes used by English students department of IAIN Padangsidimpuan in in three meetings are code switching and code mixing in question-answer session through zoom meeting application started from 01 October 2021 until 30 October 2021. It occurred 71 times in three meetings.
2. The types of code switching used by English students department of IAIN Padangsidimpuan are tag switching, intra-sentential switching, and inter-sentential switching in question-answer session through zoom meeting application started from 01 October 2021 until 30 October 2021.
3. The types of code mixing used by English students department of IAIN Padangsidimpuan are insertion, alternation, and congruent lexicalization in question-answer session through zoom meeting application started from 01 October 2021 until 30 October 2021.
4. The dominant type of code switching used by English students department of IAIN Padangsidimpuan is intra-sentential switching. Intra-sentential switching found 12 times which the percentage is 52,17% while dominant

type of code mixing used by English students department at seventh semester of IAIN Padangsidimpuan is insertion. Insertion found 23 times which the percentage is 47,91%.

B. Suggestions

Considering the conclusions above, the researcher gives some suggestions as follows:

1. For the English students department of IAIN Padangsidimpuan to use English more often and not only just switch and mix them into Indonesian. Because it could help students understand and increase their vocabulary in daily life such as in learning process.
2. For the next researcher, this research can help the other researcher who will conduct further research in the same topic. It is hoped that other researchers can get many information from this research, even do a comparison between this researches with another researches with the similar variables.

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APPENDIX 1

Instrument Sheet for Taking Code Switching in Question and Answer Session through Zoom Meeting Application of English Students Department IAIN Padangsidimpuan

No. Datum	Datum	Tag Switching	Intra-sentential Switching	Inter-sentential Switching
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
Etc.				

APPENDIX 2

Instrument Sheet for Taking Code Mixing in Question and Answer Session through Zoom Meeting Application of English Students Department IAIN Padangsidimpuan

No. Datum	Datum	Insertion	Alternation	Congruent Lexicalization
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
Etc.				

APPENDIX 3

Code Switching in Question and Answer Session through Zoom Meeting Application Used by English Students Department IAINPadangsidimpuan

No. Datum	Datum	Tag Switching	Intra-sentential Switching	Inter-sentential Switching
1.	*Itu jawaban dari pertanyaan saudari Hafsa*. Thank you, I give it back to moderator.			√
2.	Ok, *saya akan menambahi jawaban dari saudari Nurul.*	√		
3.	Maybe there is another addition from me *yang tentang contoh bahasa kreole itu.*		√	
4.	I guess that‟s not will success in the *misalnya di Jakarta.*		√	
5.	Jadi kan bahasa itu banyak yaa. And probably most people in the world speak more than one.			√
6.	*Jadi, penuturnya itu yang tidak sama.* Ok, I will give it back to moderator.			√
7.	I think that‟s all explanation from me. *Jika ada teman-teman*			√

No. Datum	Datum	Tag Switching	Intra-sentential Switching	Inter-sentential Switching
	yang ingin menambahai jawaban dari kami, saya persilahkan.			
8.	I will add about *variasi bahasa berdasarkan usia*.		√	
9.	*Digunakan oleh anak-anak untuk menyatakan aktivitas makan yang berbeda dengan orang biasa.* I give it back to the moderator.			√
10.	So, your question is *apa efek positifnya?*		√	
11.	*Dan efek positif lainnya itu adalah* increase awareness of other culture, make travel easier and more enjoyable.		√	
12.	*Misalnya kita pergi keluar negeri tapi kita sudah jadi orang* bilingualism.		√	
13.	*Banyak di Youtube yang bisa berbicara banyak bahasa tanpa dipengaruhi oleh geografinya, kemauan orangnya saja*. Ok, thank you,			√

No. Datum	Datum	Tag Switching	Intra-sentential Switching	Inter-sentential Switching
	maybe that‟s all!			
14.	What I meant is bigger, *itu yang memakainya itu bukan perseorangan lagi.*		√	
15.	That‟s why they use foreign languages. *Apakah letak geografis dari suatu negara atau suatu tempat itu mempengaruhi gitu Hen?*			√
16.	*Mungkin,* if there is another answer from another friend it will be good.	√		
17.	*Dari penjelasan Isna tadi, apakah sudah paham dengan* sequential model?		√	
18.	*Kalau kita di Indonesia, Bahasa inggris itu* as foreign language.		√	
19.	*Tetapi kalau untuk orang India,* English is as a second language.		√	
20.	*Jadi bagaimana dengan* multilingualism in as sequential model?		√	
21.	Because multilingualism		√	

No. Datum	Datum	Tag Switching	Intra-sentential Switching	Inter-sentential Switching
	itu kan adalah kemampuan seseorang berbicara lebih dari tiga bahasa.			
22.	*Nah contohnya,* you have a family in mandailing or panyabungan.	√		
23.	*Akan tetapi kita bisa kita katakan itu diglosia.* Ok, just it from me.			√

APPENDIX 4

Code Mixing in Question and Answer Session through Zoom Meeting Application Used by English Students Department IAINPadangsidimpuan

No. Datum	Datum	Insertion	Alternation	Congruent Lexicalization
1.	*Bisanya* example slank word like lemme, kinda, and gimme to example of Pidgin.		√	
2.	*Kita tahu kalau* lemme *dari Bahasa Inggris kedua-duanya yang disatukan dari kata* let *sama* me, let *kan itu berasal dari Bahasa Inggris*, me *juga Bahasa Inggris.*			√
3.	*Kalau* Pidgin *ini yang dari dua* background knowledge *yang berbeda, yang mereka satukan atau bukan mereka satukan, tanpa difokuskan dari* grammar, *bacaan dan penyusunan katanya.*			√
4.	*Kalau* lemme, kinda *kan itu dari* kind of, *kedua kata itu berasal dari Bahasa Inggris.*			√
5.	*Kalau misalnya* slank word *itu kan bukan termasuk macam bahasa tapi gaya bahasa.*	√		

6.	*Itu* slank word *yang* let me *jadi* lemme *yang* kind of *jadi* kinda.			√
7.	*Sama seperti* let me *dari Bahasa Inggris ke Bahasa Inggris dan dipermudahkan menjadi* slank word *itu.*			√
8.	*Nah, contohnya kayak yang dibilang si Muna tadikan* kill him *gitu.*	√		
9.	*Dari penulisan atau* maybe *artinya juga.*	√		
10.	*Ketika diresmikan mereka, bisa jadi peresmian ini menjadi* mother language.		√	
11.	*Yang diajarkan pada* children *mereka*.	√		
12.	*Yang dari penyatuhan kata bahasa jawa sehingga menjadikan bahasa resmi atau sebagai* mother language *mereka.*	√		
13.	*Sama seperti kita yang misalnya bahasa Inggris menjadi* mother language *kita*.	√		
14.	I think that was very important, *sangat penting karena* Pidgin			√

No. Datum	Datum	Insertion	Alternation	Congruent Lexicalization
	dan Creole *itu sangat-sangat membantu di pengembangan bahasa*, development of language.			
15.	*Itu sangat-sangat penting dibagian dari* development of language.		√	
16.	Ok, *berbicara tentang* creole *tadi yang dua* background knowledge.			√
17.	*Kalau ini dibuat untuk* speaking style *ini bisa karena sudah diresmikan oleh suatu daerah itu.*	√		
18.	Even Americans *misalnya.*		√	
19.	*Baik itu dari status sosialnya*, religion*nya, ataupun dari penggunaan bahasa nya.*	√		
20.	Ok, we know that, bilingualism is, *itu adalah* the ability that use two languages.	√		
21.	*Nah*, the positive effect that we use *di* bilingualism *itu adalah* you master in two languages.			√

No. Datum	Datum	Insertion	Alternation	Congruent Lexicalization
22.	*Dan Lia mendengar bahasa-bahasa* conversation *dari si Dijah dan Wafiah jadi bertambah.*	√		
23.	*Dan dia mengetahahui bahasa batak itu dari* conversation *si Wafiah dan Dijah tadi.*	√		
24.	*Seperti* vocabulary *nya juga gitu.*	√		
25.	*Bisa juga menjadi* multilingualism *orangnya.*	√		
26.	What I meant is *kayak yang* the example from the Switzerland, *itukan tadi Itali, Francis*.			√
27.	*Karena tadi contohnya dibilang tadi itu negara-negara yang* multilingualism.		√	
28.	What I am questioning is *apakah itu berpengaruh, pengaruhnya gara-gara* Switzerland *itu dekat ke Francis, dekat ke* Italian then *karena mereka*			√

No. Datum	Datum	Insertion	Alternation	Congruent Lexicalization
	mudah akses ke Francis, akses ke Italian and then *bahasa mereka itu bertambah dan bertukar bersamaan gitu.*			
29.	*Itu kan* bilingualism *dia kan.*	√		
30.	Second language *nya itu Bahasa Inggris.*		√	
31	*Kenapa bisa orang India* british *dia memakai Bahasa Inggris orang itu?*	√		
32.	*Sehingga Inggris itu* the second language *bagi orang India.*	√		
33.	*Bisa nggak di* catch *itu kalau kita* make for instance *negara India dengan Inggris?*			√
34.	Ok, *jadi* before multilingualism *kita ke* bilingualism *nya* sequential model *ini*.			√
35.	*Misalnya di* bilingualism.		√	
36.	*Baru adakan* the second language *orang itu.*	√		
37.	Second language *nya Bahasa*		√	

No. Datum	Datum	Insertion	Alternation	Congruent Lexicalization
	Inggris.			
38.	*Bukan bahasa asing bagi orang itu,* as a second language.		√	
39.	*Itulah* bilingualism.		√	
40.	*Itu prosesnya di* education.		√	
41.	*Sama dengan itu juga dengan* bilingualism *itu.*	√		
42.	*Jadi bertambah, misalnya* free school *dia.*	√		
43.	*Ada* school learners *ini kan.*	√		
44.	*Kayak yang dibilang* ma‟am *tadi*.	√		
45.	*Ada* free school *nya sekolah dia*.	√		
46.	*Jadi itubisa buat dia jadi* multilingualism *belajarbahasa lain.*	√		
47.	But, if we divided Batak language, *itu adalah terbagi lagi.*		√	
48.	*Itu biasanya memang secara alami pasti ada itu namanya* body language.		√	

APPENDIX 5

Code Switching Used by English Students Department at Sociolinguistic Course of TBI-1 in Three Meetings

No.	Name of participant	Utterances	Type of Code Switching
1.	Munawaroh Hasibuan	*Itu jawaban dari pertanyaan saudari Hafsa*. Thank you, I give it back to moderator.	Inter-sentential switching
2.	Munawaroh Hasibuan	Ok, *saya akan menambahi jawaban dari saudari Nurul!*	Tag switching
3.	Miqdad Al-Anshori	Maybe there is another addition from me *yang tentang contoh bahasa kreole itu.*	Intra-sentential switching
4.	Miqdad Al-Anshori	I guess that‟s not will success in the *misalnya di Jakarta.*	Intra-sentential switching
5.	Radia Anggina	*Jadi kan bahasa itu banyak yaa*. And probably most people in the world speak more than one.	Inter-sentential switching
6.	Radia Anggina	*Jadi, penuturnya itu yang tidak sama.* Ok, I will give it back to moderator.	Inter-sentential switching
7.	Reska Maulina Gultom	I think that‟s all explanation from me. *Jika ada teman-teman yang ingin menambahai jawaban dari kami, saya persilahkan.*	Inter-sentential switching
8.	Radia Anggina	I will add about *variasi bahasa berdasarkan usia*.	Intra-sentential switching
9.	Radia Anggina	*Digunakan oleh anak-anak untuk menyatakan aktivitas makan yang berbeda dengan orang biasa.* I give it back to the moderator.	Inter-sentential switching
10.	Hafsaltul Mardiyah Siregar	So, your question is *apa efek positifnya?*	Intra-sentential switching

No.	Name of participant	Utterances	Type of Code Switching
11.	Hafsaltul Mardiyah Siregar	*Dan efek positif lainnya itu adalah* increase awareness of other culture, make travel easier and more enjoyable.	Intra-sentential switching
12.	Hafsaltul Mardiyah Siregar	*Misalnya kita pergi keluar negeri tapi kita sudah jadi orang* bilingualism.	Intra-sentential switching
13.	Heni Arwida	*Banyak di Youtube yang bisa berbicara banyak bahasa tanpa dipengaruhi oleh geografinya, kemauan orangnya saja*. Ok, thank you, maybe that‟s all!	Inter-sentential switching
14.	Miqdad Al-Anshori	What I meant is bigger, *itu yang memakainya itu bukan perseorangan lagi.*	Intra-sentential switching
15.	Miqdad Al-Anshori	That‟s why they use foreign languages. *Apakah letak geografis dari suatu negara atau suatu tempat itu mempengaruhi gitu Hen?*	Inter-sentential switching
16.	Miqdad Al-Anshori	*Mungkin,* if there is another answer from another friend it will be good.	Tag switching
17.	Heni Arwida	*Dari penjelasan Isna tadi, apakah sudah paham dengan* sequential model?	Intra-sentential switching
18.	Heni Arwida	*Kalau kita di Indonesia Bahasa Inggris itu* as foreign language.	Intra-sentential switching
19.	Heni Arwida	*Tetapi kalau untuk orang India,* English is as a second language.	Intra-sentential switching
20.	Heni Arwida	*Jadi bagaimana dengan* multilingualism in as sequential model?	Intra-sentential switching
21.	Hafsaltul Mardiyah Siregar	Because multilingualism *itu kan adalah kemampuan seseorang berbicara lebih dari tiga bahasa.*	Intra-sentential switching
22.	Hafsaltul Mardiyah Siregar	*Nah contohnya,* you have a family in mandailing or panyabungan.	Tag switching

No.	Name of participant	Utterances	Type of Code Switching
23.	Hafsaltul Mardiyah Siregar	*Akan tetapi kita bisa kita katakan itu diglosia.* Ok, just it from me.	Inter-sentential switching

APPENDIX 6

Code Mixing Used by English Students Department at Sociolinguistic Course of TBI-1 in Three Meetings

No.	Name of participant	Utterances	Type of Code Mixing
1.	Munawaroh Hasibuan	*Bisanya* example slank word like lemme, kinda, and gimme to example of Pidgin.	Alternation
2.	Munawaroh Hasibuan	*Kita tahu kalau* lemme *dari Bahasa Inggris kedua-duanya yang disatukan dari kata* let *sama* me, let *kan itu berasal dari Bahasa Inggris*, me *juga Bahasa Inggris*.	Congruent lexicalization
3.	Munawaroh Hasibuan	*Kalau* Pidgin *ini yang dari dua* background knowledge *yang berbeda, yang mereka satukan atau bukan mereka satukan, tanpa difokuskan dari* grammar, *bacaan dan penyusunan katanya.*	Congruent lexicalization
4.	Munawaroh Hasibuan	*Kalau* lemme, kinda *kan itu dari* kind of, *kedua kata itu berasal dari Bahasa Inggris.*	Congruent lexicalization
5.	Miqdad Al-Anshori	*Kalau misalnya* slank word *itu kan bukan termasuk macam bahasa tapi gaya bahasa.*	Insertion
6.	Miqdad Al-Anshori	*Itu* slank word *yang* let me *jadi* lemme *yang* kind of *jadi* kinda.	Congruent lexicalization
7.	Miqdad Al-Anshori	*Sama seperti* let me *dari Bahasa Inggris ke Bahasa Inggris dan dipermudahkan menjadi* slank word *itu.*	Congruent lexicalization
8.	Nurul Khofifah	*Nah, contohnya kayak yang dibilang si Muna tadikan* kill him *gitu.*	Insertion
9.	Munawaroh Hasibuan	*Dari penulisan atau* maybe *artinya juga.*	Insertion
10.	Munawaroh Hasibuan	*Ketika diresmikan mereka bisa jadi peresmian ini menjadi* mother language.	Alternation
11.	Munawaroh Hasibuan	*Yang diajarkan pada* children *mereka*.	Insertion
12.	Munawaroh Hasibuan	*Yang dari penyatuhan kata bahasa jawa sehingga*	Insertion

No.	Name of participant	Utterances	Type of Code Mixing
		menjadikan bahasa resmi atau sebagai mother language *mereka.*	
13.	Miqdad Al-Anshori	*Sama seperti kita yang misalnya bahasa Inggris menjadi* mother language *kita*.	Insertion
14.	Miqdad Al-Anshori	I think that was very important, *sangat penting karena* Pidgin *dan* Creole *itu sangat-sangat membantu di pengembangan bahasa*, development of language.	Congruent lexicalization
15.	Miqdad Al-Anshori	*Itu sangat-sangat penting dibagian dari* development of language.	Alternation
16.	Munawaroh Hasibuan	Ok, *berbicara tentang* creole *tadi yang dua* background knowledge.	Congruent lexicalization
17.	Munawaroh Hasibuan	*Kalau ini dibuat untuk* speaking style *ini bisa karena sudah diresmikan oleh suatu daerah itu.*	Insertion
18.	Radia Anggina	Even Americans *misalnya.*	Alternation
19.	Radia Anggina	*Baik itu dari status sosialnya,* religion*nya, ataupun dari penggunaan bahasa nya.*	Insertion
20.	Hafsaltul Mardiyah Siregar	Ok, we know that, bilingualism is, *itu adalah* the ability that use two languages.	Insertion
21.	Hafsaltul Mardiyah Siregar	*Nah,* the positive effect that we use *di* bilingualism *itu adalah* you master in two languages.	Congruent lexicalization
22.	Nurliana	*Dan Lia mendengar bahasa-bahasa* conversation *dari si Dijah dan Wafiah jadi bertambah.*	Insertion
23.	Nurliana	*Dan dia mengetahahui bahasa batak itu dari* conversation *si Wafiah dan Dijah tadi.*	Insertion

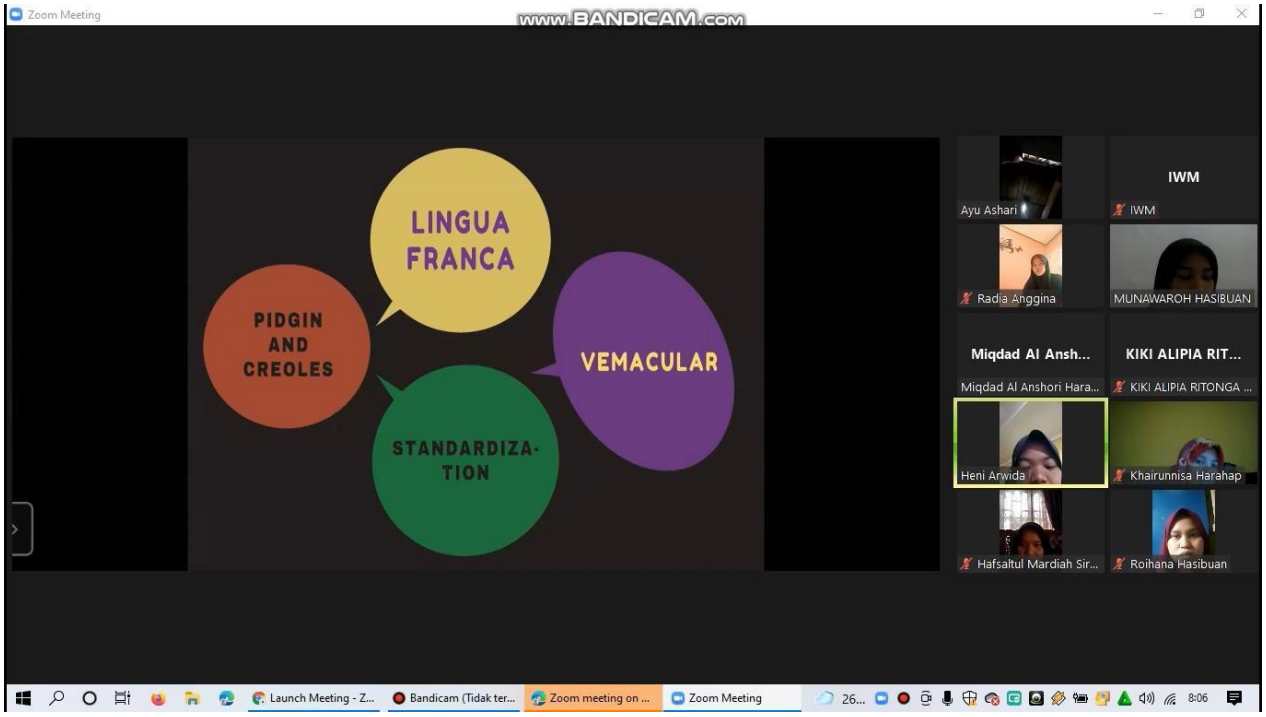
No.	Name of participant	Utterances	Type of Code Mixing
24.	Nurliana	*Seperti* vocabulary *nya juga gitu.*	Insertion
25.	Heni Arwida	*Bisa juga menjadi* multilingualism *orangnya.*	Insertion
26.	Miqdad Al-Anshori	What I meant is *kayak yang* the example from the Switzerland, *itukan tadi Itali, Francis*.	Congruent lexicalization
27.	Miqdad Al-Anshori	*Karena tadi contohnya dibilang tadi itu negara-negara yang* multilingualism.	Alternation
28.	Miqdad Al-Anshori	What I am questioning is *apakah itu berpengaruh, pengaruhnya gara-gara* Switzerland *itu dekat ke Francis, dekat ke* Italian then *karena mereka mudah akses ke Francis, akses ke* Italian and then *bahasa mereka itu bertambah dan bertukar bersamaan gitu.*	Congruent lexicalization
29.	Heni Arwida	*Itu kan* bilingualism *dia kan.*	Insertion
30.	Heni Arwida	Second language *nya itu Bahasa Inggris.*	Alternation
31.	Heni Arwida	*Kenapa bisa orang India* british *dia memakai Bahasa Inggris orang itu?*	Insertion
32.	Heni Arwida	*Sehingga Inggris itu* the second language *bagi orang India.*	Insertion
33.	Heni Arwida	*Bisa nggak di* catch *itu kalau kita* make for instance *negara India dengan Inggris?*	Congruent lexicalization
34.	Heni Arwida	Ok, *jadi* before multilingualism *kita ke* bilingualism *nya* sequential model *ini*.	Congruent lexicalization
35.	Heni Arwida	*Misalnya di* bilingualism.	Alternation
36.	Heni Arwida	*Baru adakan* the second language *orang itu.*	Insertion
37.	Heni Arwida	Second language *nya*	Alternation

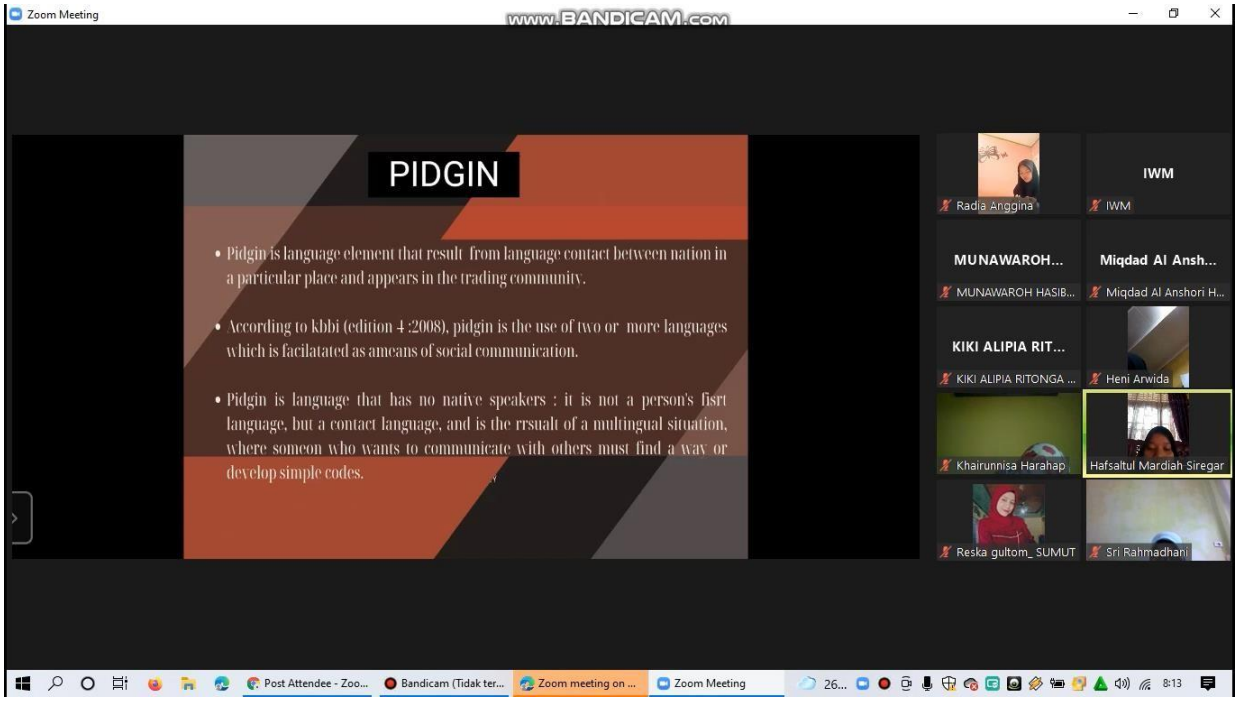
No.	Name of participant	Utterances	Type of Code Mixing
		Bahasa Inggris.	
38.	Heni Arwida	*Bukan bahasa asing bagi orang itu,* as a second language.	Alternation
39.	Heni Arwida	*Itulah* bilingualism.	Alternation
40.	Heni Arwida	*Itu prosesnya di* education.	Alternation
41.	Heni Arwida	*Sama dengan itu juga dengan* bilingualism *itu.*	Insertion
42.	Heni Arwida	*Jadi bertambah, misalnya* free school *dia.*	Insertion
43.	Heni Arwida	*Ada* school learners *ini kan.*	Insertion
44.	Heni Arwida	*Kayak yang dibilang* ma‟am *tadi*.	Insertion
45.	Heni Arwida	*Ada* free school *nya sekolah dia*.	Insertion
46.	Heni Arwida	*Jadi itu bisa buat dia jadi* multilingualism *belajar bahasa lain.*	Insertion
47.	Hafsaltul Mardiyah Siregar	But, if we divided Batak language, *itu adalah terbagi lagi.*	Alternation
48.	Ikmal	*Itu biasanya memang secara alami pasti ada itu namanya* body language.	Alternation

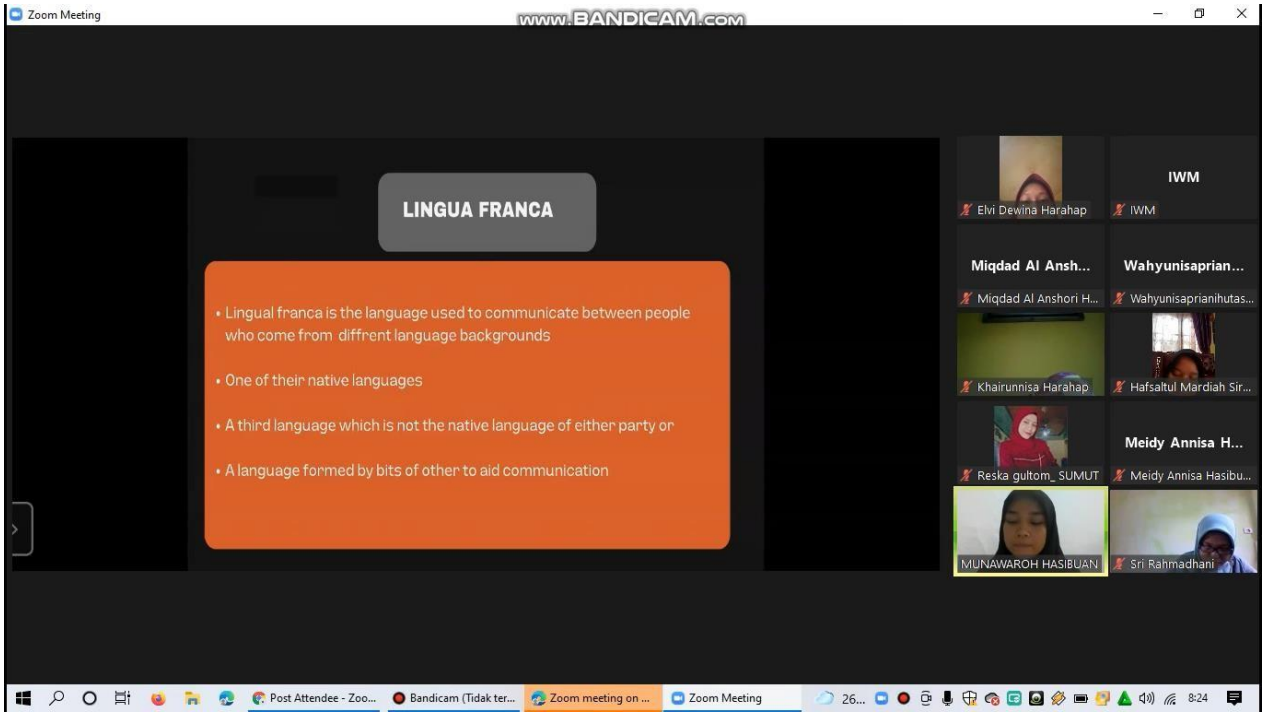
APPENDIX 7

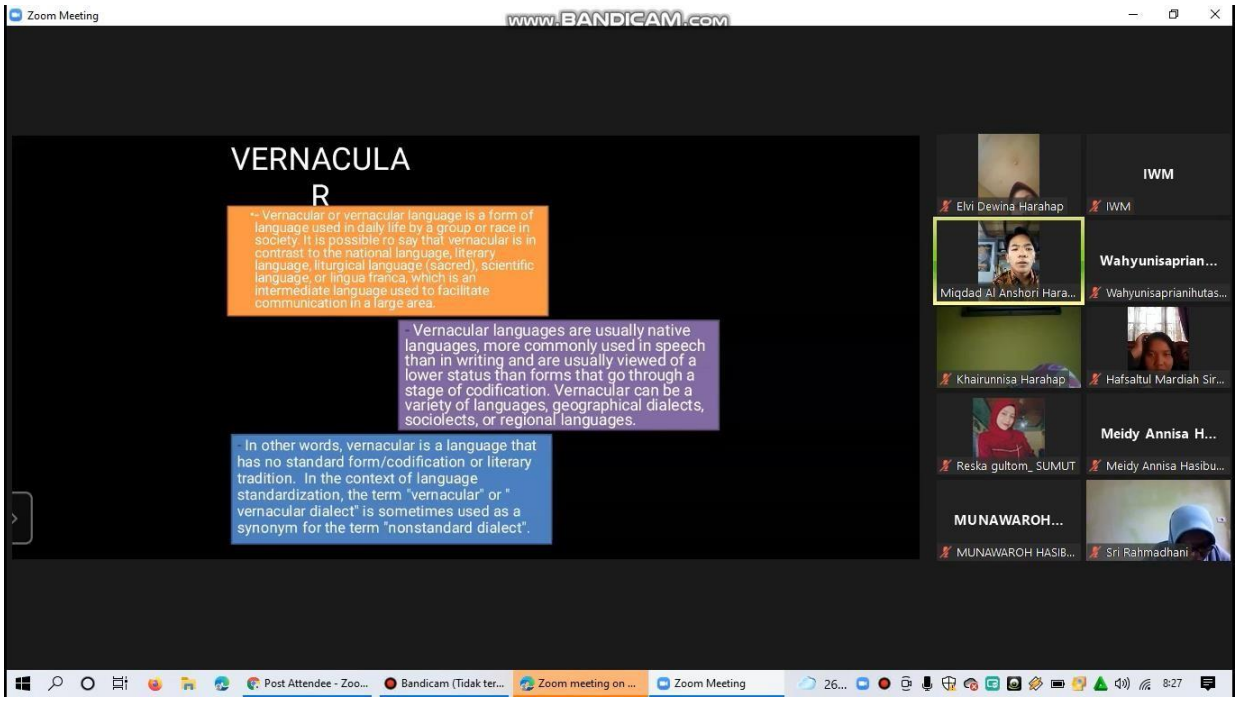
Documentation Sheets of Three Meetings in Zoom Meeting Application

First meeting: Friday, 01 october 2021

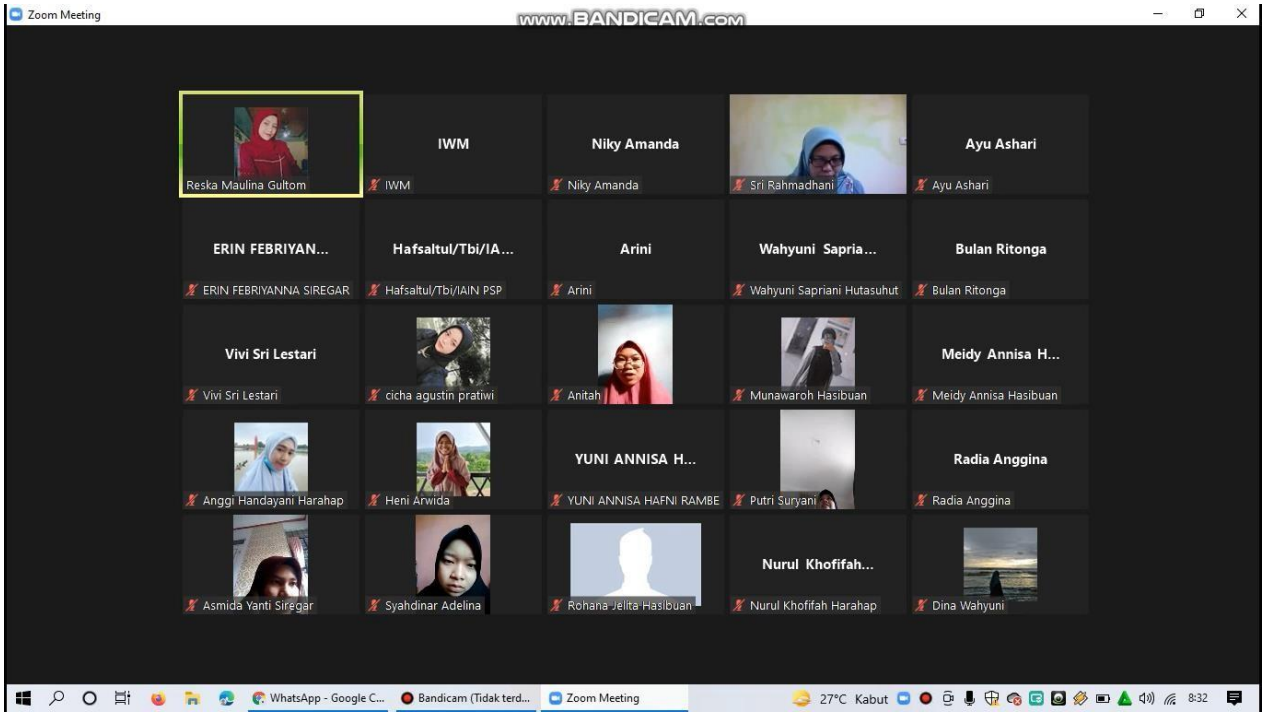


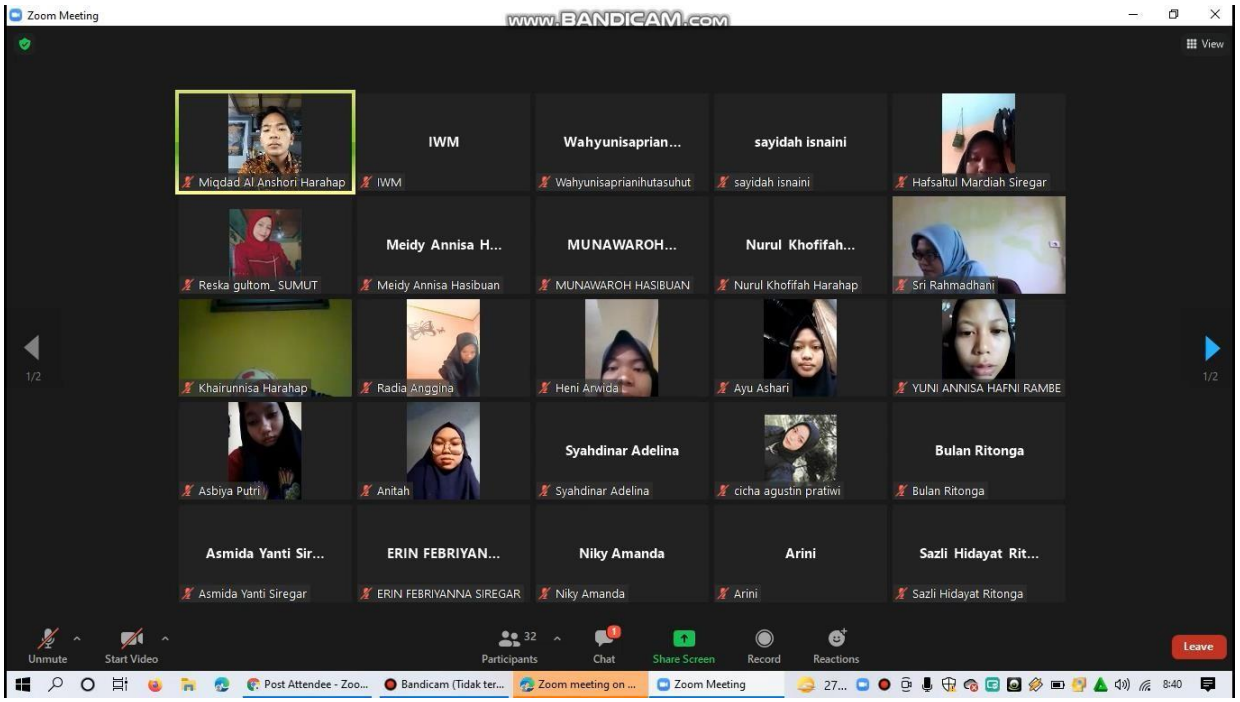


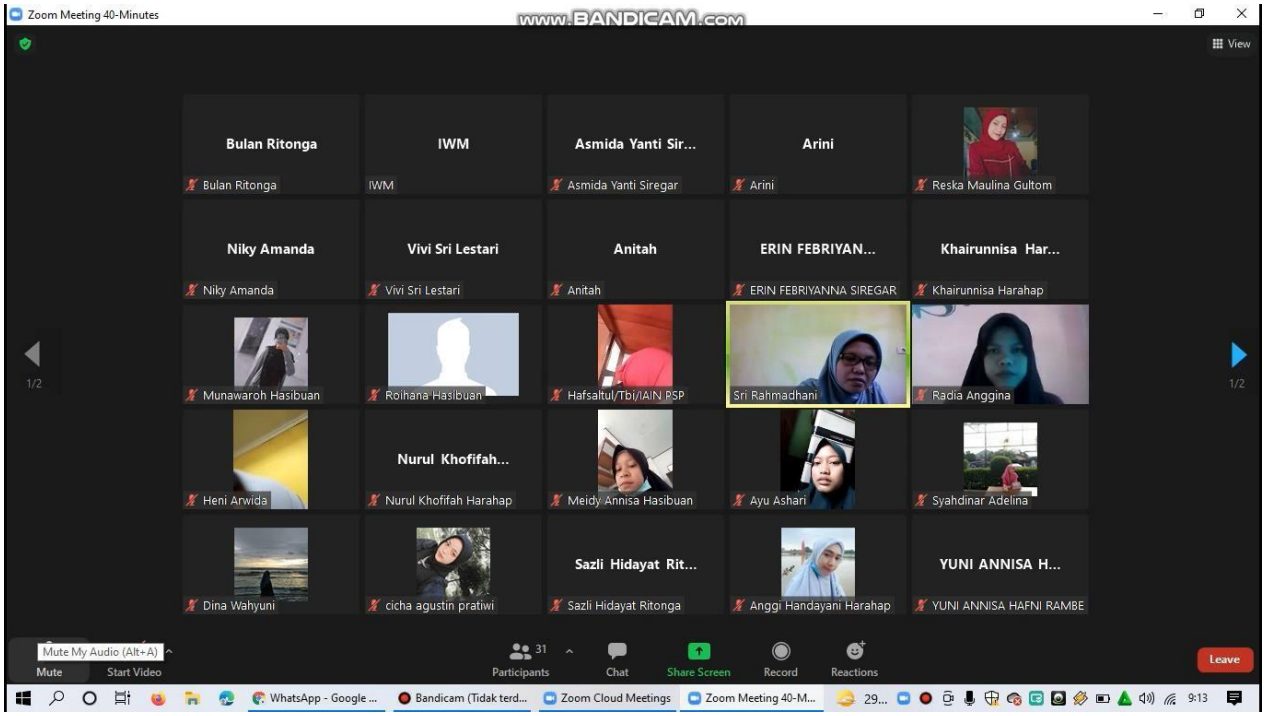

Zoom Meeting
www.BANDICAM.com
LINGUA FRANCA
• Lingual franca is the language used to communicate between people who come from diffrent language backgrounds
• One of their native languages
• A third language which is not the native language of either party or
• A language formed by bits of other to aid communication
Elvi Dewina Harahap
IWM
Miqdad Al Ansh...
Wahyunisaprian...
Miqdad Al Anshori H...
Wahyunisaprianihutas...
Khairunnisa Harahap
Hafsaltul Mardiah Sir...
Reska gultom_ SUMUT
Meidy Annisa H...
Meidy Annisa Hasibu...
MUNAWAROH HASIBUAN
Sri Rahmadhani


Zoom Meeting
www.BANDICAM.com
VERNACULAR
Vernacular or vernacular language is a form of language used in daily life by a group or race in society. It is possible ro say that vernacular is in contrast to the national language, literary language, liturgical language (sacred), scientific language, or lingua franca, which is an intermediate language used to facilitate communication in a large area.
Vernacular languages are usually native languages, more commonly used in speech than in writing and are usually viewed of a lower status than forms that go through a stage of codification. Vernacular can be a variety of languages, geographical dialects, sociolects, or regional languages.
In other words, vernacular is a language that has no standard form/codification or literary tradition. In the context of language standardization, the term "vernacular" or " vernacular dialect" is sometimes used as a synonym for the term "nonstandard dialect".
Elvi Dewina Harahap
IWM
Miqdad Al Anshori Hara...
Wahyunisaprian...
Khairunnisa Harahap
Hafsaltul Mardiah Sir...
Reska gultom_ SUMUT
Meidy Annisa H...
Meidy Annisa Hasibu...
MUNAWAROH...
MUNAWAROH HASIB...
Sri Rahmadhani

Second meeting: Friday, 15 october 2021






Zoom Meeting 40-Minutes
www.BANDICAM.com
View
Bulan Ritonga
IWM
Asmida Yanti Sir...
Arini
Reska Maulina Gultom
Niky Amanda
Vivi Sri Lestari
Anitah
ERIN FEBRIYAN...
Khairunnisa Har...
Munawaroh Hasibuan
Roihana Hasibuan
Hafsaltul/Tbi/IAIN PSP
Sri Rahmadhani
Radia Anggina
Heni Arwida
Nurul Khofifah...
Meidy Annisa Hasibuan
Ayu Ashari
Syahdinar Adelina
Dina Wahyuni
cicha agustin pratiwi
Sazli Hidayat Rit...
Anggi Handayani Harahap
YUNI ANNISA H...
Sazli Hidayat Ritonga
YUNI ANNISA HAFNI RAMBE
1/2
1/2
Mute My Audio (Alt+A)
Mute
Start Video
31
Participants
Chat
Share Screen
Record
Reactions
Leave
WhatsApp - Google ...
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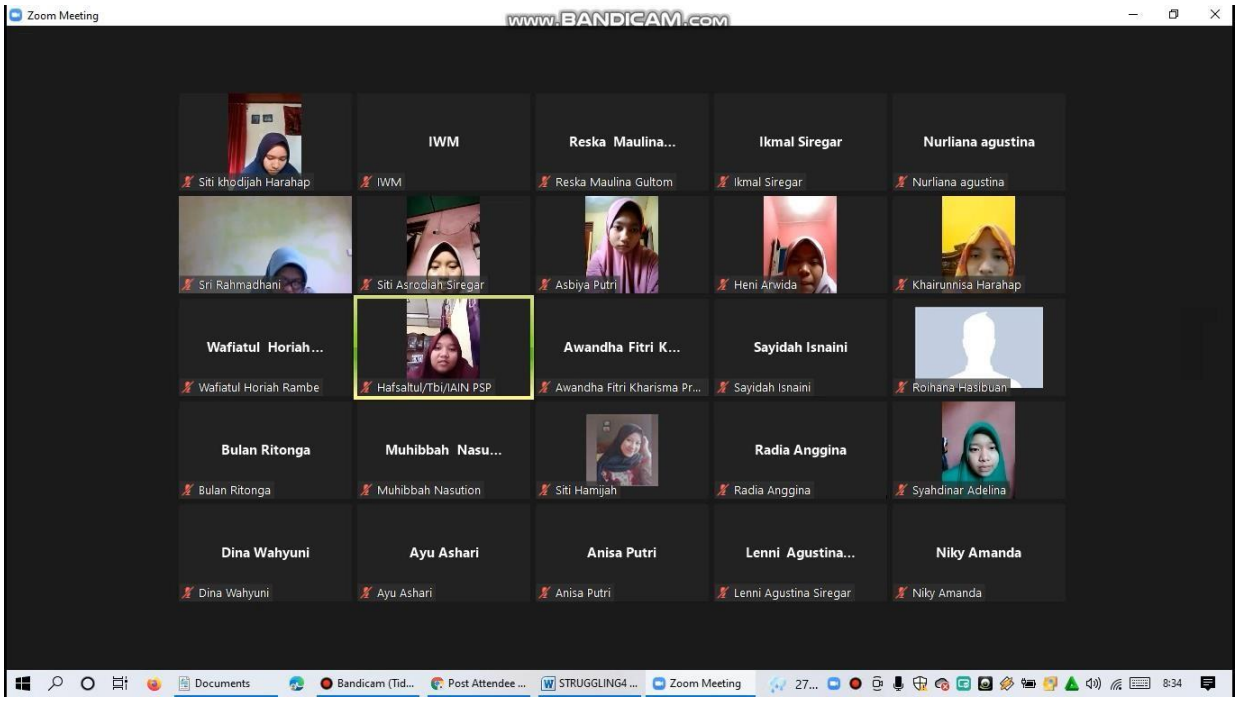
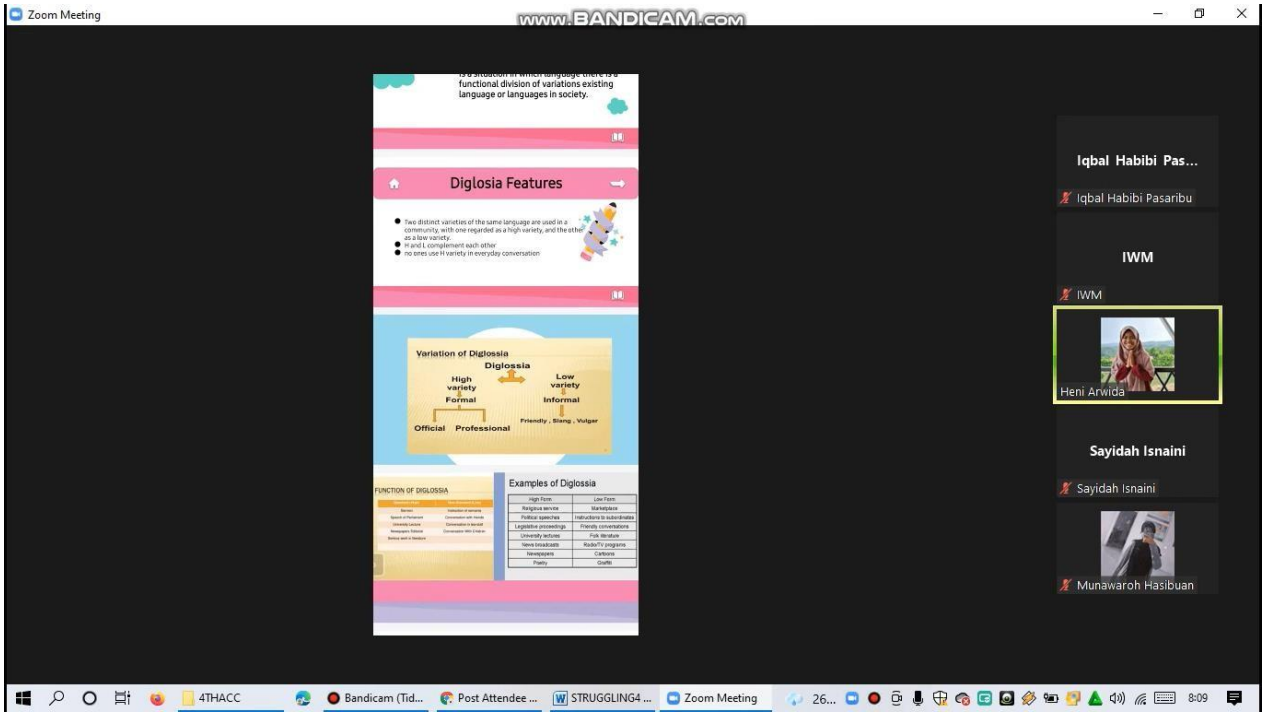
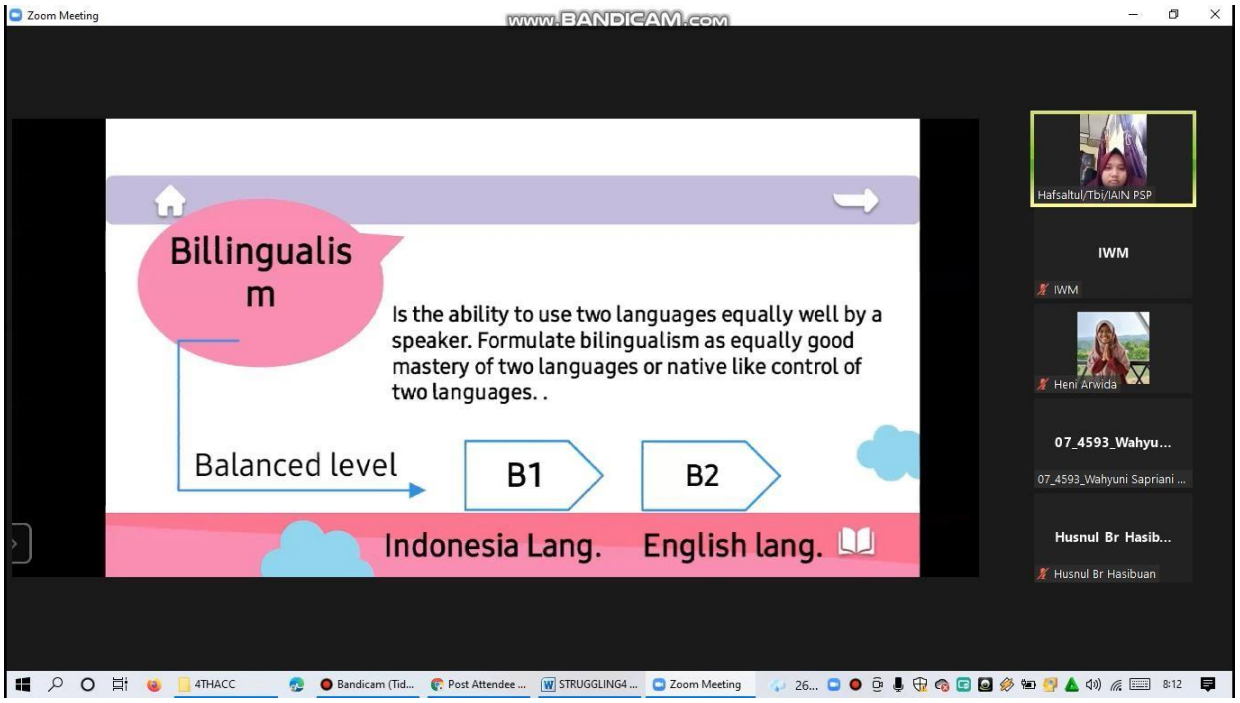
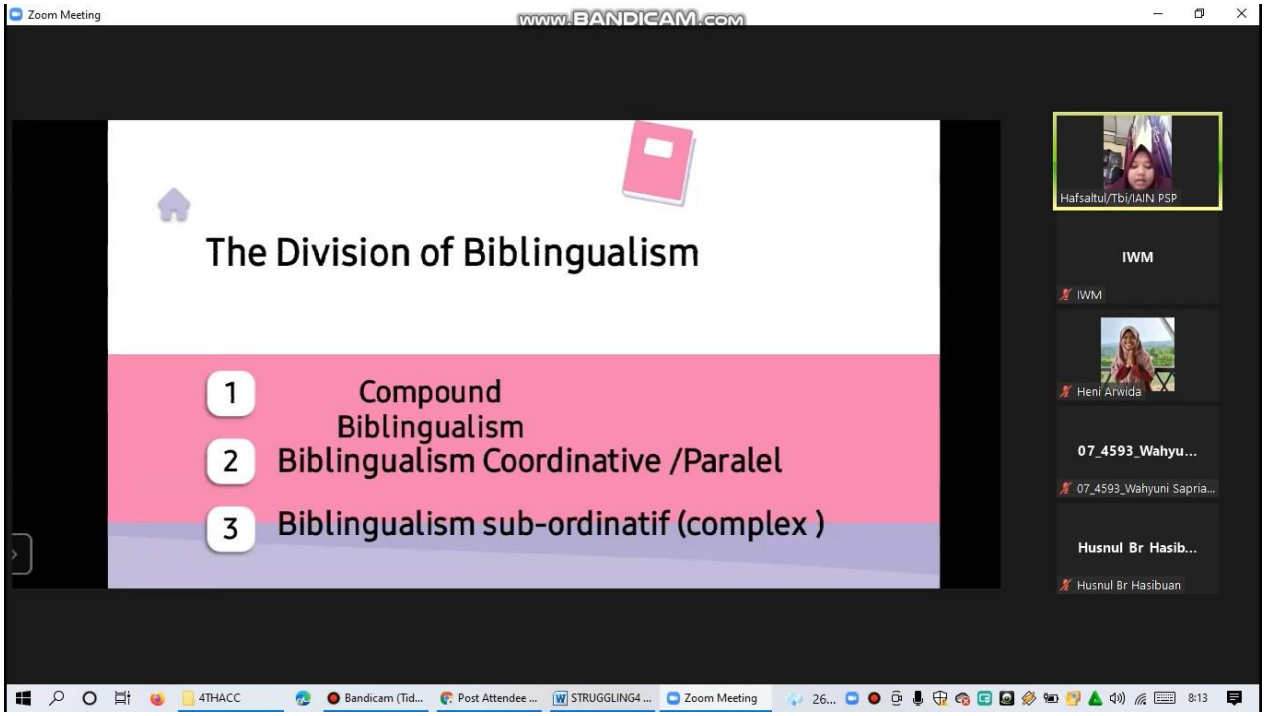
Zoom Cloud Meetings
Zoom Meeting 40-M...
9:13

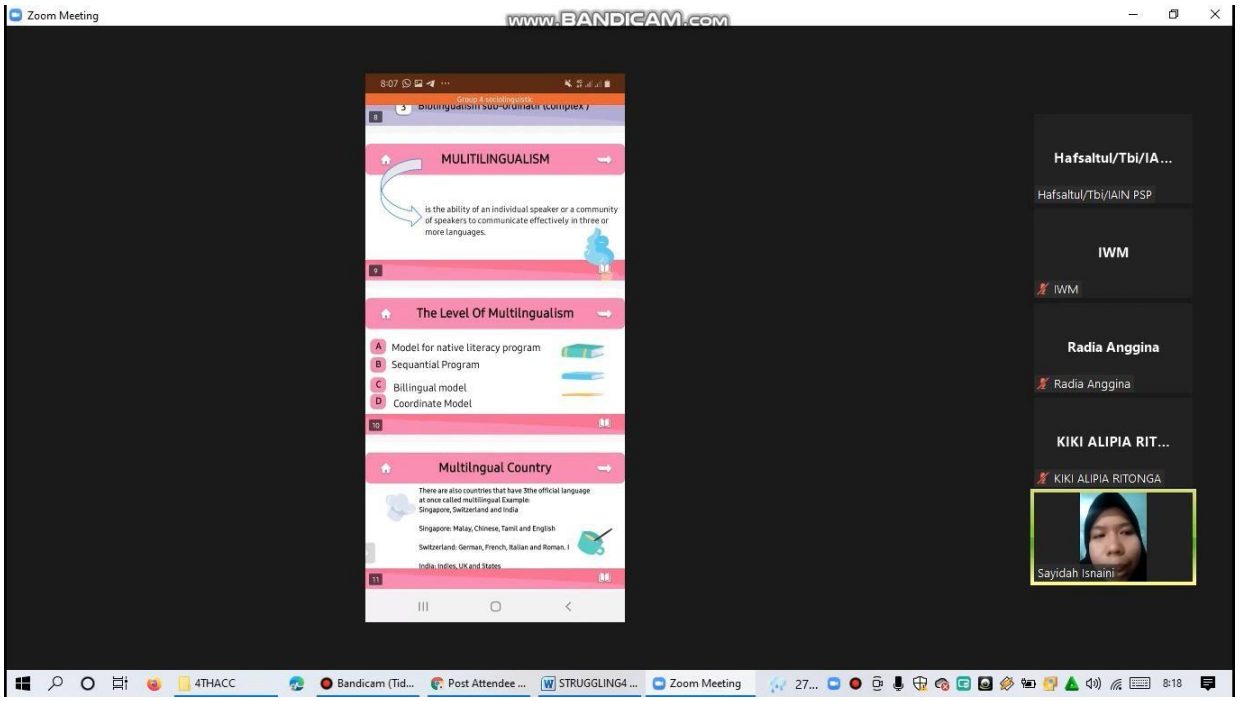

Zoom Meeting
www.BANDICAM.com
Siti khodijah Harahap
IWM
Reska Maulina...
Ikmal Siregar
Nurliana agustina
Sri Rahmadhani
Siti Asrodiah Siregar
Asbiya Putri
Heni Arwida
Khairunnisa Harahap
Wafiatul Horiah...
Hafsaltul/Tbi/IAIN PSP
Awandha Fitri K...
Sayidah Isnaini
Roihana Hasibuan
Wafiatul Horiah Rambe
Awandha Fitri Kharisma Pr...
Sayidah Isnaini
Bulan Ritonga
Muhibbah Nasu...
Radia Anggina
Bulan Ritonga
Muhibbah Nasution
Siti Hamijah
Radia Anggina
Syahdinar Adelina
Dina Wahyuni
Ayu Ashari
Anisa Putri
Lenni Agustina...
Niky Amanda
Dina Wahyuni
Ayu Ashari
Anisa Putri
Lenni Agustina Siregar
Niky Amanda
Documents
Bandicam (Tid...
Post Attendee ...
STRUGGLING4 ...
Zoom Meeting
8:34

Third meeting: Friday, 22 october 2021






Zoom Meeting
www.BANDICAM.com
The Division of Biblingualism
1 Compound Biblingualism
2 Biblingualism Coordinative /Paralel
3 Biblingualism sub-ordinatif (complex)
Hafsaltul/Tbi/IAIN PSP
IWM
IWM
Heni Arwida
07_4593_Wahyu...
07_4593_Wahyuni Sapria...
Husnul Br Hasib...
Husnul Br Hasibuan


Zoom Meeting
www.BANDICAM.com
MULITILINGUALISM
is the ability of an individual speaker or a community of speakers to communicate effectively in three or more languages.
The Level Of Multilngualism
A Model for native literacy program
B Sequantial Program
C Billingual model
D Coordinate Model
Multilngual Country
Hafsaltul/Tbi/IA...
Hafsaltul/Tbi/IAIN PSP
IWM
IWM
Radia Anggina
Radia Anggina
KIKI ALIPIA RIT...
KIKI ALIPIA RITONGA
Sayidah Isnaini

APPENDIX 8

The materials discussed in the sociolinguistics course in class TBI-1 at Seventh semester of IAIN Padangsidimpuan in the academic year 2021/2022

The meeting	Day/date	Topic of discussion
1st meeting	Friday, 01 october 2021	Lingua Franca, Vernacular, Pidgin and Creoles, standardization in sociolinguistics.
2nd meeting	Friday, 15 october 2021	Language variation
3rd meeting	Friday, 22 october 2021	Code

APPENDIX 9

The Data Validation of Code Switching in Question and Answer Session through Zoom Meeting Application Used by English Students Department IAIN Padangsidimpuan

No. Datum	Datum	Tag Switching	Intra-sentential Switching	Inter-sentential Switching
1.	*Itu jawaban dari pertanyaan saudari Hafsa*. Thank you, I give it back to moderator.			√
2.	Ok, *saya akan menambahi jawaban dari saudari Nurul.*	√		
3.	Maybe there is another addition from me *yang tentang contoh bahasa kreole itu.*		√	
4.	I guess that‟s not will success in the *misalnya di Jakarta.*		√	
5.	Jadi kan bahasa itu banyak yaa. And probably most people in the world speak more than one.			√
6.	*Jadi, penuturnya itu yang tidak sama.* Ok, I will give it back to moderator.			√
7.	I think that‟s all explanation from me. *Jika ada teman-teman yang ingin menambahai jawaban dari kami, saya persilahkan.*			√
8.	I will add about *variasi bahasa berdasarkan usia*.		√	

No. Datum	Datum	Tag Switching	Intra-sentential Switching	Inter-sentential Switching
9.	*Digunakan oleh anak-anak untuk menyatakan aktivitas makan yang berbeda dengan orang biasa.* I give it back to the moderator.			√
10.	So, your question is *apa efek positifnya?*		√	
11.	*Dan efek positif lainnya itu adalah* increase awareness of other culture, make travel easier and more enjoyable.		√	
12.	*Misalnya kita pergi keluar negeri tapi kita sudah jadi orang* bilingualism.		√	
13.	*Banyak di Youtube yang bisa berbicara banyak bahasa tanpa dipengaruhi oleh geografinya, kemauan orangnya saja*. Ok, thank you, maybe that‟s all!			√
14.	What I meant is bigger, *itu yang memakainya itu bukan perseorangan lagi.*		√	
15.	That‟s why they use foreign languages. *Apakah letak geografis dari suatu negara atau suatu tempat itu mempengaruhi gitu Hen?*			√
16.	*Mungkin,* if there is another answer from another friend it will be good.	√		

No. Datum	Datum	Tag Switching	Intra-sentential Switching	Inter-sentential Switching
17.	*Dari penjelasan Isna tadi, apakah sudah paham dengan* sequential model?		√	
18.	*Kalau kita di Indonesia, Bahasa inggris itu* as foreign language.		√	
19.	*Tetapi kalau untuk orang India,* English is as a second language.		√	
20.	*Jadi bagaimana dengan* multilingualism in as sequential model?		√	
21.	Because multilingualism *itu kan adalah kemampuan seseorang berbicara lebih dari tiga bahasa.*		√	
22.	*Nah contohnya,* you have a family in mandailing or panyabungan.	√		
23.	*Akan tetapi kita bisa kita katakan itu diglosia.* Ok, just it from me.			√

Validator

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APPENDIX 10

The Data Validation of Code Mixing in Question and Answer Session through Zoom Meeting Application Used by English Students Department IAIN Padangsidimpuan

No. Datum	Datum	Insertion	Alternation	Congruent Lexicalization
1.	*Bisanya* example slank word like lemme, kinda, and gimme to example of Pidgin.		√	
2.	*Kita tahu kalau* lemme *dari Bahasa Inggris kedua-duanya yang disatukan dari kata* let *sama* me, let *kan itu berasal dari Bahasa Inggris*, me *juga Bahasa Inggris*.			√
3.	*Kalau* Pidgin *ini yang dari dua* background knowledge *yang berbeda, yang mereka satukan atau bukan mereka satukan, tanpa difokuskan dari* grammar*, bacaan dan penyusunan katanya.*			√
4.	*Kalau* lemme, kinda *kan itu dari* kind of, *kedua kata itu berasal dari Bahasa Inggris.*			√
5.	*Kalau misalnya* slank word *itu kan bukan termasuk macam bahasa tapi gaya bahasa.*	√		
6.	*Itu* slank word *yang* let me *jadi* lemme *yang* kind of *jadi* kinda.			√
7.	*Sama seperti* let me			√

No. Datum	Datum	Insertion	Alternation	Congruent Lexicalization
	dari Bahasa Inggris ke Bahasa Inggris dan dipermudahkan menjadi slank word *itu.*			
8.	*Nah, contohnya kayak yang dibilang si Muna tadikan* kill him *gitu.*	√		
9.	*Dari penulisan atau* maybe *artinya juga.*	√		
10.	*Ketika diresmikan mereka, bisa jadi peresmian ini menjadi* mother language.		√	
11.	*Yang diajarkan pada* children *mereka*.	√		
12.	*Yang dari penyatuhan kata bahasa jawa sehingga menjadikan bahasa resmi atau sebagai* mother language *mereka.*	√		
13.	*Sama seperti kita yang misalnya bahasa Inggris menjadi* mother language *kita*.	√		
14.	I think that was very important, *sangat penting karena* Pidgin *dan* Creole *itu sangat-sangat membantu di pengembangan bahasa*, development of language.			√
15.	*Itu sangat-sangat penting dibagian dari* development of language.		√	
16.	Ok, *berbicara tentang* creole *tadi yang dua* background knowledge.			√
17.	*Kalau ini dibuat untuk* speaking style *ini bisa*	√		

No. Datum	Datum	Insertion	Alternation	Congruent Lexicalization
	karena sudah diresmikan oleh suatu daerah itu.			
18.	Even Americans *misalnya.*		√	
19.	*Baik itu dari status sosialnya,* religion*nya, ataupun dari penggunaan bahasa nya.*	√		
20.	Ok, we know that, bilingualism is, *itu adalah* the ability that use two languages.	√		
21.	*Nah*, the positive effect that we use *di* bilingualism *itu adalah* you master in two languages.			√
22.	*Dan Lia mendengar bahasa-bahasa* conversation *dari si Dijah dan Wafiah jadi bertambah.*	√		
23.	*Dan dia mengetahahui bahasa batak itu dari* conversation *si Wafiah dan Dijah tadi.*	√		
24.	*Seperti* vocabulary *nya juga gitu.*	√		
25.	*Bisa juga menjadi* multilingualism *orangnya.*	√		
26.	What I meant is *kayak yang* the example from the Switzerland, *itukan tadi Itali, Francis*.			√
27.	*Karena tadi contohnya dibilang tadi itu negara-negara yang*		√	

No. Datum	Datum	Insertion	Alternation	Congruent Lexicalization
	multilingualism.			
28.	What I am questioning is *apakah itu berpengaruh, pengaruhnya gara-gara* Switzerland *itu dekat ke Francis, dekat ke* Italian then *karena mereka mudah akses ke Francis, akses ke* Italian and then *bahasa mereka itu bertambah dan bertukar bersamaan gitu.*			√
29.	*Itu kan* bilingualism *dia kan.*	√		
30.	Second language *nya itu Bahasa Inggris.*		√	
31	*Kenapa bisa orang India* british *dia memakai Bahasa Inggris orang itu?*	√		
32.	*Sehingga Inggris itu* the second language *bagi orang India.*	√		
33.	*Bisa nggak di* catch *itu kalau kita* make for instance *negara India dengan Inggris?*			√
34.	Ok, *jadi* before multilingualism *kita ke* bilingualism *nya* sequential model *ini*.			√
35.	*Misalnya di* bilingualism.		√	
36.	*Baru adakan* the second language *orang itu.*	√		
37.	Second language *nya Bahasa Inggris.*		√	
38.	*Bukan bahasa asing bagi orang itu,* as a second language.		√	

No. Datum	Datum	Insertion	Alternation	Congruent Lexicalization
39.	*Itulah* bilingualism.		√	
40.	*Itu prosesnya di* education.		√	
41.	*Sama dengan itu juga dengan* bilingualism *itu.*	√		
42.	*Jadi bertambah, misalnya* free school *dia.*	√		
43.	*Ada* school learners *ini kan.*	√		
44.	*Kayak yang dibilang* ma‟am *tadi*.	√		
45.	*Ada* free school *nya sekolah dia*.	√		
46.	*Jadi itu bisa buat dia jadi* multilingualism *belajar bahasa lain.*	√		
47.	But, if we divided Batak language, *itu adalah terbagi lagi.*		√	
48.	*Itu biasanya memang secara alami pasti ada itu namanya* body language.		√	

Validator

Zainuddin, M.Hum
NIP. 19760610 200801 1 016

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Telepon (0634) 22080 Faximile (0634) 24022

Nomor: B -1514 /In.14/E.1/TL.00/09/2021 21 September 2021
Hal : **Izin Penelitian**
Penyelesaian Skripsi.

Yth. Ketua Program Studi Tadris Bahasa Inggris
IAIN Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Indah Wahyu Marbun
NIM : 1720300108
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "**Code-Switching And Code-Mixing in Question-Answer Session Through Zoom Meeting Application Used by English Students Departmen at Seventh Semester of IAIN Padangsidimpuan in The Academik Year 2021/2022**".

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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Nomor : 152 /In.14/E.6a/PP.00.9/09/2021 27 September 2021
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Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa:

Nama	: Indah Wahyuni Marbun
NIM	: 17 203 00108
Program Studi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan dari bulan Agustus 2021 s/d Oktober 2021 dengan judul **"Code-Switching and Code-Mixing in Question-Answer Session Through Zoom Meeting Application Used by English Students Departmen at Seventh Semester of IAIN Padangsidimpuan in The Academic Year 2021/2022".**

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

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Fitri Rayani Siregar, M. Hum.
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09 Desember 2020

Nomor : 215 /In.14/E.6a/PP.00.9/12/2020
Lamp : -
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:
1. Dr. Eka Sustri Harida, M.Pd. **(Pembimbing I)**
2. Sri Rahmadhani Siregar, S.S., M.Pd. **(Pembimbing II)**

di –Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Study 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	: Indah Wahyuni Marbun
NIM	: 17 203 001 08
Fak/Prodi	: FTIK / Tadris Bahasa Inggris
Judul Skripsi	: **Code Switching and Code Mixing in Question and Answer Session through Zoom Meeting Application Used by English Students department IAIN Padangsidimpuan**

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

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