

Bilingualism and Its Accompanying Linguistic Phenomena

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Fatchul Mu'in (Editor)

Bilingualism and Its Accompanying Linguistic Phenomena:

A Critical Review of Research Reports in English Language Teaching



**Jurusan Pendidikan Bahasa dan Seni,
Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Lambung Mangkurat**

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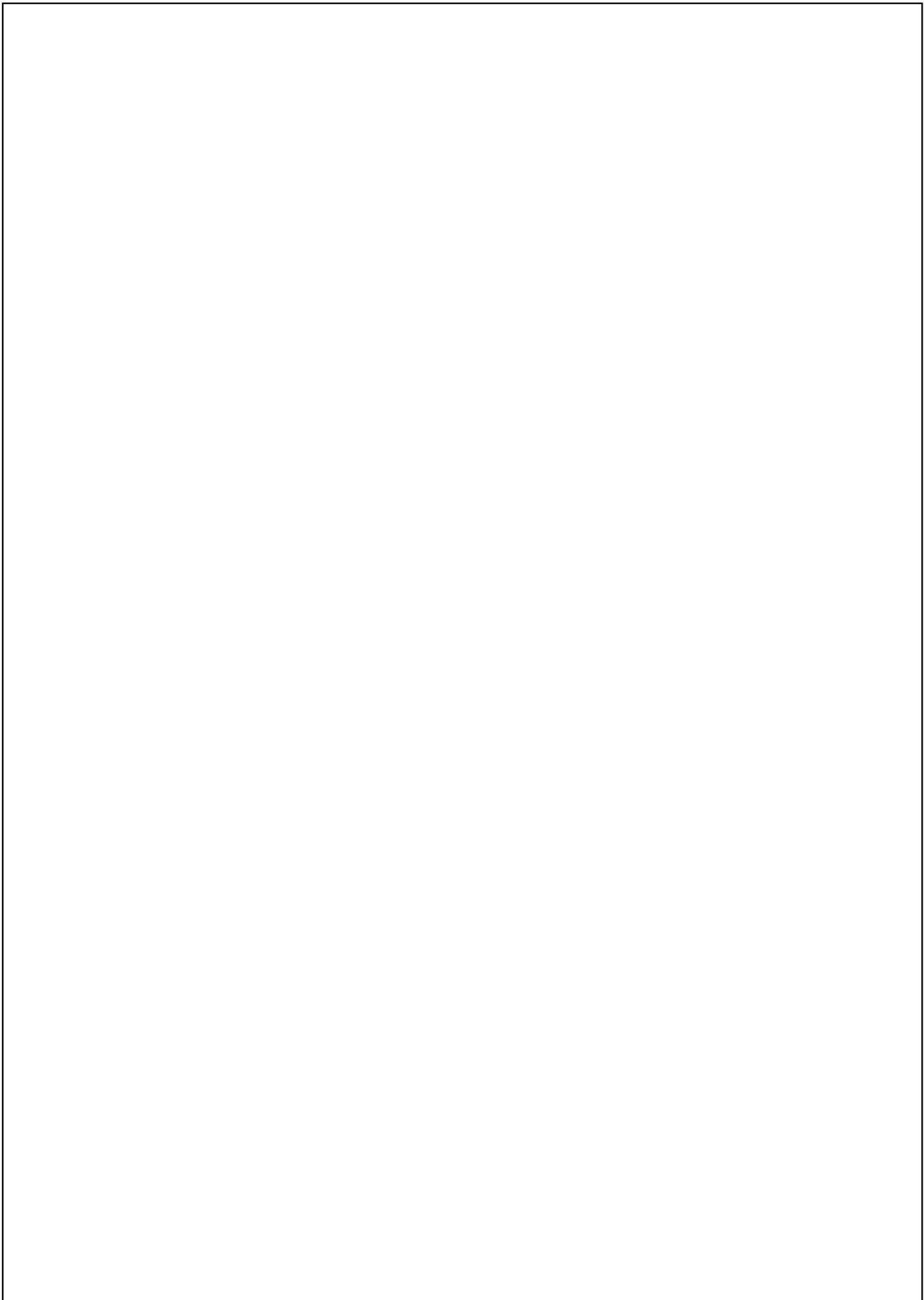
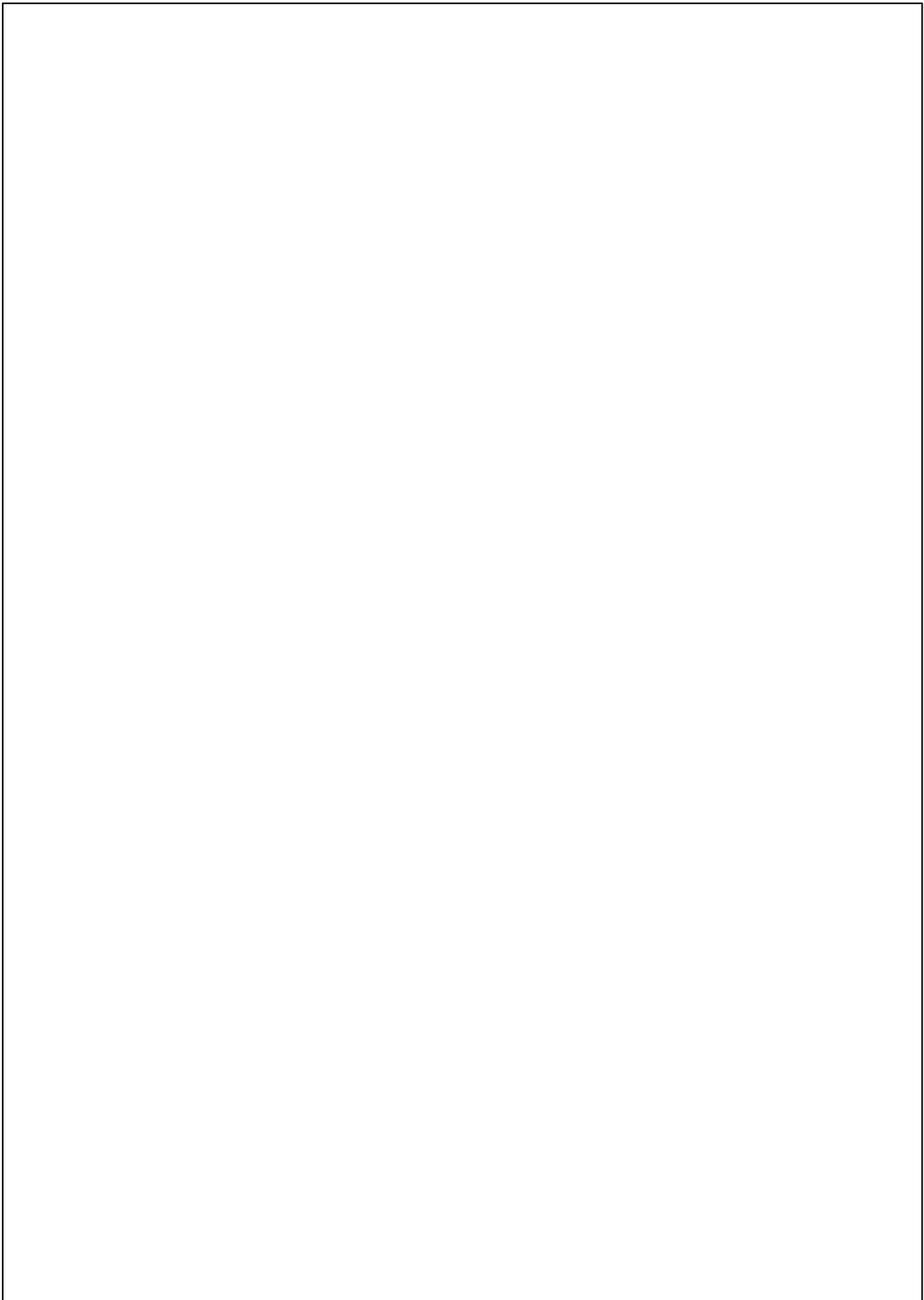


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PART 1

BILINGUALISM AND ITS ACCOMPANYING LINGUISTIC PHENOMENA

Fatchul Mu'in

INTRODUCTION

We will discuss bilingualism and the accompanying linguistic phenomena. The starting point of bilingualism is a language speaker who has a mastery of two languages. The first language that is mastered, of course, is a mother tongue or native language. The second language is usually the national language used as a medium of instruction.

In this condition, language speakers enter the initial stages of the process of becoming bilingual. In learning his second language, he will face linguistic and cultural problems. Linguistic problems can include all linguistic elements in the second language. In this condition, he will use the language features of his mother tongue when speaking or writing in a second language.

If we see or hear someone speaking in two or more languages in his interaction with the others, we can say that he is a bilingual or multi-lingual speaker. Some linguists argue that the use of more than one language is referred to as bilingualism. The word bilingualism lexically means the use of two languages. We follow the concepts given by experts.

Bloomfield defines bilingualism as "the native-like control of two languages." The concept of bilingualism indicates that the mastery of **two** languages is equal between that of the mother tongue (native language) and that of the second language. As such, the notion of bilingualism implies the same fluency and accuracy as the use of language by the native speakers of each language.

In the extreme case of foreign-language learning, the speaker becomes so professional as to be indistinguishable from the native speaker around him. This occasionally happens in adult shifts of language and frequently in the childhood shift ... In these cases where this perfect foreign-language learning is not accompanied by loss of native language, it results in bilingualism, native-like control of two languages (Bloomfield, 1935: 56).

In the past, the concept of bilingualism was seen as the equal mastery of two languages (same mastery of two languages); this definition is still found in specific linguistic dictionaries. Bloomfield gave the concept of bilingualism as 'the native-like control of two languages (mastery of the same two languages between the original language and another language).' Haugen extended this concept to the ability to produce "complete meaningful Utterance in the other language" (meaningful and perfect expressions in other languages). However, it is now recommended that the concept of bilingualism be expanded again by including "passive knowledge" (written language) or any "contact with possible models in a second language and the ability to use these in the environment of the native language"

(contact with models in second language models and the ability to use those models in the native language environment). The expansion of the concept of bilingualism, according to Mackey, is since the starting point of a speaker of a second language being bilingual is arbitrary and impossible to determine from that, we must involve not only two languages, but some languages. Therefore, we will view bilingualism as 'the alternate use of two or more languages by the same individual' (Fishman, ed., 1972: 555).

Thus, according to Bloomfield, learning the perfect foreign language without being followed by the loss of the native language will occur 'native-like control of two languages.' However, the use of two or more languages will involve a social and cultural context. In essence, language contact is one aspect of social communication, while the confusion of rules, code-switching, and code-mixing is an aspect of cultural diffusion and acculturation. Furthermore, in this connection, Weinreich explained as follows.

In a vast majority of contacts between groups speaking different mother tongues, the groups constitute, at the same time, distinct ethnic or cultural communities. Such communication entails biculturalism (participation in two cultures) as well as bilingualism, diffusion of cultural traits as well as of linguistic elements (1968: 5 and 89).

Based on the concepts of the two linguists above, it can be said that no matter how perfect the mastery of two or more languages by someone, if two or more languages are in contact, namely: the languages are alternately used by the same person, then the elements of other languages or the stranger may appear in the person's speech. The use of language that involves elements or rules of other languages can be responded to through two perspectives: linguistics and sociolinguistics/sociology of language.

Based on the concepts of the two linguists above, it can be said that no matter how perfect the mastery of two or more languages by someone, if two or more languages are in contact, namely: the languages are used by the same person in turn, then the elements of other languages or the stranger may appear in the person's speech. The use of language that involves elements or rules of other languages can be responded to through two perspectives: linguistics and sociolinguistics/sociology of language.

INTERFERENCE FROM LINGUISTIC PERSPECTIVES

As mentioned above, that bilingualism has a relative meaning. It involves degrees, functions, alternations, and interference problems. The first three things (degrees, functions, and alternation) determine whether or not certain language interference events occur in bilingual speeches in other languages. Thus, according to Mackey, the notion of interference is the **use of features belonging to one language while speaking or writing another** (Fishman, ed., 1972: 569). The practice of using two languages by someone causes deviations from the norms of each language. Such deviations are called interference. In this regard, Weinreich said:

The practice of alternately using two languages will be called bilingualism and the persons involved, bilingual. Those instances of deviation from the norms of either language, which occurs in the speech of bilinguals as a result of their familiarity with more than one language, i.e., as a result of language contact, will be referred to as interference phenomena (1953:1).

Interference is also called 'application of the structure of one language (for example, language X) in another language (for example, Y language). Alternatively, it can be said that interference is the application of two language structures while speaking a language (Hagen in Fishman, ed., 1978: 33).

From the concepts of interference above, we can conclude that it includes the use of elements belonging to one language when speaking or writing another language, and the application of two language rules simultaneously, which consequently results in deviations from the norms of each language that occurs in bilingual speeches.

In linguistics, *borrowing* (also known as *lexical borrowing*) is the process by which a word from one language is adapted for use in another. The word that is borrowed is called a *borrowing*, a *borrowed word*, or a *loanword*.¹ The term "loanword" differs from "codeswitching" and "borrowing." "Codeswitching" means alternating between different languages by bilinguals (at any level of competence in the FL), so that the switches, termed 'nonce borrowings' are integrated only momentarily and infrequently, and often extending beyond the individual lexical item to longer stretches of talk. In contrast, "established loan words are accepted, recurrent, widespread, and collective. They are used regularly and are permanently present and established in the recipient language's monolingual environment. They have often been integrated into the language and are "used by monolinguals who may or may not be aware of their foreign origin... probably not even perceived as foreign by the majority of speakers".²

Two factors hamper a bilingual speaker who conveys messages using a language to others. The first factor is some familiar language rules, which of course, differ from one another: can he differentiate and sort out each of these rules so that when he uses one language that is known, other language rules do not interfere? If he is unable, then while he uses one of the languages he is familiar with, the rules of another language may appear in his speech. Interference will occur in the speeches of bilingual speakers (Soetomo, 1985 & Fatchul Mu'in, 2007).

The use of language as described above can be responded to from the standpoint of what language is dominantly used in the act of communication, is it Indonesian or English? If the dominant language is Indonesian, Indonesian is subject to interference from the English language rules. Moreover, if the dominant language is English, English will be subject to interference from the Indonesian language rules. Interference refers to the use of elements or regulations of particular languages in the speech of other languages.

The interference phenomenon has been talked about by people. Yus Rusyana, for example, has prepared a dissertation by raising the issue of morphological interference in 1975. Some lecturers and students of the Faculty of Literature at Diponegoro University in Semarang have also conducted research or written papers by raising issues of interference, both phonemic, morphological, and syntactic interference. Yus Rusyana (1975) wrote a

¹ <https://www.thoughtco.com/what-is-borrowing-language-1689176>

² <https://journals.openedition.org/esta/1958>

dissertation entitled *Morphological Interference in the Use of Indonesian Language by Elementary School Students whose mother tongue was Sundanese*.

This interference studied by Yus Rusyana was carried out from a linguistic perspective because morphology is a branch of linguistics based on the language system.

Why does the use of the Indonesian language of the elementary school children "interfered" by the elements or rules of the Sundanese language? The answer is that at the level of learning Indonesian, the children have mastered the first language (mother tongue), namely: Sundanese. Habits of using Sundanese language have been firmly embedded in them so that when they speak in the Indonesian language, elements (both phonetic/phonemic, morphological, syntactic, and semantic elements) can be incorporated into their Indonesian speech.

Thus, interference can be responded from the perspective of language competence. This language competence suggests the ability of a speaker to sort out and choose specific language rules from the rules of other languages. Interference can be said as a language phenomenon that arises due to the influence of particular languages. Because someone, for example, is not able to choose and sort out the rules of one language from another language, then his speech with a language will be affected by interference from one of the rules of the language that he mastered. That is, some elements of different languages enter into speech in a particular language. For example, when children whose first language is Sundanese speak Indonesian, features of Sundanese are included in their Indonesian speech. Alternatively, when someone speaks English, elements or Indonesian norms enter into his English speech.

If the use of elements from other languages to speech in a particular language can be responded to from a linguistic perspective, then it is categorized in the form of language errors. The emphasis or focus of attention on language errors in the view of linguistics is on the recipient's language that gets 'disturbed' from other languages. A study with this perspective refers to the components of language (sound, morpheme, words, phrases, sentences, and meanings).

CULTURAL PROBLEMS IN LANGUAGE USE

The second factor is a factor derived from communication considerations. Human language is used as a means of communication in its humans' efforts to interact with each other. In reality, he is not free at all. There is a set of language rules agreed upon by the community in which he lives and mingles with other members following the values that guide them in their efforts to interact with each other. In reality, he is not free at all. There is a set of language rules agreed upon by the community in which he lives and associates with other members under the values that guide them.

This communication consideration determines whether he will speak with a single language, conduct interference, or code-switching / mixed code (Soetomo, 1985). Interference and code-switching and even code-mixing can be seen from the following two example sentences:

(1) Nuwun sewu, saya bisa mengganggu sebentar?

(2) *Ullun* mencari *piyam* di Kampus kemarin, *piyam* sudah *bulkan*.

If only sentences (1) and (2) were expressed in Indonesian speech acts, then the Indonesian language would have 'interruptions' from *Javanese* for sentence (1) and *Banjar* for sentence (2). This means that the Indonesian two speakers have interference from Javanese or Banjar. So, we see symptoms of interference from the recipient's language (in this case: Indonesian). If Javanese, Indonesian, and Banjar languages are used alternately, it means we find linguistic phenomena, namely: code-switching or code-mixing.

Suppose that both speakers have become bilingual, that is, their bilingualism meets the 'native-like control of two languages' criteria. The first speaker, for example, has the same ability and mastery of both Javanese and Indonesian languages, as well as fluency and accuracy, and so does the second speaker. In short, these two speakers do not have linguistic problems. Thus, the 'deviation' in Indonesian is not due to their inability to use Indonesian, but it is a result of socio-cultural factors that influence these speakers in their speech acts. The socio-cultural factors influence bilingual speakers' speech acts, as suggested by Fishman, "who speaks what language to whom and when." The participants of speech acts will either use a single language or conduct code-switching or code-mixing.

The cultural problem in speech acts faced by speakers of Sundanese and Banjarese is about the use of the word *bujur*. Sundanese speakers are influenced by Sundanese culture. He is bilingual in Sundanese-Indonesian languages. Meanwhile, speakers of the Banjarese language are influenced by Banjarese culture. He is a bilingual speaker of Banjarese-Indonesian languages. Both the local languages have the word *bujur* (see Elvina Arapah & Fatchul Mu'in, 2017; Fatchul Mu'in & Strajuddin, 2007; and Nanik Mariani & Fatchul Mu'in, 2006).

The word *bujur* in Sundanese means *buff*, in English, must be tabooed, in the sense that it cannot be said in any place (for example, in front of many people) while the word *bujur* in the Banjarese language has a good connotation. It means *right* in English. Sundanese will feel guilty when he says the word *bujur* in front of the Banjarese speech community because it is against the values of his own culture.

SPEECH ACTS IN MULTILINGUALISM SITUATIONS

The use of language in multilingualism situations is a concern of linguists. Fishman links the use of such language with Who speaks What language to Whom and When (1972: 244) while Pride and Holmes said that speech acts that occur in multilingual communities would be influenced by some non-linguistic factors such as participants, topics of conversation, settings, paths, atmosphere, and intentions (1972: 35).

In the situation of bilingualism, we often see people switching from one language to another. Certain factors influence the alternation of language. In a sociolinguistic context, the term language is also called 'code.' If language is seen as a code system, then the alternation of one language to another is called code-switching. For example, a speaker uses Indonesian and then switches to another language. Alternation from Indonesian to another language is

called code-switching. Code-Switching also refers to the alternation of dialects, speech levels, styles, or registers.

BORROWING LANGUAGE

A language is arbitrarily created based on the users' needs. It has been continually developed according to their needs for communicating and interacting with one and another. When the condition is changing, the language is acquired. New technology must result in new words, and in its turn, those develop the language. This is to say, at the time a particular means of air transportation named "helicopter" was not created yet, of course, we do not have the word in our mental dictionary. After having been introduced the means of transportation named helicopter, the word is provided both in the printed and mental dictionaries.

Basically, a given language is sufficiently provided to express the culture of its users. However, the facts show that the particular language users are lack of vocabularies for expressing their culture. As a consequence, they adopt the vocabularies belonging to the other language. Take an example, our societies, our country, and our people seem to be influenced much by the English language. For a long time, we have used the borrowing words or terms such as information, definition, clarification, investigation, observation, biology, botany, psychology, technology, structure, construction, etc. through the process of adopting and adapting to be informasi, definisi, klarifikasi, investigasi, observasi, biologi, botani, psikologi, teknologi, struktur, konstruksi respectively. At present, the people in the world, including the Indonesian people, do not separate one from another. The Indonesian people, for instance, are involved in the global world. Therefore, many new technological products of the other nations' cultures could not be expressed by using their language. Many words have been borrowed from the language. This is to say that it seems our people could not live based on our own language and culture. Those adopted and adapted words have become part of Bahasa Indonesia.

In linguistics, borrowing (also known as lexical borrowing) is the process by which a word from one language is adapted for use in another. The word that is borrowed is called a borrowing, a borrowed word, or a loanword. The term "loanword" differs from "codeswitching" and "borrowing." "Codeswitching" means alternating between different languages by bilinguals (at any level of competence in the FL), so that the switches, termed "nonce borrowings" are integrated only momentarily and infrequently, and often extending beyond the individual lexical item to longer stretches of talk. In contrast, "established loan words are accepted, recurrent, widespread, and collective. They are used regularly and are permanently present and established in the recipient language's monolingual environment. They have often been integrated into the language and are "used by monolinguals who may or may not be aware of their foreign origin... probably not even perceived as foreign by the majority of speakers".

In a general term, borrowing refers to all kinds of transfer or copying processes, whether they are due to native speakers adopting elements from other languages into the recipient language, or whether they result from non-native speakers imposing properties of

their native language onto a recipient language. In a restricted sense, borrowing is meant "to refer to the incorporation of foreign elements into the speakers' native language."

The simultaneous application of the two language rules is limited to speech phenomena. The borrowed language patterns and their uses are not limited to bilingualism, and these are no longer called interference or code-switching. In this connection, Weinreich explains as follows: In the speech, interference is like sand carried by a stream; in language, it is sedimented sand deposited on the bottom of a lake. Two phases of interference should be distinguished. In the speech, it occurs anew in the Utterance of the bilingual speaker as a result of his personal knowledge of the other tongue. In language, we find interference phenomena which, having frequently occurred in the speech of bilinguals, have become habitualized and established. Their use is no longer dependent on bilingualism. When a speaker of language X uses a form of foreign origin not as an on-the-spot borrowing from the language Y, but because he has heard it used by others in X-Utterance, this borrowing element can be considered, from the descriptive viewpoint, to have a part of language X (1968:11).

How languages borrow words

How languages borrow words is a rather complicated and complex process. The general tendency of the Indonesian language, in the course of its history, has been to use a native word whenever possible. Firstly, foreign words were used only when there was a need to find the name for a new object taken from a foreign culture. A language is arbitrarily created based on the users' needs. It has been continually developed according to their needs for communicating and interacting with one and another. When the condition is changing, the language is acquired. New technology results in the creation of new words, and its turn, those develop the language. People never have in mind and use the word "computer," for instance, if a technological product has not been made, and after the product named "computer" has been introduced, the new word namely: a computer and all new words related to the product also have been provided to call the elements and features of the product. Up to the present time, we have many words or phrases such as "CPU (central processing unit), motherboard, mouse, cursor, save, file, folder, upload, download, etc. The users of Bahasa Indonesia use those words for the sake of understanding and operating the technological product called "computer." They have adopted, adapted, and then regarded those new words as the parts of the descriptive grammar of their language.

Secondly, despite this tendency to use a native word whenever possible, quite many foreign words have accumulated in the Indonesian language over the last few centuries. Indonesian language, for instance, has been possessing words for which there are no equivalents in the other language. There may be words for objects, social, political, and cultural institutions and events or abstract concepts that are not found in the culture of the other language. It has borrowed words for cultural institutions. It has adopted words for political ideas. It often happens that one culture borrows from the language of another culture words or phrases to express technological, social, or cultural innovations.⁷ We can take some examples from the Indonesian language throughout the ages. The Indonesian

⁷ | *Bilingualism and Its Accompanying Linguistic Phenomena: A Critical Review of Research Reports in English Language Teaching*

language has borrowed and adapted words from the English language (e.g., economics to be "ekonomi," information to be "informasi," culture to be "kultur," etc.). This has been especially prominent in the last decades when the influence of TV has been so great that our children have been able to learn basic English quickly by watching cartoons or listening to English music.

Thirdly, a language is used for communication and interaction. Concerning the daily communication and interaction, for instance, some of us use English words that have their equivalences in Bahasa Indonesia. It has been found such as "on the way" and "OMG" - abbreviated as OTW and Oh My God- to be used to state "dalam perjalanan" and "Ya Tuhanku." The other words such as Chat, WhatsApp, read, delete, ill-feel, Facebook, Twitter, BBM, and Line are adopted and frequently used for communication and interaction as they are, without any changes in both spelling and pronunciation.

Fourthly, many English words are arranged without the correct rules for conveying messages in Indonesian such as " *New fear the me is three,*" sounding "Nyupir demi istri." Regarded from both English and Indonesian languages, language use is unacceptable. The language user borrowed a sound system similar to the Indonesian sound system. New is represented as [nyu]; fear as [pir]; the as [de]; me as [mi]; is as [is]; and three as [tri]. If those are combined, we will have [nyupir demi istri]. This kind of borrowing language is only meant for kidding; it is integrated only momentarily and infrequently.

Reasons to borrow English or other Foreign Languages

There are some reasons for adopting **English or other Foreign Languages**. The first is that the foreign language presents a positive image for the audience (readers or listeners). This is in line with the respondents' response that "The foreign language is intentionally used to get a positive image for our business. The use of foreign words (especially English) can give a better impression, and show better quality and higher prestige than those of Bahasa Indonesia. The words *tour* and *travel*, for example, has a more exciting meaning rather than the words *wisata* and *perjalanan*."

Secondly, there is an impression or image that the English as a foreign language has a more positive meaning and a higher value than Bahasa Indonesia in the cases of vocabularies and of the structure. The users of Bahasa Indonesia may adopt the foreign (English) vocabularies and structures. *Serdang Jaya Furniture, Indoputra Mobil, Bintang Utama Motor, Mandiri Foto*, and *Gita Salon* are foreign (English) language structures because they are arranged based on the rules of Modifier and Head (M-H). In the Indonesian language, the usual structure is to follow the H-M (Head-Modifier) so that the above phrases must be changed to *Perabot Serdang Jaya, Mobil Indoputra, Motor Bintang Utama, Foto Mandiri, and Salon Gita*. The problem is that the change in structure from M-H to H-M is considered to reduce or eliminate the positive impression or image, as mentioned above.

Thirdly, some of the language users only go along with, or others influence them in using foreign languages. This group actually never thought that the foreign language they used was intended to get a certain impression or image, such as being more qualified, more prestigious, more interesting, more classy, and so on. They use foreign languages because they see other similar language users also use the language. Results of the careless use of

English are, among others, *"the me a nack is three"* and *"new fear the me is three"* to deliver the message in Bahasa Indonesia *"Demi Anak Istri"* and *"Nyopir Demi Istri"* by using the sound system of English Language, *"language Indonesia vehicle knowledge," "tempat ini di anasi SISI TV plus Security," "law office" intended to state Law Office, etc.*

SUMMARY

Indonesia can be said as a bilingual or multilingual society. The facts show that Indonesian children have been in the process of becoming bilingual speakers since elementary school age. They have mastered the mother tongue and have been in the process of learning Indonesian. They had become bilingual speakers when they graduated from elementary school. Their bilingualism is getting better and better, and at some point, they are regarded as the compound bilingual speakers.

In bilingual or multilingual communities, we often find phenomena in language use. These linguistic phenomena often refer to interference, code-switching, or code-mixing. Ideally, the use of that language relates to the use of a 'single language.' However, we often find interference events, code-switching, or code-mixing. This is because to interact and communicate; humans are not free; it is strongly influenced or controlled by its culture. Culture (in which there are norms, rules) often "forces" the language users to conduct interference, and code-switching or code-mixing.

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PART 2

CODE SWITCHING AS TEACHING TECHNIQUE

Ramadan

INTRODUCTION

Language is used for communicating and interacting purposes with other human beings, human languages have characteristics as it is language is a system, a language can be viewed systematically from the fact that a sentence is not ordered randomly. The English language in ordering words into sentences has its pattern, and the pattern must be systematic. Language is also arbitrary; it means language created on the primary social agreement. Language is social; language is socially acquired, then learned, and used. The community communicates the idea by using the sound produced by speech organs; therefore, language is spoken.

Language and society are an integral relationship because a language with social relations affects language usage. Basically, the use of language follows on the circumstances surrounding the social environment. For instance, the physical environment can be conditioned by our language, and society can be seen from its physical environment.

Language and interaction in society are two things that are interconnected because in the life of society we certainly need the help of others in realizing our daily needs, then to interact in the community language is required as a tool to communicate, language is also essential in a particular community.

The language is not merely the means of communicating and interacting but also for shaping and maintaining the relationships among human.

Requirements for communicating process is to have the ability to master at least one language or termed with monolingual speakers, so capable of mastering two languages, then this phenomenon called bilingual speaker, when someone is communicating using two different languages in the same individual this phenomenon, it is called bilingualism. In addition to that, besides language, there another term called 'code' that is used in daily interaction. Fatchul Mu'in (2006) stated that code refers to the language or the variety of the language itself. The examples of the code are the language, dialect, register, and style. According to Wardhaugh in Fatchul Mu'in (2006), several influential factors may affect language usage. Some of these factors are;(a) Participants. Participants refer to who speaks, to whom he speaks, these participants are called the speech community. A group of society that implements the same pattern of speech signal called a speech community. The classroom is one of the places where interaction occurs. The participants of this interaction are teachers and students. This may lead to the use of the same pattern of the speech signal as it is language or code, which consists of the language, dialect, register, and style. (b) The

Setting. The setting refers to where he speaks. (c) The topic. The topic relates to the topics discussed. (d) The function. Function refers to what and why he speaks.

Based on the factors of the language, there is a phenomenon called code-switching in daily interaction. Code-switching is typically used for strategies among language learners and bilinguals. Code-switching is a change between a language or a code at some point in a sentence or utterance. Code-switching in linguistics is identified as the speaker switches between two or more languages, or the type of language in an individual conversation. Code-switching is a process of alternation involved two languages in one discourse, sentence, or constituency (Li Wei, 2000). Also, the process changing from one language or variety to another inside a stretch of spoken discourse called are code-switching, code-mixing, bilingual speech, etc. (Schendl H and Wright L, 2011).

One of the daily interaction occurs in the classroom. The exchange of thoughts, feelings, or collaborative ideas between two or more people produce mutual effects with each other, such as the action performed by the teacher and the students during the teaching-learning process called classroom interactions (Fatchul Mu'in, 2018). Having done elaborating the background, the researcher believes that the use of code-switching in English foreign language is significantly essential. For this reason, the researcher was interested in conducting research entitled *types, functions, and factors of code-switching as a teaching technique conducted by English Department lecturers at the University of Lambung Mangkurat Banjarmasin*.

Based on the elaboration above, the researcher attempts to describe information about types, functions, and factors influencing the use of code-switching in teaching English has a teaching technique conducted by English department lecturers in Lambung Mangkurat University in Banjarmasin.

LANGUAGE, BILINGUALISM, AND CODE-SWITCHING

A man uses language as a means of communication in his effort to interact with others. Language is a means of communication (Fatchul Mu'in, 2007). Also, a language is a vocal symbol used for human interaction, and it is a system of arbitrary (Wardhaugh in Fatchul Mu'in, 2018). Human language has several specifics as follows: First, language is a system; second, language is fluid, the three languages are social language, and the four languages are spoken. Based on the definition of language, according to the experts above, the researcher can conclude that language is a tool to communicate with fellow social beings, and the language can be written and spoken.

Language is closely related to the community in a region as a subject or language acts as a means of communication and interaction between groups of one with another group. Society is a group of people who make up a system, where most of the interaction is between individuals within the group. Language and community is an integral relationship because a language with social relations affects language usage. Basically, the use of language follows on the circumstances surrounding the social environment. The use of language socially includes who speaks, what language is used, to whom, when, and where (Fishman, 1999).

Language is a social communication tool in the form of the sound-symbol system resulting from human speech. Humans, as social beings, need the means to interact with other human beings in the community; for the benefit of social interaction, then it takes a

communication tool called the language. Interaction is a type of action that occurs when two or more objects affect and have an effect on each other. Interaction can be defined as the reciprocal action between two or more individuals. Interactions occur when people communicate with each other, provide the response, and receive reactions to each other wherever and whenever it happens, including in the classroom setting. Thus, the interaction between students and teachers is essential for the learning process (Fatchul Mu'in et al., 2018).

Bilingualism

Phenomenal personability in master more than one language for communication and interaction purpose called a Bilingual speaker. Bilingualism is the application of more than one language, whether by individual speakers themselves or by the speaker community. When a speaker masters two languages allow the speaker to use two languages alternately. Besides, bilingual may change language from the majority to minority languages, and messages from languages will contain references to the solidarity and proximity of minority languages (Normann J, 2003). Bilingualism is a phenomenon of change language use from two or more languages created by the same person or speaker (Mackey in Fatchul Mu'in, 2006). In other words, bilingualism refers to the practice of alternately using two languages. The code-switching conducted by the bilinguals, according to Holmes J (2013) involves the following:

- a. Participant
Members of a social group will either switch code to take a positive account from a new member company or alienate new members from a group discussion when there is a new arrival in a social situation.
- b. Solidarity
Code-switching signals ethnic or social groups with specific addresses.
- c. Status
Speakers change the standard of language to formal to informal or otherwise based on the status of their address, for example, an employee will use formal standard language when talking to the head of his office but turn into informal standard language that is friendly when talking to his colleagues.
- d. Topic
Switching for referential purposes is a code switch to quote Utterance, specific sentences in a culture, which means they cannot be fully interpreted into first language or mother tongue.
- e. Affective Function
Holmes said that sometimes addresses do not need to understand words to receive effective effects because they can be obtained by local pronunciation. Code-switching to express affective meaning part of a referential function.
- f. Metaphorical switching

Speakers who have high skills in mastering more than one language or code will switch like metaphors to enrich communication, and the function of this code-switching refers to the second association of codes.

g. **Lexical borrowing**

Code-switching occurs when a language reflects a lack of vocabulary that can be replaced by another language. For instance, that happens when the speaker fails to get an accurate word to use in the target language and needs to borrow from the mother tongue.

People often use a language to signal their membership in particular groups (Fatchul Mu'in, 2006). Social status, gender, age, ethnicity, and the kinds of social networks people belong to turn out to be critical dimensions of identity in many countries. Within each community, there is a variety of language codes and ways of speaking available to its members. In Banjarmasin especially in college settings, many people have different backgrounds, in the campus environment is a meeting place for many people, there are Javanese, Banjarese, Dayakese, Sundanese, and others. So that in that environment, there is one language that becomes the official language or the formal language is Indonesian. Because in the scope of the English department there are many English language courses so that there is a combination of several languages. Indonesian is used for everyday communication in general in the class. Each regional language is used for communication purposes if it happens to interact with classmates who come from fellow regions, then in the scope of English learning, there will be the use of English either in full English or in several parts since there are many situations in the campus environment so code-switching will occur because it adapts to several factors which will be explained below.

Factors Influencing Language Use

In choosing the language used, its use is always influenced by the state of social relations around which aims to adjust the right language to use and can help facilitate communication and interaction. In Language use, several influential factors may affect language usage in a particular speech community. The first is the participants. Participants point to who is speaking and to whom he talks. The second is the setting. Setting refers to the place or location where he speaks. The third is the topic. Topic refers to a particular topic discussed. Forth the function. Function refers to what and why does he speak? Wardhaugh (in Fatchul Mu'in, 2006).

Speech Community

Speech is a form of human communication produced through vocals. The speech community is a group of people who share a set of linguistic norms and expectations regarding the use of language. The speech community refers to some people who use the same pattern signals of speech. Also, the human aggregate characterized using the body together with verbal signs and derived from the equal sum as the extreme difference in language use is called the speech community Plat, J.T, and Plat H.K in Fatchul Mu'in (2006). Classroom as one of the settings of speech community wherein the classroom there are

participants, which consist of lecturers and students who can create the same system of speech signals between lecturers and students.

Code-Switching

The code refers to the language or a variety of language itself. A language is various, and they consist of some terms like language, standard language, dialect, style, speech level, register, pidgin, creole, and other variety of language (Fatchul Mu'in et al., 2018). Style refers to a language variety that is divided based on speech or speaking situation into formal and informal styles. Register are sets of vocabulary items associated with discrete occupational or social groups, such as surgeons, aeroplanes pilot, bank managers, sales clerk, etc use different vocabularies. Pidgin is a language with no native speakers; in other words, pidgin is language created by a contact language based on the agreement. Once a pidgin comes to be adopted by the community as its native tongue, and children learn it as a first language, that language called a creole.

Code-switching is typically used for strategies among language learners and bilinguals. Code-switching is a change between a language or a code at some point in a sentence or utterance. The ability on the part of bilinguals to take turns effortlessly between their two languages is called Code-switching (Bullock, B E and Toribio A J,2009). Code-switching is the alternative use of two or more languages, varieties of language or even speech styles (Hymes, 1974)

The process of alternation involved two languages inside a single discourse; sentence or constituent is called code-switching (Wei, L. 2000). Also, the process changing from one language or variety to another inside a stretch of spoken discourse called are code-switching, code-mixing, bilingual speech, etc. (Schendel H and Wright L,2011). Based on the statement above, when a speaker replaces between two or more languages or language varieties, in the context of a single conversation called code-switching. Code-switching, according to Mattsson, F.(1999), functions as follows :

- a. Linguistic Insecurity, e.g., the difficulty teachers experience in relating the new concept.
- b. Topic Switching, i.e., when the lecturers switch code to which topic is under discussion, it might be suggested, for instance, that certain aspects of foreign language teaching such as grammar instruction, is preferably expressed in the mother tongue of students.
- c. Affective function, e.g., spontaneous expression of emotions and emotional understanding in discourse with students.
- d. Socializing function, i.e., when lecturers or teachers turn the students' first language to signal friendship and solidarity.
- e. Repetitive function, i.e., when lecturers or teachers convey the same message in both languages for clarity.

Factors Influencing Code-Switching

There must be a reason why an utterer is mixing or switching his language from one language to another. As described by Hoffman in Sinulingga (2009:29), there are several reasons why the utterer uses CM and CS in their Utterance. The seven reasons as follows:

a. Talking About a Particular Topic

Sometimes an utterer feels more pleasant to talk about a particular topic in another language. An utterer feels released to express his or her emotional feeling in other languages or a language that is not his or her daily language. For example, the utterer tends to use another language when talking about private problems, family, marriage, and business. Talking about a particular topic also used by the utterer when there is another topic discussed in one situation. The case can be found in Duta Mall, especially Chinese. They tend to speak in Mandarin when they talk about commerce or business matter.

b. Quoting Somebody Else

Nowadays, English is valued more than the local language, especially in the media social era. People tend to create their idea in the English language. The utterer mixes and switches code to quote a famous expression, proverb, or saying of some well-known figures. The switch contains just the words that the utterer is claiming the quoted person said. The switch is like a set of quotation marks. In Indonesian, those well-known figures are mostly formed some English-speaking countries.

Example: *Ayo kerja, time is money.*

c. Being Emphatic about Something (express solidarity)

Sometimes, an utterer is more comfortable to be emphatic about using a second language rather than his or her mother language. The speaker switch from the second language to the mother language because the speaker feels easier to be emphatic in the second language rather than the first language.

Example: *"Get well soon, Rin. Aku gak tahu kamu sakit kerasseperti ini."*

d. Interjection

Interjections are words or expressions, which are put into a sentence to express surprise, intense emotion, or to gain attention (Norlailli, 2012). The interjection is a part of speech which is usually used in informal language than formal writing or speech. The function of interjections is to express emotions or sudden bursts of feelings. The speaker can show a wide variety of emotions, such as excitement, joy, surprise, or disgust. Interjection has no grammatical value, but the utterer usually uses more in speaking than writing. The utterance generally used is: Look! Well! Hey!, Yummy!, Shit!, etc. Example: *Jittt!, flash disk-ku ketinggalan dirumah Rini (My flash disk was left in Rini's house).*

e. Repetition Used for Clarification

In repetition, a message in one code is repeated in the other code literally. When the utterer repeats or clarifies the words that the utterer said, it will make the listener more understand the intent of what the utterer said. This repetition is used not only to clarify what is said but also to amplify or emphasize a message.

Example: *Keep spirit, tetap semangat! Jangan patah semangat gitu dong, masih ada kesempatan, yang penting udah mencoba*

f. The Intention of Clarifying The Speech Content for The Interlocutor

Bilingual or multilingual person performer talks to another bilingual or multilingual, there must be lots of codeswitching and code-mixing occur. It means to make the content of his or her speech runs smoothly and can be understood by the listener. A message in one code is repeated in the other code in the somewhat modified form.

g. Expressing Group Identity

Code-switching and code-mixing also be used to represent group identity. As it has been mentioned previously, the way of communication of academic people in their disciplinary groupings, are different from other groups. In other words, the way of communication of one community is different from the people who are out of the community (Bennett in Pardede and Kiswono, 2012). Savile and Troike in Norhali (2012) also give some additional reasons for a bilingual and multilingual person to switch or mix their languages. These are :

(1) To Soften or Strength Request or Command

For Indonesian, using code-mixing and code-switching English into the Indonesian language in their communication can use to soften a request of command because English is not their native language. Besides that, Code-mixing and code-switching can also be used to strengthen an authority since the utterer may feel more powerful than the listener because she or he can use language that everybody cannot.

(2) Because of Real Lexical Need

The most common reason for a bilingual or multilingual person to switch or mix their languages is due to the lack of equivalent lexicon in the languages. When an English - Indonesian bilingual has a word that is lacking in English, the utterer will find it easier to say it in Indonesian. And vice versa, when the utterer has a word that is lacking in Indonesian, the utterer will use the English term. If it put into Indonesian, the meaning would be unclear or vague, and sometimes it would not be used. For example, in Indonesia, the technical topics are family associated with English, and the topic itself can trigger a switch or mix to or with English.

(3) To Exclude Other People When a Comment is Intended for Only a Limited Audience.

Sometimes persons want to communicate only to specific people or communities they belong to. To avoid the other community or interference objected to their communication by people, they may try to exclude those people by using the language that not everybody knows.

Code-Switching in classroom interaction

Classroom interaction is collaborative with of mind, feeling, or ideas of people that results in a reciprocal effect on every individual, such as the action performed by the teacher and the students during the teaching-learning process (Fatchul Mu'in et al., 2018). Code-switching in classroom interaction is every time the lecturers or teacher changes or switches from one language to the other one (Mattsson, F.1999). Lecturers or teachers feel the need to use the first language to make their students understand. For instance, when teaching target language in question to students but because of their mastery of the target language that is incomplete and makes them not understand. In linguistics, there is no single design that all linguistics agree is the only method. (Gamal, 2018:113).

1) Code-Switching as a Teaching Technique

Code-switching, as a teaching technique, has the purpose of making students understand. Code-switching in teaching technique has an essential role for the lecturer or teacher, for instance, the role of lecturer or teacher socialization, the importance of variation and repetition in the teaching and learning process, and lecturer linguistic competence and insecurity (Mattsson, F.1999)

2) Tag Switching

The switching of either a tag phrase or a word, or both, from one language to another, is called Tag-switching, common in intra-sentential switches (Li Wei, 2000). Based on the statement above, tag switching is a type of code-switching that involves two phases or words or both from one language to another.

Example :

Lecture: " Well enough for our meeting, Time is over *ini*."

From the case of sentences above, there has been a change in language from English to Indonesia, and the change is categorized as tag switching because the changes that occur are code switchings at the level in tag phrase or a word.

(4) Intrasentential Switching

The process of code-switching is found inside a sentence, or a clause is called Intra-sentential switching (Li Wei, 2000). In other words, a code-switching process involving between in a sentence or a clause contained in a single conversation is referred to as Intra-central switching.

Example :

Lecture: " Present *atau* past continuous?"

Students: " Past Continuous Ma'am?"

From the example of sentences above, there has been a change in language from English to Indonesia, and the change is categorized as intrasentential switching because the changes that occur are code switchings at the level inside sentences

(5) Intersentential Switching

Code-switching happens outside the sentence, or the clause is called intersentential switching. Intersentential switching happened at level, i.e., a sentence or clause boundaries (Li Wei, 2000). Based on the statement above can be said if the type of Intersentential code-switching can occur only at certain levels for instance, at the level of outside the sentence or only on the clause boundary.

Example :

Lecture: " Mana yang namanya Torry? Tom, what do you think about this answer? Is it right?"

From the example of sentences above, there has been a change in language from Indonesian to English, and the change is categorized as intersentential switching because the changes that occur are code switchings at the level between sentences.

Gamal (2018:115) describe the environment of a language.

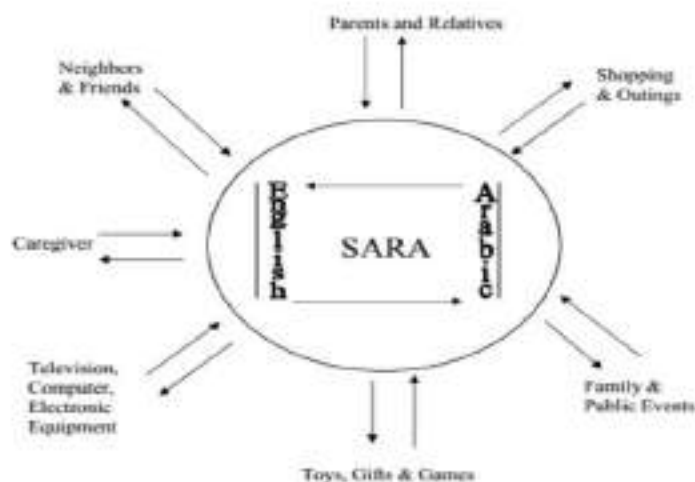


Figure 4. Dual Language Acquisition through Interaction with the Environment

Functions of Code-switching

1) Topic-Switch Function

Topic Switch is the function when the lecturers switch code-switching to which topic is under discussion; it might be suggested, for instance, that certain aspects of foreign language teaching such as grammar instruction, is preferably expressed in the mother tongue of students.

Example :

Lecture: " *OK this one* (Pointing to whiteboard) this Simple present tense" (09:00)

" For example, I'm meeting Peter tonight. I'm meeting Peter tonight, yes. He is taking me to the theater. Pada saat itu dia tidak bertemu peter Tapi dia akan, dia berencana bertemu peter" (20:34).

2) Affective Function

The affective function is the spontaneous function expression of emotions and emotional understanding in discourse with students.

Example :

"So, this person says I am meeter, sorry meeting peter, meeting peter jadi meeter ya ? (20:48) I am meeting peter tonight yes sudah ketemu" (20:54)

"My mom is cooking itu kan happening the world juga ya, emang "(08:20)

3) Repetitive Function

The repetitive function is the function when lecturers or teachers convey the same message in both languages for clarity.

Example :

Lecture: "Yap, it describes general statement, it describes general stateman ya..." (07:00)

"what this it means it' is happening now, yes? Atau kata temennya tadi sedang berlangsung. Yes " berlangsung," what's different ?... Lalu bedanya dimana ?" (10:32)

FINDINGS AND DISCUSSION

Subjects 1,2, and 3 or S1, S2, and S3 indeed used the switch-code in the teaching-learning process in S1, S2, and S3's class, which were English and Indonesian. S1, S2, and S3 also agreed that they performed switch-codes according to code-switching functions such as building emotional understanding, explaining the particular topic, and giving emphasis to the information.

Code-Switching in Pre-activity

The first type of code-switching and used in pre-activity is tag switching. Tag switching is a type of code-switching that involves two phases or words or both from one language to another. The examples

S1 Utterance:

" Yap, it describes a general statement, it describes general statement ya..." (09:06)

"...Before I tell you the lessons, could you please explain what is the difference and between Simple Present tense and Present Continuous tense ? or perhaps Perfect tense, the three of them are different...(student answering) it good... anybody wants? ..Ya..." (09:06.)

S2 Utterance:

" I would like to see the process of becoming the final product of your own ya." (04:11)

" I would like to see the final one. But, for the training, of course, even actually the collecting score will be seen through video ya?" (04:27)

S3 Utterance:

" Copulative, the meaning of the whole compound represents some of the meaning of the constituent part, some *nya ya*" (08:57)

" Okay, done. And number two is compounding, *ya*?" (11:49)

The second type of code-switching and used in pre-activity is intra-sentential switching. The process of code-switching found inside a sentence or clause is called intra-sentential switching. The example is:

S2 Utterance:

"I'd like to tell you the announcement that next week and the next week I will not be here I'll go to another place for two weeks *ya* start from 19th May to 5th of June. So, the 5th of June is the starting of the final exam right. So I think the final exam you will be with me." (02:21)

"Okay, House ban would ban *ya* would ban animal testing, you know the sequence of would?" (05:31)

S3 Utterance:

"Okay, can you tell me in *Bahasa Indonesia*?" (03:38)

"No no, *kalo ada kata bird nya yang lain apa?* Other kinds of bird, coba cari yang lain yang menggunakan kata bird, kalau peacock kan tidak, sekarang coba burung yang lain." (05:12)

The third type of code-switching and used in pre-activity is inter-sentential switching. The process of code-switching happens outside the sentence, or the clause is called inter-sentential switching. The example is:

S3 Utterance:

"What do you think about endocentric? *Selain endocentric berikutnya apa?*" (02:19)

Code-Switching in While Activity

The first type of code-switching and used in while-activity is tag switching. Tag switching is a type of code-switching that involves two phases or words or both from one language to another. The example is:

S1 Utterance:

"So, this person says I'm meeter, sorry meeting peter, meeting peter jadi meeter *ya*?" (20:48)

"...It also happens at ED not only on Aula 2 *ya*." (13:52) But also all around these rooms wherever you stay focus."

S2 Utterance:

"You spent your time 2:40 seconds. Okay, you restated *ya*. Anisa says cosmetic medical pharmacy companies used animal testing, but there are many ways without using the animal. And you said it is like murder. A new argumentation *ya*."(53:46)

"There will be maybe one person will play twice ya. Will play twice. That's okay. As friends. But, one thing that I consider the most is the first performance ya. The way how you perform, the role. That's okay. (01:10:35)

S3 Utterance:

"Exocentric and copulative. Now, this should be talking about the acronym, ya. The acronym originally a pronounceable word from the initial letter of the constituent word. Acronym. Bahasa Indonesia juga ada kan? (12:01)

"Ya, diving ya. If it's dive, we use scuba diving. Self-Contained Underwater Breathing Apparatus. Jadi alat untuk kita menyelam itu ada yang disebut dengan SCUBA. Ya, SCUBA. Self-contained Underwater Breathing Apparatus. Oke sudah, yang lainnya lagi coba. Apalagi kira-kira?" (14:14)

The second type of code-switching and used in while-activity is intra-sentential switching. The process of code-switching found inside a sentence or clause is called intra-sentential switching. The example is:

S1 Utterance:

"Ya...present continuous Tense *nya hanya sekarang, sedang berlangsung sekarang, ya ...*" (10:32)

"Ok sedang berlangsung, sekarang. Emmmand then if it is done *kalo sudah selesai maka dia menjadi*, it becomes present perfect tense ya sudah berlangsung/ sudah selesai for example..we study basic grammar on Monday and Wednesday. what about now ?" (11.13)

S2 Utterance:

"Like loreal? Women ban, right? Loreal? Sorry sorry, sorry *maaf ya loreal is pembalut?*" (49:53)

"It's dangerous you know. The mouse can contribute to the disease, so when the human being is getting you to know the food from mouse licking, you know. The tongue inside the bacteria coming from the mouse. Coming to humans and the human gets pest. Finally, *penyakit apa ya?*" (01:01:22)

S3 Utterance:

"Exocentric and copulative. Now, this should is talk about the acronym, Ya. The acronym originally a pronounceable word from the initial letter of the constituent word. The acronym, *bahasa Indonesia juga ada kan?*" (12:12)

"iya, nah ini kan kurang lebih sama, Jadi ada. Oke, nah. From the initial letter of the constituent word, *kira-kira contoh nya seperti apa itu?*" (12:16)

The third type of code-switching and used while activity is inter-sentential switching. The process of code-switching happens outside the sentence, or the clause is called inter-sentential switching. The example is:

S1 Utterance:

"For example, I'm meeting peter tonight, I'm meeting peter tonight yes. He is taking me to the theater. *Pada saat itu dia tidak bertemu peter tapi dia akan, dia berencana bertemu peter.*" (20:34)

"Do you have any questions? *Kalo ada salah lagi berarti gak paham yah... ayo sekarang tanyanya sekarang dimana yang belum memahami belum pahamnya dibagian mana.*" (23:45)

S2 Utterance:

"You said there are many ways to save animals. What ways? There is no explanation. Even I got it the same with puspa later in cosmetic pharmacy, and I forgot. *Dimana saja selain itu? Pharmacy? Comestic? Me....dical.*" (53:23)

S3 Utterance:

"Radio detecting and ranging. *Kalo bernafas ga ada nadarnya gimana.*" (13:52)

"Beginning, word yang pertama, dengan word yang berikutnya. Ya kan? It usually the beginning of one word and the end of another. *Nah kira-kira contohnya apa?*" (16:17)

Code-Switching in Post Activity

The first type of code-switching and used in post-activity is tag switching. Tag switching is a type of code-switching that involves two phases or words or both from one language to another. The example is:

S1 Utterance:

"Put the verb into the correct one. This is simple present only of comparison is on page 14 comparing *ya.*" (02:27)

"Right now, *ya* ..what are you thinking right now, *ya* ..." (06:14)

S2 Utterance:

"the action will be training, or maybe you want to rehearse the debate. Making play the role. It's like this, maybe. But it could be like that also. Make the rehearsing of joining club exploring the definition okay, too. *Kalian hanya belajar berargumentation, di club nya itu. Okay ya? Thank you so much.*" (01:14:26)

"and final session, of course, there will be a debate, battle debate. With different formation *ya*. It's always changing. One thing to sure you should certain with your individual performance. Whether you will be in a team." (01:13:50)

The second type of code-switching and used in post-activity is intra-sentential switching. The process of code-switching found inside a sentence or clause is called intra-sentential switching. The example is:

S1 Utterance:

"So, all of these sentences read the explanation the present continuous tense the expressing an activity that is in progress at the moment of speaking ... happening right now, it is a temporary activity *sementam yah.*" (18:31)

"Progress nya disaat di 1 tahun 2 tahun bahkan kalian *studying* disini 7/8 semester." (01:40)

S2 Utterance:

"the action will be training or maybe you just want to rehearsing the debate. Making play the role. Its like this maybe. But it could be like that also. Make the rehearsing of joining club exploring the definition okay, too. Kalian hanya belajar berargumentation, di club nya itu. Okay ya? Thank you so much." (01:13:32)

S3 Utterance:

"wallpaper (English) jadi sampai ada 2 lagi kita ketemu next meeting ,jadi kita bisa berikan tambahan , nanti kita coba berdiskusi mencari contoh2 yang lain." (01:00:30)

"saya akan sedikit mengulang, nanti bisa , supaya bisa ketemu gitu ya, biar anda betul2 tau contoh-contoh yang lain itu apa (English) *Assalamualaikum Wr Wb.*" (01:00:30)

The third type of code switching and used in post activity is inter-sentential switching. The process of code-switching happens outside the sentence, or the clause is called inter-sentential switching. The example is:

S1 Utterance:

"Sudah ya. And then continuous at present masih sampai sekarang and some point in the future tense. *Adzan gak boleh ngobrol.*" (19:01)

"I will see you again next meeting, so I will see you on Monday At 05.35 Thank you so much. *Assalamualaikum Wr.Wb*" (06:13)

S3 Utterance:

"wallpaper (English) jadi sampai ada two lagi kita ketemu next meeting ,jadi kita bisa berikan tambahan , nanti kita coba berdiskusi mencari contoh2 yang lain, saya akan sedikit mengulang, nanti bisa , supaya bisa ketemu gitu ya, biar anda betul2 tau contoh-contoh yang lain itu apa

(English) *Assalamualaikum Wr.Wb.*" (01:00:30)

The function of Code-Switching in Pre-activity

The first function of code-switching and used in pre-activity is the topic switch function. The topic switch function is when the lecturers switch code-switching to which topic under discussion or in order to move to the next or which topic is under discussion, that aimed to move the students focus on topics that were being explained or discussed. The examples are;

S1 Utterance:

"Ok, this one (pointing to whiteboard) this Simple present tense." (10:29)

S2 Utterance:

"OK. The first is the prime minister from government OK? The second the deputy OK the member and then the whip. The prime minister there OK and the deputy and the member and the whip here." (01:47)

"Today it's training. Ya, I do not like your score anyway. I tell you the truth, The score will give will got later when the video is posted, I'd like to see the video posted if it's possible when I go far away there to see how good your performance is. That's how I score." (03:26)

S3 Utterance:

"What do you think about endocentric? *Selain endocentric berikutnya apa*" (02:19)

"Okay, can you tell me in *Bahasa Indonesia*?" (03:38)

The second function of code-switching and used in pre-activity is affective. The affective function is a spontaneous expression of emotions and emotional understanding in discourse with students in other word related to emotional understanding to the students, that aimed to build a comfortable atmosphere, so that make students are excited to start the lessons. The examples are:

S1 Utterance:

"Yap, it describes general stateman, it describes general stateman ya..." (10:18)

"Before I tell you the lessons, could you please explain what are the differences between Simple Present Tense and Simple Present Continuous Tense ? or perhaps the present perfect tense the 3 of them the different .. it good .. anybody wants..ya..." (10:25)

S2 Utterance:

"You do not always criticize someone without any solution at all ya. Okay? Ready?" (05:42)

S3 Utterance:

"Kenapa jadi langsung ke contohnya? *Kalo misalnya exocentric itu kata yang tidak mewakili kata yang ada disitu. Iya kan?* Kalo sea bird, itu adalah kata yang mewakili burung karena ada kata bird disitu, berarti dia mewakili burung. Apalagi yang lain?" (05:07)

"Okay, done. And number two is compounding, ya? Compounding yang sudah kita bicarakan tadi. Compounding ada apa? *Apa tadi?*" (11:51)

The third function of code-switching and used in pre-activity is repetitive. A repetitive function is when lecturers or teachers convey the same message in both languages for clarity, which aimed to make students feel clearer and help their students understand every sub-topic of the lessons easier. The examples are:

S1 Utterance:

"Yap, it describes a general statement, it describes general statement ya..." (10:18)

S3 Utterance:

"Yes, sibling means brother and sister. Parents mean father and mother. There are many people inside the room, so it means there are men and women, not only men or women. So compounding, I think all of you understand and know what compounding means. Okay, skip. Now let us continue to the next. Word formation. We still talk about word formation from the text. So the process of how to form the word. *Kita masih lanjut berbicara tentang word-formation process, tadi yang sudah kita pelajari yang nomor satu itu apa? Yang pertama?*" (11:01)

The function of Code-Switching in a While activity

The first function of code-switching and used in while activity is a topic switch function. The topic switch function is when the lecturers switch code-switching to which topic under discussion or in order to move to the next or which topic is under discussion, that aimed to move the students focus on topics that were being explained or discussed. The examples are:

S1 Utterance:

"For example, I'm meeting peter tonight, I'm meeting peter tonight yes. He is taking me to the theater. *Pada saat itu dia tidak bertemu Peter* tapi dia akan, dia berencana bertemu peter." (20:34)

"Yes, it only has one form. *Itu kalo Miss bilang* it only has one form itu tensesnya apa?" (09:13)

S2 Utterance:

"I want to understand the way how to deliver a speech. The first one we'll go to the prime minister stated or said by ana. I honestly say Ana has done a good job becoming the prime minister. You defined first. The definition of animal testing and you tried to create definition into you know into a specific discussion like telling the subject of the experiment. *Naaah*, the real definition. The definition of the motion. The subject of the experiment. You tell also about example used product of loreal?" (44:45)

"*Nah* it's really good. This word comes from Annisa. Yah, its murder. Cosmetic medical function commonly uses another testing." (52:33)

S3 Utterance:

"Exocentric and copulative. Now, this should is be talking about the acronym, Ya. The acronym originally a pronounceable word from the initial letter of the constituent word. An acronym, *bahasa Indonesia juga ada kan?*" (12:12)

iya, nah inikan kurang lebih sama. Jadi ada. Oke, nah. From the initial letter of the constituent word. *Kira-kira contoh nya seperti apa itu?*" (12:20)

The second function of code-switching and used in while activity is affective function. An affective function is a spontaneous expression of emotions and emotional understanding in discourse with students in other word related to emotional understanding to the students, that aimed to make students feel comfortable and make students understand the lessons more easily by creating an atmosphere of closeness between the lecturers and students. The examples are:

S1 Utterance:

"Yes, selama 4 tahun. I'm studying at the eng dept of unlam, I'm studying ok studying." (19:15)

"So, this person says I'm meeter, sorry meeting peter, meeting peter jadi meeter ya? I'm meeting peter tonight yes sudah ketemu?" (20:48)

S2 Utterance:

"Like loreal? Women ban right? Loreal? Sorry sorry sorry maaf ya loreal is pembalut?" (49:53)

"Hahahaha loreal? Oh ya. Hahahaha. Okay, get it." (50:03)

S3 Utterance:

"FIFA, ya, kesenangannya cocok ini, kan. Federation of International Football Association. Then, radar." (13:24)

"Ya engga apa-apa kalau digunakan untuk yang baik ya engga apa-apa. Tapi kalian harus ingat lagi ya. Ya namanya kalau kita mau browser, browsing something. Eem, apa namanya, yang memang bermanfaat gitu, iya kan. Jangan di browsing yang engga-engga. ..It's okay." (15:08)

The third function of code-switching and used while activity is repetitive. A repetitive function is when lecturers or teachers convey the same message in both languages for clarity, which aimed to make students feel clearer and help their students understand every sub-topic of the lessons easier. The examples are:

S1 Utterance:

" what this it means it' is happening now, yes? Atau kata temenya tadi sedang berlangsung. Yes " berlangsung " , whats the different ?...Lalu bedanya dimana?" (10:32)

"So am happening about this time *pada waktu ini, pada masa ini* tapi tidak sekarang, semester ini it is considered present continuous tense yes..are you, student, now?" (18:51)

S2 Utterance:

"Mice embryo? *Hah mice embrio?*" (57:47)

"If you think one of the speakers doesn't relevant to the motion. Don't say that. The image of your team will be embarrassed ya. *Ya* don't say it. It's only, point to make the argumentation to make your team better..." (01:06:02)

S3 Utterance:

"Ini kata blend, ya. *Kata blending*. Combine two separate forms to produce a single new term and usually the beginning of one word and the end of another. Kalo misalnya kita...ada kabut, kalau dikatakan ini sekarang berkabut, kabut apa?" (16:25)

"Karena sungainya di tutup semua. Nah ya kan, kalau dulu dimana-mana terkenal bahwa South Kalimantan itu adalah kota seribu sungai. *Banjarmasin kota seribu sungai.*" (24:50)

The function of Code-Switching in Post activity

The first function of code-switching and used in Post activity is a topic switch function. The topic switch function is when the lecturers switch code-switching to which topic under discussion or in order to move to the next or which topic is under discussion, that aimed to move the students focus on topics that were being explained or discussed. The examples are;

S1 Utterance:

"I work you work he work they work, *bagian mana* simple present tense yang belum dipahami?" (24:00)

"At the moment of speaking so this is, this is rules yang keberapa?" (11:45)

S2 Utterance:

"the action will be training or maybe you just want to rehearse the debate. Making play the role. It's like this maybe. But it could be like that also. Make the rehearsing of joining club exploring the definition okay, too. *Kalian hanya belajar* berargumentation, di club nya itu. Okay ya? Thank you so much." (01:13:32)

"*Okey ya?* Thank you so much for your attention. See you in the next meeting. *Wassalamualaikum Warrahmartullah hi Wabarakatuh.*" (01:14:26)

S3 Utterance:

"wallpaper (English) *jadi sampul* ada 2 lagi kita ketemu next meeting jadi kita bisa berikan tambahan , nanti kita coba berdiskusi mencari contoh2 yang lain, saya akan sedikit mengulang, nanti bisa , supaya bisa ketemu gitu ya, biar anda betul2 tau contoh-contoh yang lain itu apa (English) *Assalamualaikum Wr Wb.*" (01:00:30)

jadi kita bisa berikan tambahan , nanti kita coba bediskusikan mencari contoh2 yang lain, saya akan sedikit mengulang, nanti bisa, supaya bisa ketemu gitu ya, biar anda betul2 tau contoh-contoh yang lain itu apa (English) Assalamualaikum Wr Wb." (01:00:30).

The second function of code-switching and used in post-activity is affective. Affective function is spontaneous expression of emotions and emotional understanding in discourse with students in other word related to emotional understanding to the students, that aimed make students feel comfortable until the closing of the lessons (during review and feedback) by creating an atmosphere of closeness between the lecturers and students in class so as to keep students curious about the next lessons and what will learn at the next meeting. The examples are;

S1 Utterance:

"It's funny when you say I speak English, I do not speak English, do you speak English? Iya jadi ini maunya apa?" (25:24)

"Wah kenapa pura pura sedih gitu yab. Wah besok libur ok. Bella and Tiara know how I feel they also in my class; they are also on my guided reading and basic speaking ok, go on; go back John is sleeping right now." (16:57)

S2 Utterance:

"and final session, of course, there will be a debate, battle debate. With different formation ya. It's always changing. One thing to sure you should certain with your performance. Whether you will be in a team." (01:13:50)

The third function of code-switching and used in post-activity is repetitive. A repetitive function is when lecturers or teachers convey the same message in both languages for clarity, which aimed to make students feel clearer and help their students understand every sub-topic of the lessons easier. The examples are;

S1 Utterance:

"can you see this is the start, now, finish this is Present continuous tense, it will end in short period time ada akhirnya nanti" (16:49)

"So, all of these sentences read the explanation the present continuous tense the expressing an activity that is in progress at the moment of speaking ... happening right now, it is temporary activity sementara yab, sampai prosesnya saja that began on the past dimulai in the past 02.45 sudah lewat." (18:31)

SUMMARY OF FUNCTIONS OF CODE-SWITCHING

Pre-activity

Subjects 1, 2, and 3 in pre-activity both used the affective function (related to emotional understanding to the students), which aimed to build a comfortable atmosphere, so that make students excited to start the lessons. The next function used by S1 in the pre-activity was repetitive (in order to convey the same message in both languages for clarity during teaching and learning process) which aimed to make students feel more comfortable to understand what will be learned, while S2 and S3 used the topic switch (in order to move to the next or which topic is under discussion), which aimed to move the students focus on issues that are going to explained/discussed at beginning the lessons, and subject 3 also used the repetitive function (in order to convey the same message in both languages for clarity during teaching and learning process) which aimed to make students feel clearer and help their students understand every sub-topic of the lesson that would be learned.

While-Activity

Subjects 1, 2, and 3 in the while-activity both use affective functions (related to emotional understanding to the students) which aimed to make students feel comfortable when the lecturer explained the topics of the lesson and intended to help them understand the lesson more efficiently by creating an atmosphere of closeness between the lecturer and students, and both used repetitive functions (in order to convey the same message in both languages for clarity during teaching and learning process) which aimed to make students feel clearer and help their students understand every sub-topic of the lesson more comfortable, and also used the topic-switch function (in order to move to the next or which topic is under discussion), which aimed to shift the focus of the students on the topic being explained/discussed.

Post-Activity

Subject 1, 2, and 3 in the post-activity both used the topic-switch function (to move to the next or which topic is under discussion) that aimed to shift the focus of students on issues that are being explained/discussed. The following function used by S1 and S2 is affective function (related to emotional understanding to the students) that aimed to make students feel comfortable until the closing of the lesson (for instance during review and feedback) by creating an atmosphere of closeness between the lecturer and students in the class so as to keep students curious about the next lesson and what will learn at the next meeting. S1 used additional repetitive functions (to convey the same message in both languages for clarity during the teaching and learning process), which aimed to make students feel clearer and help their students understand the lesson easier.

DISCUSSION

This part will discuss the types of code-switching used, functions, and factors influencing code-switching.

As discussed in the part of the theory, several types of code-switching are used in the learning process, including Tag-switching, Intrasentential switching, and Intersentential switching.

The switching of either a tag phrase or word, or both, from one language to another, was called tag switching. In other words, the code switch at the level in tag phrase or word. The following is the example of the Utterance of Tag-switching.

"Put the verb into the correct one; this is simple present only....of....comparison is on page 14 *comparing ya.*" (02:27)

In the example above, this utterance was taken at the time of basic grammar lectures, and basic grammar subjects had several sub-topics including nouns, pronouns, adjectives determiners, verb, and tenses; simple present tense, present progressive tense, present perfect tense, and simple past tense, etc. When describing the tenses, there were two languages used by subject 1 when she was explaining to students. Which were English and Indonesian language? This utterance belongs to Tag-Switching because subject 1 alternated her language from English to Indonesia at the level in tag phrase or word.

"I would like to see the process of becoming the final product of your *awm ya*" (04:11)

In the example above, this utterance was taken at the time of speaking class, and speaking subject has several sub-topics including debate, debate system had some parts they were debate format, motion, prepare, points of information, timekeeper, and adjudication. When S2 being adjudicator, there were two languages used by subject 2 when he was explaining to students. They were English and Indonesian languages. This utterance belongs to Tag-Switching because subject 2 alternated his language from English to Indonesia at the level in tag phrase or word.

"Okay, done. And the number two is compounding, *ya?*..."

In the example above, this utterance was taken at the time of syntax class, syntax subject had several sub-topics including endocentric, exocentric, compounding, word formation, acronym, blending, back-formation process, clipping, proper coinage name, etc., when S3 explained about-compounding there were two languages used by subject 3 when she was giving an explanation to students. They were English and Indonesian language. This utterance belongs to Tag-Switching because subject 3 alternate her language from English to Indonesia at the level in tag phrase or word. The lecturers did the tag switching because they alternated their languages at the level in tag phrase or word. It is under the theory, according to the theory alternating or switching of either a tag phrase or a word or both from one language to another, is called tag switching (Li Wei, 2000).

The process of code-switching found inside a sentence or a clause is called Intra-sentential switching. In other words, a code-switching process involving between in a

sentence or a clause contained in a single conversation was referred to as Intra-sentential switching. The following is the example of the Utterance of Intra-sentential code-switching.

"So, this person says I'm meeter, *sorry meting peter, meeting peter jadi meeter ya?* (20.48) I'm meting peter tonight, *yes sudah ketemu?*" (20.54).

In the example above, this utterance was taken at the time of basic grammar lectures, and basic grammar subjects had several sub-topics including nouns, pronouns, adjectives determiners, verbs, and tenses; simple present tense, present progressive tense, present perfect tense, and simple past tense, etc. When describing the tenses, there were two languages used by subject 1 when she was explaining to students. They were English and Indonesian language. This utterance belongs to intra-sentential code-switching because subject 1 alternated her language from English to Indonesia inside the sentence.

"Like loreal? Women ban, right? Loreal? Sorry sorry, sorry, *maaf ya loreal is pembalut?* (49:53)

In the example above, this utterance was taken at the time of speaking class, and speaking subject has several sub-topics including debate, debate system has some parts they were debate format, motion, prepare, points of information, timekeeper, and adjudication. When S2 as an adjudicator, there were two languages used by subject 2 when he was explaining to students. They were English and Indonesian language. This utterance belongs to intra-sentential code-switching because subject 2 alternate his language from English to Indonesia inside the sentence.

"influenza, *ya di sebut dengan flu saja, ngak flu, I got influenza*" (32:29)

In the example above, this utterance was taken at the time of syntax class, syntax subject had several sub-topics including endocentric, exocentric, compounding, word formation, acronym, blending, back-formation process, clipping, proper coinage name, etc, when S3 explained about clipping there were two languages used by subject 3 when she was giving an explanation to students. They were English and Indonesian language. This utterance belongs to intra-sentential code-switching because subject 3 alternated her language from English to Indonesia inside the sentence. The lecturers did the intrasentential switching because they alternated their languages inside a sentence or clause. It is under the theory, saying that intra-sentential switching is the process of code-switching that found inside a sentence or a clause (Li Wei, 2000).

Code-switching happened outside the sentence, or the clause was called intersentential code-switching. Intersentential code-switching occurred at the stage, such as sentence or clause boundaries, where each clause or sentence is in one language or another. The following is the example of the Utterance of Inter-sentential code-switching.

"what this it means it is happening now, yes? Atau kata temenya tadi sedang berlangsung. Yes, "berlangsung." *What's different...? Lalu bedanya dimana ?*" (10.32)

In the example above, this utterance was taken at the time of basic grammar lectures. Basic grammar subjects had several sub-topics including nouns, pronouns, adjectives determiners, verbs, and tenses; simple present tense, present progressive tense, present perfect tense, and simple past tense, etc. When describing the tenses, there were two languages used by subject 1 when she was explaining to students. They were English and Indonesian language. This utterance belongs to intersentential code-switching because subject 1 alternates her language from English to Indonesia in each sentence.

"You said there are many ways to save animals. What ways? There's no explanation. Even I got it the same with Puspita later in cosmetic pharmacy, and I forgot. Dimana saja selain itu? Pharmacy? Cosmetic? Me....dical" (53:23)

In the example above, this utterance was taken at the time of speaking class, and speaking subject has several sub-topics including debate, debate system has some parts they were debate format, motion, prepare, points of information, timekeeper, and adjudication. When S2 being adjudicator, there were two languages used by subject 2 when he was explaining to students. They were English and Indonesian language. This utterance belongs to intersentential code-switching because subject 2 alternated his language from English to Indonesia in each sentence.

"What do you think about endocentric? Selain endocentric berikutnyaapa?" (02:19)

In the example above, this utterance was taken at the time of syntax class, syntax subject had several sub-topics including endocentric, exocentric, compounding, word formation, acronym, blending, back-formation process, clipping, proper coinage name, etc, when S3 explained about endocentric that there were two languages used by subject 3 when she was giving an explanation to students. They were English and Indonesian language. This utterance belongs to intersentential code-switching because subject 3 alternated her language from English to Indonesia in each sentence. The lecturers did the intersentential switching because they alternated their languages outside the sentence or the clause. It is under the theory, that alternating or switching happens outside the sentence, or the clause is called intersentential switching (Li Wei, 2000).

As discussed in the part of the theory, there are several functions of code-switching that are used in the learning process, including Topic-switch function, Affective function, and Repetitive function.

The topic-switch is the function when the lecturers switch code-switching in order to move to the next or which topic was under discussion. The following is the example of the Utterance of topic-switch function.

"Yes, it only has one form. Itu kalo Miss bilang it only has one form itu tensesnya apa?" (09:13)

In the example above, this utterance was taken at the time of basic grammar lectures, and basic grammar subjects had several sub-topics including nouns, pronouns, adjectives determiners, verbs, and tenses; simple present tense, present progressive tense, present

perfect tense, and simple past tense, etc. When describing the tenses there were two languages used by subject 1. They were English and Indonesian language. "*Itu kalo Miss bilang*" is the Indonesian language that refers to "*if I said..*" in English. The lecturer tended to use the native language "*Itu kalo Miss bilang*" which is a familiar word to the students. By using native language the lecturer might not describe more the example that she gave to students, so the students focus instantly move to the topic under discussion.

"*Nah* it's really good. This word comes from Annisa. Yah, its murder. Cosmetic medical function commonly uses another testing." (52:33)

In the example above, this utterance was taken at the time of speaking class, speaking subject had several sub-topics including debate, debate system has some parts they were debate format, motion, prepare, points of information, timekeeper and adjudication. When S2 being adjudicator there were two languages used by subject 2 when he was giving an adjudication to

students. They were English and Indonesian language. "*Nah*" is an Indonesian word that refers to "*that's right*" in English. The lecturer tended to use the native language "*Nah*" which is a familiar word in order to move to the next topic, so the students focus instantly move to the topic under discussion.

"*Exocentric yang seperti apa?*" (02:36)

In the example above, this utterance was taken at the time of syntax class, syntax subject had several sub-topics including endocentric, exocentric, compounding, word formation, acronym, blending, back-formation process, clipping, coinage proper name, etc, when S3 explained about exocentric there were two languages used by subject 3 when she was giving an explanation to students. They were English and Indonesian language. "*yang seperti apa?*" is the Indonesian language which refers to "*whats look likes*" in English. The lecturer tended to use the native language "*yang seperti apa?*" which is a familiar word to the students. By using native language the lecturer might not describe more to asked an example to students, so the students focus instantly move to the topic under discussion (tried to give an example). The lecturers did the topic switch function because they switch code or switching to which topic under discussion. It is under the theory, according to the theory when the lecturers switch code or switching to which topic under discussion is called topic switch function (Mattsson, F. 1999).

According to Mattsson, F. (1999) Code-switching in teaching technique has an essential role for the lecturer or teacher, for instance, the role of lecturer or teacher socialization, the importance of variation, switching topic, and repetition in teaching and learning process, and lecture linguistics competence and insecurity.

The theory above clearly stated that the importance of code-switching is carried out in the teaching and learning process, especially in the explanation, theory, and practice section under the facts in the field, and this is understood by all subjects as seen from the implementation of code-switching in Utterance above.

The affective function is the spontaneous function expression of emotions and emotional understanding in discourse with students. The following is the example of the Utterance of affective function.

"So, this person says I'm meeter, sorry meting peter, meeting Peter *jadi meeter ya ?* (20.48) I'm meting peter tonight yes sudah ketemu ?" (20.54)

In the example above, this utterance was taken at the time of basic grammar lectures, basic grammar subject has several sub-topics including nouns, pronouns, adjectives determiners, verb, and tenses; simple present tense, present progressive tense, present perfect tense, and simple past tense, etc. When describing the tenses, there were two languages used by the subject. They were English and Indonesian language. "*jadi meeter ya*" is the Indonesian language, which refers to "*become meeter Yeah?*" in English. The lecturer tended to use the native language "*jadi meeter ya*," which is a familiar word to the students and as a joke. By used native language, the lecturer tried created an atmosphere of closeness between the lecturer and students, which aimed to make students feel comfortable when the lecturer explained the topic of the lessons and help them understand the lessons more easily.

"Like loreal? Women ban right? Loreal? Sorry sorry, sorry, *Maaf ya loreal is pembulut?*" (49:53)

In the example above, this utterance was taken at the time of speaking class, and speaking subject has several sub-topics including debate, debate system has some parts they were debate format, motion, prepare, points of information, timekeeper, and adjudication. When S2 being adjudicator, there were two languages used by subject 2 when he was giving an arbitration to students, and there were two languages used by subject 2 when he was explaining to students. They were English and Indonesian language. "*Maaf ya loreal is pembulut?*" is the Indonesian language which refers to "*Sorry Does Loreal is a women ban ?*" in English. The lecturer tended to use the native language, "*Maaf ya loreal is pembulut?*" which is a familiar word to the students and as a joke. By using native language, the lecturer tried creating an atmosphere of closeness between the lecturer and students, which aimed to make students feel comfortable when the lecturer explained the topic of the lessons and help them understand the lessons more easily.

"FIFA, *ya, kesenangannya cowok ini, kan.* Federation of International Football Association. Then, radar." (13:24)

In the example above, this utterance was taken at the time of syntax class, syntax subject had several sub-topics including endocentric, exocentric, compounding, word formation, acronym, blending, back-formation process, clipping, proper coinage name, etc. when S3 explained acronym there were two languages used by subject 3. They were English and Indonesian languages. "*ya, kesenangannya cowok ini, kan?*" is the Indonesian language, which refers to "*Yes, this is the man's favorite, right ?*" in English. The lecturer tended to use the native language "*ya, kesenangannya cowok ini, kan?*" which is a familiar word to the students and

represent an appreciation. By using native language, the lecturer tried creating an atmosphere of closeness between the lecturer and students, which aimed to make students feel comfortable when the lecturer explained the topic of the lessons and help them understand the lessons more easily. The lecturers did the affective function because they switch code or switching in order spontaneous expression of emotions and emotional understanding in discourse with students. It is following the theory when the lecturers switch code or make code-switching concerning the spontaneous expression of feelings and psychological knowledge in discourse with students is called affective function. (Mattsson, F. 1999).

According to Mattson, F. (1999) Code-switching in teaching technique has an essential role for the lecturer or teacher, for instance, the part of lecturer or teacher socialization, the importance of variation, switching topic, and repetition in teaching and learning process, and lecture linguistics competence and insecurity.

The theory above clearly stated that the importance of code-switching is carried out in the teaching and learning process, especially in the explanation, theory, and practice section following the facts in the field, and this is understood by all subjects as seen from the implementation of code-switching in Utterance above.

The function of code-switching when the lecturers or teachers convey the same message in both languages for clarity was called as a repetitive function. The following is the example of the Utterance of Repetitive function.

"Ok sedang berlangsung, sekarang. Emmmmand then if it is done *kalo sudah selesai maka dia menjadi?* it becomes present perfect tense ya sudah berlangsung atau sudah selesai for example..we study basic grammar on Monday and Wednesday. what about now ?" (11.13)

In the example above, this utterance was taken at the time of basic grammar lectures, and basic grammar subjects had several sub-topics including nouns, pronouns, adjectives determiners, verbs, and tenses; simple present tense, present progressive tense, present perfect tense, and simple past tense, etc. When describing the tenses there were two languages used by subject 1. They were English and Indonesian language. "*kalo sudah selesai maka dia menjadi?*" is the Indonesian language, which refers to "*if it is done it becomes?*" in English. The lecturer tended to use the native language "*kalo sudah selesai maka dia menjadi?*" which is a familiar word to the students. By using native language, the lecturer tried to convey the same message in both languages for clarity during the teaching and learning process which aimed to make students feel more natural to understand the lessons.

"Mice embryo? *Hah mice embryo?* (57:47)"

Subject 2 used two languages at the time of giving an adjudication to students. Also, S2 used two languages when he was explaining to students. They were English and Indonesian language. "*Hah mice embryo?*" is the Indonesian language, which refers to "*Whats mice embryo?*" in English. The lecturer tend to use the native language "*Hah mice embryo?*" which is a familiar word to the students. By using native language, the lecturer tried to convey the

same message in both languages for clarity during the teaching and learning process which aims to make students feel more natural to understand the lessons.

"...Now let us continue to the next. Word formation. We still talk about word formation from the text. So the process of how to form the word. *Kita masih lanjut berbicara tentang* word-formation process, tadi yang sudah kita pelajari yang nomor satu itu apa? Yang pertama?" (11:01)

In the example above, this utterance was taken at the time of syntax class, and syntax subject had several sub-topics including endocentric, exocentric, compounding, word formation, acronym, blending, back-formation process, clipping, proper coinage name, etc. S3 explained about word formation using two languages, English and Indonesian. "*Kita masih lanjut berbicara tentang...*" is the Indonesian language which refers to "We still talk about..." in English. The lecturer tended to use the native tongue "*Kita masih lanjut berbicara tentang...*" which is a familiar word to the students. By using native language, the lecturer tried to convey the same message in both languages for clarity during the teaching and learning process, which aimed to make students feel more natural to understand the lessons. The lecturers did the repetitive function because they switch code or switching in order function to convey the same message in both languages for clarity. According to the theory, sending the same message in both languages for clarity refers to a repetitive function. (Mattsson, F. 1999).

According to Mattsson, F. (1999) Code-switching in teaching technique has a vital role for the lecturer or teacher, for instance, the role of lecturer or teacher socialization, the importance of variation, switching topic, and repetition in teaching and learning process, and lecture linguistics competence and insecurity.

The theory above clearly stated that the importance of code-switching is carried out in the teaching and learning process, especially in the explanation, theory, and practice section following the facts in the field, and this is understood by all subjects as seen from the implementation of code-switching in Utterance above.

As discussed before, there are several factors influencing code-switching that are used in the learning process, including the Interjections factor, Repetition used for clarification factor, and The intention of clarifying the speech content for the interlocutor factor.

Interjections are words or expressions, which are inserted into a sentence to convey surprise, intense emotion, or to gain attention. The following is the example of the Utterance of Interjections factor.

"*Naah* it's really good" This word comes from Annisa. Yah, its murder. Cosmetic medical functions commonly use another testing. (52:33)"

In the example above, this utterance was taken at the time of speaking class, and the speaking subject had several sub-topics, including debate. The debate has some parts they were debate format, motion, prepare, points of information, timekeeper and adjudication. S2, as an adjudicator, used two languages in giving an arbitration and explanation to students to students. They were English and Indonesian language. "*Naah*-it's really good" is the Indonesian language, which refers to "*that's right*" in English. The lecturer tended to use

the native language "Nah" which is a familiar word to the students, and these Utterances belong to Interjection because by using the native language "Nah" the lecturer tried to gain student's attention.

"*Nah, Kan...NATO, North Atlantic Treaty Organization. Apalagi?* (13:05)"
(North Atlantic Treaty Organization (together))

In the example above, this utterance was taken at the time of syntax class, syntax subject had several sub-topics including endocentric, exocentric, compounding, word formation, acronym, blending, back-formation process, clipping, proper coinage nam. etc., S3 explained about acronym using two languages: English and Indonesian. "*Nah, kan...NATO...*" is the Indonesian language which refers to "*that's right*" in English. The lecturer tended to use the native language "Nah" which is a familiar word to the students and these Utterances belong to Interjection because by using the native language "Nah" the lecturer tried to gain student's attention.

"*...Oke, nah. From the initial letter of the constituent word. Kira-kira contohnya seperti apa itu?* (12:28)

"(U.S.A United States of America ...(together))"

In the example above, this utterance was taken at the time of syntax class, syntax subject had several sub-topics including endocentric, exocentric, compounding, word formation, acronym, blending, back-formation process, clipping, coinage proper name, etc.. S3 explained about acronym using two languages: English and Indonesian language. "*...Oke, nah...*" is the Indonesian language, which refers to "*Okay, right...*" in English. The lecturer tended to use the native language "*...Oke, nah...*" which is a familiar word to the students and these utterances belong to Interjection because by using the native tongue "Nah," the lecturer tried to gain student's attention. The lecturers did the interjection factor because they alternated their languages; they inserted words or expressions into a sentence to convey surprise, intense emotion, or to gain attention. It is in accordance with the theory, according to the theory interjections factor are words or expressions, which are inserted into a sentence to convey surprise, intense emotion, or to gain attention (Hoffman in Sinulingga, 2009).

According to Hoffman in Sinulingga (2009), there are several reasons why the utterer use code-mixing and code-switching his language from one language to another, for instance, interjection, repetitively used for clarification and Intention of clarifying the speech content for the interlocutor.

The theory above clearly stated that there were several reasons why the utterer use code-mixing and code-switching or the factors influencing code-switching, theory, and practice section following the facts in the field, and this was understood by all subject as seen from the factors influencing code-switching in Utterance above.

In repetition, a message in one code is repeated in the other code literally. When the speaker repeats or clarify the words that the speaker said, it will make the listener more

understand the intent of what the speaker said. The following is the example of the Utterance of Repetition used for clarification factor.

"What this it means it' is happening now yes? Atau kata temenya tadi sedang berlangsung, (10:32) Yes berlangsung, whats the different?... *Lalu bedanya dimana?*"

Silent...(looking for the differentiate)

In the example above, this utterance was taken at the time of basic grammar lectures, and basic grammar subject has several sub-topics including nouns, pronouns, adjectives determiners, verb, and tenses; simple present tense, present progressive tense, present perfect tense, and simple past tense, etc. When describing the tenses, there were two languages used: English and Indonesian languages. "*Lalu bedanya dimana?*" is the Indonesian language, which refers to "*what's the difference?*" in English. The lecturer tended to use the native tongue "*Lalu bedanya dimana?*" which is a familiar word to the students and these utterances belong to repetition used for clarification because by using native language "*Lalu bedanya dimana?*" the lecturer tried to clarify the words that the subject 1 said to make the listener more understand what the subject 1 said.

"Hahahaha loreal? *Oh ya. Hahaha. Okay got it?*" (50:03)

Students: Ha..ha..ha.(agreed)

In the example above, this utterance was taken at the time of speaking class, and speaking subject has several sub-topics including debate, debate system has some parts they were debate format, motion, prepare, points of information, timekeeper, and adjudication. S2, as an adjudicator, used two languages: English and Indonesian languages in giving an adjudication and an explanation. They were "*Oh ya*" is the Indonesian language, which refers to "*Okay got it?*" in English. The lecturer tended to use the native language "*Oh ya*" which is a familiar word

to the students and these utterances belong to repetition used for clarification because by using native language "*Oh ya*" the lecturer tried to clarify the words that the subject 2 said to make the listener more understand what the subject 2 said.

"...We still talk about word formation from the text. So the process of how to form the word. *Kita masih lanjut berbicara tentang word-formation process, tadi yang sudah kita pelajari yang nomor satu itu apa? Yang pertama? (11:01)*"

Ya...(agreed and understood)

In the example above, this utterance was taken at the time of syntax class, syntax subject has several sub-topics including endocentric, exocentric, compounding, word formation, acronym, blending, back-formation process, clipping, coinage proper name, etc. S3 explained about word-formation process used two languages English and Indonesian languages. "*Kita masih lanjut berbicara tentang...*" is the Indonesian language which refers

to "we still talk about..." in English. The lecturer tend to use the native language "Kita masih lanjut berbicara tentang..." which is a familiar word to the students and this utterance belong to repetition used for clarification because by using native language "Kita masih lanjut berbicara tentang..." the lecturer tried to clarify the words to make the listener more understand. The lecturers did the repetition for clarification. They alternated their languages by repeating a message in one code into another to make the listeners more understand the intent of what the speaker said. According to the theory of repetition, a message in one code is repeated in the other code literally. When the utterer repeats or clarifies the words that the utterer said, it will make the listener more understand the intent of what the utterer said (Hoffman in Sinulingga, 2009).

According to Hoffman in Sinulingga (2009), there are several reasons why the utterer use code-mixing and code-switching his language from one language to another, for instance, interjection, repetitively used for clarification and Intention of clarifying the speech content for the interlocutor.

The theory above clearly stated that there were several reasons why the utterer used code-mixing and code-switching or the factors influencing code-switching, theory, and practice section by the facts in the field, and this was understood by all subject as seen from the factors influencing code-switching in Utterance above.

When Bilingual or multilingual person talks to another bilingual, there will be lots of codeswitching occurs. It means to make the content of the speech runs smoothly and can be understood by the listener. A message in one code is repeated in the other code in the somewhat modified form. The following is the example of the Utterance of The intention of clarifying the speech content for the interlocutor factor.

"You said there are many ways to save animals. What ways? There's no explanation. Even I got it the same with puspa later in cosmetic pharmacy, and I forgot. *Dimana saja selain itu?* Pharmacy? Cosmetic? Me....dical" (53:23)

Students: Medical...(agreed)

In the example above, this utterance was taken at the time of speaking class, and speaking subject has several sub-topics including debate, debate system has some parts they were debate format, motion, prepare, points of information, timekeeper, and adjudication. When S2 as an adjudicator, there were two languages used by subject 2 when he was giving an arbitration to students, there were two languages used by subject 2 when he was giving an explanation to students. They were English and Indonesian language. "*Dimana saja selain itu?*" is the Indonesian language which refers to "where else besides it?" in English. The lecturer tended to use the native language "*Dimana saja selain itu?*" which is a familiar word to the students and this utterance belong to intention of clarifying the speech content for the interlocutor because subject 2 sent a message in one code was repeated in the other code in somewhat modified form, to make the content of his speech run smoothly.

"It's dangerous you know. The mouse can contribute to the disease so when a human being is getting you to know the food from mouse licking you know. The tongue

inside the bacteria coming from the mouse. Coming to human and the human get pest. Finally. *Penyakit apa ya?*" (01:01:22)"

Students: " Typus Sir..(together)

In the example above, this utterance was taken at the time of speaking class, and speaking subject has several sub-topics including debate, debate system has some parts they were debate format, motion, prepare, points of information, timekeeper, and adjudication. When S2 as adjudicator there were two languages used by subject 2 when he was giving an adjudication to students there were two languages used by subject 2 when he was explaining to students. They were English and Indonesian language. "*Penyakit apa ya?*" is the Indonesian language that refers to "*what disease?*" in English. The lecturer tends to use the native language "*Penyakit apa ya?*" which is a familiar word to the students and this utterance belong to intention of clarifying the speech content for the interlocutor because subject 2 sent a message in one code was repeated in the other code in somewhat modified form, to make the content of his speech run smoothly.

"Television from television. Kemudian edit from editor ya. *Ada editor dulu, editornya mana, ngapain editor itu? Sedang meng-edit, itu memangawalnya itu.*" (27:59)

Students: Yes ...

In the example above, this utterance was taken at the time of syntax class, syntax subject has several sub-topics including endocentric, exocentric, compounding, word formation, acronym, blending, back-formation process, clipping, coinage proper name, etc, when S3 explained about back-formation process there were two languages used by subject 3 when she was giving an explanation to students. They were English and Indonesian language. "*Ada editor dulu, editornya mana, ngapain editor itu?*" is the Indonesian language which refers to "*there editor first, where the editor, what does editor do?*" in English. The lecturer tended to use the native language "*Ada editor dulu, editornya mana, ngapain editor itu?*" which is a familiar word to the students and this utterance belong to intention of clarifying the speech content for the interlocutor because subject 3 sent a message in one code is repeated in the other code in somewhat modified form, to make the content of his speech run smoothly. The lecturers did the intention of clarifying the speech content for the interlocutor factor because they alternated their languages they repeated the message in one code into another code in the somewhat modified form, in order to make the content of the speech runs smoothly and can be understood by the listener. It is in accordance with the theory, according to the theory when a bilingual or multilingual person talks to another bilingual, there will be lots of code-switching occurs, in order to make the content of the speech runs smoothly and can be understood by the listener. A message in one code is repeated in the other code in the somewhat modified form is called the intention of clarifying the speech content for the interlocutor factor Hoffman In Sinulingga (2009)

According to Hoffman in Sinulingga (2009), there were several reasons why the utterer used code-mixing and code-switching his language from one language to another, for

Instance, interjection, repetitively used for clarification and Intention of clarifying the speech content for the interlocutor.

The theory above clearly stated that there are several reasons why the utterer use code-mixing and code-switching or the factors influencing code-switching, theory, and practice section in accordance with the facts in the field and this was understood by all subject as seen from the factors influencing code-switching in Utterance above.

Conclusion

According to the research result, the researcher can conclude that there are three types of code-switching conducted by English department lecturers in ULM Banjarmasin. The first is tag switching, the second is intrasentential switching, and the third is intersentential switching. The function of code-switching conducted by the English department; there are three functions, the first is the topic switch function, the second is the affective function, and the third is a repetitive function. Factors influencing of code-switching conducted by English department lecturers there are three factors, the first factors are interjection factor, the second is repetition used for clarification factor, and the third is the intention of clarifying the speech content for the interlocutor factor.

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'interesting' for modifying the noun "topic". The incorrect use of "good" in the context of "it is for my good" is not caused by morphological interference.

In English morphological study, there are ways on how word are formed, it can be inflectional and derivational morphemes or affixation. Derivational morphemes are used to make new words in the language and are often used to make words of a different grammatical category from the stem (Mariani, 2019: 37). Eventhough Indonesian grammar also has affixation process, however, the process is much simpler such as by combining prefix and suffix.

Bahasa Indonesia	English
<i>Dia terlihat cantik</i>	She looks beautiful (Noun to adjective)
<i>Dia punya kelemahan</i>	He has weakness (Adjective to Noun)

According to Swan and Smith (2001: 290), the differences between adjectives and adverbs in the Bahasa Indonesia are very acknowledgeable and caused the learners to use it inappropriately.

Based on the data finding on the derivational process, there were still some students had the Indonesian grammatical interference in using the morpheme in English. It was because the derivation in English is more complex which means English suffix can be formed a noun to adjective, verb to noun, verb to adjective, etc. for this case, the student did not change the adjective to a noun as it caused by the influence of Indonesian grammar.

1. ... she said it is for my own **good**
2. The personality based on blood type is always being a **interested** topic,

It can be seen above that the sentence 1 did not change the stem of adjective 'good' to be another form based on English affixation. It could not use 'good' only to express the state or characteristic being good. While, the word 'good' only was an adjective that needed to be paired by another stem word like 'good food'. In referring to the phrase 'for my own good', this was still in the sense of Indonesian meaning and needed the affixation process of derivational morpheme. By adding suffix '-ness' to the stem 'good' would change the meaning clearer and less awkward in English. The suffix 'ness' was used to form an adjective to a noun 'for my own goodness'.

The sentence 2 also had the Indonesian interpretation of affixation process. The word 'interested' has a stem word 'interest' and can also form into 'interesting'. These words sometimes made students confused to use in a sentence due to the Indonesian grammar which has different use of derivational morphemes, such as 'menarik', 'tertarik', or 'ketertarikan'. In English, the word 'interested' is an adjective that has a meaning interest on something, such as "he is really interested in singing" or "they are interested in studying". Thus, the phrase of "an interested topic" should be a noun phrase and it needed an adjective to modify the noun 'topic'. Therefore, by adding suffix '-ing' to the base word 'interest' would be a grammatically correct in English "an interesting topic".

Syntactical Interference

The second type of the grammatical interference is in relation to the syntactical interference. This is to say that the syntax of Bahasa Indonesia becomes the source of interference phenomenon as found in the students' essay writing. Therefore, the data

analysis was based on syntactical mistakes in the students' English phrases, clauses, and sentences. The grammatical interference of this type can be presented in detail as the following: (1) Syntactical Interference of Bahasa Indonesia into English attributive construction, (2) Syntactical Interference of Bahasa Indonesia into English Adverb position, (3) Syntactical Interference of Bahasa Indonesia into English Verb Tense, (4) Syntactical Interference of Bahasa Indonesia into English Passive Voice, (5) Syntactical Interference of Bahasa Indonesia into English Pronoun, (6) Syntactical Interference of Bahasa Indonesia into English Preposition, (7) Syntactical Interference of Bahasa Indonesia into English Article, and (8) Syntactical Interference of Bahasa Indonesia into English Subject-Verb-Agreement.

(1) Syntactical Interference of Bahasa Indonesia into English attributive construction

The students used the Indonesian word order in using the phrase 'game online' or 'permainan online', where the head 'game' was modified by the word 'online'. However, in English, this phrase was ungrammatical. It was because the position of head and modifier was different from that of English phrase, and it can be corrected into 'online game', following the pattern of Modifier + Head (M+H).

The word order in Bahasa Indonesia and English were different from one and another in the case of attributive construction. Both languages have the attributive constructions. The attributive construction is a construction that consists of two IC-s. The attributive construction in Bahasa Indonesia follows the pattern of "Diterangkan (H) and Menerangkan (M) as in buku baru, and that of English language is constructed based on the pattern of Modifier (M) and Head (H). The first IC buku (book) is called 'a head (H)' and the second one baru (new) is called 'a modifier (M)'. Interference occurs when the student combine the two IC-s in *book new instead of new book. The former is based on the Bahasa Indonesia pattern, and the latter is the right syntactical construction in English language.

(2) Syntactical Interference of Bahasa Indonesia into English Adverb position

Adverbs are types of words that give information to the other words, such as verbs, adjectives, numerals, such as: sangat (very), amat (very), karena (because), sehingga (so that), sekarang (now), kemarin (yesterday), mungkin (maybe/probably), lebih lanjut (further), and others. In Indonesian sentences, some adverbs can be moved from the initial position to the middle or end of the sentence. However, in English adverbs cannot be moved arbitrarily. One of the sentence patterns of Bahasa Indonesia is : S+Sangat+Verb+Object, as an the sentence "Dia sangat menyukai adiknya"

This type of interference in kind of this sentence pattern occurs when someone directly transfer it into "He very likes his brother" instead of "He likes his brother very much". The sentence "Everytime teacher using the conventional way in learning, the student **easily get bored**" was produced based on the sentence pattern of Bahasa Indonesia. The suggested correction is "Every time the teacher uses the conventional way in teaching and learning, the students **get bored easily**."

In English, adverbs are used to describe or modify a verb, adjective, clause, or another adverb. The structure of the adverbial group is similar to the adjective group; that is H (head), the modifier (M) and the post head element, either M or complement (C) (Downing and Locke, 2006: 502).

Furthermore, according to Hewings (2001: 180), English has three types of adverb. They are connecting adverbs (as a result, similarly, etc) time and place adverbs (tomorrow, in the kitchen, etc) and comment and viewpoint adverbs (presumably, financially). He also mentions the three main position of adverb:

- Initial (Adv + S + V + Indirect Object + Direct Object)
E.g **Tomorrow** I will tell you the story
- Middle (S + Auxiliary/Be + Adv + Main Verb + Adv)
E.g. He does not **always** play tennis
- Final (S + V + Indirect Object + Direct Object + Adv)
E.g He drove the car **carefully**

Meanwhile, adverbs in Bahasa Indonesia expressed and placed differently, such as:

Bahasa Indonesia	English
Dia kemudian mengambil gambar	Then , she took a photograph
Mereka sekarang berpikir bahwa ilmuwan sebagai pekerjaan yang bagus	Now , they think a scientist is a great job
	(Martanti, 2011: 45)

By the difference of the word order between Bahasa Indonesia and English, students who are acquiring new language system usually have difficulties in arranging words with different position from their first language. They tend to translate the order into word by word based on their habits in the first language. This also happened to the findings of adverb position in this research.

1. ... students would be able to **further improve their skills**.
2. ... students interest **would further improve their knowledge** on things they like.
3. ..., the student **easily get bored**.
4. ... students to get **more deeply comprehension about the lesson**.
5. ..., maybe people did not realize it because **more focus** with the academic itself.

In the sentence 1 and 2, the student referred to the Indonesian meaning and produced the awkward English adverb position. The adverb 'further' was placed before the verb in which it was different to the rule of adverb position where the adverb placed in the final of the sentence. the adverb 'further' should be placed at the end of the word to modify the verb 'improve'. This was similar to the sentence "The train was going quite fast" or "they need to run faster". Thus, the sentence 1 and 2 produced by the student were the influence of Indonesian word order. This student tended to translate what was her head into word by word from Bahasa Indonesia.

This also happened to the sentence 3 where the student put the adverb 'easily' in the middle of subject and verb. This was also the result of interference in the use of word order of Bahasa Indonesia which did not have to stick to the rule. For example, "*dia berlari dengan cepat*", "*dengan cepat dia berlari*". The use of an adverb in Bahasa Indonesia was based on what students need to emphasize more. Thus, the word "easily" needed to be placed at the final of the sentence to become grammatically correct in English rule, such as "students get bored easily".

Lastly, in the sentence 4 and 5, the students overused the adverb 'more' and placed in the wrong order. This was also caused by the Indonesian grammar which tend to use 'lebih'

to emphasize the degree of manner or quality. Moreover, 'more deeply' in the sentence 3 was interpreted as an adverb based on Indonesian meaning 'lebih dalam lagi'. However, it was a redundant words in English, it was enough to say 'deeper' only and used as the adverb by placing it at the end of the phrase, such as "... to get comprehension **deeper** about the lesson". Eventhough, 'more deeply' was also correct, however, the placing was still the same.

Meanwhile, the sentence 5 was also incorrect use of 'more' referring to 'lebih' in Bahasa Indonesia. The phrase 'more focus' was in the Indonesian meaning of 'lebih fokus', eventhough it was seem natural, however, the use of 'more' here is incorrect. In English, 'more' cannot be used as its own if it was not accompanied by its pair word of comparative or superlative degree, such as 'more successful', 'more interesting', etc. Therefore, 'more focus' was the interference of Indonesian grammar and it was enough to use 'focus' only as a verb.

(3) *Syntactical Interference of Bahasa Indonesia into English Verb Tense*

If the sentences of English language are classified according to their tenses, they can be in: (1) past, (2) present, and (3) future tenses. The sentences in the past tense can be classified into: (1) simple past tense, (2) past continuous tense, and (3) past perfect continuous tense; those in the present tense can classified into: (1) simple present tense, (2) present continuous tense, (3) present perfect tense, and (4) present perfect continuous tense; and those in the future tense can be classified can classified into: (1) simple future tense, (2) past future tense, (3) future perfect tense, (4) future continuous tense, and (5) future perfect continuous tense.

Tense means time. However, it should be pointed out that time in relation to action is a concept that exists in the mind of the speaker, reader, or listener. In actual usage, tense refers consistently only to grammatical forms. Often tense and time do not correspond at all. Verbs in the present tense, for example, can indicate future time. A sentence 'The teacher is explaining the lesson' indicates an activity at the time of speaking. Let us begin with past tenses.

Simple Past Tense

Let us see the following sentence pattern in simple past tense. The pattern is : Subject + Verb II, as we can in the examples below:

I worked
She bought
They wrote

Based on the sentence pattern we may make a sentence in simple past tense such as *I worked* or *You worked*. This sentence can be expanded in the following ways. It can be expanded into : declarative, and interrogative sentences. A declarative sentence refers to a statement. It is followed by a period (.). It may be a positive or negative statement, whereas, an **interrogative sentence** is a sentence that asks a question. It is followed by a question mark (?). It may be subdivided into three kinds: (1) Yes/No Question, (2) WH-Question, and (3) Question-Tag Question.

The following are sentences in the simple past tense

1. They worked yesterday.
2. They did not work yesterday.
3. Did they work yesterday?
4. Where did they work yesterday?

In relation to the sentence in the simple present with the third singular subject, English has a sentence pattern: S + V-1 + -s/-es such as Tom + like + s + Susan, combined to be *Tom likes Susan*. On the other side, Indonesian linguistic system does not follow the pattern. The verbs following all the subjects do not need the suffix to agree with the subjects of sentences. The sentence pattern is : S + V + 0 such as Ali + cinta + Aminah, combined to be *Ali cinta Aminah*.

If this sentence is transformed by replacing the subject such as into *Baik Ali maupun Umar cinta Aminah*, it seems the sentence is syntactical based on the Indonesian syntax or grammar (e.g. the subject agrees the verb).

Interference may occur when the student apply his own language pattern in producing English sentence. A sentence '*Ali love Aminah*'* and '*The researcher present the result from the analysis of the research*'* are not syntactical or grammatical. These sentences are produced on the basis of sentence pattern of Bahasa Indonesia. The pattern is "when a sentence is in the simple present with the subject of the third person singular, the verb must be marked by the suffix -s or -es.

The English sentence in future tense is constructed on the basis of the patterns : S + will/shall + Verb-1 or S + to be (am, is, are) + going to + Verb-1. The examples are as follows:

1. I will go to Pasar Terapung tomorrow/ I am going to go to Pasar Terapung tomorrow.
2. She will become a leader in the future/ She is going to become a leader in the future.
3. You will teach us next Monday/ You are going to teach us next Monday.

Interference may occur when the student construct a sentence " She become a leader in the future" instead of "She will become a leader in the future". Thus, data "*... in the future im not become a spoiled person*" is believed as a result of direct transfer of "*... pada masa mendatang saya tidak menjadi orang yang manja*".

In fact, these English sentences are constructed using Indonesian sentence pattern. This type of interference can be categorized as a morphological interference when it is viewed from the process of affixation; and as a syntactical/grammatical interference when it is identified through the process of combining words into a sentence.

Indonesian verbs are not marked for person, tense or number; auxiliary elements are used to indicate tense and aspect (Swan and Smith, 2001: 286). This is very different from English which has tenses for the verb. English grammar requires different form of verbs for different kind of tenses such as,

Bahasa Indonesia	English
<i>Ani pergi sekolah setiap hari</i>	Ani <u>goes</u> to school <u>everyday</u>
<i>Kemarin ibuku membeli sayur</i>	My mother <u>bought</u> vegetables <u>yesterday</u>
<i>Dia telah membuka pintu</i>	She <u>has opened</u> the door

As we can see above, no matter what situation or any time markers, the verb form in Bahasa Indonesia will not be changed. It is different with English, where the verbs will transform into another form according to time and aspect. By this difference, the language learners will find some difficulties to adjust and caused them some interferences in the English production.

From the data findings, some students were interfered by the Indonesian rule with this element. This student consistently made the error in the use of tenses, considering the level of student is capable of using it. From the sentences written by the student below, some English tenses should be used in it; present perfect, future, past tense, and present continuous.

1. ... she **has teach** me many things.
2. ... **in the future im not** become a spoiled person.
3. **she teach** me to make my own breakfast then ... I always **accompany** her to make a lunch.
4. When my sister **enter** junior high school, my mom **start** to work again
5. ... they **have already take** the handphone during the lesson.
6. From the bad impacts **have already mention**.
7. Most people still **thinking** that

In the sentence 1, 5 and 6, the students made errors in the use of present perfect tense. Present perfect usually appears as the activity is continuous and marks with the word 'has/have' followed by the perfect form of the verb after. According to Eastwood (1994: 86) the present perfect tells us about the past and about the present. We use it for an action in the period leading up to the present. Meanwhile, past tense in Bahasa Indonesia can be indicated only by words "*sudah/telah/pernah*" and has nothing corresponding to the English distinction between simple past and present perfect (Swan and Smith, 2001: 286). This seemed to be neglected by the students with the result that the verb did not change just like in Indonesian rule. The word 'has' in 'has teach' or 'have' in 'have already taken/mention' marked as the present perfect form and the rule should change the verb into past participle form, such as 'teach' became 'taught', 'took' became 'taken' and 'mention' become 'mentioned'.

In the sentence 2, the students failed to use copula be the for the future tense. In the Bahasa Indonesia, a sentence that has future meaning sometimes can be indicated by word "*akan*" and sometimes it can only be known by mentioning the time marker. Meanwhile, English has future tense to indicate the future events or prediction. The formula usually be (Will+base form of the future) such as "*We'll know* our exam results in August" or "*This town won't be* the same again" (Eastwood, 1994: 96). Similarly, the phrase in the sentence 2 had also future time marker as a prediction of a wish. The time marker of 'in the future' should be followed by the formula (will+base) and became "in the future I will not/I won't". Thus, the error used by the student was the result of Indonesian interference in grammar.

In sentence 3 and 4, the student failed to use the correct verb of past tense. All the base verbs like 'teach', 'accompany', and 'enter' did not transform into form verb from the past tense. The two sentences above were telling the past events, however, the student used Indonesian rule of forming the verbs. Different with past perfect, the past simple means a finished time and it does not tell about the present (Eastwood, 1994: 87). Though, the correct form of the verbs above were 'taught', 'accompanied' and 'entered'.

In the last data finding of sentence 7, the student omitted the 'copula be' to the present continuous tense. Bahasa Indonesia is commonly known have no use of to be in the grammar and only require the word '*sedang*' before the main verb. Meanwhile, copula be in English is important as other grammatical elements and it is used to different sentence formulas, especially in continuous tense. Eastwood (1994: 83) illustrates the present continuous formula as present of *be* + active participle such as, 'they **are** reading', 'she **is** singing', etc. The interference happened if the students failed to recognize the continuous events by omitting the *be* or the active participle verb '-ing'. This was happened to the data finding, where the students failed to attach to be in the writing.

(4) *Syntactical Interference of Bahasa Indonesia into Passive Voice*

An active-passive grammatical pattern is one of the factors leading to language interference in learning English. This means that the language learners tend to produce active-passive sentences in line with the Indonesian pattern in making sentences without any reference to that of the English patterns. The main point of passive sentence pattern of Bahasa Indonesia is the change of active verbs (commonly proceeded by the suffix *me[N]*) such as in "mengajar" into "diajar". The concept of changing *me[N]* into *di-* has been understood as that of changing Verb-1 into Verb-3 (infinitive into past participle verb). This leads them to produce English expressions which are unacceptable to the English community. This following data showed the kind of interference in passive voice "... the assessment that must **carried** out by the teachers in this era must be able to accomodate ...". The suggested correction is "... the assessment that must **be carried** out by the teachers in this era must be able to be accomodated ...".

In the communication culture, not all passive sentences are well accepted. Usually, English speaking people tend to use active sentences and, therefore, avoid using passive ones. Active sentences are more welcome than that of the passive ones. The following example is more acceptable: "I have taken the medicine" than that expressed in the passive ones: "The medicine has been taken by me" to mean that the same thing that he has taken the medicine

Passive voice is an arrangement of word orders which are emphasized more on the object. Although Indonesian and English have the same form in using a passive voice which is Object-Verb-Subject, however, the structured form is different. Bahasa Indonesia uses the passive form by adding prefix "*di*" is added before the verb and there are no transformation verbs in passive voice. Meanwhile, English passive voice requires the tenses used in the to be and the transformation of the verbs.

Bahasa Indonesia	English
Buah Apel <i>dimakan</i> Ani	That Apple is eaten by Ani
Surat <i>dikirim</i> kemarin	The letter was posted yesterday
Semua tiket harus <i>ditunjukkan</i>	All tickets must be shown

The sentences produced by the student below were not in the correct form of English passive voice.

1. ..., the assessment that must **carried** out ...
2. ... provide module that can **be access** online ...
3. ... more crime **caused** by game online.
4. ..., that's why teacher must **adapted well** in the class and ...
5. There are many bad impact that **could be happen**

In the sentence 1, 3 and 4 above, the students omitted the copula be to form the passive voice in English. It was caused by the different use between Indonesian and English in possessive form, English possessive can be formed based on tense and aspects, modal verbs, the passive with 'get', etc. (Eastwood, 1994: 131). Moreover, A passive verb has a form of *be* and a passive participle. All the passive form in the sentence 1, 3, and 4 had omitted the copula be caused by the Indonesian grammar which had no use of to be. The corrected form should be 'must **be** carried out', 'crime **are** caused by' and 'must **be** adapted well'.

The influence of Indonesian rule in tense and aspect were also happened to the use of passive voice. This occurred to the sentence 2 and 5, where the students omitted the past form of regular verb in passive voice. The word 'access' and 'happen' could be changed into passive participle of 'accessed' and 'happened'. Therefore, the errors made the students were the interference of Bahasa Indonesia.

(5) Syntactical Interference of Bahasa Indonesia into English Pronoun

A pronoun is a word that replaces a noun in a sentence. Pronouns are used to avoid repeating the same nouns over and over again. Both Bahasa Indonesia and English language have the patterns of using pronouns. Personal pronouns are used as a substitute for a person's name. There are two kinds: subjective and objective pronouns. That is, they either act as the subject of the sentence or the object of the sentence.

Pronouns of Bahasa Indonesia		Pronouns of English language	
As subjects	As objects	As subjects	As objects
Saya/aku e.g. <i>Saya</i> makan.	saya/-ku e.g. Ali memanggil <i>nya</i>	I e.g. I am glad.	me e.g. Lucy likes <i>me</i> .
Kita/kami e.g. <i>Kita</i> akan berangkat ke LN	kita/kami e.g. Guru memanggil <i>kita</i> .	We e.g. We are glad.	us e.g. Teacher called <i>us</i> .
Kamu/anda/saudara e.g. <i>Kamu</i> tidak perlu membeli semua barang	kamu/anda/saudara e.g. Guru membelikan <i>kamu</i> sebuah buku.	You e.g. You must be on time.	you e.g. I will treat <i>you</i> tomorrow.
Dia/beliau e.g. Dia menyukai	dia/-nya/beliau e.g. Guru memanggil	He/she/it e.g. She likes animals.	Him/her/it e.g. Teacher likes <i>her</i> .

kucing.	dia (nya).		
Mereka/kalian e.g. Mereka merasa senang.	mereka/kalian e.g. Beri mereka kesempatan.	They e.g. They likes animals.	Them e.g. Let them go by themselves.

Both Bahasa Indonesia and English language have the possessive pronouns. However, both have the different patterns of using the possessive pronouns. Let us see in the following table. In Bahasa Indonesia, the pronouns never change whenever they are used either as subjective, objective or possessive pronouns, such as in: "Saya mendapatkan kesempatan untuk bertanya", "Berikan saya kesempatan untuk bertanya", and "Ini menjadi kesempatan saya". In English language, the pronouns change in accordance with their functions in the sentences. Let us see in the following table.

Pronouns as Subjects	Possessive Adjectives	Possessive Pronouns
I	My	mine
You	Your	yours
He	His	his
It	Its	its
We	Our	ours
You	Your	yours
They	Their	theirs

Here are some basic examples of possessive adjectives and possessive pronouns used in sentences of English sentences:

Examples of possessive adjectives used in sentences:	Examples of possessive pronouns used in sentences
This is <i>my</i> book.	The kids are <i>mine</i> .
That is <i>your</i> pen	The cat is <i>yours</i> .
That is <i>his</i> baseball cap.	That baseball cap is <i>his</i> .
<i>Her</i> name is Michaela	The dog is <i>hers</i> .
<i>Our</i> cat is always licking <i>its</i>	We shall finally have what is <i>rightfully ours</i> .
We need <i>their</i> help	The house is <i>theirs</i> and its paint is flaking

The data as presented in the table above show that the students made interference in using the English pronouns. The sentence as constructed by the student "... maybe people did not realize it because want to focus with the academic itself" can be derived from "...mungkin orang tidak menyadarinya karena ingin fokus pada urusan akademik itu sendiri". That sentence of Bahasa Indonesia is acceptable although it is constructed without the second subject. However, if it is constructed in English language, it lacks of the second subject (personal pronoun of people e.g. they).

Bahasa Indonesia does not recognize the sentence pattern of using the impersonal subject, as in the sentence "*Sangat sulit untuk mendapatkan kesempatan itu*". However, the English language has the sentence pattern using impersonal subject "it". The sentence pattern is : "It + be (is, was) + adjective + for + Pronoun + to ...", as it is used in the following sentence: "It is necessary for you to study hard before you get the exams". Therefore, the sentence "*Usually done by children aged 10 to 18 years*" was constructed by the student as the transfer of "*Biasanya dilakukan oleh anak-anak usai 10 sampai 18 tahun*". The sentence of Bahasa Indonesia was constructed without using the impersonal subject "it", as in the sentence "*Usually done by children aged 10 to 18 years*". The suggested correction is "*It is usually done by children aged 10 to 18 years*".

Swan and Smith (2001: 284) explains that different languages, of course, have different ways to express the words. Most Indonesian learners repeat using the noun phrase when they write a paragraph or text in English.

1. ..., maybe people did not realize it because **more** focus with the academic itself.
2. Juvenile Delinquency is a form of activity.... **Usually** done by children aged 10 to 18 years
3. Originally technology is only to help **a man** in fulfilling **their** needs,

In the sentence 1 and 2, the students omitted the personal pronoun because the students referred to the Indonesian meaning which already had the clear meaning without the attachment of pronoun. The sentence 1, the student omitted the pronoun 'they' to replace the noun 'people'. Eventhough, it was correct in Indonesian rule, however, it was ungrammatically correct in English. similarly, the sentence 2 did not have pronoun 'it' to replace the noun phrase 'Juvenile Delinquency'. This happened because of the translation meaning of Indonesian grammar which produced some awkward English grammar.

In the sentence 3, the student failed to put the correct possessive pronoun due to limited kinds of pronoun in Bahasa Indonesia. Pronouns for the third person in the Bahasa Indonesia are all the same; '*dia*'. This word is usually placed as a subject or object. Indonesian possessive form, the nouns are directly dropped before the owner or added '*nya*' right after the noun or by the free personal noun *he/she/it* and *they/them/their*. The student used possessor 'their' to replace the noun 'a man' that had singular form a noun. Therefore, possessive pronoun of 'a man' in English was 'his'. the error made by the student was caused by the Indonesian pronoun which tend to have limited pronouns.

(6) Syntactical Interference of Bahasa Indonesia into English Preposition

A preposition is connective among words, preposition includes a relationship such as direction, place, time, cause, manner and amount. However, the exact prepositions for particular word classes do not exist in the Bahasa Indonesia. Meanwhile, English Prepositions have a relating function: they establish relations between nominal units, mainly nouns and nominal groups, and other units in the surrounding discourse (Downing and Locke, 2006: 531)

Bahasa Indonesia	English
Locative Preposition: <i>Dia meletakkan buku (diatas/dibawah/disamping)</i>	He put a book (on/under/beside) the table

<p><i>ingin</i> <i>Saya tidak bisa datang <u>pada</u> hari senin</i> <i>Saya memberikan buku itu <u>kepada</u> John.</i> (Sneddon, 2000: 87)</p>	<p>I cannot come on Monday I give that book to John</p>
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According to Swan and Smith (2001: 290), many English prepositions do not have the equivalent in Bahasa and their function is performed by other types of words. The different might cause the students confused in choosing the the appropriate preposition.

1. present the moduls that **suitable with** students to make them more enjoyed the learning process.
2. ..., maybe people did not realize it because more focus **with** the academic itself.
3. Almost everyone using it no exception **children** in junior high school.
4. The first is student in **age junior high school level** really easy to get the distraction
5. ...students have their own dream **what** they want to be in the future.
6. She teach me **become** a independent daughter
7. You can search **in the internet** what the questions usually...

In the sentence 1 and 2, the students misused the preposition 'dengan' caused by the translation of Indonesian meaning. According to Sneddon (2000: 89), Indonesian learners need to be aware that there is not always a one-to-one correspondence between a particular Indonesian preposition and a particular English preposition. Eventhough the preposition 'dengan' was correspondent to preposition 'with' in English, however, the use was different in some cases, including the preposition 'with' in the sentence 1 and 2. The word 'suitable' in the sentence 1 meant 'appropriate'. In English rule, both words could take either preposition 'to' or 'for'. Therefore, the word 'suitable' has the object to be referred to and the appropriate preposition should be 'for' and became 'suitable **for** students'. similarly, the sentence 2 also had the inappropriate use of preposition 'with' to the verb 'focus'. The student translated the phrase from Indonesian meaning and produced 'focus with' which had the incorrect English preposition. The word 'focus' was often used to 'emphazie' or 'concentrate' on something. Thus, the preposition 'with' was produced by the Indonesian translation meaning of 'fokus dengan', while English had its own pair words that was preposition 'on'. The phrase would be 'focus **on** the academic itself'.

In the sentence 3, 4 and 5, the students had omitted the prepositon 'on' and 'of'. In the sentence 3, the students straightly translated the phrase from Indonesian meaning. The phrase 'no exception children in JHS' was the translation of '*tidak terkecuali anak-anak di SMP*'. It was happened because the students in the state of confusion on how choosing the appropriate preposition in English. Therefore, the appropriate preposition was 'on' indicating the part of something and the phrase became 'no exception **on** children in Junior High School'.

The sentence 4 and 5 had omission of preposition 'of' indicating the possessive form or part of something. The word 'age' referred to the part of noun 'junior high school level' and it needed the preposition 'of' between the phrase. The preposition 'of' has a number of different meaning, one of them is indicating the possession or being part of something. Another example of preposition 'of' could be in the phrase "the handle **of** the door", where

the word 'the handle' was part of the door. This also similar to the phrase 'in the age of junior high school level', in which the word 'age' was part of 'junior high school level'. This omission of preposition 'of' was also happened to the sentence 5, where the student was referring to the Indonesian meaning translation.

Similarly, the sentence 6 also had the translation meaning of Bahasa Indonesia. The student omitted the preposition 'to' indicating the conjunction word of 'become'. In Bahasa Indonesia, it was acceptable to say 'menjadi' without any preposition added, such as '*dia bercita-cita menjadi guru*'. This was applied in the phrase 'she teach me become' where it had the correspondent meaning as '*dia mengajarku menjadi*'. Therefore, the omission of 'to' was the result of the Indonesian interference in grammar.

Lastly, in the sentence 7, the students misused the locative preposition 'in' which was caused by the Indonesian influence of preposition 'di'. In Bahasa Indonesia, the preposition 'di' has the same use in the most of locative preposition, such as '*di kelas*', '*diantas meja*', '*dibantu kursi*', etc. As the result, the student had influenced and then applied the rule of preposition 'di' to the noun 'internet'. Furthermore, in referring to the word 'internet' produced by the students "You can search **in the internet** what the questions usually...". the phrase 'what the questions' was indicating that it was part of the internet. Usually, when something is part of the internet, the preposition use is 'on'. It was the same as, "I cannot find the journal on the internet", the word 'journal' was part of the internet. Thus, the preposition used by the student was the result of the interference of preposition 'di' in Bahasa Indonesia.

(7) Syntactical Interference of Bahasa Indonesia into English Article

An article is a word to modify a noun. In English, there is definite and indefinite article. 'A/an' is the indefinite article, and 'the' is the definite article. Different with English, there is no article in the Bahasa Indonesia, except for the use of 'sebuah' or 'seorang' as the marker of a singular article.

Bahasa Indonesia	English
<i>Sebuah buku</i>	A book
<i>Seorang guru</i>	A teacher
<i>Sebuah pameran</i>	An exhibition
<i>Perempuan yang duduk dibelakang kita</i>	The woman sitting behind us

Therefore, Indonesian learners tend to drop the indefinite article particularly before the nouns relating to the concept of mass and quantity and other abstract nouns (Swan and Smith, 2001: 286).

1. Almost everyone using it no exception children in **junior high school**.
2. Learning must lead to **joyful an innovative learning** ...
3. First of all, children **at preschool stage** will be having physical and emotional development.
4. Do we want to play it in **bad way or good way?**

In the sentence 1, 3 and 4, the students omitted a definite article 'the'. The use of article in Bahasa Indonesia was not important as it would not effect the sentence produced by the

students. For example, "Maria membawa kamus ke sekolah", in English would be "Maria brings a dictionary to the school". It required articles 'a' and 'the' to denote a singular noun 'Maria' and the specific place that the writer meant 'school'. According to Eastwood (2000: 198), there are three ways on how use definite article 'the'. Firstly, by repetition: we say an exhibition when we first mention it, but **the** exhibition when it is mentioned again, when it means 'the exhibition just mentioned'. Secondly, when there is only one: **the** captain. And thirdly, because a phrase or clause after the noun makes clear which one is meant: **the** woman **sitting behind us**. Thus, the word 'junior high school' and 'preschool stage' were the noun that had specific meaning and required definite article 'the'.

Meanwhile, in the sentence 2, the student misused the article 'an' to the uncountable noun 'innovative learning' due to habit of using 'sebuah' on any nouns.

The word 'learning' was uncountable noun and could not use singular article 'an'. Therefore, the phrase 'joyful innovative learning' could stand alone on its own in English grammar.

(8) *Syntactical Interference of Bahasa Indonesia into English Subject-Verb Agreement*

Besides the inflection of Verb+s in the third person singular, English grammar required the agreement of subject and verb by its number. Meanwhile, Bahasa Indonesia had no rule in the agreement between subject and verb form.

Bahasa Indonesia	English
Ani punya banyak buku	Ani has many books
Mereka punya beberapa majalah	They have some megazines

According to Swan and Smith (2001: 283), Indonesian learners have problem both with English endings and with the third-person-singular agreement; plural endings are particularly to be dropped after numbers and plural quantifiers.

1. **Many people doesn't** really care about the accuracy and believe to the theory.
2. ...,**smartphone also have** minor points
3. if **a six years old kid have** a smartphone,

In the sentence 1, the students failed to use the correct verb forms of plural noun 'Many people'. This was because of the influence of Indonesian grammar which tend to use the same verb form without the agreement of its subject, either singular or plural noun. For example 'banyak orang tidak menyadari itu' and 'Ani tidak menyadari itu', the verb remained the same. However, the negative form of 'does not' in the sentence 1 was supposed to be used for the singular noun, such as 'She doesn't sleep'. Thus, the correct form was 'many people don't really care...'

Similarly, the sentence 2 and 3 also had the failure of subject and verb agreement. The subject 'smartphone' and 'a six years old kid' were the singular noun and needed to agree with the singular form of verb 'has'. Therefore, these errors were caused by the difference used of agreement between Bahasa Indonesia and English grammar.

Causes of the grammatical interference in students' writing

Generally, interferences were the result of the transference element from one language to two other languages. This has commonly happened to the bilingual who used

more than one language. There are kinds of interferences; one of them is in the grammar aspect. This research focused on the grammatical interference in students' writings and the factor that cause the interferences in their writings.

Based on the theory of factor in causing the interferences by Weinreich (1970), four factors contribute to language interference. They are :

a. Speaker's bilingualism background

Bilingualism is a major cause of interference because bilingual people will have more contact because of their ability in using two languages, where the first language interferences with the second language. It was inlined by the data finding of the questionnaire (1-4) that the fourth-semester students of the English Department who took Advance writing class came from different local cities in Kalimantan. They are Banjarese, Dayaknese, etc. Beside used their mother tongue (Local languages), and they also learned Bahasa Indonesia as their first language which they learned in their primary school until now. Therefore, Bahasa Indonesia becomes a crucial factor in language interference. This could be seen in the data findings that their writing has some Indonesian grammatical interference.

b. Disloyalty to target language

In this factor, the students who use the target language tend to disobedience the target language structure and further force put uncontrolled structure of their first language elements in their writing products. This was because the students whose language background of the target language is limited. This can be seen in the data findings of the questionnaire that some of the students were still not had enough knowledge of English grammar though they were in their advanced level of writing.

c. The limited vocabularies of target language mastered by a learner

The students who are willing to master another language will meet new words that differ from their native words. To be able to write as good as natives of the target language, vocabularies took an important role. How the students chose the word appropriate (diction) and what kinds of vocabularies written in their writings were one of the reasons whether they have a good or grammatically correct. Based on the data findings above, the students who took the Advance writing class did not have enough vocabulary in English. Moreover, English vocabulary were one of the problems faced in their English learning process as well as in the writing.

d. Prestige and style

The flexibility skill in writing of target language was also important to reduce grammatical interference. The students who could not free out their first language style in their writing tended to abandon the rule in the target language and defended that theirs were correct. This was happened because of the different ways of thinking. Based on the data findings, some of the students preferred to use Bahasa Indonesia as their background knowledge in the learning process especially writing. Some students were also still thinking in Bahasa Indonesia before they wrote down their words.

Besides the external factors of grammatical interference proposed by Weireich (1970), there were also some internal factors occured in the students writing in which it lead them

produced the errors caused by the influence of Indonesian grammar. According to Weinreich (1953: 3) the differences among languages based on the structure of the languages themselves are called as structural factors. He explained when the types of transfer are based on English grammar's point of view, the factors reflect on both languages' rules. There are three types of structural factors occurred in the data findings derived from Weireich's point of view.

Firstly, the congruent system. This factor cause the transfer of morphemes. The morphemes are connected to inflectional morphemes and grammatical functions. Those morphemes are in the grammatical aspect types: Numbers; Countability; Genitive and Possessive Pronouns; Verbs; Time, Tense and Aspects; Passive; and Adjectives and Adverbs.

Secondly, the relation pattern between the Indonesian and English are not the same. The type of this factor occur in the data findings are word order, specifically in the noun phrase and adverb position. Thus, the Indonesian and English grammar have different position of noun phrase and adverb.

Thirdly, Grammatical systems. the types of the Indonesian grammatical interference appear because of this factor are: Gender; Personal Pronoun; Reflexive Pronoun; It and there; Articles/determiners; Modal auxiliary verb; Negatives; Preposition

RESEARCH CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research which deals in the Indonesian grammatical interference in students' essay writings.

Conclusion

The language system in every language is always different such as English and Bahasa Indonesia. Learning English as a foreign language in Indonesia is a must for scholars in University. Therefore, English department students of Lambung Mangkurat University are demanded by the fluency of English ability, especially in four language skills and one of the skills in writing. The way how to write in Bahasa Indonesia is different from English such as the style or its grammar.

Every language has different rules for grammar, especially Indonesian and English grammar. By these differences, there is language interference appears as a result of language contact between Bahasa Indonesia and English in the process of writing products. The language interference occurs in the writing is on the grammatical level. This interference occurs when the elements of the first language included in using of second language step by step in grammatical of the second language, word order, use of articles, pronouns, tense, etc.

Based on the data findings that have been described in this research, the researcher has several conclusions that can be drawn.

1. Based on the data findings of documentation, there are two types of grammatical interference in the English students' essay writings, namely, interference relates to functions or meanings of grammatical forms and interference relates to grammatical relations in particular word order. In each type of interference, there are some grammatical elements where students had been lacking and interfered their performance in writing. The morphological elements are interference in the use of the

possessive, singular-plural agreement, third-person singular, comparative adjective/adverb 'more+er' and derivation. Meanwhile, the interference in the syntactical elements is in the use of word order, subject-verb agreement (Verb Tense), passive voice, pronoun, preposition, articles, and subject-verb-agreement. Thus, the most dominant type of grammatical interference is in the use of word order in the syntactical level.

2. Meanwhile, in the data of the questionnaire, the factors that caused the interferences were in the external factors; over-generalize English rules as in their first language (Bahasa Indonesia) which probably because of the lack of knowledge in English grammar as well as the lack of exposure of English; the limitation of vocabulary mastery in English is also the factor influencing the interference in their writing; different ways of thinking by the students as they dominantly use Bahasa Indonesia as their background knowledge before writing in English. The other factors were in the structural forms.

Suggestion

From the data findings and the conclusion above, the researcher would like to propose the following suggestions for whoever needs the references in the English study. First, mastering English is crucial for the Indonesian people, because Indonesia is still being a developing country, in which it always accepts every development including language in the globalization.

Second, for the teachers or lecturers who are teaching English skills, especially in writing skills, it is hoped that the teacher or lectures in giving a more effective teaching method for the students in writing English paragraphs or essays to prevent language interference. Third, for students of the English department who are bilingual speakers and still learning foreign languages, especially English writing skills, they should balance their understanding of two language grammar systems to help to prevent the interference.

Then, for future researchers who are interested in conducting further research about interferences in writing or other language skills in English or the other types of interference as it does not only occur in grammar. Finally, the researcher hopes that this research will be useful for the researcher herself and other readers for future improvement in studying grammatical interferences.

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