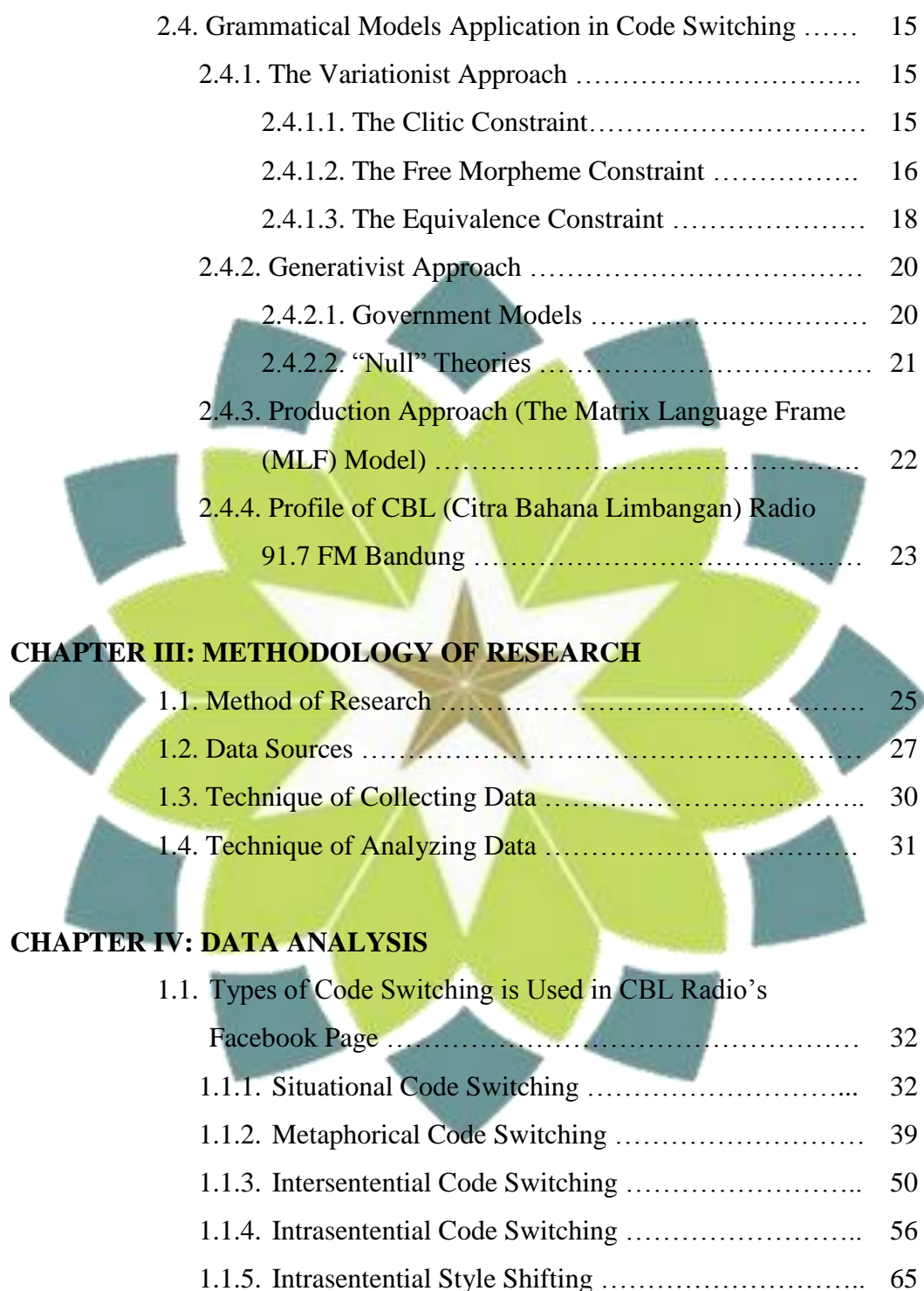


TABLE OF CONTENTS

APPROVAL PAGE	i
ACCEPTENCE PAGE	ii
ABSTRACT	iv
DEDICATION PAGE	v
BIOGRAPHY	vi
PREFACE	vii
ACKNOWLEDGE	viii
LIST OF TABLE	x
TABLE OF CONTENTS	xi
CHAPTER I: INTRODUCTION	
1.1. Background of Research	1
1.2. Statement of Problem	3
1.3. Purpose and Significant Research	4
1.4. Model of Writing	4
1.5. Definition of Key Terms	5
CHAPTER II: LITERARY REVIEW	
2.1. Bilingualism and Multilingualism	7
2.2. Code Switching	8
2.3. Types of Code Switching	10
2.3.1. Situational Code Switching	10
2.3.2. Metaphorical Code Switching	12
2.3.3. Discourse Contextualization Switching	12
2.3.3.1. Intersentential Switching	13
2.3.3.2. Intrasentential Switching	13
2.3.3.3. Intrasentential Style Shifting	14



2.4. Grammatical Models Application in Code Switching	15
2.4.1. The Variationist Approach	15
2.4.1.1. The Clitic Constraint.....	15
2.4.1.2. The Free Morpheme Constraint	16
2.4.1.3. The Equivalence Constraint	18
2.4.2. Generativist Approach	20
2.4.2.1. Government Models	20
2.4.2.2. “Null” Theories	21
2.4.3. Production Approach (The Matrix Language Frame (MLF) Model)	22
2.4.4. Profile of CBL (Citra Bahana Limbangan) Radio 91.7 FM Bandung	23
 CHAPTER III: METHODOLOGY OF RESEARCH	
1.1. Method of Research	25
1.2. Data Sources	27
1.3. Technique of Collecting Data	30
1.4. Technique of Analyzing Data	31
 CHAPTER IV: DATA ANALYSIS	
1.1. Types of Code Switching is Used in CBL Radio’s Facebook Page	32
1.1.1. Situational Code Switching	32
1.1.2. Metaphorical Code Switching	39
1.1.3. Intersentential Code Switching	50
1.1.4. Intrasentential Code Switching	56
1.1.5. Intrasentential Style Shifting	65

1.2. Grammatical Models to Code Switching in CBL	
Radio’s Facebook Page	72
1.2.1. The Variationist Approach	72
1.2.1.1. The Clitic Constraint	72
1.2.1.2. The Free Morpheme Constraint	74
1.2.1.3. The Equivalence Constraint	78
1.2.2. Generativist Approach	93
1.2.2.1. Government Model	93
1.2.2.2. “Null” Theories	100

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions	118
5.2. Suggestions	120

BIBLIOGRAPHY

