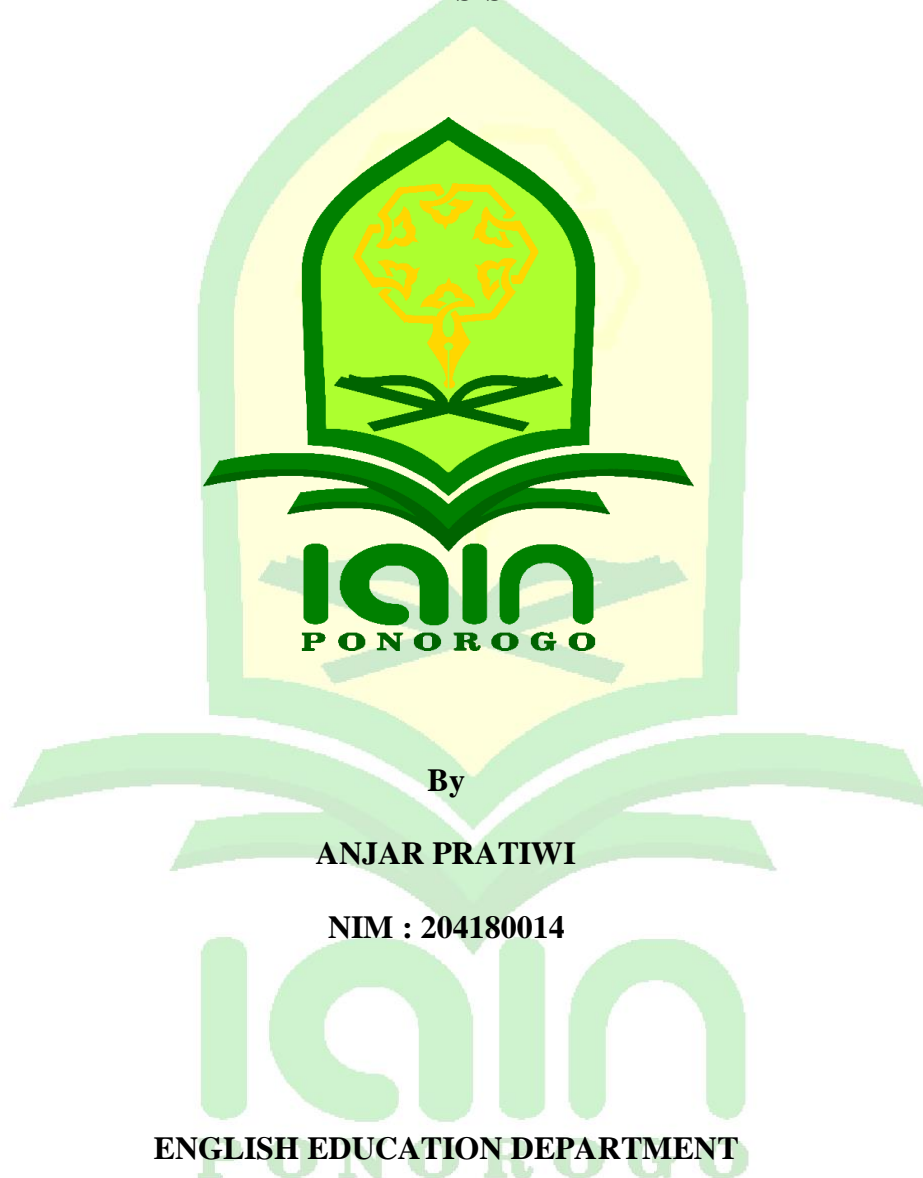# AN ANALYSIS OF CODE SWITCHING AND CODE MIXING IN SPEAKING CLASS

AT IAIN PONOROGO

THESIS

By

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2022

ABSTRACT

Pratiwi, Anjar. 2022. AN ANALYSIS OF CODE SWITCHING AND CODE MIXING IN SPEAKING CLASS AT IAIN PONOROGO. Thesis, English Education Department , Tarbiyah Faculty, State Institut for Islamic Studies of Ponorogo. Advisor Dedi Hasnawan, M.Pd.

Key Word : Code Switching, Code Mixing, and Speaking Class.

In this globalization era is very common to speak by two or more languages. Realizing the important of English language in international world, Indonesian people try to use it in many occasions of their daily life. They use Indonesian and English language in the same time. But, many of them do not know much about that language. That is all condition that lead many people switch and mix the code or language.

The purpose of this research is to know the code switching and code mixing as a tool for communication, both offer are for students to understand the concepts taught well, and improve fluency in teaching in class. This implies that the practice of code switching and code mixing in the classroom helps to filling the bridge of miscommunication between teachers and students in the second semester "speaking" class at IAIN Ponorogo.

The research approach is qualitative and design is a case study. The object of this research is 28 college student. Data collection is done by applying observation, interview, audio recording and documentation. Researchers also analyzed data reduction, presentation of data, and drawing conclusions.

The results show that the types of code switching and code mixing used by second semester students in the "speaking" class of IAIN Ponoroog are researchers have concluded that there are 3 code functions switch and 2 mixed code functions namely starting from the code switching function of the code switching. tags, 6 utterances of topic switch, 5 utterances of reducing and avoiding faces, 5 utterances of making assuming a situation by using humor, 2 utterances of express solidarity, 2 utterances of covering inability in speaking a certain language. While the intra-sentential code switching has 7 topic switches, 3 reducing and avoiding faces, 1 making assuming situation by using humor, 3 expressing solidarity, 6 covering inability in speaking a certain language. While inter-sentential code switching there are 5 utterances of topic switch, 4 utterances of reducing and avoiding face, 3 utterances of making assuming situation by using humor, 6 utterances of express solidarity, 3 utterances of covering inability in speaking a certain language. Meanwhile, there are 3 code mixing functions, starting from intra-sentential code mixing, there are 4 self emotion words, 8 lexical need words, 2 incompetence words, and intra-lexical code mixing there are 6 expressions expressing self emotion, 6 lexical need and 8 words. incompetence. Finally, the Researcher concludes that there are 101 Code Switching and code mixing used by second semester students in the "speaking" class of IAIN Ponorogo during the learning process. Then, there are 7 student perceptions about code switching and code mixing that occur in the learning process and discussion between students in the Classroom.

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Day	: Monday
Date	: June, 20th 2022

Ponorogo, 20th June 2022
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Anjar Pratiwi

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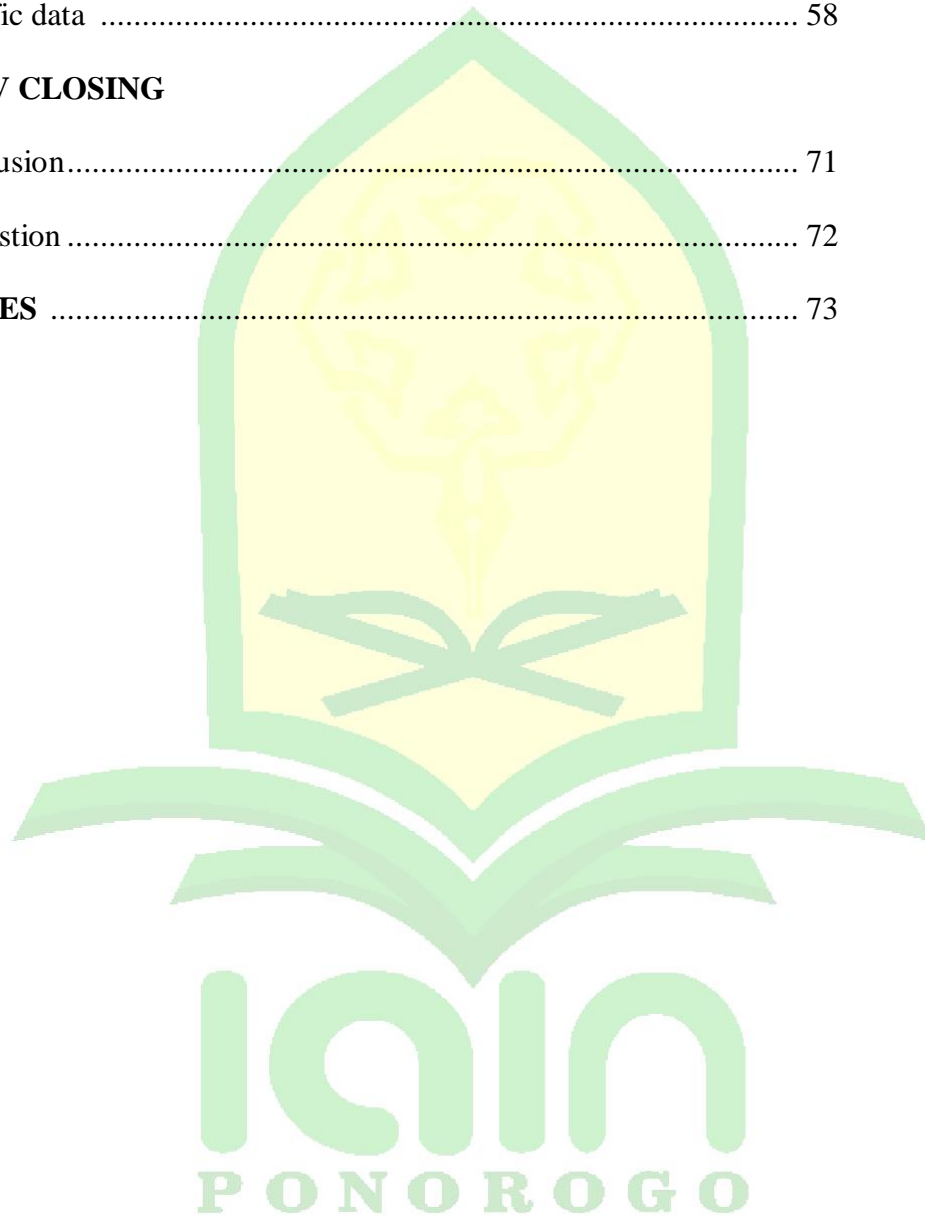
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CHAPTER 1

INTRODUCTION

A. BACKGROUND OF THE STUDY

People use language to interact with others and form social relationships in everyday life.We all know, almost everyone in the world can speak two or more languages. They are fluent in regional and national languages, as well as foreign languages commonly studied in educational institutions. Speakers often use two languages that are directly controlled, used spontaneously, and used unintentionally. This phenomenon can be explained as a typical behavior in verbal communication called code switching and code mixing. Since flipping code is commonplace in today's world, it has become an interesting discipline to study. [1]

Code switching is the alternate use of two or more languages within the same utterance. Auer stated that code switching using several languages or language varieties in the course of a conversation observable in various social contexts all over the world. Then, Holmes said that people sometimes switch code within domain or social situation. When there is some obvious change in the situation, such as the arrival of a new person, it is easy to use the switch. It is indisputable that every country has been experiencing code switching, including Indonesia, which is known as multiethnic country consisting of a set of huge various culture and vernacular. This can be recognize by acknowledging the presence of foreigners from various countries residing in Indonesia for various reasons such as conducting educational program, migration, and international partnership. In Indonesia, the desire to acquire more languages through education is not realized by Indonesian only, but also by foreigners The foreigners in Indonesia notice that relying on English is not very effective since there are still a lot of Indonesians do not completely or

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[1] Sinta Yuanita, *Code mixing and switching in film "critical eleven " by Monty Tiwa and Robert Ronny, Journal of English Language Teaching,* Vol. 1, No. 2 Agustus 2018., 44.

frequently use it. They acknowledge that being able to use Indonesian in daily interaction can give them a lot of communication benefits. That is why, there are a few international schools in Indonesia assigned for foreigners. Furthermore, Indonesian National Education Curriculum adopts English as one of main subject at school.[2]

When they communicate they also use other ways besides using the method with code switching, they also use code mixing in communicating between lecturers and students both lecturers and students tend to use code mixing to communicate. convey. There are many kinds of languages used by students to express their ideas, either regional language or national language or we can call it that these languages are their mother tongue or foreign language. Mastery of one mother tongue and a second/foreign language is generally influenced by social interactions that two language. Bilingualism tends to occur because influenced by social interactions or behavior in certain speech communities. Speech community in this case it is a group of ordinary people interact through speech. Usually marked with certain codes that can be understood by the group people, which means the speaker is limited in vocabulary.

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[2] Ibid,2.

Code mixing is actually nothing new speaking strategy. This is a kind of general strategy applied by foreign language learners in terms of involve their mother tongue in speaking. For mostly, code mix works for lead students to express ideas, comments, or verbal response about something. Students can mix isolated words or grammar target language construction. someone revealed that in learning we must know several languages which are marked by their presence many things transfer between languages (from mother tongue)[3] code mixing in under the sociolinguistic. In connection with code mixing the researcher is going to describe it in its relation to the student's speaking skill. In practicing English in daily life, the students sometimes use code mixing as a speaking strategy. It is a sort of common strategy applied in speaking. To a large extent, code mixing functions to lead the students to express their ideas, comment, or responses orally about something. The learners can mix the isolated words or grammatical construction of the target language. This is based on the fact that, the students often speak English mixed with Indonesian.[4]

During the observation in the TBI A class in the second semester of the "speaking" subject, the students used 2 or more languages during the learning process in the "speaking" class, such as discussions between students, questions and answers and presentations. The students in the "speaking" class use 2 or more languages so that the learning process runs well and smoothly because it can be seen that many of their English skills are lacking, and also to avoid misunderstandings in conveying something or a problem that can create a class atmosphere or atmosphere. Discussion becomes awkward, especially if they are not native speakers of a particular language. Sometimes they mix a language because they lack confidence in expressing an opinion or when asking some

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[3] Wahidah Abdullah, " *Indonesian - English code mixing in speaking at Pesantren Immim Putri Pangkep"*, SAWERIGADING, Volume 17, No. 3, Desember 2011, 425-434.
[4] Ibid, 5.

questions and to balance the other person so that a discussion can be carried out in a conducive and active manner.

By using the method of code switching and code mixing in languages. Language can also be used as a communication tool in the "speaking" class or as a guide in conducting the learning process for students. Code switching and code mixing used by second semester students in the "speaking" class at IAIN Ponorogo are used to provide opportunities for students in classes who are not very fluent in the language and improve teaching and activity in the "speaking" class, because students are not speakers. Native language, it can be seen when they use one language in class they will find it difficult to understand the intent of the other person, therefore the existence of code switching and code mixing methods in the class is very effective to use. Therefore, code switching and code mixing help students to express ideas, opinions, and materials in class. From what has been explained above and various opinions from students who have been asked for their opinions, students state that code switching and code mixing used by students provide good benefits for the smooth running of learning activities and discussions in class.

Based on interviews in the "speaking" TBI A class in the second semester of IAIN Ponorogo, using the combination method and code mixing in the language, students felt it was helped and had no difficulty in conducting discussions among other students, they felt more active. In conveying arguments, opinions, and understandings. Understand the material well and understand the discussion conveyed by his friend, this has a good effect on the teaching and learning process in the "speaking" class so that because of the point of view of the function of code switching and code mixing in the "speaking" class, the class is to facilitate students comunication. Based on the background above, the researchers used this method for smooth learning during the learning process. The research will be carried out later, offline schools will be opened later, and if it is not

possible the researchers will do it online on February 4, 2022 in class TBI A majoring in English at IAIN Ponorogo. Therefore, the use of code switching and code mixing in the speaking class in the English Departement, the researcher is interested in conducting a research entitled "AN ANALYSIS OF CODE SWITCHING AND CODE MIXING IN SPEAKING CLASS IN IAIN PONOROGO."

B. RESEARCH FOCUS

The research focuses on An Analysis of Code Switching and Code Mixing In Speaking Class Used By Students in English Education Department of Second Semester at IAIN Ponorogo Academic Year 2021/2022.

C. RESEARCH QUESTIONS

1. What are the types of code switching and coe mixing in Speaking class of Second semester at IAIN ponorogo academic year 2021/2022?

2. What are the function of code switching and code mixing used by lectuter and students in English Education A speaking class of Second semester at IAIN ponorogo academic year 2021/2022?

3. How are students Perception about the important of use code switching and code mixing used students in English Education A speaking class of second semester at IAIN ponorogo academic year 2021/2022?

D. RESEARCH OBJECTIVES

1. To identify the types of code switching and coe mixing used by students in tadris tadris english A speaking class of second semester at IAIN ponorogo academic year 2021/2022.

2. To analyze the function of code switching and coe mixing used by students in tadris tadris english A speaking class of second semester at IAIN ponorogo academic year 2021/2022.

3. To know the students perceptions code switching and coe mixing used by students in tadris tadris english A speaking class of Second semester at IAIN ponorogo academic year 2021/2022.

E. SIGNIFICANCE OF THE STUDY

1. For the Students

   The researcher hopes that this research will improve students' understanding, especially in the fields of code switching and code mixing and is expected to help improve students' speaking abilities and activeness.

2. For the Institution

   The results of the study can be used by English lecturers to teach students easily, so that IAIN Ponorogo produces the best English lecturers and students.

3. For the Reader

   The research hopes that it can contribute and benefit readers, especially students of the Department of English Education, Islamic Institute of Religion, Ponorogo.

4. For the Reserarcher.

   This study is expected to be a reference for further researchers who want to continue This research is about code switching and code mixing in English speaking class.

F. ORGANIZATION OF THE THESIS

The research organization is to make the readers know and understand the research content easily. Those are:

The first chapter is introduction. This chapter discusses the background of the study that explains the reasons behind conducting this research and the basic partner of

the entire contains thesis. This chapter also discusses the research focus, statement of the problem, research objective, significance of the study, organizations of the study.

The second chapter is previous reserch findings and theoritical framework. This chapter contains the previous research finding which is very important to support the theories and ideas about vocabulary, vocabulary recitation program, concepts from the vocabulary ,drill technique, teaching English, and other explanations above.

The third chapter is reseach method. This chapter discusses the approach and data design, the role of researchers, research settings, data sources, data collection techniques, data analysis techniques, checking the validity of the findings, and research procedures involving the analysis of the program "Code switching and code mixing" which was carried out in the speaking class at IAIN Ponorogo and how much influence the mixed language code and language switching has in increasing the knowledge and insight of students and lecturers in speaking classes at IAIN Ponorogo.

The fourth chapter is research findings. This chapter is important because it describes research findings and discussions that present general ongoing data appears such as the story of IAIN Ponorogo's locationand data descriptions.

The fifth chapter is discussion. This chapter includes data analysis on the analysis of "code switching and code mixing" applied to speaking classes at IAIN Ponorogo, and how much understanding of lecturers and students about code switching and code mixing in language so that communication runs smoothly in the speaking class.

The sixth chapter is closing which covers the conclusion of the research and recommendations for further study.

CHAPTER II

THEORETICAL FRAMEWORK

AND PREVIOUS RESEARCH FINDINGS

A. THEORITICAL FRAMEWORK

1. Sociolinguistic

a. Definition of Sociolinguistic

Sociolinguistics is commonly defined as a science that studies the characteristics and variations of language, as well as the relationship between linguists and the characteristics of the function of that language variation in a language community Furthermore, Wardhaugh (in Malabar, reveals, "Sociolinguistics examines the relationship between language and society, which is associated with two fields that can be studied separately, namely formal language by linguistics and social structure by sociology". This opinion is in line with the opinion of Appel, et al which reveals that sociolinguistics is the study of language and the use of language in social and cultural contexts.[5]

According to Sumarsono, sociolinguistics is the study of language in operations; its purpose is to show how the conventions of language use relate to other aspects of culture. So, sociolinguistic is the study of language associated with social conditions (studied by social sciences, especially sociology)". Sociolinguistics concerned with the relationship between language and the context in which it is used. We use language to ask and give people information. We use it to express indignation and annoyance, as well

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[5] Ayu Andini Sukmana, Hj. Ratu Wardarita, Arif Ardiansyah, *Penggunaan alih kode dan campur kode dalam acara MataNajwa pada statsiun Televisi TRANS7*, Jurnal Kredo, Vol. 5 No 1 Oktober 2021, 2,.

as admiration and respect. Often one utterance will simultaneously convey both information and express feelings.[6]

Wardhaugh explains that sociolinguistics is concern with investigating the relationship between language and society with the goal being a better understanding of the structure of language and how languages function in communication. These are also the area most susceptible to scientific methods such as hypothesis-formation, logical inference, and statistical testing.[7]

From definitions above, the researcher can conclude that sociolinguistics is concerned with the relationship between language and the context in which it is used.

b. Scope of sociolinguistic

According to Ronald Wardhaugh, Sociolinguistics is divided into two studies: they are micro-sociolinguistics and macrosociolinguistics. Coulmas says that microsociolinguistics investigates how social structure influences the way people talk and how language varieties and patterns of use correlate with social attributes such as class, sex, and age. Macrosociolinguistics, on the other hand, studies what societies do with their languages, that is, attitudes and attachments that account for the functional distribution of speech forms in society, language shift, maintenance, and replacement, the delimitation and interaction of speech communities.[8]

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[6] Suardani Silaban, Tiarma Intan Marpaung, *An Analysis of code mixing and code Switching used by indonesia Lawyers Club on TV One,* JETAFL (Journal of english teaching as a foreign language), Vol 6, Issue 3 : December 2020,.

[7] Suardani Silaban, Tiarma Intan Marpaung, *an analysis of code mixing and code switching used by indonesia lawters club on TV one.*

[8] ibid

c. Bilingualism and multilingualism

Chaer and Agustina in Sinaga stated that "Bilingualism is the using of two languages or two languages code". So how much mastery of someone over their second language, depends on whether or not he uses the second language. His mastery of the second language more or less influenced him while speaking. The fluency of speaking in several languages determines their readiness to use these languages".

The people who have an ability of using more than one language equally is called Bilingual. Weinreich in Zenab says that bilingualism as the practice of alternately using two languages, namely the habit of using bilingual or more alternately. In other words, the practice of using two or more languages in bilingualism occurs both individually and as a group. Finally, bilingualism is the ability of using two languages to the other people. Many people in the word speak more than one language. It is naturally in daily life, because each people want to try increasing their knowledge through bilingualism.[9]

d. Language

Language as tool of communication takes important role in human interaction. The study oflanguage is widely known as linguistics. Sociolinguistics is a branch of linguistics which focuses on the study of language in society. Sociolinguistics covers many topics such as: dialect, variety of languages, repertoire of languages, language communities, bilingualism, and others. Code switching and code mixing as part of bilingualism is the use of more than one language by a bilingual or multilingual speaking by selecting one of the codes followed by the social situation speaker.

As we know, basically everyone in this world can speak two or more language. They master the regional language as well as the national language, even foreign languages language commonly studied in educational institutions. Speakers often use

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[9] Suardani silaban, tiarma intan marpaung, " an analysis of code mixing and code switching used by indonesia lawyers club on TV One", JETAFL (journal of english teaching as a foreign langauge), volume 6, Issue 3 : December 2020, 17.

two language that is mastered directly, spontaneously, and unintentionally. This phenomenon can be explained as the practice of code switching and code mixing that is often found in verbal language communication. Code switching and code mixing are interesting studies to study because: A phenomenon that is often found anywhere at this time.[10]

2. Code Switching

a. Definition of Code Switching

Most speakers command several varieties of any language they speak, and bilingualism, even multilingualism, is the norm for many people throughout the world rather than bilingualism. People, then, are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code in a process known as code-switching. [11]

Code switching is the term for different languages coming into contact with the another in a coversation. This could be a general definition. Most of the linguist doing research on code switching refer to it simply as the alternating use of several languages or the alternation of two or more languages. Thus, general terms for the code switching phenomenon are also alternation and language mixing, bilingual or multilingual speakers, who speak two or even more languages, normally lend to code switching when speaking to another bilingual person, that means that they often chane for language to the other and use words and phrases from distinct languages, even the same sentence.[12]

Code-switching refers to oral communication situation that involves the process of switching from one language and/or dialect to another language/dialect. Similarly,

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[10] Rini, M. Natsir, Ririn Setyawati, " Code switching in dior and I film", jurnal ilmu budaya, Vol. 3, No. 1, januari 2019, 52-61.

[11] Ronald Wardhaugh, *An Introduction to Sociolinguistics Sixth Edition*,(Wiley Blackwell Publisher Ltd, 2010),98

[12] Anastasia Schmdit, Between *the Language : Code Switching in Bilingual Communicatio*, (Anchor Achademic Publishing : (aap-verlag), 2014), 15,.

Thelander in Chaer & Agustina state that codeswitching is the use of two language (or more) by a speaker in the same communication event. The statement implies that code-switching is a language material that consists of two language or more spoken by the speakers in the same conversation. In this situation, all of the involved participants also speak or at least understand both (all) languages in use.

Furthermore, Bullock & Toribio state that code-switching refers to the capacity of using, replacing, or switching two languages in use. In this case, the speaker at least has the proficiency of the second language in addition to the first language so that he or she might switch from the first language to the second language and vice versa.[13]

Alwasilah stated that, in sociolinguistics, displacement from one dialect to dialect which is commonly known as dialect switching or code switching (code switching). Nababan stated that the concept of transfer The code also includes an event where we switch from a variety of functions to (casual style for example) to another variety (formal or formal variety for example), or from one dialect to another, and so on. From the statement This indicates that this code-switching phenomenon arises from an individual who mastered at least two languages (mother tongue and language studied) in his communication.[14]

Meanwhile, Hymes also mentions what which is referred to as internal code switching, namely code switching that occurs between regional languages in one national language, between dialects in one regional language, or between several varieties and styles contained in a dialect. As for what is meant by external code switching (external code) switching) i.e. if what happens is between the original language and the native language lion. From the example (8) given by the author above, it is classified as as an

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[13] Ahmad fanani, jean antunes rudolf zico ma'u, *" code switching and code mixing in english learning process*", Journal Lingtera, 5 (1), 2018-69.

[14] Adi nugraha, *"alih kode dan campur kode pada komunikasi guu-siswa di SMA Negeri 1 wonosobo klaten",* Journal lingtera, 7 (2) , 2016-41.

example of an external code-switching conversation due to the occurrence with involving a foreign language, namely French.

Definition of code-switching given by Jendra There is a situation where speakers deliberately change a code being used, namely by switching from one to another. The change is called code-switching. It can be defined as the change of a code or switch from one language to another language. [15]The phenomenon of code-switching was and still is being studied from various perspectives. Blom and Gumperz in Webster stated code-switching is where speakers switched from one language to another language and probably did not switch back or only switched back after a long stretch of language. It means code-switching is the switch between languages that may switch back or not.[16]

Poedjosoedarmo explains that a person often replaces language code when conversing. The change can be realized or maybe even without realizing it.[17]

In addition, code switching shows language knowledge that students or the community cannot fully understand about the grammatical system they use because they are not native speakers. Code switching is motivated and carried out by the speaker's inability to express words to convey what he wants to say. In addition, code switching seems to have a function to support thinking in communication, because as I have seen in conducting research, students will be active when they find their own language, because with the code switching system they use they will be more comfortable when communicating or discussing between their friends or with their lecturers no matter how the external information appears.

Based on some definitions above, the researcher can conclude that code switching is the alternative by bilingual or multilingual use two or more language or movement

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[15] Suardani Silaban, Tiarma Intan Marpaung, "*An Analysis of Code Mixing and code Switching used by Indonesia lawyers Club on TV one*", JETAFL (Journal of English teaching as a foreign language), Vol. 6, Issue 3 : December 2020.

[16] Dimas Miftah Arrizki, Yulianti Mutiarsih, Iis Sopiawati, "*An Analysis of code switching and code mixing in the film" : Tokyo Fiancee" by stefan Libersky*

[17] Ibid, 18.

between varieties that occur during a conversation, from sentence to sentence, or within a sentence.

When speakers use code switching, it is not because they do not understand a language but it is a way to understand each other in communicating with the other person. From what has been explained all the meanings, it can be concluded that code switching is very useful for them in carrying out learning activities in the "speaking" class as in general they use 3 languages, use at least two languages or a variety of language utterances in carrying out learning and communication in conducting discussions, asking questions. answer and argue in the "speaking" class.

b. Types of code switching

Some authors have discussed different types of code-switching.Romaine, Poplack, Appel & Musyken, and other linguists divide code-switching into three categories in terms of grammatical aspect. These categories are tag switching code-switching, inter-sentential code-switching, and intrasentential code-switching. Each category will be explained in the following sections.

Tag switching refers to the code switching that belongs to the units of independent elements contained in a statement or a question; the tag switching usually appears in the beginning or in the end of the statement or the question. Holmes & Wilson stated that tag switching is sometimes called emblematic switching where the switch is simply an interjection, sentence filler in the other language that serves as an ethnic identity marker. Several examples of interjection that belong to the tag switching are wow!, OY!, D'oh!, hello!, Hi!, bye!, Ouch!, Oh!, and alike. On the other hand, the examples of sentence filler that belong to the tag switching are like, you know, well, actually, basically, literally, and alike.[18]

1. Tag Switching

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[18] Ahmad fanani, jean antunes rudolf zico ma'u, *" code switching and code mixing in english learning process",* Lingtera, 5 (1), 2018 - 70

In addition to interjection and sentence filler, according to PoplacK, tagswitching is frequently found in the form of discourse marker. Similar to sentence filler, discourse markers only serve to guide the direction of the conversation without implying certain meaning. The discourse marker that belong to the tag switching are you know, I mean, by the way, hi, okay, and alike. The example of such case is presented below. The proceeding went smoothly, ba? (Tagalog) (The process run smoothly, doesn't it?)[19] Woolford states that tag switching involves the insertion of tags in one language into speech entirely in another.[20]

An example : " how many siblings do you have in your **family?**

2. Inter- Sentential Switching

The second type of code-switching is intersentential code-switching. Appel & Musyken argue that Inter-sentential switching is the alternation in a single discourse between two languages, where the switching occurs after a sentence in the first language has been completed and the next sentence starts with a new language or, on the other hand, means that intersentential code-switching occurs between a different number of sentences. In other words, inter-sentential code-switching refers to the code-switching that occurs between two different languages.

An example of this situation is provided below. That is the book. Aku mau membaca buku itu besok. (Bahasa Indonesia) (That is the book. I would like to read it tomorrow.)[21]

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[19] Ibid, 20.
[20] Anastasia schmidt, between the languages : code switching in bilingual communication,
[21] Ibid, 22.

Meanwhile kajja inter sentential kode switching in which a change of language occurs at sentences levels, where each clause or sentences is in one language or the other. For example : miss, may I see video di youtube?

3. Intra – Sentential Switching

The third type code-switching is intrasentential code-switching. Poplack argue that intra-sentential code-switching refers to the switch from one language to another in a sentence that involves the syntactic units of words, phrases, or clauses. Similar definition is also proposed by Appel & Musyken who argue that intra-sentential switching occurs within a sentence or a clause. An example of intra-sentential code-switching is presented below. This morning saya antar my baby. (This morning I drive my baby.)[22]

Meanwhile, wardaugh describes there are two types

of the code-switching:

a. Situational Code Switching

According to Wardhaugh, "Situational code-switching occurs when the languages used change according to the situations in which the conversants find themselves: they speak one language in one situation and another in a different one. No topic change is involved." This type of code switching happens when the conversants suddenly change their language use according to the situation where they are in without changing the topic.

b. Metaphorical Code Switching

According to Wardhaugh "When a change of topic requires a change in the language used we have metaphorical code-switching. The interesting point here is that some topics may be discussed in either code,

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[22] Ibid, 22.

but the choice of code adds a distinct flavor to what is said about the topic." This type of Code Switching happens when the conversant does not only change the situation, but also the topic between the two sentenced which may be completely different. Wardhaugh also said that "Metaphorical Code Switching has an affective dimension to it: you change the code as you redefine the situational – formal to informal, official to personal, serious to humorous, and politeness to solidarity."[23]

c. **Function of code switching**

Accoding to Muysken and Rene, there are six functions of code switching.

a. Referential Function

Switching can serve the referential function because it often involves lack of one language or lack of facility in that language on a specific subject. Here, the example of code switching which has referential function below;

Henry : Or you could call it, shark. They Tried to Eat My Kidney.

Ula : All right, enough already. You too, Willie. give me a **poipoi** All of you.

Henry : He just cast a spell on us All right. Put this on four times a day for two weeks.You can handle that.

In this case, Ulas switches the language because he does not know how to say the word 'poipoi' in English, then he decides to use the Hawaiian language. It can be related to the theory above that switching can serve the referential function because it involves lack of one language. That is why this switching has a referential function.

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[23] Ni putu diana, I gede sadia, *" An analysis of code switching in dialogue of the indonesian novel permainan maut by lexie xu"*, Humanist ; Journal of arts and humanities, Vol 23.3 Agustus 2019: 176-184.

b. Directive Function

Switching serves a directive function in that it involves the hearer directly. Based on the theory from Muysken and Rene, the writer finds eight switching data which serve a directive function. The writer will discuss them one by one. Here is the first dialogue;

Ula : Easy, **Honah Lee**. Hey, l'm a person, not a seal.

Henry: Well, l am a vet, not a doctor. So just hold still, or l won't give you a treat. l know, it's okay You see that, kids? You see what happen when you play with sharks?

It can be seen from the context in the dialogue above that Ula tries to call Henry to include in the conversation by using the Hawaiian language. Honah Lee means 'brother', 'Bro'. Based on the content of the sentence that Ula said, the switching can be categorized as having a directive function.

c. Expressive Function

The expressive function of code-switching serves the particular stressed to express what they mean. In this analysis, the writer finds seven data of code-switching, which consist of the expressive function. The first example happens when Ula express his unique anger, here is the dialogue;

Henry : You're the state idiot of Hawaii. Here you go. Bite the fish, chew the fish, love the fish. Enjoy.

Ula : You crack me up, **kamaaina**.

In this example, Ula expresses his anger feeling. Ula says the word angrily, and he has a strong stressing when he says the word in

Hawaiian, 'Kamaaina!'. By that word, he expresses his anger and related to the theory from Muysken and Rene. It can be called that the switching serves an expressive function.

d. Phatic Function

Switching serves to indicate a change in tone of the conversation, and hence a Phatic function, besides the switching, has a purpose of making different sense to the hearer. Above is the theory from Muysken and Rene, the writer will discuss switching data which serves a phatic function. The writer finds three data from 50 first dates movie. Here is the first example;

Henry : He has Lung problems because he smoked too much turtl .which is bad for you. Right, Ula?

Ula : What? l don't smoke weed. Hey, Honah Lee? How's that hot **wahine nympho from Ohio?**

Henry: She is Great. l dropped her off at the airport this morning.

On this occasion, Ula switches the language in the aim to change Henry's perception. Ula tries to make a funny sound by switching the language from English to Hawaiian. The bold part above is categorized as switching, which serves Phatic function.[24]

Hence this switching serves the metalinguistic function.[25]

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[24] Lia Nurmalia, Prapti wigati Purwaningrum, "*Code switching usage in 50 first dates movie*", jurnal arbiter, Vol. 6 No. 2 (2019),. 60,

[25] Lia Nurmalia, Prapti wigati Purwaningrum, "Code *switching usage in 50 first dates movie*", jurnal arbiter, Vol. 6 No. 2 (2019),. 60,

Janet Holmes explained the functions of code-switching as follows: Participants, solidarity, status, topic, switching for affective functions, metaphorical switching, and lexical borrowing.

a) Participants

When there is some obvious change in the situation, such as the arrival of a new person, it is easy to explain the switch.

b) Solidarity

A speaker may similarly switch to another language as a signal of group membership and shared ethnicity with an.

c) Status

Speaker alternative the formal or informal standards of a language based on the status of their addressees. For example, an employee would use formal standard when conversing with his superior, but changes to a friendlier informal standard with his co-workers.[26]

d) Topic

Speakers sometimes used code-switching in order to quote a certain saying in a culture which meaning cannot be entirely translated to another language.

3. **Code Mixing**

a. **Definition of Code Mixing**

In speech events, discussions about code switching are usually followed by code mixing talks. Code-mixing events occur when a speaker of a language, for example

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[26] Janet Holmes, "*An Introduction to Sociolinguistic Fourth Edition*",(London and NewYork:Routledge,2013),34.

Indonesian inserts elements of a regional language or even incorporates elements of a foreign language into his Indonesian language. In other words, someone who speaks with the main Indonesian code has an autonomous function, while the regional or foreign language codes involved in the main code are fragments without any function or autonomy as a code.[27]

Maschler in Wibowo defines code-mixing or a mix code as "Using two languages such a third, new code emerges, in which elements from the two languages are incorporated into a structural definable pattern". It means the code-mixing hypothesis states that when two code switched languages constitute the appearance of a third code it has structural characteristics special to that new code. Code-mixing is transfer of linguistics element from one language into another, in other words, only partially transferred that those elements mix together for communication purpose . A mix language is a language that series when speakers of different language are in contact and show a high degree of bilingualism. Occasionally more ithan two language may be involved. code-mixing is natural in communication, as there is a mutual need or interdepence among bilinguals or multilingual. In this country, Indonesia which also concerns as bilingual or multilingual we often find when people tend to mix one language into another language that is from indonesia to his or her own ethnic language. If the speaker are concerned as educated person, we can see also the use of code-mixing in their speech.[28]

The apparent characteristic of code-mixing from the grammatical aspect is the mixture between two language systems into one sentence or phrase. In other words, the apparent charac-teristic of code-mixing is the intra-sentential code-switching. This statement is in line with the argument by Appel & Musyken, who state that intra-sentential

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[27] Ibid, 28.

[28] Suardani silaban, tiarna intan marpaung, *" an analysis of code switching and codde mixing used by indonesia lawyer club on TV One"*, JETAFL 9 (journal of english teaching as a foreign language), JETAFL publishing, volume 6, Issue 3 : December 2020, 5.

switches occur in the middle of a sentence; this type of switching is often called code-switching. [29]

a. Types of Code Mixing

From what Wardough has analyzed, there are two types of code mixing:

Mix intra-sentential and Intra-lexical codes.[30]

a.   Intra-sentential codemixing

Code mixing usually occurs within a few phrases, clauses, or sentence boundaries. And occurs when the speaker or interlocutor uses two or more languages in a communication. This is so that the interlocutor understands what the speaker is saying because the other person is not fluent in using a particular language because he is not a native speaker.

Example: are we the same as the second child? **Pantes** we are similar hahahh[31]

b.   Intra lexical code mixing

This code mixing usually occurs within the word limit.

Example : melanie more **kuenjoy** when at school rather than at home.

Muysken pointed that there are basically three types of code mixing as follows.

a)   Insertion

According to Muysken this kind of code mixing is the situation when the speakers inserted short elements such as words or phrases from one language into a structure from another language without altering the structure of the previous language.

b)   Alternation

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[29] Ahmad fanani, jean antunes rudolf zico ma'u, *"code switching and code mixing in english learning process",* lingtera, 5 (1), 2018 -69, ISSN 2406-9213 (print);online,.

[30]Bernard Spolsky and Francis M. Hult, 2008. The Handbook of Educational Linguistics (USA: Blackwell Publishing, 2008), 49

[31] Ibid, 32.

In this perspective code mixing, Muysken explained that it occurs when structures of two languages are alternated in distinctively both at the grammatical and lexical level. In other words, alternation entailed a true switch from one language to another, and involved both grammar and lexicon.

c) Congruent Lexicalization

The last type of code mixing which proposed by Muysken is congruent lexicalization. It can be occurred when the language in sentence shared the grammatical structure of different languages which can be filled with the elements of either language.[32]

Muysken in Wibowo explained more that code-mixing is typically divided into three main types – insertion (word or phrase), alternation (clause) and congruent lexicalization (dialect)- and the most common occurrence of code-mixing variants in society is insertion code mixing. Muysken suggested that there are three main patterns of intra-sentential code-mixing which may be found in bilingual speech community – insertion, alternation, and congruent lexicalization. In another hand, the types of code-mixing are:[33]

a) Insertional Code-Mixing

Insertion of material (lexical items or entire constituents) from one language into a structure of the other language. Here is the example: "jangan suka nge-judge gitu dong. orang kan beda-beda" (note that "judge" is the English word inserted in the Indonesian utterance).

b) Alternation Code-Mixing

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[32] Lisa agustiyana budi, surya sili, chris asanti, " *code switching and code mixing on china rich girlfriend novel by Kevin kwan"*, Jurnal bahasa, sastra, seni, dan budaya, volume 5, No. 2, April 2021, 432-448,.

[33] Suardani silaban, tiarna intan marpaung, *" an analysis of code switching and codde mixing used by indonesia lawyer club on TV One*", JETAFL 9 (journal of english teaching as a foreign language), JETAFL publishing, volume 6, Issue 3 : December 2020, 5.

Alternation between structures from languages. For examples: Why make Carol sentarse atrás pa' que everybody has to move pa' que se salga? (Why make Carol sit in the back so that everybody has to move for her to get out?)

Teacher : What's your activity at home?

Ratna : Activities, e… saya sekarang kan kost pak. Disana gak comfort gitu. No time for study, soalnya pulang sekolah gak bisa istirahat. Banyak kerjaan, mau tiduran aja ga bisa. Segen sama yang punya rumah.

Teacher : Everyday?

Ratna : Iya, everyday. Malemnya when I sleepy ya ga bisa belajar. Planning-nya sih mau pindah gitu. Mungkin next month, Sir.

c) Congruent Lexicalization Code-Mixing

Congruent lexicalization of material from different lexical inventories into a share grammatical structure. Example by B. Van Den Bogaerde & A.E. Baker in Netherlands language. Gee mi een kiss (Give me a kiss)[34]

c. **Function of Code Mixing**

a) Expressing solidarity and intimacy

Code mixing allow a speaker to assert power, declare solidarity; maintain certain neutrality when both codes are used express identity and soon. [35]It is a good way to get closer with the addressee to whom the speaker can also sign his ethnicity.

b) Asserting status, pride and power

This purpose is mixing another code, which is considered more prestigious. It is to make superiority expression, which will increase the speakers" status and power. It

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[34] Ibid, 33.
[35] Ibid, 33.

is done to increase the speaker status or power for getting the superiority expression[36]. The mixing word is not related to the specific topic and there is always a word to substitute it in the first language. In this matter pride and confidence may also trigger the mixing codes.

c) Lexicalneeds

This function occurs when there are no more words that we can use to understand a particular language. Holmes argues that many of them borrowed language from other peoples to express their opinion. This loan word is usually very familiar among the public so that it is easily understood by the speaker and the interlocutor.[37]

d) Incompetence

This function occurs when many people experience a lack of knowledge and vocabulary in the language they use. Holmes explained that code mixing is indiscriminate due to the inability of humans to understand a language. the point is to use this method indiscriminately so that communication goes well.

e) Expressing selfemotion

This purpose to remove emotions from the speaker, such as sadness, happiness. usually the speaker can talk to the speaker about the opposite event the discussion often expresses disagreement, so that a person can change language because of his dislike or disagreement.

f) Makingjokes

This function is carried out to create humor between the speaker and the interlocutor. It is also used to avoid any awkwardness between them.

Code-Mixing have each function in communication. There are several functions according to Marasigan The first is the quotation, address specification, repetition,

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[36] Ibid, 33.
[37] Ibid, 33.

interjection, message qualification, personalization and objectivization, and facility expression.[38]

a) Quotation

Marasigan defines "subjects quoted themselves and others directly or indirectly to sound more credible to the addressees". She illustrated that a quotation served as an evidence that what they said is true based on addresses. In addition, a quotation is used to defend the authenticity of the message Example: Spanish-english. from the conversation among two chicano professionals. The students talking about her baby-sister.

She doesn't speak English, *so, dice que la reganan:"si se les va olvidar el idioma a las criaturas"* (she says that they would scold her: "the children are surely going to forget their language".)30

A quotation can be seen from example above by switching the language from English to Spanish in order to retain the message.

a) Addressee specification

Marasigan stated in this type of switch, it recognizes not only interacting members of the speech events but also recognizes that either language behaviors may be more than merely a matter of individual preference or facility, but also role relation. Furthermore, addressee specification immediately happens in order to convey the message to the listener even though the message is posted as follows:

Has headache preparing timetable for the 1st time ~ ~ *tima kaseyy la kpd (thanks to)* Ophelyatie Zin *atas tunjuk ajar yg diberikan (for your assistance)*

The example above, address specification can be seen from mentioning the name of her friend to give a message directly.

b)   Repetition

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[38] Marasigan, "*code switching and code mixing in multilingual societis : monograpgh series"*. Singapore : singapore university press, p. 34

A message is repeated in the other code aimed to clarify what the students said, strengthen or emphasize the message, or mark the joke.31 Moreover, repetition proposed to make the message is more clear and understandable to the listeners.

Example:

OK I may sound like a *noob/jakun/sakai*, but I just found out that my Maybankard Visa Debit works like a credit too. WOW. So I don"t need to applay for a credit card now right? Or what do you guys think? Is the debit card as handy as a proper credit card? *The hubster and I kind of have this „thing" against credit cards.

In example above, the term „noob" repeat in other language „jakun" and „sakai" in order to prevent confusion from the listener or writer. It made to establish the understandable message.

c) Interjection

Based on Marasign interjection used to change the interaction from the "we" to "they" code or from the "they" to the "we" code. It means that the students used interjection to switch and mix the code. Interjection expresses strong feeling and emotions. Therefore, interjection is clearest than other language base on language expression. Here the example of interjection.

While having luch together, A noticed that C was about to eat her banana (A"s banana) for dessert.

A: Very bad! akinyan (that"s mine)

B: Hep, hepsaamingdalawa (that"s ours)

A: Ay, nag-bell (Hey, the bell is ringing for our next class)!

The conversation indicated that the English interjection „very bad" was influenced by setting. It is common learned by student in school since they are used by teachers to assess their performance or behavior. The using interjection „very bad" is to express her disapproval C"s behavior.

d)   Messege qualification

As Marasigan states, "Message qualification is to express the time of concept". She also explained that another large group of switches consist of qualifying constructions such as clauses, sentences, and phrases (verb and noun complements). Example:

Two teachers were supposed to meet one day in school. Both of them claimed that they came, but for some reason they did not meet each other.

A: Nanditoako (I was here)

C: Walaka ditto (you weee not here)

A: Nanditoako (I was here). Friday? Nanditoako (I was here)

C: Not this Friday. Before All Saints" Day. Yun angusapan (that"s the appointment day). Marasigan stated that for years, it has been an accepted fact that Filipino do not conceive time as something specific or exact remarked,

"Filipinos to comprehend the important to time as viewed by westerners".[39]

4.   Code Switching and Code Mixing in the Speaking Class

Speaking Ability

a. Definition of Speaking

Speaking is a process of building and sharing meaning using verbal and non-verbal symbols. Speaking is "an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking consists of producing systematic verbal utterances to convey meaning. It is spontaneous, open ended and evolving.[40]

According to Jo McDonough and Christopher Show, "Speaking is not the oral production of written language, but involves learners in the mastery of a wide range sub-

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[39] Ibid, 41.
[40] Jo McDonough, et all, *Materials And Methd In ELT : A Teacher's Guide* (Cambridge : Blackwell publisher, 2013, 156. theleen M. Bailey, *Pratical English Language: Speaking*, (Singapore: McGraw Hill, 2005),2.

skill which added together, constitute an overall competence in the spoken language". [41]It means that speaking is produced by compositing language skills. Those skills aresustaining each other, for instance; speaking skill can not be separated from listening. Speaking skill preceded by listening to know new vocabulary and English sound they do not hear or know before.

Speaking is the interaction and requires of the ability to co-operate in the management of speaking turns. Speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum.Speaking is one of an important components in language.According to Sari Luoma speaking skill is an important part of the curriculum in language teaching and this makes them an important object of assesing as well.[42]

Speaking is the process of the human communication. According to David Nunan to most people, mastering the art of speaking is the single most important aspect of learning a foreign language[43]. It means that speaking becomes the most urgent aspect which had to be mastered in language learning.

Based on the explanation above, it can be concluded that speaking is the communication to make same perception between the speaker and the hearer. It begins from delivering and receiving, hence processing the information that can be understood by the speaker and listener.

b. The Function of Speaking

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[41] Jo McDonough, et all, *Materials And Methd In ELT : A Teacher's Guide* (Cambridge : Blackwell publisher, 2013, 156. theleen M. Bailey, *Pratical English Language: Speaking*, (Singapore: McGraw Hill, 2005),2.

[42] Sari Luoma, *Assesing Speaking* (New York : Cambridge University, 2008), 1.

[43] David Nunan, *Language Teaching Methodology*(Prentice Hall International, 1991), 39.

According to Born and Yule, as quoted by Jack C. Richard, functions of speaking are classified into three; they are talks as interaction, talks as interaction, and talks as performance.[44]

The first function is talks as interaction. This refers to what we normally mean by "conversation" and describes interaction, which serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences and so, on because they wish to be friendly and to establish a confortable zone of interaction with others.

The second function of speaking is talk as transaction. This type of talk or speaking refers to situations where the focus is on what is said or done. The message is central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially each other.

The last function is talks as performance. This refers to public speaking, that is, talks that transmits information before and audience such as morning talks, public announcement, and speeches.

c. **Aspects of Speaking**

Speaking has many different aspects, as follows:

1. Accuracy

Accuracy in this context refers to the ability to speak properly that is selecting the correct words and expression to convey the intended meaning, as well as using the grammatical patterns of English.[45]

2. Fluency

Fluency is the simply ability to speak fast. [46]Fluency can be defined as the ability to speak fluently and accurately. Fluency in the speaking is the aim of

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[44] Jack C. Richard, *Teaching Listening And Speaking: From Theory To Practice*, (New York: Cambridge University Press,2008), 21.

[45] Kathelan M. Balley, *Practical English Testing: Speaking*, 5

many language learners. Signs of fluency include reasonably fast speed of speaking and only a small number of pauses. So, fluency is known as aspect that must be improved in speaking, because the successful in speaking are able to speak fluently and confidently like native speaker.

B. Previous Research Findings

To do this Research, Researchers have found previous research findings that have been given inspiration to analyze code switching and code mixing used by lecturers and students in learning to speak. There are three studies that were selected as Contributing previous research findings in conducting this research.

The first dtudy is conducted by Tri Rahayu students from IAIN Ponorogo the title is " an analysis of code switching I teaching english speaking skill used by taecher and the students at the eight grade of SMPN 1 Sambit Ponorog". Teaching English has been an important issue in countries where English is not their first language. In English language classroom, code switching can be used as a tool to maintain classroom management in the sense that it serves as a powerful approach to execute orders as well as means to emphasize important key terms. Code switching in the classroom is mainly practiced as a tool for communication, both offering opportunities for students to understand the taught concepts well, and enhancing a smooth continuity of the classroom instruction. This implies that the practice of code switching in the classroom helps to fill the bridge of miscommunication between the teacher and the students particularly as regards to giving instruction.

This research was conducted in order to know: 1. The types of code switching used by the teacher and the eighth grade students at SMPN 1 Sambit, 2. The functions of code switching used by the teacher and the eighth grade students at SMPN 1 Sambit, 3.

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[46] Scott Thornbury, *How To Teach Speaking*, (London: Lonngman, 2001), 6.

The student's perceptions toward the use of code switching in teaching English speaking skill at the eighth grade of SMPN 1 Sambit.

The research approach was qualitative and the design was case study. The objects of this research were 72 students. The data collection was done by applying observation, interview, giving questionnaire, and documentation. The researcher also analyzed data reduction, data display, and drawing conclusion.

The result of research showed that there were 3 types, 3 functions of code switching and 10 student's perceptions toward code switching used by the teacher and the eighth grade students at SMPN 1 Sambit Ponorogo. They are 15 tag code switching, 17 intra-sentential code switching, and 29 inter-sentential code switching. The Functions of code switching are 1 participant, 5 solidarity, and 2 topic switch. Meanwhile 10 of student's perceptions toward used code switching are; make students discipline in the class, help students to understand the materials, make students active in the teaching learning, help students to comprehend the difficult or new word, make students confident, help students to comprehend about the teacher's instructions, make students interested to join English class, make easy to communicate with the teacher and friends during the English lesson, make easy to do the assignment, help students to share their ideas and opinions.

Second, the previous study was from Salmawati (2020) with the title " An analysis of code switching and code mixing in teaching learning process at SMAn 5 Pinarang". **SALMAWATI.** *An Analysis of Code Switching and Code Mixing In Teaching Learning Process At SMA Negeri 5 Pinrang* (Supervised by Abd. Rauf and Amzah).

This research took code switching and code mixing in teaching learning process at SMA Negeri 5 Pinrang especially the teacher. The main point is to known the types of code switching and code mixing that made by the teacher and also the teacher factor to

did code switching and code mixing in the class. The aim of this research is to describe the form of code switching and code mixing in English teacher.

This method of the research is used descriptive qualitative method. To collecting the data used observation to found the types and questionnaire to found the factor, technique analysis of data through observation is table analysis, whereas the data obtained from the questionnaire were analyzed according to types of questionnaire that is using the guttman scale, than placed in the place the range of percentages.

From the results of data analysis that has been collected is the form of code switching generated is more dominant than code mix with the type that dominate is tag code switching 76%, with percentage of each types expressed tag code switching 76%, intra sentential code switching is 11%, and inter sentential code switching is 13% while inner code mixing is 23%, outer code mixing is 77% and hybrid code mixing is 0%. Secondly, from the results of data analysis obtained from a questionnaire the factors causing the teacher to do the process of code switching and code mixing because students better understand the explanation from the teacher, students better understand the intentions and request of the teacher. In addition, factor condition also cause the teacher to do the code switching and code mixing in teaching such as there are change the topic in the classroom.[47]

Third, the previous study was come from Wahidag Abdullah (2011) with the title is " indonesia- english code mixing in speaking at Pesantren IMMIM putri Pangkep".

This study focuses on the case of Code Mixing that occurs in speaking to students Islamic Boarding School IMMIM (Indonesian Mushallah Mosque Association Muttahidah) Putri Pangkep. The purpose of this research is to obtain the forms of code mixing used by female students Pesantren in speaking. The method used is a qualitative descriptive method, and in collecting data used to observe, record, record and record.

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[47] Salmawati, *"An analysis of code switching and code mixing in teaching english process at SMAN 5 Pinarang"*. (Thesis IAIN Parepare, 2020)

Fourth, the previous study was come from journal of english education and enterpreneurship (JEEP) written by sekar seta rivi putri, fitri palupi, bambang eko (2021) the title is " code mixing in speaking of tenth grade students" Code-mixing is the use of two different languages in a sentence without changing the topic. The objectives of this research are to find out the types of code-mixing utilized in students speaking and to know the factors of code-mixing mostly occurred in students speaking. Due to covid-19, the researcher collects the data by using Triangulation: Participant Observation, In-depth Interview and Documentation through Zoom and WhatsApp Application. Analytical research is applied to analyze code-mixing in students speaking of tenth grade students at SMA N 1 Metro accademic year 2019/2020. The result shows that there are 23 out of 33 students use code-mixing in their speaking. It is found 45 code-mixing devided into three types including 21 Insertion which characterized by inserting one or more Indonesian vocabularies into an English sentence, 19 Alternation which characterized by the existence of clause or sentence alternation between Indonesian and English, and 5 Congruent Lexicalization which characterized by the existence of dialect from Indonesian inserted in students English Speaking. It is found that there are 4 factors of code-mixing namely interlocutor or the person whom they are talking to, culture or habit, confidence and lack of vocabulary.[48]

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[48] Sekar seta rivi putri, fitri palupi k, bambang eko s, *"code mixing in speaking of tenth grade students",* Journal of english education and entrepreneurship (JEEP), Volume 1 nomor 1, januari 2021, 44

CHAPTER III

RESEARCH METHODS

A. Research Approach and Design

To conduct this research, the researcher used qualitative approach. Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretative, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recording, and memos to the self. At this level, qualitative research involves an interpretative, naturalistic approach to the world. This meant that qualitative researchers study things in their natural setting, attempting to make sense of interpret, phenomena in terms of the meanings people bring to them. [49]

In this reseach the researcher focus on code switching and code mixing This means that the data in this study relates to student conversations in terms of code switching and code mixing. Therefore, this study uses a descriptive method qualitative design in collecting data. Qualitative descriptive studies are the most "theoretical" of all qualitative approach to research. On the other hand, qualitative descriptive studies are the least overburdened study, compared to other qualitative studies approach, with a pre-existing theory or philosophical commitment. By comparison, qualitative descriptive studies tend to draw from naturalistic inquiry, which purports a commitment to studying something in its natural state to the extent that is possible within the context of the research arena. Than the goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals.

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[49] John W Creswell, qualitative inquiry and research design (london : sage publications Ltd, 2007), 36.

Based on the statement above descriptive design in accordance with the main objectives of the research, namely: is to describe code switching and code mixing used by Students in Teaching English Speaking Skills at IAIN ponorogo.

B. Researcher's Role

Researchers pay attention to student activities during the teaching and learning process, researchers write, pay attention, and record their discussion processes with fellow students in class, where they use several languages that are used for them to communicate. The students use code-switching and code-mixing methods when expressing opinions or when asking for material, here the role of the researcher is as an observer. Observational research has two types of observations. Namely participant observation and non-participant observation. Kumar revealed that participant observation is when the researcher also participates in activities as a member. On the other hand, when the researcher observes and listens during the activity and becomes a passive observer, it is called non-participant observation. In this opportunity, the researcher chose as non-participant observation. The second role of the researcher is as an interviewer. An interview is a face-to-face or non-face-to-face conversation between two or more people with a specific goal in mind.

C. Researcher Setting

The researcher chose the "speaking" class in the second semester of the English Department of IAIN Ponorogo, located on Jl. Scout 156 Ponorogo. Reasons for choosing students because the fifth semester has great potential in data collection, because there are still very many students who do not fully use English in learning activities, discussions, etc. in the "speaking" class.

D. Data source

According to Krippendorf, Data is information of indication has to be written in whole of writing process and this case focused on research.[50]

The use of primary data aims to collect the problems faced by the research, by using procedures that are compatible with the problems experienced by the research.

In this research The main source is the results of observations in class, this is a video transcript about code switching and code mixing in "speaking" skills used students of TBI A Second Semester at IAIN Ponorogo. While the secondary data sources are researchers obtain data that has been collected from other sources. In this research secondary data includes interviews, questionnaires, documents, field notes, journals, and books.

E. Data Collection Technique

Researcher found several techniques in data collection. In the process of data collection it can be said to identify individuals for research, by obtaining their permission to study them, and gathering some information by giving questions or observing their behavior. This study uses observation, interviews, and documentation as data collection methods.[51]

a. Observation

In this study, the researchers observed 4 meetings with the material, the first meeting about student activities from morning to night, the second meeting discussing family, the third meeting about things they liked and didn't like, and the 4th online meeting via zoom meeting and discussing about Melanie's activities that students can see on YouTube. In this study, the researcher acts as an observer. The researcher only focused on code switching and code mixing used by students in speaking courses in their classes.

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[50] Klaus krippendorff, analisis isi : pengantar teori dan metodenya, (Depok: Rajawali pers, 1991), 89.

[51] John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (University of Nebraska-Lincoln,2012),9.

By observing, the researcher showed several processes of code switching and code mixing used by students, namely: types, functions, and students' perceptions of code switching and mixed languages. Then in this way can be assisted with video and voice recordings from students. The researcher observed how the speaking learning process was carried out. In this study, the researcher acts as an observer. The researcher only focused on code switching and code mixing used by students in speaking courses in their classes.

b. Interview

In a qualitative interview, the researcher asked 7 English student participants in the "speaking" class, in the form of open-ended questions about code switching and code mixing that they used during the teaching and learning process. The researcher then copied and typed the data into a computer file to analyze the responses to the questions allowing participants to make options for responding.

In this study, researchers used interview analysis techniques with 7 students as participants. From students, researchers can get information about code switching and code mixing lecturers used in the "talking" class and researchers can learn about the effects of code switching and code mixing in communication in speaking classes from students.

c. Documentation

In this study, the researcher also uses documentation as a tool to collect data, the data documentation is obtained from videos of students conducting discussions during learning by using code switching and code mixing when they share their opinions. The researcher also used several photos to document while observing the class.

Documentation is one of the data collection methods that produces important manuscripts related to the research subject, allowing the collection of complete and accurate data that is not estimated at estimates. Documentation used to collect data that already exists in the document manuscript[52].

These data provide important information in helping researchers understand the central phenomena in qualitative.[53]

In conducting this research, the researcher obtained data in the form of documentation from: video recorders and voice recordings, pictures and sounds in the process of learning to speak English, field notes and a list of interviews and analyzes that the researchers observed during speaking. "Class with learning materials for 4 meetings in class, namely discussing family, activities, likes and dislikes and Melanie's activities. This material is very important for researchers in conducting research because with this material it is easier for students to conduct discussions..

F. Technique of Data Analysis

After collecting the data, the writer analyzed the data. In qualitative research, data analysis techniques are used to answer the problem formulation in data analysis, the authors use data analysis techniques, is collecting data, reduction of data, presentation of data and the last step is the conclusion. the technique are as follows:

a. Reduction Data

The researcher identified data derived from observations made in class and wrote down the results of the observations to answer the problem formulation about code switching and code mixing used by English speaking class students at IAIN Ponorogo. Data reduction means collecting, and focusing on material,

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[52] Basrowi and Suwandi, *Memahami Penelitian Kualitatif* (Jakarta: Rineka Cipta, 2008), 158.

[53] John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (University of Nebraska-Lincoln,2012),222.

selecting points, focusing on learning activities about the importance of code switching and code mixing in "speaking" classes, to find answers. The author reduces the overall data collected and gets data that is more suitable for analysis.

b.   Presentation of Data

The researcher wrote the data in depth and orderly to acquire a picture of the students who utilized code switching and code mixing in the speaking class, in order to make the data easier to grasp. Presentation of data often used in qualitative data is a narrative. Presentations of data contain collection of information that arranged systematically and easy to understand. In order to make the data easy to understand, the researcher wrote the data in detail and orderly to get a picture of the students who used code switching and code mixing in the speaking class.

c.   Conclusion and verification

Conclusion is a last step in data analysis, we must look the results of data reduction, keep refer to problem statement in the purpose to be achieved. Data has been arranged and compared between one to other, it is to make a conclusion as an answer of the problem. [54]

G. The Validity of the Findings

The concept of data validity has been validities and reliabilities concept. When a qualitative approach is used , the research checks the validity of the data by checking some components such as:

1. The strenuously observations

Strenuous observation refers to the researcher identifying the characteristics and elements in this situation that are relevant to the chosen issue.

Conducting these elements of this study;

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[54] Ni putu diana yosi, I gede sadia, *"An analysis of code switching in dialogue of the indonesian novel permainan maut by Lexie Xu"*, Humanis : journal of arts and humanities, Vol 23.3 Agustus 2019: 176-184, 89.

a) Observing the learning process in the "speaking" class regarding the functions and types of code switching and code mixing how they use it in discussion and presentation activities.

b) Conduct in-depth research until the researcher consistently finds several valid data points.

2. Triangulation

Denzin stated that triangulation is one method by which the researcher analyzes data and then presents the results to others to understand the experience of a common phenomenon. Triangulation is an important concept regarding data analysis for an empirical study. To be sure, multiple external analysis methods are concerning the same events and the validity of the process can be handed by triangulation.[55]

In this validity check section, the researcher uses a methodology, which involves interviews with several students, with several questions related to why they use code switching and code mixing in learning, observations in activities duringthe learning process- teaching, and classroom situations, as well as documents such as documents, scripts, and interview recordings. This time, the researchers conducted triangulation to investigate the data during the learning process in the "speaking" class about code switching and code mixing in the second semester class of English departemen at IAIN Ponorogo.

H. Research Procedures

In this research, there are some procedures of research which must be done. They are planning,

1. Planning

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[55] Denzin, "Paradigm Shift: Revisiting Triangulation in Qualitative Research" (2018),21-22

This procedure includes arranging the planing choosing the research location, organizing permission, observing, choosing and using information, preparing instrument, and something that relates research equipment.

2. Data Analysis Procedure

Researchers analyzed data, observed students in the learning process, analyzed the results of interviews, analyzed code switching and code mixing used by students in the discussion process in class.

3. Research Report

The researcher's writing is in the form of writing a qualitative descriptive thesis about "an analysis of code switching and code mixing in speaking class at IAIN Ponorogo"

Specific Data Description

1. Code Switching

Code switching is defined by Hymes by mentioning what is referred to as internal code switching, namely code switching that occurs between regional languages in one national language, between dialects in one regional language, or between several varieties and styles found in regional languages. a dialect. As for what is meant by external code switching, that is, if it occurs between the native language and the lion's native language. From the example (8) given by the author above, it is classified as an example of an external code-switching conversation because it involves a foreign language, namely French. [56]While the meaning of code switching given by Jendra There are situations where speakers intentionally change the code used, namely by

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[56] Suardani Silaban, Tiarma Intan Marpaung, *"An Analysis of Code Mixing and code Switching used by Indonesia lawyers Club on TV one",* JETAFL (Journal of English teaching as a foreign language), Vol. 6, Issue 3 : December 2020

switching from one code to another. This change is called code switching. It can be defined as changing code or switching from one language to another.[57]

This can be realized as an alternative use of two languages in the same speech or during the same conversation if we have difficulty communicating or discussing in a "speaking" class. Most speakers or interlocutors will switch languages in informal rather than formal situations, but usually students switch more using informal language. In addition, code switching also shows imperfect knowledge of the grammatical system or it can be said because they are not able to use English in full. This means that code switching is motivated by the inability of speakers to find words to express what they want to say because the speaker is not a native speaker of the language. In the following data, the writer has classified the utterances according to the second classification based on the scope of the language switching or the nature of the language meeting points that occur: intra-sentential, inter-sentential, and tag code switching.

a. **Tag code switching**

Tag switching is an interjection, tag, or sentence filler in another language that is used to mark ethnic identity.[58] This change of symbol is also known as tag switching. Woolford said tag switching is also related to the insertion of tags in one language into speech that is completely opposite in another language[59]. Therefore, the form of tag that exists in an utterance is called tag switching or transitional symbol. The researcher only found one utterance of symbol code switching as follows:

Tabel Data Description of Tag Code Switching

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[57] Miftah Arrizki, Yulianti Mutiarsih, Iis Sopiawati, *"An Analysis of code switching and code mixing in the film" : Tokyo Fiancee" by stefan Libersky*

[58] Janet Holmes, An Introduction to Sosiolinguistics 4th Edition, 35

[59] Anastasia Schmidt, Between the Languages: *"Code Switching in Bilingual Communication"*, 24

No	Utterances	Function
1	Ma'am, this is the one in Google Classroom, right??? **Iy bu bener??** is this the 3rd chapter?	Topic switch
2.	I think it's monday ma'am **duh lupaa**?	Making assuming situation
3.	Does it mean the daily activities are about Doni or not, ma'am, **gimana bu?**	Topic switch
4.	Ini yang atas juga dikerjakan bu? **Yang like and don't like?**	Topic switch
5.	Alright, let's start with the presentation from me, gapapa kan?	Covering inability
6.	I wake up in the morning around 5 to **sholat subuh**.	Express solidarity
7.	After that I help my mother in the kitchen Biarpun **I can't cook hehe.**	Making assuming situation
8.	If I don't help mom **aku kena marah** by mom but I'm just silent.	Reducing and avoiding face
9.	**Memangnya** your mother doesn't know if there is a morning class schedule.	Reducing and avoiding face
10.	Kalo kata ibuku masakanku itu **the bestt poll**	Covering inability
11.	Our likes with other people are different so we have to **mengargai gitu**	Reducing and avoiding face
12.	**Busettt,** if I go from home to school about half an hour	Making assuming situation
13.	Usually at night **push rank buu**	Making assuming
14.	Do you want to be a **gamer yaa?**	Topic switch
15.	Memangnya Where does your father work,	Topic switch

	why don't you come home often?	
16.	Sometimes **dia nyebelin** but still my sister	Reducing and avoiding face
17.	I have breakfast for **menghargai** Mom's cooking	Express solidarity

b. Intra- sentential code switching

Intra-sentential code switching is a term for switching in a clause or sentence in formal or informal communication. [60] There are several functions of code switching, including: a) solidarity and membership status, b) topic switching, c) affective function (increasing prestige so that they are seen as educated people, we can cover language disabilities by using certain language translation methods, can also be used to reduce and avoid making faces when something is wrong, making funny situations, expressing disapproval and anger) with the language we use. The researcher found 20 code-switching utterances between sentences as shown in the table below:

Table Data Description of Intra – Sentential Code Switching

NO	Utterances	Function
1.	Saya juga gitu bu, "**joging every morning and go to the gym**"	Topic switch
2.	So I don't like money, **tapi semua butuh uang.**	Express solidarity
3.	Laki-laki pelampiasanya **playing game** kayak gitu.	Express solidarity
4	Menurut bu rifa "**listening to music**" apa	Topic switch

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[60] Suzanne Romaine, Language in Society: An Introduction to Sociolinguistics 2nd Edition, 57

	termasuk hoby?	
5	Kalo masalah tidur alfan jagonya bu alias "**likes to sleep anywhere.**"	Express solidarity
6	If I ask my mother it must be mother **jadi ngamuk** .	Covering Inability
7	I also never did the dawn prayer **Ya mergo kawanen** but after that regret it.	Covering Inability
8	After that drink coffee for a while **sambil ngudut**	Covering Inability
9	**Ya karena** I'm a boy so I never help in the kitchen	Covering Inability
10	But if **kalo nyapu iya** usually sweeps the page	Covering Inability
11	After that, take a shower for about 15 minutes **kadang lebih**	Covering Inability
12	Do you want to know toiletries too or not??**siapa tau kepo**	Topic switch
13	You wear toiletries **pribadi** or have someone else?	Topic switch
14.	Usually when a boy uses his father **haha ngakak**	Topic switch
15	My sister just use mine **kog**	Topic switch
16	**Jijik si**, but like that makes you familiar	Topic switch
17	You can't do that **biarpun galak** it's still your father	Reducing and AvoidingFace
18	Really fierce, but you're good, **ngerti nggak si**	Reducing and AvoidingFace

19	You look like sule, better be a comedian **ada yg bayar haha**	Making Amusing Situation by Using Humor
20.	If you don't become a vlogist **kayak mimi peri**	Making Amusing Situation by Using Humor

c. **Inter – sentential code switching**

Code switching between sentences occurs between sentences or between words, depending on the content of the conversation. This means that all clauses or sentences are in one language in the sentence, but the speaker shifts the next clause or sentence to another language due to lack of vocabulary in another language. Alternating usually occurs between at least two clauses or two sentences. There are several functions of code switching, including: a) solidarity and membership status, b) topic switching, c) affective functions. The researcher found 20 code-switching utterances between sentences as shown in the table below :

Table Data Description of Inter- Sentential Code Switching

NO	Utterances	Function
1.	**Sorry miss in the first video**, saya pergi ke kamar mandi **because** perut saya sakit.	Topic switch
2.	Kalau yang terahir saya lihat miss yang **about melanie schedule**, tapi **the one after school** tiba tiba **my signal is dificult** biasalah di desa haha.	Making amusing situation
3.	**You like shopping.** tapi kamu nggak suka uang. **something the opposite. but it's okay**	Express solidarity

4.	Makanan tradisional ya bu?? **I really like fried rice!!!**	Express solidarity
5.	Hampir mirip kayaknya, **because hate and dislike** artinya sama-sama nggk suka.	Topic switch
6.	Saya tak kelompok an sama bungan aja bu**, because friends from chilhood**.	Express solidarity
7.	**Melanie looks beautiful when she goes to school** dan saat itu juga **Rendi was very fascinated to see Melanie, she said she was like a princess.**	Making amusing situation
8.	Aku tuh nggak suka makan jamur, "**because it's bitter**"	Express solidarity
9.	That's what Melani brought to the training ground **kayak sejenis roti**	Express solidarity
10.	**Charly is a singer and songwriter, but** lagunya sangat sedih sperti **attention** itu dia buat sendiri.	Topic switch
11.	Kamu itu **want to be a singer who goes international or only domestically?**	Topic switch
12.	Aku juga merasa nggak mirip sama orang tuaku, aku juga sering **insecure**	Topic switch
13	Dalam keluarga yang paling pinter itu kakakku, **pokonya she is the best in everything**	Covering inability
14	**My father works in the office , while my mother stays at home** biar rumah ada yang ngurus	Covering inability
15	**My sister is so beautiful** beda banget sama aku	Expressing solodarity
16	Yeah, you really don't look like your sister. **Tapi kamu juga cantik kog**	Reducing and avoiding face

17	Kamu masih pakek google translate ya?? **But its oke I also use it sometimes hehe**	Reducing and avoiding face
18	Harusnya, you don't have to always compare to your sister**, but I know how you feel nanti kamu nggk bisa bersyukur.**	Covering inability
19	Everyone **punya porsi ,** you're beautiful alone, you can't be humble	Reducing and avoiding face
20	**you are beautiful like** lucinta luna haha ngakak	Making amusing situation by using humor

2. Code mixing

McCormick says that code-mixing is a method for referring to speech in which a change between two or more languages is spoken and consists of several shorter elements, often just one word.[61] Code mixing is done when a speaker uses or mixes two or more languages to understand each other's language. Then Muysken stated that code mixing refers to all cases where the lexical items and grammatical features of two languages appear in one sentence.[62] Code mixing is usually done during informal conversations rather than in formal conversations. The types of code mixing discussed below are intra-sentential and intra-lexical code mixing.

a. Intra sentential code mixing

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[61] Bernard Spolsky and Francis M. Hult, The Handbook of Educational Linguistics, 49

[62] Katja F. Cantone, Code Switching in Bilingual Children, 56

This mixing aims to provide convenience in communicating or discussing so that the interlocutor understands the intent of the speaker because it is to balance the interlocutor who is not very proficient in a particular language. This mixer has several functions such as: a) expressing solidarity and intimacy, b) asserting status, pride, and power, c) lexical needs, d) incompetence, e) expressing one's emotions, f) making jokes, and g) being more informative. Researchers have found several utterances that are included in intra-sentential code mixing as shown in the following table:

Table Data Description of Intra – Sentential Code Mixing

No	Utterances	Function
1.	When I help my mother, my brother "**pasti pergi main**".	Expressing self emotion and exprssion
2.	If my father works as a " **tukang tambal ban**" and my older brother wander.	Lexical need
3	**And than**", aku lebih pengen kerja di kantoran.	incompetence
4	He is also often angry with the neighbors," **ih takut**".	Lexical need
5	Is it true that your mother is never home "**pas malem?**"	Lexical need
6	I work as a tool, "**gajinya kecil**" it's better to be an entrepreneur.	Lexical need
7	My father used to work in surabaya but came home because of him **kena guna-guna**	Incompetence
8	**Biasanya** the ones who use it because **sirik**	Lexical need
9	**Kog tega ya** if i go to college i will be given money	Expresing self emotion and expression
10	Mm you **biasanya** pray maghrib at home or at the	Lexical need

	mosque	
11	My sister likes **pradul** with grandma	Expresing self emotion and expression
12	After college i sleep because **capek**	Lexical need
13	That's a primitive **poll,** don't be like him	Expressing self emotion and expression
14	My mother said don't be a lazy child later **nanti ketento** until after marriage	Incompetence

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b. **Intra – lexical code mixing**

This language mixing occurs within the word boundaries of a sentence.[63] The meaning is also very much different from intra-sentential which occurs within the boundaries of phrases, clauses, or sentences. Mixing is very simple because mixing only occurs by embedding another language into a word or sentence. This mixing has several functions, including a) expressing solidarity and intimacy, b) asserting status, pride, and power, c) lexical needs, d) incompetence, e) expressing self-emotions, f) making jokes, and g) being more informative. The following are utterances that are indicated as intralexical code mixing:

Table Data Desription of Intra – Lexical Code Mixing

No	Utterances	Function
1.	It could be one "**kelebihanya**" than others	Lexical need
2.	Dia juga sering **ngereply** lawakan random aku.	Incompetence
3.	katanya dulu kerja di surabaya trus **diget out**	Incompetence

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63 Katja F. Cantone, "*Code Switching in Bilingual Children"*, 70

	atau di **difired** ya?	
4.	Nothing is impossible in this world, **mentransfer** knowledge is worship	Lexical need
5.	My father used to work as a "**kuli**" but now as a driver	Lexical need
6.	My brother also works overtime "**bagai kuda**" so I feel bad	Lexical need
7	My neighbor has also lost until does he "**akeh utang ngno lo**".	Lexical need
8.	Kalau itu "**not my business**" bukanya nggak peduli	Incompetence
9.	Dia juga "**not bad**" si menurutku	Incompetence
10.	If I had an employee like that, I would be very "**trauma**"	Incompetence
11.	Pokoknya is "**another level of happy**" kalo sama kalian	Expressing self emotion and expression
12.	In the past, my grandfather was also cheated until he became very sick, and "**itu nyakitin banget**"	Expressing self emotion and expression
13.	Among my family jadi pns itu "**outstanding**" banget	Expressing self emotion and expression
14.	Usually me **mencungkil** door first	Expressing self emotion and expression
15.	My uncle used to work in Papua, then you also became apa itu **item**	Incompetence
16.	My dream is to be an English teacher and translator **menteri staf**	Incompetence

17.	**Jan tenan** that was my favorite too	Incompetence
18.	**Apasihhh** I'm really quiet	Expressing self emotion and expression
19.	After that I went to college using a **supra motor**	Expressing self emotion and expression
20.	Ya karena dia gampang "**insecure**" maybe	Lexical need

CHAPTER IV

RESEARCH FINDING

A. **General Data**

1. **The History of State of Institue of Islamic Studies Ponorogo.**

The existence of IAINPonorogo is inseparable from the Abdul WahhabSyari'ah Academy (ASA) as its embryo, which was founded on February 1, 1968 on the idea of KH. Syamsuddin and KH. ChozinDawoedy. The academy was then nominated on 12 May 1970 to become the Faculty of Shari'ah IAIN PonorogoSunanAmpel led by R.M.H. Aboe Amar Syamsuddin by holding a Bachelor Program. Then it grew and developed in 1985/86 by holding a Complete Bachelor (S-1) program by opening the Qodlo 'Department and MuamalahJinayah. [64]

Based on the demands of the development and organization of Higher Education, the Presidential Decree of the Republic of Indonesia Number 11 Year 1997 was issued concerning the Establishment of the State Islamic College. Since then all the faculties within the IAIN which are located outside the parent, changed to the State Islamic College (STAIN) and are no longer a part ofIAINSunanAmpel Surabaya. STAIN is autonomous and is a separate organic unit within the Ministry of Religion (currently: Ministry of Religion) led by a Chair responsible to the Minister of Religion. Functional development of STAIN is carried out by the Directorate General of Islamic Institutions of the Ministry of Religion.

The inauguration of the status change was marked by a ceremony held by the Indonesian Minister of Religion in Jakarta. After the inauguration ceremony, there was automatically a separation and transfer of principle between the Chancellor of the IAIN and the Chair of the STAIN respectively. Starting in the academic year 1997-1998 all

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[64] Bukupedomanprofil IAIN Ponorogo, download from www.iainponorogo.ac.id, 4

STAIN administration, education, staffing, and financial affairs were fully managed autonomously by each STAIN. STAIN Ponorogo is one of the regional Faculties, namely the Syari'ah Faculty ofIAINSunanAmpel in Ponorogo, which was converted into the State Islamic College. STAIN Ponorogo which was established on March 21, 1997 AD, to coincide with the 12ths of Dzulqaidah 1417 H. With this change of status, STAIN Ponorogo can open three Departments namely the Shari'ah Department, Tarbiyah Department, and Ushuluddin Department STAIN Ponorogo Existence ends in 2016 along with the transfer of status to IAIN Ponorogo.

2. **Geographical Location of IAIN Ponorogo**

The Institute for Islamic Studies of Ponorogo is located at: Jalan Pramuka No. 156, Ronowijayan, Siman, Tonatan, Kec. Ponorogo, Kabupaten Ponorogo, Jawa Timur 63474, Indonesia. It is located in the city center so it can be accesed easily.

a. North side : Let. Jend. Suprapto 1st alley

b. South side : Menur street

c. East side : settlement

d. West side : Jend. Suprapto street

3. **The vision and mission of state of institute of Islamic Studies Ponorogo**

a. Vision

As a center for islamic studies and development which is superior in the framework of realizing civil society.

b. Mission

1) Produce scholars in Islamic sciences who excel in material studies and research.

2) Produce scholars who are able to realize civil society.

3) Produce scholars with character and tolerance.

4. **The history of English Department IAIN Ponorogo**

The Tadris English Study Program was established in 2007 based on the Decree of the Director General of Islamic Education No. DJ. I / 178/2007. In accordance with PMA 36 of 2016, graduates of the Tadris English Study Program get an academic degree Bachelor of Education (S.Pd.). English Tadris Study Program has been accredited by BAN-PT with Value B Rating Based on Decree Number: 1011 / SK / BAN-PT / Accredited / S / IX / 2015, which is valid from 2015 to September 19 2020. Graduates of the English Tadris Study Program are projected as an English teacher in junior and senior high school, who has a good personality, creative, innovative, and responsible for the knowledge he has. Besides that, it can also be a translator who is able to apply the basic principles of translation theories that can be accounted for in their accuracy, redundancy, and excellence.

a. The vision of the Tadris English Study Program is "As a center for education and teaching of competitive and Islamic English teacher candidates in "

b. The mission of the Tadris English Study Programare :

1) Organizing education and teaching to produce professional and responsible educators and education professionals in the field of English language education;

2) Carrying out education and teaching that balance the dimensions of knowledge, skills, and personality based on Islamic values

3) Carrying out research and and community service in the field of education and teaching of English which can be utilized by stakeholders based on high dedication and commitment in the dissemination and implementation of English education;

4) Establishing cooperation at the national, regional and international scale in the development of English language education and teaching

c. The goal of english educational department

To graduate the bachelor of English teacher as a teacher in elementary until senior high school level, with good English ability both in written and spoken, capable to teach professionally, and mastering the sectors of English learning.

A. Specific Data

Researchers make observations about switching codes and mixing codes in learning the "speaking" course in the second semester TBIA class at IAIN Ponorogo, how the observation is done well. so that students look very enthusiastic during the learning process.

1. Types of Code switching

From the observations that have been made, the researchers found There are three types of code switching used by students majoring in English education in second semester in learning in the "speaking" class at IAIN Ponorogo, namely tags, intra-sentential, and inter-sentential code switching.

a. Tag code switching

o Apa dikerjakan semua miss?? **"what about melanie activities???"**

The expression above is a question mark sentence from a student who wants to ask his teacher, he uses Indonesian "apa dikerjakan semua miss?" then replace it by using English "what about melanie activities?? This is a symbol switching tag sentence**.**

o Sorry miss baru masuk. because my signal is bad. is there still a question and answer session???

o Jadi boleh menggunakan kata kerja ya bu?" **Can you really??"**

Tag code switching occurs when students ask the lecturer to provide an explanation for the question. He uses code-switching the tag "can you really?" because he wanted to clarify his question.

- Ma'am, this is the one in Google Classroom, right??? **"Iy bu bener??"** is this the 3rd chapter?

  The change of the tag code with Indonesian **"iya bu bener???"** occurs when a student wants to clarify it so that it is not wrong, so he uses the student's own native language. To ensure that the assignment is indeed in the Google Classroom.

- I think it's monday ma'am "**duh lupaa**?"

  When giving assignments to students, students forget that the collection is on Monday, and that makes some students dumbfounded, so students express their feelings by switching the tag code with "**duh lupa**" as a question to the lecturer that the instructions are correct or not.

- Does it mean the daily activities are about Doni or not, ma'am, **gimana bu?**

  Code-switching that occurs when students ask the lecturer about the videos in the Google Classroom. To learn the dose, students use the code-switching tag "**gimana bu?**" as a greeting to convey the truth of the task.

- Ini yang atas juga dikerjakan bu? **Yang like and don't like?**

  Tag code switching occurs when students ask the lecturer to answer his questions in front of the class, then he uses the English tag code switching "**like and don't like?**" as a student question to find out the response when going to work on the problem.

b. **Intra-sentential code switching**

In this study, the researcher found a lot of intra-sentential code switching. Intra-sentential code switching is the switching occurs in a clause or sentence, the change can occur within a sentence or sentence boundaries. The researcher found 22 utterances included in the intra-sentence code switching. Following are some of them:

- saya juga gitu bu, "**joging every morning and go to the gym**"

The utterance above had changed from Indonesian language "saya juga gitu bu" into English language "**joging every morning and go to the gym**". The switch of code was occurred in the sentence boundary or the last of the sentence. Then, it was included in intra-sentential code switching.

o So I don't like money, **tapi semua butuh uang.**

That utterance also switched from English language "So i dont like money" into Indonesian language **"tapi semua butuh uang haha".** But this switch was in the preceding sentence. As long as the switch was occurred within the sentence it should be called intra- sentential code switching.

o Laki-laki pelampiasanya **playing game** kayak gitu.

The above statement is a clause. Intra-sentential sentences do not only occur in sentences but also in clauses as written above. The intra-sentence code switching occurs in clauses or sentences. The substitution occurs in the middle of the clause. Which was changed from Indonesian **"laki-laki pelampiasanya"** to English "**playing game",** then switched again to Indonesian "**kayak gitu".** So, the speech is still referred to as intra-sentential code switching.

o Menurut bu rifa "**listening to music**" apa termasuk hoby?

The above statement is included in the intra-sentential code switching. The speaker switched from Indonesian "**menurut bu rifa**" to English "listening to music" and then switched again to Indonesian "**apa termasuk hoby?".** Substitution occurs in or in the middle of an interrogative sentence. It is therefore included in the intra-sentential code switching.

o kalo masalah tidur alfan jagonya bu alias "**likes to sleep anywhere."**

That utterance was having similarity with the first utterance. Which was switched the Indonesian language **"kalo masalah tidur alfan jagonya bu"**

into English language **"likes to sleep anywhere".** The switch was occurred in the end of sentence or in the sentence boundary. Then, it could be called as intra-sentential code switching.

c. **Inter-sentential code switching**

Code switching between sentences is code switching that occurs between sentences. This alternation must occur between at least two clauses or two sentences. The researcher found 20 utterances of code switching between sentences. Following are some of them:

o **sorry miss in the first video**, saya pergi ke kamar mandi **because** perut saya sakit.

That utterance was switched from English language "**sorry miss in the first video**" into dominant Indonesian language "**saya pergi ke kamar mandi**". The switch occurred between two sentences. The speaker spoke English in an entire first sentence. Then spoke Indonesian in the second sentence. That should be called as inter-sentential code switching.

o Kalau yang terahir saya lihat miss yang **about melanie schedule**, tapi **the one after school** tiba tiba **my signal is dificult.**

The switch occurred within sentences. Which the speaker said in Indonesian clause first **"kalau yang terahir saya lihat miss"** then she said in English sentence for continue "**about melanie schedule**". And then said "tapi the one after school tiba tiba my signal is dificult.". For that reason, it was named as inter- sentential code switching.

o **You like shopping.** tapi kamu nggak suka uang. **something the opposite. but it's okay**

The speaker used English sentence for the first "**you like shopping**". After that she switched the utterance into Indonesian sentence **"tapi kamu nggk**

suka uang". And for the third she switched it again into English sentences "something the opposite. but it's okay". That switch was occurred between three sentences. So, it was named as inter-sentential code switching.

o Makanan tradisional ya bu?? **I really like fried rice!!!**

The switch was occurred between two sentences. But the speaker changed the language into English in the second sentence. The switch that took place between at least to sentences was called as inter- sentential code switching.

o Hampir mirip kayaknya, **because hate and dislike** artinya sama-sama nggk suka.

The speaker switched from Indonesian language "hampir sama kayaknya" into English language "because hate and dislike" then switched it again into Indonesian "artinya sama-sama nggk suka". The switch that happened between two clause was called as inter-sentential code switching.

2. **Function of code switching**

   a. **Solidarity**

   People are easy to switch one language to another language to show their solidarity with other. Holmes stated participant, solidarity, and status mainly the use of code switching in an interaction.[65] A person changes his language due to feelings of empathy with others. On the other hand, they switch languages because they feel more comfortable using a second language in conversation and to balance communication with the person. The utterances that function as expressions of solidarity are:

   o La dia pernah sekolah di kampung inggris bu, **"dadose pinter sanget".**

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[65]Carol Myers-Scotton, Social Motivation s for Code Switching: Evidence from Africa,

This change occurred because the speaker appreciated his friend who was very smart in English in his class **"dadose pinter sanget"** the speaker switched his language from Indonesian to Javanese, because the lecturer often used Javanese in his class it was also a form of solidarity.

o **Melanie looks beautiful when she goes to school** dan saat itu juga **Rendi was very fascinated to see Melanie, she said she was like a princess.**

The bold above is a form of solidarity praise. The speaker showed pride when his friend's speech in class saw Nana in class, because she was wearing a polite but elegant dress. then change the language to express the pleasure form of the theme**.**

o Aku tuh nggak suka makan jamur, "**because it's bitter"**

The speaker changed the language from Indonesian to English because he felt that the friend he was talking to was very fluent in English and had a lot of vocabulary that the theme memorized, namely "because it's better." This includes solidarity between communications to balance the interlocutor.

o Aku juga nggak terlalu suka jamur, **not bitter but amused**.

This change occurs because during discussions about things that are liked and things that are not liked between some students, this change occurs to respect the discussion between students from Indonesian to English "**not bitter but amused"** because those who are invited to communicate are also fluent in English language.

b. **Topic**

Holmes stated this switching is based on the topic under the discussion.[66] People preferred talk about particular topic in more language than one language. This topic

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[66] ibid

switch is appropriate to help person for getting the better understanding. The following are several utterances that have functions as topic switch:

- That's what Melani brought to the training ground **kayak sejenis roti**

    The speaker switched the language from English to Indonesian because he talked about the video assignment sent by the lecturer in e-learning, the speaker did not understand the content of the video so the speaker said **"kayak sejenis roti"** to make it easier for the other person to understand. This is easier to reach if you use Indonesian.

- **Charly is a singer and songwriter, but** lagunya sangat sedih sperti **attention** itu dia buat sendiri

    The speaker uses English **"Charly is a singer and songwriter, but"** because the expression refers to Charlie as an international singer from England who actually uses English as his everyday language. and the term "**attention**" is the title of a charly song that doesn't exist in any other language.

- Kamu itu **want to be a singer who goes international or only domestically?**

    The speaker switched from Indonesian to English because of a certain discussion. clause **" want to be a singer who goes international or only domestically?"** help those who are invited to discuss easily understand the speaker's intent because this sentence sounds more familiar.

c. **Cover the inability to speak to fellow students**

A person communicates or creates into another language because he wants to balance the interlocutor and to express foreign words or to express his thoughts in one language. This function has been widely used by immigrants or people who do not know a certain language or people who are abroad. The following are speeches that cannot speak or communicate in a certain language.

o Aku juga merasa nggak mirip sama orang tuaku, aku juga sering **insecure**

The speaker changes the language because he doesn't know how to pronounce in Indonesian. he doesn't know how to say I'm ugly because he thinks it's too much, so he says it's **"insecure".**

o Dalam keluarga yang paling pinter itu kakakku, **pokonya she is the best in everything.**

The speaker uses English "she is the best of effect because he feels more comfortable and easy to speak or express it than in Indonesian. The speaker feels this is an interesting sentence, familiar and easy to understand.

o **My father works in the office , while my mother stays at home** biar rumah ada yang ngurus

In this case, the narrative uses English more than Indonesian**" My father works in the office , while my mother stays at home"** . That's because the interlocutor has studied in Pare or the English village for about a year. therefore the narrative and those who are spoken to are both using English.

o **My sister is so beautiful** beda banget sama aku

Speakers switch from English "**my sister is so beautiful**" to Indonesian "different from me". it can be concluded that speakers are not proficient in certain languages, therefore speakers are easier and more comfortable using Indonesian at the end of sentences to cover their inability.

d. **Reducing and avoiding face**

Code switching is used to avoid problems with other people. This transition will lead to language ambiguity. This code switching is used to keep the relationship between speaker and listener running well and avoid potential disputes.[67]if the other party's feelings are well received by the other party, the sentence is still the right way

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[67] ibid

so that communication goes well for both parties.Here's a communication that reduces the awkwardness between the two parties:

- o Yeah, you really don't look like your sister. **Tapi kamu juga cantik kog**

  The speaker uses the following sentence **"tapi kamu juga cantik kog"** because to keep the other person's feelings calm and kind. also used to avoid conflict between the interlocutor and also to keep communication going.

- o Kamu masih pakek google translate ya?? **But its oke I also use it sometimes hehe.**

  The use of **" But its oke I also use it sometimes hehe**", is so that the interlocutor does not feel hurt and insecure with the speaker's speech, because this sentence has a slight element of mocking the other person.

- o Harusnya, you don't have to always compare to your sister**, but I know how you feel nanti kamu nggk bisa bersyukur.**

  The words were spoken with a little emotion, because the interlocutor often spoke ill of himself. but the speaker uses kind and polite words so as not to make the other person not hurt and the speaker uses the sentence **"but I understand how you feel"** so that the other person feels like he is appreciated.

1. **Types Of Code mixing**

   Code switching is a type of speech in which the transition between two languages is made up of a few small pieces, often just one word.

   Wardough explains that code switching can be divided into two categories: intra-sentential code mixing and intra-lexical code mixing. [68]

   a. **Intra sentential code mixing**

[68]Bernard Spolsky and Francis M. Hult, The Handbook of Educational Linguistics, 49

Within a phrase, clause, or sentence boundary, intra-sentential code mixing occurs.[69] That is, we can find this interference in, in the middle of phrases, clauses, and sentences, or within sentence boundaries. Usually students use it so that the interlocutor understands what the speaker means and balances the speaker so that communication and discussion run smoothly. here are some of his words:

- When I help my mother, my brother "**pasti pergi main".**

  Speakers who combine the two languages are Indonesian and English. The bold letters "**pasti pergi main"** are spoken by the interlocutor in Indonesian. The mixture puts the word "definitely go play" at the end of the English sentence. It is therefore referred to as intra-sentential code mixing.

- If my father works as a **" tukang tambal ban"** and my older brother wander.

  speakers also still confuse Indonesian into English, for example using the Indonesian compound word "**tukang tambal ban"** This is smack dab in the heart of the topic Because it happens within a sentence, it's called intra-sentential code mixing.

- **And than"**, aku lebih pengen kerja di kantoran.

  Mixed code that occurs in front of the sentence. the interlocutor uses the English word "**and than"** in the sentence when they are discussing family, then the other person continues the sentence using Indonesian so that it is easy to reach until the end of the sentence..

- Is it true that your mother is never home **"pas malem?"**

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[69]Ping Liu, Code Switching and Code Mixing, 5

Thic code mixing occurs at the end of the interrogative sentence, the speaker uses Indonesian "**pas malem**" before the question mark at the sentence boundary, this is normal because the speaker accidentally uses Indonesian.

- I work as a tool, "**gajinya kecil**" it's better to be an entrepreneur.

  The mix of languages used in a phrase. The speaker when discussing mixing the word "**gajinya kecil**" in the middle of sentences between languages, and from the mixing code data above that has been described, it can be concluded that the code mixing is in the sentence, in front of the sentence.

b. Intra lexical code mixing

Code mixing that happens within word boundaries is known as intralexical code mixing. Used by placing another language before or after a word. The author has described several speech sentences that are included in intralexical code mixing, some of which are:[70]

- o It could be one "**kelebihanya**" than others.

  Mix the code in the middle of the sentence. Added word "**-nya**" at the end of English words. This form of "nya" is a familiar dialect in Indonesian. because it very often used and found is several regional languages, respectively, to express their own meaning and to show and convey a special meaning or something in a conversation.

- Katanya dulu kerja di surabaya trus **diget out** atau di **difired** ya?

  The prefix "-di" is very often found in Indonesian sentences, it is usually used as a sentence yIn this interrogative sentence, as an Indonesian prefix. This mixture of forms has occurred before the word "**get out**" as well as the word "**fired**". The purpose of the sign or prefix is to work as a passive verb.

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[70]Katja F. Cantone, Code Switching in Bilingual Children, 70

- Nothing is impossible in this world, **mentransfer** knowledge is worship

    This mixing occurs by placing the Indonesian prefix "**men-**" in the English word "**transfer**". This usually serves to show positive verbs in doing something that is a verbs or a adjective in a communication or discussion.

    After decoding from several utterances in a sentence, code mixing that occurs within word boundaries is called intralexical code mixing, and occurs at the front or the end of the student's discussion sentence.

2. **Function of Code Mixing**

   a. **Lexical Need**

       When there are no acceptable or more specific terms or prefixes in the language that pupils use, this function happens. Holmes revealed that most people borrow words from other languages to describe events or situations in the language they use to keep communication going without anyone feeling confused.[71] sometimes, borrowing words is the most familiar thing that is easiest for the interlocutor to understand because they are also not native speakers and many of them also master some words in other areas. The following are utterances that adopt lexical needs:

   - My father used to work as a "**kuli**" but now as a driver

       Speakers say the word "**kuli**" because according to him is the most appropriate in expressing his father's work so that it is easy for the interlocutor to understand rather than using English, so speakers borrow word from Javanese.

   - My brother also works overtime "**bagai kuda**" so I feel bad

       The phrase "**bagai kuda**" that the speaker uses to show that his brother is working very hard and the word is a metaphor and also to be easly reached by the interlocutor and listener than saying in English.

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[71] Ping liu, code switching and code mixing., 11

b. **Incompetence**

Lack of vocabulary in the language or communicating certainly causes the inability to express opinions, especially since we are not native speakers of several languages. This disability causes language users to use more than one different language.

Utterances that included in incompetencefunction:

- My neighbor has also lost until does he **"akeh utang ngno lo".**

    The speaker overlooks or mixes Javanese with the sentence "**akeh utang ngono lo**" because he does not have fluent English skills, he expresses and continues the conversation using Javanese so that the other person does not have trouble understanding it.

- Kalau itu "**not my business**" bukanya nggak peduli

    The use of the sentence "**not my business**" in the middle of the expression shows the person's inability to express it into Indonesian. This is alsi because the phrase "**not my business**" is more familiar among young people and the public.

- Dia juga **"not bad"** si menurutku

    The speaker uses the word **"not bad"** because leadership is very familiar and to make it easier for his discussion friends to reach because usually students hear this phrase more often.

c. **Expressing Self Emotion**

This function is also not much different from the function of other code mixing, this occurs when a language mixing in communication in the "speaking" class is used to express the speaker's own emotions, for example to express

happiness and sadness. The following are expressions adopted to express one's emotions:

- If I had an employee like that, I would be very **"trauma"**

The word "**trauma"** is the emotional form of the speaker as a native speaker because he cannot express it in English, and his leadership in Indonesian is to make it easy for the interlocutor to find it.

- Pokoknya is "**another level of happy"** kalo sama kalian

The speaker expresses his feelings of happiness by using mixed English, namely "**is another level of happy"** because this sentence is also very familiar and easy to reach using Indonesian.

- In the past, my grandfather was also cheated until he became very sick, and **"itu nyakitin banget"**

The speaker thinks that he uses and mixes Indonesian sentences **"itu nyakitin banget"** at the end of English sentences so that the other person in their discussion understands that it is a form of feeling sad.

- Among my family jadi pns itu **"outstanding"** banget

The speaker uses the English expression "**outstnding"** to express his feeling of amazement and also because it is more comfortable, this expression is sandwiched between English and Indonesian sentences in between, the previous English feeling, expressed more comfortable by using or mixing Indonesian.

3. **Students'Perception Towards Code Switching and Mixing in Learning Process in the Speaking Class at IAIN Ponorogo**

The data below has been collected to find out about students' perceptions of code switching used by students in the learning and communication process in speaking classes in Ponorogo. Researchers used interviews to collect data. Researchers will collect data by interviewing as follows;

a. Interview

The researcher concludes the results from interviews with some of the students I chose about the perception of students in the "speaking" class of the code switch in the learning process in the existing "speaking" class student opinion as follows:

Students often use switching codes in the learning process in the "speaking" class, because the ability of students to be fluent in English is still lacking or even low, moreover many of them go straight to college majoring in English without tutoring first (for example entering the English village).). Code switching is used by most of the students in the speaking class because they can understand the material presented by their lecturer by asking if there is an explanation from the lecturer that they do not understand, and also during the discussion process between their friends, regarding responses, and also opinions to be more comfortable and enjoy when conducting discussions and to understand each other in the teaching and learning process. Miss Rifa stated, "Her code also uses transfer in teaching, explaining material, and also when asked for responses to students so that they better understand the material spoken by him," based on the results of interviews about students' perceptions of code switching and mixing in the learning process in the "speaking" class. As a result, pupils feel more at ease and eager in responding to his queries.

According to Alfantaro and Linda student's perception of code switching and mixing in classes in the learning process in the "speaking" class are as follows:

Code switching in speaking class helps them in the discussion process between their friends, more precisely in balancing the interlocutor and when responding to questions from their lecturers and also to understand the material and ask their lecturer if there is one material they do not understand, then the students will ask using the code switching method. And make them more active in the "Speaking" Class.
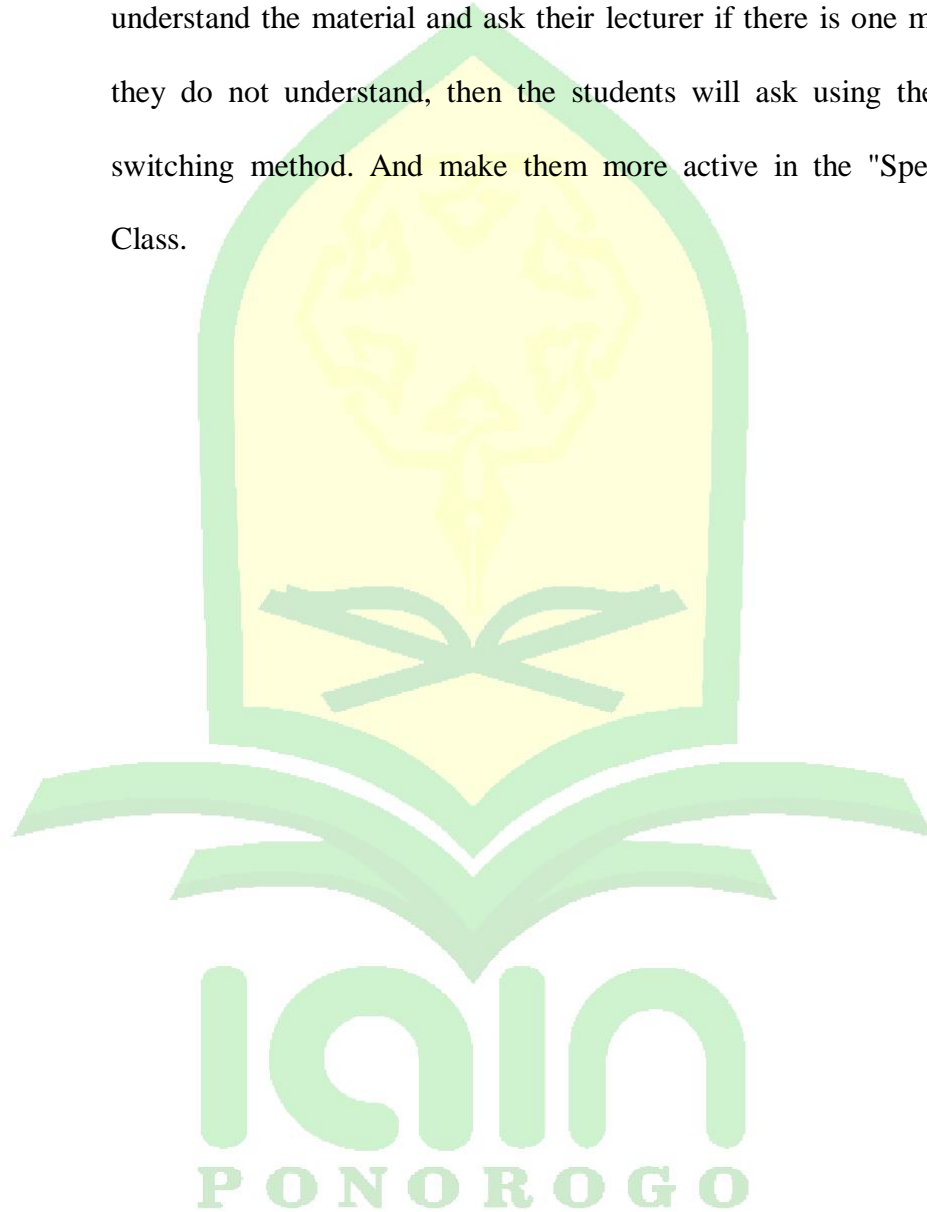
CHAPTER V

CLOSING

This chapter summarizes the results of the data analysis that was conducted. In addition, following the conclusion, the researcher makes a recommendation.

A. Conclusion

Based on the problem statement and careful analysis of the collected data, the researcher has concluded that:

1. Researchers find that there are three forms of code switching and two types of code mix employed by IAIN Ponorogo semester 2 students in the "speaking" class majoring in English. That's 20 greetings tag codeswitching, 21 switching intra-sentential code utterances, 20 switching inter-sentential code utterances, 15 intra-sentential code mixing utterances, and 20 intra-lexical code mixing utterances of the code switching type.

2. Code switching and code mixing functions used by IAIN Ponorogo 2nd semester students in the "speaking" class, researchers haveconclude that there are 3 code functionsswitch and 2 mixed code functions namelystarting from the code switching function of the code switching tag, 6 utterances of topic switch, 5 utterances of reducing and avoiding faces, 5 utterances of making assuming situation by using humor, 2 utterances of express solidarity, 2 utterances of covering inability in speaking a certain language.

   While the intra-sentential code switching has 7 topic swithces, 3 reducing and avoiding faces, 1 making assuming situation by using humor, 3 expressing solidarity, 6 covering inability in speaking a certain language. While inter-sentential code switching there are 5 utterances of topic switch, 4 utterances of reducing and avoiding face, 3 utterances of making assuming situation by using humor, 6 utterances of express solidarity, 3 utterances of covering inability in speaking a certain language.

Meanwhile, there are 3 code mixing functions, starting from intra-sentential code mixing, there are 4 self emotion words, 8 lexical need words, 2 incompetence words, and intra-lexical code mixing there are 6 expressions expressing self emotion, 6 lexical need and 8 words. incompetence.

3. Found 7 student perceptionsagainst code switching and code mixing used in the learning process in "speaking" classes. There, students are more active in responding to discussions and presentations from the other person and are more comfortable when using this method, rather than using full English because they assume that without switching and mixing languages, the discussion process will not go well.and also will not understand the intent of the speaker or the interlocutor. so they are more confident when asking questions, responding and discussing well.

B. Suggestion

Code switching and code mixing can be used to convey information and facilitate teacher-student interaction during the learning process. The findings of this research can help students understand the many forms and roles of code switching in the teaching and learning process. This also helps students avoid misunderstandings and confusion while talking about or exchanging thoughts about the stuff they've been given.

And so on. This thesis is made to provide a reference for those who want to continue research or carry out this research with a much better analytical method to get more accurate findings.

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