

**AN ANALYSIS OF TEACHERS' CODE SWITCHING IN ENGLISH
CLASS OF MA PUTRI MAARIF PONOROGO**

THESIS



By :

SEPTINA NUR IZZATI

NIM. 204190096

**IAIN
PONOROGO**
**ENGLISH LANGUAGE TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO**

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ABSTRACT

Izzati, Septina Nur. 2023. *An Analysis Of Teacher's Code Switching In English Class Of MA Putri Maarif Ponorogo.* Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Dedi Hasnawan, M.Pd.

Key Words: Teacher, code switching, and English class.

In environments where English is not the first language, mastering and instructing in this language can present significant difficulties. However, within an English language classroom, utilizing code switching can prove advantageous in maintaining authority, as it serves as an effective strategy for issuing directives and highlighting key concepts. The practice of code-switching in the classroom is primarily employed as a communication tool, allowing teachers to teach more effectively and encouraging uninterrupted learning. This suggests that the use of code-switching in the classroom promotes closer collaboration between teacher and students, particularly in terms of delivering material and instructions.

The objective of this research are to analyze (1) the types of code switching that used by English teachers of MA Putri Ma'arif Ponorogo; (2) the factors that influenced the use of code switching by the English teachers of MA Putri Ma'arif Ponorogo.

This study was designed using qualitative methods with a descriptive qualitative design. Data collection was collected through observation, interviews, and documentation. Participant came from the English teachers of MA Putri Ma'arif Ponorogo, for data analysis using Miles and Huberman with data reduction, data display, and conclusions.

Based on the data analysis found that (1) The type of code switching used by the English teachers at MA Putri Ma'arif Ponorogo in the learning process concluded that there were 3 types of code switching. Among them are 11 tag switching, 14 intrasentential switching, and 9 intersentential switching. (2) There were two factors that influence the use of code switching, situational and bilingual.



APPROVAL SHEET

This is to certify that *Sarjana's* thesis of:

Name : Septina Nur Izzati
Student Number : 204190096
Faculty : Tarbiyah and Teacher Training
Department : English Language Teaching
Title : An Analysis of Teacher's Code Switching in English
Class of MA Putri Ma'arif Ponorogo

has been approved by the advisor and is recommended for thesis examination.

Advisor



Ded Hasnawan, M.Pd

NIP. 199002032023211018

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Acknowledged by
Head of English Language Teaching Department
Faculty of Tarbiyah and Teacher Training
State Islamic Institute of Ponorogo



Dr. Esti Yuli Widayanti, M.Pd

NIP: 197907192006042002



MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC INSTITUTE OF PONOROGO

RATIFICATION

This is to certify that *Sarjana's* thesis of :

Name : Septina Nur Izzati
Student Number : 204190096
Faculty : Tarbiyah and Teacher Training
Department : English Language Teaching
Title : An Analysis of Teachers' Code Switching in English
Class of MA Putri Ma'arif Ponorogo

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Dr. H. Moh. Munir, Lc/M. Ag.
NIP. 196807051999031001

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()

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Yang bertanda tangan dibawah ini:

Nama : Septina Nur Izzati
NIM : 204190096
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : An Analysis of Teachers' Code Switching in
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NIM : 204190096
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan IAIN Ponorogo
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Septina Nur Izzati

NIM. 204190096

CHAPTER I

INTRODUCTION

A. Background of study

Mastering the English language is not only crucial, it is necessary for success in various aspects of daily life. As a global language, English can be learned through a variety of media and existing technologies. One of them is through formal education in schools. English is taught beginning at the SMP/MTs level and progressing to the university level in the most recent curriculum. Learning English in school is one of the steps in sequentially mastering and understanding English to gain insight and knowledge. Students can learn English to the maximum extent possible with the presence of an expected learning environment. A learning process is a method by which teachers and students impart knowledge and master skills to achieve the expected outcomes. Angela Scarino and Antoni J said that learning is a systematic and structured process or activity that is interactive and communicative between educators "teachers" and students, learning resources, and the environment to create conditions that enable learning actions to occur¹.

As a consequence of learning, teachers and students are immersed in a circle of communication and class interaction in every learning activity. Class interaction is a crucial component of learning. As Dempsey,

¹ Angela Scarino and Anthony. (2012), "Teaching and Learning Languages: A Guide," *Changes in Teachers' Moral Role*, no. August (2012): 121–131.

Halton, & Murphy argued a teacher-student interaction encourages students to achieve higher cognitive levels and to find a personal meaning for learning. Active interaction will make the classroom environment quite dynamic, the teacher will be able to convey the material more smoothly, and students will be able to receive their full understanding². According to Brown that interaction refers to a collection of thoughts, ideas, or expressions shared by two or more people for them to understand one another.

Considering the significance of language as a means of communication between people, the teacher must identify teachers and students in the learning process. The language was chosen as the medium for information transmission language selection. The method used by the teacher also determines whether or not the learning process is successful. carried out, particularly in foreign language subjects The content does not make use of the students' everyday language. In such a particular circumstance, the teacher can serve as a facilitator, enhancing learning activities through the use of language. The teacher's language will help students achieve better results. As a consequence, the development of the quality of the teacher's language is essential to form a better class environment and having balanced communication.

In learning English as a second language in Indonesia. English teachers who are bilingual are a phenomenon where teachers can switch between multiple languages at any time, while speaking two languages,

² Maria Dempsey, Carmel Halton, and Marian Murphy, "Reflective Learning in Social Work Education: Scaffolding the Process," *Social Work Education* 20, no. 6 (2001): 631–641.

such as English and Indonesian or Indonesian and Indonesian. English must be used as the language of instruction while teaching English as a foreign language in Indonesia. In reality, there are instances where teachers teach their classes in both Indonesian and English, in addition to the more common English language. In the classroom, both students and teachers speak Indonesian and English.

Another way of communication in the classroom is to use the code switching. As a foreign language, English is a new language that students find difficult to adapt to and use in learning activities. The use of code switching can help teachers explain the meaning and deliver learning materials. The code-switching has become an alternative way for students to understand the material easily. According to Nunan and Carter, code-switching is "the phenomenon of switching from one language to another language in the same discourse." This "discourse" in the classroom involves the use of "student" and "teacher" natural language³.

Code switching is a way of the lecturers or teachers to deliver a subject to the students in a bilingual classroom to enhance understanding. In Indonesia, code switching is a feature of the learners' language use in the classroom during the teaching and learning process⁴. When one speaker uses one language while the other responds in a different language, code switching can occur in a discussion. It's possible for

³ D Nunan and R Carter, *The Cambridge Guide to Teaching English to Speakers of Other Languages* (Cambridge University Press, 2001).

⁴ Bertaria Sohnata Hutauruk, "Code Switching in Bilingual Classes : A Case Study of Three Lecturers at Bunda Mulia University," *Journal of English Teaching as a Foreign Language* 11 (2016).

someone to begin speaking in one language and switch to another in the middle of a phrase or even in the middle of a speech.

Based on the researcher's pre-observation. In general, English instruction at MA Putri Ma'arif Ponorogo conforms to the established core and fundamental competencies. Teachers often use code switching to explain learning material. By utilizing this technique, teachers are able to provide clear and concise instructions to their students, ensuring that they have a comprehensive understanding of the material. This is critical for students who may struggle with English as a foreign language. With the help of code switching, students gain confidence and are better equipped to succeed in their studies.

Based on interview with Mr. Endi Sugeng Pranantyo, S. Pd, Code-switching is an essential and powerful tool for language learning. With the persistently low English skills among students, it is crucial to provide them with the best possible learning experience. This not only helps students understand the lesson better, but also builds their confidence in using English. By incorporating code-switching in the classroom, teachers can create an inclusive environment that fosters effective communication and learning. Therefore, it is imperative to recognize the importance of code-switching in language learning and to utilize it effectively to enhance students' academic growth.⁵

A similar study about the use of code switching in the classroom was discussed by Badrul Hisham Ahmad entitled "Teachers' Code-

⁵ Interviewed with Mr. Endi Sugeng Pranantyo, S.Pd, (English Teacher of MA Putri Ma'arif Ponorogo), on Wednesday, 12th March 2023

Switching in Classroom Instructions for Low English Proficient Learners”.

The result of this research show that that learners perceive code-switching as a positive strategy due to the various functions it has. There are significant relationships between teachers' code-switching and learners' affective support and teachers' code-switching and learners' learning success. Learners also showed favorable support for future code-switching in the English classrooms.⁶ It is strongly believed that teachers' code-switching is an effective teaching strategy when dealing with low English proficient learners.

In the line with the studies above, the researcher will analyze teacher's code switching, which focuses on the code switching that is used and the factor that influenced the use of code switching in English classroom. The language used by the teacher will determine the form of class. The quality of learning activities will be improved through active interaction between teachers and students. As a result, it is necessary to evaluate and consider the language of the teachers to present better teaching.

Based on the description above, the researcher was interested in conducting a research entitled **“An Analysis Of Teachers’ Code Switching of MA Putri Ma’arif Ponorogo”**

B. Focus of Study

⁶ Badrul Hisham Ahmad and Kamaruzaman Jusoff, “Teachers’ Code-Switching in Classroom Instructions for Low English Proficient Learners,” *English Language Teaching* 2, no. 2 (2009): 49–55.

Sugiyono suggested that the focus of research is one of the assumptions about a symptom in qualitative research, namely a symptom of an object that is holistic so that qualitative researchers will not determine research based solely on research variables but the overall social situation under study includes aspects of place, actors, and synergistic interactions⁷. This research will focus on the analysis of teacher's code switching of MA Putri Ma'arif Ponorogo, whose main object is English teacher of MA Putri Ma'arif Ponorogo.

C. Research Question

Based on the background of the research, the writer formulates the problems as follows:

1. What are the types of code switching that used by the English teachers of MA Putri Ma'arif Ponorogo ?
2. What are the factors that influenced the use of code switching by the English teachers of MA Putri Ma'arif Ponorogo ?

D. Research Objective

According to the formulation of the problem above, the objective of this research is as follows :

1. To investigate the types of code switching that used by the English teachers of MA Putri Ma'arif Ponorogo.
2. To investigate the factors that influenced the use of code switching by the English teachers of MA Putri Ma'arif Ponorogo.

⁷ Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, CV, 2012).

E. Significant of Study

For the researcher

This research is expected to provide insight and knowledge about code switching in the language learning process to help teachers and students achieve the expected learning objectives.

For Students

This research is expected to be a means of reflection for students to develop and innovate towards a better change in learning English. So that students can undergo the learning process optimally.

For Teachers

This study is expected to be one of the methods or instruments that teachers can be used as assessment tools by teachers to improve the quality of language teaching and learning activities in. This will result in the teacher's ability to pursue their objectives continuing to develop and moving forward dynamically..

For School

This research is expected to be useful for school in the effort to improve the quality of the teaching and learning process and the quality of education in the school.

F. Organization of the Thesis

The researcher arranges the systematics of this research proposal thesis based on the guidelines for preparing reports that have been determined, while the structure is as follows:

Chapter I : Chapter One is an introduction. The background of the study and the motivation for this research are explained in this chapter. Furthermore,, the introduction includes the research focus, statement of the problem, research objectives, significance of the study, and organization of the study.

Chapter II: Chapter two contains a description of the previous literature, a review of the theoretical framework, previous studies, and a conceptual framework. This chapter consists of the previous study and some supporting theories about the definition of code switching, types of code switching, the factors that influence the use of code switching, and other theories related to the research.

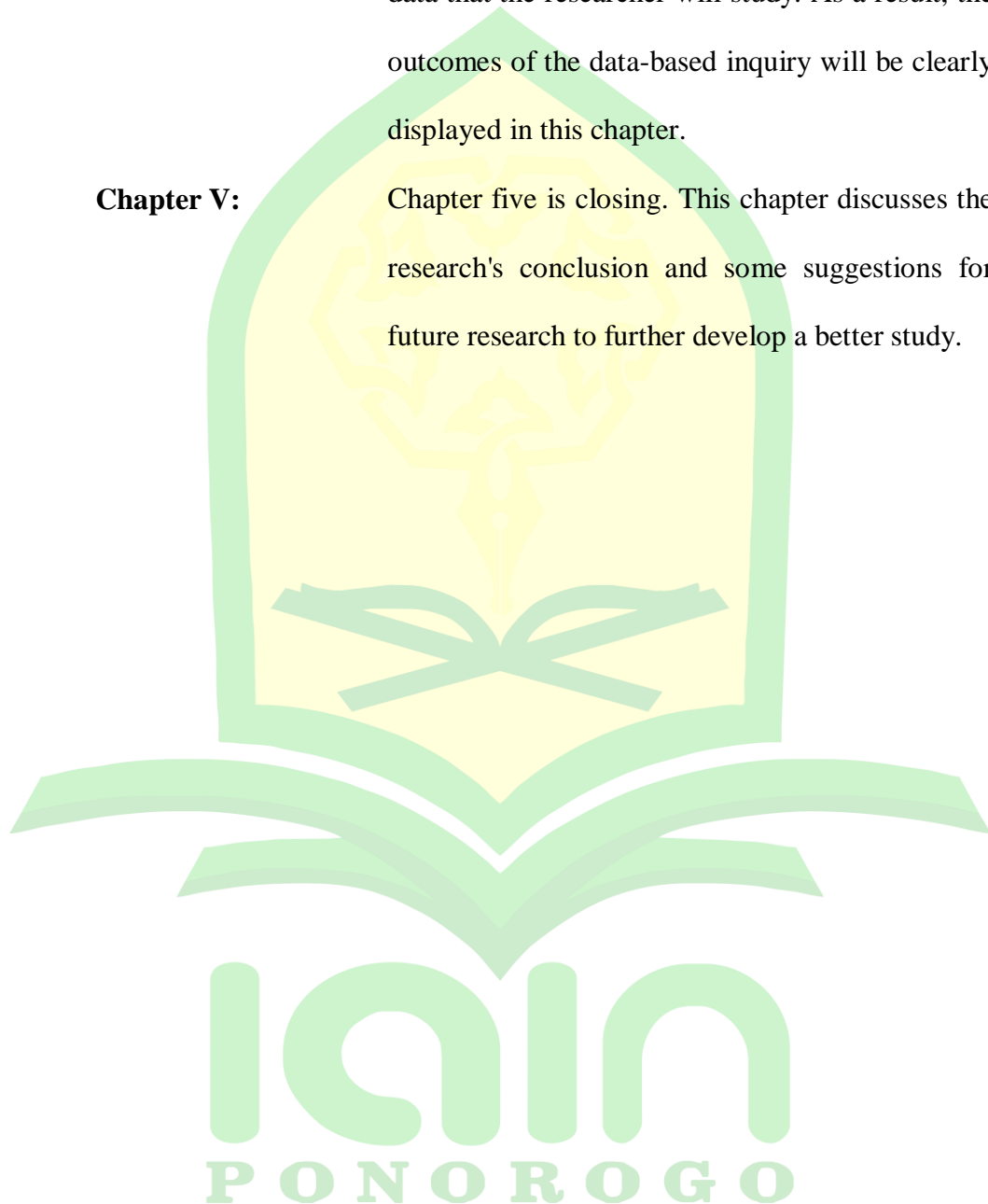
Chapter III: Chapter three contains the research method. This chapter contains the research design, research instrument, data and data source, data collection, data analysis, and data validation.

Chapter IV: Chapter four contains findings and discussion. This chapter explains the main research findings and discussion which show the common data that will appear after doing the research procedure. The information that will be displayed includes a description of MA Putri Ma'arif Ponorogo,

including its location, organizational structure, vision, and mission, the school's teachers, and student numbers. This chapter also discusses the data that the researcher will study. As a result, the outcomes of the data-based inquiry will be clearly displayed in this chapter.

Chapter V:

Chapter five is closing. This chapter discusses the research's conclusion and some suggestions for future research to further develop a better study.



CHAPTER II

LITERATURE REVIEW

A. The Theoretical Background

1. Sociolinguistics

Sociolinguists study the relationship between language and society⁸. In regards to figuring out how language is used to transmit social meaning, they are interested in discovering the social purposes of language and why we speak differently in various social circumstances. It is possible to learn a great deal about how language functions, social relationships within a community, and how individuals express and create aspects of their social identity through their use of language by observing how they do so in various social circumstances⁹. In contrast, Abdul Chaer and Leonie Agustina state that sociolinguistics focuses on the specifics of language use, such as descriptions of language or dialect usage patterns in particular cultures, the decision of the speaker to use a particular language or dialect, topic, and conversational setting¹⁰. Sociolinguistics is the study of how various facets of society, such as cultural expectations, norms, and environment, affect how language is used¹¹.

⁸ Janet Holmes, *An Introduction to Sociolinguistics*, Fourth Edi. (New York, USA: Routledge, 2013).

⁹ Ibid.

¹⁰ Abdul. Agustina Leonie Chaer, *Sosiolinguistik : Perkenalan Awal*, Edisi Kedu. (Jakarta: Rineka Cipta, 2004).

¹¹ Peter Trudgill, *Sociolinguistics : An Introduction to Language and Society*, ed. David Crystal, Fourth Edi. (London, England: Penguin Group, 2000).

Sociolinguistics demonstrates how social categories within a given society, such as ethnicity, religion, position, gender, age, and educational attainment, are utilized to distinguish groups of people into social classes. According to Spolsky, sociolinguistics is the study of how language and society interact as well as how different languages are used and how people view language¹². The multidisciplinary aspect of sociolinguistics, as defined by Paul Ohoiwutun in *Sociolinguistics*, aims to explain how people utilize language norms effectively in a variety of contexts¹³.

From the theories above the researcher can conclude that Sociolinguistics is a branch of linguistics that studies how a group or community uses language within a variety of social and cultural circumstances.

2. Bilingualism

In situations of bilingualism and/or multilingualism, language use often involves difficulties with who speaks what language, to whom, and when. In these circumstances, it's common to observe a speaker switching from one variant of the same language to another. This shift in language depends on the context, the requirement to use the language, or the diversity of the language¹⁴. Bilinguals, under

¹² Bernard Spolsky, *Sociolinguistics, Oxford Introductions to Language Study TA - TT -* (Oxford SE -: Oxford University Press, 2010).

¹³ Paul Ohoiwutun, *Sosiolinguistik : Memahami Bahasa Dalam Konteks Masyarakat Dan Kebudayaan* (Jakarta: Visipro, n.d.).

¹⁴ J A Fishman, *The Sociology of Language: An Interdisciplinary Social Science Approach to Language in Society*, Newbury House language series (Newbury House Publishers, 1972).

Weinreich's definition, are individuals who regularly switch between two languages¹⁵. In this case, it can be claimed that a person must clearly be fluent in two languages before being recognized as a bilingual speaker. When two languages are mastered, they can be used interchangeably¹⁶.

The use of two languages is referred to as bilingualism. or more speakers alternately in their relationships with other persons¹⁷. Bilingualism, according to Robert, is the competence to utilize two languages equally or almost as well. In reality, this refers to having a working knowledge of two languages at any level. Lado contends that the two languages' mastery need not be equally strong or weak¹⁸. Along this line, Haugen defines bilingualism as the knowledge of two or more languages. It is sufficient to be bilingual if you can understand both languages; you do not need to actively utilize both languages¹⁹.

According to the theory's statement above, a person who is bilingual is one who has mastered, utilizes, is familiar with, or is studying a language other than their mother tongue. The language used can change depending on the circumstance or the speaker's condition. In this situation, it suffices for a bilingual person to understand both languages without intentionally speaking them.

¹⁵ U Weinreich and A Martinet, *Languages in Contact: Findings and Problems*, De Gruyter Online (Mouton, 1968).

¹⁶ Ibid.

¹⁷ Chaer, *Sosiolinguistik : Perkenalan Awal*.

¹⁸ R Lado and C C Fries, *Linguistics Across Cultures: Applied Linguistics for Language Teachers* (University of Michigan Press, 1957).

¹⁹ E Haugen, *Blessings of Babel: Bilingualism and Language Planning : Problems and Pleasures*, Contributions to the sociology of language (Mouton de Gruyter, 1987).

3. Code Switching

Hoffman states that the most general definition of code switching is the simultaneous use of two languages or linguistic types inside the same speech or during the same discussion²⁰. According to Wardhaugh, situational code-switching takes place when the speaker utilizes one language in one setting and a different language in another situation without changing the topic²¹. The most common interpretation of code switching is the use of two varieties or variations (codes) of language in the same conversation. Borrowing, transferring, and interfering are not the same as diverting code²². The most typical interpretation of code-switching is the usage of two different languages in the same dialogue. Different from borrowing, transferring, and intervening is divert code. Not all code swapping in the story can be attributed to context²³.

Code switching is a sign of a shift in how language is used as a result of altered speech contexts²⁴. Code switching is essentially the use of a different language or dialect. The context is a linguistic group (dialect). It is possible to say that two parties who speak the same

²⁰ Charlotte Hoffman, *An Introduction to Bilingualism*, First Edit. (New York, USA: Routledge, 1991).

²¹ R Wardhaugh, *An Introduction to Sociolinguistics*, Blackwell Textbooks in Linguistics (Wiley, 2009).

²² Trisna Dinillah Harya, "(Code: Code Switching and Code Mixing)Sociolinguistics," *Lentera: Jurnal Ilmiah Kependidikan* Vol. 11 (2018): 12, <http://jurnal.stkipgribl.ac.id/index.php/lentera>.

²³ Carol Myers-Scotton, *Social Motivation of Code-Switching*, 2nd Editio. (Oxford: Claredon Press, 1993).

²⁴ Chaer, *Sosiolinguistik : Perkenalan Awal*.

linguistic community undertake code switching (language or dialect). Instead, only one language and one community have code²⁵.

In view of this, it can be concluded that code switching refers to language contact events that take the shape of language variations, language varieties, and distinct language styles, which a speaker is able to employ because he has learned a foreign language and can use it in specific contexts. Code switching is a sign of reciprocal interdependence between the contextual function and the pertinent context when two or more languages are being used.

4. Types of Code Switching

Wardhaugh distinguished between two types of code-switching: situational switching and metaphorical switching. Situational switching occurs when a change in a situation causes code switching. A speaker, for example, employs language in specific settings. Because of the situation, he then transfers from his previous language to another. Meanwhile, metaphorical switching occurs when the speaker's topic of conversation changes²⁶.

According to Poplack in Romaine Code switching consists of three types namely²⁷:

1. Tag Switching

²⁵ Ohoiwutun, *Sosiolinguistik : Memahami Bahasa Dalam Konteks Masyarakat Dan Kebudayaan*.

²⁶ Wardhaugh, *An Introduction to Sociolinguistics*.

²⁷ S Romaine, *Language in Society : An Introduction to Sociolinguistics* (London: Longman, 1989).

Tag switching is a category of unit element free words found in a question sentence or similar expressions statement. You know, I mean, by the way, okay, are examples of switching tags that are used in discourse makers.

2. Intrasentential Switching

Intrasentential switching occurs within a sentence or a clause. Intrasentential occurs in a sentence or a clause. Usually found in words or phrases.

3. Intersentential Switching

Intersentential switching is the most complex type of code switching because the speaker has to control two linguistic systems simultaneously” this is the most complex type of code switching because speakers have to control two language systems simultaneously together. Intersentential switching is a type of code switching requires flexibility for the speaker to be able to speak in depth two languages at once in a more complex form, namely in form of a clause or sentence.

Soewito distinguishes code switching into two kinds, that are²⁸ :

1. Internal Code Switching

Internal code switching is when there is code switching between dialects within a regional language, regional languages inside a regional language, or between multiple variations and styles

²⁸ Suwito, *Sosiolinguistik : Teori Dan Problema* (Surakarta: Kennary Offset, 1983).

that exist within a dialect. Example: The present. It is challenging, success does not come easily, therefore resist the urge to give up. As the saying goes, "ra ono wong mulyo tanpo urip rekoso" (no one leads a successful life without hard effort).

2. Ex Code Switching

Ex code switching is the term used when communication occurs between a native language and a foreign language.

5. The Factors Influencing Code Switching

There are several factors that influence the selection of the code proposed by Holmes²⁹:

- a. Participants: referred to individuals, particularly the interactions between the speakers. Participants that use code switching with their partners have certain goals or objectives. If a group of individuals is speaking in any language and a non-speaker enters, they will change the code the topic, or both. There are will and aims of code switching based on the participant's personality, such as the speaker who wants to modify the situation without any information in time and place.
- b. The environment or social context is a factor in social contact, particularly with regard to the place and time of the talk. The interactions between people result in a switch that indicates a

²⁹ Holmes, *An Introduction to Sociolinguistics*.

change from a different dimension such as the relationship between people or the formality of their communication. More formal interactions, which may include status distinctions, such as doctor-patient, administrator-client, or teacher-student. Friendly interactions with a little social distance, such as neighbors or friends

- c. The subject: relates to the conversation's central idea. According to Holmes, people who use code switching occur in a speech event to discuss a certain topic. In this case, bilingual people can often speak and discuss certain topics in one code more easily than other people. For many bilinguals, certain types of referential information are more appropriately or easily understood in one language than the other.
- d. The purpose: related to the conversation's objectives. As a signal of group affiliation and shared ethnicity with an addressee, a speaker may sound similar to another language. Even speakers who are not fluent in a second language can use concise phrases and words to accomplish their goals.

According to Wardaugh, there are several factors that influence choosing the code: Choice of subjects (topics) may lead speakers to use two or more languages. When the topic changes, speakers will commonly change their language in response to the changes in the topic, a sense of social and cultural distance (function) is an important factor in describing language choice or alternation among speakers

who shared or used more than one language of communication within a certain context. and connection with listeners (participants)³⁰.

Based on Hudson, there are two primary factors influencing code switching during language learning are bilingual and situational factors³¹.

1. Bilingual

This refers to the skill of being proficient in two languages. In a society where multiple languages are spoken, individuals often incorporate elements of both languages in their communication, a phenomenon known as code-switching.

2. Situational

In informal or everyday situations, people tend to mix languages. This habit is more common in educational settings where students have a lower language proficiency level, which may be why teachers also mix languages³².

6. English Language Teaching and Learning

As a global language, of course, English is certain in countries where people speak it as a first language. USA, Canada, Britain,

³⁰ Wardhaugh, *An Introduction to Sociolinguistics*.

³¹ R A Hudson, *Sociolinguistics*, Cambridge Textbooks in Linguistics (Cambridge University Press, 1996).

³² Yogi Setia Samsi, "Code-Switching and Code-Mixing in Tourism Industry," *Script Journal* 1, no. 2 (2016): 144–151.

Ireland, Australia, New Zealand, South Africa, and several Caribbean countries are among the thirty territories that use English as their first language. However English in other countries can be in the form of using English second language (ESL) and English foreign language (EFL). As a second language, English is spoken by people in the country as the official language³³. Kachru in Zuliati R describes the use of English as a first language, a second language, and a foreign language in three concentric circles. The three circles, the inner, outer, and expanding circles, represent native English speakers, ESL speakers, and EFL speakers, respectively³⁴.

English is widely used as a form of communication in a variety of settings, including government, the courts, the media, and the educational system. English is taught as a second language in over seventy countries. Considering the importance of English in these countries, the importance of learning English at an early age cannot be overstated. There are numerous reasons why English is more commonly used as a language to learn, ranging from the requirement for commerce and trade, academic pursuit, cultural and technical connections, to political convenience³⁵.

Language learning includes learning how to ask and answer questions, make statements, and produce the standard authentic forms

³³ David Crystal, *English as a Global Language*, Second Edi. (The Edinburgh Building, Cambridge, CB2 8RU, UK: Cambridge University Press, 2003).

³⁴ Zuliati Rohmah, "English as a Global Language: Its Historical Past and Its Future," *Bahasa dan Seni* 33, no. 1 (2005): 106–117, <https://sastra.um.ac.id/wp-content/uploads/2009/10/English-as-a-Global-Language-Its-Historical-Past-and-Its-Future-Zuliati-Rohmah.pdf>.

³⁵ Crystal, *English as a Global Language*.

used by native English speakers. Learning is the process of acquiring knowledge about a subject or skill through study, experience, or instruction. Brown divides learning into the following components based on the preceding statement: 1. Learning is the acquisition or "getting" of knowledge. 2. Learning is the retention of knowledge or skills. 3. Retention necessitates the use of storage systems, memory, and cognitive structure. 4. Learning entails paying active, conscious attention to and responding on events occurring outside of the organism. 5. Although learning is essentially persistent, it is prone to forgetting. 6. Learning entails some type of practice, possibly reinforced practice. 7. Learning is defined as a change in behavior³⁶.

According to Edmund Amidon, teaching is a collaborative experience that requires active participation from both the teacher and the student. It involves a classroom dialogue that takes place during predetermined activities³⁷. Teaching enables pupils to learn and creates learning environments. This means that teaching and learning cannot be separated. The teacher's understanding of learning determines his understanding of teaching. The teacher's understanding of how children learn will influence his or her educational philosophy, teaching style, strategy, methods, and classroom practices. The

³⁶ H. Douglas Brown, *Principles Of Language Learning And Teaching* (USA: Longman, 2007).

³⁷ E J Amidon and N A Flanders, *The Role of the Teacher in the Classroom: A Manual for Understanding and Improving Teacher Classroom Behavior* (Association for Productive Teaching, 1967).

methods, techniques, and strategies used in the classroom are determined by the teacher's understanding of what learning is³⁸.

In view of this, it can be concluded that English language instruction and learning are processes that are inextricably linked. When the two are deeply integrated, a long-term partnership can be developed. Learning is an effort to acquire knowledge and skills about a subject or interest. And teaching is a form of concept that is in line with the form of learning concepts that are in accordance with the methods used by the teacher in the classroom.

B. Previous Studies

Researchers should consider previous research related to their research as the starting point for this study. One of the previous research studies aimed to refine the theory applied to the current research being conducted, according to the researcher. Following are the results of previous research :

First, research conducted by Winda Elva Yuanita, Ratmanida and An Fauzia Rozani Syafe'I entitled "An Analysis of English Teachers' Code Switching and Code Mixing in Classroom Instructions at SMA Pembangunan Laboratorium UNP". This research used Qualitative research method. The results of study showed that the English teachers did more code mixing and code switching than the target language in delivering the lesson, since the classroom activities purpose was to transmit subject

³⁸ Brown, *Principles Of Language Learning And Teaching*.

content not to develop linguistics skills. The similarity of Winda Elva Yuanita, Ratmanida and An Fauzia Rozani Syafe'I's research is both of these studies analyzed the use of code switching by the teacher in the classroom activities. And the difference of Winda Elva Yuanita, Ratmanida and An Fauzia Rozani Syafe'I's research with this study is the previous research analyzed the use of code mixing and code switching by teachers, while this research only focuses on the use of code switching by teachers in class activities³⁹.

Second, research conducted by Kiki Kania, Herniwati, and Noviyanti Aneros entitled "Code-Switching and Code-Mixing by Japanese Language Learners in Cultural Exchange Activity". This research used Qualitative research method. The result of this study is that there are twenty-five internal code-switching data, twenty-four external code-switching data, one internal code-mixing data, and thirty external code-mixing data. These data identified the factors that cause code switching are: speakers, speech partners, situations, and topics of conversation. While the factors that cause code-mixing are: vocabulary mastery, speakers' language habits, and objectives using language variation. The similarity of Kiki Kania, Herniwati, and Noviyanti Aneros' research is both these studies analyzed the causes and factors of code-switching through qualitative research. And the difference in Kiki Kania, Herniwati, and Noviyanti Aneros' research with this study is Kiki Kania, Herniwati, and Noviyanti Aneros' research analyzed a native speaker tutor and

³⁹ Winda Elva Yuanita, "An Analysis of English Teachers' Code Switching and Code Mixing in Classroom Instructions at SMA Pembangunan Laboratorium UNP," *Journal of English Language Teaching UNP* 8, no. 3 (2019): 437–444, <http://ejournal.unp.ac.id/index.php/jelt>.

students in a course, Meanwhile, the present research only analyzed the bilingual teacher in the classroom activities⁴⁰.

Third, research conducted by Badrul Hisham Ahmad entitled “Teachers’ Code-Switching in Classroom Instructions for Low English Proficient Learners”. This research used Qualitative research method. The result of this research show that that learners perceive code-switching as a positive strategy due to the various functions it has. There are significant relationships between teachers' code-switching and learners' affective support and teachers' code-switching and learners' learning success. Learners also showed favorable support for future code-switching in the English classrooms. It is strongly believed that teachers' code-switching is an effective teaching strategy when dealing with low English proficient learners. The similiarity of Badrul Hisham Ahmad’s research is both these studies analyzed the code switching performed by the English teacher in the classroom. And the difference with this study is Badrul Hisham Ahmad’s research with this study is Badrul Hisham Ahmad’s research investigated learners’ perceptions of teachers’ code-switching, the relationship between teachers’ code-switching and learners’ affective support the relationship between teachers’ code-switching and learners’ learning success and the future use of code-switching in students’ learning. While the current research only analyzed the code switching used by

⁴⁰ Kiki Kania, Herniwati, and Noviyanti Aneros, “Code-Switching and Code-Mixing by Japanese Language Learners in Cultural Exchange Activity” 509, no. Icollite (2020): 379–384.

teacher and the factors influenced of using code switching in English learning⁴¹.

Fourth, research conducted by Paramytha Wijayanti. K.D, Suparno, and Hefy Sulistyawati entitled “Teacher’s Use Of Code Switching And Their Motivation In English Class”. This research used Qualitative research method. The result of this research show that The application of code switching in junior high schools is commonplace practice because it brings advantages to the teaching and learning process of English. The similiarity of Paramytha Wijayanti. K.D, Suparno, and Hefy Sulistyawati’s research is both these studies analyzed the code switching performed by the English teacher in the classroom. And the difference with this study is of Paramytha Wijayanti. K.D, Suparno, and Hefy Sulistyawati’s research is of Paramytha Wijayanti. K.D, Suparno, and Hefy Sulistyawati’s research investigated the use of code-switching by the teacher in English class of one of junior high schools, The focus of this research is the teacher's code-switching covering the types, reasons/motivations, and the functions of code-switching. Meanwhile, the current research only focused on determining the code switching used by the teacher and the factors influenced in English learning⁴².

And the last research conducted by Clara Herlina K entitled “Teacher’s Use Of Code Switching In The Classroom And Its Implications On Students’ Score”. This research used qualitative and quantitative

⁴¹ Badrul Hisham Ahmad and Kamaruzaman Jusoff, “Teachers’ Code-Switching in Classroom Instructions for Low English Proficient Learners.”

⁴² Paramytha Wijayanti, K.D Suparno, and Sulistyawati Hefy, “Teacher’s Use of Code Switching and Their Motivation In English Class,” no. 1 (2015): 1–14.

research methods. The result of the research shows that code switching done by these teachers ranges from 0% to 52%. To categorize the uses of code switching, the writer uses the coding scheme proposed by Siobhan Brownlie (2002). The results are Translation of items from lessons (5); Translation of instructions (2); Commenting on FL (6); Contrasting FL with NL (5); Giving instructions (2); Motivating students (2); Planning activities (4); Giving lessons objectives (2); Giving feedback (2); checking comprehension (2); Joking (3) and showing emotion (2). The number between brackets refers to the occurrence. The similarity of Clara Herlina K's research is both these studies focused on the teachers as the subjects who apply code switching in the classroom. And the difference with this study is Clara Herlina K's research aimed to analyze the speech of the teachers to find out the percentage of code switching and the uses of code switching in the classroom using, While the present research tended to determine the. the code switching used by the teacher and the factors that influenced in English learning⁴³.

C. Theoretical Framework

Researcher examines bilingualism from the conceptual framework above, namely code switching in which bilingualism is classified from sociolinguistic studies. So the researcher aims to conduct research to find out the types of code switching in classroom learning. Code switching includes a form of transition between English to Indonesian and Indonesian to English. Apart from that, code switching focuses on the

⁴³ Clara Herlina K., "Teacher's Use of Code Switching in the Classroom and Its Implications on Students' Score," *Lingua Cultura* 1, no. 2 (2007): 117.

language used by teachers during the process of teaching and learning activities, where researchers analyze data using qualitative descriptive methods.

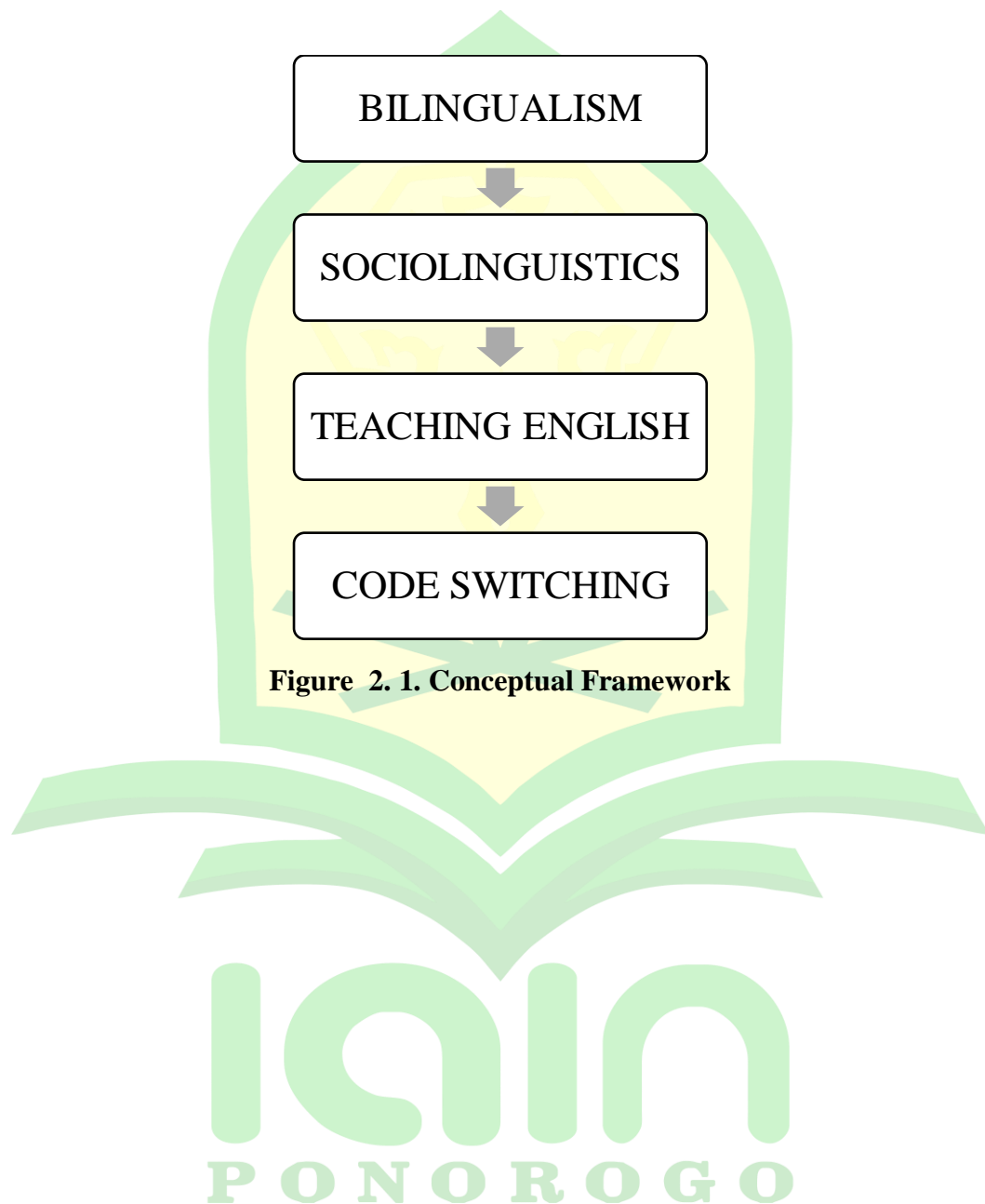


Figure 2. 1. Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Research Design

Qualitative research, according to Lexy J. Moleong, is research that seeks to understand phenomena such as behavior, perception, motivation, action, and others holistically through descriptions in the form of words and language in a specific context naturally through the use of various natural methods. This study is descriptive qualitative, which means it is composed entirely of people's written or spoken words in addition to observations of their behavior⁴⁴. Qualitative research is a method of investigating natural objects. The researcher is a main instrument in qualitative research⁴⁵. As a result, the researcher analyzed the code switching that used by the teacher during the learning process in this study.

The research design applied descriptive qualitative in gathering data. A descriptive problem formulation is an indispensable component of complete research. This approach empowers researcher to thoroughly explore and document the social situation being studied, providing a comprehensive understanding of the subject matter. The researcher explained the use of code switching by the English teacher of classes 10 and 11 at MA Putri Ma'arif Ponorogo in the learning process in class. Data collection will be carried out using a voice recorder.

⁴⁴ Moleong and J Lexy, *Metode Penelitian Kualitatif, Edisi Revisi*. (Bandung: PT Remaja Rosdakarya, 2013).

⁴⁵ Sugiyono, *Metode Penelitian Pendidikan*.

B. Research Instrument

In qualitative research, the researcher is the instrument or research instrument. As a human instrument, the researcher determines the focus of the research, selects informants as data sources, collects data, assesses data quality, analyzes data, interprets data, and draws conclusions based on their findings. LincoIn and Guba in Sugiyono stated that the instrument of choice in naturalistic inquiry is the human, we shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay⁴⁶. However, if the human instrument has been used extensively in earlier stages of inquiry, an instrument can be constructed that is grounded in the data that the human instrument has a product.

C. Research Setting

The setting research conducted at MA Puri Ma'arif Ponorogo which is located on Jalan Sultan Agung, no. 81 Bangunsari, Nologaten, Ponorogo, Ponorogo Regency, East Java. The reason the researcher chosen this location is the researcher has found a problem in this school that corresponds to the problem the researcher was investigated to analyze the teachers' code switching in the learning activities.

D. Data and Data Source

1. Primary Data

⁴⁶ Ibid.

Primary data is data that is obtained directly from the source and given to data collectors or researchers⁴⁷. The primary data source is interviews with research subjects, either through observation or direct observation. Sources of data that researchers can use are informants who, according to researchers, are considered to know the problems being studied in this study, namely the English teachers and students class 10th and 11th of MA Putri Ma'arif Ponorogo. Interviews and observations of second-semester practice for class 10th and 11th MA Putri Ma'arif Ponorogo Academic Year 2022/2023.

2. Secondary Data

According to Sugiyono, secondary data are data sources that researchers do not directly receive, either through other people or through documents⁴⁸. Secondary data sources are data sources that support the information provided by primary data. This research is obtained from documents and a voice recorder of the teacher's code switching that used during the learning activities.

E. Prosedur of Research

Research is a scientific activity that is systematic, directed, and purposeful. The procedures or steps taken in this study were carried out in several stages, according to Moleong that the stages of qualitative research

⁴⁷ Ibid.

⁴⁸ Ibid.

present three stages, namely the pre-field stage, the fieldwork stage, and the data analysis stage⁴⁹.

1. The Pre-Field Stage

The pre-field stage is a task performed by researchers before data collection. This stage begins with a field evaluation to identify the problem or research focus. Preparing a field design, selecting a research field, arranging permits, assessing and assessing the field, selecting and utilizing information, preparing research equipment, and researching ethics issues are all part of this stage.

2. The Field Work Stage

The fieldwork is a research activity that takes place at the research site. At this stage of implementation, the researcher will collect data based on the problem's focus and research objectives. Data gathered through observation, interviews, and documentation studies. In connection with this data collection, the researcher prepared the necessary items, which include interview sheets, photo cameras, and voice recorders. The informants in this study are interviewed directly by the researcher, who are the 10th and 11th grade English teachers and students at MA Ma'arif Putri Ponorogo. Furthermore, the field data studied in depth using the theories and - from several educational experts put forward in the theoretical

⁴⁹ Moleong and J Lexy, *Metode Penelitian Kualitatif, Edisi Revisi*. (Bandung: PT Remaja Rosdakarya, 2013).

study to then concluded and given recommendations to the relevant parties so that they can be used as input material in carrying out their organizational activities to be more productive, effective, and efficient.

3. The Data Analysis Stage

Stage of Data Analysis The main principles of data analysis are discussed at this stage; these principles cover the foundation, finding themes, and formulating problems. All data obtained from the field and collected during the research and tested for credibility by the researcher before being analyzed, with the activities carried out by the researcher to test the credibility of the data including sustained observation, triangulation, and member verification.

F. Data Collection Techniques

The most important step in the research is data collection techniques. In qualitative research, data is collected in natural settings using primary data sources, and data collection techniques such as observation, interviews, and documentation are used. Catherine Marshall and Gretchen B. Rossman in Sugiyono argued that the fundamental methods relied on by qualitative researchers for gathering information are, participation in the setting, direct observation, in-depth interviewing, and document review⁵⁰.

1. Observation

⁵⁰ Sugiyono, *Metode Penelitian Pendidikan*.

Observation is the direct observation of an object in the current environment, which includes various activities of attention to the study of objects through sensing⁵¹. The researcher analyzed the teacher's words through sound recordings recorded during the learning activities. First, the researcher observed by attending each meeting in class and learning in several meetings. Second, the recorder records the lesson and then records the teacher's words to be analyzed about code switching.

2. Interview

Interviews are structured conversations with a specific goal in mind. The conversation was led by two people: the interviewer (interviewer) who asked the questions and the interviewee (interviewee) who answered the questions⁵². This research data collected by interviewing teachers and students of the 10th and 11th grades of MA Putri Ma'arif Ponorogo in a structured manner. An interview conducted with the English teachers and students for grades 10 and 11. The researcher prepared several questions related to the use of code switching in classroom learning activities.

3. Documentation

Documentation is a method of gathering data and information in the form of books, archives, documents, written numbers, and photographs in the form of reports and information

⁵¹ S Arikunto, *Prosedur Penelitian Suatu Pendekatan* (Jakarta, Indonesia: Rineka Cipta, 2006).

⁵² Moleong and Lexy, *Metode Penelitian Kualitatif, Edisi Revisi*.

that can be used to support research. The documentation of this research collected using documents/archives and a voice recorder. The researcher made a transcript of the voice recorder data obtained. Then the researcher analyzed the types of code-switching used by the teacher during learning activities in class.

G. Data Analysis

Data analysis is a method of searching and compiling data obtained from interviews, field notes, and documentation in a systematic manner by categorizing data, synthesizing, and drawing conclusions. Bogdan in Sugiyono stated that data analysis is a process of systematically searching and arranging the interview transcript, fieldnote, and other materials that we accumulate to increase our understanding of them and to enable us to present what we have discovered to others⁵³. The data analysis technique used is the descriptive data analysis method by describes and interpreting the data that has been collected. According to Miles and Huberman, the activities in qualitative data analysis are carried out interactively and continue indefinitely until the data is saturated. Data analysis activities include data reduction, data display, and conclusion drawing/verification⁵⁴.

1. Data Reduction

Data reduction is the process of summarizing, selecting the most important things, focusing on important things that are relevant to the research topic, looking for themes and patterns, and

⁵³ Sugiyono, *Metode Penelitian Pendidikan*.

⁵⁴ M.B Miles, A.M Huberman, and J & Saldana, *Qualitative Data Analysis, A Methods Sourcebook, Edition 3* (USA: Sage Publications, 2014).

ultimately providing a clearer picture and making it easier to collect additional data⁵⁵. In this study, researcher summarized and categorized data based on the research topic being investigated.

2. Data Display

Data display is used to analyze a problem and make it easier to find a solution. Data display is also done to make the picture in the field easier to see in writing. Data can be presented in a variety of ways. In this step, the researcher explained and presented the data in the form of a description.

3. Conclusion Drawing/Verification

Drawing conclusions is information obtained from data that has been compiled and grouped and then presented using specific techniques. Conclusions can be placed at the end or as a cover so that the reader can find the overall research conclusions. The researcher's final step displays the data presentation using tables and discussion as a conclusion. In this step, the researcher analyzed each types of code switching that used by the English teachers and the factors that influenced the used of code switching by the English teachers of MA Putri Ma'arif Ponorogo.

H. Data Validation

Data findings in research can be declared valid if there is no difference between what the researcher reports and what happened to the

⁵⁵ Sugiyono, *Metode Penelitian Pendidikan*.

object under study. In qualitative research, there are several methods for testing data validity. To find out the validity of the data, the researcher take the following steps:

1. Sustained Observation

With the expansion of observations, researchers will establish a positive relationship, be open to each other, and trust each other, so that no more information will be concealed. In this research, sustained observations were conducted to clearly and openly identify English language learning phenomena at MA Putri Ma'arif Ponorogo..

2. Triangulation

According to William Wiersma in Sugiyono, triangulation is qualitative cross-validation⁵⁶. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. This study, researcher used several stages of procedures such as observation, interviews, and documentation to test the data sources that were obtained in the research process at MA Putri Ma'arif Ponorogo.

3. Member verification

The process of comparing the data obtained by the researcher to the data provider is known as a member check. The purpose of the member check is to determine whether the data

⁵⁶ Ibid.

obtained is consistent with what was provided by the data provider. This study, researcher compared data obtained by researchers in the field with data providers, namely English teachers and students of MA Putri Ma'arif Ponorogo.



BAB IV

RESEARCH FINDINGS AND DISCUSSION

A. General Data

1. History of School Establishment

Madrasah Aliyah Putri Ma'arif Ponorogo is located at Jalan Sultan Agung No. 81 districts Ponorogo Kab. Ponorogo. This madrasah is in the same location as Madrasah Tsanawiyah Putri Ma'arif Ponorogo, so both of them have almost the same history. These two Madrasas have the title Madrasa Mu'allimat.

In brief, Madrasah Tsanawiyah Nahdlotul Ulama, now known as Madrasah Tsanawiyah Putri Ma'arif Ponorogo, was founded in 1955. Ma'arif Ponorogo Elementary School is housed in the former SRNU (Nadhlotul Ulama People's School) building, which is part of the NU Mosque complex on Jalan Sultan Agung No. 81 Ponorogo. Because it is housed there, teaching and learning activities at this madrasa take place in the afternoon.

Along with the development of education and the increase in students, the Ma'arif Ponorogo institution, which is the foundation that handles the Madrasah, offered a policy for this NU Madrasah Tsanawiyah to enter early. Due to the condition of the madrasa at that time, it did not have its own building, so finally in 1956 this madrasa was moved to Pondok Durisawo. Since this transfer, teaching and learning activities in Madrasas have been carried out in the morning.

Furthermore, taking into account the directions and suggestions of Syuriah NU and the management of the Ponorogo branch of the Ma'arif NU educational institution, teaching and learning activities at this Madrasah were separated between male and female students. Within a period of approximately three years, to be precise in 1958, the Ponorogo branch of Ma'arif NU educational institutions had to start thinking about continuing their studies from Madrasah Tsanawiyah students who had completed their studies. In other words, to accommodate the alumni's interest in learning, there needs to be a separate forum. Finally, the male Madrasah Tsanawiyah changed its name to "Mu'allimin complete NU six years" and occupied the NU Middle School building (now Ma'arif I Middle School, Jl. Batoro Katong Ponorogo). Meanwhile, Mts Putri changed its name to "Madrasah Mu'allimat complete six years" and re-occupied the location around the NU Mosque on Jl. Sultan Agung No. 81 Ponorogo.

The Madrasah Aliyah Putri Ma'arif was established in that year, namely with the promotion of class III pupils to class IV Madrasah Mu'alimat NU Ponorogo. Simply put, Madrasah Aliyah Mu'allimat, which incidentally was a continuation of Mt. Putri, was only officially recognized by the Ma'arif educational institution at the time because of the insufficient management of the Madrasah administration at the time. With the sanction of LPMa'arif Ponorogo branch Number.02/MA/62/1982, it was established on January 1st, 1962.

Afterwards, it became necessary to convert the entire six-year Mu'allimat Madrasah to MTs and MA levels due to changes in government policy brought about by the 1978 SKB 3 Ministers. And lastly, for students in grades 1, 2, and 3 to become MTs Putri Ma'arif and students in grades 4,5, and 6 to become MA Putri Ma'arif.

2. Geographical Location of MA Putri Ma'arif Ponorogo

MA Putri Ma'arif Ponorogo is one of the schools located on Jl. Sultan Agung No. 81, Bangunsari Village, Ponorogo District, Ponorogo Regency, East Java Province. MA Putri Ma'arif Ponorogo with NPSAN 20584499 and postal code 63419.

3. Vision, Mission and Goal of School

a. Vision of MA Putri Ma'arif Ponorogo

"Having Noble, Knowledgeable, Competent, Insightful Ahlussunnah Wal Jama'ah, Cultured and Concerned for the Environment".

b. Mission of MA Putri Ma'arif Ponorogo.

- 1) Instilling and familiarizing noble character in all madrasah citizens.
- 2) Carry out learning and guidance optimally according to their potential.
- 3) Instilling religious insight with the aim of Ahlusunnah Waljama'ah.
- 4) Implementing a clean and healthy living culture as a form of environmental preservation.

c. Purpose of MA Putri Ma'arif Ponorogo

Based on the vision and mission of the madrasa, the objectives to be achieved are as follows:

- 1) Preparing students to be able to develop themselves in line with the development of science and technology imbued with Islamic teachings Ala Ahlusunnah Wal Jama'ah.
- 2) Prepare students to increase awareness of the cleanliness and beauty of the madrasah environment.

4. Facilities of MA Putri Ma'arif Ponorogo

The facilities available at MA Putri Ma'arif Ponorogo include; There are 112 student desks and chairs, 4 teacher's desks, and 24 computers. As for the existing infrastructure at MA Putri Ma'arif Ponorogo, they include;

- a. Classrooms as many as 5
- b. The library is 1 room
- c. 1 room computer lab
- d. There are 5 bathrooms which are divided into 2 rooms for teacher bathrooms and 3 rooms for female students
- e. 1 place of worship
- f. Teacher's room totaling 1
- g. Administrative Room as much as 1 room,
- h. 1 Madrasa Head Room
- i. UKS in the amount of 1
- j. Warehouses totaling 2
- k. Student Council room 1

- l. Hall as much as 1
- m. Canteen number 1
- n. Counseling Guidance Room as much as 1 room.

In addition to the learning that is carried out in the MA Putri Ma'arif Ponorogo class, several extra curricular activities can hone students' talents, including:

- a. Scout (compulsory)
- b. Youth Red Cross (PMR) (Compulsory)
- c. Read the Yellow Book
- d. Qiro'ah
- e. Lettering
- f. Calligraphy
- g. Sports (Table Tennis)
- h. Skills and entrepreneurship training.

B. Data Description

The researcher observed English language learning activities and conducted interviews with English teachers and students 10th and 11th of MA Putri Ma'arif Ponorogo. The researcher found that English teachers used code switching during teaching and learning activities at MA Putri Ma'arif Ponorogo. There are several types of code switching used by English teachers, among them are tag switching, intrasentential switching, and intersentential switching. Then, the researcher discussed the factors that influence the use of code switching in English language learning.

1. The Types of Code Switching

Based on the observation of English teachers in their teaching and learning activities, it was noted that they frequently switch between Indonesian and English languages. The teachers use code switching in the classroom to communicate and interact with students during the learning process. The following are the types of code switching used by teachers in English learning activities⁵⁷.

a. Tag Switching

- 1) **It's okay** ya, walaupun sedikit lemas selama puasa harus tetap semangat.
- 2) **Baik**, have you got it? Sudah ketemu?
- 3) You can pay attention to the example text in the book, **ya**.
- 4) **Well**, sudah tidak asing lagi ya, kata skip artinya melewati.
- 5) **Okay**, bisa kita mulai.
- 6) **Right!** bau badan, the meaning is bau badan.
- 7) **Jadi**, body odor can be both influential and embarrassing.
- 8) **Good job!** Artinya penginapan, bisa dipahami ya sekarang.
- 9) Bagaimana materi hari ini, **easy right?**
- 10) Any question **kira-kira** ?
- 11) **Ayo**, what are the vocabularies?

b. Intrasentential Switching

- 1) Cause and effect itu **sebab akibat** you can pay attention to the example text in the book, ya.

⁵⁷ See the appendix: 02/O/03-5/2023 of the observation transcript

- 2) Well, sudah tidak asing lagi kata skip artinya melewati maksudnya **skipping** disini yaitu melewati cuci tangan gitu.
- 3) Kalau **Shower** itu alat untuk mandi pancuran, sedangkan **bath** itu alat untuk berendam.
- 4) Salah satunya yaitu **body odor** ada yang tahu maksudnya?
- 5) Not only does it cause discomfort **atau tidak nyaman**
- 6) Some people try to get rid of or avoid body odor by using perfume regularly **bau badan itu menyebabkan orang tidak nyaman.**
- 7) Masih berkaitan dengan mulut **oral** itu seperti Bahasa ilmiahnya.
- 8) **Mengenai kebersihan gigi disini** it is crucial to brush your teeth regularly to avoid oral problems.
- 9) People can get influenza usually in winter **musim hujan juga termasuk.**
- 10) If you want people to continue to associate with you and not stay away from you **maksudnya agar tidak dijauhi orang-orang ya.**
- 11) **Stay** itu tinggal ya kalau ada **away** nya berarti sebaliknya menjauhi atau meninggalkan.
- 12) Baik bisa kit ulas lagi contoh-contoh dari **cause and effect for personal hygiene** tadi apa saja?
- 13) Ada juga beberapa contoh preposisi yang sudah kita bahas tadi, **because, because of** antara **because** dan **because of** artinya beda.
- 14) We talked about some new words earlier, Can you please try to mention any of them? Embarrasing itu **memalukan** next

discomfort itu gampang ya, artinya **kurang nyaman** then, develop what is the meaning? Yes right, **berkembang**.

c. Intersentential Switching

- 1) May Allah bless us with health and more blessing, **semoga Allah memberi kita kelancaran dalam menuntut ilmu dan di beri ilmu yang bermanfaat dan berkah amin.**
- 2) There is a text that discusses about cause and effect, **bisa kita baca bersama-sama.**
- 3) There is a difference between showering and taking a bath, **keduanya punya makna yang berbeda.**
- 4) Maintaining oral hygiene is just as important as maintaining body hygiene, **oral artinya apa?**
- 5) Kalau mulutnya tidak bersih atau kotor maka menyebabkan apa? betul bau mulut, **we can say bad breath in English.**
- 6) Then don't cover your mouth with your shirt or elbow when you sneeze or cough, **Apakah masih ada yang seperti ini? mungkin lain kali kita bisa memakai sapu tangan atau tisu ketika bersin atau batuk.**
- 7) Don't forget that as you age your teeth become more delicate making it even more important to take care of them properly, **selagi masih muda kita harus bisa menjaga kesehatan gigi dengan baik**
- 8) Alright, **if there is no question we will close class today, kita ketemu lagi nanti setelah lebaran.**

9) We close our meeting today **mari kita mengucapkan hamdalah bersama-sama**, thank you for your attention, the last I say wassalamualaikum wr wb.

2. The Factors That Influenced The Use of Code Switching

From observation and interviews that were conducted with English teachers, it was found that there were two main factors that became the background or motivation for using code switching by teachers in the classroom namely, bilingual factors and situational factors⁵⁸.

a. Bilingual Factor

The researcher concludes the result on the bilingual factor that influenced the use of code switching in English language learning based on the findings of interviews with English teachers. The English teachers have the following opinion.

Since the learning materials are in English, he must combine English and Indonesian for explanations. Furthermore, in order to facilitate learning, learners and teachers who do not actively use English must combine English and Indonesian.⁵⁹

According to Mr. Endi's opinion, the use of Code switching is the consequence of learning materials in full English. Therefore, it is unable to distinguish between the use of English and Indonesian in order that learning goals can be achieved. Beside, based on Mrs. Umi point of view toward bilingual factor that influenced the use of code switching as follows. Mrs. Umi said: "It is the language and abilities

⁵⁸ See the appendix: 03/O/17-5/2023 of the observation transcript

⁵⁹ See the appendix: 01/I/12-04/2023 of the interview transcript

of the students, apart from that they are also influenced by conditions that require code switching in English class”.⁶⁰

From the opinion above, it can be concluded that English is a foreign language for students, and considering the proficiency of various students in languages, therefore teachers use code switching as an effort to ensure that learning proceeds effectively and that students understand the topic of material that is being discussed.

b. Situational Factor

The researcher concludes the result on the situational factor that influenced the use of code switching in English language learning based on the findings of interviews with English teachers and students. The English teachers and students have the following opinion.

Code-switching is something He frequently do when learning English. He is unable to use all of the English in his lessons because every student has a different level of proficiency with the language. He must combine the two because it is unfair to use only full English or Indonesian.⁶¹

Based on Mr. Endi's perception of the findings from interviews on the use of code switching in English learning. He often uses code switching during English lessons because students' English skills are still low, this helps to balance the learning process and the delivery of information. So he will use both English and Indonesian or switch them, so the student may have a clear understanding of the material that is presented by the teacher. According to Mrs. Umi,

⁶⁰ See the appendix: 02/I/24-05/2023 of the interview transcript

⁶¹ See the appendix: 01/I/12-04/2023 of the interview transcript

opinions toward the use of code switching in English learning are as follows.

She uses code switching in learning English. Not full but tends to be frequent. Because in her opinion students still need help in understanding the material, so she has to switch the language from English to Indonesian and from one to the other, because of the needs in the subject matter.⁶²

From the opinion above it can be concluded that she uses code switching frequently, in order to help the student to understand the material in English learning. code switching is an essential part that is needed and involved in the learning process.

According to Sindi Kurnia Sari's statement. She said that teachers use code switching in learning English as an effort to help students understand lesson material, particularly when it comes to more challenging material.

Our teachers usually use language switching or code switching when explaining lesson material and discussing new vocabulary. And when discussing matters related to learning material. Another situation is when we as students face material that is difficult and not easy to understand, the teacher will automatically switch the language to provide easier access for students.⁶³

Other student also said that the teacher used code switching when discussing material, was Triana Yulianti. She said teachers used code switching to explain material that required more detailed explanation.

Usually our teachers use language switching or code switching when explaining difficult vocabulary or new vocabulary. Some difficult vocabulary requires a more detailed explanation by the

⁶² See the appendix: 02/I/24-05/2023 of the interview transcript

⁶³ See the appendix: 03/I/24-05/2023 of the interview transcript

teacher so that it is easy to understand. We rarely know new vocabulary, so to explain the meaning of this vocabulary, teachers use code switching as a method that can help students learn.⁶⁴

Citra Azzahra stated that code switching was a technique commonly used by teachers in class when they realize that students are struggling to understand the topic or context being discussed.

Code switching often occurs when there is a misapprehension of the material being discussed, or when the teacher realizes that students do not understand the topic or context being discussed. The teacher will directly apply code switching to provide a clear explanation. In sentences or vocabulary that are less complicated and difficult, the teacher will use code switching for better understanding.⁶⁵

One of the student, Dewi Novianti also added the statement that teachers often use code switching to explain complex material to their students.

It's common for teachers to encounter situations where they need to explain complex concepts or translate English vocabulary into Indonesian (or vice versa). These situations arise because students often have difficulty understanding the context of English due to their limited language skills.⁶⁶

From the above data it can be concluded that the English teachers of MA Putri Ma'arif Ponorogo frequently uses code switching to aid the students' understanding of the material during English language learning sessions. Code switching is an integral aspect of the learning process and is necessary for effective communication between teachers and students. Many student feel comfortable during the learning proses when the teacher use the code switching in the classroom.

⁶⁴ See the appendix: 04/I/24-05/2023 of the interview transcript

⁶⁵ See the appendix: 05/I/25-05/2023 of the interview transcript

⁶⁶ See the appendix: 06/I/25-05/2023 of the interview transcript

When English teachers incorporate code switching into their lessons, they create a more inclusive and welcoming learning environment for students who may struggle with English as a second language. This approach can lead to greater comprehension of English language material, as students are able to make connections between their native language and English. As a result, students are more likely to participate actively in English learning activities, leading to improved language skills and increased confidence in their abilities. By using code switching as a tool, English teachers can help their students succeed in the classroom and beyond.

C. Discussion

1. An analysis of the types of code switching used by the English teacher of MA Putri Ma'arif Ponorogo.
 - a. Tag Switching

Researchers found 11 utterances of tag switching used by teachers in the process of English learning activities.

1. **It's okay** ya, walaupun sedikit lemas selama puasa harus tetap semangat.

It's okay yes, even though it's a little weak during fasting, keep your spirit.

Tag switching happened when the teacher ensured that students remained enthusiastic about learning and actively participated in classroom activities by saying “no, problem” before the statement.

2. **Baik**, have you got it? Sudah ketemu?

Well, have you got it? sudah ketemu?

Tag switching occurred in the teacher's question to verify the students' material preparation before starting the discussion.

Tag switching is present in the word "baik".

3. You can pay attention to the example text in the book, **ya**.

You can pay attention to the example text in the book, yes.

Here, tag switching happened when the teacher requested students to pay close attention to the examples in the book by adding the expression "ya" at the end of the statement. This expression is commonly used in Indonesian at the end of statements or ideas.

4. **Well**, sudah tidak asing lagi ya, kata skip artinya melewati.

Well, it's familiar, the word skip means to pass.

Tag switching happened when the teacher confirmed commonly used vocabulary through clear expressions at the beginning of a statement by saying "well".

5. **Okay**, bisa kita mulai.

Okay, we can start.

Here, tag switching occurred when the teacher asked the students to begin the lesson with a clear statement by saying "okay" as evidence that the teacher was ready to start the meeting.

6. **Right!** bau badan, the meaning is bau badan.

Right! body odor, the meaning is body odor.

Tag switching occurred when the teacher responded to students' correct answer with a clear and assertive positive affirmation by saying "right". Here the teacher provided expressions for giving praise to students.

7. **Jadi**, body odor can be both influential and embarrassing.

So, body odor can be both influential and embarrassing.

Tag switching occurred when the teacher engaged in a discussion with students about a particular subject. Tag switching is present in the word "jadi".

8. **Good job!** Artinya penginapan, bisa dipahami ya sekarang.

Good job! It means accommodation, you can understand it now.

Tag switching occurred when the teacher praised students for comprehending the material, using the phrase "good job". This is one form of interaction between teachers and students.

9. Bagaimana materi hari ini, **easy right?**

How about today's material, easy right?

Tag switching occurred when a teacher wanted to ask the students' opinions on the discussed material in order to create better engagement and participation in the class. Tag switching is present in the word "easy right".

10. Any question **kira-kira?**

Any question maybe?

Tag switching occurred when the teacher verified to students if there are questions about material that may not be understood to ensure that no information or explanation is missed. Tag switching is present in the word "kira-kira".

11. **Ayo**, what are the vocabularies?

come on, what are the vocabulary?

Tag switching occurred when the teacher asked students to mention the vocabulary that has been discussed. Here, the teacher used tag switching from Indonesia to English by saying "ayo, what are the vocabularies?".

b. Intrasentential Code Switching

In this section the researcher found that there are 14 intrasentential code switching utterances that have been used by teachers in learning English.

1. Cause and effect itu **sebab akibat** you can pay attention to the example text in the book, ya

Cause and effect means cause and effect, you can pay attention to the example text in the book, ya.

Intrasentential switching occurred when the teacher explained the topic to the students at the beginning of the lesson in order to ensure understanding by using the Indonesian phrases "sebab akibat". The teacher aims to provide clear explanations to ensure students' understanding of the material.

2. Well, sudah tidak asing lagi kata skip artinya melewati maksudnya disini **skipping** disini yaitu melewati cuci tangan gitu.

Well, it's already familiar, the word skip means skipping, meaning skipping here means skipping washing your hands.

Intrasentential switching occurred in word “skipping” when the teacher tried to elaborate the meaning of the phrase skipping in more detail, considering that the word skip is already familiar with and frequently comes across by students.

3. Kalau **shower** itu alat mandi pancuran, sedangkan **bath** itu alat untuk berendam.

If the shower is a tool for showering, while the bath is a tool for soaking.

Intrasentential switching occurred when the teacher explained to students the difference between the meanings of the words shower and bath in Indonesian. The teacher switched the language to provide a more detailed explanation.

4. Salah satunya yaitu **body odor** ada yang tahu maksudnya?.

One of them is body odor, does anyone know what it means?

Intrasentential switching occurred in the word “body odor” when the teacher asked students about the meaning of the new understanding being discussed. The teacher wanted to ensure that students were able to understand the material well.

5. Not only does it cause discomfort **atau tidak nyaman**.

Not only does it cause discomfort or uncomfortable.

Intrasentential switching occurred when the teacher switched the statement from English to Indonesian by saying “ atau tidak nyaman” in order to prevent students from misunderstanding the information.

6. Some people try to get rid of or avoid body odor by using perfume regularly **bau badan itu menyebabkan orang tidak nyaman.**

Some people try to get rid of or avoid body odor by using perfume regularly, body odor makes people uncomfortable.

Intrasentential switching occurred when the teacher discussed with students the effects of body odor in the lesson. The teacher used code switching from English to Indonesian by saying “bau badan itu menyebabkan orang tidak nyaman” to provide a more detailed explanation.

7. Masih berkaitan dengan mulut **oral** itu seperti bahasa ilmiahnya.

Still related to the mouth, oral is like scientific language.

Intrasentential happened in the word “oral” when the teacher clarified to the students the term “oral” and provided clear explanations in Indonesian so that students can understand them easily.

8. **Mengenai kebersihan gigi disini** it is crucial to brush your teeth regularly to avoid oral problems.

Regarding dental hygiene here, it is crucial to brush your teeth regularly to avoid oral problems.

Intrasentential switching happened when the teacher discussed a topic with students related to dental hygiene. The teacher gave a brief explanation in Indonesian to make it easier for students to get the point before giving a more detailed explanation in English by saying “mengenai kabersihan gigi disini”.

9. People can get influenza usually in winter **musim hujan juga termasuk ya.**

People can get influenza usually in winter or rainy season, rainy season is also included.

Intrasentential switching happened when the teacher provided clarification to students on the statements given by saying “musim hujan juga termasuk ya”. The teacher switched the language to give a clear explanation.

10. If you want people to contionue to associate with you and not stay away from you **maksudnya agar tidak dijauhi orang-orang ya.**

If you want people to continue to associate with you and not stay away from you, that means not being shunned by people, okay?

Intrasentential switching occured when the teacher discussed material related to personal hygiene with students. Then the teacher provided detailed explanations in Indonesian by saying “maksudnya agar tidak dijauhi orang-orang ya”.

11. **Stay** itu tinggal ya kalau ada **away** nya berarti sebaliknya menjauhi atau meninggalkan.

Stay is stay ya, if there is away, it means on the contrary to stay away or leave.

Intrasentential switching occurred in the word “**stay** and **away**”.

When the teacher discussed with the students when the teacher discussed with student the concept of the phrasal verb of stay away. The teacher elaborated a clear explanation in Indonesian.

12. Baik bisa kita ulas lagi contoh-contoh dari **cause and effect for personal hygiene** tadi apa saja? .

well, can we review some more examples of the causes and effects for personal hygiene?.

Intrasentential switching occurred when the teacher wanted to review the material that had been discussed with students. The teacher wanted to stimulate students' memory by mentioning the topic of the material being discussed by saying “cause and effect for personal hygiene” in the middle of the question sentence.

13. Ada juga beberapa contoh preposisi yang sudah kita bahas tadi because, because of antara **because** dan **because of** artinya beda.

There are also several examples of prepositions that we discussed earlier because, because of, because and because of have different meanings.

Intrasentential switching appeared in word by “ because and because of”. It happened when the teacher discussed the difference between because and because of. Here the teacher wanted to emphasize to students the difference between the two.

Code switching occurred in words by “embarrassing, discomfort, and develop”. It happen when teacher reminded students about the kinds of vocabulary that have been discussed. And he gave several examples to stimulate students' memory.

14. We talked about some new words earlier, can you please try to mention any of them? Embarrassing **itu memalukan** next discomfort **itu gampang ya**, artinya **kurang nyaman** then, develop what is the meaning? Yes right, **berkembang**.

We talked about some new words earlier, can you please try to mention any of them? Embarrassing is embarrassing, next discomfort is easy, it means uncomfortable then, develop what is the meaning? Yes right, growing.

intrasentential switching occurred in words by “memalukan, kurang nyaman, and berkembang”. It happen when the teacher reminded students about the kinds of vocabulary that have been discussed. The teacher clarified by providing the Indonesian translation to help student remember the vocabulary.

c. Intersentential Code Switching

The researcher found 9 utterances in this research that show the intersentential code switching.

1. May Allah bless us with health and more blessing, **semoga Allah memberi kita kelancaran dalam menuntut ilmu dan diberi ilmu yang bermanfaat dan berkah amin.**

May Allah bless us with health and more blessings, may we be given smoothness in studying and given useful knowledge and blessings, amin.

intersentential switching occurred in the sentence by “semoga Allah memberi kita kelancaran dalam menuntut ilmu dan diberi ilmu yang bermanfaat dan berkah amin”. It happened when the teacher started the class with prayer and positive affirmation. The teacher switched the language to provide clearer and more concise utterance in order to make the utterance more understandable for the students.

2. There is a text that discusses about cause and effect, **bisa kita baca bersama-sama.**

There is a text that discusses cause and effect, we can read it together.

Intersentential switching occurred in the sentence "bisa kita baca bersama-sama". It happened that the teacher discussed material related to cause and effect with students. The teacher required students to read the material together in Indonesian by saying “bisa kita baca bersama-sama” to attract students' attention so they could focus on following the discussion.

3. There is a difference between showering and taking a bath, **keduanya punya makna yang berbeda.**

There is a difference between showering and taking a bath, both have different meanings.

Intersentential switching occurred within sentences “keduanya punya makna yang berbeda”. When the teacher continued discussing material related to personal hygiene with student. The teacher switched the language into Indonesian by saying “keduanya punya makna yang berbeda” to support the previous statement in order for students to understand and pay closer attention to the topic.

4. Maintaining oral hygiene is just as important as maintaining body hygiene, **ada yang sudah tahu maksud dari kata oral disini?.**

Maintaining oral hygiene is just as important as maintaining body hygiene, does anyone know what the word oral means here?.

Intersentential switching occurred in the sentence " ada yang sudah tahu maksud dari kata oral disini? ". It happened when the teacher wanted to ensure students' understanding by asking questions “ada yang sudah tahu maksud dari kata oral disini?” the teacher expected that the students would be able to grasp the point.

5. Kalau mulutnya tidak bersih atau kotor maka menyebabkan apa? **Betul bau mulut, we can say bad breath in English.**

If the mouth is not clean or dirty then what causes it? That's right bad breath or we can say bad breath in English.

Intersentential switching occurred in the sentence "we can say bad breath in English". It happened when the teacher explained to students about material related to oral hygiene then the teacher switched the language to English to tell students new vocabulary by saying “we can say bad breath in English”.

6. Then don't cover your mouth with your shirt or elbow when you sneeze or cough, **apakah masih ada yang masih seperti ini? mungkin lain kali kita bisa memakai sapu tangan atau tisu ketika bersin atau batuk.**

Then don't cover your mouth with your shirt or elbow when you sneeze or cough, is there anyone still like this? Maybe next time we can use a handkerchief or tissue when you sneeze or cough.

Intersentential switching occurred in the sentence “apakah masih ada yang masih seperti ini? mungkin lain kali kita bisa memakai sapu tangan atau tisu ketika bersin atau batuk”. It happened when the teacher provided a further explanation of the previous statement in Indonesian by saying “apakah masih ada yang masih seperti ini? mungkin lain kali kita bisa memakai sapu tangan atau tisu ketika bersin atau batuk” to ensure students could understand the topic clearly.

7. Don't forget that as you age your teeth become more delicate making it even more important to take care of them properly, **selagi masih muda harus bisa menjaga kesehatan gigi dengan baik.**

Don't forget that as you age your teeth become more delicate making it even more important to take care of them properly, while we are still young we must be able to maintain good dental health.

Intersentential switching occurred in the sentence “selagi masih muda harus bisa menjaga kesehatan gigi dengan baik”. It happened

when the teacher discussed with students related to dental hygiene then the teacher provided advice in Indonesian by saying “selagi masih muda harus bisa menjaga kesehatan gigi dengan baik” so the students would be able to understand the essence of the information provided.

8. Alright, if there is no question we will close class today, **kita ketemu lagi nanti setelah lebaran.**

Alright, if there is no question we will close class today, we will meet again after Eid.

Intersentential switching occurred in the sentence “kita ketemu lagi nanti setelah lebaran”. It happened when the teacher provided additional information to students before closing the class by saying “kita ketemu lagi nanti setelah lebaran” to give clear information.

9. We close our meeting today, **mari kita mengucapkan hamdallah bersama-sama**, thank you for your attention the last I say wassalamualaikum wr wb.

We close our meeting today, let's say hamdallah together, thank you for your attention the last I say wassalamualaikum wr wb.

Code switching occurred in the sentence "mari kita mengucapkan hamdallah bersama-sama". It happened when the teacher intended to close the class by inviting students to pray together by saying together “mari kita mengucapkan hamdallah bersama-sama”.

In the previous chapter, Poplack in Romaine classified code switching into three types: tag switching, intrasentential code switching, and intersentential switching⁶⁷. The intrasentential switching form occurs more often because teachers use a lot of language switching in the middle of words without interruptions or pauses that indicate a language shift. Intersentential code switching occurs at the beginning or end of a sentence stated by the teacher. Teachers also apply tag switching, which indicates the usage of sentence fillers or interjections from one language to another in one utterance during the communication between teachers and students in class.

2. An analysis of the factor that influenced the use of code switching by the English teacher of MA Putri Ma'arif Ponorogo.

The use of code switching has become a common phenomenon and is carried out by teachers during learning activities. The teachers have used code switching naturally as an effort to be able to convey English material as a whole to students. The different abilities of students can be adjusted and equated with the delivery of material which can be simplified using code switching. In practice, not only teachers but also students also use code switching to ask questions and confirm material to the teacher. So that the use of code switching in learning English has occurred and is used actively by teachers and students.

⁶⁷ Romaine, *Language in Society : An Introduction to Sociolinguistics*.

In addition, code switching has a quite crucial role in English material that is still foreign to students. The use of code switching has a good influence, such as material that can be conveyed properly so that there is no misunderstanding of information between the words of the teacher and the material received by students. Code switching is vice versa or used from English to Indonesian. In practice the teacher also uses Indonesian or English in the middle of a conversation between the two languages.

The implementation of code switching in learning English in teacher and student communication creates a circle that is related to one another. The use of switching codes can be a strategy that can be used by teachers in learning interactions with students. With this continuity, communication between teachers and students will be well established.

Teaching English, a foreign language-based teaching, is crucial to involve the application of code switching in the process. Learning activities such as material explanations, discussions, and questions and answers can be carried out optimally between teachers and students with the use of switching codes. In addition, the switching code helps teachers to be able to provide material according to the competencies of students. As a result, switching codes can be used by teachers to create learning situations that can be actively participated by students. The teacher implements the switching code by the teacher in learning

English using language switching intentionally when explaining material

In addition, code switching has a very functional role and is related to students' level of understanding of the material. The results of the interviews with the teacher show that code switching can be used for bilingual learning which is equivalent to the students' language ability level. In addition, the existence of material factors conveyed in learning activities is also one of the triggers for the use of code switching in learning English in the classroom.

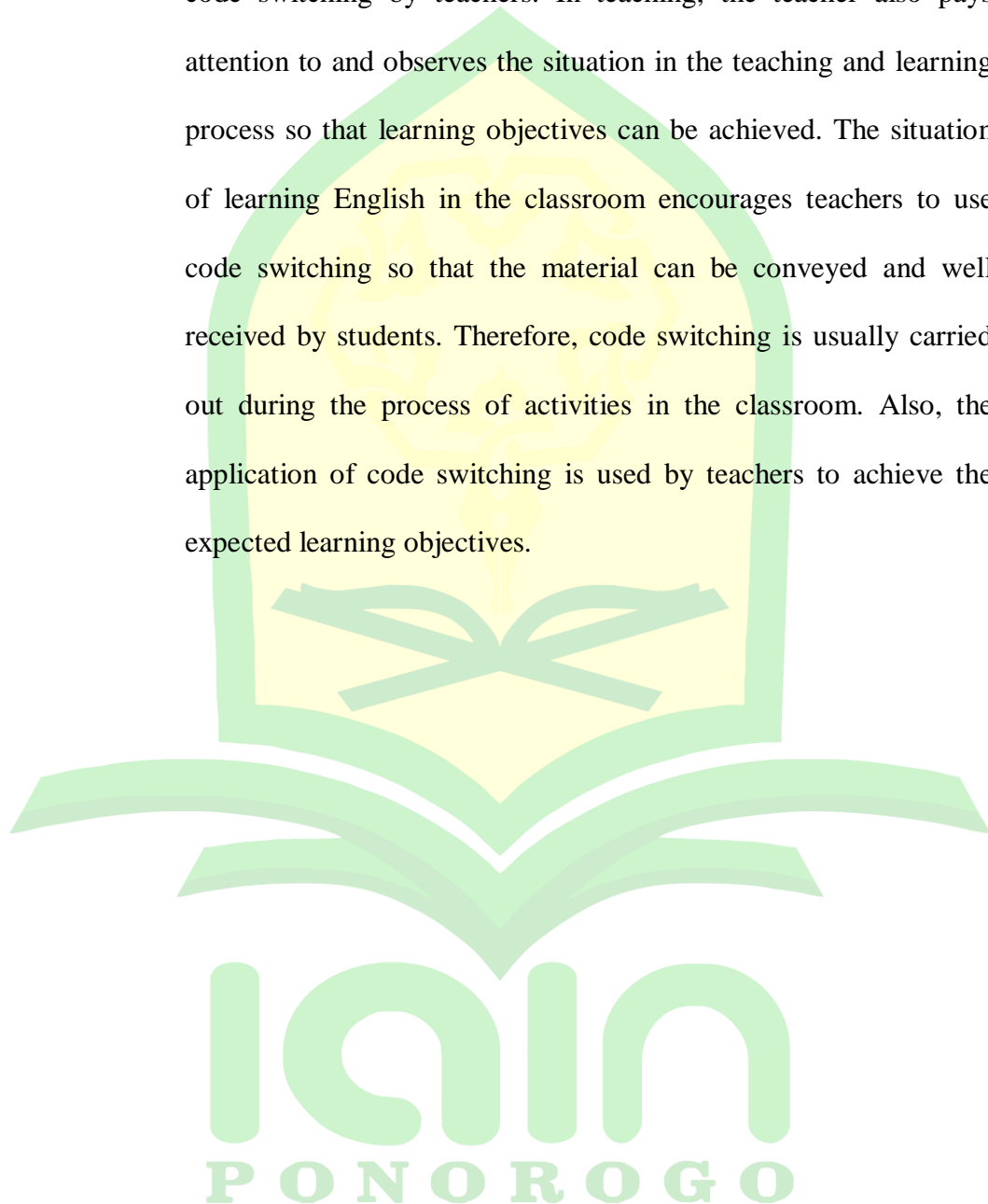
Based on the reasons the two teachers previously used code switching, this study will conclude and compare the results with Hudson's theory⁶⁸.

- a. The bilingual factor, according to Hudson's theory, the bilingual factor influences the use of code switching by the teacher considering that English is a foreign language for students, so that code switching in the process is encouraged by the teacher as one of the efforts made by the teacher so that students can understand what is conveyed. Furthermore, the level of students' ability and mastery of English varies from one to another mebooster the teacher to be able to understand and equalize this through the use of code switching in the material stimulus process. In addition, the use of code switching in learning English also maximizes the communication carried out by teachers and students in the

⁶⁸ Hudson, *Sociolinguistics*.

classroom so that an active learning environment can be created and teaching occurs optimally.

- b. According to Hudson's theory, situational factors lead to the use of code switching by teachers. In teaching, the teacher also pays attention to and observes the situation in the teaching and learning process so that learning objectives can be achieved. The situation of learning English in the classroom encourages teachers to use code switching so that the material can be conveyed and well received by students. Therefore, code switching is usually carried out during the process of activities in the classroom. Also, the application of code switching is used by teachers to achieve the expected learning objectives.



CHAPTER V

CONCLUSION

A. Conclusion

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

1. The type of code switching used by the English teacher at MA Putri Ma'arif Ponorogo in the learning process concluded that there were 3 types of code switching of 56 utterances. Among them are 11 tag switching, 14 intrasentential switching, and 9 intersentential switching.
2. There are two factors that influence the use of code switching. These factors are bilingual and situational. In the learning process these factors determine the language made by the teacher.

B. Suggestion

After conducting research, the following are suggestions that researchers want to provide:

1. For English Teacher

This research is expected to provide English teachers with compassion regarding the types and factors influencing their English use. The teacher can gain a better understanding of code-switching and its use in the teaching and learning process. Code-switching is a valuable tool that can aid in the effective delivery of material and communication between teachers and students.

2. For Reader

This research can serve as a useful reference for future studies. Additional research may delve into code-switching in other contexts, including age, gender, and cultural background.



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