

**AN ANALYSIS OF CODE SWITCHING USED BY ENGLISH TEACHERS AT
MTs DARUL FIKRI**

THESIS



By

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STATE ISLAMIC INSTITUTE OF PONOROGO
2023**

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**Presented to State Islamic Institute of Ponorogo in Partial Fulfillment of the
Requirement for the Degree of Sarjana in
English Language Teaching Department**



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ABSTRACT

Latifah, Peni. 2023. *An Analysis of Code Switching Used by English Teachers at MTs Darul Fikri*. Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Ahmad Nadhif, M.Pd.

Key Words : *Code Switching, Code Mixing, Learning Class*

Language is a crucial tool for communication, allowing people to ask questions and express emotions like happiness, anger, and gratitude. Code, which is an organized system, has various uses depending on the speaker's background, the relationship between people, and the current situation. Code-switching is when language, syntax, grammar, behavior, and appearance adapt to match cultural norms. Code mixing involves using two languages in one statement.

The objective of this study is to identify: 1. What the type of code switching used by English teacher at MTs Darul Fikri Ponorogo. 2. What the reason of the teacher doing code switching in teaching English at MTs Darul Fikri Ponorogo.

This research applied qualitative descriptive approach. This research takes data from teacher conversations in teaching English learning process. Researchers examined 3 teachers with each teacher meeting twice. Researchers collected data by taking videos during English lessons and grouping the conversations into types of code switching. Researchers conducted face to face interviews with 3 teachers to find out the reasons of teachers doing code switching in a class.

There are three types of code switching, there are Tag Code Switching, Inter Sentential Code Switching, and Intra Sentential Code Switching. The study involves 314 sentences, with Inter Sentential Code Switching making up 52% of the total 197 Code Switching sentences and Alternation comprising 76% of the total 117 Code Mixing sentences. Teachers use code switching and code mixing in classrooms to help students understand the subject better.

APPROVAL SHEET

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

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Department : English Language Teaching
Title : An Analysis of Code Switching and Code Mixing Used by Teachers in MTs Darul Fikri

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

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Ponorogo, 31 Oktober 2023

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Has been approved by the board of the examiners on:

Day : Friday
Date : 10th November 2023

and has been accepted as the requirement for the degree the *Sarjana*
Pendidikan on:

Day : Tuesday
Date : 21th November 2023

Ponorogo, 21th November 2023

Ratified by

Dean of Tarbiyah and Teacher Training
State Islamic Institute of Ponorogo



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CHAPTER I

INTRODUCTION

A. Background of the Study

Language plays an important role for all living beings by facilitating communication, and the absence of language will hinder meaningful interaction among humans. Suardani Silaban, referring to Hutajulu and Herman, underlines the importance of language as a means of communication. Language covers a spectrum of expressions, including sounds, gestures, or signs, each of which is imbued with a recognized meaning, thus serving as a channel of communication and emotional expression. The importance of language in the human experience goes beyond communication; it plays a crucial role in helping individuals articulate thoughts and emotions, encouraging engagement with others, and establishing and maintaining social relationships. As such, the importance of language lies not only in its communicative function, but also in its profound impact on human expression, connection and social cohesion.¹

The diversity of languages and dialects highlights a fundamental aspect of human existence: not everyone shares the same linguistic framework. Language therefore becomes an indispensable and unifying element, connecting individuals across different cultural and geographical contexts. Humans, being social creatures by nature, find themselves closely tied to language as an indispensable means of communication. Through language, humans bridge gaps, share ideas, and foster understanding, emphasizing humanity's inseparability from the tapestry of linguistic diversity that characterizes our global community.

Sociolinguistics studies the complex interaction between language and social relations. In the 19th century, linguistic research mainly centered on exploring the historical evolution of individual languages and formulating comprehensive theories of language

¹Sherli Agustine, Natalina Asi, and Maria Arina Luardini, "Language Use in EFL Classroom Interaction: A Sociolinguistic Study," *International Journal of Language Education* 5, no. 4 (December 31, 2021): 372–73, <https://doi.org/10.26858/ijole.v5i4.23598>.

change.²Linguistics, defined as the scientific study of language, covers a broader scope than this concise definition. To explain, studying the term 'scientific' reveals that the study of language entails systematic exploration conducted through controlled and observable experiments. This investigative approach is supported by a comprehensive theory of language structure, which provides a more nuanced understanding of the intricate inner workings of the field of linguistics.³Ridwan Hanafiah, referring to Trudgill's view, defines Sociolinguistics as the study of the complex relationship between language and society. Its main goal is to improve our understanding of the structure of language and its function in the world of communication.⁴

Indonesia is known as a multilingual country due to its rich linguistic diversity. In areas with multiple languages, the practice of code-switching is prevalent in daily conversations. Sociolinguistics, as a field, has witnessed various definitions of code-switching from different researchers. One perspective, as highlighted by İlknur İstifci in his journal, characterizes code-switching as an intentional and systematic alternation between two or more languages in a single utterance or conversational exchange, for specific communicative purposes.⁵In contrast, Padmadewi, as cited in Eka Susylowati's research, offers an alternative definition of code-switching. In this context, code-switching is described as a language interaction that occurs among different speakers in bilingual and multilingual communities. This interaction produces reciprocal linguistic effects, which play a role in language development and emergence.⁶ Aisha Bhatti views code-switching as a significant phenomenon, seeing it as a deliberate style of speech used to achieve certain interactive

²John Lyons, *Language and Linguistics* (Cambridge University Press, 1981), 35.

³John Lyons, *Introduction to Theoretical Linguistics* (Cambridge University Press, 1968), 1.

⁴Ridwan Hanafiah, Ayu Rantika, and Muhammad Yusuf, "The Levels of English-Arabic Code-Mixing in Islamic Boarding School Students' Daily Conversation," *Advances in Language and Literary Studies* 9, no. 6 (December 28, 2018): 78, <https://doi.org/10.7575/aiac.all.v.9n.6p.78>.

⁵İlknur İstifci, "Code-Switching in Tertiary-Level EFL Classrooms: Perceptions of Teachers," *Dil ve Dilbilimi Çalışmaları Dergisi* 15, no. 4 (December 31, 2019): 1288, <https://doi.org/10.17263/jlls.668428>.

⁶Eka Susylowati et al., "Code Switching by Female Students of Islamic School in Daily Communication: Modern Islamic Boarding School," *Arab World English Journal* 10, no. 2 (June 15, 2019): 104, <https://doi.org/10.24093/awej/vol10no2.9>.

effects and communication goals. From a sociolinguistic point of view, it is identified as a typical characteristic commonly observed among bilingual and multilingual individuals.⁷

Accents and speech patterns, which reveal the origin of the speaker, offer valuable insights into communication styles. The term "code-mixing", as suggested by the title of this paper, represents an element of sociolinguistics with practical application in everyday life. To quote Jimmi, who cites Gulberg & Couto, code-mixing (CM) is a phenomenon to note where two languages are simultaneously active in bilingual production.⁸This implies that code-mixing is an inherent part of the bilingual process, which involves individuals who are proficient in two languages. These bilingual individuals attempt to blend two different languages in a single utterance, which demonstrates the capacity to use two languages simultaneously. Hence, code-mixing can be characterized as a dynamic process integral to the development of multilingual skills.

Kannan highlighted the importance of English as an essential medium of communication.⁹English proficiency can enhance one's status and opportunities, especially in education, technology, global trade and business. As a result, in non-native English speaking countries, mastering a second or foreign language is challenging for students, as the practical applications of English in real-life situations are limited. Instead, students often find themselves limited to learning phrases from textbooks rather than experiencing them in authentic environments.

The gap between textbook learning and real-life application underscores the challenges associated with teaching English in non-native contexts. Students may face difficulties in practical language use, which affects their ability to navigate the complexities of

⁷Aisha Bhatti, Sarimah Shamsudin, and Seriaznita Binti Mat Said, "Code-Switching: A Useful Foreign Language Teaching Tool in EFL Classrooms," *English Language Teaching* 11, no. 6 (May 14, 2018): 94, <https://doi.org/10.5539/elt.v11n6p93>.

⁸Jimmi Jimmi and Rafelia Elsa Davistasya, "Code-Mixing In Language Style Of South Jakarta Community Indonesia," *Premise: Journal of English Education* 8, no. 2 (October 20, 2019): 195, <https://doi.org/10.24127/pj.v8i2.2219>.

⁹Ali Derakhshan and Marjan Shirmohammadli, "The Difficulties of Teaching English Language: The Relationship between Research and Teaching," *International Journal of Linguistics* 7, no. 1 (March 6, 2015): 103, <https://doi.org/10.5296/ijl.v7i1.6648>.

communication in English. Recognizing this, teachers are encouraged to actively seek effective solutions to alleviate the challenges inherent in teaching English. By incorporating innovative and practical approaches into their teaching methods, teachers can bridge the gap between theoretical language knowledge and its real-world application, thus providing a more immersive and rewarding language learning experience for students.

The government does not often use English as a medium of education. In formal settings such as schools, Indonesians use Indonesian as a common language, which is why Indonesians become bilingual and even multilingual when the language changes from English to the mother tongue of teachers and students during the process of teaching English. As Broughton notes, foreigners learn English primarily for conveying ideas rather than expressing emotions, as they have their native language for emotional expression.¹⁰ It's a good general guideline to remember that intense words and objects are secondary to foreign learners, which is precisely what happens. As a result, foreign languages are seen as having the same status as courses in school, such as homework and many examinations to reach test results. As a result, learning English may not be as effective as it should be.

Bilinguals frequently engage in code-switching, a phenomenon that occurs regularly in their daily conversations. This demonstrates that code-switching is a typical aspect of bilingual speech, involving the use of two languages within a single discourse, conversation, or utterance.¹¹ In the context of an English language classroom, code-switching serves as a tool to maintain discipline by providing clear directives and emphasizing crucial phrases. Introducing code switching at an early stage of education will impact effective learning and help students become proficient in the target language. For effective English language teaching, it is recommended that teachers utilize code-switching not only to highlight essential learning topics and tasks but also to correct students errors promptly. This

¹⁰Nika Purwati et al, *Research in English and Applied Linguistics (REAL) Vol 2: Beautiful World Is Seen from the Eyes of Linguists* (LLC Publishing, n.d.), 32.

¹¹Bhatti, Shamsudin, and Said, "Code-Switching," 94.

approach enhances students understanding of the language and encourages active participation, thereby improving the overall learning experience. Furthermore, the judicious use of code-switching and code-mixing can help students comprehend information, especially if they lack fluency in the target language. Considering these advantages, researchers have studied English teachers' use of code switching in the classroom and the reasons underlying their implementation. The reason the researcher chose MTs Darul Fikri as a place to conduct research was because many students had difficulty understanding conversations in English during the learning process. As a result, the phenomenon of code switching often occurs which is used as an alternative in delivering material to students during the English learning process.

Based on the background explanation of the problem above, the researcher chose a title “An Analysis of Code Switching Used by English Teacher at MTs Darul Fikri Ponorogo” for the thesis.

B. Focus of the Study

The main focus of this study centers on the comprehensive analysis of code-switching and code-mixing used by English teachers during the English learning process at MTs Darul Fikri. Special emphasis in this study was directed towards understanding the different types of code-switching used in the learning context. Following the classification proposed by Musyken, the types of code switching identified include Tag Code Switching, Inter Sentential Code Switching, and Intra Sentential Code Switching.

This study sought to ascertain the dominant type of code switching in the teaching practices of English teachers at MTs Darul Fikri. By studying the nuanced differences among these types, this study aims to uncover the patterns and preferences that characterize teachers' linguistic strategies. In addition, the researchers aim to explore the reasons underlying the choice of code-switching in the teaching process, seeking insight into the pedagogical motivations that drive the use of certain types of code-switching.

In essence, this study contributes to a more nuanced understanding of the intricacies of code-switching in English language teaching, highlighting the prevalence, types, and instructional rationale behind teachers' use of code-switching at MTs Darul Fikri. The findings have the potential to inform language education practice and contribute valuable insights to the wider discourse.

C. Statement of the Problems

This research revealed some problems related to the above background. They are:

1. What the dominant type of Code Switching used by teachers in teaching English at MTs Darul Fikri?
2. What the reason of teachers doing Code Switching in teaching English at MTs Darul Fikri?

D. Objectives of Study

1. This study aims to find out the dominant type of Code Switching used by teachers in teaching English at MTs Darul Fikri.
2. This study aims to find out the reasons of the teachers doing Code Switching in in teaching English at MTs Darul Fikri.

E. Significance of the Study

1. Teachers

This study has valuable implications for educators and students, serving as a significant resource in the field of language teaching. For teachers at MTs Darul Fikri, the findings offer practical insights into the intricacies of code-switching and code-mixing, allowing them to adapt their instructional strategies and materials to align with the prevalent linguistic practices identified in this study. This adaptability has the potential to enhance the effectiveness of language teaching, fostering an environment that matches the specific language preferences and nuances observed among teachers and students.

At the same time, students can utilize the results of this study as a benchmark to assess their foreign language proficiency. By understanding the dominant types of code-switching used by their teachers, students gain a point of reference to evaluate their own language skills. This reflective approach empowers students to identify areas for improvement and refine their linguistic abilities according to the patterns observed in teaching practices. In essence, this research becomes a practical tool for educators and students, contributing to the ongoing refinement and development of foreign language proficiency in the context of MTs Darul Fikri.

2. Student

The expected impact of this research is to provide valuable support for those students who wish to master a foreign language, particularly improving their understanding and proficiency in English, with particular emphasis on speaking skills. By studying the analysis of code-switching and code-mixing used by English teachers at MTs Darul Fikri, this research is positioned to offer practical insights that can directly benefit students in their language learning journey.

For students, the findings of this study can be a valuable resource to enhance their understanding of English lessons, especially in the domain of speaking skills. By gaining insight into the types of code-switching commonly used by teachers, students can develop a more nuanced understanding of language nuances and communication strategies. This, in turn, empowers them to navigate and engage more effectively in English-speaking contexts, contributing to an overall improvement in their language comprehension and conversational ability.

3. Readers

The expected contribution of this study extends to a diverse readership, with particular emphasis on IAIN Ponorogo students, especially those in the English Department. In addition, the findings of this study are expected to benefit a wider

readership involved in the field of education or those with an interest in the study of English.

For students at IAIN Ponorogo, particularly those in the English Department, this study offers valuable insight into the nuances of code-switching and code-mixing used by English teachers at MTs Darul Fikri. This knowledge can enhance their understanding of language dynamics, providing a practical perspective that aligns with their academic pursuits.

Beyond the academic community, readers involved in the field of education or those with a general interest in English language studies may find benefit from this research. Insights into language teaching practices can inform teaching methodologies, curriculum development, and overall language learning strategies. As such, this study serves as a valuable resource with implications that extend beyond the specific context of MTs Darul Fikri, offering insights that can be applied to the wider educational landscape.

F. Organization of the Thesis

Chapter I is Introduction. In this chapter, consist of Background of the Study, Focus of Study, Statement of the Problems, Objectives of the Study, and Organization of the Thesis.

Chapter II is literature review. It includes of Theoretical Background, Previous Research Finding, and Theoretical Framework.

Chapter III is research method. It includes of Research Approach and Design, Research Location, Data and Data Sources, Data Collection Procedure, Data Collection Technique, Data Analysis, The Validity Of The Findings, and Research Procedure.

Chapter IV is Finding and Discussion. It includes of Data Display, and Discussion.

Chapter V is Closing. It includes Conclusion and Suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Sociolinguistic

Sociolinguistics is concerned with the interaction between language and its environment. Language is used to ask and answer questions and convey displeasure, anger, and appreciation. In another sense, language is a tool for expressing emotions or feelings that have been, are being, or may be felt by someone. Van Herk cites Wardhaugh (2006), who accurately emphasizes the fact that the complexity of language is attributable to the fact that it is a social phenomenon and society is complicated, as a discipline and language and society as an object of study.¹²

Sociolinguistics is a field of study that studies the complex interactions between language and society. Its main focus is to investigate the relationship that exists between language and society, aiming to uncover the underlying structure of language and understand its function in communication. By exploring the ways in which language reflects and shapes social dynamics, sociolinguistics seeks to provide a nuanced understanding of the role that language plays in diverse social contexts.¹³ Correspondingly, the sociology of language also has a similar goal, which is to uncover how social structures can be understood more comprehensively through the examination of language. This subfield within sociology directs its attention to the reciprocal influence between language and social construction, examining how language contributes to the formation and maintenance of social structures. Together, sociolinguistics and the sociology of language contribute to a holistic exploration of the

¹²Gerard Van Herk, *What Is Sociolinguistics, Linguistics in the World* (Chichester, West Sussex, UK ; Malden, MA: Wiley-Blackwell, 2012), 137.

¹³Ronald Wardhaugh and Janet M. Fuller, *An Introduction to Sociolinguistics* (John Wiley & Sons, 2014).

complex interactions between language and society, shedding light on the various ways in which language shapes, and is shaped by, the social world.

The field that investigates the relationship between language and society is called sociolinguistics. At its core, sociolinguistics examines language and society to determine the nature of language as an entity.¹⁴ This involves exploring how language functions in social contexts, how language reflects social structures, and how language influences communication patterns among diverse groups of people.

In contrast, the sociology of language shifts our focus by examining the reciprocal relationship between language and social construction. Instead of studying language to understand its nature, sociology of language explores how social structures can be understood in greater depth through the study of language. This approach investigates how language contributes to the formation, maintenance and transformation of social phenomena, offering insight into the intricate ways in which language shapes and is shaped by the wider social landscape. Sociolinguistics, on the other hand, is the study of all parts of linguistics applied to the relationships between language and society, such as how we utilise it in various language settings.¹⁵ Furthermore, sociolinguistics is a branch of linguistics that studies language as a social and cultural phenomena. It studies language and society and has tight ties to the social sciences, particularly social psychology, anthropology, human geography, and sociology.¹⁶

Sociolinguistics encompasses a broad and comprehensive scientific exploration of the domain of language. At its core, sociolinguistics combines the realms of language and social life, examining the dynamic interaction between these two aspects. The field is dedicated to the study of language in the context of complex societies, seeking to uncover the multifaceted relationship between language use and the social structures and

¹⁴Wardhaugh and Fuller, 15.

¹⁵Trisna Dinillah Harya, "Sociolinguistics (Code: Code Switching And Code Mixing)" 11 (2018): 88.

¹⁶Peter Trudgill, *Sociolinguistics: An Introduction to Language and Society* (Penguin UK, 2000), 21.

dynamics that shape and are shaped by it. At its core, sociolinguistics offers a holistic perspective, investigating how language functions, develops and influences communication in diverse social contexts.¹⁷ Making it more complex and detailed. In general, language and social cannot be separated. The birth of language is caused by the social environment.

2. Bilingualism and Multilingualism

Every individual acquires proficiency in at least one language to facilitate communication. However, there are numerous individuals globally who are proficient in more than one language. The term used to describe individuals with the ability to master multiple languages is "bilingual," and the act of alternately using two languages is referred to as "bilingualism." In his renowned work "Language in Contact," Uriel Weinreich, a pioneer in bilingual studies and a bilingual himself, provides a straightforward definition: "The practice of alternately utilizing two languages shall be named bilingualism, and the person participating is bilingual."¹⁸

A person is termed bilingual if he or she is fluent in two or more languages. According to Ahmed, who was inspired by Sharaf, Multilingualism is often the result of a combination of circumstances such as intercultural marriage, colonialism, education, cultural engagement, and a variety of others. Similarly, a multilingual speaker is someone who is fluent in two or more distinct languages. Bilinguals and multilinguals who flip between two languages while speaking are known to do code-switching.¹⁹ Wei in Claros & Ishartyanti (2009: 68) distinguishes code switching as "if a code switch occurs at or

¹⁷Robert Rezetko and Ian Young, *Historical Linguistics and Biblical Hebrew: Steps Toward an Integrated Approach* (Society of Biblical Lit, 2014), 213.

¹⁸Charlotte Hoffmann, *Introduction to Bilingualism* (Routledge, 2014), 15.

¹⁹Ahmed Ibrahim Alsalami, "Challenges of Short Sentence Writing Encounter 1st Year Undergraduate Students in English Language Departments at Al-Baha University," *Arab World English Journal* 12, no. 4 (December 15, 2021): 119, <https://doi.org/10.24093/awej/vol12no4.8>.

above the clause level, it is considered code switching, but if it occurs below the clause level then it is considered code mixing".²⁰

Multilingualism refers to a society that speaks many languages. We are aware of the evolution of language, from monolingual to bilingual to multilingual. This occurs as a result of numerous causes, including current advancements in communication technology, globalisation, and developmental education, which cause the demands of the language community to change, and modern times indirectly contribute to changing the language of society.

3. Codes

Code is a structural system in which the application of its parts differs depending on the speaker's history, the connection between the speaker and the speaking partner, and the current context.²¹ Thus, it can be stated that in a code, there are numerous language elements such as sentences, words, morphemes, and phonemes whose usage is limited by a type of general limitation in the form of non-linguistic variables or things outside the language. Typically, the code takes the shape of linguistic varieties that are utilised in communication and interaction between individuals.

In a monolingual or monolingual civilization, the code is just a version of that one language. The code in bilingual and multilingual communities can be even more complicated than in monolingual societies. It is believed to be more difficult since there are many different types of linguistic codes or variants in a multilingual culture. In general, the code or language variant may be split into three categories: dialect, speech level, and variety. Dialects can be classified according to geography, social status, age, gender, ethnicity, and ethnicity. The variety may be split into mood, communication, and

²⁰“Linuwih - 2018 - Code Switching And Code Mixing Used By Sarah Secha.Pdf,” n.d.

²¹B. Kumaravadivelu, “English In Indian Bilingualism. Kamal K. Sridhar. New Delhi: Manohar Publications, 1989. Pp. Xix + 177.” *Studies in Second Language Acquisition* 13, no. 1 (March 1991): 92–93, <https://doi.org/10.1017/S0272263100009785>.

registers, while the speech level can be divided into polite and disrespectful speech levels.²²

According to Marjohan, the term "code" encompasses a broad spectrum of linguistic elements, including idiolects, dialects, sociolects, registers, or entire languages. An individual's linguistic repertoire consists of multiple codes. The choice of specific codes in a monolingual setting is influenced by the language variety. However, in bilingual or multilingual environments, individuals often find themselves compelled to select between two or more codes, which are essentially languages. Fishman suggests that in such situations, bilingual individuals may need to assess factors such as the interlocutor, the language or varieties used, as well as the time and place of the interaction to make appropriate language choices.

4. Code Switching

People occasionally change their code within a domain or social circumstance. A 'code' is defined as a language or a dialect.²³ According to Yao Code-switching means shifting two or more languages within one's interaction.²⁴ When there is a clear change in the circumstances, such as the introduction of a new individual, the switch is simple to explain. Code-mixing and code-switching are common occurrences in bilingual cultures when speakers employ their first (L1) and second (L2) languages in distinct areas. Yet, it is not usually the case that each different language is utilized only in one domain. Instead, a combination of the two languages in question is commonly utilized.²⁵ Code-switching, a linguistic phenomenon which occurs in multilingual speech communities, refers to the

²²B. Kumaravadivelu, "English In Indian Bilingualism. Kamal K. Sridhar. New Delhi: Manohar Publications, 1989. Pp. Xix + 177.," *Studies in Second Language Acquisition* 13, no. 1 (March 1991): 92–93, <https://doi.org/10.1017/S0272263100009785>.

²³Krishna Bista, "Factors of Code Switching among Bilingual English Students in the University Classroom: A Survey" 9, no. 29 (2010): 2.

²⁴Muhammad Ramzan, Aamir Aziz, and Maimoona Ghaffar, "A Study of Code-Mixing and Code-Switching (Urdu and Punjabi) in Children's Early Speech," *Journal of Language and Linguistic Studies* 17, no. 2 (June 23, 2021): 869, <https://doi.org/10.52462/jlls.60>.

²⁵M. Celik, "Teaching Vocabulary through Code-Mixing," *ELT Journal* 57, no. 4 (October 1, 2003): 361, <https://doi.org/10.1093/elt/57.4.361>.

process in which communicatively competent multilingual speaker switches or alternates usually between two languages or languages varieties or codes during the same conversation.²⁶

Every day, people modify the coding of their discussions. Some educated people who speak English as a second language (L2) sometimes utilize code switching by inserting English words, phrases, or sentences into their talks. Meanwhile, people may inadvertently swap codes, and there is always a cause for this. A variety of linguistic and social factors impact code switching. In multilingual and multicultural cultures, code switching is prevalent. Apart from China, multilingual persons in Asian nations such as Nepal, Pakistan, and India often speak English as a second language while their primary language is their mother tongue and dialect. Similarly, in multilingual European societies such as France, Germany, Spain, and even Italy, people can use English as an additional language.²⁷

1) Types of Code Switching

According to the three types of code switching suggested by Poplack cited by Aisha Bhatti²⁸ were interred in the track between others as follows:

a. Tag code switching

When a bilingual adds brief phrases (tag) from another language at the end of his or her utterances, this is referred to as tag code switching. The essence of tag code-switching lies in the artful blending of linguistic influences at the end of a statement or sentence. Bilingual speakers who are proficient in tag code-switching often use this technique for a variety of communicative purposes, such as

²⁶Lixun Wang and Andy Kirkpatrick, *Trilingual Education in Hong Kong Primary Schools* (Springer, 2019), 19.

²⁷Nur Shazwani Binti Ja'afar and Nooreiny Binti Maarof, "Retracted: Teachers' Beliefs of Code Switching in the ESL Classroom," *Open Journal of Social Sciences* 04, no. 04 (2016): 212–22, <https://doi.org/10.4236/jss.2016.44030>.

²⁸Bhatti, Shamsudin, and Said, "Code-Switching," 96–97.

emphasizing a point, conveying cultural nuances, or creating a sense of familiarity and connection with their audience.

Understanding tag code-switching provides insight into the nuanced ways in which bilingual individuals navigate and express themselves in multilingual contexts. By strategically incorporating tags from other languages, speakers engage in a subtle yet impactful form of linguistic adaptation, enriching their communication with the diverse shades and nuances inherent to different linguistic traditions.

Example:

Mother : Are you okay? No problem, *ya kan?*

Daughter : I'm okay

b. Inter-sentential code switching

Inter-sentential code switching occurs when a whole sentence in a foreign language is sandwiched between two sentences in a base language. Fenomena linguistik ini melibatkan pemisahan yang jelas antara kalimat, dengan peralihan ke bahasa yang berbeda yang terjadi pada tingkat kalimat.

Dalam konteks alih kode antar kalimat, peralihan antar bahasa lebih jelas dan terstruktur, karena melibatkan peralihan dari satu bahasa ke bahasa lain pada batas-batas kalimat yang lengkap. Penggunaan bahasa yang berbeda secara sengaja dalam konteks wacana yang lebih luas ini menyoroti fleksibilitas dan kemahiran pembicara dalam menavigasi keragaman bahasa.

Dengan memahami alih kode antar kalimat, para peneliti mendapatkan wawasan tentang penggunaan variasi bahasa yang strategis untuk tujuan komunikatif tertentu. Penyisipan kalimat bahasa asing yang disengaja di antara kalimat-kalimat dalam bahasa dasar menambah lapisan kompleksitas dalam komunikasi, yang memiliki berbagai fungsi seperti menekankan suatu poin,

menyampaikan nuansa budaya, atau menyelaraskan dengan konteks sosial tertentu.

Example:

Friend : *I'm so proud of you!*. Semoga lolos ke tingkat provinsi ya..

You : Thank you.

c. Intra-sentential code switching

When a phrase, or clause from a foreign language appears within a sentence in a base language, this is referred to as intra-sentential code switching. This linguistic practice adds a layer of complexity and richness to communication by seamlessly integrating elements from different languages in a single sentence.

In intra-sentential code-switching, the flow of expression in a sentence becomes a dynamic interplay between linguistic influences. This phenomenon often reflects speakers' proficiency in multiple languages and their ability to navigate between them fluently. The inserted foreign language elements serve as linguistic nuances, contributing to the overall texture of the sentence and conveying nuances that may not be fully captured in a single language.

This complexity in language use underscores the multifaceted nature of communication, where individuals utilize their language repertoire to convey meaning in ways that are contextually relevant and culturally resonant. In understanding intra-sentential code-switching, researchers study the intricate dance between languages, unraveling the layers of expression embedded in a single sentence.

Example:

Friends : The movie we watched yesterday was really *bikin penasaran*.

You : Bener banget.

5. The Reasons of Code Switching

Musyken revealed several reasons that caused language transfer. Here's the explanation:

a) To soften or strengthen request or command

Mixing and switching between Bahasa Indonesia and English can be a strategic communication approach, especially in softening requests for Indonesians. English, which is not their native language, may be perceived as less direct than Bahasa Indonesia. This blend of languages can introduce nuance and politeness to a request, thus making communication more culturally attuned.

On the other hand, it is important to note that code-switching can also have contrasting effects. In some cases, it can reinforce commands, as a speaker using a language that is not universally understood, can feel a sense of authority over the listener. This dynamic highlights the complex relationship between language and power, showing how linguistic choices can affect the perceived balance in a conversation.

Understanding the nuances of code-switching in this context provides valuable insight into the complex ways in which language is used to navigate social dynamics and power structures. This reflects the adaptability of individuals in choosing linguistic strategies based on cultural and social considerations to convey messages effectively..

b) Because of real lexical need

One of the most common reasons that drive bilingual individuals to make language switches or blends is the absence of commensurate vocabulary between the two languages. Specifically, in the realm of English-Indonesian bilingualism, encountering terms that have no equivalent in the English lexicon often prompts

speakers to use Indonesian. This linguistic phenomenon is not just a practical adaptation, but also a testament to the dynamic nature of bilingual communication.

When a word is found to be absent in English, bilingual speakers, in this case, may opt for the simplicity and precision offered by Indonesian. This pragmatic linguistic choice allows for a more accurate expression of the intended meaning, by utilizing the vocabulary available in the speaker's language repertoire. Moreover, it underscores the nuanced relationship between language and cognition, revealing how bilingual individuals easily navigate the linguistic landscape to articulate their thoughts with a high degree of precision and cultural relevance.

In essence, the act of combining words from one language to another when faced with a lexical gap demonstrates the adaptability and richness inherent to bilingual communication. This dynamic interaction not only highlights the practicality of code-switching, but also underscores the various ways in which bilinguals are able to communicate with each other.c) To exclude other people when a comment is intended for only a limited audience

Sometimes people prefer to speak with just particular persons or communities. To avoid other communities or individuals interfering with their communication, they may strive to exclude those individuals by using a language that not everyone understands.

d) Talking about a particular topic

Sometimes, people make a deliberate choice to discuss a particular issue in one language rather than another. This phenomenon can be attributed to various factors, and one important aspect is the emotional dimension of language use. There are instances where a speaker may feel a higher sense of freedom and comfort when expressing their emotional sentiments in a language that is not their native tongue.

The decision to switch languages to discuss certain topics reflects the intricate relationship between language and emotions. Some people may feel that expressing their feelings or sharing personal experiences in a language that is not their native tongue provides a sense of distance or detachment, creating a space where they can articulate emotions more freely. This choice is often driven by a desire to express emotions that transcend the limitations or associations associated with their primary language.

In such cases, language becomes a tool for emotional release and communication that goes beyond the conventional boundaries of language proficiency. This nuanced interplay between emotion and language choice highlights the complex ways in which individuals navigate their expressive capacities, seeking linguistic mediums that align with their emotional comfort and the nature of the subject at hand.

e) Quoting somebody else

Individuals sometimes choose to quote famous sayings or aphorisms from famous figures, and in the Indonesian context, these figures often come from English-speaking countries. Given that many Indonesians now have a good command of English, these famous idioms or sayings are often quoted in their mother tongue.

This linguistic choice reflects the influence of globalization and widespread English proficiency among the Indonesian population. Quoting famous figures in their native language adds a layer of authenticity and resonance to the expression, capturing the nuances and cultural context embedded in the original words. It also underscores the interconnectedness of language and culture, as people utilize their language proficiency to glean the wisdom encapsulated in the idioms or sayings of figures with English backgrounds.

This practice not only showcases the linguistic dexterity of the speakers, but also demonstrates the fluidity of language intertwined in contemporary communication. By

seamlessly incorporating well-known expressions from other languages, individuals navigate language boundaries, creating a shared cultural space where the wisdom of diverse characters resonates across linguistic and cultural contexts.f) Being emphatic about something

When individuals speaking a language that is not their native tongue wish to emphasize something strongly, they tend to switch from their second language to their native language, either consciously or unconsciously.

g) Interjection (inserting sentence fillers or sentence connectors)

Language switching among bilingual or multilingual individuals can sometimes serve as a signal for the introduction of interjections or sentence connectors. This phenomenon may occur spontaneously or be a deliberate choice, depending on the communicative context and the speaker's intent.

In the vibrant dynamics of bilingual or multilingual communication, switching between languages can act as a strategic tool to convey a certain emphasis, emotion or tone. Whether coincidental or intentional, language switching in this case adds an expressive layer and nuance to the discourse, often punctuating the conversation with linguistic elements that resonate with the speaker's emotions or intentions.

Understanding the motivations behind language switching, whether it occurs accidentally or intentionally, provides valuable insights into the complex ways in which individuals navigate the language landscape to effectively convey meaning in diverse cultural and linguistic contexts.

h) Intention of clarifying the speech content for interlocutor

When engaging in conversations with bilingual individuals, it is common to observe a significant amount of code-switching. This linguistic phenomenon involves the speaker fluently alternating between the two languages, a practice often done to ensure that the listener understands the message being conveyed.

The complicated nature of bilingual communication often necessitates the use of code-switching as a strategic tool. Bilingual individuals use this linguistic technique to navigate the complexities of effectively conveying thoughts and ideas, especially when interacting with someone who has proficiency in multiple languages.

Essentially, the prevalence of code-switching in conversations between bilinguals reflects a nuanced approach to communication, where language choices are dynamically adapted to enhance mutual understanding between speakers.

j) Demonstrating group identity

Code-switching can also serve as a means of expressing group identification. As mentioned earlier, the communication styles used by academics within their disciplinary groups are very different from those observed in other groups.

In academia, individuals often customize their language use and communication style based on their particular discipline or field. This intentional code-switching is in line with the desire to identify and connect with fellow group members who share the same professional or academic background. By adapting their communication to the norms and conventions of their disciplinary group, these individuals signal a sense of belonging and affiliation within a particular academic community.

This nuanced use of language underscores the role of code-switching not only as a tool for effective communication, but also as a means of expressing social identity and fostering relationships within specialized groups. The deliberate adjustment of communication styles reflects the rich interplay between language, identity and group dynamics in the academic landscape.

B. Previous Research

In conducting this study, the researcher identified many analogous studies related to code-switching. These past studies served as a basic reference and a valuable resource for the ongoing research. Some of these related studies include:

1. The first research, conducted by Tri Rahayu, a student at IAIN Ponorogo in 2019, focused on "An Analysis Of Code Switching In Teaching English Speaking Skill Used By The Teachers And The Students At The Eighth Grade Of SMP N 1 Sambit Ponorogo." This study distinguished itself from previous research due to differences in the research location and the specific aspects under investigation. Unlike prior studies, which explored factors causing code-switching and code-mixing, their functions, and student perceptions, this study delved into the reasons behind the utilization of code switching.
2. The second study, conducted by Relish Sofie Hanestyiy, an IAIN Ponorogo student in 2021, focused on "The Analysis of Code Switching on Boy William's YouTube Channel." The distinction between this research and Relish Sofie's study lies primarily in the research location. This study was conducted at MTs Darul Fikri, Bringin, Kauman, Ponorogo, while Relish Sofie's research collected data from Boy William's YouTube channel. Additionally, Relish Sofie's research categorized data based on different types of language switching, specifically code switching and code mixing. In contrast, this research categorized data based on the dominant type used by the sources in each code switching and code mixing instance.
3. The third study, conducted by Devi Ayu Damayanti, an IAIN Ponorogo student in 2021, focused on "Code Switching and Code Mixing in Conversation Program at Al-Mawaddah Boarding House Ponorogo." The primary distinction between this research and Devi Damayanti's study lies in the research location. This study was carried out at MTs Darul Fikri, Bringin, Kauman, Ponorogo, whereas Devi Damayanti's research was conducted at Al Mawaddah Islamic Boarding School in Ponorogo. Additionally, Devi Damayanti's research identified three types of code mixing: intra-sentential code mixing, intra-lexical code mixing, and changes in pronunciation. In contrast, this research

categorized Code Switching into three types: insertion, substitution, and congruent lexicalization.

C. Theoretical Framework

In the world of English language teaching, a good understanding of vocabulary and grammar is essential to enhance students' understanding of English classroom conversation and textbook content. Teachers' effective use of code-switching in English teaching often arises due to students' lack of knowledge of English grammar and vocabulary acquisition. This situation contradicts the established principles of English language learning, which emphasize the use of language without mixing elements from other languages.

The prevalence of code-switching in English language teaching is rooted in the recognition that students may lack mastery of English grammar and vocabulary. Deviations from the conventional rules of English language learning, which advocate the use of language without combining multiple languages, raise concerns about potential confusion among students. Code-switching in an English language learning environment can pose challenges in using good and correct English grammar and vocabulary.

Based on this phenomenon, the author conducted a study on code-switching practices in the English classroom. The aim was to identify the different types of code-switching used by teachers, which serves as a framework for delivering grammar-related content and enriching students' vocabulary. This strategic use of code-switching aims to improve students' ability to understand English lessons, providing a targeted approach to address language learning challenges.

In English language teaching, mastery of vocabulary and grammar is essential to enhance students' understanding of conversations and texts in English classes. However, the phenomenon of code-switching observed by teachers during English lessons raises questions about the reasons behind this linguistic practice. It is evident that teachers use code-switching

because of students' challenges in understanding English grammar rules and expanding their vocabulary.

This approach seems to go against the conventional norms of learning English, which advocate the use of language without mixing. The rationale behind this conventional approach is rooted in the belief that code-switching in the English learning process can cause confusion among students, thus hindering their ability to use proper grammar and vocabulary effectively.

In response to this observed phenomenon, the author embarked on a comprehensive study of code-switching practices used by teachers in the English classroom. The main objective was to identify the different types of code-switching used by teachers, which serves as a valuable reference for delivering grammar instruction and enriching students' vocabulary. The research aims to shed light on the role of diverse code-switching in facilitating better language comprehension and acquisition in the context of English language education.



CHAPTER III

RESEARCH METHOD

A. Research Approach and Design

The researcher used qualitative techniques as a methodological approach to conduct this investigation. Qualitative research is an inherently in-depth endeavor, which involves the active participation and involvement of observers in the research process. It is a comprehensive collection of interpretive actions and materials that serve to make the intricacies of the subject under study clearer. This participatory nature of qualitative research generates positive implications for the field, transforming the research environment into a mosaic of representations, including but not limited to field notes, interviews, discussions, visual materials such as pictures, audio recordings, and memos.

Engaging in qualitative research at this level requires an interpretive and naturalistic orientation towards the world. In essence, qualitative researchers adopt an approach that sees objects in their natural context, aspiring to understand and interpret events in terms of the subjective meanings that individuals associate with them. The nuanced and context-rich data obtained from qualitative techniques contributes to a deeper understanding of the phenomenon under study, emphasizing the depth and complexity inherent in the research process.²⁹

The researchers directed their focus on the intricacies of code-switching used by teachers during English language teaching sessions. This emphasis underscores that the information obtained from this study is highly related to the discourse in the students' environment, particularly regarding the dynamics of code-switching. Therefore, the research design chosen for this study is a descriptive qualitative approach, which signifies a deliberate attempt to collect data that summarizes the nuances and details of the phenomenon under study.

²⁹John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (SAGE Publications, 2016), 36.

Descriptive qualitative studies are the least theoretical among various qualitative research approaches. Unlike other qualitative methods that may utilize pre-existing theories or engage in comparative analysis, qualitative descriptive studies are easier to understand and unencumbered by excessive theory load. In this approach, researchers use naturalistic inquiry, investigating phenomena in a natural context as much as possible within the confines of the research arena.

Descriptive qualitative research aims to provide a comprehensive explanation of a particular event experienced by an individual or group. In accordance with the statement that has been outlined, the main objective of this study is to characterize the patterns and examples of code-switching used by teachers during dialogue in English language teaching classes at MTs Darul Fikri. The emphasis on characterization implies a nuanced exploration, attempting to capture the essence and diversity of code-switching practices in a particular educational context.

B. Research Location

This research was conducted at MTs Darul Fikri, an educational institution affiliated with Darul Fikri Islamic Boarding School. The school is located at RT 01/RW 01, Bringin Village, Kauman District, Ponorogo Regency, with a zip code of 63400 and a telephone number of 0857 3655 2590.

The reason behind the selection of MTs Darul Fikri as the research site stems from the difficulties faced by many students in understanding English conversation during the learning process. The apparent difficulty has led to the frequent phenomenon of code-switching, where teachers use alternative languages (or languages) to convey instructional content to students in the context of English language learning. As such, this unique situation provides a rich ground to investigate and understand the dynamics of code-switching used by teachers as an instructional strategy to improve students' comprehension in the English language learning process.

C. Data and Data Sources

The research data consisted of transcripts of teacher and student dialogues, specifically focusing on instances of code-switching that occurred during English lessons in the classroom. Data collection for this study was done through video recordings of English teaching and learning activities taking place in the classroom. In total, the researchers collected data over six sessions, which involved the participation of three different teachers, with each teacher contributing insights from two different sessions.

The main source of data came from a careful analysis of video recordings that captured the dynamics of English teaching and learning interactions in the classroom. In addition, to gain deeper insights into the motivations and reasons behind the use of code-switching in the English learning process, the researchers conducted interviews with the participating teachers. This dual-method approach, which combines video analysis and interviews, contributes to a comprehensive understanding of the diverse dimensions of code-switching in the context of English language education.

D. Data Collection Technique

The data collection process in this study involved identifying and selecting individuals for the study, obtaining their consent to participate, and obtaining information through a combination of questions and observations of their activities. The methods chosen for data collection were specifically observation and interviews.

This approach entailed systematic observation and interaction with the participants, aiming to gather valuable insights, perspectives and information relevant to the research objectives. The combination of observations and interviews increased the depth and richness of the data collected. Observation allows for direct examination of behaviors and practices, while interviews provide an opportunity for participants to articulate their thoughts, experiences and perspectives in a more detailed and personalized way.

The synergy between these two methods contributes to a comprehensive and holistic understanding of the phenomenon under study. The integration of observational data with perspectives shared during interviews enriched the overall data set, facilitating a nuanced analysis and interpretation of the research findings.

a. Observation

According to Cresswell, observation is the act of acquiring open-ended, firsthand knowledge through watching people and places at a study location. Observation has both advantages and downsides as a method of data collecting. The ability to capture information as it occurs in a situation, investigate real behavior, and research persons who have trouble verbalizing their ideas (e.g., preschool children) are all advantages³⁰. As a topic area, the researcher only focuses on code switching utilized by teachers.

The researcher learned the method of code switching utilized by pupils by conducting observations, which are as follows: code types, and teachers's reasons using code switching. In this manner, video capture and field notes might be useful. Using video recording in observation can help with data that hasn't been written down.

In this research, observations were carried out with the Observer as a Participant. Where researchers are involved and visible to participants but still limit existing interactions. Researchers carried out observations in the classroom by observing teachers and students while English learning was taking place and taking notes.

b. Interview

During qualitative interviews, the researcher asks broad, open-ended questions to one or more participants, and records their responses. After the interview, the collected data was transcribed and entered into a computer file to be thoroughly checked by the researcher. The use of open-ended questions in these interviews was deliberate to provide

³⁰John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Pearson, 2015), 213.

participants with the opportunity to respond without being constrained by predetermined choices.

The essence of open-ended questions lies in their ability to generate rich and nuanced responses, allowing participants to express their perspectives, experiences and insights in their own words. This approach encourages a deeper exploration of the subject matter, providing a more comprehensive understanding of the participants' viewpoints. After transcription, the researcher engaged in careful data analysis, uncovering patterns, themes and meanings embedded in the participants' narratives. This process contributed to the richness and depth of the findings, capturing the complexity and diversity inherent in qualitative research.

In this study, the researcher conducted interviews with teachers to gather insights into code-switching and the underlying reasons for its use. A set of seven questions, outlined in the appendix, was used, focusing on aspects of English language learning in the classroom. Specifically, these questions investigated the practice of code-switching in the English learning process.

The researcher conducted face-to-face interviews with teachers in the Teacher's Office of MTs Darul Fikri Ponorogo. During these interviews, the researcher sought to understand the reasons behind the teachers' use of code-switching in the delivery of learning materials. The interactive nature of these interviews allowed for a more in-depth exploration of teachers' perspectives and practices regarding code-switching in the English language learning process.

E. Data Analysis

Miles and Huberman's approach outlines a comprehensive framework for qualitative data analysis, which emphasizes three streams of activity that occur simultaneously: data reduction, data presentation, and conclusion drawing or verification. This methodical

approach ensures a systematic and rigorous exploration of qualitative data, which enables a nuanced understanding of the research phenomenon.³¹.

1. Data Reduction

The multifaceted and complex process of filtering, refining and shaping the wealth of information collected during field research, which involves the careful act of selecting, focusing, simplifying, abstracting and transforming raw data from field notes or transcriptions, is summarized under the term "data reduction". This methodical approach serves as an important bridge between the immersive experience of fieldwork and the creation of a comprehensive final report. Beyond the initial stages of data collection, the data reduction journey continues, evolving and adapting until it culminates in the synthesis of findings within the confines of a conclusive report.

In the specific context of this research, the focus is on the analytical domain of code-switching as it relates to the pedagogical domain of teaching English language competence. This research studies the intricacies of how language, particularly the use of analytical code-switching, plays an important role in the development and improvement of English language proficiency. Research into this particular aspect not only sheds light on the dynamic interaction between language and competence, but also underlines the importance of pedagogical strategies used in the teaching process.

As researchers navigate through the tortuous complexities of data reduction, each decision to select, concentrate, simplify, abstract, and transform data contributes to the crystallization of insights that will ultimately be found in the final report. The narrative flow of this study, shaped by the careful application of data reduction techniques, interweaving threads of analytical code-switching, language competence, and pedagogical methodology, provides a comprehensive tapestry that captures the essence of this research endeavor.

³¹Matthew B. Miles, A. M. Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, Third edition (Thousand Oaks, California: SAGE Publications, Inc, 2014), 10.

2. Data display

Within the broad spectrum of information presentation, displays serve as a carefully organized and condensed compilation of data, which facilitates the drawing of conclusions and insights. Such displays play a crucial role in enabling individuals to understand the underlying dynamics of a situation, empowering them to make informed decisions about whether further investigation is necessary or if immediate action is required based on the knowledge gained. Essentially, displays act as visual aids that simplify the complexity of information, making it more accessible and comprehensible to observers.

In the specific context of the study under consideration, data is carefully curated to form a detailed and well-organized display. This strategic approach to data presentation is designed to enhance interpretability and facilitate a better understanding of how instructors and students engage in code-switching as a pedagogical tool in the domain of teaching English language skills. The depth and orderliness of the data reported not only serves to provide a comprehensive overview, but also contributes to the creation of clear and insightful descriptions, which shed light on the intricacies of the instructional processes involved.

By presenting the information in a structured and comprehensive manner, this research seeks to provide a transparent and clear picture of the dynamics of code-switching in an educational context. The orderly arrangement of the data not only simplifies the interpretation process, but also serves as a valuable resource for drawing meaningful conclusions about the role and impact of code-switching on the development of English language skills. In essence, the display becomes a conduit through which the complexities of language teaching are distilled into a coherent narrative, which allows for a deeper understanding of the nuanced interactions between teachers, students, and the utilization of code-switching in the teaching and learning process.

3. Verification and Conclusion

The process of drawing conclusions within this research framework is a nuanced and dynamic endeavor. While it is recognized that definitive or "final" conclusions may not emerge until the entirety of data collection is complete, the timing of this inference phase depends on several variables. These factors include the large corpus of field notes, the intricacies of coding, the methods used for storage and retrieval, the level of sophistication demonstrated by the researcher, and the specific requirements set by the funding agency.

The realization of conclusions is not a monolithic event, but rather a gradual development influenced by the evolving dynamics of data acquisition and analysis. The size of the corpus of field notes, the complexities involved in coding, and the efficiency of storage and retrieval mechanisms collectively contribute to the temporal aspect of inference. Researchers' acumen, honed by their methodological prowess, plays a crucial role in navigating the maze of data, spotting patterns, and extracting meaningful insights.

Despite the claims of an inductive approach, where the research process is supposedly guided by openness to emerging patterns and themes, it is recognized that, in practice, the formulation of conclusions often has an anticipatory quality. Researchers, even when ostensibly embracing an inductive stance, may unconsciously pre-determine conclusions from the outset of a project. This pre-determination is evidence of the researcher's intellectual outlook, analytical acumen, and tacit acknowledgement of the potential trajectories the research may take.

In addition to intrinsic methodological considerations, external factors such as expectations and constraints set by the funding agency also contribute to inference formation. The demands imposed by funding agencies can introduce a pragmatic dimension to the research process, affecting the speed and nature of inference.

In essence, the inference phase of research is a dynamic interplay between methodological complexity, researcher sophistication and external demands. It is the crucial point where the threads of data, analysis and interpretation converge to weave a tapestry of understanding, ultimately contributing to scholarly discourse in a particular field of study.

Along with the iterative process of analysis, validation of conclusions simultaneously becomes an integral aspect of the scientific journey. This validation is a nuanced and multifaceted endeavor, indicating diversity in its depth and complexity. In brief, validation can emerge as a transient thought that crosses the analyst's mind during the writing process, prompting a brief revisit of field notes to ensure certainty and coherence.

Conversely, the validation process can also develop into a more protracted and complex endeavor. It may involve extensive deliberation and discourse among peers, with the aim of developing an "inter-subjective consensus". In this collaborative approach, the conclusions drawn from the analysis undergo thorough examination, with checks from multiple perspectives and insights. The resulting discourse serves not only to strengthen the validity of the conclusions, but also to enrich the overall depth of understanding through the incorporation of multiple scholarly viewpoints.

In addition, the validation journey can extend into the realm of replication, introducing an additional layer of rigor to the research effort. This replication-oriented validation may include a concerted effort to reproduce certain findings in alternative data sets, ensuring that observed patterns are not idiosyncratic but have a degree of generalizability. Replication serves as a litmus test for the robustness and reliability of conclusions, offering a form of external validation that enhances the credibility of research findings.

In summary, the analytical landscape unfolds through interconnected streams of data reduction, data presentation, and inference/verification. These streams represent the dynamic flow of the research process, encapsulating the intricate dance between raw data and synthesized insights. The conclusion and validation phase, which sits within this broader framework, is the pivotal point where the rigor of analysis meets the imperatives of substantiation and validation, ultimately contributing to scholarly discourse and the advancement of knowledge within the chosen field of study.

F. The Validity of the Findings

Addressing issues of validity and dependability in research involves careful attention to the conceptualization of the research, the methods used for data collection, processing, and evaluation, and the presentation of findings.³² Firestone investigates the different ways in which quantitative and qualitative perspectives use language to convince consumers of their credibility. Ensuring the validity of a study requires careful consideration of how the research questions are framed, the appropriateness of the methods chosen, and the accuracy of the data collection instruments. It involves a thorough examination of the conceptual framework of the research to ensure that it is appropriate to the research objectives.

Dependability, on the other hand, relies on the consistency and reliability of the research process. This involves a detailed examination of the data collection techniques, ensuring they are applied consistently and produce reliable results. Data processing and evaluation with transparency and consistency contribute to the overall dependability of the research. In addition, the presentation of findings plays an important role in establishing the validity and dependability of the research. Clearly articulating the methods used, detailing data analysis procedures, and openly acknowledging any limitations will contribute to transparency and trust in the research. In essence, by carefully addressing these aspects from

³²Sharan B. Merriam and Elizabeth J. Tisdell, *Qualitative Research: A Guide to Design and Implementation* (John Wiley & Sons, 2015), 213.

conceptualization to presentation, researchers can enhance the validity and dependability of their work, building a strong foundation for the credibility of their findings.

Qualitative investigations paint a detailed picture of the situation, giving the reader enough information to understand the coherence of the author's conclusions. Although qualitative researchers recognize that capturing objective truth or reality is elusive, there are various strategies to increase the credibility of the findings. As articulated by Wolcott, these strategies aim to strengthen the link between research and the real world. In qualitative research, credibility is closely linked to the richness and depth of the data presented. Researchers strive to provide a comprehensive picture of the phenomenon under study, using methods such as prolonged engagement, member checking, and triangulation to validate and increase the trustworthiness of their interpretations

Prolonged involvement involves prolonged immersion in the research context, thus allowing for a deeper understanding of the subject matter. On the other hand, member checking involves participants in the research process, allowing them to review and confirm the accuracy of the findings. Triangulation involves using multiple sources of data or methods to validate and corroborate research conclusions. By using these strategies, qualitative researchers enhance the credibility of their work, acknowledging the subjectivity inherent in their interpretations while diligently striving to provide a nuanced and authentic picture of the phenomenon under study.

Triangulation is the most well-known strategy for bolstering a study's internal validity.

1. Triangulation

Triangulation gives richness to the data acquired in qualitative research. This extensive data demonstrates a clear relationship between triangulation and data saturation. Denzin explained that triangulation is one approach through which a researcher examines data and then exposes the findings to others in order to gain a better understanding of a

common phenomena. Triangulation is a crucial topic in data analysis for an empirical investigation. To be sure, several external analytic techniques are dealing with the same occurrences, and the process's validity may be determined through triangulation³³.

Denzin expanded on the concept of triangulating diverse data sources and created four forms of triangulation that qualitative researchers may employ to improve the objectivity, truth, and validity (dependability and credibility) of social research:

1. Data triangulation for tying people, time, and location together.
2. Investigator triangulation is used to compare the findings of various researchers in a study.
3. Theory triangulation, which involves employing and linking several theoretical techniques.
4. Methodological triangulation for comparing data from different data gathering methods.

In this study, the triangulation method was strategically used by the researchers to enhance the accuracy of the data analysis. Triangulation involves the simultaneous use of multiple data collection methods, and in this study, a combination of observations and interviews were used to collect comprehensive and reliable data for analysis. The focus of these observations was directed at teachers and students, with a particular emphasis on understanding the code-switching practices that occurred in the classroom.

At the observation stage, the researchers closely observed the interactions between teachers and students to see the patterns and types of code-switching used during teaching. This methodological choice aims to provide a rich and diverse perspective on the dynamics of language use in educational contexts. Complementing the observations, interviews were conducted with English teachers to gather additional insights and perspectives. These interviews not only served to corroborate the observational findings, but also to provide a

³³Patricia Fusch, Gene E Fusch, and Lawrence R. Ness, "Denzin's Paradigm Shift: Revisiting Triangulation in Qualitative Research," *Journal of Social Change* 10, no. 1 (January 1, 2018): 21–22, <https://doi.org/10.5590/JOSC.2018.10.1.02>.

deeper understanding of the reasons and intentions behind the observed code-switching practices.

Most importantly, to ensure a comprehensive and robust data set, observations were not just made once, but repeatedly. The application of time triangulation, where observations are made at different points in time, adds a temporal dimension to the data collection process. These repeated observations contributed to the reliability and validity of the findings, providing a deeper understanding of the consistent or evolving nature of code-switching practices over time.

The use of triangulation in this study increased the overall accuracy and reliability of the results. The incorporation of multiple data collection methods and the application of time triangulation contributed to the methodological rigor of the study, strengthening the credibility of the findings through a careful and diverse approach to data collection and analysis.

H. Research Procedure

There are various research protocols that must be followed in this study. They are planning, implementation, data analysis, and reporting.

1. Planning

This technique involves a series of systematic steps to guide the research process. The initial stage involves careful planning, where the researcher outlines the overall strategy, objectives and scope of the research. This planning stage also involves selecting a specific area of study, defining the boundaries within which the research will be conducted, and setting a clear roadmap for the next steps.

Obtaining the necessary authorizations is another important step in the research process. This involves obtaining the necessary permissions, approvals, or clearances to ensure that the research is conducted in accordance with ethical standards, legal requirements, and other relevant protocols. Authorization can be obtained from

institutional review boards, relevant authorities, or other entities that oversee research ethics.

The observation phase is the cornerstone of this technique, where the researcher is actively involved in data collection. This involves selecting relevant information, utilizing multiple sources, and using carefully prepared research instruments. Attention to detail in this phase is crucial, as this forms the basis for analysis and interpretation of the data collected. In addition, any considerations related to the research equipment are discussed during this stage to ensure the smooth execution of the research plan.equipment.

2. Application

This research approach is organized around two important components: a thorough understanding of the research context and active engagement in the research process for data collection. The first aspect revolves around developing a deep understanding of the research context, which entails familiarity with the specific background, settings and conditions pertinent to the research. Acquiring a comprehensive knowledge of the broader context will form the basic understanding that guides subsequent decisions and actions throughout the course of the research.

The second component is direct involvement in research activities to collect data. Active participation serves as a means for the researcher to immerse themselves in the intricacies of the research, facilitating direct data collection and fostering a deeper appreciation of the intricacies within the research context. This hands-on approach not only enhances the researcher's insights, but also allows for a more nuanced interpretation of the data collected. The symbiotic relationship between understanding the research context and actively participating in data collection contributes to a robust and holistic research methodology, ensuring a thorough exploration of the complexities inherent to the chosen research domain.

3. Examining

This The research methodology includes data analysis and observation, which offers a comprehensive exploration of teachers' practices at MTs Darul Fikri, with a particular emphasis on the use of code-switching in classroom learning.

Within MTs Darul Fikri, teachers' instructional practices have been examined through the lens of code-switching, which reveals the deliberate integration of this linguistic strategy into their teaching methodology. This study adopts a dual approach, linking careful data analysis with direct observation, in a concerted effort to uncover the intricate dynamics and discern patterns associated with the pervasive use of code-switching in the pedagogical landscape.

The integration of data analysis serves as a powerful tool to dissect and interpret the information collected, shedding light on the trends and nuances underlying teachers' language choices during instruction. At the same time, direct observation provides an unfiltered and immediate perspective, allowing researchers to witness the practical application of code-switching in real-time teaching scenarios. This methodological synergy aims to provide a comprehensive and nuanced understanding of how code-switching functions as an integral aspect of the teaching environment at MTs Darul Fikri. By triangulating these two approaches, this study seeks to uncover the motivations, patterns, and impact of code-switching in the intricate tapestry of classroom dynamics.

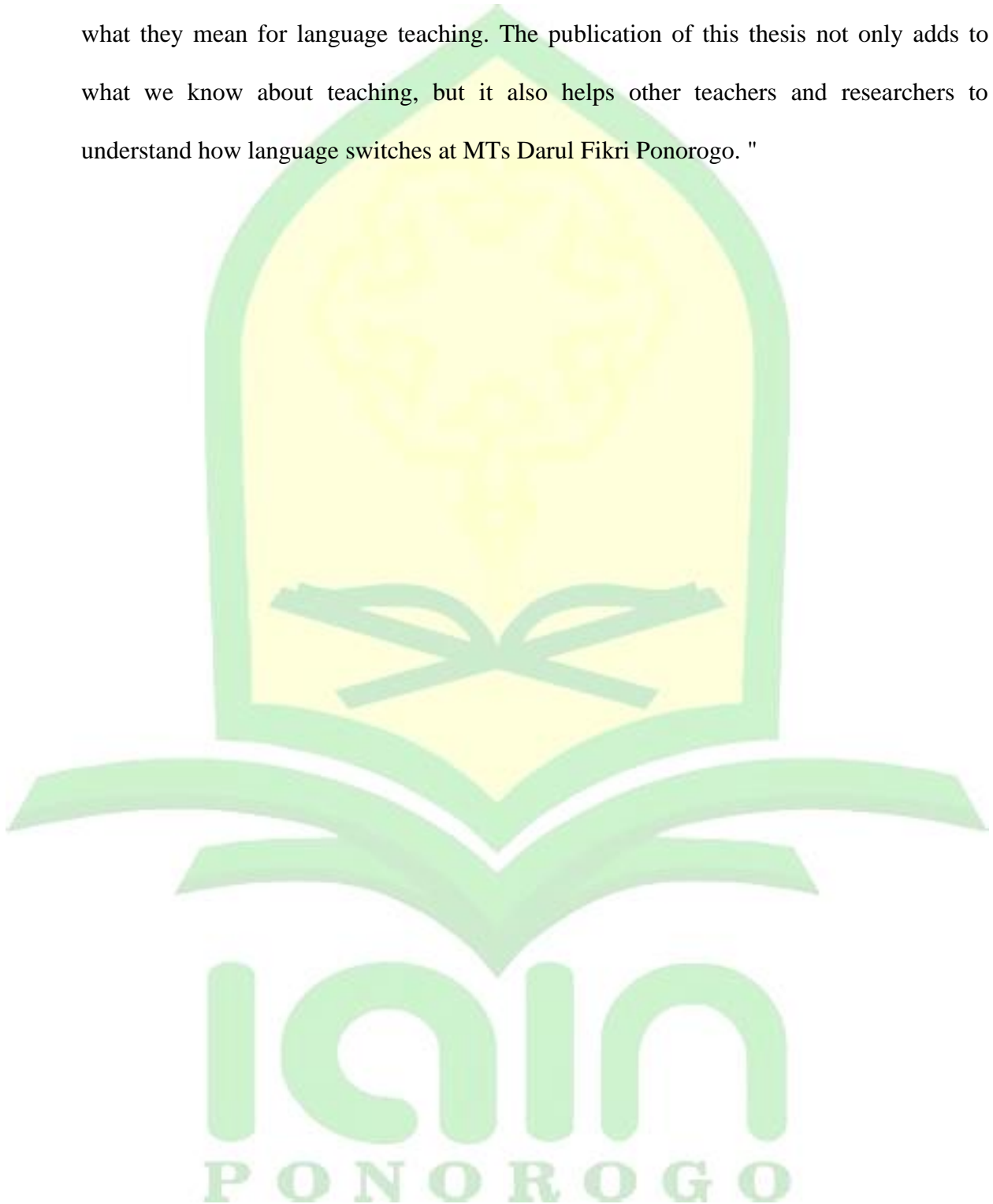
4. Reporting

Completing a thesis on "Code Switching Used by Teachers at MTs Darul Fikri Ponorogo" is a great achievement. In the thesis, researchers might start by explaining why studying how teachers switch between languages is important at MTs Darul Fikri Ponorogo. They might look at what other researchers have said on this topic.

The thesis will explain how the researcher studied the teachers-observing classes, talking to the teachers, and perhaps looking at the materials they use to teach English.

The main part of the thesis will share what the researcher found about why and how teachers switch language in the classroom.

Finally, the thesis will conclude by summarizing the main findings and suggesting what they mean for language teaching. The publication of this thesis not only adds to what we know about teaching, but it also helps other teachers and researchers to understand how language switches at MTs Darul Fikri Ponorogo. "



CHAPTER IV

FINDING AND DISCUSSION

A. Data Display

1. The Types of Code Switching

Based on the observation, the researcher found some information about English teachers' types code mixing and code switching in the learning process according to the object of the observation :

Table 1 The Percentage Code Switching Made by Teacher in English Learning Process

No.	Types of Code Switching	Frequency	Percentage
1.	Tag Code Switching	15	8%
2.	Inter Sentential Code Switching	103	52%
3.	Intra Sentential Code Switching	79	40%
Total		197	100%

2. The Reasons of Teachers Doing Code-Switching

Researchers have conducted interviews with three English teachers who use code switching in the teaching and learning process. There are three answers obtained. The first answer from Mr. Ibn Sholihin,,*“Di Ma’had(sekolah) ini kemampuan anak itu kan beragam ragam.Disini pinter setengah blass dalam satu kelas. Itu juga menjadi suatu permasalahan.Kalau pure dalam Bahasa Inggris, itu ada yang mampu tapi kasihan temannya.Gap nya terlalu jauh.Itu alasan kenapa harus campuran tadi. Saya harus ada di tengah antara yang mampu dengan yang blass(sama sekali).”*. The second answer from Ms.Luthfiana, *“Tidak alasan lain. Karena saya ingin anak-anak itu lebih paham terhadap materi.Juga agar anak-anak itu antusias terhadap saya.Kalau saya full takutnya mereka kehilangan antusias terhadap saya.”* The third answer from Ms.Hartatik, *“Karena memang bukan kelas internasional. Terus kan rata-rata yang dari*

MI nya kan tidak ada Bahasa Inggris. Jadi kita hanya fokuskan ke pemahaman materi saja. Kita kan juga ada target sekian pertemuan materi yang disampaikan harus sampai sini, gitu.”

B. Discussion

In this sub-chapter the researcher grouped the data that has been obtained based on its types.

1. Code Switching

Based on the observation, the researcher found some information about English teachers' types code switching in the learning process according to the object of the observation. People occasionally change their code within a domain or social circumstance. A 'code' is defined as a language or a dialect.³⁴

a. Tag Code Swithcing

When a bilingual adds brief phrases (tag) from another language at the end of his or her utterances, this is referred to as tag code switching.

Example: Are you okay? No problem, ya kan?

In table 1 there is a percentage of cases of using tag code switching in the classroom which is carried out by the teacher during the English learning process. The following is a discussion regarding sentences that are included in the tag code switching carried out by the teacher during the English learning process

[Data 1]

She in front of book store. C(i) ya kan..

This sentence is categorized as a tag code switching. Tag code switching is caused because The Teacher enters the short phrases in the end of the expression when the teacher speaks. The first sentence “She in front of book store” is a sentence in English. In the next sentence The Teacher said “C(i) ya kan.”. In this sentence the

³⁴Bista, “Factors of Code Switching among Bilingual English Students in the University Classroom: A Survey,” 2.

teacher added the tag in different language. The abjad “C” the Teacher pronounced as “Ci” is an abjad in English language. The word “ya” is a word in Indonesian language. “Ya” the meaning is “Right”. The whole sentence can be translated as “She in front of book store. C right..”

[Data 2]

What the meaning spend, *iya kah nak*?

This sentence is categorized as a tag code switching. Tag code switching is caused because The Teacher enters the short phrases in the end of the expression when the teacher speaks. .” In the beginning of the sentence The Teacher speaks in English language but, in the end of the sentence The Teacher speaks in Indonesian language. The sentence ”What the meaning spend” is a sentence in English language. In the end of the sentence the teacher added the word “*iya kah nak*” . “*iya kah nak*” is Indonesian word. “*iya kah nak* “ the meaning is “Kid”. The whole sentence can be translated as “What the meaning spend, Kid?

[Data 3]

Jawabannya C(i) kan yak?. Put the book on the table.

This sentence is categorized as a tag code switching. Tag code switching is caused because the teacher enters the short phrases in the end of the expression when the teacher speaks.” In the beginning of the sentence The Teacher speaks in English language but, in the end of the sentence The Teacher speaks in Indonesian language. The abjad “C” the Teacher pronounced as “Ci” is an abjad in English language. The word “*kan yak?*” is a word in Indonesian language. “*kan Yak?*” the meaning is “Right”. In the next sentence The Teacher speaks in English language. ”Put the book on the table” is a sentence in English language. The whole sentence can be translate as “C, right. Put the book on the table.”

[Data 4]

Coba yang itu di translate, *can you?*

This sentence is categorized as a tag code switching. Tag code switching is caused because the teacher enters the short phrases or a tag in the end of the expression in the different language when the teacher speaks.” In the beginning of the sentence The Teacher speaks in Indonesian language but, in the end of the sentence The Teacher speaks in English language. The sentence “Coba yang itu di translate” is the sentence in Indonesian language. The teacher insert the word in the end of the sentence in different language. The word is “*can you*”. “*can you*” is a word in English language which means “right/yes”. The whole sentence can be translated “I would like you to translate it, can you?.”

[Data 5]

Your friend have already translated it, *ya kan?*

This sentence is categorized as a tag code switching. Tag code switching is caused because the teacher enters the short phrases or a tag in the end of the expression in the different language when the teacher speaks.” In the beginning of the sentence The Teacher speaks in English language but, in the end of the sentence The Teacher speaks in Indonesian language. The sentence “Your friend have already translated it” is the sentence in English language. The teacher insert the word in the end of the sentence in different language. The word is “*ya kan*”. “*ya kan*” is a word in Indonesian language which means “right/yes”. The whole sentence can be translated “Your friend have already translated it, right.”

[Data 6]

What the meaning scientist, *hayo?*

This sentence is categorized as a tag code switching. Tag code switching is caused because the teacher enters the short phrases or a tag in the end of the

expression in the different language when the teacher speaks.” In the beginning of the sentence The Teacher speaks in English language but, in the end of the sentence The Teacher speaks in Javanese language. The sentence “What the meaning scientist” is the sentence in English language. The teacher insert the word in the end of the sentence in different language. The word is “*hayo*”. “*hayo*” is a word in Javanese language which means “come on”. The whole sentence can be translated “What the meaning scientist, come on”

[Data 7]

Untuk menceritakan tujuan, *right*?

This sentence is categorized as a tag code switching. Tag code switching is caused because the teacher enters the short phrases in the end of the expression when the teacher speaks. In the beginning of the sentence The Teacher speaks in English language but, in the end of the sentence The Teacher speaks in eEnglish language. The sentence “*Untuk menceritakan tujuan*” is the sentence in Indonesian language. The sentence “*Untuk menceritakan tujuan*” means “To describe the goal.” The teacher insert the phrase in the end of the sentence in different language. The phrase is “Is it right?” to to give emphasis or confirmation to the previous sentence. The whole sentence can be translated “To describe the goal. Is it right?”

[Data 8]

Jawabannya C(ci) ya. Its doesn't matter.

This sentence is categorized as a tag code switching. Tag code switching is caused because the teacher enters the short phrases in the end of the expression when the teacher speaks.” In the beginning of the sentence The Teacher speaks in Indonesian language but, in the end of the sentence The Teacher speaks in English language. The abjad “C” the Teacher pronounced as “Ci” is an abjad in English language. The word “*ya*” is a word in Indonesian language. “*Ya*” the meaning is

“Right”. In the next sentence The Teacher speaks in English language. ”Its doesn’t matter.” is a sentence in English language. The whole sentence can be translate as “The answer C, right. Its doesn’t matter.”

[Data 9]

Impossible, *ya ta?*

This sentence is categorized as a tag code switching. Tag code switching is caused because the teacher enters the short phrases or a tag in the end of the expression in the different language when the teacher speaks.” In the beginning of the sentence The Teacher speaks in English language but, in the end of the sentence The Teacher speaks in Javanese language. The phrase “Impossible” is the phrase in English language. The teacher insert the word in the end of the sentence in different language. The word is “*ya ta?*”. “*ya ta?*” is a word in Javanese language which means “isn’t it”. The whole sentence can be translated “Impossible, isn’t it?”

[Data 10]

Mobil di cuci, *right?*

This sentence is categorized as a tag code switching. Tag code switching is caused because the teacher enters the short phrases in the end of the expression when the teacher speaks. In the beginning of the sentence The Teacher speaks in English language but, in the end of the sentence The Teacher speaks in Indonesian language. The sentence “*Mobil di cuci*” is the sentence in Indonesian language. The sentence “*Mobil di cuci*” means “The car is washed.” The teacher insert the phrase in the end of the sentence in different language. The phrase is “Is it right?” to to give emphasis or confirmation to the previous sentence. The whole sentence can be translated “The car is washed. Is it right?”

b. Inter-sentential code switching

Inter-sentential code switching occurs when a whole sentence in a foreign language is sandwiched between two sentences in a base language.

Example: I need a cup of coffee. *Ngantuk banget Gue.*

In table 2 there is a percentage of cases of using Inter-Sentential Code Switching in the classroom which is carried out by the teacher during the English learning process. The following is a discussion regarding sentences that are included in the tag code switching carried out by the teacher during the English learning process.

[Data 1]

Okay number one. *Dibaca Mbak Irva!*

The sentence above is categorized as inter-sentential code switching. Inter-sentential code switching occurs when a speaker speaks one sentence in another language and then continues it with another sentence in a different language. Inter-sentential code switching occurs in two different language sentences. In the sentence above the speaker or The Teacher initially spoke in English. "Okay number one" is a sentence in English. In the second sentence, The Teacher continues what he said in another sentence. The sentence "*Dibaca Mbak Irva!*" is a sentence in Indonesian. "*Dibaca Mbak Irva!*" means "Read Mbak Irva" The Teacher made a language switch from English to Indonesian. The whole sentence can be translated as "Okay number one. Read Mbak Irva!"

[Data 2]

Mana Mbak Irva? Ya, number one.

The sentence above is categorized as inter-sentential code switching. Inter-sentential code switching occurs when a speaker speaks one sentence in another language and then continues it with another sentence in a different language. Inter

sentential code switching occurs in two different language sentences. In the sentence above the speaker or The Teacher initially spoke in Indonesian language. "*Mana Mbak Irva?*" is a sentence in Indonesian language. The sentence "*Mana Mbak Irva?*" means "Where is Mbak Irva?". In the second sentence, The Teacher continues what he said in another sentence. The sentence "Ya, number one" is a sentence in English language. The Teacher made a language switch from English to Indonesian. The whole sentence can be translated as "Where is Mbak Irva? Right, number one."

[Data 3]

Number two is B(i). *Yang gak paham langsung tanya ya.*

The sentence above is categorized as inter-sentential code switching. Inter-sentential code switching occurs when a speaker speaks one sentence in another language and then continues it with another sentence in a different language. Inter-sentential code switching occurs in two different language sentences. In the sentence above the speaker or The Teacher initially spoke in English. "Number two is B(i)." is a sentence in English. In the second sentence, The Teacher continues what he said in another sentence. The sentence "*Yang gak paham langsung tanya ya*" is a sentence in Indonesian. "*Yang gak paham langsung tanya ya*" means "If you don't understand, just ask". The Teacher made a language switch from English to Indonesian. The whole sentences can be translated as "Number two is B. If you don't understand, just ask."

[Data 4]

Kalau menerima tamu dimana? In the living room.

The sentence above is categorized as inter-sentential code switching. Inter-sentential code switching occurs when a speaker speaks one sentence in another language and then continues it with another sentence in a different language. Inter-sentential code switching occurs in two different language sentences. In the sentence

above the speaker or The Teacher initially spoke in Indonesian language. "*Kalau menerima tamu dimana?*" is a sentence in Indonesian language. The sentence "*Kalau menerima tamu dimana?*" means "Where to receive guests?". In the second sentence, The Teacher continues what he said in another sentence. The sentence "In the living room" is a sentence in English language. The Teacher made a language switch from English to Indonesian. The whole sentence can be translated as "Where to receive guests? In the living room."

[Data 5]

Dimana kita memasak makanan? Yes, in the kitchen

The sentence above is categorized as inter-sentential code switching. Inter-sentential code switching occurs when a speaker speaks one sentence in another language and then continues it with another sentence in a different language. Inter-sentential code switching occurs in two different language sentences. In the sentence above the speaker or The Teacher initially spoke in Indonesian language. "*Dimana kita memasak makanan?*" is a sentence in Indonesian language. The sentence "*Dimana kita memasak makanan?*" means "Where we cook food?". In the second sentence, The Teacher continues what he said in another sentence. The sentence "Yes, in the kitchen" is a sentence in English language. The Teacher made a language switch from English to Indonesian. The whole sentence can be translated as "Where we cook food? Yes, in the kitchen."

[Data 6]

Mbak Eliza. Number seven.

The sentence above is categorized as inter-sentential code switching. Inter-sentential code switching occurs when a speaker speaks one sentence in another language and then continues it with another sentence in a different language. Inter-sentential code switching occurs in two different language sentences. In the sentence

above the speaker or The Teacher initially spoke in Indonesian language. "*Mbak Eliza*" is a sentence in Indonesian language. The sentence "*Mbak Eliza*" means "Miss Eliza". In the second sentence, The Teacher continues what he said in another sentence. The sentence "Number seven" is a sentence in English language. The Teacher made a language switch from English to Indonesian. The whole sentence can be translated as "Miss Eliza. Number seven"

[Data 7]

Apa jawaban yang tepat? Don't mention it!

The sentence above is categorized as inter-sentential code switching. Inter-sentential code switching occurs when a speaker speaks one sentence in another language and then continues it with another sentence in a different language. Inter-sentential code switching occurs in two different language sentences. In the sentence above the speaker or The Teacher initially spoke in Indonesian language. "*Apa jawaban yang tepat?*" is a sentence in Indonesian language. The sentence "*Apa jawaban yang tepat?*" means "What is the correct answer?". In the second sentence, The Teacher continues what he said in another sentence. The sentence "Don't mention it" is a sentence in English language. The Teacher made a language switch from English to Indonesian. The whole sentence can be translated as "What is the correct answer? Don't mention it!"

[Data 8]

Have you finished? Ya, saya panggil ya..

The sentence above is categorized as inter-sentential code switching. Inter-sentential code switching occurs when a speaker speaks one sentence in another language and then continues it with another sentence in a different language. Inter-sentential code switching occurs in two different language sentences. In the sentence above the speaker or The Teacher initially spoke in English. "Have you finished?" is

a sentence in English. In the second sentence, The Teacher continues what he said in another sentence. The sentence " *Ya, saya panggil ya..*" is a sentence in Indonesian. "*Ya, saya panggil ya..*" means "Okay, I will call you" The Teacher made a language switch from English to Indonesian. The whole sentence can be translated as "Have you finished? Okay, I will call you".

[Data 9]

Have you finished? *Ada yang ditanyakan?*

The sentence above is categorized as inter-sentential code switching. Inter-sentential code switching occurs when a speaker speaks one sentence in another language and then continues it with another sentence in a different language. Inter-sentential code switching occurs in two different language sentences. In the sentence above the speaker or The Teacher initially spoke in English. "Have you finished?" is a sentence in English. In the second sentence, The Teacher continues what he said in another sentence. The sentence "*Ada yang ditanyakan?*" is a sentence in Indonesian. "*Ada yang ditanyakan?*" means "Is there a questions?" The Teacher made a language switch from English to Indonesian. The whole sentence can be translated as "Have you finished? Is there a questions?"

[Data 10]

Yang piket ayo. Clean the white board please!

The sentence above is categorized as inter-sentential code switching. Inter-sentential code switching occurs when a speaker speaks one sentence in another language and then continues it with another sentence in a different language. Inter-sentential code switching occurs in two different language sentences. In the sentence above the speaker or The Teacher initially spoke in Indonesian language. "*Yang piket ayo*" is a sentence in Indonesian language. The sentence "*Yang piket ayo*" means "Come on, who is picket". In the second sentence, The Teacher continues what he

said in another sentence. The sentence "Clean the white board please!" is a sentence in English language. The Teacher made a language switch from English to Indonesian. The whole sentence can be translated as "come on who is picket. Clean the white board please!"

c. Intra-sentential code switching

When a phrase, or clause from a foreign language appears within a sentence in a base language, this is referred to as intra-sentential code switching.

Example: The movie, *yang terkenal itu*, is really amazing and unpredictable.

In table 3 there is a list of cases of using Intra Sentential Code Switching in the classroom which is carried out by the teacher during the English learning process. The following is a discussion regarding sentences that are included in Intra Sentential Code Switching carried out by the teacher during the English learning process.

[Data 1]

Number two mbak, coba mbak.

Intra-sentential code switching occurs when one sentence consists of two or more languages. Code switch is recognized if the language is used in more than or at least one phrase. This sentence contains two languages at once. The first is English, and the second is Indonesian. The phrase "Number two" is a phrase in English. The phrase "coba Mbak" is a phrase in Indonesian. The phrase "coba Mbak" means "try it Mbak". Two phrases from different languages are combined in one sentence. This is recognized as inter sentential code switching. The meaning of the sentence as a whole can be interpreted as "Number two Mbak, try it Mbak".

[Data 2]

Number sixteen dibaca dulu ya.

Intra-sentential code switching occurs when one sentence consists of two or more languages. Code switch is recognized if the language is used in more than or at least one phrase. This sentence contains two languages at once. The first is English, and

the second is Indonesian. The phrase “Number sixteen” is a phrase in English. The phrase “*dibaca dulu ya*” is a phrase in Indonesian. The phrase “*dibaca dulu ya*” means “Read it first, okay?”. Two phrases from different languages are combined in one sentence. This is recognized as inter sentential code switching. The meaning of the sentence as a whole can be interpreted as “Number sixteen read it first, okay”

[Data 3]

Yang benar A(ei) B(i) C(i) or D(i)?

Intra-sentential code switching occurs when one sentence consists of two or more languages. Code switch is recognized if the language is used in more than or at least one phrase. This sentence contains two languages at once. The first is English, and the second is Indonesian. The phrase “A(ei) B(i) C(i) or D(i)?” is a phrase in English. The phrase “*Yang benar*” is a phrase in Indonesian. The phrase “*Yang benar*” means “The correct is”. Two phrases from different languages are combined in one sentence. This is recognized as inter sentential code switching. The meaning of the sentence as a whole can be interpreted as “The correct is A(ei) B(i) C(i) or D(i)?”

[Data 4]

Yang benar adalah, C(i) or D(i)?

Intra-sentential code switching occurs when one sentence consists of two or more languages. Code switch is recognized if the language is used in more than or at least one phrase. This sentence contains two languages at once. The first is English, and the second is Indonesian. The phrase “C(i) or D(i)?” is a phrase in English. The phrase “*Yang benar adalah*” is a phrase in Indonesian. The phrase “*Yang benar adalah*” means “The correct is”. Two phrases from different languages are combined in one sentence. This is recognized as inter sentential code switching. The meaning of the sentence as a whole can be interpreted as “The correct is C(i) or D(i)?”

[Data 5]

Bagian setelah the school head has organized the school trip to Kuta and Sanur Beaches itu disebut apa?

Intra-sentential code switching occurs when one sentence consists of two or more languages. Code switch is recognized if the language is used in more than or at least one phrase. This sentence contains two languages at once. The first is English, and the second is Indonesian. The main sentence is an Indonesian sentence. The Teacher inserts phrases in English in the middle of sentences. The phrase “the school head has organized the school trip to Kuta and Sanur Beaches” is a phrase in English. The phrase “*Bagian setelah.... itu disebut apa*” is a phrase in Indonesian. Two phrases from different languages are combined in one sentence. This is recognized as inter sentential code switching. The meaning of the sentence as a whole can be interpreted as "What is the part after the school head has organized the school trip to Kuta and Sanur Beaches called?"

[Data 6]

Ada yang tau what the meaning of simple past tense?

Intra-sentential code switching occurs when one sentence consists of two or more languages. Code switch is recognized if the language is used in more than or at least one phrase. This sentence contains two languages at once. The first is English, and the second is Indonesian. The phrase “what the meaning of simple past tense?” is a phrase in English. The phrase “*Ada yang tau..*” is a phrase in Indonesian. The phrase “*Ada yang tau..*” means “Anybody knows”. Two phrases from different languages are combined in one sentence. This is recognized as inter sentential code switching. The meaning of the sentence as a whole can be interpreted as “Anybody knows what the meaning of simple past tense?”

[Data7]

Nomor dua belas we are forbidden to come in.

Intra-sentential code switching occurs when one sentence consists of two or more languages. Code switch is recognized if the language is used in more than or at least one phrase. This sentence contains two languages at once. The first is English, and the second is Indonesian. The phrase “we are forbidden to come in” is a phrase in English. The phrase “*Nomor dua belas*” is a phrase in Indonesian. The phrase “*Nomor dua belas*” means “number twelve”. Two phrases from different languages are combined in one sentence. This is recognized as inter sentential code switching. The meaning of the sentence as a whole can be interpreted as “Number twelve we are forbidden to come in”

[Data 8]

Kita tidak bisameet face to face.

Intra-sentential code switching occurs when one sentence consists of two or more languages. Code switch is recognized if the language is used in more than or at least one phrase. This sentence contains two languages at once. The first is English, and the second is Indonesian. The phrase “meet face to face” is a phrase in English. The phrase “*Kita tidak bisa*” is a phrase in Indonesian. The phrase “*Kita tidak bisa*” means “We can’t”. Two phrases from different languages are combined in one sentence. This is recognized as inter sentential code switching. The meaning of the sentence as a whole can be interpreted as “We can’t meet face to face”.

[Data 9]

Semua kegiatan ini masih the planning

Intra-sentential code switching occurs when one sentence consists of two or more languages. Code switch is recognized if the language is used in more than or at least one phrase. This sentence contains two languages at once. The first is English, and

the second is Indonesian. The phrase “in the planning” is a phrase in English. The phrase “*Semua kegiatan ini masih..*” is a phrase in Indonesian. The phrase “*Semua kegiatan ini masih..*” means “All these activities still..”. Two phrases from different languages are combined in one sentence. This is recognized as inter sentential code switching. The meaning of the sentence as a whole can be interpreted as “ All these activities still in the planning”.

[Data 10]

Kita akan mengundang kamu to participate.

Intra-sentential code switching occurs when one sentence consists of two or more languages. Code switch is recognized if the language is used in more than or at least one phrase. This sentence contains two languages at once. The first is English, and the second is Indonesian. The phrase “to participate” is a phrase in English. The phrase “*Kita akan mengundang kamu..*” is a phrase in Indonesian. The phrase “*Kita akan mengundang kamu..*” means “We will invite you..”. Two phrases from different languages are combined in one sentence. This is recognized as inter sentential code switching. The meaning of the sentence as a whole can be interpreted as “ We will invite you to participate”.

2. The Reasons of Teachers Doing Code-Switching

One of the reasons why a speaker uses code switching in a conversation according to Musyken is because the speaker and the partner are talking about a particular topic. In this case, the teacher is discussing a certain theme in a lesson material. This causes teachers not to fully use their mother tongue and mix it with English to make it easier for students to understand the material being presented or the topic being discussed.

The first reason was expressed by Mr. Ibnu Sholhin said that he uses Cide Switching in learning English in class because of the differences in students' abilities

from one another. The application of Code Switching and in learning English in the classroom aims to compensate for the abilities of children who are less superior in understanding lessons so that they do not fall too far behind.

“Di Ma’had(sekolah) ini kemampuan anak itu kan beragam ragam. Disini pinter setengah blass dalam satu kelas. Itu juga menjadi suatu permasalahan. Kalau pure dalam Bahasa Inggris, itu ada yang mampu tapi kasihan temannya. Gap nya terlalu jauh. Itu alasan kenapa harus campuran tadi. Saya harus ada di tengah antara yang mampu dengan yang blass(sama sekali).”

The second reason was expressed by Ms. Luthfiana. Ms. Luthfiana revealed that the reason for using Code Switching in learning English in class is so that students can understand the material presented well and correctly. Ms. Luthfiana added that the aim of using Code Switching in learning English in class is so that students do not quickly get bored with the lesson and become enthusiastic about her. *“Tidak ada alasan lain. Karena saya ingin anak-anak itu lebih paham terhadap materi. Juga agar anak-anak itu antusias terhadap saya. Kalau saya full takutnya mereka kehilangan antusias terhadap saya.”*

The third reason was expressed by Ms. Hartatik. Ms. Hartatik revealed that the reason for using Code Switching in learning English in class is because MTs Darul Fikri is not an international class. "On average, students who attend MTs Darul Fikri receive elementary school education at Madrasah Ibtidaiyah, which incidentally does not contain English lessons," added Ms. Hartatic. This makes it difficult for teachers to use English as the language of instruction in learning. Ms. Hartatik added that the aim of using Code Switching in the English learning process here is to focus children on understanding the material and fulfilling curriculum targets. *“Karena memang bukan kelas internasional. Terus kan rata-rata yang dari MI nya kan tidak ada Bahasa Inggris. Jadi kita hanya fokuskan ke pemahaman materi saja. Kita kan juga ada target sekian pertemuan materi yang disampaikan harus sampai sini, gitu.”*

CHAPTER V

CLOSING

A. Conclusion

1. The dominant type of code switching used by English Teacher at MTs Darul Fikri is Inter-sentential Code Switching. This type is used 103 times in a total of 197 sentences ($103:197 \times 100 = 52\%$).
2. The reason teachers use code switching in classroom learning is so that students understand the material better. There are differences in the abilities of students who are far apart, no basic skills in English, and wanting students to be enthusiastic about learning makes teachers not use English fully as the language of instruction. But the most common reason the teacher used code switching in class is to help students understand the materials better using the help of code switching. This is in accordance with the research conducted by Paramytha Wijayanti³⁵, where the research shows some similarity in the reasons and conditions of when and why code switching was used in the class

B. Suggestion

Researchers suggest to MTs Darul Fikri to improve learning facilities and infrastructure to support more effective English learning and suggestions for teachers to create interesting teaching and learning activities and familiarize students with using English in everyday life at school.

³⁵ Paramytha D, Suparno Suparno, and Hefy Sulistyawati, "Teacher's Use of Code Switching And Their Motivation in English Class," *English Education* 7 (November 29, 2019): 71, <https://doi.org/10.20961/eed.v7i1.35838>.

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CURRICULUM VITAE

Peni Latifah was born on October 5 1998 in Ponorogo City. The second daughter of Mrs. Toinem and Mr. Tukimun. His older brother's name is Kanafi and his older sister's name is Sri Wulan. Peni attended elementary school at SDN 2 Karanglo Kidul and then continued her studies to secondary school at MTs N Kauman. Feeling that she needed to study religion further, Peni decided to study at Darul Fikri Islamic Boarding School. Based on her interest in English and her enjoyment of teaching, Peni continued her studies at the Ponorogo State Islamic Institute, majoring in English Language Teaching.

