

**CODE SWITCHING AND CODE MIXING IN ENGLISH TEACHING
LEARNING PROCESS AT MTs NEGERI 2 PONOROGO**

THESIS



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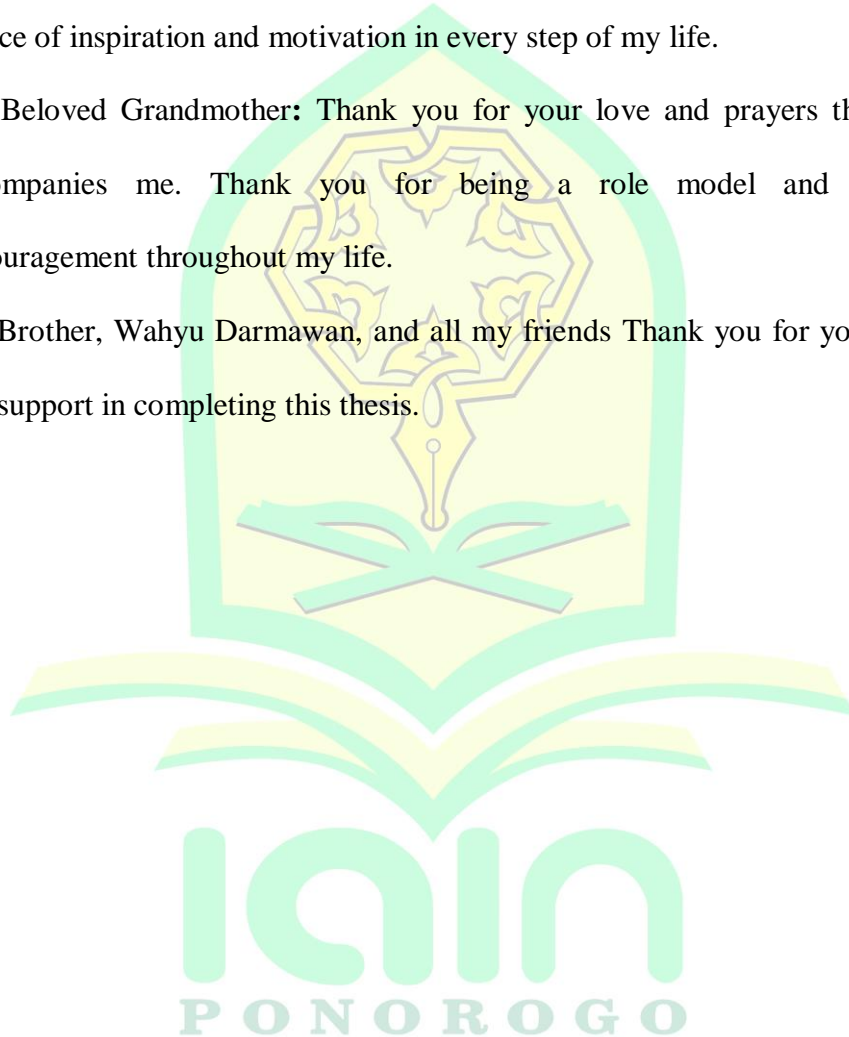


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DEDICATION SHEET

The researcher dedicates this thesis to:

1. My Beloved Parents: My father, Mr. Slamet, and my mother, Mrs. Supiati.
Thank you for your prayers, love, support, and endless sacrifices. You are the source of inspiration and motivation in every step of my life.
2. My Beloved Grandmother: Thank you for your love and prayers that always accompanies me. Thank you for being a role model and providing encouragement throughout my life.
3. My Brother, Wahyu Darmawan, and all my friends Thank you for your prayers and support in completing this thesis.

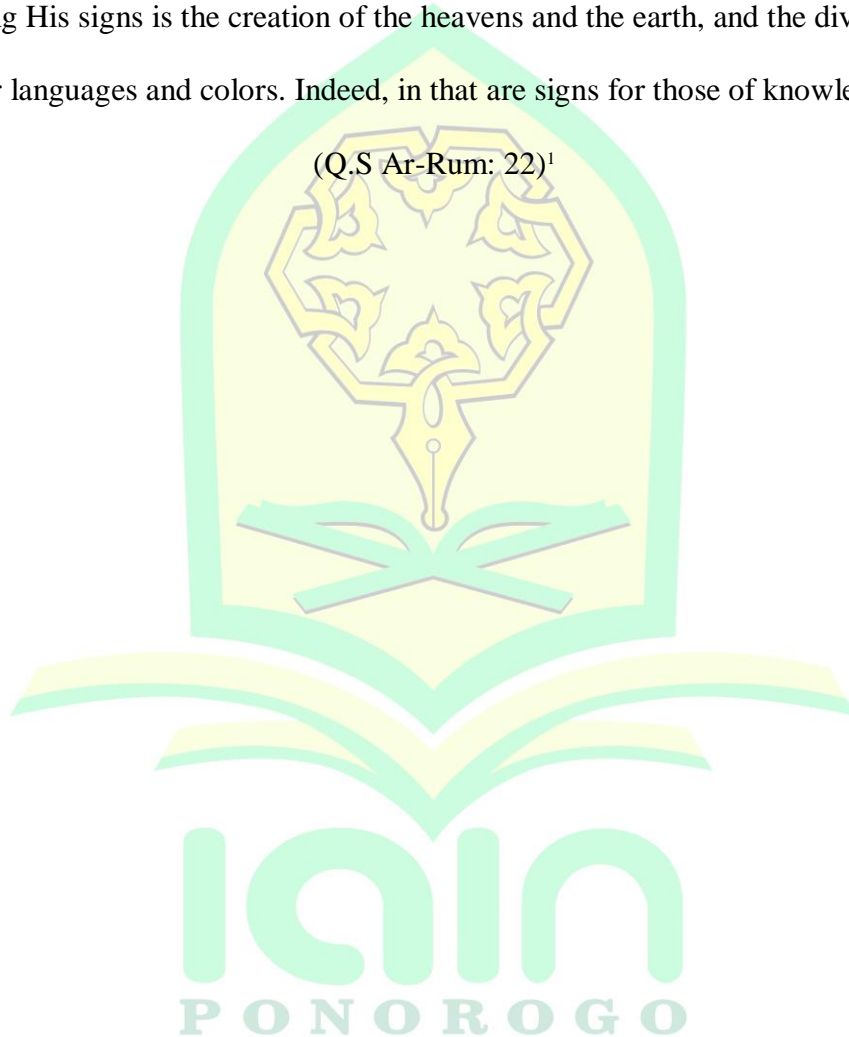


MOTTO

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَالاخْتِلافُ اَلْسِنَتِكُمْ وَالْوَاوِنِكُمْ اِنَّ فِي ذَٰلِكَ لآيَاتٍ لِّلْعٰلَمِيْنَ

”Among His signs is the creation of the heavens and the earth, and the diversity of your languages and colors. Indeed, in that are signs for those of knowledge.”

(Q.S Ar-Rum: 22)¹



¹ Kementerian Agama Republik Indonesia, *Al-qur'an dan Terjemahanya untuk Wanita*. (Jakarta: Penerbit Wali), Hal. 406.

ABSTRACT

Saptina, Wahyu. 2024. *Code Switching and Code Mixing in English Teaching Learning Process at MTs Negeri 2 Ponorog.* Thesis, English Language Teaching Department, Faculty of Tarbiyah and Teaching Training, State Islamic Institute of Ponorogo. Advisor: Fenty Andriani, M.Pd.

Keywords: Sociolinguistics, Bilingual, Code Switching, Code Mixing.

This research investigates code switching and code mixing in the context of English teaching learning process of eighth grade international class program at MTs Negeri 2 Ponorogo. Code switching and code mixing are linguistic phenomena commonly observed in multilingual settings, where speakers alternate between languages or combine them in a conversation. These practices can enhance communication and facilitate understanding among students in a linguistically diverse environment.

The aims of the research are to describe the types of code switching and code mixing used by the teacher in English teaching learning process in the eighth grade of international class program at MTs Negeri 2 Ponorogo, as well as to uncover the reasons why teacher and students used code switching and code mixing in English teaching learning process in the eighth grade of international class program at MTs Negeri 2 Ponorogo.

This research employs a qualitative deskriptive to describe types and reasons of code switching and code mixing in English teaching learning process in eighth grade of international class program at MTs Negeri 2 Ponorogo. The subjects of this research include an English teacher and eighth grade students of international class program at MTs Negeri 2 Ponorogo. Data collection techniques used in this research include observation, interviews, and documentation. To ensure data validity, this research applies data triangulation and theoretical triangulation techniques for chacking validity of findings.

The research findings reveal a total of 18 data of code switching, consisting of 3 data of extra-sentential code switching, 10 data of inter-sentential code switching, and 5 data of intra-sentential code switching. Regarding code mixing, 19 data were found, including 17 data of insertion code switching, with no data of alternation code switching, and 2 data of congruent lexicalization. Additionally, there are five main reasons why teacher and students use code switching and code mixing in English teaching and learning: (1) talking about particulat topic, (2) interjection, (3) to soften or strengthen requests or commands, (4) repetation used for clarification, and (5) real lexical need.

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The researcher realizes that in the preparation of this thesis, the researcher cannot stand alone. Many parties have provided support, guidance, and motivation to the researcher during the research and writing process of this thesis. Therefore, on this occasion, the researcher would like to express gratitude to:

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The researcher hopes this thesis can provide a positive contribution to the development of knowledge, particularly in the field of English language teaching. The researcher also realizes that this thesis is still far from perfect. So, constructive criticism and suggestions are greatly appreciated for future improvements.

Ponorogo, 24th October 2024

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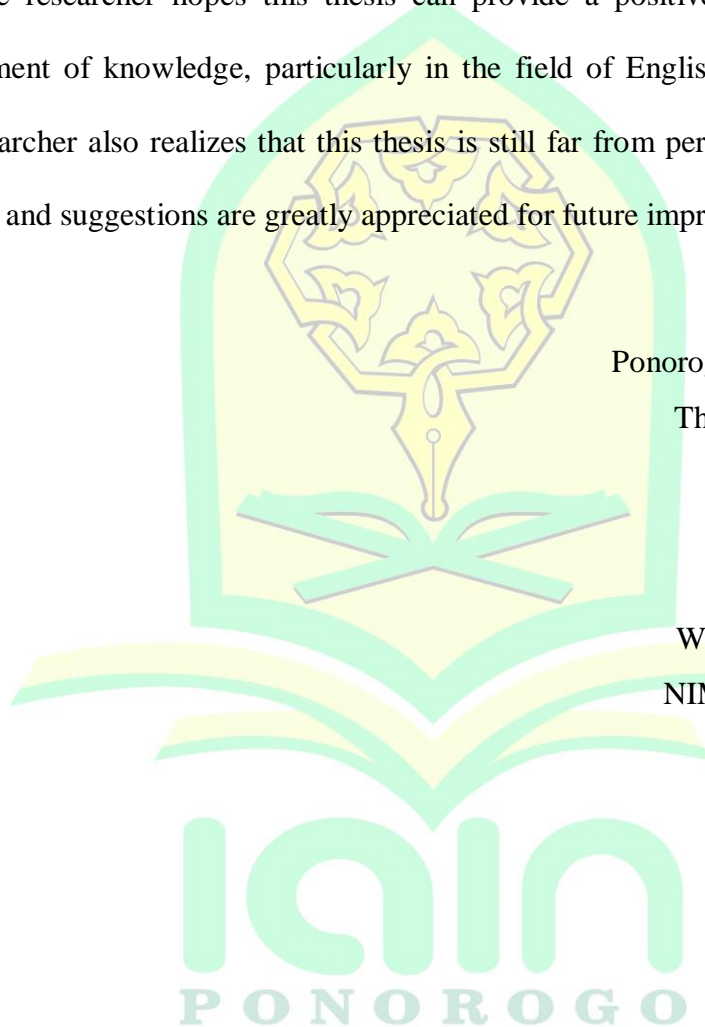


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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a communication tool used by humans to communicate with each other. Humans and language are closely related, they cannot be separated from each other. Language is a system of sound symbols arbitrary nature used by a society to interact and identify themselves. This sound symbol system is very useful because without it someone would not be able to express themselves and their desires to others. Language has an important role for humans for the sake of their own survival. Humans send messages or information to other humans using language order to understand the meaning and intent of the speaker to the interlocutors. Language, in essence, is necessary for connection and communication to occur.² As a communication and interaction tool, language is a system of communication in speech and writing used by individuals in a specific country.³

English is an international language that should be learnt. English is also one of the languages spoken around the world. Recognizing the relevance of English in the future, learning English as early as possible should be implemented in schools.⁴ English is designated as the first foreign language in

² Ida Agustinuraida "Code Switching and Code Mixing in Indonesian Speech by Students of Indonesian Language Program at Galuh Ciamis University" *Journal Diksatrasi*, 2017 Vol.1 No.2. 65.

³ Victoria Bull, Oxford Learner's Pocket Dictionary, fourth Edition (New York: Oxford University Press, 2008), 247.

⁴ Cindy Febia et al, "Critical Writing Ability Development in Elementary School With using Vocabulary Charts" *Journal pendidikan UPI* 2016, 2.

accordance with Minister of Education and Culture Decree No. 096/1967. English was chosen as the first foreign language in Indonesia above other foreign languages for numerous reasons, including the fact that Indonesian cannot be utilized to communicate with the rest of the world. Then English becomes one of the topics at school.⁵

In addition, mastery the elements of English is required to support communication skills both spoken and written. This ability would facilitate someone to respond and create discourse within international life community and association. Therefore, English directed to develop competence of communication so that students are able to communicate and talk in English on all literacy level.⁶

The studies of English can be carried out internally and externally. Internal study means that the study of English is only carried out on the internal structure of the English. Such as the structures of phonology, morphology, and syntax. While external study means that English examines the factors or phenomena that occur in the community. The external English study by considering the factors behind the use of English includes the study of sociolinguistics. There are two aspects in sociolinguistics, namely the socio aspect and the linguistics aspect. Sociolinguistics examines the relationship between society and linguistics, which is part of the culture of society. Sociolinguistics examines both separately. The study of the structure of language

⁵ Helena Ceranic, *Guide for English Teachers* (Jakarta: Penerbit Erlangga, 2013,) 15.

⁶ Siswandi, "English Learning process at SMP Negeri Pekanbaru Riau Province" journal of social education, science, and humanities, 2018, Vol. 4 No. 2, 396.

is discussed in linguistic studies. While the study of society is discussed in sociology.⁷

Based on the aspect of linguistics, there is a term called Bilingualism. Bilingualism is the ability to speak in two languages. According to Uriel Weinreich, Bilingualism is the practice of alternately using two languages, and the person involved is bilingual.⁸ In a bilingual society, the use of two languages is a common phenomenon. It is said because the people involved in the act of communication at least master more than one language in interacting. For examples, regional languages (Java, Melayu, Sunda, Bali, and others), first language or national language, and foreign languages (English, Arabic, Japanese, and others). Regarding the use of two languages, open speech communities that have relationships with other speech communities would experience language contact with language events as a result. Bilingual communication contact gives rise to code switching and code mixing.⁹

Code switching event occurs when a speech event transition from one language to another. For example, English speakers switch to Indonesian. Code switching is one facet of language reliance in bilingual and multilingual societies, where each language continues to support its own functions based on the situation. Code switching occurs not only between languages, but also between different types or style of a language. It is thus and indication of

⁷ Ahmad Muchlis, *sosiolinguistik dasar* (Surabaya: Cv. Jakad Media Pubishing, 2021). 15.

⁸ Murnisma, Muhammad Darwis, Asriani Abbas, "The Effect of English Syntax Elements on using Indonesian Language by Afganizant Immigrant" *Journal of Culture Science*, 2022. Vol. 10 No. 1. 176.

⁹ Abdul Chaer and Leoni Agustina, *Sociolinguistics Perkenalan Awal* (Jakarta : Rineka Cipta), 2010, 84.

linguistic interdependence in a multilingual society. This indicates that in a multilingual culture, a single speaker does not exclusively use one language without incorporating elements from another language.

Code mixing can be viewed as a linguistic mix. According to Muysken, code mixing refers to any situation in which lexical elements and grammatical traits from two languages appear in the same phase. Code mixing happens when a speaker employs a linguistic dominance to support and added utterance with other language features. This topic is typically related with the speaker's traits, such as social background, education level, religion, and so on.

Code switching and code mixing are caused by language speakers' habitual interactions. Code switching and code mixing occur during the teaching-learning process as a result of the desire to explain and interpret. Students can better learn what they want to know by utilizing code switching and code mixing. It can be prompted by a variety of factors, including the speakers, interlocutor, a change in scenario due to the presence of a third person, a transition from a formal to an informal situation, a shift in the topic of discussion, the atmosphere, and so on. This element may develop as a result of direct contact between multilingual speakers and listeners.¹⁰

Code switching and code mixing play a significant part in language learning. In theory, code switching and code mixing can improve communication abilities. So that students can speak in two mastered languages or in the

¹⁰ Siti Rifa Alawiyah, Tanti Agustiani, Hera Wahdah Humaira. "The Event and Causes of Code Switching and Code Mixing in Social Interaction of Sellers and Buyers at Parungkuda Market of Sukabumi Regency" *Journal Language Education and Indonesian Literature*, 2021. 198.

language of their surroundings. Furthermore, because each language has a unique system of conduct and culture, children can learn about various cultures by using code switching and code mixing. Code switching and code mixing can also help students articulate ideas and thoughts when they have restricted vocabularies in language learning.¹¹

Code mixing and code switching events can occur anywhere and anytime. As happened in the school environment at MTs Negeri 2 Ponorogo. This event is often encountered in formal and non formal interaction, between fellow students or between students and teachers, in the teaching learning process, including in English teaching learning process. MTs Negeri 2 Ponorogo is the only Islamic Junior High School in Ponorogo that has an international class program. International class program opened in 2021 and collaborates with Cambridge University and Malang State University. In learning, International Class Program uses two curriculums, namely international curriculum and Merdeka Curriculum. As an International Class Program, of course it has been arranged that English is used in every learning process. but along with Indonesian and regional languages which are more mastered by students and teachers use full English in teaching learning process is still having difficulty. It can be seen when the English teaching learning process is in progress, there are found code switching and code mixing events from English to Indonesia. such as when the students want to ask the question but the student do not know English

¹¹ Supiastutik, guguk rudianto "Pengaruh Code Switching dan Code Mixing Terhadap Kemampuan Pemahaman Bahasa Inggris" Journal, Universitas Jember dan Universitas Putera Batam. 88

language of the question that they would ask the students switching and mixing into Indonesian.

The use of code switching and code mixing in English teaching learning in the eighth grade at MTs Negeri 2 Ponorogo has a significant impact on facilitating students' understanding of learning materials. By switching or mixing from English to Indonesian, teachers can explain difficult concepts in a way that is more familiar to students. For instance, when facing complex grammar or vocabulary, explanations using code switching and code mixing can help students connect that information with their existing knowledge. Additionally, the mixture of both languages in daily interactions creates a more comfortable atmosphere, making students feel more confident to actively participate in lessons. Ultimately, this supports better understanding and enhances students' ability to communicate in English.

Based on description above, researcher found that in the English teaching learning proces the teachers and the students using code switching and code mixing from English to Indonesian and vice versa. It is not something imposible to happen considering the background of teachers and students who mostly master Indonesian as their first language. Based on this phenomenon the researcher conducted the research by the title of observation Code Switching and Code Mixing in English Teaching Learning Process at MTs Negeri 2 Ponorogo.

B. Research Focus

This research focuses on code switching and mixing in the English teaching and learning process at the eighth grade level of the international class program at MTs Negeri 2 Ponorogo.

C. Research Questions

1. What are the types of code switching and code mixing used in the English teaching learning process at MTs Negeri 2 Ponorogo ?
2. Why do the teacher and students use code switching and code mixing during the English teaching learning process at MTs Negeri 2 Ponorogo?

D. Research Objectives

After formulating the problem, the researcher can formulate the purposes of the research. the purposes of this research include:

1. To describe the types of code switching and code mixing used in English teaching learning proses at MTs Negeri 2 Ponorogo.
2. To clarify the reasons why teacher and students use code switching and code mixing during the English teaching learning process at MTs Negeri 2 Ponorogo.

E. Significances of the Study

The significances expected from this research are as follows:

1. Theoretical Significances

The research titled "Code Switching and Code Mixing in English Teaching Learning at MTs Negeri 2 Ponorogo" has significant theoretical implications in understanding the dynamics of language use in an

educational context. By examining the phenomena of code switching and code mixing, this research offers new insights into how students and teachers interact using two languages during the learning process. The findings of this research have the potential to enrich theories of bilingualism, demonstrating how social and cultural contexts influence language choices in teaching. Additionally, the analysis results can assist in developing more effective teaching strategies that consider students' linguistic needs. Thus, this research not only contributes to linguistic literature but also provides practical implications for enhancing the quality of English language teaching in schools.

2. Practical Significances

Aside from theoretical usefulness, the specific objectives were useful particularly for the following individuals.

a. English Teacher

This research provides insights that can help the teacher improve their teaching methods. By understanding various types of code switching and code mixing, teachers can use these techniques to make learning more comfortable and relevant for students. For example, by using code switching appropriately, teachers can explain difficult learning material in a way that is easier for students to understand. Additionally, this research emphasizes the importance of creating an equitable classroom environment. When teachers know when and how to use code switching and code mixing, they can make students feel more comfortable

participating in discussions. This can enhance communication and the relationship between teachers and students, creating a more positive learning atmosphere.

b. Students

For students, this research was expected to provide a boost in confidence. Knowing that code switching and code mixing are natural and accepted practices in English language learning could help students feel freer to express themselves. This is particularly important for students who may feel hesitant to speak in English. By using their native language alongside English, students could more easily understand the learning material.

c. Other Researchers

For other researchers, it was hoped that this research would open opportunities for further research on code switching and code mixing in different educational contexts. This research provided a foundation for exploring how these practices functioned in other schools with diverse backgrounds. The researcher also hopes that this research would make it easier for other researchers to identify the code switching and code mixing of English teaching learning process and this research can contribute to society and make useful to the next researchers.

F. Organization of Thesis

Chapter I is introduction. Introduction is general description of the thesis. This chapter covers background of the study, research focus, research questions, research objectives, and significances of the study.

Chapter II is Literature Review. This part discusses the theory that support the research.

Chapter III is research method. This chapter covers research approach, design of the research, research sample, researcher's role, research setting, data and data source, data collection technique, data analysis technique, and checking validity of findings.

Chapter IV is research result and discussion. This chapter covers research findings. This chapter consists of the research location introduction is general description of the thesis. This chapter includes background of research with covers a description of the research background situation based on the character of the research subject such as the geographical environment, history, cultural values, economic, politics and others. Then this chapter covers data display, and research findings.

Chapter V is closing. The last chapter involves conclusion and suggestion of the finding and discussion.

CHAPTER II

LITERATURE REVIEW

A. Literature Review

1. Sociolinguistics

Sociolinguistics is an interdisciplinary science or a combination of two disciplines, namely sociology and linguistics. This science explains the human ability to use rules of languages appropriately in different situations. Sociolinguistics examines the relationship between language and society which links two fields that can be studied separately, namely the formal structure of language by linguistics and the structure of society by sociology. The term of sociolinguistics began to develop in the late 1950s to the 1960s, pioneered by *the committee on sociolinguistics of the social science research council* and *the research Committee on Sociolinguistics of the International Sociology Association*. The journal of sociolinguistics was only published in the early 1970s, namely *languages in society* and *the International Journal of Sociology of Language*. From this fact, it can be understood that sociolinguistics is a relatively new field.

The term sociolinguistics has gained greater popularity, both in studies and in the literature discussing this topic. The following definition of sociolinguistics uses the term as the name of the field. According to Sylvia and Edmund in Jendra's book, sociolinguistics is the study of language in

relation to social factors.¹² According to Sharon and Caroline, The socio in “sociolinguistics indicates that we are looking at how language is used in social-context-at how it used when people interact with one another on interpersonal levels and in larger group, cultural, national, and international levels. In sociolinguistics, then we begin with the recognition that the language that each of us uses can be different in different situations and with different people.¹³ According to Janet, Sociolinguists study the relationship between language and society. They are interested in explaining why we speak differently in different social context, and they are concerned with identifying the social functions of language and the ways it is used to convey social meaning.¹⁴

Sociolinguistics is a branch of macro linguistics that studies the relationship between language and social factors within society. Unlike micro linguistics, which focuses on the internal structure of language, sociolinguistics emphasizes how language is used in social contexts, encompassing variables such as social status, educational background, gender, and other situational factors. Sociolinguistic studies examine language variation based on social and cultural aspects, and how these differences are reflected in the language choices made by individuals or

¹² Maria Georgeiva, *Introducing Sociolinguistics*, St.Kliment Ohridski University of Sofia, 2014, 4

¹³ Made Iwan Indrawan Jendra, *SOCIOLINGUISTICS: The study of Societies Language*, (Yogyakarta: GRAHA ILMU), 2014, 10.

¹⁴ Sharon K. Decket and Caroline H. Vickers, *An Introduction to Sociolinguistics*, New York: Continuum International Publishing Group, 2011, 1.

groups in specific situations. In this way, sociolinguistics provides important insights into how language not only functions as a tool for communication but also as a mirror of the social dynamics present in society. Therefore, sociolinguistics plays a vital role in bridging the understanding between language and social phenomena, as well as in understanding the social influences on language change and variation within a community.¹⁵

2. Bilingualism

The term of bilingualism is term whose meaning relative. Relativeness occurs because the limit for a person to be called bilingual is arbitrary and can hardly be determined with certainty. This is also due to the difficulty of measuring the person's level of language ability. A person is called to be bilingual if he is able to use languages side by side not requiring full mastery but only with minimal mastery of the second language, the person is already called bilingual.¹⁶

Merriam-Webster online dictionary bilingualism is Defined as “the ability to speak two languages or the frequent use (as by a community) of two languages”. Similarly, Grosjean argues that individuals or people who are able to use two or more than one language or dialect in their daily lives basis are considered as bilingual persons. Yet, is not clear enough since there is no

¹⁵ Wardhaugh, R., & Fuller, J. M. *An Introduction to Sociolinguistics* (7th ed.), 2015, 62.

¹⁶ Al Ashadi Alima, Eti Ramaniyar, *Sociolinguics at Language Teaching* (Pontianak: PT. Putra Pabayo Perkasa, 2020), 9-10.

specific information whether those people are able to master both of the language fluently or not.¹⁷

Bloomfield defined bilingualism as the second language mastery symptoms with the same degree of ability the first language that he mastered. Meanwhile, Haugen argues the opposite with Bloomfield. According to Haugen a bilingual does not need to use both languages. It is enough that he knows both languages. In this conditions, a bilingual can already be said to be a bilingual. The broader view of bilingualism was put forward by Edwards. He emphasized that a person said to be bilingual if he is able to use two language or knows a few the word of other languages outside of his mother tongue variation.¹⁸

The concept of bilingualism seems easy to define at first glance. However, there are many definitions of bilingualism specified by many language expert. In general, bilingualism is seen as the habit of the people that using two or more languages, while the term of bilinguality refers to a person's ability to use two or more languages. Based on Weinreich bilingualism can be divided into three categories:

a. Coordinate Bilingualism

Bilingualism which shows that the use of two language is equally good by and individual. Bilingualism is balanced according to mastery

¹⁷ Mulyani "Identifying the Concept of Bilingualism and bilinguals through Seven Bakers' dimensions Of Bilingualism" *Journal Englishia*, November 2017, Vol.5 No.1, 30.

¹⁸ Al Ashadi Alima, Eti Ramaniyar, *Sociolinguistics at Language Teaching* (Pontianak: PT. Putra Pabayo Perkasa, 2020), 10-11.

of first language and second language. The people who are equally proficient in two languages.

b. Compound Bilingualism

Bilingualism which shows that the ability to speak one language is better than the ability to speak another language. This bilingualism is based on the relationship between first language and second language which is controlled by the bilingual. Both languages are mastered by the bilingual but it stands alone.

c. Sub-ordinate Bilingualism

Bilingualism which shows that an individual when using first language often enters second language or vice versa. Bilingualism in dealing with situations faced by first language. It is a small group that is surrounded and dominated by big language community so that the small community can lose the first language.¹⁹

3. Code Switching

Code switching is a common linguistic phenomenon that occurs in multilingual societies, where speakers alternate between two or more languages or dialects within a conversation or even within a single sentence. This practice reflects the dynamic nature of language use in different social contexts and is often influenced by factors such as the speaker's social identity, the situation, and the audience.

¹⁹ Muh Rizal. "the use of bilingualism of student speech at SMP Muhammadiyah 1 Makassar" (thesis, Muhammadiyah University of Makassar, Makassar, 2020),23-24

a. The Nature of Code Switching

When a language is regarded as a system of code, the language change from one to another is known as a code switching. For instance, a speaker uses Indonesian language, and then he changes to English or Region Language or another language. This is language phenomenon is known as a code switching.

The event of changing the language from a foreign language to Indonesian or Indonesian to foreign language or changing from a local variety to an official variety or vice versa. Furthermore, Hymes states that code switching is not only occurs between languages, but also occurs between the varieties or styles contained in a language. So, it is a symptom of interdependence of language in a multilingual society. This means that in a multilingual society hardly a single speaker uses one language absolutely or purely without the slightest use of language or another language elements.²⁰

Wardhaugh states “code switching is a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations”. It could possibly mean that code switching is a strategy for a group that should have to deal with more than one language. Wardhaugh also states that code switching occurs when the language used, changes according to the situation in which the conversationalist finds themselves. The speakers here

²⁰ Abdul Chaer, *General Linguistics* (Jakarta: Rineka Cipta, 2010), 107.

switch one code to another code or they speak in one language to another language". It means that code switching happens in bilingual society. Code switching occurs when the people use a particular and suddenly change to another code.²¹

Nababan argues that the concept of code switching involves a speech event in which one changes a functional style (for instance, an informal one) to another (for instance, a formal one), or changes a dialect to another one. Furthermore as it known, Javanese language has what we call the complex speech levels. Therefore, the concept of the code switching can be extended to be the change of one speech level to another. This kind of code switching occurs, for instance, at the time someone speak in the language using formal and honorific speech level (*krama*). And suddenly he changes it to do Indonesian language in a formal style, and he returns again to *Krama*, the to *Ngoko*, and at last he uses Indonesian languages.²²

Overall, code switching is a complex and multifunctional linguistic phenomenon that goes beyond simply switching between different languages. It serves as a social communication tool that allows speakers to adapt to various social and situational contexts, as well as express different identities or roles in conversation. Whether it involves switching between

²¹ Wiruma Titian Adi "Code Switching in Critical Eleven Novel. Journal of English Language, Literature, and Teaching, April 2018, Vol.2, No.1, 41.

²² Fathul Mu'in (editor), *Sociolinguistics: a language study in Socialcultural Perspectives* (National Library, 2019), 137-138.

languages, language varieties, or speech levels, code switching reflects the dynamic nature of language use in multilingual societies. It also illustrates how languages are interdependent and closely interconnected in everyday life, with speakers combining different linguistic elements according to their communicative needs. Thus, code switching is not only a linguistic event but also a reflection of broader and contextual social interactions.

b. Types of Code Switching

Code switching, as a linguistic phenomenon, can take various forms, depending on how and when the language alternates within a discourse. Shana Poplack identified three distinct types of code switching, which can occur within the same conversation.

The first type is extra-sentential code switching (also known as tag-switching), where a speaker inserts a short expression or tag from another language into a sentence. These tags, which are often phrases or interjections, typically do not follow the syntactic rules of the sentence but are inserted for emphasis or social identity. For example, common interjections such as "Wow!", "Hi!", or "No!" in English, or "Ouch!" and "Oy!" in other languages, fall under this category. Tag-switching is considered the simplest form of code switching, as it involves minimal syntactic restrictions, allowing for easy insertion of these tags without disrupting the overall structure of the sentence. According to Holmes, tag-switching can also function as an ethnic identity marker or a conversational filler, such as "you know?", "well", or "actually."

The second type is inter-sentential code switching, which occurs at the sentence level, where a speaker alternates between two languages between sentences. This type of switching is often seen in bilingual conversations, where one sentence is spoken in one language, and the next sentence in another language. As Poplack notes, inter-sentential code switching is complex because the speaker must simultaneously control both linguistic systems. Muysken further explains that this form of code switching involves switching between sentences and typically happens when a sentence in one language has been completed, and the next sentence begins in another language. An example of inter-sentential switching is: "So far, any question, students? *Jika tidak ada, buka halaman selanjutnya*".

The third type is intra-sentential code switching, where the speaker switches between languages within a single sentence. This type requires the greatest fluency in both languages, as parts of the sentence must adhere to the grammatical rules of each language. Poplack argues that this is the most complex form of code switching, as it can occur at the level of clauses, sentences, or even individual words. Romaine suggests that intra-sentential switching demands higher proficiency than tag-switching because large portions of the utterance must conform to the syntactic rules of both languages. An example of intra-sentential switching is: "Sometimes I'll start a sentence in *Spanish y termino en español*" where the speaker switches languages in the middle of the sentence.

Additionally, Wardhaugh identifies two more types of code switching based on the sociolinguistic context: Situational Code Switching and Metaphorical Code Switching. Situational code switching happens when the language used changes according to the situation in which the conversation takes place. For example, a speaker might use one language in a formal setting and another in an informal setting, without any change in topic. In contrast, metaphorical code switching occurs when the topic itself dictates the change in language. This type of switching is often used to signal a shift in social roles, formality, or tone. For example, switching from a formal language to a more casual one when discussing personal matters, or shifting from one language to another to convey humor or solidarity. Metaphorical code switching adds an affective dimension to communication, recontextualizing the situation from formal to informal, official to personal, or serious to humorous.

In conclusion, code switching is a dynamic and multifaceted phenomenon that reflects both the linguistic structures of a language and the social context in which communication occurs. Whether it is a simple tag insertion, a switch between sentences, or a change in the language within a single sentence, code switching serves as a tool for managing social relationships and navigating bilingual or multilingual environments.

4. Code Mixing

Code mixing is another form of language alternation that occurs frequently in multilingual societies. It refers to the blending of linguistic elements from two or more languages within a single sentence or discourse.

a. The Nature of Code Mixing

Code mixing refers to the phenomenon where elements from two or more languages are combined within a single sentence or discourse. According to Thelander, code mixing is an event speech causes as well as phrases that used consist of mixed clauses and phrases (hybrid clauses, hybrid phrases), and each of those clauses or phrases is no longer support individual functions.²³

Thalender explain the differences between code switching and code mixing. According to him, if in speech event there is a transition from clause of one language to clause of other language then the event is called code switching. But, if in the speech event the clauses and phrases that used consist mixed clauses and phrases (hybrid clauses, hybrid phrases) and each clauses or phrases does not support its own function then the event is called code mixing. While, Fasold explain that someone used a word or a phrase from a language then he has done code mixing. But, if a clause clearly has a language grammatical structure and the following

²³ Abdul Chaer, *linguistic umum* (Jakarta: Rineka Cipta, 2010), 115.

clause arranged based on other language grammatical structure then the event is called code switching.²⁴

According to Gumperz, code mixing happens when bilingual speakers use phrases, words, or clauses from a foreign language (pieces of one language smaller than clause), while the other language functions as the base language. He also states that the bilingual speakers mix the codes when there is no change of topic and situation. Generally, bilinguals can do code mixing well if they are fluent in the languages.

Code mixing occurs when a speaker who uses a language dominantly supports a speech inserted with other language elements. This is usually related to the characteristic of the speaker, such as social background, level of education, religious taste. Usually the salient feature is a relaxed or informal situation. But it can happen because of language limitations. The expression in the language has no equivalent. So there is a compulsion to use another language even though it only supports one function.²⁵

In summary, code mixing is a multifaceted linguistic phenomenon where bilingual or multilingual speakers blend elements from multiple languages in their speech. It is distinct from code switching in that it involves the integration of language elements within a sentence, often

²⁴ Abdul Chaer and Leonie Agustina, *Introduction to Linguistics* (Jakarta: Rineka Cipta, 2004), 115.

²⁵ Nurul Azizah Ikhsani "Code Mixing in the Articles of GoGirl! Magazine February, 2013 Edition", *Journal Lexicon*, August 2012, Vol.1 No.3, 297.

without a change in topic or situation. The ability to code mix depends on the speaker's fluency in both languages and can be influenced by social factors, educational background, and even the limitations of one language to express a concept. While code mixing often occurs in informal contexts, it serves as a natural strategy for overcoming language barriers, allowing speakers to convey meaning more effectively when one language falls short. Therefore, code mixing reflects the flexibility of language use in a multilingual society, highlighting the interplay between social, cultural, and linguistic factors in communication.

b. Types of Code Mixing

Code mixing is a linguistic phenomenon that occurs when speakers blend elements from multiple languages in their communication. It typically happens in multilingual societies, where individuals are fluent in more than one language and may switch between them within a single conversation. There are several types of code mixing, each characterized by different ways of integrating languages. According to Muysken, code mixing is divided into three main types: insertion, alternation, and congruent lexicalization. These types vary depending on the bilingual setting, resulting in different patterns of language mixing.

The first type, insertion, occurs when material such as lexical items or entire constituents from one language are inserted into the structure of another language. In this case, the structure of one language serves as the base, and foreign lexical or phrasal categories are added to it. The key

difference here lies in the size and type of element inserted, such as a single noun or a complete noun phrase. This means that code mixing usually involves smaller units like words or phrases, rather than clauses or sentences. For example, a speaker might say, "*Kita sambung pembahasan ini next pertemuan*" where "*next pertemuan*" is an insertion from English into an Indonesian sentence.

The second type, alternation, involves switching between the structures of two languages. This type of mixing focuses on the compatibility of the languages at the switching point, often at the sentence or clause level. Alternation typically occurs when speakers switch from one language to another between turns or utterances, with the grammatical structure of each language being respected. The difference here is that the switch occurs at larger units such as clauses or entire sentences. For example, one might say, "I think, *pertanyaannya terlihat mudah*" alternating between English and Indonesian at the sentence level.

The third type, congruent lexicalization, refers to situations where two languages share similar grammatical structures, allowing lexical items from either language to be inserted into the sentence without violating the structural rules of either language. This form of code mixing is common in phrases or words that are easily understood in both languages. An example of congruent lexicalization is: "Meeting *hari ini membahas tentang agenda urgent yang akan dilakukan minggu ini*", where English words such as "meeting" and "urgent" are used within an Indonesian sentence structure.

In addition to these three types of code mixing, Suwandi further divides code mixing based on the origin of the absorbed elements into three categories: inner code mixing, outer code mixing, and hybrid code mixing. Inner code mixing involves the absorption of elements from a regional language that are closely related to the dominant language being used. For example, code mixing in Indonesian speech might include elements from regional languages such as Javanese, Sundanese, or Batak. Outer code mixing, on the other hand, involves the incorporation of foreign language elements, such as English, Spanish, or Arabic, into the dominant language. Finally, hybrid code mixing refers to situations where both elements from the original (local) language and foreign language are mixed within the same sentence or clause.

In addition to mixing words, speakers also often insert phrases from one language into another. Ramlan describes a phrase as a syntactic unit that consists of a subject and predicate but does not extend beyond these components. He classifies phrases into six categories: noun phrases (a phrase centered around a noun with additional elements), verb phrases (a verb phrase with a verb as the central element and one or more additional components), adjective phrases (an adjective phrase with an adjective as the core element, accompanied by other elements), numeralia phrases (phrases consisting of a number followed by a unit indicator), preposition phrases (a preposition followed by a word or phrase), and adverb phrases (phrases with a central element that describes a verb or action). Each of

these phrase types can also be involved in code mixing, further enriching the linguistic interaction between multiple languages in conversation.²⁶

Through these various types and forms of code mixing, bilingual speakers exhibit remarkable flexibility in using their languages to adapt to different communicative needs and contexts. Whether inserting single words, switching between entire sentences, or blending shared grammatical structures, code mixing serves as a powerful tool for expression and social interaction in multilingual communities.

5. Reasons of Code Switching and Code Mixing

Code switching and code mixing often occur for various reasons, reflecting the dynamic nature of language use in bilingual and multilingual communities. Hoffman in Pardede and Kisno said that some reasons for bilingual switch or mix their language are lead to the following:

1) Talking About Particular Topic.

People sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express their emotional feelings in a language that is not their everyday language.

²⁶ Kiki Agustina. "The Use of Code Switching and Code Mixing by English Teacher at MAN Kota Palayangkara" (*Thesis*, State Islamic Institute of Palyangkaraya, 2018), 18-20.

2) Quoting Somebody Else

The speaker switches the code to quote a famous expression, proverb, or saying some well-known figures. That switch involves just the words that the speaker is claiming the quoted person said.

3) Being Emphatic About Something (Express Solidarity)

Usually, when someone who is talking using a language that is not this native language suddenly wants to be emphatic about something. He either internationally or uninternationally, would switch from his second language to his first language. On the other hand, he switches from his second language to his first language because he feels more convenient to be emphatic in his second language rather than in his language.

4) Interjection

Interjections are words or expressions, which are inserted into a sentence to convey surprise, strong emotion, or to gain attention. Interjection is a short exclamation like: Hey!, Well!, Look!, etc. They have not grammatical value but the speaker uses them quite often, usually more in speaking than in writing.

5) Repetition Used for Clarification

When a bilingual wants to clarify his speech to the listener sometimes he can use both of the language that he masters to tell the same message. Frequently, a message in one code is repeated in other code literally. repetition is not only used for clarifying the speech, but also for amplifying or emphasizing a message.

6) Intention of Clarifying the Speech Content for Interlocutor

When bilingual or multilingual talks to another bilingual or multilingual there would be lots of code switching and code mixing occur. It means to make the content of his speech runs smoothly and can be understood by the listener.

7) Expressing Group Identity

Code switching and code mixing can also be used to express group identity. The way of communication of academic people in their disciplinary groupings are obviously different from other groups. In other words, the way of communication of one community is different from the people who are out of the community.

8) To Soften or Strengthen Request or Command

For Indonesian people, mixing and switching Indonesian into English can also soften a request because English is not their native tongue. So it does not sound as direct as Indonesian. However, code switching and code mixing can also strengthen a command since the speaker can feel more powerful than the listener because he can use a language that not everybody can.

9) Because of Real Lexical Need

The most common reason for bilingual or multilingual to switch and mix their language is due to the lack of equivalent lexicon languages.

10) To Exclude Other People When a Comment is Intended for Only a Limited Audience

Sometimes the people wants to communicate only to certain people or community they belong to. To avoid the other community or people interfering their communication, they may try to exclude those people by using the language that not everybody knows.²⁷

Overall, the reasons for code switching and mixing are complex and multifaceted, often influenced by social, emotional, and communicative factors. Whether to express group identity, clarify meaning, emphasize certain points, or exclude others from a conversation, language switching serves as a strategic and flexible tool in multilingual contexts. This highlights the dynamic and context-dependent nature of bilingual and multilingual communication, where speakers navigate between languages and varieties to meet their social and cognitive needs.

6. The Factors Causing Code Switching and Code Mixing

Code switching and code mixing are linguistic phenomena that occur when speakers alternate between two or more languages or dialects within a conversation. According to Chaer there are five factors that causes code switching and code mixing. This five factors are speakers, listener, change of situation due to presence of third person, change from formal to informal or otherwise, and change of the topic talks.

²⁷ Wiruma Titian Adi”Code Switching in Critical Eleven Novel. Journal of English Language, Literature, and Teaching, April 2018, Vol.2, No.1, 43-46.

a. Speakers

The speaker often do code switching and code mixing to suppress “Profit” or “benefit” of his actions. It is usually performed by the speaker who in a speech event hoping for help from his interlocutor.

b. Listener or Interlocutor

Listener or interlocutor caused code switching or code mixing if the speaker wants to balance of interlocutor’s language skills. Usually, when the speaker and interlocutor have a same language background, then what happens is change of variant, variety, style, or register. Otherwise. When the speaker and interlocutor do not have the same language background then what happens is the transition between languages.

c. Change of Situation Due to Presence of Third Person

Code switching and code mixing occurs because third person that have not the same language background between the speaker and interlocutor. Status from third person that would determine what language of variant must be used.

d. Change from Formal to Informal or Otherwise

Code switching and code mixing can occur when there was a change of situation. For example, in a educational activities variety used when discuss with a member of groups use casual style (informal) however, when asking lecturers the student used polity variety (informal) because of the situation changed from informal to formal.

e. Change of the Topic Talks.

Code switching and code mixing can occur. For example when occur conversation between lecturer with students. The situation, lecturer is talking courses using Japanese language. However, suddenly there are some students how crowd in class causing the lecturer immediately reprimanded with used Indonesian language²⁸.

The linguistics background that factors someone to do code switching and code mixing is divided into four kinds as follows:

- a. Low frequency of word. it is because the word in the original language more limited. So the speaker used foreign language that the meaning wider or it caused by the limited vocabulary of the speaker's language.
- b. Pernicious homonymy. If the speaker used the word of their own language then the word can cause the ambiguity.
- c. Oversight. It is caused by the speaker lacks the word or term in certain fields.
- d. End (purpose and goal). That is the desire result or outcome. End or destination can be in the form of persuading, conveying, or explain and to achieve the result, the speaker must mix the code.²⁹

In conclusion, code switching and code mixing are complex behaviors shaped by a range of social, situational, and linguistic factors. The speaker's

²⁸ Santy Andayani, "the caused of Code Switching and Code Mixing on Event Speech of Japanese Students at Indonesia (case Study : The student of Hiroshima University at Brawijaya University)" *Ayumi Journal*, March 2019, Vol.6 No.1, 4-5.

²⁹ Lusita Anggraini Ads, Nani Kusrini, Endang ikhtiarti, "Analysis of Code Mixing on Article of News Paper La Tribune Edition 2019", (Thesis, FKIP Lampung University, Lampung, 2019)

background, the relationship with the listener, the presence of third parties, the formality of the situation, and the topic of discussion all contribute to the decision to switch or mix languages. Additionally, practical linguistic needs such as vocabulary limitations, ambiguity, and communication goals also play a significant role in these phenomena.

B. Previous Studies

Currently, doing research code switching and code mixing on conversation and social interaction teaching learning in the class is not a new cases. There are many researcher doing research on code switching and code mixing on conversation and social interaction, novels, or film. Here, the researcher finds several studies that are relevant to this research.

Several studies have explored the use of code switching and code mixing in the context of English language teaching. Salmawati's thesis (2020) from the English Education Program of State Islamic Institute Pare Pare, titled "*An Analysis of Code Switching and Code Mixing in Teaching English Process at SMAN 5 Pinrang*", examines the types and factors of code switching and code mixing used by teachers in the classroom at SMA Negeri 5 Pinrang. Using a descriptive qualitative method, the study found that code switching was more dominant than code mixing, with tag switching accounting for 76%, intra-sentential code switching 11%, and inter-sentential code switching 13%. In terms of code mixing, inner code mixing was found at 23%, outer code mixing at 77%, and hybrid code mixing was absent. The study identified that teachers used code switching and mixing primarily to help students better

understand the teacher's explanations, intentions, and requests. Additionally, the change of topics in the classroom was a contributing factor.

In another study, Dea Ivana (2018) from State Islamic University of North Sumatra, in her thesis *"An Analysis of Code Mixing Used by English Teachers in Teaching Learning Process at MAS PAB 2 Hel Vetia"*, investigates the types and reasons for code mixing used by teachers during the teaching and learning process. The study revealed three types of code mixing: intra-sentential code mixing, intra-lexical code mixing, and code mixing involving changes in pronunciation. The primary reasons for code mixing were situational factors and a lack of vocabulary.

Similarly, Kiki Agustina (2018) from the State Islamic Institute of Palangkaraya, in her thesis *"The Use of Code Switching and Code Mixing by English Teachers at MAN Kota Palangka Raya"*, analyzed the types of code switching and code mixing used by teachers and the reasons behind these language choices. Using a descriptive qualitative approach, the study found that teachers employed three types of code switching: tag switching, intra-sentential code switching, and inter-sentential code switching. For code mixing, three types were identified: insertion, alternation, and congruent lexicalization. The study concluded that teachers used code switching and code mixing to discuss specific topics, assert authority, create group identity, assist confused students, and help regain students' focus.

Here studies highlight the varied types and functions of code switching and code mixing in the classroom, with teachers using these strategies to facilitate communication and ensure effective learning.

Table 2.1 Comparison of Previous Studies

No.	Previous Study	Result of Study	Comparison	
			Similarities	Differences
1.	Salmawati, 2020, "An Analysis of Code Switching and Code Mixing in Teaching English Process at SMAN 5 Pinrang", English Education Program of State Islamic Institute Pare Pare	First, the result of data analysis that has been collected is the form of code switching generated is more dominant than code mixing. Second, from the result of data analysis obtained from a questionnaire the factor causing the teacher to do the process of code switching and code mixing because students better understand the intentions and request of the teacher. In addition, the factor condition also cause the teacher to do the code switching and code mixing in teaching such as there are change the topic in the classroom.	<ul style="list-style-type: none"> • The similarity between this reseach and Salmawati's research is that is lies on the same topic, namely the analysis of code switching and code mixing • Same discussion about the types of code switching and code mixing 	<ul style="list-style-type: none"> • The difference lies in the place of the research. The research by Salmawati took the place at SMAN 5 Pinrang. While this research took the location at MTs Negeri 2 Ponorogo. • In the reseach question, salmawati's research discusses the types and the factors that cause code switching and code mixing, so this study discusses the types and reasons why teacher and students use code switching and code mixing • The next difference lies in data collection. The research

No.	Previous Study	Result of Study	Comparison	
			Similarities	Differences
				by Salmawati used observation classroom, interview, and questionnaire as data collection. While this research used observation, interview, and documentation as data collection.
2.	Dea Ivana, 2018, <i>“An Analysis of Code Mixing Used by English Teachers in Teaching Learning Process at MAS PAB 2 Hel Vetia”</i> , State Islamic University of North Sumatra.	The result showed that there were three types of code mixing that used by English teachers in teaching learning process, namely intra-sentential code mixing, intra-lexical code mixing, and involving change of pronunciation. While the reasons of the teacher used code mixing in teaching learning process were situation and lack of vocabulary.	<ul style="list-style-type: none"> • The similarity of this research and Dea Ivana’s research is lies on the topic discussion of type and reasons of code switching. 	<ul style="list-style-type: none"> • the research of Dea Ivana only discuss about code mixing. While this research discuss about code switching and code mixing. • the location of Dea Ivana’s research at MAS PAB 2 Hel Vetia. While the location of this research at MTs Negeri 2 Ponorogo. • The data collection of Dea Ivana’s research used observation and interview. While, the data collection of the

No.	Previous Study	Result of Study	Comparison	
			Similarities	Differences
				researcher used observation, interview, and documentation.
3.	Kiki Agustina, 2018, <i>“The Use of Code Switching and Code Mixing by English Teacher at MAN Kota Palangka Raya”</i> , State Islamic Institute of Palangkaraya	The result showed that there were three types of code mixing that used by English teachers in teaching learning process, namely intra-sentential code mixing, inta-lexical code mixing, and involving change of pronunciation. While the reasons of the teacher used code mixing in teaching learning process were situation and lack of vocabulary.	<ul style="list-style-type: none"> • The similarity of this reserch and Kiki Agustina’s reseach is lies on the topic discussion of the type and the reasons of code switching and code mixing • This research and the Kiki Agustina’s research are the same using data collection of observation, interview, and documentation. 	<ul style="list-style-type: none"> • The Kiki Agustina’s reseach at MAN Kota Palangka Raya. While the location of this research at MTs Negeri 2 Ponorogo.

CHAPTER III

RESEARCH METHOD

A. Research Approach and Design

In this research two approaches are used namely theoretical approaches and methodological approach. Theoretically approach in the form of a sociolinguistic approach. Which is an interdisciplinary field of study or analyzed language in relation to language use it is in society. The methodological approach in the form of descriptive qualitative. Descriptive qualitative approach generally carried out with the main objective, namely to describe systematic facts and characteristics of objects or subjects that studied appropriately. To achieve the objectives of this research, qualitative research was conducted. Qualitative research are basically carried out to develop theories, not to test the theory. Or in the other words “this qualitative study to find new knowledge” or formulate new theory based on the data collected.

Descriptive qualitative research is an approach that aims to provide a detailed overview of a particular phenomenon in a social or cultural context. This approach focuses on collecting data that is narrative, such as interviews, observations, and documentation, to describe the experiences, views, and behaviors of research subjects. The results of this study are presented in the form of in-depth descriptions, reflecting the context and complexity of the situation being studied.

A distinctive feature of descriptive qualitative research is flexibility in data collection and analysis. Researchers can adjust the data collection method

according to the needs and characteristics of the research subject, making it possible to obtain more relevant and contextual information. This research is often used in various fields, including education, psychology, sociology, and anthropology.

In data analysis, descriptive qualitative research usually involves coding to identify themes or patterns that emerge from the information collected. Researchers seek to understand the meaning behind the data and relate it to a broader context. Thus, the results of descriptive qualitative research not only provide factual information, but also present in-depth insights into the perspective of the research subject.³⁰

The descriptive qualitative method was chosen because it fit the characteristics of this research problem, namely code switching and code mixing in English teaching learning process at MTs Negeri 2 Ponorogo. In addition, this research method helped the researcher to describe and explain the phenomenon of code switching and code mixing in English teaching learning at MTs Negeri 2 Ponorogo. This research uses the method observation, interviews, questionnaire and documentation because object under study was obtained when teaching and learning interactions take place and data recording code switching and code mixing obtained through observation, interview, directly with teacher and students at MTs Negeri 2 Ponorogo.

³⁰ Alharthi, M. (2021). Qualitative Descriptive Research: A Comprehensive Overview. *International Journal of Research in Education and Science*, 2021, vol.7, No.1. 12-24.

B. Research Sample

The sampling technique in qualitative research is clearly different with quantitative research. The sample in qualitative research is not called the respondent. But as source person, or participants, informants, friends, or teacher in research. The sample in qualitative research is also not called a statistical sample but theoretical sample because the purpose of qualitative research is generate theory. In qualitative research the sampling technique that are often used purposive sampling and snowball sampling.

Purposive sampling is a sampling technique of data source with certain considerations. This particular development is the ruler so that it would be easier for researchers to explore the object or situation under the research. Or in other words, sampling is taken based needs the research.

Snowball sampling is data source sampling technique that at first the small number was not able to provide sufficient data complete. Then you have to find someone else who can be used as a data source.

The determination of the sample in qualitative research is done when the researcher starting to enter the field and during the research. The method is researcher choose certain people who are considered to provide the necessary data. Then, based on the data or information obtained from previous sample the researcher can determine other sample that considered providing more complete data.³¹

³¹ Resewell, J.W., & Poth, C.N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approach (4th ed.)*. Sage Publications. 156.

This research used purposive sampling because the researcher feels that the sample taken is most appropriate to the problem being studied. The aim of using purposive sampling in this research is to identify the types and reasons of teacher and students use code switching and code mixing in English teaching learning at eighth grade of international class program at MTs Negeri 2 Ponorogo.

C. Researcher's Role

In this reseach the researcher with the help of other people are the main data collection tools. The role of researcher in this research as the planner, data collector, analyzer, as well as the originator of the research.

D. Research Setting

This research was carried out in the English teaching learning process in the eighth grade of the International Class Program at MTs Negeri 2 Ponorogo, which is located on Jl. Ki Ageng Mirah No. 79 Japan, Babadan, Ponorogo, East Java. This school is the only Islamic Junior High School in Ponorogo that had an International Class program, which opened in 2021 and was in collaboration with the University of Cambridge and the State University of Malang.

This class offered a unique learning environment with the implementation of two curricula: the international curriculum and the Merdeka Curriculum. In this context, the use of English was expected to be an integral part of every learning process. However, the interactions during the English language teaching and learning process between teachers and students also involved the use of

Indonesian and local languages, which were more proficiently spoken by the students.

The phenomena of code-switching and code-mixing became very apparent in the practice of English learning in the eighth grade of the international class program at MTs Negeri 2 Ponorogo, creating an intriguing space to investigate how the teacher and students adapted to using two languages simultaneously. Although there were efforts to use English exclusively, the challenges in implementing this created diverse linguistic dynamics, making this class an ideal focus for research to explore the types and reasons for code-switching and code-mixing that were used in English teaching and learning in the eighth grade of the International Class Program at MTs Negeri 2 Ponorogo.

E. Data and Data Source

In a research, data is very necessary that should be investigated. Data are also an object that must be analyzed in a research. Data are single unit in research obtained from data sources.

1. Data and Data Source

In this research, the data obtained consists of speech that contains the phenomenon of code switching and code mixing from English to Indonesian or Javanese, or vice versa. This datum was collected through observations. Furthermore, data was obtained through interviews to understand the reasons for using code switching and code mixing in the learning process of the International Class Program at MTs Negeri 2 Ponorogo. The limitation of the data to be analyzed on the phenomenon of code switching within the

realm of syntactic clauses and sentences, while the limitation for code mixing is within the realm of syntactic words and phrases.

The data source is the origin of the data obtained. The data in this research are in the form of speech of code switching and code mixing as well as the reason of used the code switching and code mixing on English teaching learning process at MTs Negeri 2 Ponorogo. So, if the data are the form of speech, then the data source is the Speaker who produces the speech. The becomes the source of data in this research are the English teacher and the student of 8th Grade at MTs Negeri 2 Ponorogo. The number of informants who would be used as data sources are 25 informants with details of one English teacher and 24 students.

2. Data Collection Technique

Data collection in this research is carried out in the research field. The implementation of research fields is intended to obtain primary data. According to Umi Narimawati, primary data is the data that comes from the original source or first object that is the object of the research. This data is not available in the form of files; this data must be searched through sources, which are the respondent or the people that we use as a means to get the information.³² As the first step so that researcher can perform data analysis, first the researcher prepares the instrument and also the stage of data collection. The instruments that are used by researchers to collect data

³² Nuning Indah Pratiwi, “ The Use of Video Call Media in Technology Communication”*Penggunaan Media Video Call dalam Teknologi Komunikasi*” *Jurnal Ilmiah Dinamika Sosial*, August 2017, Vol.1 No.2, 211.

are recorders and field notes. The data collection of this research uses three kinds: observation, interviews, and documentation.

a. Observation

Morris defines observation as the activity of taking notes a symptom with the help of instruments and record it with scientific or other purposes.³³ The researcher uses this technique to observe the conversation and interaction of teacher and the student in the classroom. The researcher observe the conversation and interaction of the teacher and the student to find out whether the conversation and interaction there was code switching and code mixing and the factor that caused it.

In observation, the researcher provided a checklist and took the notes to collect data. The checklist consist the types of code switching and code mixing column and space column to be filled with the words or sentences of code switching and code mixing. The researcher took the the note to remember the words or sentences of code switching and code mixing and additional information outside the checklist.

Theory	Types	Indicator	CM Case	Types of CS			Element of Syntax			Word Category							
				Ins	Alt	CL	W	P	C	N	V	Adj	Adv	Num	Prep	Pro N	
		followed by the grammatical units (subject, verb, or object)															
	Congruent Lexicalization	Two languages share grammatical structures - Dialect influence - Word or phrases															

Notes:

CM	: Code Mixing	N	: Noun
Ins	: Insertation	V	: Verb
Alt	: Alternation	Adj	: Adjective
CL	: Congruent Lexicalization	Adv	: Adverb
W	: Word	Num	: Numeralia
P	: Phrase	Prep	: Preposition
C	: Clause	Pro N	: Pro Noun

b. Interview

Interview is an oral question and answer process in which two people or more that is done face to face to find out a person's respondent, question, and motivations towards an object.³⁴ The respondent in this research is the English teacher and the student of grade 8 at MTs Negeri 2 Ponorogo. The researcher conducted the interview in order to find out the reasons of the English teacher and the

³⁴ Drg K.R. Soegijono, MS, "Wawancara Sebagai Salah Satu Metode Pengumpulan Data", *Jurnal Media Litbangkes*, Vol.3 No.1, 18.

student used code switching and code mixing in English teaching learning process at eight grade of international class program at MTs Negeri 2 Ponorogo.

Table 3.3 Interview Guide Line

Theory	Reasons of CS & CM	Indicators	Questions
Hoffman	Talking about particular topic	<ul style="list-style-type: none"> - Certain topic 	1. Have you ever switched languages (code switching) or mixed languages (code mixing) between Indonesian and English when discussing a certain topic during the teaching and learning process in class? If so, what prompted you to use it?
	Interjection	<ul style="list-style-type: none"> - Surprise expression - Strong emotion - Gain attention 	2. Have you ever encountered a situation that surprised you during the teaching and learning process in class? If so, could you share it? 3. Have you ever encountered a situation that surprised you during the teaching and learning process in class? If so, could you tell me about it? 4. Have you ever been angry with your students? If so, could you share what made you angry? 5. What strategies do you use to get your

Theory	Reasons of CS & CM	Indicators	Questions
			students' attention when they are noisy and not paying attention to your lesson?
	Repetition used for clarification	- Repetation the sentence use another language to tell the same message.	6. When explaining the material, what language do you use? And what do you do if your students struggle to understand the language you use?
	To soften or strenghten request or command	- Made command or request	7. How do you give command to your students? 8. Have you ever made requests to your students? If so, how do you make those requests?
	Because of reals lexical need	- The lack of equivalent lexicon languages	9. If you have difficulty finding the right vocabulary to use while speaking, what do you do

Meanwhile, the interview for students should be adjusted to the relevant context and situation, while still adhering to the framework established in the blueprint interview above.

d. Documentation

Documentation is intended to obtain data directly from the reseach place. Included relevants books, regulations, activity reports, collect video, audio recording, notes, photos, etc. The documentations is the records of past events. In this research, the researcher use voice

recording. voice recording uses when the researcher interviewing the English teacher. It was done to collect the data about the reasons the English teacher use code switching and code mixing in English teaching learning process.

3. Data Analysis

In analyzing the data the researcher uses the following stages.

1. Transcribing the teachers' and the students' speech into writing.
2. Reading the transcription, then marking one of them to be analyzed.
3. Citing various supporting information that helps to reveal research problem.
4. Compile the data that has been collected.
5. Draw conclusion.

F. Checking Validity of Findings

To ensure the validity of the findings in this research, the researcher employs the method of triangulation. Triangulation is an approach in research aimed at enhancing the credibility of findings by using various data sources, methods, theories, or researchers. Several types of triangulation can be used:

1. Data triangulation: Using various data sources, such as interviews, observations, and documents, to verify the consistency of the findings.
2. Methodological triangulation: Combining more than one data collection method, such as qualitative and quantitative approaches, to provide a more comprehensive picture.

3. Investigator triangulation: Using more than one researcher to reduce bias in the data analysis.
4. Theoretical triangulation: Applying different theories to analyze the same data and provide a broader understanding.³⁵

In this research, the researcher used two types of triangulation: data triangulation and theoretical triangulation. Data triangulation was applied by collecting data from various sources, such as direct classroom observations, interviews with teachers and students, and documentation. This approach allowed the researcher to verify the consistency of findings regarding the code switching and code mixing phenomena in the English teaching learning process. Additionally, the researcher applied theoretical triangulation by using various theories to interpret the same data. For example, the researcher used the theories of Shana Poplack, Muysken, and Hoffman to identify the types of code-switching, types of code-mixing, and the reasons for using code-switching and code-mixing in the English teaching and learning process in the eighth grade international class program at MTs Negeri 2 Ponorogo. By using these theories, the researcher was able to provide a more in-depth and comprehensive analysis of the code-switching and code-mixing phenomena that occurred in the eighth-grade International Class Program at MTs Negeri 2 Ponorogo. The use of these two types of triangulation was expected to strengthen the validity and credibility of the study's findings.

³⁵ Flick, U. (2018). *An introduction to qualitative research* (6th ed.). SAGE Publications. 246. Retrieved from <https://www.sagepub.com>.

CHAPTER IV

RESULT AND DISCUSSION

A. Overview of Research Background

1. Identity of MTs Negeri 2 Ponorogo

Name	: MTs Negeri 2 Ponorogo
NSM	: 121135020002
NSPN	: 20584854
Address	: Jl. Ki Ageng Mirah No.79, Japan, Babadan, Ponorogo, Jawa Timur
School Status	: State
Educational Form	: Islamic Junior High School
Ministry of Development	: Ministry of Religious
Shade	: Local Government
Establishment Decree Number	: MTs/2283/2010
Establishment Decree Date	: 1st July 2010
Operational Decree Number	: MTs/2283/2010
Operational Decree Date	: 1st July 2010
Accreditation	: A

2. Geographical location of MTs Negeri 2 Ponorogo

The location of MTs Negeri 2 Ponorogo is not far from the city center, from the city center approximately 7 kilometers to the east to Ki Ageng Mirah Street, No.79 Babadan District, Ponorogo Regency, East Java Province.

3. History of establishment of MTS Negeri 2 ponorogo

MTs Negeri 2 Ponorogo is a formal education institution at Junior High School level with a distinctive Islamic religious character that

established by the departemen religion. The driving force behind the establishment of MTs Negeri 2 Ponorogo was that at the time there was only one state Islamic junior high school in Ponorogo, which was MTs Negeri Jetis located in the village of Karang Gebang, Jetis district. In addition to that, many private Islamic junior high school were also emerging at that time. Therefore, in 1979, the head of the department of Religious Affairs in Ponorogo submitted a proposal to the Minister of Religious Affairs to issue decrees for the nationalization of several private Islamic junior high schools in Ponorogo regency. As a result, in 1980, the nationalization decree was issued. However, the Islamic junior high school that received the nationalization decree were not the Islamic junior high school located in Ponorogo regency, but rather the relocation and transfer of a state Islamic junior high school from MTs Negeri Genteng in Ngawi regency. Finally, the Department of Religious Affairs of Republic Indonesia issued decree No.27 of 1980 on May 31, regarding the relocation of state Islamic junior high school. this decree resulted in the relocation of MTs Negeri Genteng Ngawi to become MTs Negeri Ponorogo located at Ageng Mirah Street, No.79 in Ponorogo regency.

Then, when the state Islamic junior high school was inaugurated by the head of Department of Religious Affair in Ponorogo, it was established and located in Setono village, Jenangan district, Ponorogo reGENCY. At that time, MTs Negeri 2 Ponorogo operated during the daytime, occupying the building of Madrasah Ibtidaiyah Ma'arif Setono with total of 80 students

from two classes. Next, in the 1982/1983 academic year, there were 104 students in first grade, 96 in the second grade, and 76 in third grade, for a total of 276 students. The teaching and learning activities for the students of MTs Negeri 2 Ponorogo at that time were conducted in rented houses belonging to Mr. Hardjo Tungul and Mr. Parto Jikan in the Pelampitan area of Setono village, Ponorogo Regency.

4. Vision and Mission of MTs Negeri 2 Ponorogo

a. Vision

“The realization of an outstanding school, excelling in language and science and technology, while also caring for the environment based on faith and piety”.

b. Mission

- 1) Fostering Islamic attitude and behaviors as well as the cultural values and nation in real life situation
- 2) Developing an internationally accredited curriculum for mathematics and science subject, English, Arabic by adopting or adapting curriculum from advanced countries as a reference for developing an international standard curriculum.
- 3) Implementing learning by utilizing multi resources and being based on information and communication technology
- 4) Implementing learning actively, innovatively, creatively, effectively, cooperatively, communicatively, and inspirationally toward the students.

- 5) Fostering the spirit of social environmental awareness, physical environment, and culture environment.
- 6) Fostering the spirit of competition in various competencies for all Madrasah residents
- 7) Fostering the spirit of competition and creativity of students who superior and able compete at regional, national, and international levels.
- 8) Implementing management based on Madrasah (Manajemen Berbasis Madrasah) in professional manner and towards managing the quality of education that has been standardized by involving all Madrasah residents and other related institutions in the form of an MOU.
- 9) Ensuring partnerships with superior schools/Madrasah and universities as a companion to the institutional development of human resources, curriculum, and teaching and learning activities in the form of MOU.

Along with the vision and mission of Madrasah, then with the fulfillment of infrastructure (classrooms, laboratories, libraries, GOR, dormitories, meeting rooms, etc.) It is expected to be able to spur the achievements of students and madrasah residents so that they are able to realize the vision and mission of MTs Negeri 2 Ponorogo in the short, medium and long term. Because the vision and mission are picture of the future of the madrasah.

5. Data of Students and Teachers

MTs Negeri 2 Ponorogo has students around 1014 students. specifically for grade VII International Class Program which was the research sample was 24 students. Then MTs Negeri 2 Ponorogo has 67 landmark educators, 18 administrative staff, and 2 security.

6. Program

Mts Negeri 2 Ponorogo has programs in the form of PDCI / accelerated class programs, Bilingual, International Class Program, and Regular.

B. Data Display

The data in this research were the utterances of the teacher during the English teaching learning process in the eighth-grade international class program at MTs Negeri 2 Ponorogo, which contained code switching and code mixing. This research described the types of code switching and code mixing in the teacher's utterances during English teaching and learning in the eighth grade international class program at MTs Negeri 2 Ponorogo, as well as the reasons why the teacher and students used code switching and code mixing in the English teaching and learning process.

The steps taken in data collection were as follows: first, an observation checklist was conducted at the school, specifically in the eighth-grade international class program. The learning process in the class was observed while simultaneously recording and listening to the utterances of the teacher and students. Next, the teacher's utterances were identified, and the identified data

were classified into groups of code switching and code mixing. The next step was to conduct interviews with the teacher and students to find out the reasons why they used code switching and code mixing in the English teaching and learning process in the eighth-grade international class program at MTs Negeri 2 Ponorogo.

From the teacher's utterances during the English learning process in the eighth-grade international class program at MTs Negeri 2 Ponorogo, a total of 37 data of code switching and code mixing were found. The data consisted of 18 data of code switching in the teacher's utterances during the English teaching and learning process in the eighth-grade international class program at MTs Negeri 2 Ponorogo, and 19 data of code mixing in the teacher's utterances during the same process.

The code switching data found in the teacher's utterances during the English teaching and learning process in the eighth-grade international class program at MTs Negeri 2 Ponorogo amounted to 18 data. These data were then classified into three types of code switching: extra-sentential code switching, inter-sentential code switching, and intra-sentential code switching. Extra-sentential code switching was found in 3 data. Inter-sentential code switching was found in 10 data, while intrasentential code switching was found in 5 data.

Table 4.1 Observation Checklist of Code Switching Type

No	Code Switching Case	Types of Code Switching		
		Extra-Sentential	Inter-Sentential	Intra-Sentential
1	<i>Mbak mbak ini akan melakukan observation in our class</i>			√
2	<i>bapak akan memberikan info penting untuk kalian. next week we will study with native from Surabaya</i>		√	
3	<i>sebelum lanjut pembelajaran kita hari. I would like to check your attendance list.</i>		√	
4	Number one <i>sampai</i> number five <i>sudah kita bahas last week, right?</i>	√		
5	<i>Film sudah di mulai atau film atau film sedang di mulai? so, what is the answer ?</i>		√	
6	Correct, the answer is <i>film sedang dimulai jadi yang C. Is Starting</i>			√
7	Correct. <i>pameran diadakan di museum</i>	√		
8	Yes, <i>jawabnya adalah</i> Located		√	
9	Please up your hand <i>jika ada yang tahu</i>			√
10	<i>thats right. simple present digunakan untuk rutinitas atau suatu kebiasaan.</i>		√	
11	<i>Disini pembuatan film baru diadakan di tajmahal dan sedang berlangsung. So, use simple present tense</i>		√	
12	Located in Agra <i>menggunakan tense apa? rutinitas atau masa lampau?</i>			√
13	Correct. <i>jawabnya adalah</i> "Located"		√	
14	correct, the answer is "was delayed". <i>penerbangan ditunda selama 2 jam karena cuaca.</i>		√	
15	<i>Ohh gitu, based on your feeling, ya?</i>	√		

No	Code Mixing Case	Types Of CM			Elements of Syntax		Word Category						
		Ins	Alt	CL	W	P	N	V	Adj	Adv	Num	Prep	Pro N
	<i>bahas</i> last week, right?												
4	<i>Sekarang</i> kita lanjutkan number six	√				√							
5	<i>Keisya, baca</i> text number five			√	√			√					
6	Whose <i>disini</i> bentuk passive voice untuk kepemilikan	√			√	√							√
7	<i>Jawabanya</i> location atau located	√			√		√	√					
8	<i>Yes, jawabnya</i> adalah Located	√							√				
9	<i>Kapan</i> kita menggunakan simple present tense ?	√				√							
10	simple present digunakan untuk rutinitas atau suatu kebiasaan	√				√							
11	Every year, rutin atau masa lalu ?	√				√							
12	Rutinitas menggunakan tense apa ?	√			√		√						
13	<i>Apa jawaban</i> number eight ?	√				√							
14	Yes.			√	√	√							

No	Code Mixing Case	Types Of CM			Elements of Syntax		Word Category						
		Ins	Alt	CL	W	P	N	V	Adj	Adv	Num	Prep	Pro N
	<i>pameran diadakan di museum</i>												
15	<i>film sudah di mulai atau film sedang di mulai?</i>												
16	What ? <i>coba ulangi lagi.</i>	√			√								√
17	correct, <i>jawabnya was started after sunrise</i>	√			√		√						
18	<i>Bapak kira emang tau beneran. Feeling mu bagus juga</i>	√			√		√						
19	<i>Setelah break kita tidak belajar ya.</i>	√			√		√						

Next, five main reasons were identified for why the teacher and students used code switching and code mixing in the English teaching learning process. First, to discuss a particular topic that was easier to explain using another language. Second, the use of interjections to express emotions. Third, to soften or strengthen request or commands. Fourth, repetition used for clarification to make the information clearer. Finally, real lexical need, where the appropriate word could not be found in the language being used, prompting a switch or mix to another language. These reasons facilitated communication in the classroom.

Based on the research findings outlined above, the analysis results are as follows:

1. Types of Code Switching and Code Mixing

The researcher conducted observation checklist on November 11th, 2022, at eighth grade of international class program. The purpose of this observation checklist was to find out the types of code switching and code mixing used by the teacher during the English teaching and learning process. The researcher wrote the sentences containing code switching and code mixing, then identified the type of code switching and code mixing. The results of observation checklist found code switching and code mixing in the English teaching learning process at eighth grade of international class program in MTs Negeri 2 Ponorogo. The result is as follows:

a. Types of Code Switching

Based on the observation checklist that the researcher conducted on the English teaching learning process at eighth grade of international class program in MTs Negeri 2 Ponorogo, the researcher analyzed and found the type of code switching used by the teacher during the English teaching learning process in the classroom.

1) Extra-Sentential Code Switching (Tag Switching)

Extra-sentential code switching (Tag switching) is simply the insertion of a tag in one language in an utterance which is entirely in the other language such as mean, right, basically, by the way, well, actually, literally, etc. Sometimes extra-sentential code switching called interjection. Some examples of interjection that fall into the category of tag-switching like Wow !, Oy !, Oh !, Hallo

!, Hi !, Bye!, Ouch!, No!, Yes!. Based on the results of the analysis, the researcher found 8 datas of extra-sentential code switching (tag switching) used by the teacher during the English teaching learning process in grade 8 in international class program at MTs Negeri 2 Ponorogo, it can be seen below:

Data ES 1

Teacher: “Number one *sampai* number five *sudah kita bahas* last week, right?”

Context: The teacher made sure that questions number one to number five were already in the last week ago.

Based on the teacher's speech above, there is code switching type of extra-sentential (tag switching). The teacher used Indonesian and English in one sentence “Number one *sampai* number five *sudah kita bahas* last week, right”. Based on these sentences, extra-sentential code switching markers occurred tag word “right?”. The function of "right?" is to ask for confirmation or agreement from the listener.

Data ES 2

Student: “Feeling *saya aja* sir”

Teacher: “*Ohh gitu*, based on your feeling, *ya*”

Context: The teacher responds to the student's statement about where the student knows the correct answer to question number nine.

Based on the teacher's speech above, the teacher used extra-sentential code switching (tag switching). The teacher uses the conjunction “*oh*” followed by the Indonesian word “*gitu*” to

express the teacher's feelings after getting answers from students to their curiosity. Then the teacher repeats to re-clarify the student's sentence in the English sentence "based on your feeling, *ya?*". Meanwhile, the word "*ya?*" at the end of the sentence functions as a tag that indicates the speaker's hope for the listener to agree or understand, creating a more dynamic interaction.

Data ES 3

Teacher: "Aisyah".

Students: "Hasya Sir".

Teacher: "*Oh! Hasya. bapak salah baca, sorry*".

Context: The teacher calls the student's name to ask for the results of the test.

Based on the teacher's speech above, the teacher used the extra-sentential code switching (tag switching). at the beginning of the conversation the teacher called the student's name "Aisha" then the student rectified that the real name was "Hasya" then the teacher replied "*Oh! Hasya. bapak salah baca, sorry*". The teacher uses the conjunction "*oh!*" to express his surprises because calling students by the wrong name. Conjunctions are one of the indicators of extra-sentential code switching (tag switching).

2) Inter-Sentential Code Switching

Inter-sentential code switching occurs when the speaker switches from one language to another language in another sentence. This implies that when a speaker's utterance is divided into sentences, one sentence may be in one language while another

sentence could be in a completely different language. Based on observations the researcher made at the eighth grade of the international class program at MTs Negeri 2 Ponorogo, the researcher found that the teacher used this type during the teaching and learning process. This can be seen below:

Data Ir-S 1

Teacher: "*Bapak akan memberikan info penting untuk kalian.* next week we will study with native from Surabaya".

Context: The teacher informed to students that at the next meeting they have a native from Surabaya.

Based on utterance above, the teacher used code switching type intersentential code switching. At first, the teacher used the Indonesian sentence "*bapak akan memberikan info penting untuk kalian*" then in the next sentence the teacher switched to English sentence "next week we will study with native from Surabaya".

In the teacher's conversation, there was a total change of language in the first and second sentences.

Data Ir-S 2

Teacher: "*Sebelum memulai pembelajaran kita hari ini.* I would like to check your attendance list".

Context: The teacher checks the attendance of students before starting the study.

Based on data above, The teacher started by using the Indonesian "*Sebelum memulai pembelajaran kita hari ini*" then the teacher switches the language to English "I would like to check your attendance list". Based on these data, the teacher used

inter-sentential code switching. Because the code change occurred in different sentences.

Data Ir-S 3

Teacher: "*film sudah di mulai atau film sedang di mulai?*. So, what is the answer?"

Students: *sedang dimulai sir*

Context: Teacher asked to the students about the answer to question number six.

Based on the data above, at the beginning of the sentence, the teacher used Indonesian "*film sudah di mulai atau film sedang di mulai?*". Then the teacher switched the language to English "So, what is the answer?" The teacher used different language to ask students the answer to question number six. Based on the data above, the teacher has used code switching type inter-sentential code switching. Because the language switch occurred in different sentences.

Data Ir-S 4

Students: "In Museum"

Teacher: "Correct. *pameran diadakan di Museum*"

Context: The teacher confirmed that the answer given by the students was correct.

Based on the teacher's speech above, the researcher found that the teacher used inter-sentential code switching. In the sentence "*Correct, pameran diadakan di museum,*" it can be seen as an example of inter-sentential code switching. This sentence consists of two parts that used different languages: "*Correct*" is entirely in

English, while "*pameran diadakan di museum*" is entirely in Indonesian, showing a clear transition between the two sentences.

Data Ir-S 5

Teacher: "*correct. jawabnya adalah Located*".

Context: The teacher confirmed that the answer given by the students was correct.

Based on the teacher's speech above, The teacher used intra-sentential code switching in his sentences. Similar to casus data 4, the teacher used English word "corect" then switched the code to Indonesian in the sentence "*jawabnya adalah Located*". This sentence consists of two parts that use different languages: "Correct" is entirely in English, while "*jawabnya adalah 'located'*" is in Indonesian, showing a clear transition between the two sentences.

Data Ir-S 6

Teacher: "*Disini pembuatan film baru diadakan di Tajmahal dan sedang berlangsung*. So, it uses the simple present tense".

Context: the teacher explain to students about simple present tense.

Based on the teacher's speech above, in the first sentence, the teacher used Indonesian "*disini pembuatan film baru diadakan di tajmahal dan sedang berlangsung*". Then, the teacher switched the sentence to English "So, use simple present tense". There is a complete change in language in both sentences. It is an inter-sentential code switching.

Data Ir-S 7

Teacher: “That’s right, simple present *digunakan untuk rutinitas atau suatu kebiasaan*”.

Context: The teacher justified the student's answer regarding the use of simple present tense.

Based on the teacher's speech above, the teacher switched from English to Indonesian. At the beginning of the sentence, the teacher introduced the English phrase "That's right," then switched to Indonesian with the sentence “Simple present digunakan untuk rutinitas atau suatu kebiasaan.” The teacher used inter-sentential code-switching in his speech to affirm the answer given by the student. This included the data in the category of inter-sentential code-switching because the code change occurred in different sentences.

Data Ir-S 8

Students: “*was delayed*”

Teacher: “Correct, the answer is ”*was delayed*”. *penerbangan ditunda selama dua jam karena cuaca*”.

Context: The teacher justified the students’ answer.

Based on the teacher's speech above, the teacher used inter-sentential code switching. In the first sentence the teacher used the English sentence "correct, the answer is ‘Was delayed’” then the teacher switched the language to Indonesian “*penerbangan ditunda selama dua jam karena cuaca*”. There is a complete change in both sentences above but still with the same meaning .

This corresponds to one of the reasons speakers use language translation, namely repetition for clarification.

Data Ir-S 9

Students: "Point one and two *juga* sir?"

Teacher: "No, just point 3. *Sebutkan salahnya berapa benarnya berapa*".

Context: The teacher explains to the students about the results of the requested points.

Based on the teacher's speech above, students ask the teacher about the results of the test points requested by the teacher. Then the teacher gives an answer using two sentences in different languages. At first, the teacher used the English phrase "No, just point 3" then the teacher used Indonesian "*sebutkan salahnya berapa benarnya berapa*". There is code switching in the sentence above, namely inter-sentential code switching because the code change occurred in different sentences.

Data Ir-S 10

Teacher: "Okay students, *cukup sampai disini pelajaran kita*. Plase take a break".

Context: The teacher is about to end the lesson and allow the students to take a break.

Based on the teacher's speech above, the teacher used inter-sentential code switching. There was a complete change in the two sentences above. At the beginning of the sentence, the teacher used the Indonesian sentence "*cukup sampai disini pelajaran kita*" then the teacher switches the language to English "Plase

take a break". So the change occurred from Indonesian to English.

3) Intra-Sentential Code Switching

Intra-sentential code switching terjadi ketika the speaker switches from one language to another language in the same sentence. Thus, the sentence would consist of two languages. Based on shana poplack intra-sentential code switching can occur at sentence, caluse, or even word level. Based on observations that researcher have made in grade 8 International class program at MTsN 2 Ponorogo, researcher found that teacher use this type in teaching learning process. It can be seen below.

Data Ia-S1

Teacher: "*Mbak mbak ini akan melakukan* observation in our class"

Context: The teacher informed the students that the researcher would make observations in their class.

Based on the teacher's speech above, the teacher provided information to students using both Indonesian and English in one sentence. At the beginning of the sentence, the teacher used Indonesian, saying "Mbak-mbak ini akan melakukan," then continued in the same sentence by switching to English with "observation in our class." The language switching in the sentences spoken by the teacher occurred within one sentence. Therefore, it is a form of intra-sentential code-switching.

Data Ia-S 2

Students: “*Sedang dimulai, Sir*”.

Teacher: “Correct, the answer is *film sedang dimulai jadi yang C. Is Starting*”.

Context: The teacher justified the student's answer.

Based on the teacher's speech above, the teacher used intra-sentential code-switching. The transition occurred within one sentence, switching from English to Indonesian and then back to English. Initially, the teacher said, "Correct, the answer is," then switched to Indonesian with "Film sedang dimulai jadi yang," and finally switched back to English with "C. Is starting." In this case, it contains a form of repetition for clarification using different languages but conveying the same meaning.

Data Ia-S 3

Teacher: ““Located in Agra’ *menggunakan tenses apa? rutinitas atau masa lampau?*””.

Context: The teacher asked to students about the tense used in the sentence ‘Located in Agra’.

Based on the teacher's speech above, there was intra-sentential code-switching. This phenomenon occurred when the teacher asked the students about the tense used in the clause ““Located in Agra’ *menggunakan tenses apa? rutinitas atau masa lampau?*”” This sentence combined English and Indonesian within one structure, where the phrase “Located in Agra” was in English, while the rest of the sentence used Indonesian. This transition demonstrated the simultaneous use of two languages in the same

context, with the English phrase providing specific information about location, while the Indonesian part posed a question about the appropriate tense.

Data Ia-S 4

Teacher: “Please up your hand *jika ada yang tahu jawabnya*”

Context: The teacher told the students to raise their hands if they knew the answer to the question being discussed.

Based on the teacher's speech above, the teacher used intra-sentential code switching. At the beginning of the sentence, the teacher used English "please up your hand" then the teacher switches to Indonesian "*jika ada yang tahu jawabnya*". Code switching occurred in one sentence from English to Indonesian.

Data Ia-S 5

Teacher: Okay students, *cukup sampai disini pelajaran kita*.

Context: The teacher ended the lesson.

Based on the teacher's speech above, the teacher used intra-sentential code-switching. At the beginning of the sentence, the teacher used the English phrase "Okay students" to grab the students' attention. Then, the teacher switched to Indonesian with "*cukup sampai di sini pelajaran kita*" to inform the students that the study was coming to an end. The code change occurring within that one sentence indicates intra-sentential code-switching.

b. Types of Code Mixing

According to Muysken code mixing is divided into three types, which are insertion, alternation, and congruent lexicalization. He said it are constrained by different ways in specific bilingual setting. This produces much of variation in mixing patterns encountered. Based on the observation checklist that the researcher have done on the English teaching learning process in grade 8 at the international class program at MTs Negeri 2 Ponorogo, the researcher analyzed and found the type of code switching used by the teacher during the English teaching learning process in the classroom. It can be seen below:

1) Insertation

According to Muysken insertation code mixing is insertation of material (lexical items or entire constituent) from one language into a structure of the other language. Insertation is the constraint in the terms of structural properties of some base or matrix structure. The process of code mixing is conceived as something skin to borrowing and insertation of an alien lexical or phrasal category into a given structure. The difference would simply be the size and type of element inserted, e.g. noun versus noun phrase. This means that code mixing occurs only in pieces of one language that are smaller than a clause and sentence, such as words or phrases. Based on the results of the analysis, the

researcher found the data of insertation code mixing used by the teacher during the English teaching learning process in grade 8 in international class program at MTs Negeri 2 Ponorogo, it can be seen below:

Data Ins 1

Students: “*nama native nya siapa pak?*”

Teacher: “*Untuk nama native nya masih bapak rahasiakan*”.

Contect: Teacher answers students' questions about the name of the next native speaker of the meeting.

Based on the teacher's speech above, At first, students asked the name of the native speaker who would come next week. Then the teacher used the sentence “*Untuk nama native nya masih bapak rahasiakan*”. The sentence contains insertation codemixing in the form of Indonesian and English. The insertation code mixing tagging is on the word "native". The word "native" is an English word that is commonly used in Indonesian. So in this one data, it was identified that there is a phenomenon of code mixing in English teachers' speech sentences in the form of insertation code mixing. Elements of syntax in the form of words and word categories in the form of nouns.

Data Ins 2

Teacher: “*biar jadi surprise buat kalian*”

Contect: Still discussing natives for the next meeting.

Based on the teacher's speech above, it belongs to the event of code mixing type insertation. The teacher uses Indonesian and

English in one sentence “*biar jadi surprise buat kalian*”. The insertion marker is on the word "surprise". The word "surprise" is classified as a noun.

Data Ins 4

Teacher: “*Sekarang kita lanjutkan ke number six*”

Context: Continue the discussion to number six.

Based on the teacher's speech above, There is code mixing type of insertion on the teacher's sentence “*Sekarang kita lanjutkan ke number six*”. The marker occurs in the phrase category, namely in the phrase "number six".

Data Ins 5

Teacher: “Whose *disini bentuk passive voice untuk kepemilikan*”.

Context: The teacher explains the function of “whose” in the context of the problem being discussed.

Based on the teacher's speech above, There is code mixing type of insertion. The teacher said the sentence “Whose *disini bentuk passive voice untuk kepemilikan*”. in the sentence there is a mix of Indonesian and English. There are two forms of elements of syntax namely the word "Whose" the word category of pronoun, and the phrase "passive voice". These two words and phrases are the marker of the insertion in this fifth data.

Data Ins 6

Teacher: “*Jawabanya location atau located?*”

Context: The teacher asks the students about the answers.

Based on the teacher's speech above, there is code mixing type of insertation. Code mixing type of insertation in the form of Indonesian and English. The insertaion marker lies in the classification of word category namely the noun "locatation" and adjective "located".

Data Ins 7

Student: "Located sir".

Teacher: "Yes, *jawabnya adalah* Located".

Contect: The teacher justifies the student's answer.

Based on the teacher's speech above, thereis code mixing type of insertation. Code mixing in the form of Indonesian and English. The insertaion marker lies in the English word namely adjective "located".

Data Ins 8

Teacher: "Keisya, *baca* text number five".

Contect: The teacher asks students to read question number five.

Based on the teacher's speech above, there is code mixing type if insertation In the form of a mixture of Indonesian and English. The insertaion marker lies in the classification of Indonesian words, namely the verb "*baca*".

Data Ins 9

Teacher: "*Kapan kita menggunakan* simple peresent tense?".

Contect: Teacher asks students when to use simple present tense.

Based on the teacher's speech above, the teacher asks the students using sentences containing code mixing type of insertion. The marker of insertion lies in the classification of phrase, namely in the phrase "simple present tense".

Data Ins 10

Teacher: "Simple present *digunakan untuk rutinitas atau suatu kebiasaan*".

Contact: The teacher explains to the students about the use of simple present tense.

Based on the teacher's speech above, there is code mixing type of insertion. The teacher explains to the students using a mixture of Indonesian and English. Similar to data 9, the insertion marker is located in the phrase classification i.e. in the English phrase "simple present".

Data Ins 11

Teacher: 'Every year' *rutin atau masa lalu?*

Contact: The teacher asks the tense used for 'every year'.

Based on the teacher's speech above, there is code mixing type of insertion. terdapat campur kode jenis insrtation. The teacher said the question sentence "'Every year' *rutin atau masa lalu?*" in the sentence there was a mixture of Indonesian and English. The insertion marker is located in the category of the phrase "Every year".

Data Ins 12

Teacher: “*Rutinitas menggunakan tense apa?*”.

Context: The teacher asked about tense.

Based on the teacher's speech above, there is code mixing type of insertion. The teacher uses the sentence “*Rutinitas menggunakan tense apa?*”, in that sentence the code mix occurs in the classification of nouns, namely the word "tense". word "tense" is a marker of code mix in sentences spoken by the teacher in data twelve.

Data Ins 13

Teacher: “*Apa jawaban number eight?*”.

Context: The teacher asked answer number eight.

Based on the teacher's speech above, there is code mixing type of insertion. This phenomenon occurs when the teacher asks the answer to question number eight. The teacher uses the sentence “*Apa jawaban number eight?*”, in that sentence code mixing occur in the classification of phrases. The phrase "number eight" is a marker of the insertion in the sentence.

Data Ins 14

Teacher: “*What? coba ulangi lagi?*”.

Context: The teacher instructs students to repeat their answers.

Based on the teacher's speech above, there is code mixing type of insertion. This phenomenon occurs when students give answers to question number eight, but the teacher does not listen to

the student's answer. To make sure the teacher issued the sentence “*What? coba ulangi lagi*”. In that sentence, code mixing occurs in the classification of words, namely the word “What?”. Then, the word “what” is a marker of the insertion code mixing in the sentence.

Data Ins 15

Teacher: correct, *jawabanya* was started after sunrise.

Context: The teacher justifies the student's answer.

Based on the teacher's speech above, there is code mixing type of insertion. The phenomenon occurs when the teacher justifies the student's answer. The teacher uses the sentence “correct, *jawabanya* was started after sunrise” the marker of insertion in the sentence in the classification of word category, namely the noun “*jawabanya*”.

Data Ins 16

Student: “*feeling saya aja sir*”.

Teacher: *saya kira emang tau beneran. Feeling mu bagus juga ya.*

Context: The teacher gives praise to the students.

Based on the teacher's speech above, there is code mixing type of insertion. This phenomenon occurs in situations when the teacher knows that the student's answer is based on feeling. Then the teacher gives praise to students using the sentence “Feeling *mu bagus juga ya*” in this sentence code mixing occurs in the

classification of nouns "Feeling". It is also a marker of code mixing type of insertation.

Data Ins 17

Teacher: "*Setelah break kita tidak belajar ya*".

Context: The teacher tells the students that after the break do not learn.

Based on the teacher's speech above, there is code mixing type of insertation. The code mixing phenomenon occurs when teacher tell to students that after a break they are not continuing the lesson. The teacher uses the sentence "*Setelah break kita nggak belajar ya*" in this sentence the word "break" becomes a marker of code mixing type of insertation.

2) Congruent Lexicalization

Based on Muysken, it refers to the situation where two languages share grammatical structures which can be filled lexically with elements from either language. The form of code mixing can be words or phrases whose meaning are generally known by people in its first language. The notion of congruent lexicalization underlies the study of style shifting and dialect or standard variation rather than bilingual language use proper. Based on the results of the analysis, the researcher found the data of insertation code mixing used by the teacher during the English teaching learning process in grade 8 in international class program at MTs Negeri 2 Ponorogo, it can be seen below:

Data CL 1

Teacher: “Yes. *pameran diadakan di museum*”.

Context: The teacher confirms the students' answers.

Based on the teacher's speech above, There is code mixing type of congruent lexicalization. The phenomenon occurred when the teacher confirmed the students' answer. The teacher used the Indonesian sentence “Yes. *pameran diadakan di museum*” This sentence follows the grammatical structure of the Indonesian language. The marker of congruent lexicalization occurred in the classification of noun, namely in the word "museum". The word "museum" It is a word borrowed from English but used in the context of the Indonesian language without alteration. Thus, the use of "museum" in this sentence illustrates how words from English can be integrated into Indonesian sentences while retaining their original structure and meaning. This is a characteristic of congruent lexicalization.

Data CL 2

Teacher: “Film *sudah di mulai atau film sedang di mulai?*”

Context: The teacher asked the students.

Based on the teacher's speech above, There is code mixing type of congruent lexicalization. The phenomenon occurred when the teacher asked the students. The teacher used the Indonesian sentence “film *sudah di mulai atau film sedang di mulai?*” This sentence followed the grammatical structure of the Indonesian

language. The marker of congruent lexicalization occurred in the classification of noun, namely in the word "film". The word "film" It is a word borrowed from English but used in the context of the Indonesian language without alteration. Thus, the use of "film" in this sentence illustrated how words from English can be integrated into Indonesian sentences while retaining their original structure and meaning. This is a characteristic of congruent lexicalization.

2. The Reasons Use Code Switching and Code Mixing

At this point, it is explained about the reasons why teacher and students use code switching and code mixing in English teaching learning process at eighth grade of international class program at MTs Negeri 2 Ponorogo. Data collection is carried out by interviewing teacher and students. Researchers used Hoffman to be the basis for retrieving the data. The researcher has a informant namely Mr. Sofyan Alfatah, S.Pd. as English teacher who taught in eighth grade international class program at MTs Negeri 2 Ponorogo. The results regarding the reasons why using code switching and code mixing in the English teaching learning process in eighth grade of international class program at MTs Negeri 2 Ponorogo are as follows:

a. Talking About Particular Topic

According to Hoffman, people use code switching and code mixing when they talk about certain topics. Sometimes, a speaker feels

free and more comfortable to express their emotional feelings in a language that is both their everyday language. Based on Hoffman's theory, researcher found this reason was used by English teacher during English teaching learning process in grade 8 International Class Program.

In the interview results, it can be seen that the reason for the use of code switching and code mixing by English teacher in the English teaching and learning process at eighth grade of international class program at MTs Negeri 2 Ponorogo is closely related to the context and purpose of communication.

Pernah mbak, biasanya ketika saya membahasa topik diluar materi saya akan beralih ke bahasa indonesia malah kadang pakai bahasa jawa. Soalnya kan obrolan biasa bukan membahas materi jadi saya rasa tidak apa-apa menggunakan bahasa indonesia, toh bahasa pertama kita kan bahasa indonesia jadi wajar kita menggunakan bahasa indonesia selama membahas topik tertentu di kelas. Kecuali lagi menjelaskan materi saya usahakan menggunakan full english biar siswa terlatih menggunakan bahasa inggris juga.³⁶

Mr. Sofyan explained that when he talks about certain topics outside of the learning material such as informal conversations, he tends to switch to using Indonesian and sometimes even Javanese. This is because the informal conversation is not bound by the rules of using formal English. this facilitates more natural and more familiar communication for them considering that their first language is Indonesian. However, when explaining the learning material, Mr.

³⁶ Lihat Transkrip Interview

Sofyan tried to use English in full. This aims to instill students' English language skills so that they are trained to use English in academics and professionals in the future.

b. Interjection

The next reason according to Hoffman is Interjection. interjections are words or expressions, which are inserted into a sentence to convey surprise, strong emotion, or to gain attention. Interjection is a short exclamation like: Hey!, Well!, Ouch, Look!, Yes, No, etc. They have not grammatical value but the speaker uses them quite often. Usually more in speaking than in writing.

During the class, researchers found that teachers used interjections several times to express their emotions. In one example, when the teacher called the student's name Hasya but she spelled it with Aisha's name then the students confirmed that the student's name was Hasya. To express his surprise, Mr. Sofyan used word "Oh!", The researcher discussed this incident during an interview with Mr. Sofyan, he said "oh iya mbak saya ingat. Reaksi spontan aja mbak, karena memang saat itu saya sedikit terkejut. Saya kurang teliti mengeja nama siswa".³⁷ According to the interview, he used the interjection as a knee-jerk reaction to his surprise at the misspelling of the student's name. We can see that the word "Oh!" does not contain grammatical value but contains word of expression to convey surprise.

³⁷ Lihat Transkrip Interview

Not only that, the interjection also conveys strong emotion and gain attention. In interviews with Mr. Sofyan said *“saya jarang marah mbak ke siswa, paling hanya menegur saja jika para siswa berisik atau sedang tidak memperhatikan pelajaran. Kalau bahasa kadang saya campur bahasa indonesia dan bahasa inggris kadang ya pakek bahasa indonesia aja”*.³⁸

He rarely gets angry with students. He only reprimands if students are noisy and do not pay attention to the lesson. To attract students' attention beliau berkata *“Saya bilang ”attention please!” ke siswa dengan nada yang sedikit keras mbak. Bukan bearti saya marah tapi supaya siswa dengar dan sedikit terintimidasi, kan kalau gitu siswa jadi lebih memperhatikan peajaran”*³⁹ he uses the words "Attention please!" in a slightly harsh tone. The goal is that students feel a little intimidated by that students are more focused and pay attention to the lesson. Based on this, the word "Attention please" used, Mr. Sofyan is an interjection used to attract students' attention.

c. Repetation Used for Clarification

The next reasons is repetation used for clarification. Hoffman explained that when a bilingual or multilingual person wants to clarify his/her speech To make their words better understood by listeners, they can repeat their words with the same message but different languages.

³⁸ Lihat Transkrip Interview

³⁹ Lihat Transkrip Interview

That is by switching or mixing their language with the language they are more fluent in. it is also used by English teachers during classroom teaching.

According to Mr. Sofyan, In English teaching learning process he predominantly uses English.

Dominan bahasa inggris mbak tapi ya saya campur bahasa Indonesia juga. sebenarnya siswa nggak semua nya faham jika saya menggunakan full bahasa inggris. Kapasitas bahasa inggris siswa di kelas beda-beda. Ada yang lancar ada juga yang belum. tapi saya banyakin bahasa inggris ketika menjelaskan pelajaran untuk melatih kemampuan bahasa inggris siswa juga. kalau ada siswa yang kurang faham, saya ulangi penjelasan menggunakan bahasa indonesia. mengajar nyari nyamanya siswa, siswa nyaman dan faham sama topik pelajaran, saya senang mbak tugas saya sebagai guru terlaksana dengan baik.⁴⁰

He uses code switching and code mixing to clarify speech when students do not understand what he is saying. He said, the capacity of students' English skills in class is different, so he uses code switching and code mixing to make students better understand the meaning of the speech he delivers but first he will use English to improve students' English skills. According to him, switching and mixing English and Indonesian would be easier in delivering learning material and students would also more easily understand the lesson. That way the learning objectives are carried out properly.

⁴⁰ Lihat Transkrip Interview

d. To Soften or Strengthen Request or Command

The next reason that researchers found based on Hoffman's theory was to soften or strengthen request or command. For Indonesian people, mixing and switching Indonesian into English can also soften a request because English is not their native tongue. So it does not sound as direct as Indonesian. For example, when learning English in class, to use code switching and code mixing, teachers must adjust students' English skills.

According to Mr. Sofyan in giving orders or requests to students he must adjust the level of students' English skills.

Sekiranya siswa yang saya perintah paham maksud saya ketika saya menggunakan bahasa inggris ya saya menggunakan bahasa inggris, misalnya kayak perintah singkat "please open your book" atau "please, close the door" itu kan siswa masih paham. Tapi, ketika saya kasih perintah dengan kalimat yang panjang dan kosa kata yang tidak familiar bagi siswa maka saya akan mengalihkan atau mencampur ke bahasa indonesia.⁴¹

He used English when he given commands with short sentences and He used English when he gave commands with short sentences and vocabulary familiar to the students, such as "Please open your book" or "Read text number five." These sentences could still be understood by the students. However, when he gave commands with long sentences and vocabulary unfamiliar to the students, he switched or mixed languages, using Indonesian. This was done to ensure that the

⁴¹ Lihat Transkrip Interview

instructions given could be clearly understood by the students without making it difficult for them to grasp the material or tasks assigned.

e. Real Lexical Need

The next reason was due to real lexical need. The most common reason for bilingual or multilingual speakers to switch and mix their languages was the lack of equivalent lexicon in one language. When a speaker had an English word but struggled or did not know the equivalent word in English—or vice versa—they used their mother tongue, which they spoke more fluently. This also happened with English teachers who taught in the eighth grade International Class Program at MTs Negeri 2 Ponorogo. Mr. Sofyan said, *“Beralih ke bahasa yang saya kuasai, mbak, yaitu bahasa Indonesia”*.

Sometimes, teacher has limited English or Indonesian vocabulary when explaining lessons. According to him, if he encountered such situations, he explained the term in a language with which he was more familiar. In situations where the teacher felt that using English might not be effective or could not convey the explanation clearly due to limited vocabulary, he chose to switch or mix with Indonesian. This reflected the teacher's awareness of the importance of effective communication in delivering material to students.

As for students, after conducting interviews with students, the researcher found several reasons that encouraged students to used code

switching and code mixing during the process of teaching and learning English in the classroom. Among them are the following:

a. Talking About Particular Topic

Students expressed their habit of using Indonesian when discussing certain topics during the English teaching and learning process in class. In the context of English teaching and learning in the eighth-grade International Class Program at MTs Negeri 2 Ponorogo, students often utilized code-switching and code-mixing, especially when discussing topics outside the scope of the learning material.

In an interview with students about whether they had used code-switching or code-mixing while discussing specific topics during the English teaching and learning process, Pandu stated, "*Pernah mbak, biasanya kalau bicara sama teman pakai bahasa Indonesia atau bahasa Jawa*" indicating that he felt more comfortable using familiar languages when interacting with his friends. In line with Pandu, Keisya added, "*Pernah mbak, kalau pas bicara sama teman pakai bahasa Indonesia, kadang bahasa Jawa*" emphasizing the social dynamics that occurred in everyday conversations among students.

Razka also expressed his views, "*Pernah mbak, kadang pas ngobrol-ngobrol biasa gitu sama bapak guru menggunakan bahasa Indonesia, kadang juga bahasa Jawa*". This shows that interactions with the teacher are often colored by the use of mixed languages, creating a more familiar and informal atmosphere. From this overall statement, it

can be concluded that students find it easier and more comfortable to communicate using code switching and code mixing in social situations, both among peers and in the context of learning.

This phenomenon reflects the importance of Indonesian and regional languages in their daily lives and how it influences the process of learning English. Thus, code switching and code mixing are not just communication techniques, but also serve as tools for preserving cultural identity and building social connections in the classroom, enriching their overall learning experience.

b. Interjection

Based on the results of the interview, the reason why students used code switching and code mixing in the learning process of English in class is related to interjections in their conversations in class. In the context of learning English in the 8th grade International Class Program at MTs Negeri 2 Ponorogo, the use of interjections in code switching and code mixing by students plays an important role in classroom dynamics. Carisa expressed, "*Pernah mbak, sering bilang oke (okay)*" indicating that this term is frequently used in daily interactions among classmates. This reflects how interjections serve as efficient and familiar communication tools in learning situations. Keisya also added, "*Kadang bapak guru kalau baru masuk bilang 'Hi,' kita juga balas 'Hi'"*" showing that interactions with the teacher are also marked by the use of interjections, creating a more relaxed and friendly atmosphere.

In addition, based on the observation in the class, students also use interjections such as "wow" to express their admiration for the teacher's interesting explanation. As the researcher had met during the observation in class, they were very happy and curious when the teacher informed them that they would be welcoming a special guest from Surabaya and Spontaneously they said "wow". This shows that the use of code switching and code mixing with simple but expressive words helps them to more easily express their emotions and reactions in English.

c. To Soften or Strengthen Request or Command

Based on interviews with students, the use of code switching and code mixing in the English teaching and learning process in the classroom to reinforce requests or commands. Students use code switching and code mixing to make commands or requests or clarify instructions to their interlocutors. Pandu said, "*Pernah ke teman, waktu itu saya minta tolong buat ambilkan pulpen saya yang jatuh. Pakai bahasa Indonesia, mbak*" This shows that in informal situations, he prefers to use Indonesian. However, when interacting with a teacher, he added, "*Kalau saya kurang paham sama penjelasan guru, saya minta bapak guru buat ulangi penjelasannya. Saya pakai bahasa Inggris, tapi kalau sulit saya pakai bahasa Indonesia*" This reflects that he tries to use English to show seriousness, but he doesn't hesitate to switch to Indonesian when he faces difficulties.

Razka also confirmed a similar experience, stating, "*Pernah mbak. Pakai bahasa Inggris, kadang campur bahasa Indonesia*" This code-switching and code mixing helps students adjust their communication style, both to soften and strengthen their requests. Thus, this flexible use of language reflects the students' comfort level and their ability to adapt to different communication situations in the classroom.

d. Because of Real Lexical Need

Based on the results of interviews with students, regarding the use of code switching and code mixing in the English teaching learning process at classroom due to limited vocabulary. It can be seen that students face challenges in using English fluently. Melody expressed, "*Sering gitu mbak, kadang pas udah ngomong bahasa Inggris di tengah-tengah berhenti karena nggak tahu kosa kata yang mau saya omongin. Berhenti ngomong pakai bahasa Inggris mbak, saya ganti pakai bahasa Indonesia*". This statement illustrates a situation where she feels hindered in her speech due to a lack of understanding of the appropriate vocabulary. In such moments, she chooses to switch to Indonesian, which is more comfortable and familiar for her.

Razka also reflected a similar experience, stating, "*Pernah mbak. Saya kadang kesulitan saat bicara bahasa Inggris karena lupa atau tidak tahu kosa kata bahasa Inggris-nya. Saya ganti ke bahasa Indonesia mbak*". This indicates that he faces the same difficulty in finding the right vocabulary when communicating in English. When faced with these

challenging situations, students tend to use the language they are more proficient in, allowing communication to continue, albeit in a different form.

The use of code-switching and code-mixing in the context of lexical needs reflects adaptive strategies adopted by students. They understand that while English is the language they are learning, a lack of understanding of certain vocabulary can hinder communication. By switching or mixing to Indonesian, they can express themselves more effectively, avoid confusion, and maintain the flow of conversation. Therefore, code switching and codemixing are not just linguistic phenomena. they also reflect the learning experiences and challenges students face in mastering English.

C. Discussion

In this section, the results of the analysis of code switching and code mixing data on the speech of teachers and students in the English learning process in grade 8 MTs Negeri 2 Ponorogo which includes two things, namely: (1) the type of code switching and code mixing used by teachers in English teaching learning process in grade 8 MTs Negeri 2 Ponorogo, (2) the reason for code switching and code mixing used by teachers and students in the English teaching learning process in grade 8 MTs Negeri 2 Ponorogo. The results of the two data analysis would be described as follows:

1. The Type of Code Switching and Code Mixing Used in the English Teaching Learning Process at MTs Negeri 2 Ponorogo

a. Code Switching

Based on the researcher's findings, there are three types of code switching used by teachers during the English teaching and learning process at Eighth grade of international class program at MTs Negeri 2 Ponorogo. These types are Extra-sentential code switching, inter-sentential code switching, intra-sentential code switching. According to Shana Poplack, extra-sentential code switching (tag switching) is a type of code switching that occurs outside of the main sentence structure. This typically involves adding short words, tags, or phrases from one language into sentences that are mostly in another language. Second, inter-sentential code switching according to Shana Poplack is the substitution of language from one sentence to another in a conversation, which can occur for a variety of linguistic and social reasons. Inter-sentential code switching occurs at the callum and sentence level. The third is intra-sentential code switching, According to Shana Poplack, intra-sentential code-switching is a phenomenon in which speakers switch from one language to another within a single sentence or a smaller syntactic unit such as a clause or phrase. This is different from the inter-sentential code-switching that occurs between different sentences.⁴²

⁴² Ibid

In this research, The use of code switching by English teachers in English teaching learning process in eighth grade International Class program at MTs Negeri 2 Ponorogo can be analyzed using Shana Poplack's theory, which categorizes code switching into three main types: extra-sentential, inter-sentential, and intra-sentential. Research findings indicate that extra-sentential code switching (tag switching) occurred three times, reflecting the teacher's tendency to insert expressions or tags from one language into sentences primarily in another language. This aligns with Poplack's description, where tag switching serves to emphasize a statement or seek approval from the listener. For example, in data ES 1, when the teacher said, *"Number one sampai number five sudah kita bahas last week, right?"* it adds an interactive nuance to the learning process.

Additionally, inter-sentential code switching was found 10 data, indicating that the teacher often switches languages between sentences. Poplack argues that this type allows speakers to create clear boundaries between two languages, which can help students better follow the flow of learning. For example, in data Ir-S 1, when the teacher said, *"Bapak akan memberikan info penting untuk kalian. Next week, we will study with a native from Surabaya"* the transition from Indonesian to English emphasizes the important information that is coming.

Meanwhile, intra-sentential codeswitching was noted in five data, demonstrating the teacher's flexibility in integrating elements from both languages within a single sentence. According to Poplack, this type is

often used to explain more complex concepts more effectively. For example, in data Ia-S 1, when the teacher said, "*Mbak-mbak ini akan melakukan observation in our class,*" the combination of Indonesian and English within one sentence emphasizes important vocabulary and clarified the information.

Thus, these findings not only reflect dynamic code-switching practices in English teaching but also support Poplack's theory on the variation and function of code switching in bilingual communication. The teacher's use of this strategy demonstrates how code switching can enhance student understanding and create a more interactive and effective learning environment.

b. Code Mixing

In this research, the main focus was to identify the types of code mixing used by teachers during English teaching learning process at eighth grade of international class program at MTs Negeri 2 Ponorogo. Based on the observation checklist results, insertion code-mixing dominated with a total of 17 data, while congruent lexicalization was recorded two data, and there were no data of alternation code-mixing. These findings align with Muysken's theory, which classifies code mixing into three categories: insertion, alternation, and congruent lexicalization.

In this research, the researcher analyzed the use of code-mixing by teacher during English teaching learning process at eighth grade of international class program at MTs Negeri 2 Ponorogo. Based on

observational data, it was found that insertion code-mixing dominated, with a total of 17 data, reflecting how the teacher incorporates Indonesian elements into English teaching. For examples, in data Ins 1, from teacher-student interactions, such as "*Untuk nama native-nya masih bapak rahasiakan biar jadi surprise buat kalian*" and in data Ins 10 "*simple present digunakan untuk rutinitas atau suatu kebiasaan*" illustrate that the teacher often uses Indonesian to provide context and explain the material.

According to Muysken's theory, insertion code mixing occurs when elements from one language are inserted into a sentence that predominantly uses another language.⁴³ In this context, the use of Indonesian serves as a bridge to explain English concepts that may still be unfamiliar to the eighth grade international class program students at MTs Negeri 2 Ponorogo. For example, in data Ins 12, when the teacher said, "*whose disini bentuk passive voice untuk kepemilikan*" the use of Indonesian helps clarify the intent and purpose of the lesson, making it easier for students to understand the material.

The dominance of insertion code mixing is highly relevant to the needs of eighth grade students in the international class program at MTs Negeri 2 Ponorogo, who are in a transitional phase of English proficiency. This approach not only enriches classroom interactions but also creates an inclusive learning atmosphere. Additionally, the use of Indonesian helps

⁴³ Nurul Azizah Ikhsani "Code Mixing in the Articles of GoGirl! Magazine February, 2013 Edition", *Journal Lexicon*, August 2012, Vol.1 No.3, 297-298.

students feel more comfortable and confident when participating in learning activities, which in turn can enhance their engagement in learning English. These findings align with Muysken's theory, which emphasizes the importance of code-mixing as an effective communication tool in multilingual situations, especially in educational contexts.

The absence of alternation code-mixing indicates that the teacher tends to avoid language shifts that could confuse students. Alternation code-mixing, which involves switching between sentences or phrases in two languages, can disrupt the learning flow if not done carefully. In the eighth grade of international class program at MTs Negeri 2 Ponorogo, where students are still in the learning phase, consistent language use is crucial for maintaining their focus and engagement. By avoiding alternation, the teacher creates a more structured and clear learning environment, allowing students to concentrate better on the material being taught.

In this research, the researcher also analyzed the use of congruent lexicalization in code mixing by the teacher during English instruction at eighth grade international class program at MTs Negeri 2 Ponorogo. Although this type is not as common as insertion codemixing, there are examples that demonstrate its application, such as in the sentences of data CL 1, "*Yes. Pameran diadakan di museum*" and data CL 2 "*Film sudah dimulai atau film sedang dimulai?*" In both examples, the teacher used

words that has similar meanings in both English and Indonesian, creating a bridge between the two languages that facilitates student understanding.

Congruent lexicalization, according to Muysken's theory, occurs when elements from two languages share similarities in structure or meaning, allowing speakers to switch between the two languages without significantly altering the context.⁴⁴ In the context of English language learning, the use of congruent lexicalization enables the teacher to emphasize key terms relevant to the lesson, helping students recognize and remember new vocabulary more effectively.

Examples like "*Pameran diadakan di museum*" show that students can better grasp the concepts being taught when the teacher presents information using familiar terms. Similarly, by asking, "*Film sudah dimulai atau film sedang dimulai?*" the teacher not only engages students in discussion but also helps reinforce their understanding of tenses and the appropriate use of language in everyday contexts.

In this way, congruent lexicalization plays a crucial role in establishing connections between English and Indonesian, creating a more inclusive learning environment. These findings suggest that the strategy of using congruent lexicalization can enrich students' learning experiences, providing them opportunities to integrate new vocabulary into their existing understanding and optimizing the overall process of learning English.

⁴⁴ Ibid

Overall, these findings reflect adaptive and effective teaching strategies, where the teacher uses code mixing as a tool to enhance student understanding in English learning. By intelligently utilizing code mixing, the teacher not only helps students overcome language difficulties but also creates an inclusive and supportive learning atmosphere. This research provides valuable insights into how code mixing can be leveraged in educational contexts to improve interaction and student participation, emphasizing the importance of selecting appropriate communication strategies in English teaching in the 8th grade international class program at MTs Negeri 2 Ponorogo.

2. The Reasons Why does the Teacher and Students Use Code Switching and Code Mixing During the English Teaching Learning Process at MTs Negeri 2 Ponorogo

In this research, an in-depth discussion was conducted about the use of code switching and code mixing eighth grade of international class program at MTs Negeri 2 Ponorogo, based on the results of interviews with teachers and students. This research reveals that this phenomenon is not just a habit, but also rooted in several strong reasons, as outlined in Hoffman's theory.

a. Talking About Particular Topic

When discussing specific topics or engaging in informal conversations outside of lesson material, teacher and students often switch from English to Indonesian or even Javanese. This use of more familiar

language creates a relaxed atmosphere, allowing communication to flow more smoothly. For instance, when the teacher engages in informal conversations with students, the use of Indonesian or Javanese facilitates more natural interactions. This demonstrates that code-switching and code-mixing serve as bridges to foster closer relationships between teachers and students, enhancing comfort in sharing thoughts and ideas in class.

According to Hoffman's theory, one of the main reasons for using code-switching is the context of discussing about particular topics.⁴⁵ In this context, teacher may switch languages to clarify concepts or make discussions more relevant to students' daily experiences. This practice not only improves understanding but also allows students to express their ideas more freely in the language they are comfortable with. By integrating code-switching into their teaching, educators create an inclusive environment where students feel valued and engaged. Thus, the strategic use of code-switching and code-mixing not only facilitates effective communication but also strengthens social bonds in the classroom, encouraging a more collaborative learning experience.

b. Interjection

Based on observation and interview conducted by the researcher, interjections play a significant role in the use of code switching and code mixing during English teaching learning at eighth grade og international

⁴⁵ Kiki Agustina. "The Use of Code Switching and Code Mixing by English Teacher at MAN Kota Palayangkara" (*Thesis*, State Islamic Institute of Palyangkaraya, 2018), 18-20.

class program at MTs Negeri 2 Ponorogo. In this context, both teachers and students frequently use words or phrases from Indonesian or English as expressions of emotion or spontaneous reactions. This practice not only enriches expression but also creates a more intimate and warm atmosphere during interactions.

According to Hoffman's theory, one reason for using code switching is to express emotions or respond spontaneously, which aligns well with the use of interjections in the classroom.⁴⁶ For example, in data ES 3, the teacher used the interjection "oh" to express surprise after mispronouncing a student's name. The teacher said, "*Oh! Hasya, bapak salah baca, sorry.*" This showed how the interjection "oh" helped the teacher convey his surprise in a natural and spontaneous way. Another example occurred during the researcher's classroom observation, where the researcher saw several students using the interjection "Wow" to express admiration after receiving information from the teacher that next week they would receive a visit from a native speaker from Surabaya.

Thus, the integration of interjections through code-switching and code-mixing not only enhances emotional expression but also contributes to the creation of a supportive and engaging learning environment, making the educational experience more relevant and enjoyable for students.

⁴⁶ Ibid

c. Repetation Used for Clarification

The repetition of sentences or ideas is a strategy frequently used by teacher to explain information conveyed in the classroom. In the context of English teaching learning process in the eighth grade international class program at MTs Negeri 2 Ponorogo, teacher may repeat explanations in different languages if students show signs of confusion. This approach is crucial for ensuring that all students understand the material being taught. Repetition also allows students to confirm their understanding and adjust their responses, thereby enhancing the effectiveness of communication in the classroom.

According to Hoffman's theory, one reason for using code switching and code mixing is to provide clarification, especially when students appear confused or uncertain.⁴⁷ For example, in data Ir-S 8, the teacher said, "Correct. The answer is 'was delayed.' Penerbangan ditunda selama 2 jam karena cuaca." the teacher composed the sentence from English to Indonesian with the same meaning to clarify and explain more about the answer to the question being discussed. By repeating the explanation in both English and Indonesian, the teacher helped students who might have struggled with the English term, ensuring that they understood the meaning more effectively. This strategy helped bridge comprehension gaps and improved overall communication in the classroom.

⁴⁷ Ibid

By switching to a more familiar language during repetition, teachers can reinforce key concepts and facilitate better understanding. For instance, if students struggles with an English term, the teacher might repeat the explanation in Indonesian, helping to bridge the gap in comprehension.

This not only aids the English teaching learning process but also creates a supportive environment where students feel encouraged to seek clarification. Therefore, the strategic use of repetition through code-switching and code-mixing serves as an effective tool for enhancing communication and ensuring that all students have a shared understanding, ultimately leading to a more productive learning experience.

d. To Soften or Strengthen Request or Command.

Code switching and code mixing play crucial roles in soften or strengthen requests and commands within educational contexts. Referring to Hofman's theory, the use of these strategies serves not only as communication tools but also as ways to adjust the nuance and intensity of the conveyed messages.⁴⁸ For example, when a teacher gave a simple command in English like "Please open your book," it provided basic clarity. However, when instructions became more complex, switching to Indonesian helped clarify the meaning and reduced student anxiety. This adaptation reflected the teacher's understanding of the linguistic needs of

⁴⁸ Ibid

students and their ability to modify the tone and context of commands based on the situation.

Students also frequently switched languages when seeking help or clarification. When they did not understand the teacher's explanation, asking questions in Indonesian allowed them to express their needs more easily. This flexibility demonstrated that code-switching and code-mixing were not just communication strategies, but also efforts by students to ensure good comprehension in learning English.

Thus, the use of these strategies not only strengthens the relationship between students and teachers but also creates a more inclusive and supportive learning environment. Hofmann emphasizes that the ability to switch languages according to context serves to soften or strengthen requests and commands, which is essential for fostering effective and productive interactions in the classroom.

e. Real Lexical Need

The concrete lexical need also serve as a significant driving force for the use of code-switching and code-mixing in the English teaching process in eighth grade at MTs Negeri 2 Ponorogo. Sometimes, there is no precise equivalent between English and Indonesian, or students may forget vocabulary, prompting both teacher and students to switch or mix languages to convey ideas or concepts more accurately.

Referring to Hofmann's theory, the use of code-switching and code-mixing in this context can be understood as a response to specific lexical

needs.⁴⁹ When the teacher and students encounter difficult terms or those without equivalents, switching to another language allows them to explain meanings more clearly. This indicates that these strategies are not merely language blending but also effective ways to address vocabulary limitations.

Thus, code-switching and code-mixing function as tools to fill communication gaps and ensure that the conveyed messages are well understood. Hofmann emphasizes that the use of appropriate and contextually relevant language is crucial in the learning process, and the ability to switch languages due to real lexical needs reflects a deeper linguistic understanding and expertise among both teachers and students.

Overall, the findings of this research show that the use of code switching and code mixing in eighth grade of international class program at MTs Negeri 2 Ponorogo is a complex process and functions as an important tool in educational communication. Through a deeper understanding of these practices, we can see how both strategies help improve the quality of classroom interaction as well as enrich the student learning experience.

⁴⁹ Ibid

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis and finding in the previous chapter, the researcher puts forward the following conclusion:

1. Based on the research findings, there are three types of code-switching used by teachers during English instruction in the eighth grade of international class program at MTs Negeri 2 Ponorogo, according to Shana Poplack's theory: extra-sentential was found in three instances, inter-sentential in 10 instances, and intra-sentential code-switching was recorded in five instances. Meanwhile, the study identified only two types of code-mixing out of the three types in the teacher's speech during English lessons: insertion was recorded in 17 instances, alternation was not found, and congruent lexicalization was noted in two instances.
2. Five reasons were found for why teachers and students use code-switching and code-mixing during the English teaching process in the 8th grade at MTs Negeri 2 Ponorogo. These reasons are: (1) talking about a particular topic, (2) interjection, (3) repetition used for clarification, (4) to soften or strengthen requests or commands, and (5) because of real lexical need.

B. Suggestion

1. For English Teachers

English teachers can use code-switching to facilitate communication with students, helping to maintain a positive classroom atmosphere and

encouraging students to become accustomed to classroom interactions. Code-switching and code-mixing can be applied when teachers explain material or give instructions, making it easier for students to understand. However, English teachers should also strive to use English as much as possible to help students practice speaking in English during class.

2. For Students

Students are encouraged to actively engage in the learning process by utilizing these strategies. They should not hesitate to use code-switching and code-mixing when communicating with peers or teachers, especially when they encounter difficulties in understanding the material. This can help create a more comfortable and supportive learning environment. Additionally, students are advised to practice speaking in English more frequently, both inside and outside the classroom, to enhance their English communication skills.

3. For Other Researchers

This thesis employs a descriptive qualitative research design. It is recommended that future researchers use different designs to enhance the quality of studies focused on code-switching and code-mixing in the English teaching and learning process in classrooms.

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