

**AN ANALYSIS OF CODE SWITCHING
USED BY THE ENGLISH TEACHERS IN EFL CLASS
AT MADRASAH ALIYAH NEGERI 1 PASURUAN**

THESIS

Submitted to State Islamic University Kiai Haji Achmad Siddiq Jember
To fulfill one of the requirements
For Bachelor Degree (S.Pd)
Tarbiyah and Teacher Training Faculty
English Education Program



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

By :

Nur Rohmatul Faizah

NIM: T20196121

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

**STATE ISLAMIC UNIVERSITY
KIAI HAJI ACHMAD SIDDIQ JEMBER
TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION PROGRAM**

JUNE 2023

**AN ANALYSIS OF CODE SWITCHING
USED BY THE ENGLISH TEACHERS IN EFL CLASS
AT MADRASAH ALIYAH NEGERI 1 PASURUAN**

THESIS

Submitted to State Islamic University Kiai Haji Achmad Siddiq Jember
To fulfill one of the requirements
For Bachelor Degree (S.Pd)
Tarbiyah and Teacher Training Faculty
English Education Program

By :

Nur Rohmatul Faizah

NIM: T20196121

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ

Approved by Advisor



Zahratul Maujudatul Mufida, M.Pd.
NIP. 199201222019032009

**AN ANALYSIS OF CODE SWITCHING USED BY THE
ENGLISH TEACHERS IN EFL CLASS AT
MADRASAH ALIYAH NEGERI 1 PASURUAN**

THESIS

Has been examined and approved as requirement to obtain
a bachelor's degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Language Teacher Training Program

Thesis Examination
Day: Thursday
Date: 22th June 2023

The Board Examiners

Chairman

Dr. Indah Wahyuni, M.Pd.
NIP:198003062011012009

Secretary

Mega Fariziah Nur Humairoh M.Pd.
NIP:199003202019032010

Members

1. Dr. Suparwoto Spto Wahono M.Pd
NIP : 197406092007011020
2. Zahratul Maujadatul Mufidah, M.Pd.
NIP: 199201222019032009

Approved by

Dean of Faculty of Tarbiyah and Teacher Training



Prof. Dr. Hp. Mukti'ah, M. Pd. I.
NIP. 196405111999032001



MOTTO

وَمِنْ ءَايَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ الْأَلْسِنَاتِ وَالْوَلَوَاتِ ۗ إِنَّ فِي
ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ٢٢

*And one of His signs is the creation of the heavens and the earth, and the diversity of your languages and colours. Surely in this are signs for those of "sound" knowledge. (AR-Rum: 22)*¹

UIN

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

¹ Qur'an in translation accessed in 25th May 2023 (<https://quran.com/ar-rum/22>)

DEDICATION

This thesis is proudly dedicated to some of the people around me who greatly support me, they are:

1. My beloved parents, Mrs Fatihah and Mr Muslik who I forever love for bringing me up with all the unconditional love they have given me.
2. The only sister is Saula, she's somehow always thought that me was a good role model for her. Thanks a lot for being a supportive sister there.
3. The beautiful advisor, Mrs Zahra who always guided me patiently despite the many mistakes.
4. The best people that I have met during my 22 years of life they are Imot, Byelen and Cyinta who always love and reason my happy and sadness.
5. My friends who always motivate me to making my thesis they are uws and belen.
6. My college friends that sending positive vibes for me they are 3, Indana, 5 kuro, the girls from ibu sofiah kos, Lovi.

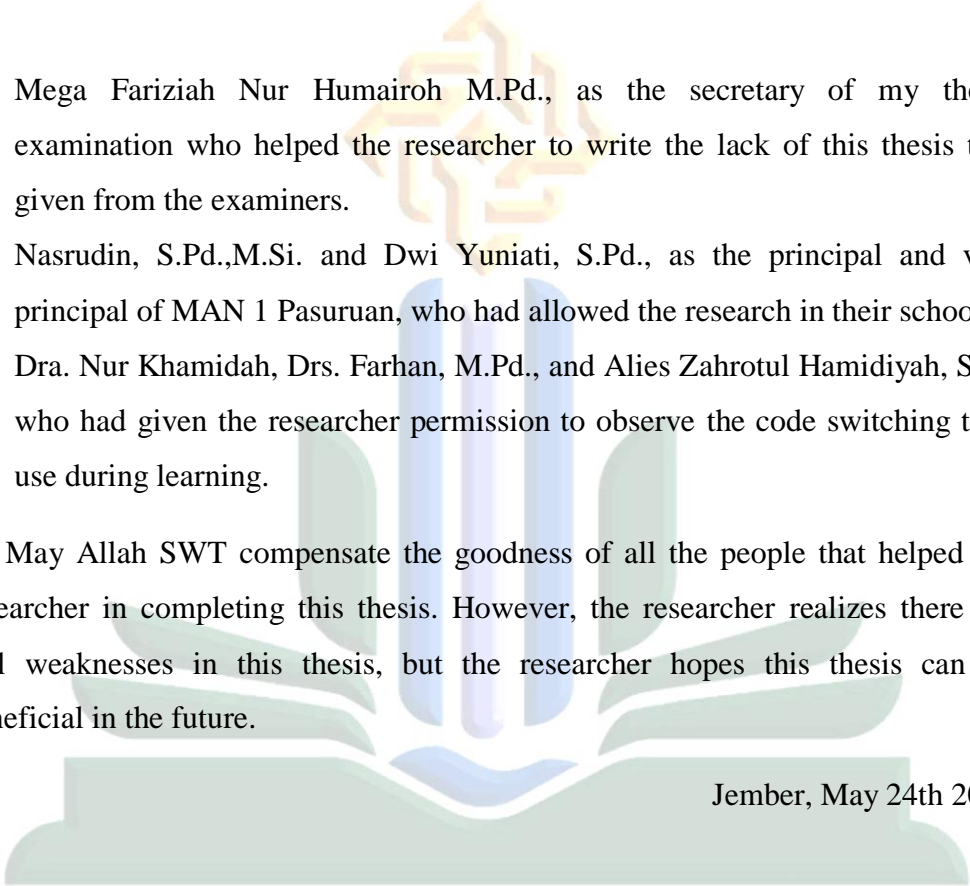
UIN

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

ACKNOWLEDGEMENT

In the name of Allah, the Most Compassionate, the Most Merciful, first of all, the researcher expresses his deepest gratitude to Allah SWT, who always gives strength until this moment to complete this thesis. Second, shalawat and greetings are always poured out to the prophet Muhammad SAW, who has guided his people from the path of darkness to the brightly lit path. This is a final stage reached the researcher through writing a thesis entitled “An Analysis Of Code Switching Used By The English Teachers In EFL Class At Madrasah Aliyah Negeri 1 Pasuruan”. This thesis is submitted to the faculties of Tarbiyah and Teacher training to fulfill part of the requirements for the degree of S.Pd. in the English Language Education Program. In writing this thesis, the researcher realized that the researcher received a lot of help, suggestions, and advice from many people. Therefore, the researcher would like to express her sincere appreciation and gratitude to:

1. The Honourable Prof. Dr. H. Babun Soeharto, SE. MM, as the Rector of UIN KH. Achmad Siddiq Jember, who has given me the opportunity to study at this institute.
2. Prof. Dr. Hj. Mukni'ah, M.Pd.I., as the Dean of the Faculty of Tarbiyah and Teacher training UIN KH. Achmad Siddiq Jember, for facilitating my study in this faculty.
3. Dr. Rif'an Humaidi, M.Pd.I., as the Head of Islamic Education and Language Department.
4. As'ari, M.Pd.I., as the Head of the English Education Program, who has accepted my degree.
5. The Honourable Zahratul Maujudatul Mufidah, M.Pd., as the supervisor for fantastic guidance during the writing of this thesis.
6. Dr. Suparwoto Supto Wahono M.Pd., as the examiner of my thesis examination who has given me score and suggestions to make this thesis better.

- 
7. Mega Fariziah Nur Humairoh M.Pd., as the secretary of my thesis examination who helped the researcher to write the lack of this thesis that given from the examiners.
 8. Nasrudin, S.Pd.,M.Si. and Dwi Yuniati, S.Pd., as the principal and vice principal of MAN 1 Pasuruan, who had allowed the research in their school.
 9. Dra. Nur Khamidah, Drs. Farhan, M.Pd., and Alies Zahrotul Hamidiyah, S.Pd who had given the researcher permission to observe the code switching they use during learning.

May Allah SWT compensate the goodness of all the people that helped the researcher in completing this thesis. However, the researcher realizes there are still weaknesses in this thesis, but the researcher hopes this thesis can be beneficial in the future.

Jember, May 24th 2023

Writer

UIN
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

ABSTRACT

Nur Rohmatul Faizah, 2023: An Analysis of Code Switching Used By The English teachers In EFL Class At Madrasah Aliyah Negeri 1 Pasuruan

Keywords: code switching, EFL Class.

Code switching is a language switch from the native language to the target language. Code switching is usually used by people who are learning a target language. Code switching was also used by the The English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan during teaching and learning process. The The English teachers in this school used code switching frequently to help students understanding in using English.

The research question in this research are : 1. What are languages/varieties are typically used in code switching by the English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan? 2. What are the perceived benefits and challenges associated with code switching used by The English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan? The objectives of this research were to find out languages/varieties are typically used in code switching by the English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan and the perceived benefits and challenges associated with code switching used by The English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan.

Researcher conducted the research with Qualitative research method. Qualitative descriptive analysis was chosen as a method relevant to the topic to analyze code switching. Researcher gains the data from observations, interview and documentations. In addition for technique of analyze the data, researcher choose the theory from Miles Huberman those are data condensation, data display and conclusion/drawing verification.

The results of this research show the languages/varieties are typically used in code switching by the English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan are inter-sentential, intra-sentential, and tag switching. From the utterances 3 The English teachers found that there were 39 utterances of inter-sentential, 121 utterances of intra-sentential, and 22 utterances of tag switching. From the languages/varieties are typically used in code switching above the 3 The English teachers were often used intra-sentential. However researcher found that, the perceived benefits are class atmosphere is more relaxed, understandable explanation and easier self expression. Meanwhile, the challenges associated with code switching used by The English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan. They are makes student lazy in applying english language, students lose confidence in the English language and code switching not acceptable in writing examination.

TABLE OF CONTENT

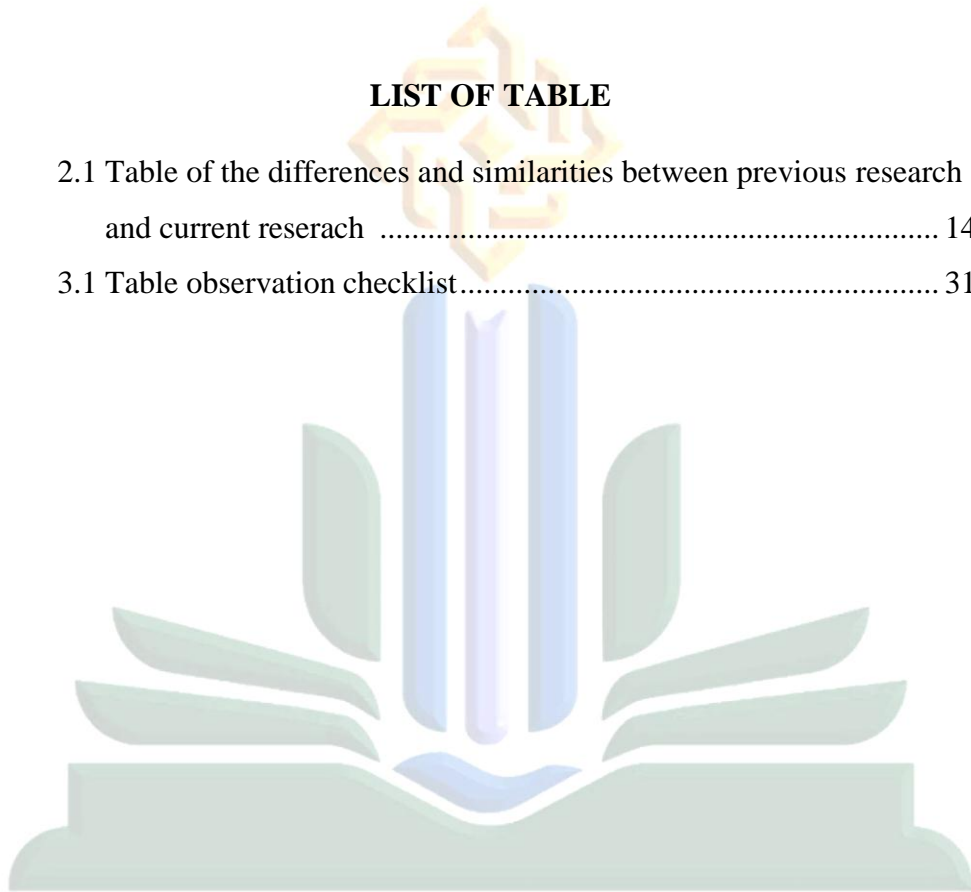
COVER	i
APPROVAL SHEET	ii
AGREEMENT PAGE	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT	viii
TABLE OF CONTENT	ix
LIST OF TABLE	xi
LIST OF APPENDICES	xii
CHAPTER I: INTRODUCTION	1
A. Research Background.....	1
B. Research Question.....	5
C. Research Objectives	5
D. Research Significances.....	5
E. Definition of Keyterm.....	6
CHAPTER II: REVIEW OF RELATED LITERATURE	8
A. Previous Study.....	8
B. Theoretical Framework.....	16
1. Sociolinguistics	16
2. Language Use: language and dialect.....	17
3. Variation of language	17
4. Code switching.....	19
a) Definition	19

b) Type of code switching	21
c) Benefits and challenges of code switching in EFL class.....	24
5. English as Foreign Language	27
6. Code switching in EFL class	27
CHAPTER III: RESEARCH METHOD.....	29
A. Research Design.....	29
B. Research Location.....	30
C. Research Subject	31
D. Technique of Data collection	31
E. Technique of Data Analysis	34
F. Validity of Data.....	37
G. Research Procedure	37
CHAPTER IV: FINDINGS AND DISCUSSION.....	41
A. Findings.....	41
1. Language/varieties are typically used in code switching by the English teachers in EFL class at Madrasah Aliyah Negeri 1 Pasuruan.....	41
2. Benefits and challenges of code switching in EFL class	48
B. Discussion	55
CHAPTER V: CONCLUSION AND SUGGESTIONS	62
A. Conclusion.....	62
B. Suggestions	63
REFERENCES.....	64
APPENDICES	

LIST OF TABLE

2.1 Table of the differences and similarities between previous research
and current reserach 14

3.1 Table observation checklist..... 31



UIN

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R



LIST OF APPENDICES

Appendix I Research matrix

Appendix II School profile

Appendix III Declaration of authenticity

Appendix IV Observations checklist

Appendix V Instrument of interview

Appendix VI Transcription of interview

Appendix VII Research documentation

Appendix VIII Journal of reserach

Appendix IX Field note

Appendix X Biography

UIN

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER I

INTRODUCTION

This chapter presents the introductory part of the research and this introductory part includes five points, namely: research background, research questions, research objectives, research significance, and definition of key terms.

A. Research Background

A language is a set of tools to communicate with other people in an area. Variations of language are several language used by people in different areas. One region with another has a different language variety and it happens because of the diversity of the ethnicity and social habits occur in a region or country. But it does not mean this difference makes people oppose a language or customs of a region because Allah never distinguishes people from any aspect except faith in him. As in the verse revealed by Allah in Surah Al-Hujurat Verse 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ
أَتْقَىٰكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ۝ ١٣

“O humanity! Indeed, We created you from a male and a female, and made you into peoples and tribes so that you may ‘get to’ know one another. Surely the most noble of you in the sight of Allah is the most righteous among you. Allah is truly All-Knowing, All-Aware”. (Al-Hujurat: 13)²

² Qur’an Online by <https://quran.com> (Accessed on 19th January 2023, 11.42 am)

The meaning of the verse is humans must respect each other even though all of humans have differences. Because the only thing that distinguishes humans is their level of piety to Allah. Therefore, as a human must be able to master several languages in order to communicate with other people, one of that is English which used as an international language throughout the world. English has several position in some countries, somehow as a native language in America, as a second language in Malaysia and the last English as Foreign language in Indonesia. However, English as Foreign Language in some countries such as Indonesia does not make English language unlearned because in fact Indonesian schools make English as one of the lessons. Even though to explain in class the teacher must use 2 languages namely Indonesian as national language and English as foreign language. Or it can be by switching codes to make it easier for both of teacher and students in the lesson and it can called code switching.

According to Wardaugh, Code is the particular dialect or language one chooses to use on any occasion.³ Code switching is a phenomenon often occurring in communication or language use. It is experienced by someone who is learning a language. In general, code switching occurs due to students' lack of ability in mastering the learning language. When students want to communicate there are some words or phrases that are not yet known so that the speaker inserts a language more familiar to the students. This is in accordance with Brown stated code switching is an act of inserting words,

³ Ronald Wardhaugh, *An Introduction to Sociolinguistics* (Cambridge: Blackwell Publisher, 1992), 3.

phrases, or parts of a longer conversation into another language.⁴ In other word teachers can apply code switching between Indonesian and English to ensure students can more understand about what the teacher says and students also get the meaning of some English words. The concept of code switching is facilitate communication between students and teachers in the classroom, especially in EFL Class.

Additionally, In order to establish English teaching and learning that is consistent with the curriculum (lesson plan), participants were advised to see code-switching favorably and to acknowledge its worth in the classroom, according to Frakeye. a) Providing vital meaning. b) Increasing vocabulary in the classroom; c) Building relationships with students or asserting the authority of the teacher.⁵ From those benefits, code switching can become a part of English learning in the classroom.

Before this research conducted, the researcher find out the several studies related to current research there are : First research conducted to find out the types and the factors of code switching used by lecturers in digital learning.⁶ Second research conducted in The State Islamic University North Sumatera which the subject is the lecturer in English department. The researcher finds out several types of code switching, function of code

⁴ H. Doughlass *Brown Principles of Language Learning and Teaching*. (New York: Pearson Education, Inc, 2007), 72.

⁵ Karen Marie Algarins-Ruiz, “Code-Switching: A Tool in the Classroom”, Master Thesis (US: State University of New York, 2014), 33.

⁶ Annisa JihanSalsabil. “Analysis Of Code-Mixing and Code-Switching Used By Lecturers In Digital Learning” (Malang: State Islamic University of Maulana Malik Ibrahim Malang, 2022)

switching and the last is the reason of lecture used the code switching.⁷ Third, the result of previous research shows the types of code switching and also the function of code switching used by the teacher in classroom at eight grade.⁸ Fourth, for this research is not focus on code switching because researcher conducted the research with the aim to know the use of code switching as well as code mixing used by indonesia lawyers club on TV one. The result showed that the type of code switching and mixing that is dominantly used on indonesia lawyers club programs and the factors of the use of code switching and mixing.⁹ The last reserach conducted with the aim to know the types and function of code switching used by the students in classroom discussion.¹⁰

Based on the background, code switching is a phenomenon that used by several teacher because of the differencies of social and culture of the students. Students in EFL classroom at this school are not students that uses english fully in their social life. So code switching should be use by the teacher during learning and teaching proces to clearing the explanantions.

Because of that the researcher conduct the research with the aim to find out languages/varieties are typically used in code switching and also the

⁷ Rini Agustiana Nasution. "An Analysis Of Code Switching Between English and Indonesia Language in Inteaching Procces of Speech on The English Depeartment Students at The State Islamic University North Sumatera" (North Sumatera: State Islamic University North Sumatera, 2018), i.

⁸ Nisrina Hanif Nurrohmah. "An Analysis of Code Switching Used By English Teacher By The Classroom At The Eight Grade At SMP Muhammadiyah 4 Surakarta In The Academic Year Of 2019/2020" (Surakarta: State Of Islamic Institute Of Surakarta, 2020)

⁹ Suardani Silaban & Tiarma Intan Marpaung. "An Analysis of Code-Mixing and Code-Switching Used by Indonesia Lawyers Club on TV One" (Medan: Journal of English Teaching as a Foreign Language, 2020), 14.

¹⁰ Putri Nurjannah S. "The Analysis of Code-Switchig Used by Students In Classroom Discussions at SMA Negeri 2 Gowa" (Makassar: Muhammadiyah University of Makassar, 2020)

perceived benefits and challenges associated with code switching used by The English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan. Therefore the researcher would like to conduct the reserch entitled “An Analysis of Code Switching Used By Teachers In EFL Class At Madrasah Aliyah Negeri 1 Pasuruan”.

B. Research Questions

Based on research background above, researchers' formulated the research question into :

1. What are languages/varieties are typically usen in code switching used by the English teachers in EFL class at Madrasah Aliyah Negeri 1 Pasuruan?
2. What are the preceived benefits and challenges associated with code switching used by the English teachers in EFL class at Madrasah Aliyah Negeri 1 Pasuruan?

C. Research Objectives

The aims of this research are to identify :

1. Languages/varieties are typically usen in code switching used by the English teachers in EFL class at Madrasah Aliyah Negeri 1 Pasuruan
2. The preceived benefits and challenges associated with code switching used by the English teachers in EFL class at Madrasah Aliyah Negeri 1 Pasuruan

D. Research Significances

The researcher expects the findings of this study can provide benefits for the parties involved in this study. This research is hopefully able to make a significant contribution both theoretically and practically.

1. Theoretically

The researcher expected this study can provide information and substantiate previous theories about the types, benefits and challenges of code switching.

2. Practically

a. Next researcher

Researcher expects the results of this study can be used as a reference for the next researcher looking to research the same topic.

b. Researcher

Researcher is encouraged to gain experience in education for other researchers.

E. Definition of Keyterm

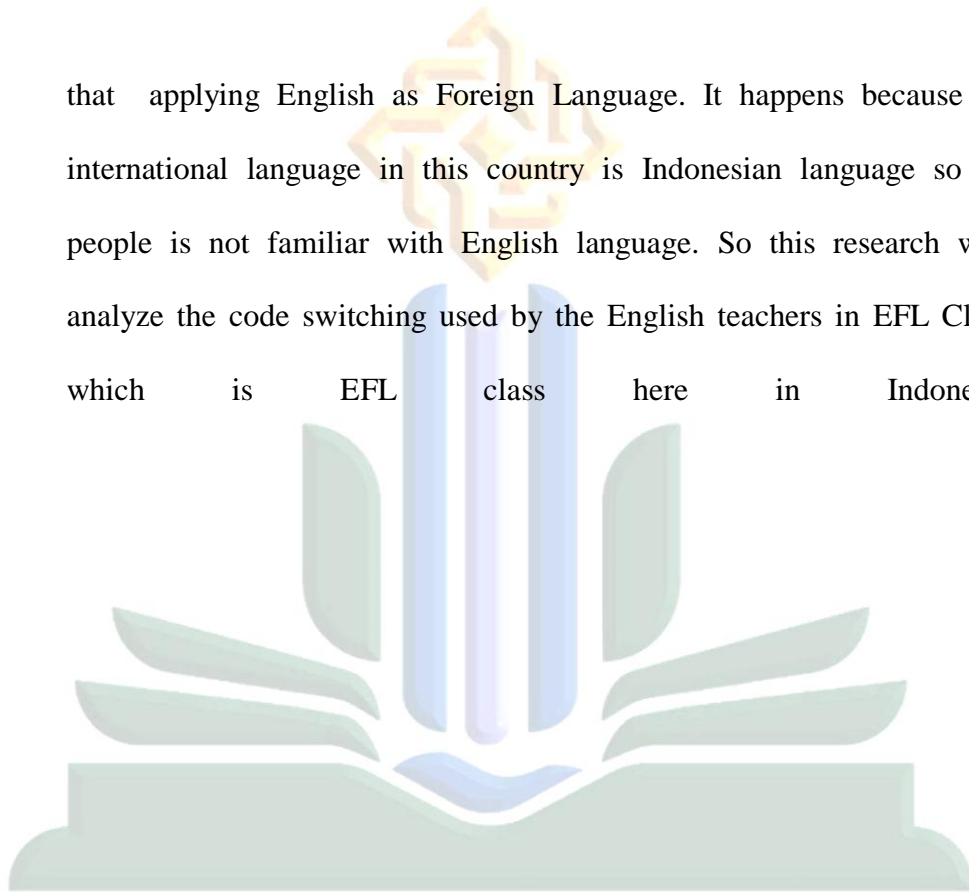
1. Code Switching

Languages switching when in a conversation, so there are other language inserts/variations during a conversation. Code switching use by several people in country that are not familiar with English language. In this research code switching usually used by the English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan during teaching and learning procces.

2. English as Foreign Language

English language teaching in countries where the majority do not use English as a tool of communication. Indonesia is one of the country

that applying English as Foreign Language. It happens because the international language in this country is Indonesian language so the people is not familiar with English language. So this research want analyze the code switching used by the English teachers in EFL Class, which is EFL class here in Indonesia.



UIN

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER II

REVIEW OF RELATED LITERATURE

The second chapter presented about review of related literature which consist of previous research and theoretical framework. Those theoretical frameworks are sociolinguistic, variation of language, code switching and EFL Class.

A. Previous Study

This point researcher presenting several the previous research related to the topic of this research. These are some previous studies which related with current research :

1. Thesis by Annisa Jihan Salsabil 2022, "*Analysis Of Code-Mixing and Code-Switching Used By Lecturers In Digital Learning*"¹¹ the first previous research conducted to find out code mixing and code switching used by lecturers in digital learning at the State Islamic University of Maulana Malik Ibrahim Malang. This research conducted in online application those are WhatsApp group for Computer Assisted Language Learning (CALL) course and on Google Meet for the Media in ELT.

This research used Qualitative Descriptive as Research Design and the result showed that research found a form of code mixing and code switching in this study. Code switching is frequently used by lecturers in learning activities, namely terms between languages (English to

¹¹ Annisa JihanSalsabil. "Analysis Of Code-Mixing and Code-Switching Used By Lecturers In Digital Learning".

Indonesian and Indonesian to English) and in terms of the form of language used (formal language and informal language).

In addition, intra-sentential, intersentential and extra-sentential are also found in the types of code switching. In addition, there is a form of informal code switching. Example, “(4) Lecturer: Nah, esllap.com ini mungkin masih belum bisa saat ini untuk beberapa akses handphone. There is a big possibility development is on that way, the trajectory of research even is also into the mobile device.” And there are several factors of code switching, the bilingual factor causes the use of code mixing and code switching by lecturers in accordance with Husdon's theory, where English is a foreign language for students. Therefore, the lecturer prioritises students' understanding of the material, so code-mixing and code-switching occur in the learning process.¹²

2. Thesis by Rini Agustiana Nasution 2018, “*An Analysis Of Code Switching Between English and Indonesia Language in Inteaching Procces of Speech on The English Depeartment Students at The State Islamic University North Sumatera*” secondly, previous research conducted in The English Depeartment Students at The State Islamic University North Sumatera, this study describes the use of code switching in the process of teaching basic speaking in the first

¹² Annisa JihanSalsabil. “Analysis Of Code-Mixing and Code-Switching Used By Lecturers In Digital Learning”.

semester of the English Department at UINSU Medan from one of the lecturers.

So the subject of this research is lecturer and the result shows (1) The types of code switching employed by lecturers in the teaching process of Basic speaking are basically three types, which are the types of code switching proposed by Poplack. The types are: inter-sentential switching, intra-sentential switching, and tag switching. (2) The functions of lecturers' code switching fulfil three functions proposed by Mattson-Huberman. These functions are: Topic switching, affective function, and repetition function. (3) The reason why lecturers use code-switching in the process of teaching Basic Speaking repetition is to clarify for example : “Kita juga mesti tau. We want to know the school life in another country”. And the lecturer code switching in teaching process of Basic speaking because of interjection the data of interjection could be seen in data “Just it? Haa!”¹³

3. Thesis by Nisrina Hanif Nurrohmah 2020 , *“An Analysis of Code Switching Used By English Teacher By The Classroom At The Eight Grade At SMP Muhammadiyah 4 Surakarta In The Academic Year Of 2019/2020”* next research conducted to find out the type and function of code switching used by the English teacher in the eighth grade at SMP Muhammadiyah 4.

¹³ Rini Agustiana Nasution. “An Analysis Of Code Switching Between English and Indonesia Language in Inteaching Procces of Speech on The English Depeartment Students at The State Islamic University North Sumatera”.

This research is a qualitative study utilising observation and interviews to collect data, so the result showed that three types of code switching exist. The three types of code switching are intra-sentential switching, inter-sentential switching, and tag switching. Based on the results, intra-sentential switching is the most common data found in the teacher's speech with 22 data. There are six functions of code switching. They are quotation, recipient specification, interjection, repetition, repetition, message qualification and personalisation or objectification.

Based on the results, the most frequently occurring function in teachers' utterances is interjection with fifteen data. The interjection function appears when teachers give orders or instructions to students..¹⁴

4. Journal by Suardani Silaban & Tiarma Intan Marpaung 2020, “*An Analysis of Code-Mixing and Code-Switching Used by Indonesia Lawyers Club on TV One*” this research focuses to find out code-mixing and code-switching that appeared on the Indonesia Lawyers Club Talk Show Program on TV One channel.

So this qualitative research gain the data collection from source on youtube channel Indonesia Lawyers Club based on episode who will be analysis and the result showed that (1) The researcher finds two types of code mix and two types of code switching occurring in the

¹⁴ Nisrina Hanif Nurrohmah. “An Analysis of Code Switching Used By English Teacher By The Classroom At The Eight Grade At SMP Muhammadiyah 4 Surakarta In The Academic Year Of 2019/2020”.

Indonesia Lawyers Club talk show programme on TV One, namely Inner code-mixing, outer code-mixing and internal code-switching, external code-switching. (2) The researcher finds the predominant types of code-mixing and code-switching in the Indonesia Lawyers Club Talk Show Programme on TV One are code-mixing and code-switching is Outer code-mixing 31/42 data, inner code-mixing 2/42 data, external code-switching 3/42 data and internal code-switching 6/42 . (3) The factors for using code-mixing and code-switching in the Indonesia Lawyers Club Talk Show Programme on TV One are due to the educated society that exists there and demands the use of code-mixing and code-switching in increasing prestige in speaking and from different cultural backgrounds and different environments, speakers feel more free and more comfortable in expressing emotions.¹⁵

5. Thesis by Putri Nurjannah S. 2020, *“The Analysis of Code-Switching Used by Students In Classroom Discussions at SMA Negeri 2 Gowa”*

Similar to the previous research, this research also used descriptive qualitative as its research design, but the subject of this research was students, so it was different from the current research.

And this research was conducted to find out the types and functions of code switching used by students in class discussions at SMA Negeri 2 Gowa and the results can be known that (1) Three kinds of code switching, namely; inter-sentential switching, intra-sentential

¹⁵ Suardani Silaban & Tiarna Intan Marpaung. “An Analysis of Code-Mixing and Code-Switching Used by Indonesia Lawyers Club on TV One”

switching, and tag-switching are used by students in the class discussion process. Tag-switching is the most commonly used code-switching by students in the class discussion process. (2) Within the class discussion process, there are five functions of code switching used by students.

Five functions of code-switching are used by students in the class discussion process, which are for emphasis, strengthening requests, communicating friendship or family relationships, as well as easing tension and inserting humour into the conversation.¹⁶ The similarities and difference of the previous and current research it can be seen in table 2.1.

The Similarities and Difference with Previous Research

No.	Research Tittle	Similarities	Difference
1.	Thesis by Annisa Jihan Salsabil 2022, <i>“Analysis Of Code-Mixing and Code-Switching Used By Lecturers In Digital Learning”</i>	<ol style="list-style-type: none"> 1. The previous and current research used same research design that is qualitative descriptive 2. The previous and this current research choose code switching as one of variables of the research 	<ol style="list-style-type: none"> 1. The previous research used some variables those are code swithcing and code mixing meanwhile this current research merely used code switching as a variable 2. The previous research conducted in digital learning meanwhile current research conducted in formal learning in classroom 3. The previous research choose lecturers as an subject meanwhile

¹⁶ Putri Nurjannah S. “The Analysis of Code-Switchig Used by Students In Classroom Discussions at SMA Negeri 2 Gowa”

			this current research choose teacher as an subject
2.	Thesis by Rini Agustiana Nasution 2018, <i>“An Analysis Of Code Switching Between English and Indonesia Language in Inteaching Procces of Speech on The English Depeartment Students at The State Islamic University North Sumatera”</i>	<ol style="list-style-type: none"> 1. The previous and this current research used same technique to collecting the data those are observation, interview and documentation 2. The previous and current research used same variable that is code switching 3. Both of research used qualitative descriptive for research design 	<ol style="list-style-type: none"> 1. The previous research conducted in specific material that is teaching procces of speech meanwhile this current research conducted in teacher EFL Classroom 2. The previous research choose lecturer as an subject meanwhile current research choose teacher as an subject
3.	Thesis by Nisrina Hanif Nurrohmah 2020 , <i>“An Analysis of Code Switching Used By English Teacher By The Classroom At The Eight Grade At SMP Muhammadiyah 4 Surakarta In The Academic Year Of 2019/2020”</i>	<ol style="list-style-type: none"> 1. The previous and current research used teacher as an subject of research 2. Both of research used same variable that is code switching 3. The previous and current research used same technique to collect the data those are observation, interview and documentation 	<ol style="list-style-type: none"> 1. The previous research focus on teacher at eight grade meanwhile this current research not merely focus in teacher in one class
4.	Journal by Suardani Silaban & Tiarna Intan Marpaung 2020, <i>“An Analysis of Code-Mixing and Code-Switching Used by Indonesia Lawyers Club on TV One”</i>	<ol style="list-style-type: none"> 1. The previous and current research have one of same variable that is code switching 2. The previous and current research conducted with qualitative research design 	<ol style="list-style-type: none"> 1. The previous research have two variables those are code switching and code mixing meanwhile current research merely focus on code switching 2. The previous research choose Indonesia Lawyers Club on TV One as an subject meanwhile the current research choose teacher as an

			subject 3. The data source of the previous research downloaded from youtube in the form of video meanwhile the data source of the current research be obtained from direct observation
5.	Thesis by Putri Nurjannah S. 2020, <i>“The Analysis of Code-Switchig Used by Students In Classroom Discussions at SMA Negeri 2 Gowa”</i>	1. The previous and current research used qualitative for research design	2. The previous research used students as an subject meanwhile current research used teacher as an object 3. The previous research conducted in classroom discussions meanwhile this research conducted in EFL classroom

Based on the findings of the previous studies above, the current research has several similarities, those similarities are research variables, data collection techniques, research design and etc. Some previous previous studies analysed which types of code-switching and code-mixing were used by people in several ways, meanwhile the researcher will conduct current research has never been studied before. If previous studies, analyzed what types of code switching and code mixing were used by people in several ways meanwhile aim of the current research to knowing languages/varieties are typically used in code switching by the English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan and the preceived benefits also challenges associated with code switching used by The English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan.

B. Theoretical Framework

1. Sociolinguistics

Sociolinguistics are the study of language in relation to society.¹⁷

Which means sociolinguistic is intimately related to daily life. As Ronald Wardhaugh said Sociolinguistics is the study of our daily lives, what social class and ethnicity have to do with language use, why the people do not necessarily "say what we mean" which means people can understand what others are actually saying despite different contexts and the role of language in education.¹⁸

In the study of sociolinguistics, experts study the relationship between language and society. Here experts' interest to explain why people speak differently when in different social contexts. Sociolinguists also identify the social functions of language and the ways in which language is used to convey social meaning which is also used to construct aspects of social identity through the language people use.¹⁹ From explanation several sociolinguist above researcher can conclude that sociolinguistic is learning about the language used in society, such as why there are differences in language in society or the social function of each language used in society. Which in the end, the language they use is what becomes the self-identity of the language user.

2. Language use: language and dialect

¹⁷ R.A Hudson, *Sociolinguistics*, Second Edition,.

¹⁸ Ronald Wardhaugh & Janet Muller, *An Introduction to Sociolinguistics* Seventh Edition.

¹⁹ Janet Holmes, *An Introduction to Sociolinguistics*, Fourth Edition.

Language is a part of English vocabulary that happens because people are inside of the culture which related to the language and speech.²⁰ The term dialect carries no negative connotations but is simply a neutral label to refer to any variety of a language, including the standard variety.²¹ Based on explanation language and dialect is different term and part of each culture of all people make a distinction between language and dialect. The word 'language' is used to refer either to a single linguistic norm or to a group of related norms, and 'dialect' is used to refer to one of the norms.²² On the one hand, there is a difference of size, because a language is larger than a dialect. That is, a variety called a language contains more items than one called a dialect. This is the sense in which we may refer to English as a language, containing the sum total of all the terms in all its dialects, with 'Standard English' as one dialect among many others (Yorkshire English, Indian English, etc.). Hence the greater 'size' of the language English.²³

3. Variation of Language

People frequently use language to signify membership in particular groups and to construct various aspects of social identity. Social status, gender, age, ethnicity and the types of social networks people have have turned out to be important dimensions of identity in many communities²⁴

²⁰ RA. Hudson, *Sociolinguistics*, 31

²¹ Ralph W. Fasold, *An Introduction to Language and Linguistics* (New York: Cambridge University Press, 2013), 312

²² Janet Holmes, *An Introduction to Sociolinguistics*, 28

²³ RA. Hudson, *Sociolinguistics*, 31

²⁴ Janet Holmes, *An Introduction to Sociolinguistics*, 131

or it can call variation of language. In fact, it is a well established part of the study of how languages change over time, namely diachronic or historical linguistics.

Traditionally, dialect geography, has utilised assumptions and methods drawn from historical linguistics, and many of its results have been used to confirm findings drawn from other historical sources. In this view, languages diverge internally as the speakers distance from each other over time and space, this change resulting in dialects of the language. Over a long enough time, the resulting dialects can become new languages as speakers of the resulting varieties become incomprehensible to each other. So Latin becomes French in France, Spanish in Spain, Italian in Italy, and so on.²⁵

According to Hudson, the term "language variety" (or variety for short) can be used to refer to various manifestations of language if one views language as a phenomenon that encompasses all of the world's languages, much like how one can view "music" as a universal phenomenon and separate various "musical varieties" We can define a language variation as a group of linguistic items with similar social distribution since the linguistic things that make one language variety different from another are what distinguish them.²⁶

²⁵ Ronald Wardhaugh & Janet Muller, *An Introduction to Sociolinguistics* Seventh Edition.

²⁶R.A Hudson, *Sociolinguistics*, Second Edition

The term linguistic variation (or simply variation) refers to regional, social, or contextual differences in the way a particular language is used. Variation between languages, dialects and speakers is known as inter-speaker variation. Variation within the language of a single speaker is called intraprofessional variation. All aspects of language (including phonemes, morphemes, syntactic structure, and meaning) are subject to variation. Variation in language use among speakers or groups of speakers is an important criterion or change that can occur in pronunciation (accent), word choice (lexicon), or even preference for certain grammatical patterns.

Variation is a major concern in sociolinguistics. It has been found that variation is usually a means of language change.²⁷ Based on definition from expert researchers conclude variation of language is several language are used in people in different areas and these language differences occur due to different dialects from one community to another which ultimately make language variations exist.

4. Code Switching

a. Definition

Code switching is a change of one code to another code so in this part the researcher will explain the definition of code, Code is the particular dialect or language one chooses to use on any occasion. Code switching

²⁷ R.L. Trask, *Key Concepts in Language and Linguistics*. Routledge, 1999/2005.

occurs according to the conditions of society.²⁸ So code is a language variant used by a person based on the background of the place or place where the person lives. Code-switching is the bilingual or multilingual selection of an inserted language (or languages) form in the utterance of a matrix language during a conversation.²⁹

Hoffman stated Code-switching implies the use of two languages or language varieties interchangeably in the same utterance or during the context of the same conversation. In the case of bilinguals speaking to each other, the switch may consist of a language alternation; in the case of monolinguals, a style alternation.³⁰

In addition, Jenda says Code switching is an utilisation of multiple languages by a communicant in the performance of a speech act.³¹ Poplack argues Code-switching is classified by the degree of integration of items from one language (L1) into the phonological, morphological and syntactic patterns of other languages.³²

From several definitions above regarding code switching, the researcher concludes as follows: code switching is a language switching phenomenon used by a person to explain something in two languages with the same purpose. And the purpose of code switching used by the person is

²⁸ Ronald Wardhaugh, *An Introduction to Sociolinguistics*.

²⁹ Katja F. Cantone *Code-switching in bilingual children* (Germany: Springer, 2007)

³⁰ Charlotte Hoffman. *An Introduction to Bilingualism* (London: Longman, 1991)

³¹ Made Iwan Indrawan Jenda, *Sociolinguistics, "The study of Societies" Language* (Yogyakarta: Graha Ilmu, 2012)

³² Shana Poplack "Dialect Acquisition Among Puerto Rican Bilinguals" (Spain: Language in Society, 1978)

to re-explain the meaning of a sentence that initially uses the second language into the mother tongue to be more easily understood by the listeners.

b. Type of Code Switching

There are three types of code switching according to Hoffman, namely Inter-sentential, Intra-sentential and Tag switching and all these types of code-switching are discussed below :

1. Inter-sentential

Intersentential switching is a code-switch that takes place at the beginning or end of sentences or clauses. In this instance, the entire clause or sentence is said in one language, while the next clause or sentence is spoken in a different language. This flip is indirectly tied to the context and atmosphere of the dialogue. One or two words are not all that this kind of code-switching entails. Additionally, this switch has to happen between two clauses, which can also mean two sentences.³³ In other words, Inter-sentential code switching is used by certain people who are more proficient in the second language because this type of code switching does not simply replace one or two words but an entire sentence is replaced with the second language. Therefore, it can be said inter-sentential is the most complex code switching.

Example :

³³ Mey Lina Girsang “An Analysis of Code Switching and Code Mixing as Found in Television Advertisement” (Medan: Graduate School of HKBP Nommensen University Medan, 2015)

Teacher : “You have the task for the next meeting. Kamu harus membuat dialog pendek”.³⁴

This example of Inter-sentential code switching because both of the sentence, those are “you have the task for the next meeting” and “kamu harus membuat dialog” is form of complete sentence.

2. Intra-sentential

Code switching occurs within a clause or phrase and is referred to as intra-sentential. In this situation, speakers may change lexical items, phrase components, or even morphemes. Code switching that takes place within a phrase or sentence is referred to as intrasentential switching.³⁵ Which means this code switching more simple when compared with previous code switching because it happens within sentence and merely switch one or two words on second language, thus the speakers more used their mother tongue than their second language.

Example :

Selain di *post office* itu kita ngapain sii?³⁶

³⁴ Rini Agustiana Nasution “An Analysis of Code Switching Between English and Indonesia Language in Teaching Process of Speech on The English Department Students at The State Islamic University North Sumatera”.

³⁵ Mey Lina Girsang “An Analysis of Code Switching and Code Mixing as Found in Television Advertisement”

³⁶ Rini Agustiana Nasution “An Analysis of Code Switching Between English and Indonesia Language in Teaching Process of Speech on The English Department Students at The State Islamic University North Sumatera”

That sentence shows that the mother tongue (L1) more dominant than the second language (L2) so the example above is Intra-sentential code switching.

3. Tag Switching

Emblematic switching or tag switching are other names for this kind of code switching. It is merely an interjection, tag, or sentence filler used to indicate ethnic identification in a different language. Code swapping with a sentence tag that comes before or after the sentence is known as tag switching. It includes adding a tag in one language to an altogether different-language statement. Examples of common tags in English include 'right'.³⁷

This code switching can be seen from the tag or bilingual short expression of the sentence as “right, you know, i mean”

Example:

Teacher : Kemarin kita sudah membahas halaman 87, right?³⁸

the word “right?” that is the tag of code switching.

c. Benefits and challenges of code switching in EFL class

In addition discuss about types of code switching there are several

benefits and challenges of code switching from several expert theory :

- Benefits

³⁷ Mey Lina Girsang “An Analysis of Code Switching and Code Mixing as Found in Television Advertisement”

³⁸ Nur Sapna Harahap “An Analysis of Code Switching Used by Teacher in Teaching English of 11th Grade at SMAN 1 Tulang Bawang Tengah Academic Year 2018/2019” (Lampung: State Islamic University of Raden Intan Lampung, 2019)

a) Class atmosphere is more relaxed

Codeswitching occurs in reading involves not only teaching and learning, but modification of the classroom atmosphere. The observed classroom situation shows that teachers and students are codeswitching to motivate students who are reading. It can be assumed that codeswitching is somehow facilitated by the codes that students make with their peers. Therefore, codeswitching during graded recitation leads to a comfortable or relaxed state that students feel when around peers.³⁹

In other word code switching can make students more relaxed in learning as using code switching students simply need learn a few words in the second language and make students not afraid to feel wrong in speaking which impacts the classroom atmosphere to be more active.

b) Understandable explanation

The use of code switching in a bilingual classroom fulfills a pedagogical function when it makes a challenging subject matter comprehensible to students.⁴⁰ In other words, the use of

³⁹ Romylyn A. Metila “Decoding the Switch: The Functions of Codeswitching in the Classroom” (Philippines: U.P. College of Education, 2009)

⁴⁰ ⁴⁰ Romylyn A. Metila “Decoding the Switch: The Functions of Codeswitching in the Classroom”, 50.

code-switching in the bilingual classroom is beneficial as it helps in explaining abstract concepts and in defining terms that are difficult for students. This shows how code-switching makes the teacher's explanation easier for the students to understand. Code-switching helps students to communicate easily with each other and in the classroom such as understanding the content of the lesson, seeking clarification on some topics. It also helps students to bridge the communication gap in the classroom.

c) Easier self expression

Students code switch in teaching and learning situations because code switching from mother tongue to English allows them to communicate in a more effective way.⁴¹ By using code switching, students' difficulties when speaking the second language can be overcome by switching some words to their mother tongue. Therefore, students become easier to express what is on their minds. In addition, it makes communication between teachers and students more accessible to each other.

- Challenges

a) Code switching makes students lazy in applying English.

Code-switching makes students lazy to learn and use English and code-switching hampers students' English

⁴¹ Romylyn A. Metila "Decoding the Switch: The Functions of Codeswitching in the Classroom", 53.

communication skills, code-switching wastes a lot of time and code-switching makes students underestimate The English teachers.⁴²

b) Students lose confidence in the English language.

Because of the habit of code switching, students' ability to use English decreases which results in students losing their confidence in English.

c) Code switching not acceptable in writing examination

In a multilingual nation, code-switching may not be so desirable if the students practice it when writing national examinations which are marked by teachers from different language backgrounds.⁴³ Based on explanation above code switching not acceptable in writing examination because one of aspect in assesment of writing is correct grammar however code switching code switching is language switching which does not pay attention to the grammar in it.

5. English as Foreign Language

This point discuss about English as Foreign Language, this is a term of study about english language in a country that in there english language is not second language or not dominantly used by people in that

⁴² Aina Mewiliko Kamati “A Study of Code Switching In Junior Seondary Physical Science Classrooms In Selected Schools In The Osahana Education Region” (Namibia: The University of Namibia, 2011)

⁴³ Aina Mewiliko Kamati “A Study of Code Switching In Junior Seondary Physical Science Classrooms In Selected Schools In The Osahana Education Region”,78.

country. EFL refers to those who learn English in non-English speaking countries. (E.g. Japanese people who learn English in their country are EFL students).⁴⁴ In addition Gebhard as cited Lenggono defines that EFL is the learning of English by people living in a place that English is not used as a first language means of communication. Furthermore, he indicated that in such an environment, the students have few opportunities to be exposed to English for communication outside the classroom.⁴⁵ Therefore, it can be said the English language is not the first language or the second language in a country, but it does not mean English in the country is not important because as a national language, English should also be applied in the country.

6. Code Switching in EFL Class

For EFL classes code switching have many benefits and functions to continue communicate with each other by using code switching. Students in EFL classes not a group of people who use English more often, therefore they would be difficult to use complex English. Several functions of code-switching performed by the teachers and students in EFL/ESL classroom, which are explanation, requesting help, helping each other, self-corrections, moving from one activity to another, clearing misunderstandings, not knowing the English counterpart, checking for understanding, unofficial interactions, students' comments, students'

⁴⁴ Peng Si "A Study of the Differences between EFL and ESL for English Classroom Teaching in China" (China: Institute of Research Advances, 2019)

⁴⁵ Budi Lenggono "Teachers' Questioning technique in EFL Class (Purwokerto: Muhammadiyah University Of Purwokerto, 2019)

initiation, teacher admonitions, grammar translation, grammar explanation, and lapses.⁴⁶

The other function of the code-switching providing by teacher was as communication facilitation because teacher sometimes encountered difficulty in conveying the material in English because it was more comfortable to speak in mother tongue.⁴⁷ In addition Kustati in their study said, english lecturer use code switching to switch the topic, to transfer the necessary knowledge to the students for clarity and comprehension to build solidarity and intimate relations with students and may persuade or motivate students to be closer to the world of english.⁴⁸

Based on the explanation above, code switching in EFL classes is not only a tool to communicate but can be a motivation for students in EFL classes. Because students can be more enthusiastic in learning foreign language, namely English.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

⁴⁶ Hanna Yletyine “The Function of Code switching In EFL Classroom discourse” (Finland: The University of Jyväskylä, 2007)

⁴⁷ Nurhamidah, Fauziati, E., & Supriyadi, S. “Code-Switching in EFL Classroom: Is It Good or Bad?” (Surakarta: Journal of English Education, 2018)

⁴⁸ Martin Kustati “An Analysis of Code Mixing and Code Switching in EFL Teaching of Cross Cultural Communication Context” (Padang: IAIN IB Padang, 2014)

CHAPTER III

RESEARCH METHOD

This chapter present about the method used in this research which consist of research design, research location, participants, data collection method and technique, data analysis and validity.

A. Research Design

This research used Qualitative Descriptive research design, so the qualitative approach has been chosen by the researcher. Qualitative research is research focuses on describing a particular symptom or situation in an subject where the researcher is the key to this research because it is expected that the researcher is able to recognise the natural conditions of the object. With triangulation data collection techniques and inductive data analysis, the results of this study prioritise meaning rather than general conclusions from an incident.⁴⁹

Descriptive means, the data collected is mainly in the form of words, sentences or pictures that have meaning and are capable of spurring the emergence of a more real understanding than just numbers or frequency. Researchers emphasize notes with detailed, complete, in-depth sentence descriptions that describe the actual situation to support the presentation of data.⁵⁰ In other words the researcher make a description from the data result that has been found in the research. Descriptive qualitative chosen by the

⁴⁹ Zuchri Abdussamad, *Metode Penelitian Kulitatif* (Makassar: Syakir Media Press, 2021).

⁵⁰ Farida Nugrahani, *Metode Penelitian Kualitatif dalam Bidang Pendidikan Bahasa* (Solo: Cakra Books, 2014).

researcher because the aim of researcher is in-depth analyzed the code switching that used by teacher in Madrasah Aliyah Negeri 1 Pasuruan which means the researcher must describe languages/varieties are typically used in code switching by the English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan and the perceived benefits also challenges associated with code switching used by The English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan.

B. Research Location

This research was conducted in Madrasah Aliyah Negeri 1 Pasuruan which is the Islamic senior high school. It is located in Jl. Balaidesa Glanggang No.3A Beji Kab.Pasuruan. This school has ten classes for X, XI and XII. It also has 4 majors they are, language, science, social and religious in each class. There were 4 social class, 6 science class, 1 language class and 1 religious class. The researcher chose 3 classes to conduct this research they are 10th grade science class, 10th grade language class and 12th grade social class. The researcher chose this school because the English teachers usually use code switching but code switching also has the challenges associated that affected the English performance in students' ability, because of that the researcher wanted to analyze the languages/varieties typically used in code switching, the perceived benefits and challenges associated with code switching in this school.

C. Research Subject

In this research, 3 English teachers has been chosen by researcher because those teachers are very often use code switching during the learning proces, so researcher wants to analyzed languages/varieties are typically used in code switching, the preceived benefits and challenges associated with code switching used by the English teachers in EFL class at Madrasah Aliyah Negeri 1 Pasuruan. In addition 1 student of each teacher also as a subject in this research, so 3 students has been chosen by the researcher to ensure and validity the data from the 3 English teachers.

D. Technique of Collecting Data

This section discuss about technique of collecting the data and the researcher choose observation, interview and documentation as a tools of collecting the data.

1. Observation

According to Cresswell observation is when the researcher takes field notes on the behavior and activities of individuals at the research site.⁵¹ In othe words observation is not jus observing and see the subject

but the researcher should sign important points of what was found during the observation at the research site. Observation conducted with

the researcher join in learning teaching at EFL class to observe the code swithching that used by the teacher. At this stages researcher should be

find out the data from ongoing learning activities, those are the type of

⁵¹ John W. Cresswell, *Research Design Qualitative Quantitative and Mixed Methods Approaches*, (California: Sage Pblication,2014).

code switching, benefits and challenges of code switching that used by the 3 the English teachers. The researcher used check list in observation. Checklist is a method of observation that is able to provide information about the emergence or not observed behavior by giving a check mark (√) if the observed behavior appears.⁵²

Observation checklist about type of code switching can be seen in Table 3.1

No.	Utterances	Code switching		
		Types		
		Inter-sentential	Intra-sentential	Tag

Source from previous study or thesis entitled "*The Use of Code-Switching and Code-Mixing By The English teachers At MAN Kota Palangka Raya*" by Kiki Agustina

2. Interview

Interview is a form of verbal communication and interview is a kind of conversation that aims to obtain information or can be interpreted as a data collection technique carried out by asking and answering questions between the researcher and the subject under study. In this method the creativity of the interviewer is needed because the results of the interview depend a lot on the investigator's ability to find answers, record and interpret each answer.⁵³ Based on explanation above creativity from interviewer in this part is essential because interviewer must carried out a

⁵² Kiki Agustina "*The Use of Code-Switching and Code-Mixing By The English teachers At MAN Kota Palangka Raya*".

⁵³ Zuchri Abdussamad, *Metode Penelitian Kualitatif*.

lot information from the interviewee so the interviewer can write or interpret a lot from information thought.

This research used semi-structured interview, this type of interview is included in the in-dept interview category, which is more flexible in its implementation compared to structured interviews. The purpose of this type of interview is to find problems more openly, where the parties invited to the interview are asked for their opinions and ideas. In conducting interviews, researchers need to listen carefully and record what the informants say.⁵⁴ Which means if this interview compare with structured interview, this type is most reliable because the researcher can not predict the answer of the interviewee as the structured interview. And from this interview the researcher include several information to ask the interviewee those are,

- Languages/varieties are typically used in code switching by the English teachers in EFL Class at Madrasah Aliyah Negeri 1

Pasuruan

- The preceived benefits also challenges associated with code switching used by The English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan.

3. Documentation

⁵⁴ Sugiyono, *Metode Penelitian Pendekatan Kuantitative Kualitative dan R& D*, (Bandung : Alfabeta, 2013).

Documentation is the way to collect data that produces important notes related to the problem of research, so that complete, correct, and not based on estimates such data will be obtained as achievement index, number of children, population, etc. In social research the function of data derived from document is mostly used as supporting and complementary data for primary data obtained through in-depth observation and interview⁵⁵. Documentation makes the research most believable because the researcher not just writes the information from interview but there is evidence included in the form of documentation. The form of documentation of this research is record of English teaching and photo when the teaching learning is going on.

E. Technique of Data Analysis

Next about technique of data analysis of this research, according to Sugiyono Data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, describing them into units, synthesizing them, compiling them into patterns, selecting which ones are important and what will be learned, and making conclusions that are easily understood.⁵⁶ In this research, the researcher chooses several techniques to analyze the data and the theory to analyze the data from Miles, Huberman, and Saldana, those are data condensation, data display and conclusion drawing/verification. This is the step to analyzing the data :

⁵⁵ Basrowi Suwandi, *Memahami Penelitian kualitatif*, (Jakarta: Rineka Cipta, 2008).

⁵⁶ Sugiyono, *Metode Penelitian Pendekatan Kuantitatif Kualitatif dan R&D*.

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, researcher making data stronger. (researcher stay away from data reduction as a term because that implies we're weakening or losing something in the process.)⁵⁷ In other words the researcher simplifying the data to make data more stronger because the data easier to understand and less complicated. In this section the resarcher focused simplifying the data to languages/varieties are typically used in code switching by the English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan and the perceived benefits also challenges associated with code switching used by The English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan

2. Data Display

Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action.⁵⁸ this part of the research can make easier the research because this part researcher displays the data and then analyzed the data. Researcher gain the data with analyzing from observation and interview after that presented the

⁵⁷ Miles, M.B, Huberman, A.M, dan Saldana, J. *Qualitative Data Analysis, A Methods Sourcebook*, edition 3. (USA: Sage Publications. 2014)

⁵⁸ Miles, M.B, Huberman, A.M, and Saldana, J. *Qualitative Data Analysis, A Methods Sourcebook*, edition 3.

data of languages/varieties are typically used in code switching by the English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan and the perceived benefits also challenges associated with code switching used by The English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan. Describing the data into narrative form in order to the data can more understandable before researcher mak the conclusion.

3. Conclusion Drawing/Verivication

From the start of data collection, the qualitative analyst interpret the data by note essential points, explanations, causal flows, and propositions.⁵⁹ So this the last part of analyzing the data, which means the interpretation of all the data should be have a conclusion from the researcher and the researcher is the key of this part because the conclusion should be meaningfull for the research. The conclusions are analyzed many times and the validity of the data is verified through triangulation of observation, interview, and documentation to make the conclusions have a realiablity in this research. For the last step the researcher concludes the data from and entered to the research problem those are: what are languages/varieties are typically usen in code switching by the English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan and what are the preceived benefits also challenges associated with code switching used by The English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan.

⁵⁹ Miles, M.B, Huberman, A.M, and Saldana, J. *Qualitative Data Analysis, A Methods Sourcebook*, edition 3, 9.

F. Validity of Data

In this study researcher used triangulation to measure the validity of the data. Triangulation in this credibility test is defined as checking data from several sources in several ways, and several times.⁶⁰ Triangulation data for this research obtained from observation, interview and documentation. In this research triangulation sources from 3 English teachers that teaching english in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan and the students which studied with those several teacher. The triangulation conducted to answer the research problem of this research, those are: what are languages/varieties are typically used in code switching by the English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan and what are the perceived benefits also challenges associated with code switching used by The English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan.

G. Research Procedure

This part explains the plan of research done by the researcher, starting from preface research, design development, real research, and report writing.

⁶¹ So this part have several part of research procedures which consist of Pre field research stage, Field research stage, Data analysis stage, Reporting Stage and all of the research procedures as follow:

1. Pre field research stage

⁶⁰ Zuchri Abdussamad, "Metode Penelitian Kualitatif" (Makassar: Syakir Media Press, 2021)

⁶¹ Tim Penyusun, "Pedoman Karya Ilmiah", 48.

The pre-field stage is the stage where it is decided what to do before a researcher visits the field of research objects.⁶² And the steps would be mentioned as follow :

a) Arrange the research design, which means the researcher must establish several plan, those are title of the study, the reasons for the research, the focus of the study, the purpose of the study, the benefits of the study, the subject of the study, and the method used.

b) Choosing the location of research, before the research conducted by the the researcher the location should be establish and the researcher choose the islamic senior high school that the researcher was school in there before that is Madrasah Aliyah Negeri 1 Pasuruan.

c) Permit processing, After choosing a research location, researchers must first organise permits to the campus by asking for a cover letter from KH. Achmad Siddiq Jember State Islamic University as a proposal for permission submitted to the school.

d) Prepare research intruments, several research intruments as the question for interview, sheet for notes in observation, the handphone for record the interviewee or anything that reserchers need in the research.

2. Field research stage

⁶² Moch Muchtarom, "Learning Vocabulary For The Students of English Department of State Islamic University of Jember Through Music Clinic Program." (Jember: State Islamic University of KH. Achmad Siddiq Jember, 2022)

The research stage will be carried out after all preparations have been made properly. The aim of this stage is collect the data ⁶³and this stages begins with observations in English language learning in the classroom by looking at the code switching used by the teacher. After that continued with interviews and documentation to gather a lot of information about the subject of research.

3. Data analysis stage

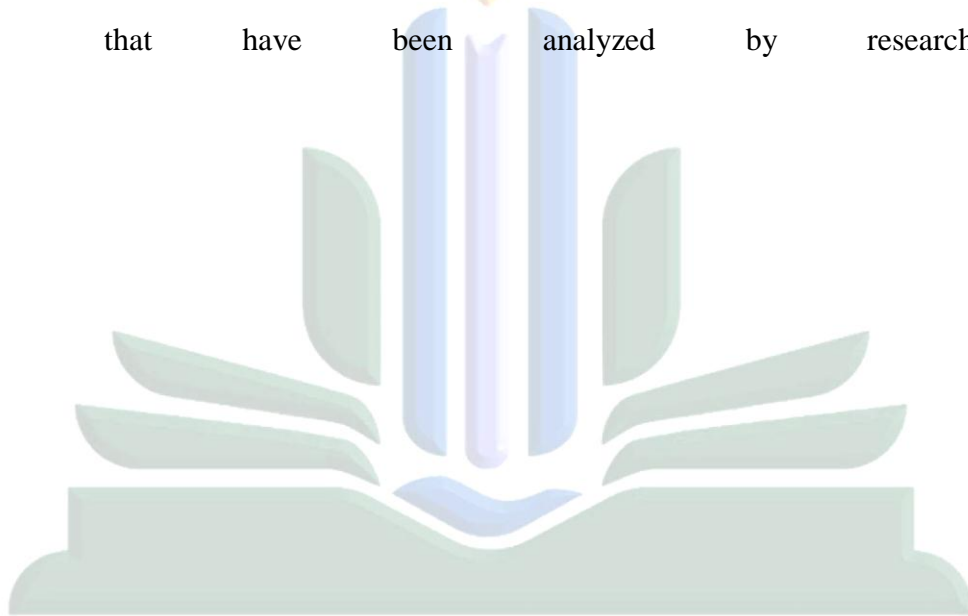
After gathering the data, the next stage is to analyze it using a variety of methods, including data condensation, data display, and conclusion. ⁶⁴ In data condensation, researchers gain the data from observation, interview, and documentation. After that, all of the data will be condensed by selecting information about the type, advantages, and challenges of the code switching used by teachers in EFL classes. The data display is the second step of the data analysis stages; here, the researcher displays the data in narrative form. The last step is about drawing and verifying conclusions. In this step, the researcher must draw conclusions from the data obtained from several sources related to the research questions.

4. Reporting stage

⁶³ Moch. Muhtarom "Learning Vocabulary For The Students of English Department of State Islamic University of Jember Through Music Clinic Program." 53

⁶⁴ Nurul Khoiriyah, "Students' Strategies to Overcome the Level of Language Anxiety in Speaking Performance at UPT SMP Negeri 13 Gresik". (Jember: State Islamic University of KH. Achmad Siddiq Jember, 2022)

The reporting stage is the last stage of the qualitative research process and procedure. At this stage, researchers make a written report using data obtained from observations, interviews, and documentation that have been analyzed by researchers.



UIN

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents findings and discussions of research related to the research problem in Chapter 1. The languages/varieties are typically used in code switching by the English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan and the perceived benefits also challenges associated with code switching used by The English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan. This chapter consists of 2 parts. The first part is findings, which describes the data gathered by the researcher from the observations and interviews conducted during the research and includes what are languages/varieties are typically used in code switching by the English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan and what are the perceived benefits also challenges associated with code switching used by The English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan. The next part is the discussion, which provides the description and interpretation of the research findings from the previous part, where there will be a more detailed explanation of the research problem. The researcher will describe the research findings and discussion below

A. Findings

- 1. Languages/varieties are typically used in code switching by the English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan**

In this section discuss about the languages/varieties are typically used in code switching by the English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan that researchers found during the research by observing and interviewing The English teachers in EFL class at Madrasah Aliyah Negeri 1 Pasuruan. After conducting observation and interview with three teachers in Madrasah Aliyah Negeri 1 Pasuruan, the researcher found three Languages/varieties are typically used in code switching namely intersentential, intrasentential, and tag switching. The totality of each type of code switching consists of 39 intersentential, 121 intrasentential, and 22 tag switching. It can be seen here that intrasentential is the most common type found among The English teachers in EFL class at Madrasah Aliyah Negeri 1 Pasuruan.

a. Inter-sentential

From the results of observations and interviews conducted by researchers, 39 examples of inter-sentential code switching used by 3 teachers at Madrasah Aliyah Negeri 1 Pasuruan have been found.

- Teacher 1, the researcher found 15 utterances indicating an inter-sentential type. These are some of the code-switching utterances with an inter-sentential type that researchers have found in the first teacher:

- 1) What is the generic structure of procedure text? Struktur yang ada dalam eee prosedur teks itu apa saja dalam prosedur teks itu?

2) And now, what do you want to study? From the book or getting score. Cari nilai atau dari buku?

3) The answer is on page 125, pada halaman seratus dua puluh lima⁶⁵

Those are some examples of code switching with inter-sentential types. The several utterances have similarities that is first utterances with English language and then continued by Indonesian language for example “What is the generic structure of procedure text? Struktur yang ada dalam eee prosedur teks itu apa saja dalam prosedur teks itu?”.

- Teacher 2, 10 utterances were found indicating the inter-sentential type, some of that are:

1) Is that any trouble with this? Ada masalah?

2) Any difficulty with your previous material? Ada masalah dengan yang dulu?

3) What will we discuss? Apa yang mau kita diskusikan?⁶⁶

- Teacher 3, 14 utterances were found that showed the inter-sentential type, some of that are :

1) Forbidden open the handphone, gak bole buka hp.

2) Place in a perfect place letakkan ditempat yang benar

⁶⁵ Observation checklist by the researcher in first teacher class, observation on 7th March 2023

⁶⁶ Observation checklist by the researcher in second teacher class, observation on 6th March 2023

- 3) And then the next one is choose one of the word that is suitable to coping here. Kamu pilih sesuai yang kamu dengarkan.⁶⁷

The several utterances above is example of intersentential code switching that researcher find during the research. In addition the teachers have a reason to use the type of this code switching, this is several reason stated by 3 The English teachers

Teacher 1 said :

“Normally with utilizing this type of code switching to be clear, but if i believe the students have understood, i use English. Additionally, it helps the students comprehend what we are saying. Even when we speak to them in complete English, students occasionally don't understand or become confused.”⁶⁸

From the data above, it shows that the reason of using intra-sentential code switching from teacher 1 is to easily the explanation and make the students more understand about the material. The next type is intra-sentential will describe bellow.

b. Intra-sentential

The next languages/varieties are typically used in code switching by the English teachers is intra-sentential, which means in one sentence there are two language mix in one sentence which is not complex. Intra-sentential only entering one words or phrases in second language on one sentence. And after conducting interview and observation, the researcher found 121

⁶⁷ Observation checklist by the researcher in third teacher class, observation on 6th March 2023

⁶⁸ Teacher 1 at Madrasah Aliyah Negeri 1 Pasuruan interviewed by the researcher on 16th March 2023

utterances of the inter-sentential type used by 3 teachers and this type of code switching is the most common because of its spontaneous use of only 1 or 2 words in the mother tongue or the opposite. It can also be said by mixing the first language and the target language in one sentence. The details of inter-sentential utterances will be explained below.

- Teacher 1, 43 utterances were found that showed the intra-sentential type; some of the utterances are:

1) Observe carefully the cutting edge kamu perhatikan dulu periksa dulu, apa? Cutting pemotongnya itu

2) Nanti yang kepingin dapat nilai yaa, you can use your procedure text or song. Ada yang sing a song?

3) Tadi katanya kepingin from the book kan ya? Ayo open the book⁶⁹

- Teacher 2, 44 utterances were found that showed the intra-sentential type, some of that are:

1) Satu fitur dari recount text itu adalah use of word penggunaan kata that show the order of event.

2) Jam 5 sore berangkatnya i left my home at five ya

3) Silahkan dibaca dulu ten minutes lima sampe sepuluh menit memahami teks ini sekaligus dengan melengkapinya, please read it!⁷⁰

⁶⁹ Observation checklist by the researcher in first teacher class, observation on 7th March 2023

⁷⁰ Observation checklist by the researcher in second teacher class, observation on 6th March 2023

- Teacher 3, 34 utterances were found that showed the intra-sentential type, some of that are:

- 1) Today the materials before atau our material
- 2) Kalo lagunya sih maybe it is very popular to your ear mungkin sangat-sangat populer dan pernah kamu dengar
- 3) Part 1, exercise 1 you fill the blank with the lyrics that you meant here dengan lirik yang kamu akan gunakan from this song⁷¹

This type of code switching happened within sentence so the teachers have no reason or spontaneous to using this code switching, such as the teacher 3 stated :

“Sometimes it's happened more often unconscious because of habit.”⁷²

Realizing that the students in EFL class make all the teachers using code switching habitually such as the answer from teacher 3 above.

Teacher 3 using this type of code switching because habitually she practising code switching inter-sentential spontaneous.

c. Tag Switching

Tag switching is the type of code switching that easy to be memorize because it is a 1-word sign or short expression in the target language or

⁷¹ Observation checklist by the researcher in third teacher class, observation on 6th March 2023

⁷² The third teacher at Madrasah Aliyah Negeri 1 Pasuruan interviewed by the researcher on 21st March 2023

mother tongue. From the observations conducted by the researcher on the three teachers in the EFL class, 22 utterances were found in the sentences that used this type of tag code switching, and the details will be discussed below.

- Teacher 1, 8 utterances were found that showed the type of tag switching, some of that are:

- 1) Ayo what is the generic structure of procedure text? Number one? Goal,
- 2) Number two? Material not material loh ya
- 3) Ya for example?⁷³

- Teacher 2, 10 utterances were found that showed the type of tag switching, some of that are:

- 1) Your activity for the last meeting itu focus on verb 2, ya
- 2) Yok let's try to check your understanding about the text
- 3) So jadi pake apa tadi?⁷⁴

- Teacher 3, 4 utterances were found that showed the type of tag switching, some of that are:

- 1) Our material Narrative text ya
- 2) harus pura- pura bisa, okayyy
- 3) What do you thinks ya?⁷⁵

⁷³ Observation checklist by the researcher in first teacher class, observation on 7th March 2023

⁷⁴ Observation checklist by the researcher in second teacher class, observation on 6th March 2023

⁷⁵ Observation checklist by the researcher in third teacher class, observation on 6th March 2023

Based on the examples from the three teachers above, this type of tag switching is rarely realized because even though this type of code switching presence it seems does not exist because just a sign or short expression that does not change the structure of sentence. Such as in the sentence “Yok let’s try to check your understanding about the text” or “what do you think ya?” both sentences still have meaning even without the word “yok” or “ya” as a mother tongue.

2. The perceived benefits and challenges associated with code switching used by The English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan

1) Benefits

Several benefits of code switching written by the researcher in the previous chapter have been found in the three teachers at Madrasah Aliyah Negeri 1 Pasuruan during interview and observation. And the results of the findings will be explained below:

a) Class atmosphere is more relaxed

After conducting observations and interviews with three The English teachers at Madrasah Aliyah Negeri 1 Pasuruan, the researcher found the first benefits were felt by teacher 3. The first benefit is that the "class atmosphere is more relaxed," which means students are more comfortable and do not feel pressured to speak during the lesson. The researcher realized this benefit was felt by the third teacher because, during the interview, the teacher 3 stated

“If learning using full English, the students will be afraid to speak if they want to say something; it will make the class tense. So the use of code switching is like loosening the students when these students want to say something but can't speak the target language, so they can use code switching because I also practice it, and this is also language learning; if it is tense, it will not be understood. Because language is a habit that must be familiarized, if it is not relaxed, it will not be understood, so I sometimes joke with students using languages in which they understand.”⁷⁶

Based on teacher 3 said, it shows that the students will enjoy when the teacher relaxes the students in learning the language by practising code switching. This result was supported by student as follow:

“The class atmosphere is more relaxed, Mrs Alies uses 2 languages when she explain the material which makes the class less tense and relaxed, it's different if the class is full of English, we are afraid to speak because we can't speak more easily because we don't understand. Mrs Alies also uses it when outside the explanation, so we just relax during the learning process.”⁷⁷

b) Understandable explanation

The next benefit of code switching is understandable explanation, which means that using code switching during the learning process will ease the teacher's job of conveying the lesson. And the results of observation and interview conducted during the research with the three teachers at Madrasah Aliyah Negeri 1 Pasuruan found out that teacher 2 was experienced this benefit because during the interview the teacher 2 said

⁷⁶ Teacher 3 at Madrasah Aliyah Negeri 1 Pasuruan interviewed by the researcher on 21st March 2023

⁷⁷ Student 3 at Madrasah Aliyah Negeri 1 Pasuruan interviewed by the researcher on 17th March 2023

“In my opinion, I focus more on understandable explanation because they understand what I explain better because I repeat it again in the native language. At the beginning, we use the target language but we find that students don't understand, so we use the original language.”⁷⁸

Based on teacher 2's answer above, code switching makes it easier for the second teacher to explain the lesson during class because the students sometimes do not understand if explained in complex English. So the second teacher repeats it again in Indonesian language. In addition the teacher 3 stated the same answer during the interview, as follow :

“When I haven't used code switching, I mostly use it in English; maybe they don't understand, so I use it to make them understand better.”⁷⁹

From the data above it shows that not only teacher 2 felt this benefit but this benefits also felt by teacher 3. This statement is supported by the student from teacher 2 that said :

“so it's easier to understand the explanation from the teacher, sometimes I don't understand if the teacher explains in full English so I need another explanation in Indonesian.”⁸⁰

c) Easier self expression

The results of the observations and interviews conducted by the researcher for this last benefit showed that the first teacher relates to “easier self expression”. Based on the theory in the previous chapter,

⁷⁸ Teacher 2 at Madrasah Aliyah Negeri 1 Pasuruan interviewed by the researcher on 20th March 2023

⁷⁹ Teacher 3 at Madrasah Aliyah Negeri 1 Pasuruan interviewed by the researcher on 21stth March 2023

⁸⁰ Student 2 at Madrasah Aliyah Negeri 1 Pasuruan interviewed by the teacher on 17th March 2023

easier self-expression means the use of code switching makes it easier for users to express their feeling by mixing the first language and the second language without fear of wrong. The last benefit was experienced by the teacher 1 because during the interview, the first teacher said

“Actually, for the theory I don't really understand, but maybe it covers all that I feel. In my opinion, the students and I probably have easier self expression because sometimes the students are confused if they have to use full English, so using code switching alternatives to express opinions or answer questions that I ask verbally, which I usually ask with code switching also.”⁸¹

Based on teacher 1's answer, code switching can make students easier self expression and it approved by student from teacher 1 during the interview he said :

“Secondly, we can express ourselves more easily if we use code switching because sometimes we don't know the English language, we can use Indonesian mixed with English.”

From the answer of students it shows that code switching is alternative of student when student want expressing himself but he can not talk with english language fully.

2) Challenges

In addition to the benefits of code switching that have been discussed in the previous session, there are challenges felt by the three teachers who use code switching during class. After conducting observations and

⁸¹ Teacher 1 at Madrasah Aliyah Negeri 1 Pasuruan interviewed by the researcher on 16th March 2023

interviews, the researcher found the challenges felt by the three teachers, and the explanation will be discussed below:

a) Code switching makes students lazy in applying English.

For the first challenges, this was mostly felt by all teachers when the researcher conducted an interview with them. For example, when the teacher 1 said,

“Because they are familiar with using code switching, they are lazy to apply full English and no longer think about speaking, even though not all of them are students,”⁸²

the teacher 2 also said,

“Yes, although there are also disadvantages, such as children not trying to find what I was teaching using the target language. If so, they are too lazy to apply the target language, so everything must have an effect, whether it is good or bad, but the use of code switching is aimed at making students understand better, but if it turns out that there is a bad effect, it has become a consequence of that.”⁸³

Last teacher 3 said,

“From all the disadvantages, it can include all of them but maybe it makes them lazy because they are so underestimating halahh bu alis definitely explain again, so no need to learn.”⁸⁴

Based on the answers from the three teachers, all felt that the students became lazy in applying complex English because the teachers also used code switching during the lesson. So in addition to making students better understand what is being explained by the teacher, the

⁸² Teacher 1 at Madrasah Aliyah Negeri 1 Pasuruan interviewed by the researcher on 16th March 2023

⁸³ Teacher 2 at Madrasah Aliyah Negeri 1 Pasuruan interviewed by the researcher on 20th March 2023

⁸⁴ Teacher 3 at Madrasah Aliyah Negeri 1 Pasuruan interviewed by the researcher on 21st March 2023

negative impact is code switching make students lazy to apply English.

This was supported when the researcher made interview with the students, one of student said

“so lazy to apply English because we always get re-explanation in Indonesian so if we want to talk or think further about English so lazy.”⁸⁵

So this is the negative impact of code switching with some benefits discussed in the previous topic.

b) Students lose confidence in the English language.

This second challenges is students lose confidence in the English language, was felt by the teacher 1 in her statement during the interview with the researcher

“Yes, because they are lazy and not used to it, they are sometimes not confident when they want to say something in English, such as when in class they become quiet when I ask a question, even though I have repeated it in Indonesian. They are still silent because to answer they probably don't have a lot of vocabulary, so they choose to be quiet because they are not confident in applying English.”⁸⁶

Based on the answer above, it shows that the teacher 1 feels these challenges, which means the students lose confidence because they are not used to applying it and underestimate the use of complex English, so to simply answer, the students are not confident.

⁸⁵ Student 2 at Madrasah Aliyah Negeri 1 Pasuruan interviewed by the researcher on 17th March 2023

⁸⁶ Teacher 1 at Madrasah Aliyah Negeri 1 Pasuruan interviewed by the researcher on 16th March 2023

This statement was supported when the researcher conducted interview with student from teacher 1, he said

“who are not confident because we never speak English correctly, so those who are not confident to speak English.”

From this, it can be seen that students are not confident in the application of English because they not often using english fully when learning process on going.

c) Code switching not acceptable in writing examination

This last challenges was felt by the teacher 3 because during the interview teacher 3 said

“For example, in Grade 12, students are supposed to understand more vocabulary in English, so we (as a teacher) have to use code switching to make students familiar with new vocabulary because it's impossible to use full English, so we alternate using code switching during the lesson. But the challenge of practicing code switching for speaking is that sometimes students have difficulty when writing tests, especially in grade 12, as code switching should not be practiced for written tests because in code switching the grammar must be wrong, and besides there should be no Indonesian words in the written test so maybe that's the difficulty they have when using code switching.”⁸⁷

From the third teacher's answer, it shows that code switching has an impact on writing tests in Grade 12. It can be proven by student during the interview he said

“but the last one about not being accepted during the writing test is also possible because class 12 has a lot of exams so if the habit of code switching to answer it becomes difficult.”⁸⁸

⁸⁷ Teacher 3 at Madrasah Aliyah Negeri 1 Pasuruan interviewed by the researcher on 21st March 2023

⁸⁸ Student 1 at Madrasah Aliyah Negeri 1 Pasuruan interviewed by the researcher on 15th March 2023

In other words, code switching is not applicable on writing tests, which makes students have difficulty when doing any test in the form of writing.

B. Discussion

This research was conducted to find out the types, advantages, and challenges of code switching used by teachers in EFL classes at Madrasah Aliyah Negeri 1 Pasuruan. Based on the theory of Charlotte Hoffman, there are three types of code switching: inter-sentential, intra-sentential, and tag switching.⁸⁹ And theory by Romlyn metila stated that benefits of code switching are class atmosphere is more relaxed, understandable explanation and easier self expression.⁹⁰ In addition, based on the theory of Kamati in her research, it is mentioned that the challenges of code switching are that code switching makes students lazy in applying English, students lose confidence in English, and code switching is not acceptable in writing examinations.⁹¹

1. Languages/varieties are typically used in code switching by the English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan

In the type of code switching taken from Hoffman's theory, the researcher found 182 utterances of code switching uttered by the three teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan. With the classification of 39 inter-sentential type code switching, 121 intra-sentential type code switching, and 22 code switching with tag

⁸⁹ Charlotte Hoffman. *"An Introduction to Bilingualism"* (London: Longman, 1991)

⁹⁰ Romylyn A. Metila "Decoding the Switch: The Functions of Codeswitching in the Classroom"

⁹¹ Aina Mewiliko Kamati "A Study of Code Switching In Junior Secondary Physical Science Classrooms In Selected Schools In The Osahana Education Region".

switching type. From the results, it shows that the three types of code switching are used by each teacher, and the most commonly used is the intra-sentential type, or code switching within the sentence, which is only one word insertion in the second language or native language.

Inter-sentential is the first type of code switching that occurs because the user uses two languages between sentences. It means one sentence uses the target language and the next sentence uses the native language. From this result found that the teacher can explained more easily with using this type of code switching. This data supported by another research that stated this type of code switching assists educators in delivering knowledge and instructions, hence make the material or instructions more easily understood by the students.⁹² This type was found in the amount of 39 utterances in the three teachers.

Intra-sentential is the most code switching used by 3 English teacher in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan because the teachers did not realize when they used this type of code switching. The teachers said it happened because they teach EFL classes where it is impossible to use a complex English language, so the habit of using code switching became spontaneous and unexpected. Another research also mentioned that the teacher acknowledged that the reason they frequently mixed up their code was because it was their habit, which affected how they spoke while presenting English in class. Code

⁹² Rini Agustiana Nasution. *“An Analysis Of Code Switching Between English and Indonesia Language in Inteaching Procces of Speech on The English Depeartment Students at The State Islamic University North Sumatera”*.

switching was utilized by the teacher during the teaching and learning process, also after classes ended, in casual settings when they met with friends, colleges, or even their pupils outside of the school grounds. It happened spontaneously as a result of habits.⁹³ This statement is supported by the data which shows 121 utterances of this type of intra-sentential code switching, so this is the most commonly used by the three teachers because their habit of using code switching in the sentence is spontaneous.

Tag switching, which can also be called emblematic, happens because there are short expressions or tags in the target language or the opposite, so this short expression, even though it is there, does not change the meaning of the sentence. This result was support by previous research that teachers use tag switching for the purpose of emphasizing the sentence, and inserting tag switching in the sentence may not be a distraction from the sentence structure.⁹⁴ For utterances in this type of code switching, the researcher found 22 utterances in the three teachers.

2. The preceived benefits and challenges associated with code switching used by The English teachers in EFL Class at Madrasah Aliyah Negeri

1 Pasuruan

2.1 Benefits

⁹³ Ashabul Kahfi "Code mixing used by the teachers in teaching English at SMKT Somba Opu (A descriptive research)." (Makassar: University of Muhammadiyah Makassar, 2018)

⁹⁴ Nisrina Hanif Nurrohmah. "An Analysis of Code Switching Used By English Teacher By The Classroom At The Eight Grade At SMP Muhammadiyah 4 Surakarta In The Academic Year Of 2019/2020"

Based on the theory of methila, there are 3 benefits of code switching. Which when researchers conducted observations and interviews also found the benefits of code switching related to the theory. The details of these benefits will be explained below:

Class atmosphere is more relaxed. In Metila's theory, the use of code switching by some teachers makes the class atmosphere more relaxed. The use of code switching is the bridge between teachers and students to communicate more effectively because teachers can convey with the target language, and students can become more understanding and fearless.⁹⁵ This is felt by teacher 3, because she feels that to teaching language she can not make student scary with the tense atmosphere in the class so code switching is alternative. The result student enjoy with atmosphere in the class and comofortable in learning english language.

Understandable explanation. The second benefit is code switching makes it easier for teachers to make students understand. The explanation does not only focus on learning; it can also include daily interactions between teachers and students that help them understand what each other means. For the second advantage, it was conveyed teacher 2 during the interview with the researcher. According to the teacher 2, the students still need an explanation using their native language, considering that they are in an EFL class and are not familiar with complex English. However, this statement was supported by the

⁹⁵ Romylyn A. Metila "Decoding the Switch: The Functions of Codeswitching in the Classroom"

theory from Metila's research, which states that the instructor claimed that she had found codeswitching to be useful when her students had trouble understanding certain technical phrases.⁹⁶

Easier self-expression means the use of code switching is an alternative for students who want to learn English but cannot speak complex English, they can use code switching. According to Metila's research, codeswitching facilitates students in thinking of word equivalents for concepts in foreign languages.⁹⁷ This was expressed by teacher 1 to the researcher during the interview: for the EFL class students, they would have difficulty if they had to express their opinions or answer with complex English, so the first teacher would understand the students who expressed their answers or opinions with code switching.

2.2 Challenges

Furthermore, based on Kamati's theory, there are challenges of code switching, which can be a consideration for teachers when they use code switching during the learning process. And after collecting and analyzing the data, the researcher discusses the challenges of code switching below:

Code switching makes students lazy in applying English, this happen because students are used to using code switching so the

⁹⁶ Romylyn A. Metila, "Decoding the Switch: The Functions of Codeswitching in the Classroom", 50.

⁹⁷ Romylyn A. Metila, "Decoding the Switch: The Functions of Codeswitching in the Classroom", 53.

students will underestimate the applying of complex English language. This statements supported by Kamati in his theory mentioned how students will become lazy to apply English because they are already comfortable with the use of easier code switching.⁹⁸ Actually, these challenges definitely occur and this are not entirely the fault of the students because the teachers were the ones who initially used code switching as an example. From there, students underestimated the complex English language because they thought using code switching would be tolerated by the teachers. Therefore, these challenges can be taken into consideration for teachers who use code switching.

Students lose confidence in the English language were felt by teacher 1. Losing confidence in the English language is connected to the previous disadvantages. The connection here is that initially, because students are too lazy to apply English, they are not familiar with it, which eventually makes them lose confidence in its application. Kamati was state in his study it was indicated that explaining in the mother tongue would make it difficult for students to express themselves and lose their confidence in English.⁹⁹

Code switching not acceptable in writing examination. The last challenge is definitely felt by all students who are learning English. Because it is impossible for code switching to be accepted in writing

⁹⁸ Aina Mewiliko Kamati "A Study of Code Switching In Junior Seondary Physical Science Classrooms In Selected Schools In The Osahana Education Region"

⁹⁹ Aina Mewiliko Kamati "A Study of Code Switching In Junior Seondary Physical Science Classrooms In Selected Schools In The Osahana Education Region", 88.

examinations wherever it is. Stated by teacher 3, probably for students who use code switching it will be difficult if they have to do a writing examination because the use of two languages is not acceptable in the writing as well as the grammar is definitely wrong. Especially for students in grade 12, who are dealing with more writing exams, they will definitely have difficulties if they use code switching continuously. This result was supported by previous research which stated code-switching might cause students to fail the exam due to the fact they might have difficulty in expressing on their own well in English.¹⁰⁰



¹⁰⁰ Aina Mewiliko Kamati “A Study of Code Switching In Junior Secondary Physical Science Classrooms In Selected Schools In The Osahana Education Region” (Namibia: The University of Namibia, 2011), p.88



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of the research that has been conducted. The conclusion section provides the findings of the research that have been concluded by the researcher. The researcher concludes these results based on the research question in Chapter 1. Furthermore, the suggestion section provides suggestions from the researcher for future researchers in order to differentiate their research from current research.

A. Conclusion

According to the results of research that has been conducted on the types, advantages, and challenges of code switching at Madrasah Aliyah Negeri 1 Pasuruan, The researcher concluded this with several points, as follows:

The types of code switching found in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan are inter-sentential, intra-sentential, and tag switching. The results showed that each of these types of code switching is found in all teachers during the learning process, and the most commonly found type is intra-sentential switching. From the findings, it shows that the teachers are spontaneous in the use of code switching in the utterances.

The perceived benefits and challenges associated with code switching used by The English teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan. All of the teachers in Madrasah Aliyah Negeri 1 Pasuruan experience all of the benefits of code switching. The benefits are class atmosphere is more

relaxed, understandable explanation and easier self expression. So the teachers are not distracted by the challenges of code switching. In fact, the teachers did not realized that code switching has some challenges. They are code switching makes students lazy in applying English, students lose confidence in the use English language and code switching not acceptable in writing examination. In teachers opinion code switching is an alternative way that very helpful for the teachers when teaching in EFL class.

B. Suggestions

In the last section of research, the researcher is required to give suggestions for the next researcher who will conduct research on the same topic. While conducted this research the researcher found that code switching is not only used by the teachers when learning processe occur but the students also used code switching to communicate with other students also the teachers, so i suggest for the next researcher may analyzed code switching used by the students.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

REFERENCES

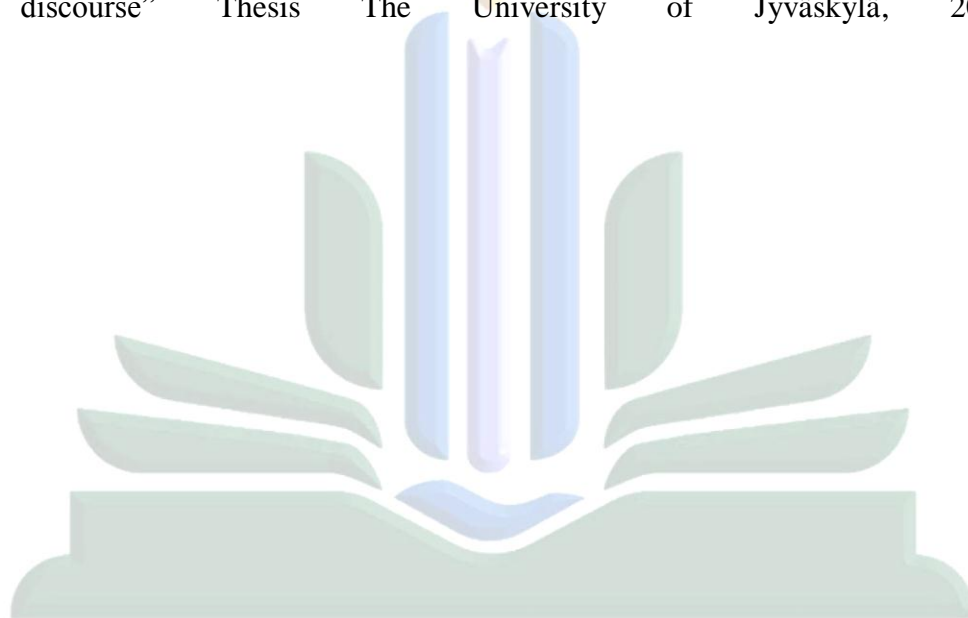
- Abdussamad, Zuchri. *Metode Penelitian Kualitatif* Makassar: Syakir Media Press, 2021.
- Algarins-Ruiz, Karen Marie. "Code-Switching: A Tool in the Classroom", Master Thesis US: State University of New York. 2014.
- Ashabul Kahfi "Code mixing used by the teachers in teaching English at SMKT Somba Opu (A descriptive research)." Makassar: University of Muhammadiyah Makassar, 2018
- Brown, H. Doughlass. *Principles of Language Learning and Teaching*. New York: Pearson Education, Inc. 2007.
- Cantone, Katja F. *Code-switching in bilingual children* Germany: Springer, 2007.
- Cresswell, John W. *Research Design Qualitative Quantitative and Mixed Methods Approaches*. California: Sage Publication, 2014.
- Fasold, Ralph W., *An Introduction to Language and Linguistics* (New York: Cambridge University Press, 2013)
- Harahap, Nur Sapna "An Analysis of Code Switching Used by Teacher in Teaching English of 11th Grade at SMAN 1 Tulang Bawang Tengah Academic Year 2018/2019" Thesis State Islamic University of Raden Intan Lampung, 2019.
- Hoffman, Charlotte. *An Introduction to Bilingualism* London: Longman. 1991.
- Holmes, Janet. *An Introduction to Sociolinguistics* Fourth Edition. New York: Routledge, 2013. (R.L. Trask, Key Concepts in Language and Linguistics. Routledge, 1999/2005)
- Howson, "The Effect English" (London: British Council, 2013)
- Hudson, R.A. *Sociolinguistics*, Second Edition, Cambridge University Press, 2011.
- Humairoh, Mega Fariziah Nur
- Jenda, Made Iwan Indrawan, *Sociolinguistics, "The study of Societies" Language* Yogyakarta: Graha Ilmu, 2012.
- Kamati, Aina Mewiliko. "A Study of Code Switching In Junior Secondary Physical Science Classrooms In Selected Schools In The Osahana Education Region" Thesis The University of Namibia, 2011.
- Khoiriyah, Nurul. "Students' Strategies to Overcome the Level of Language Anxiety in Speaking Performance at UPT SMP Negeri 13 Gresik". Thesis State Islamic University of KH. Achmad Siddiq Jember, 2022.
- Kustati, Martin. "An Analysis of Code Mixing and Code Switching in EFL Teaching of Cross Cultural Communication Context." Thesis IAIN IB Padang, 2014.
- Lenggono, Budi. "Teachers' Questioning technique in EFL Class." Thesis Muhammadiyah University Of Purwokerto, 2019.
- Metila, Romylyn A. "Decoding the Switch: The Functions of Codeswitching in the Classroom." *Eduaction Quarterly*, Vol. 67 (1), 44-61. 2009.
- Miles M.B. & Huberman, A.M, & Saldana, J. *Qualitative Data Analysis, A Methods Sourcebook*, edition 3. USA: Sage Publications, 2014.

- Muchtarom, Mochammad “Learning Vocabulary For The Students of English Department of State Islamic University of Jember Through Music Clinic Program.” Thesis State Islamic University of KH. Achmad Siddiq Jember, 2022.
- Mufidah, Zahratul Maujudatul
- Nasution, Rini Agustiana. “An Analysis Of Code Switching Between English and Indonesia Language in Inteaching Procces of Speech on The English Department Students at The State Islamic University North Sumatera.” Thesis, State Islamic University North Sumatera, North Sumatera, 2018.
- Nugrahani, Farida. “Metode Penelitian Kualitatif dalam Bidang Pendidikan Bahasa.” Solo: Cakra Books, 2014.
- Nurhamidah, Fauziati, E., & Supriyadi, S. Code-Switching in EFL Classroom: Is It Good or Bad?. *Journal of English Education*, 3(2). 2018. 78-88.
- Nurjannah S, Putri. “The Analysis of Code-Switchig Used by Students In Classroom Discussions at SMA Negeri 2 Gowa” Thesis Muhammadiyah University of Makassar, 2020.
- Nurrohmah, Nisrina Hanif. “An Analysis of Code Switching Used By English Teacher By The Classroom At The Eight Grade At SMP Muhammadiyah 4 Surakarta In The Academic Year Of 2019/2020” Thesis State Of Islamic Institute Of Surakarta, 2020.
- Peng, S. “A Study of the Differences between EFL and ESL for English Classroom Teaching in China.” *IRA International Journal of Education and Multidisciplinary Studies* , Vol. 15(1), 32-35. 2019.
- Poplack, Shana. *Dialect Acquisition Among Puerto Rican Biliguals*.Spain: Language in Society, 1978.
- Qur’an Online by <https://quran.com> (Accessed on 19th January 2023, 11.42 am)
- Salsabil, Annisa Jihan. “Analysis Of Code-Mixing and Code-Switching Used By Lecturers In Digital Learning” Thesis State Islamic University of Maulana Malik Ibrahim Malang, 2022.
- Silaban, Suardani & Marpaung, Tiarna Intan. “An Analysis of Code-Mixing and Code-Switching Used by Indonesia Lawyers Club on TV One.” *Journal of English Teaching as a Foreign Language*, Vol. 6 (3), 2020.
- Sugiyono. *Metode Penelitian Pendekatan Kuantitative Kualitative dan R& D*. Bandung : Alfabeta, 2017.
- Suwandi,Basrowi. *Memahami Penelitian kualitatif*. Jakarta: Rineka Cipta, 2008.
- Tim Penyusun, Pedoman Karya Ilmiah, 48.
- Wahono, Suparwoto Sapto. “The Role of English Lectures in Developing Students’ Attitude and English Speaking Skill of English Department Student at IAIN Jember” *Jurnal Turats*, 10(2). 97-109. ISSN 2085-5079. 2020.
- Wahyuni, Indah. “The Students Mathematucal Thinking Ability in Solving The Program for International Students Assesment (PISA) Standard Question” *Journal of Advance Research in Dynamical and Control Systems*, 11(07). 777-787, 2019.

Wardhaugh, Ronald. & Muller, Janet. *An Introduction to Sociolinguistics* Seventh Edition, USA: Wiley-Blackwell Publisher Ltd, 2015.

Wardhaugh, Ronald. *An Introduction to Sociolinguistics* Cambridge: Blackwell Publisher, 1992.

Yletyine, Hanna. "The Function of Code switching In EFL Classroom discourse" Thesis The University of Jyväskylä, 2007.



UIN

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX I

TITLE	VARIABLE	INDICATOR	DATA RESOURCE	RESEARCH METHOD	RESEARCH PROBLEM
<p>An Analysis of Teachers' Code Switching In EFL Class at Madrasah Aliyah Negeri 1 Pasuruan</p>	<p>- Code Switching (theory by Hoffman 1991: An Introduction of Bilingualism)</p>	<p>1. Teachers code switching in EFL Classroom</p> <p>2. Code switching type:</p> <p>1) Intra sententia l Switching</p> <p>2) Inter sententia l Switching</p> <p>3) Tag Switching</p>	<p>- Teachers in EFL Classroom at Madrasah Aliyah Negeri 1 Pasuruan</p>	<p>3. Research Approach Qualitative Research</p> <p>4. Research Design Descriptive Analysis</p> <p>5. Data Collection</p> <ul style="list-style-type: none"> - Observation - Interview - Documentation <p>6. Data Analysis</p> <ul style="list-style-type: none"> - Data Condensation - Data Display - Drawing and verifying conclusion 	<ul style="list-style-type: none"> - What are the types of code switching used by the teacher in EFL class at Madrasah Aliyah Negeri 1 Pasuruan? (theory by Hoffman 1991: An Introduction of Bilingualism) - What are the benefits and challenges of code switching ? (theory by Romylyn A. Metila 2009 : Decoding the Switch: The Functions of Codeswitching in the Classroom and Aina Mewiliko Kamati "A Study of Code Switching In Junior Secondary Physical Science Classrooms In Selected Schools In The Osahana Education Region")



Research Matrix

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX II

School Profile



MADRASAH ALIYAH NEGERI 1 PASURUAN

Madrasah Aliyah Negeri 1 Pasuruan is located at Jl. Balaidesa Glanggang No. 3A Beji Kab.Pasuruan. Madrasah Aliyah Negeri 1 Pasuruan is an Islamic-based secondary level general education institution within the Department of Religious Education with excellence in the academic field and an understanding of Islamic values. Physically, the image presented by Madrasah Aliyah Negeri 1 Pasuruan is of an Islamic-based institution that has a vision as an Islamic educational institution that is optimistically able to compete with public schools. Madrasah Aliyah Negeri 1 Pasuruan is one of the State Madrasah Aliyah Educational Institutions in Pasuruan Regency, East Java Province, which was founded from a noble desire for the advancement of the nation and religion, developing a resilient Islamic generation, living and practicing religious knowledge, and acknowledging the obligation to the development of the generation. With 5634 students, 77 teachers, 5 departments, 35 classes, and 7 extracurricular activities. With vision The realization of an educational institution that is Islamic, quality, competitive, of good character, and environmentally cultured. Mission of Madrasah Aliyah Negeri 1 Pasuruan are :

1. Implement conducive KBM in an orderly, disciplined, safe, clean, and beautiful madrasah environment with the support of adequate infrastructure.

APPENDIX III

DECLARATION OF AUTHENTICITY

The undersigned bellow

Name : Nur Rohmatul Faizah
Place, date of birth : Pasuruan, 27 August 2001
Address : Nampes, Nogosari, Pandaan, Pasuruan
Faculty : Education and Teacher Training
Program : English Education

Declare that thesis entitled “An Analysis of Code Switching Used By The English Teacher in EFL Class at MAN 1 Pasuruan” is truly my original work from the result of conducting research at MAN 1 Pasuruan, except some resources which are accepted from references mentioned.

Jember, June 08 2023



Nur Rohmatul Faizah

NIM. T20196121

APPENDIX IV

Obsevation Checklist

Teachers' Name : Alies Zahrotul Hamidiyah

Class : X-1 (Language Class)

Date : 6th March 2023

Time : 2 JP (10.25-11.55 am)

Material : Song Analysis

No.	Uttarance	Code switching		
		Types		
		Inter-sentential	Intra-sentential	Tag
1.	Today the materials before <i>atau</i> our material		✓	
2.	Our material Narrative text <i>ya?</i>			✓
3.	And then have already finish <i>saya anggap finish dulu</i>		✓	
4.	<i>Kita mau menganalisa lagu, nah and then after that nanti setelahnya itu tinggal kari ulangan, ulangan, ulangan.</i>		✓	
5.	Forbidden open the handphone, <i>gak bole buka hp.</i>	✓		
6.	Its not only based on your score, <i>skor iku gampang digolek i</i> but how you practice your forming out, <i>gimana kamu mempraktekkan oh ya listen betul nggak. Okayy</i>		✓	
7.	<i>Kalo lagunya sih maybe it is very popular to your ear mungkin sangat-sangat populer dan pernah kamu dengar</i>		✓	
8.	Typing on here <i>langsung disini</i>	✓		
9.	Pay attention, you type not pencil <i>pake pen jangan pensil okayy?</i> there are 1 2 3 4 5 part okayy		✓	
10.	Part 1, exercise 1 you fill the blank with the lyrics that you meant here <i>dengan lirik yang kamu akan gunakan from this song</i>		✓	
11.	Only one word <i>satu kata aja</i>	✓		

12.	The second one <i>yang kedua</i> Fill the blank with the word given in the box, <i>ada kata yang sudah diberikan kamu tinggal naruhnya.</i>		✓	
13.	Place in a perfect place <i>letakkan ditempat yang benar</i>	✓		
14.	And then the third <i>yang ketiga</i> just list <i>atau pilih</i> number <i>kasih nomer aja</i> , understand?		✓	
15.	And then the next one is choose one of the word that is suitable to coping here. <i>Kamu pilih sesuai yang kamu dengarkan.</i>	✓		
16.	The last one you are help <i>kamu dibantu dengan</i> initial letter <i>dibantu dengan huruf awal</i>		✓	
17.	I would like to turn in on 3 times <i>3 kali</i>		✓	
18.	Guys if listening tes <i>kalo kamu kelewatan</i> just keep silent and pretend that you are able to answer		✓	
19.	<i>harus pura- pura bisa, okayyy?</i>			✓
20.	You ready? This is the last one <i>loh ya?</i>			✓
21.	<i>Oke ayo dikumpulkan dulu</i> lets check it out	✓		
22.	<i>Perhatikan kalo listening kurang s kurang ly kurang ed betulkan.</i>		✓	
23.	Now sing a loud, <i>kita belajar mengucapkan</i> , to say berarti sing a song and then after that analyzed the meaning <i>atau</i> the lyric		✓	
24.	<i>Sekarang bagian menganalisa</i> , now let's analyzed about what is the song about. What is the tittle of the song?	✓		
25.	Just the way i am <i>jadi apa adanya diriku</i> , just the way you are <i>jadi apa adanya dirimu</i> . Your eyes your eyes, <i>matanya</i> <i>matanya okayy</i> make the stars look like they're not shining, <i>kenapa?</i>		✓	
26.	Make the stars look like they're not shining, <i>kenapa? Matanya terlalu indah</i>		✓	
27.	if you were the star <i>misalkan kamu jadi bintangnya</i> shining, brighter more than you what do you feel?		✓	

28.	If you were star all of you were star <i>kalian semua bintang</i> and then is eyes <i>ada mata yang shine brighter than yours</i>		✓	
29.	what will you say? <i>Kamu akan ngomong apa?</i>	✓		
30.	<i>Jadi ibaratnya gitu, although the world it is small dunianya itu kecil jadi for example if you are here yang diihat itu mbak faizah, mbak faizah tok seng liyane iku ow no reken you terus bu alies ndelok matanya mbak faizah</i>		✓	
31.	<i>Saiki pindah, okayy her hair her hair falls perfectly without her trying jatuh sempurna rambute straight opo curl?</i>		✓	
32.	Beautiful girl <i>nya itu kan dari situ ya, oh rambutnya yang lurus. Ibaratnya hanya sebagai simbol oh rambutnya itu cantik</i>		✓	
33.	She's so beautiful and i tell her everyday, <i>ini kalo orang sedang apa rek?</i>	✓		
34.	Compliment <i>apa kemarin? Materi kemarin? Memuji</i>		✓	
35.	I know i know <i>aku tahu</i> , when i compliment her <i>ketika saya memujinya</i> , she won't believe me <i>dia tidak akan percaya. Kenapa kok dikatakan seperti itu?</i>		✓	
36.	It's a characters of a girl or women <i>karakternya cewek itu jual mahal bukan jual murah</i>	✓		
37.	It's so it's so sad think that she don't see what i see <i>jadi kalo kamu cantik itu ya orang lain melihat kamu cantik tapi saya sedih kalo kamu gak percaya saya ngomong cantik itu betulan loh bukan goroan,</i>		✓	
38.	and every time she ask me "do i look okay?" <i>makanya setiap kali kan dia bertanya</i>	✓		
39.	what do you thinks <i>ya?</i>			✓
40.	And when you smile <i>ketika kau tersenyum</i> the whole world stops and stares for a while,		✓	

41.	what does it means? <i>Maksute apa ini?</i>	✓		
42.	<i>Bukan dunia sayangku ini adalah your world it is small world, duniamu dan dia aja</i>		✓	
43.	<i>Speechless, itu maksudnya dunianya si cowoknya dan si dia saja bukan seluruh dunia? Ibarate ngene lo, if you love someone kalo kamu suka sama seseorang jangankan melihat wajahnya ketok sikile tok lo gopo</i>		✓	
44.	<i>Kalo orang sedang suka makanya ati-ati you must be carefull, sebagai cewek kamu harus hati-hati cowok pun ojek kurang ajar tak antemi hati-hatinya apa? Harus jual mahal jangan jual mu?</i>		✓	
45.	<i>Nah, karena kalo bagi for all girls atau woman love is a white pure kalo cinta suka itu love itu white pure suci tapi kalo bagi cowok love itu nafsu emotion so ini kan makanya her lips her lips, nah makanya ini saya kasih tau rahasia psikologi tapi tak tunjukin ke kamu biar kamu ga keliatan nafsune gede banget, opo rek? Kamu kalo liat orang itu dari apanya?</i>		✓	
46.	<i>Dari matanya, kan ngono aku suka hidungnya itu semua that's all you can learn itu nanti bisa kamu pelajari di psikologi orang yang suka hidungnya itu suka gimana, orang yang suka pipinya berarti suka gimana, orang yang suka lips nya itu suka gimana,</i>		✓	
47.	<i>nah itu tapi tak kandani kalo suka lips itu cenderung nafsu bukan sejati yaaa ati-ati jadi dilihat dulu matanya beneran atau enggak karena mata itu simbol kejujuran honestly</i>		✓	
48.	<i>Loh kan ya kesitu lagi arahnya, her laugh her laugh she hates kalo the girl kan biasanya kalo ketahuan ketawa itu merasa jelek she hates nya kan disitu, iya ceweknya</i>		✓	

	<i>benci kalo kelihatan ketawa i think it's so sexy kembalinya kan kesitu "sexy" ya</i>			
49.	<i>she so beautiful and i tell her everyday namanya orang suka yo tiap hari wadohh wadohh</i>	✓		
50.	<i>Orang someone love you because just what the way you are apa adanya kamu jadi kalo ada orang someone itu misalnya udah jadi suami istri</i>		✓	
51.	<i>it's not love what the way you are itu nggak menyukai apa adanya dirimu</i>	✓		
52.	<i>Okay kamu boleh sholat, see you guys wassalamualaikum wr. wb.</i>		✓	
Total number		14	34	4

UIN

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Teachers' Name : Nur Hamidah

Class : X-8 (Science Class)

Date : 6th March 2023

Time : 1 JP (12.30-13.15 PM)

Material : Time Connective

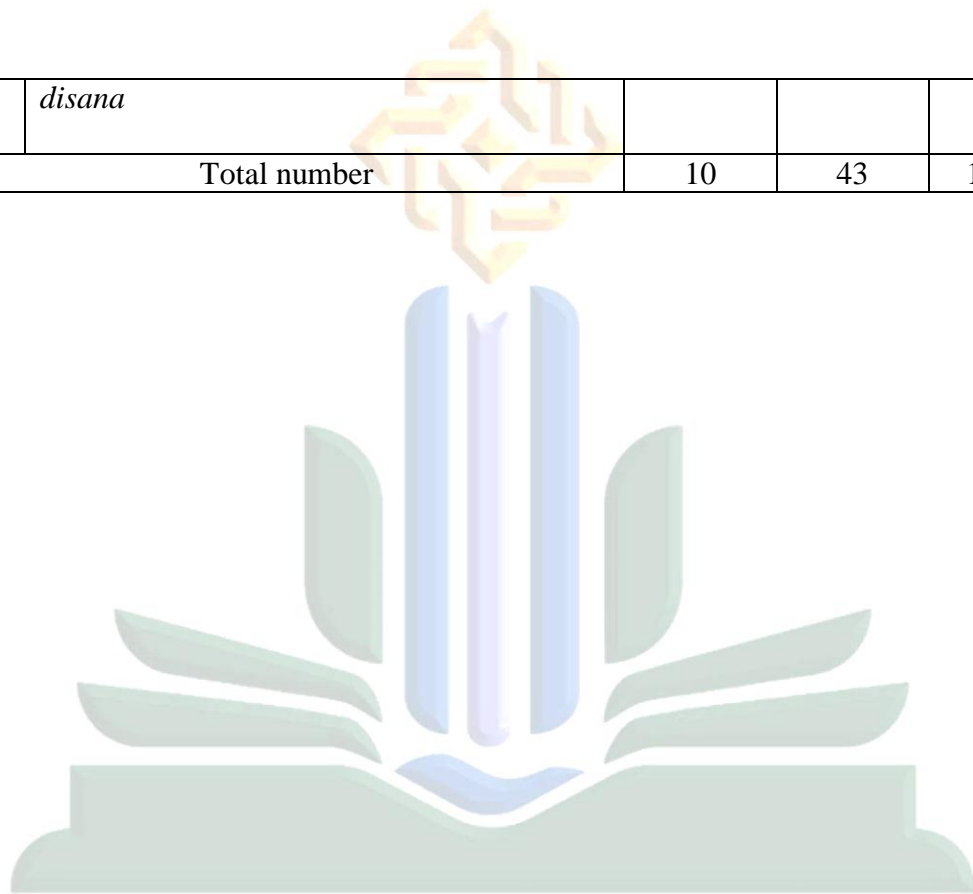
No.	Uttarance	Code switching		
		Types		
		Inter-sentential	Intra-sentential	Tag
1.	<i>Untuk hari ini kemarin kita sudah memperlajari yang tentang asean summit ya?</i>		✓	
2.	<i>Ya asean summit on page 155 is it right?</i>			✓
3.	<i>Your activity for the last meeting itu focus on verb 2, ya?</i>			✓
4.	<i>Is that any trouble with this? Ada masalah?</i>	✓		
5.	<i>Any difficulty with your previous material? Ada masalah dengan yang dulu?</i>	✓		
6.	<i>Kalo gak ada kita lanjut silahkan dilihat pada page 156 and 157</i>		✓	
7.	<i>What will we discuss? Apa yang mau kita diskusikan?</i>	✓		
8.	<i>Satu talking about time connective connect opo rek connect iku rek?</i>		✓	
9.	<i>Nyambung, time connctive? Menyambung? Waktu, what does it mean?</i>		✓	
10.	<i>look at your book page 156, ya?</i>			✓
11.	<i>What is time connective? What is the function of time connective? Time connective can be use for chronological order, what does it mean? bisa di gunakan untuk menunjukkan urutan</i>	✓		
12.	<i>One of the features of recoun text is the use of word that show the order of event, satu fitur dari recount text itu adalah use of word penggunaan kata that show the order of event. Menunjukkan order, u? Urutan, event? Kejadian</i>		✓	
13.	<i>Jam 5 sore berangkatnya i left my home at 5, ya?</i>		✓	

14.	<i>Oh ke Lippo, ya? berangkat jam 5 kemudian we arrive there i arrive there i arrive at lippo at 6, and then what did you do after that? Shopping, loh sampean kan menjelaskannya chronologically secara?</i>		✓	
15.	What is time connective usually use? At first apa at first itu? <i>Heeh pertama kali, when?</i>		✓	
16.	<i>Kapan itu kalo pertanyaan kalo untuk time connective? Ketika, at this point? Opo at this point sabrina?</i>		✓	
17.	At this point <i>pada saat Ini atau pada saat itu ketika akan disebutkan apa yang akan dikerjakan, at this moment?</i>		✓	
18.	<i>Sama ya? okee, after?</i>		✓	
19.	<i>Setelah, setelah itu. Next? Selanjutnya, now?</i>		✓	
20.	Knowing that? <i>mengikuti itu maksudnya berikutnya, kemudian then? Kemudian, soon after? Setelah, at this time?</i>		✓	
21.	<i>Heeh after a while? Setelah beberapa waktu, meanwhile? Meanwhile? Opo meanwhile? Sedangkan, sementara itu artinya juga menjelaskan tentang waktu juga kan sementara itu saya lagi gini sementara itu dia, nah kan ya? okee, next</i>		✓	
22.	The history olimpic games <i>ada sebuah text disini</i>	✓		
23.	Complete this text number one till number seven with the appropriate with the suitable <i>dengan suitable time connective.</i>		✓	
24.	<i>Hanya now, at this point, now, when, at first, then, later, masukkan di tempat yang tepat, okee do you understand?</i>		✓	
25.	Pelase try to disscuss with your partner <i>diskusikan dengan partnernmu masing-masing</i>	✓		
26.	<i>Kira-kira number one itu apa number two, of course you must uderstand the meaning of that word</i>		✓	
27.	<i>Silahkan dibaca dulu ten minutes lima sampe sepuluh menit memahami teks ini sekaligus dengan melengkapinya, please read it</i>		✓	
28.	Try to read the text <i>ya!</i>			✓

29.	<i>Silahkan dicoba dibaca teksnya dulu without looking the dictionary first tanpa melihat ke kamus dulu</i>		✓	
30.	Because in the text some word maybe you already understood <i>yang mungkin sudah kamu pahami</i>	✓		
31.	<i>Yok let's try to check your understanding about the text</i>			✓
32.	<i>Adalah olimpiade olympic games oke terus kalimat berikutnya? Begin began opo begun ayo?</i>		✓	
33.	<i>Diulangi lagi ayo begin began begun</i>	✓		
34.	<i>Mereka mulai di itali long ago sejak dulu pada waktu dulu ya okee terus? The olympic games were held</i>		✓	
35.	Were held <i>nya verb ke berapa? Verb? Three ayo diingat kemarin kalo disini ada to be yang berikutnya ini verb? 3 kalimat passive</i>		✓	
36.	<i>Heeh at olympia di olimpia, okee next?</i>		✓	
37.	<i>Itu yang kita sebut dengan orientation kita orientationnya mengarah pada? Sesuatu yang mau disampaikan recount nya okee</i>		✓	
38.	What is the first? <i>Yang pertama apa disini?</i>	✓		
39.	At first <i>ya! yok sabrina maybe</i>		✓	
40.	<i>Satu event yaitu running race balap lari</i>		✓	
41.	<i>Mulai more events mempunyai lebih banyak even apa aja? Long jump, javelin, boxing, chariot racing and horse riding pake now ya? now, maybe now tetapi nanti now bisa digunakan pada akhir-akhir karena ini masih proses after at first, setelah at first kan ya?</i>		✓	
42.	Maybe later or then <i>ya?</i>			✓
43.	<i>Kalo now kan pada akhir-akhir ini ya? now sekarang gak papa nanti kita lihat next berikut, bisa dilanjut sabrina maybe you can continue until the last sentence of the second paragraph</i>		✓	
44.	<i>Heeh what is the prize for the winner?</i>			✓
45.	Only a crown from olive leaves <i>mahkota dari daun</i>	✓		
46.	However, it was a great honor to win <i>tapi itu sebuah penghormatan yang besar bagi</i>		✓	

	<i>yang menang</i>			
47.	Okay third paragraph, <i>ayo</i> after sabrina who want to read next? <i>Ya ayo mbak angelita</i>		✓	
48.	Okay what does it mean? <i>ketika?</i>		✓	
49.	A major sport event <i>sebuah even olahraga yang besar</i> and the winner		✓	
50.	<i>So jadi pake apa tadi? Then or later?</i>			✓
51.	<i>Melarang game tersebut why?</i>		✓	
52.	In 1896 (eighteen ninetysix) <i>tahun?</i>		✓	
53.	A frenchman <i>seorang french?</i>		✓	
54.	Perancis, Baron Pierre de Coubertin revived <i>menghidupkan kembali olimpiade terus next the games diadakan di yunani</i> and then number five?		✓	
55.	Now <i>ya?</i>			✓
56.	Now <i>sekarang</i>		✓	
57.	Began, what is the meaning of began? <i>Mulai</i> , <i>yang lain</i> do you also use now for number five? Now number six later <i>kemudian</i> the games were held in different country <i>dilaksanakan di negara-negara yang berbeda</i> and then the games opened by the lighting game <i>itu secara resmi</i> are opened <i>dibuka dengan lighting</i>		✓	
58.	<i>Menyalakan</i> of the olympic torch <i>opo rek? Obor olimpiade</i> . Runners carry the Olympic Flame from Greece all the way to the host country. <i>Membawa olimpik game dari yunani ke semua jalan ke tuan rumah</i> , and what is number seven?		✓	
59.	At this point the modern olympic games, <i>gak kuwalek ta rek? Kalo</i> number seven <i>mestinya?</i>		✓	
60.	Now, at this point <i>itu pada saat ini harusnya dijelaskan pada saat itu pada saat yang mana? Misalnya tadi di nomer berapa ya?</i>		✓	
61.	Five, at this point the firts modern games began <i>ya?</i>			✓
62.	<i>Kalo yang nomer tujuh adalah now</i>		✓	
63.	<i>Seh cobak yang halaman 157 nanti diusahakan diisi dengan conjunction, conjunction itu apa? Kata? Sambung, when, because, but, and, or, so, as, although mana yang tepat silahkan di tulis kan</i>		✓	

	<i>disana</i>			
Total number		10	43	10



UIN

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Teachers' Name : Farhan

Class : XII-IIS 1 (Social Class)

Date : 7th March 2023

Time : 2 JP (08.30-10.00 AM)

Material : Review Previous Material & Test

No.	Uttarance	Code switching		
		Types		
		Inter-sentential	Intra-sentential	Tag
1.	What is the generic structure of procedure text? What is the generic structure of procedure text? <i>Struktur yang ada dalam procedure text itu apa saja?</i>	✓		
2.	Sleeping beauty are you okayy? ayo terno nang uks, age!! Terno age!!	✓		
3.	<i>Ayo</i> what is the generic structure of procedure text? Number one? Goal,			✓
4.	Number two? Material not material <i>loh ya?</i>			✓
5.	Number one, goal. The example of goal? How to operate washing machine, how to use washing machine, <i>apalagi?</i>		✓	
6.	<i>Itu namanya</i> goal, material?		✓	
7.	Ya for example?			✓
8.	Second, third, fourth, etc. and then? <i>Apalagi?</i>		✓	
9.	<i>seng paling gampang</i> then		✓	
10.	And now, what do you want to study? From the book or getting score. <i>Cari nilai atau dari buku?</i>	✓		
11.	<i>Dari buku? Kalo dari buku</i> you must understand the meaning <i>harus tau arti tidak tau arti</i> , sorry. <i>Ya meneng tok</i> , forehead		✓	
12.	<i>Nanti yang kepingin dapat nilai yaa</i> , you can use your procedure text or song. <i>Ada yang sing a song?</i>		✓	
13.	<i>Kemaren yang sing a song keisha</i> , aldo, haki? <i>Sing a song?</i>		✓	
14.	Happy birthday <i>tok ae</i> kindergarten		✓	
15.	<i>Tadi katanya kepingin</i> from the book <i>kan ya? Ayo open the book</i>		✓	
16.	<i>Yang belum dipelajari</i> , page 124. 124		✓	

	supply the following pictured-instruction with imperating verbs taken from the words provided in the box			
17.	The answer is on page 125, <i>pada halaman seratus dua puluh lima</i>	✓		
18.	I give you an example <i>saya beri contoh ya, nanti harus bisa artinya contohnya bagaimana itu</i> , before using a can opener..... <i>apa yang tepat itu?</i> before using a can opener, what is a can opener?		✓	
19.	Observe carefully the cutting edge <i>kamu perhatikan dulu periksa dulu, apa?</i> Cutting <i>pemotongnya itu</i>		✓	
20.	Basically, the can opener has a sharp tip. <i>Mempunyai? Sharp? What is sharp? tajam, ujung yang tajam dan lain lain</i>		✓	
21.	<i>Tadi kan you want to study from the book ya? I give you time five minutes lima menit nanti kalo more then five minutes panggil one by one</i>		✓	
22.	<i>Ingat ya can itu it has three meaning, ada 3 arti loh ya can an sebagai modal, bisa dapat, i can read english</i>		✓	
23.	<i>Can yang kedua? Apa? Verb what is verb? Itu verb apa can? Mengalengkan jadi kalo ada can food, what is can food? Makanan yang di kalengkan for example sarden itu can food</i>		✓	
24.	<i>Lalu yang number three can sebagai noun kata benda, kalo kata benda nya apa? Kaleng,</i>		✓	
25.	<i>Orang yang kerja di pengalengan namanya canner, the canner can canned the can into the can</i>		✓	
26.	The canner? <i>Orang yang bekerja di tempat pengkalengan bisa mengalengkan kaleng-kaleng Itu namanya tongue twister</i>		✓	
27.	It forms a curve or hooked point to puncture the can lid..... <i>terus apa itu?</i>	✓		
28.	Number two <i>ada yang bisa number two?</i>		✓	
29.	<i>Tempatkan semuanya itu kata kerja ya verb, tempatkan the can?</i>		✓	
30.	<i>Kaleng itu on a flat surface di permukaan yang datar apa number one?</i>		✓	

31.	<i>Bantu lagi</i> number three		✓	
32.	<i>Lebih tepat</i> spread, spread the arms of the can opener spread, what is a spread? Spread <i>disini</i> spread itu bisa menyebarkan tapi <i>iki lo benggangno</i>		✓	
33.	Arm itu kalo lihat dikamus itu lengan tapi kalo disitu pegangannya itu lo		✓	
34.	Rice cooker okay but fill the blank first <i>isi iku titik titik dulu</i>	✓		
35.	Finish? Five minutes already, <i>oke gak ada yang maju panggil</i>	✓		
36.	<i>Bisa dikit ya</i> signature <i>tanda tangan</i> , not at all forehead		✓	
37.	Gak ada yang maju panggil, what time is it?	✓		
38.	<i>Panggil lagi</i> , what time is it now?	✓		
39.	<i>Panggil lagi</i> or who want to try? <i>Ayo</i> want to try		✓	
40.	Number three apa number three, <i>apa tadi</i> number three?		✓	
41.	Spread the arms, what is arms? Arm <i>itu lengan</i> kalo dikamus kalo disitu apa? <i>Gagang gagang</i>		✓	
42.	Understand <i>gagang</i> ?		✓	
43.	<i>Jadi apa?</i> Spread the arms opener, <i>apa tadi</i> spread?		✓	
44.	<i>Buka</i> as wide as they can go <i>selebar mungkin</i>		✓	
45.	<i>Roda bergigi ke</i> the rim of the can lid <i>tepi dari tutup kaleng</i> , lid <i>itu tutup</i> the serrated cutting wheel must be aligned, <i>tadi apa serrated tadi?</i> Must be aligned? <i>Harus sejajar dengan</i> the edge of the can bagian kaleng, terus number six?		✓	
46.	<i>Iya searah jarum jam</i> , sudah dianggep bisa <i>itu</i> now we gone to yang number ten, airport security dos and don'ts what ist dos?		✓	
47.	<i>Ya dari kata do</i> ketambahan <i>s</i> berarti banyak apa saja yang harus dilakukan kalo don'ts apa saja yang jangan dilakukan		✓	
48.	<i>Ini</i> here are some tips on what you must and mustn't do while travelling <i>kalo bepergian itu</i> , put them in the correct columns of dos and don'ts number one dos or don'ts?		✓	
49.	Under another person's name <i>bepergian menggunakan nama orang lain</i>	✓		

50.	For example if you go by train if you go by plane you don't have id card <i>tidak punya ktp tapi pakek ktp orang lain itu bahaya itu nanti kalo ada kecelakaan kamu gak bisa dapat asuransi jadi number one travel under another person's name dos or don'ts?</i>		✓	
51.	Provide <i>itu bisa menyediakan ada provider itu ya? penyedia layanan jadi provide itu bisa menyediakan bisa memberikan, memberikan apa? Straight answer jawaban langsung when you are questioned at check in ketika ditanya pada saat check in.</i>		✓	
52.	Understand ya?			✓
53.	Dos ya harus memberi jawaban langsung		✓	
54.	Look the custom officer right in the eye, what does it mean? <i>melihat custom officer pegawai bea cukai right in the eye di matanya berarti memandang matanya bea cukai, dos or donts</i>		✓	
55.	Don'ts, always carry your own passport and airplane ticket with you dos or don'ts? What does it mean? <i>selalu bawa passport dan tiket pesawat</i>	✓		
56.	How many minutes? Five minutes? <i>Kalo bisa maju yang no score belum dapat nilai bisa separuh saya kasih nilai</i>		✓	
57.	Finish? <i>Kalo tidak panggil dulu</i>		✓	
58.	<i>Mosok aldo ambek keisha tok</i> halo where are you students boys girl?	✓		
59.	Ayo boys, you can ask aldo			✓
60.	Ayo yang lain want get a score can procedure can sing a song	✓		
61.	Song include with meaning and conclusion <i>kesimpulan dari song itu harus tau</i>	✓		
62.	What is the song about? <i>Tentang apa</i>	✓		
63.	Ayo song or procedure			✓
64.	Ayo one minute again 9.59			✓
65.	halo we have one meeting again <i>satu lagi try to get the score</i>			✓
Total number		15	42	8

APPENDIX V

Instrument of interview

Teacher

1. What do you think about code-switching ?
2. Do you realize that you used code switching during teaching process?
3. What types of code switching do you commonly use in the class?
4. What is your reason for using code switching?
5. Do you think the use of code switching makes the teaching of English lessons more effective?
6. Do you think there are more benefits than challenges to using code switching in class?
7. From 3 benefits such as Class atmosphere is more relaxed, Understandable explanation, Easier self-expression there any of that?
8. If there are any challenges of code switching during class? In your opinion is Code switching makes students lazy in applying English, Students lose confidence in the English language, Code switching not acceptable in writing examination?
9. How do students react when you use code switching?

Student

1. Before this, do you know the concept of code switching?
2. Is your teacher use code switching in the class?
3. How do you feel when your teacher use code switching when learning proses?
4. Jadi ada 3 benefits such as Class atmosphere is more relaxed, Understandable explanation, Easier self-expression¹⁰¹ is there any of that?
5. If there are any challenges of code switching during class? In your opinion is Code switching makes students lazy in applying English, Students lose confidence in the English language, Code switching not acceptable in writing examination¹⁰² ?

¹⁰¹ Romylyn A. Metila “Decoding the Switch: The Functions of Codeswitching in the Classroom” (Philippines: U.P. College of Education, 2009)

¹⁰² Aina Mewiliko Kamati “A Study of Code Switching In Junior Seondary Physical Science Classrooms In Selected Schools In The Osahana Education Region” (Namibia: The University of Namibia, 2011)

APPENDIX VI

Transcription of interview

Teacher

- Teacher 1

Teachers' Name : Farhan

Date : 16th March 2023

Time : 09.30 AM

Researcher : *selamat pagi bapak*

Teacher : *selamat pagi*

Researcher : *ini kemarin saya sudah dapat data dari observasi yang telah saya lakukan terkait penelitian saya bapak jadi hari ini saya ingin meng interview bapak terkait code switching lagi untuk memperkuat data penelitian ini*

Teacher : *iya silahkan*

Researcher : *kan penelitian ini terkait code switching ya pak? What do you think atau apa yang bapak ketahui tentang code switching itu sendiri?*

Teacher : *perubahan bahasa satu ke bahasa lain dalam waktu yang bersamaan*

Researcher : *oh iya pak, kan itu ada 3 tipe dari code switching ya pak yaitu inter itra sama tag dan dari data observasi bapak sering menggunakan intra nah itu saat bapak menggunakan code switching itu sendiri yang kebanyakan intra apakah bapak sadar?*

Teacher : *kadang-kadang gak sadar yang kayak spontan gitu mbak karena jadi tidak disengaja untuk menggunakan code switching tapi kadang juga supaya anak-anak lebih paham saya sengaja mengulangi lagi dengan bahasa yang lebih mereka pahami entah bahasa indonesia atau bahasa jawa*

Researcher : *jadi penggunaan nya kadang spontan kadang juga disengaja ngge pak?*

Teacher : *iyaa*

Researcher : *untuk yang sering bapak gunakan berarti intra ya bapak?*

Teacher : *kalo dari data yang akamu peroleh berarti iya soalnya kalo di dalam kalimat itu kan kadang yang spontan jadi banyak gak sadarnya kalo menggunakan code switching*

Researcher : *kan jika didalam kalimat biasanya spontan ya pak tapi untuk yang antar kalimat kan kalimatnya lebih panjang yang berarti bapak sadar dengan penggunaan code switching itu sendiri, apakah ada alasan khusus bapak menggunakan code switching yang bapak sadari itu?*

Teacher : *kalo hanya untuk supaya memperjelas itu code switching kalo ndak usah diperjelas ya itu sudah menggunakan bahasa inggris, itu kan juga supaya anak-anak lebih paham dengan apa yang kita katakan semisal menggunakan full inggris juga kan anak-anak kadang tidak nyambung atau bingung gitu*

Researcher : *apa menurut bapak dengan menggunakan code switching ini pembelajaran menjadi lebih efektif?*

Teacher : *ya*

Researcher : *karena?*

Teacher : *yaitu kalo hanya satu bahasa jadi mereka agak kesulitan entah itu satu bahasa inggris full yang jadi mereka gak paham atau satu bahasa indonesia full yang jadinya mereka tidak mengerti bahasa inggris apalagi ini EFL class kan*

Researcher : *apa menurut bapak code switching lebih banyak manfaatnya daripada kekurangannya?*

Teacher : *lebih banyak manfaatnya memang kalo di banding kekurangannya*

Researcher : *kan dalam teori ada 3 manfaat ya bapak seperti Class atmosphere is more relaxed, Understandable explanation, Easier self-expression dari 3 tersebut bapak merasakan yang mana?*

Teacher : *sebenarnya untuk teori saya kurang paham ya tapi mungkin mencakup semua itu yang saya rasakan*

Researcher : *mungkin yang bapak paling “oh iya aku merasa ini saat menggunakan code switching”*

Teacher : *em menurut saya anak-anak dan saya pun mungkin jadi lebih easier self expression, kan mereka kadang bingung jika harus full bahasa inggris jadi menggunakan alternatif code switching untuk menyampaikan pendapat maupun menjawab pertanyaan-pertanyaan yang saya ajukan secara lisan yang biasanya saya ajukan dengan code switching juga.*

Researcher : *untuk kekurangannya sendiri pak, bapak merasa pengaplikasian code switching ini jadi bagaimana dampak negatifnya?*

Teacher : *kalo pake code switching itu mereka jadi tidak berpikir lebih dalam lagi*

Researcher : *oh iya bapak? Dalam teori juga disebutkan ada 3 kekurangan dari code switching ini yaitu Code switching makes students lazy in applying English, Students lose confidence in the English language, Code switching not acceptable in writing examination*

Teacher : *iya karena terbiasa menggunakan code switching jadi mereka males itu mengaplikasikan full bahasa inggris dan ga mikir lebih dalam lagi untuk ngomong meskipun tidak semua ya ada beberapa anak*

Researcher : *untuk dampak dari malasnya murid-murid itu pak ?*

Teacher : *ya karena mereka malas dan tidak terbiasa itu mereka kadang tidak percaya diri pada saat mau mengutarakan sesuatu dalam bahasa inggris kayak contoh pada saat dikelas itu kan mereka jadi meneng tok kalo saya bertanya meskipun sudah saya ulang menggunakan bahasa indonesia mereka tetap diam*

karena untuk menjawab mungkin mereka tidak ada kosa kata yang banyak jadi memilih untuk tetap diam karena tidak percaya diri dalam mengaplikasikan bahasa inggris yang kompleks.

Researcher : kalo reaksi siswa itu sendiri saat bapak menggunakan code switching bagaimana pak?

Teacher : ya itu sesuai dengan kemampuan anak-anak ada yang kemampuan lemah kalo kita code switching mungkin lebih membantu kalo yang sudah kemampuannya bagus kalo pake code switching ya mungkin kurang setuju karna merasa di ulang-ulang atau gimana gitu

Researcher : mungkin hanya itu data yang saya butuhkan pak terimakasih atas waktunya dan mohon maaf jika ada salah kata dan perbuatan ngge pak

Teacher : iya sama-sama tidak apa-apa

- Teacher 2

Teachers' Name : Nur Khamidah

Date : 20th March 2023

Time : 09.30 AM

Researcher : good morning maam, sebleumnya terimakasih telah meluangkan waktunya untuk saya wawancara hari ini

Teacher : iya sama-sama mbak

Researcher : pertama tama ini kan penelitian tentang code switching ya bu, apakah sebelumnya ibu pernah mendengar apa itu code switching? Atau what do you think about that?

Teacher : alih bahasa dari bahasa setempat yang digunakan ke bahasa kedua yang diajarkan atau sebaliknya

Researcher : berarti ibu juga sering kali menggunakan code switching ya bu?

Teacher : *sering sekali malah kadang ya nggak terasa kalo menggunakan code switching terus lagi kebetulan yang kita ajar kan ya sebagian bahkan hampir semuanya itu kan bukan anak-anak yang faham tentang bahasa kedua*

Researcher : *berarti juga kadang ibu ga sadar ya menggunakan itu?*

Teacher : *iyaa*

Researcher : *berarti untuk tipe yang sering ibu gunakan apa ibu juga tidak sadar? Kan ada inter intra dan tag switching bu ngge bu, itu ibu sering pakai yang mana?*

Teacher : *gak mesti seh mbak, kadang juga dalam kalimat kadang antar kalimat ya tergantung kondisi mbak kayak kalo anak-anak dirasa kurang faham menggunakan bahasa kedua ya saya sengaja mengulangi kembali dengan bahasa setempat agar mereka lebih paham tentang apa yang saya sampaikan kan juga kadang spontan mbak ya gak bisa kita atur*

Researcher : *kalo alasan ibu menggunakan code switching itu yang secara sengaja itu apa ngge bu?*

Teacher : *ya karena merasa bahwa anak-anak ini kalo saya hanya pake bahasa target saya melihat anak-anak ini kok gak faham ya terpaksa harus menggunakan code switching*

Reseracher : *apa dengan penggunaan code switching ini membuat pembelajaran dikelas jadi lebih efektif bu?*

Teacher : *kalo menurut saya ya iya karena bagaimanapun mereka masih membutuhkan penjelasan menggunakan sendiri bahasa asal*

Reseracher : *apakah kelebihan dari code switching ini lebih banyak daripada kekurangannya?*

Teacher : *memang kekurangannya apa ya mbak?*

Researcher : *kalo di dalam teori itu ada 3 bu yaitu Code switching makes students lazy in applying English, Students lose confidence in the English language, Code switching not acceptable in writing examination*

Teacher : *oh iya banyak lebihnya si mbak ya meskipun ada juga yang saya rasakan dari kekurangan itu sendiri contohnya ya seperti anak-anak jadi tidak berusaha untuk mencari apa yang saya ajarkan menggunakan bahasa target kan kalo gitu mereka malas mengaplikasikan bahasa target itu mbak jadi semua pasti ada pengaruhnya entah itu baik atau buruk tapi kan balik lagi penggunaan code switching ini kan ditujukan agar siswa lebih paham tapi kalo ternyata ada pengaruh buruknya itu sudah jadi konsekuensi dari itu.*

Researcher : *oh berarti mereka jadi malas ya bu?*

Teacher : *ya kadang-kadang seperti itu, jelas ada pengaruhnya*

Reseracher : *kalo kelebihan dari code switching itu sendiri?*

Teacher : *ya mereka jadi lebih paham dengan apa yang saya jelaskan kan mengulang lagi tapi dengan bahasa setempat ya mbak, awal pake bahasa target kok kita lihat anak-anak belum paham jadi menggunakan bahasa asal*

Researcher : *jadi kalo berdasarkan teori yang sudah saya ambil dari buku berarti kelebihancode switching yang ibu sebutkan tadi masuk yang understandable explanation ya bu?*

Teacher : *iya lebih fokus ke situ pokok bisa dipahami*

Researcher : *kalo reaksi siswa pada penggunaan code switching itu sendiri ibu merasa bagaimana?*

Teacher : *ya kalo reaksinya ya mereka jadi oh lebih faham meskipun tidak semuanya tapi kan yang dari awalnya mereka bertanya-tanya “ini tadi apa ya?” ndak tau apa yang disampaikan jadi mereka “oh ternyata ini”*

Researcher : *kalo yang merasa sudah paham itu bu bagaimana?*

Teacher : *ya kadang-kadang ada tapi karena sudah terbiasa untuk saya tekankan jadi mereka juga mengharapkan penjelasan kembali dengan bahasa asal atau setempat*

Researcher : *oh iya bu mungkin hanya itu pertanyaan yang saya ajukan terimakasih atas waktunya dan mohon maaf jika ada salah kata maupun perbuatan ya bu*

Teacher : *iya sama-sama mbak*

- Teacher 3

Teachers' Name : Alies Zahrotul Hamidiyah

Date : 21st March 2023

Time : 08.30 AM

Researcher : *sebelumnya terimakasih ya bu sudah meluangkan waktunya untuk saya interview hari ini*

Teacher : *iya sama-sama*

Researcher : *judul penelitian kali ini kan analysis teachers' code switching ya bu, menurut ibu pengertian code switching itu sendiri apa?*

Teacher : *apa ya? kayak perubahan bahasa dari bahasa mungkin mereka gak tau bahasa inggrisnya jadi saya rubah menjadi bahasa indonesianya atau sebaliknya*

Researcher : *hm iya ibu, dari situ ibu kadang sadar nggak saat menggunakan code switching?*

Teacher : *kadang lebih seringnya tidak sadar karena kebiasaan aja dianggap kayaknya reaksinya anak-anak masih belum paham saya akan mengulangi lagi dengan menggunakan code switching*

Researcher : *kan disini ada 3 tipe dari code switching ya bu, menurut dari ketiga tipe tersebut yang paling sering ibu gunakan tipe yang mana?*

Teacher : *ya kadang ya spontan tapi ya kadang liat materinya kalo materinya tentang paragraf ya mungkin menggunakan yang inter yang antar kalimat kalo yang grammar kan penjelasannya Cuma gitu ya mungkin menggunakan yang intra ya gak bisa disebutkan spesifiknya sih*

Researcher : *apakah ada alasan khusus untuk penggunaan code switching itu sendiri bu?*

Teacher : *alasan khususnya ya bagaimana siswa faham gitu aja kan kalo misalkan ngajar tujuan utamanya kan siswa paham nah kalo misalkan gak faham ya kita ulangi dengan penggunaan code switching*

Researcher : *apakah penggunaan code switching membuat pembelajaran didalam kelas menjadi lebih efektif?*

Teacher : *lebih banyaknya gitu karena kalo masih mengenalkan 100% in english kayaknya impossible kalo di SMA*

Resercher : *apakah lebih banyak kelebihanannya di banding kekurangannya?*

Teacher : *ya contoh pada saat kebiasaannya kelas 12 itu kan mereka harus mengerti lebih banyak kosa kata dalam bahasa inggris jadi kita (as a teacher) harus menggunakan code switching supaya mereka lebih mengenal kosa kata yang baru karna mustahil juga kan kalo full inggris makanya kita selingi dengan men switch kata-kata saat pembelajaran. tapi kekurangan saat kita mempraktekkan code switching untuk speaking adalah terkadang siswa kesulitan saat writing test terutama di kelas 12 karena code switching ini kan tidak boleh dipraktekkan untuk tes tulis sebab didalam code switching pasti grammarnya salah, selai itu tidak boleh ada kata dalam bahasa indonesia dalam tes tulis ini jadi mungkin itu kesulitan yang mereka hadapi saat menggunakan code switching.*

Researcher : *oh kalo dari teori itu sendiri bu, kan ada 3 ya kelebihanannya yaitu Class atmosphere is more relaxed, Understandable explanation, Easier self-*

expression dari 3 tersebut mana yang ibu rasakan saat penggunaan code switching?

Teacher : yang atmosphere tadi itu mungkin

Researcher : Class atmosphere is more relaxed?

Teacher : iya karena kan semisal pembelajaran menggunakan full bahasa inggris kan mereka jadi takut kalo ngomong kalo mau mengutarakan sesuatu itu kan membuat kelas jadi tegang nah penggunaan code switching ini kayak melonggarkan siswa saat ingin mengutarakan sesuatu tapi tidak bisa nih bahasa target nya jadi mereka bisa menggunakan code switching karena saya juga mempraktekkan itu, juga kan ini pembelajaran bahasa bahasa kalo tegang juga kan jadinya tidak masuk karena bahasa itu kan kebiasaan yang harus dibiasakan jadi caranya kalo gak rileks tidak akan masuk makanya saya kadang guyon dengan anak-anak menggunakan bahasa-bahasa yang mereka mengerti

Researcher : kalo kekurangannya bu? Dalam teori disebutkan bahwa ada 3 kekurangan dari code switching yaitu makes students lazy in applying English, Students lose confidence in the English language, Code switching not acceptable in writing examination dari 3 tersebut mana ibu yang relate?

Teacher : bisa masuk semuanya tapi mungkin membuat mereka males ya karena kan mereka jadi menyepelkan halahh bu alis pasti jelasin lagi jadi ga usah belajar ga apa-apa gitu tapi seli

Researcher : oh jadi reaksi siswa saat penggunaan code switching gimana bu?

Teacher : pada saat belum menggunakan code switching pakek mostly in english mereka mungkin mereka kurang faham ya saya menggunakan itu jadinya kan mereka lebih faham gitu aja

Researcher : oh iya bu mungkin hanya itu saja terimakasih banyak dan mohon maaf jika ada salah kata bu

Students

- Student 1

Name : Rizal Fikri Ramadhan

Class : 12 social 1 (student from teacher 1)

Date/time : 15th March 2023/09.30 AM

Researcher : *halo, mohon maaf mengganggu waktunya*

Student : *iya gak papa mbak*

Researcher : *namanya siapa kalo boleh tau?*

Student : *rizal*

Researcher : *oh rizal, saya faizah mahasiswa dari UIN Jember disini berniat untuk penelitian tentang code switching, sebelumnya kamu udah pernah denger ga ya code switching itu apa?*

Student : *belum mbak, emang apa itu?*

Researcher : *em gimana ya? kamu kalo diajar guru pada pelajaran bahasa inggris menggunakan bahasa inggris full atau kadang campuran dengan bahasa indonesia?*

Student : *campur sih mbak*

Researcher : *nah itu bisa dikatakan code switching, jadi kalo bahasa indonesianya code switching itu alih bahasa yang berarti peralihan dari bahasa satu ke bahasa dua. Bahasa satu dan dua ini bahasa yang kamu gunakan sehari-hari dan bahasa yang sedang kamu pelajari yaitu bahasa inggris. Faham?*

Student : *oh iya mbak, jadi kayak campur-campur bahasa gitu ya*

Researcher : *bener banget*

Student : *iya iya faham*

Researcher : *apakah gurumu menggunakan code switching saat mengajar dikelas?*

Student : *iya mbak pake*

Researcher : *terus gimana perasaanmu saat gurumu pake code switching saat pembelajaran berlangsung?*

Student : *ya senang si mbak, kan kita kalo pake bahasa inggris aja kita jadi ga paham tapi kalo pake bahasa indonesia aja kita jadi gabisa mempraktekkan bahasa inggris*

Researcher : *jadi kamu lebih faham ya kalo pake code switching?*

Student : *iya mbak*

Researcher : *selain itu apakah kamu merasakan kelebihan lain dari kode switching?*

Student : *emang ada yang lain mbak?*

Researcher : *menurut teori yang sudah saya temukan si ada 3 kelebihan dari code switching yaitu kelas jadi lebih rileks atau tidak tegang, lebih mudah dalam mengekspresikan diri dan yang terakhir yang kamu sebutkan tadi yaitu lebih penjelasan lebih mudah dipahami, jadi selain itu tadi apakah kamu merasakan yang lain?*

Student : *kayaknya kita jadi lebih mudah mengekspresikan diri ya mbak kalo pake code switching karena kan kadang kita gak tau bahasa inggrisnya kita bisa menggunakan bahasa indonesia yang dicampur dengan bahasa inggris*

Researcher : *oh i see, kalo kekurangan dari code switching? Ada 3 juga yaitu murid jadi lebih malas mengaplikasikan bahasa inggris, murid kehilangan percaya diri dalam bahasa inggris dan code switching tidak diterima pada writing test, jadi yang mana?*

Student : *yang tidak percaya diri mbak hehe*

Researcher : *kenapa gitu?*

Student : *ya karna kan kita gak pernah ngomong bahasa inggris yang bener mbak jadi yang ga pd aja untuk ngomong pake bahasa inggris*

Researcher : *oh makanya kalian pad ditanyai pak farhan kemaren meneng tok ya*

Student : *iya mbak HAHHAHAHAHAHA, tapi yang terakhir tentang yang tidak diterima saat writing test itu jga bisa sih karna kan kelas 12 lagi banyak-banyak nya ujian jadi kalo kebiasaan code switching jawabnya jadi kesulitan*

Researcher : *oh jadi kamu ngerasa yang itu juga ya, okeyy deh mungkin itu aja terimakasih ya mohon maaf mengganggu waktu istirahatnya*

Student : *iya gapapa mbak sama-sama*

- Student 2

Name : Nur Farikha

Class : 10 science 3 (student from teacher 2)

Date/time: 17th March 2023/12.00 PM

Researcher : *selamat siang aku Faizah mahasiswa dari UIN Jember mohon maaf ya mengganggu waktunya, kalo boleh tau ini namanya siapa ya?*

Student : *Hai kak aku farikha*

Researcher : *kan disini aku lagi penelitian tentang code switching ya, apakah sebelumnya kamu tau tentang pengertian dari code switching?*

Student : *belum kak, apa ya itu?*

Researcher : *jadi code switching itu artinya alih bahasa, alih bahasa adalah yang berarti peralihan dari bahasa satu ke bahasa dua. Bahasa satu dan dua ini bahasa yang kamu gunakan sehari-hari dan bahasa yang sedang kamu pelajari yaitu bahasa inggris. Jadi saat kamu ataupun gurumu menggunakan 2 bahasa secara bersamaan dalam satu waktu itu juga bisa dikatakan code switching.*

Student : *oh iya kak*

Researcher : *jadi menurutmu gurumu pake code switching ini gak pada saat pembelajaran dikelas?*

Student : *kalo pake bahasa yang mix indonesia inggris gitu iya kak*

Researcher : *terus gimana perasaanmu saat guru menggunakan code switching itu?*

Student : *biasa aja si kak karna kan emang tiap hari pake itu jadi kayak gada perasaan yang gimana-gimana*

Researcher : *oh jadi biasa aja gitu ya*

Student : *iya*

Researcher : *kalo kelebihan dari code switching yang akan saya sebutkan abis ini kamu merasakan yang mana, ada 3 kelebihan dari teori yang sudah saya temukan yaitu penjelasan jadi lebih mudah dipahami, suasana kelas menjadi lebih rileks dan lebih mudah pada saat mengekspresikan diri jadi yang mana?*

Student : *em jadi lebih mudah dipahami penjelasan dari guru kayaknya kak, kadang saya ga paham kalo guru menjelaskan dengan full bahasa inggris jadi butuh penjelasan lagi di bahasa indonesia*

Researcher : *kamu jadi lebih faham ya dengan adanya code switching ini?*

Student : *bener kak*

Researcher : *untuk kekurangannya?*

Student : *ada kekurangannya kak?*

Researcher : *oh iya untuk kekurangannya ada 3 juga yaitu murid jadi malas mengaplikasikan bahasa inggris, murid kehilangan percaya diri dalam bahasa inggris dan code switching tidak diterima pada saat writing tes, itu jadi kamu merasakan yang mana?*

Student : *jadi malas mengaplikasikan bahasa inggris kak karena kan kita selalu dapat penjelasan ulang dalam bahasa indonesia jadi kayak yang mau ngomong ataupun mikir lebih jauh tentang bahasa inggris jadi malas*

Researcher : *oh berarti kamu males ya kalo mau ngomong bahasa inggris*

Student : *iya kak banget hehe karena gak ngerti mau ngomong apa*

Researcher : *hahhaahahahah iya gapapa ga harus bisa juga, oke cukup mungkin itu aja untuk interviewnya terimakasih banyak*

Student : *iya sama-sama kak*

- Student 3

Name : Charismatul Nadifa

Class : 10 language (student from teacher 3)

Date/time : 17th March 2023/ 12.20 PM

Researcher : *halo selamat siang aku Faizah mahasiswa dari UIN Jember yang lagi melakukan penelitian disini, mohon maaf ya mengganggu waktunya*

Student : *iya gapapa kok mbak*

Researcher : *kamu namanya siapa ya?*

Student : *charismatul nadifah biasanya dipanggil risma mbak*

Researcher : *oh hai risma, langsung aja ya disini kan saya penelitian tentang code switching kamu tau ngga apa itu code switching?*

Student : *engga mbak, apa ya itu?*

Researcher : *em kalo bahasa indonesia itu artinya alih bahasa jadi kayak peralihan dari satu bahasa ke bahasa lainnya, contoh kayak guru bahasa inggris kamu menjelaskan dengan bahasa inggris kemudian mengalihkan ke bahasa indonesia entah untuk penjelasan ulang ataupun mencampur dua bahasa tersebut secara bersamaan.*

Student : *oh jadi kayak yang biasa dilakukan para guru itu mbak ya? saya gak tau kalo itu namanya code switching hehe*

Researcher : *nah iya, jadi guru kamu menggunakan code switching saat pembelajaran?*

Student : *pasti mbak kita kan ga paham kalo full bahasa inggris*

Researcher : *jadi gimana perasaan kamu saat gurumu pake code switching itu?*

Student : *gimana ya mbak? Ya seneng-seneng aja sih karna kan jadi ngerti gitu tentang apa yang lagi dijelasin*

Researcher : *oh i see, tapi kan ada 3 kelebihan code switching disini yaitu kelas jadi lebih rileks, lebih mudah memahami penjelasan dan lebih mudah mengekspresikan diri nah dari 3 itu kamu yang paling merasakan yang mana?*

Student : *ya itu tadi jadi lebih ngerti, dikelas juga lebih rileks aja sih mbak*

Researcher : *yang lebih rileks itu gimana?*

Student : *ya kan bu alies kalo njelasin pake 2 bahasa yang bikin kelas ga tegang dan rileks, beda kan kalo di kelas full bahasa inggris kita jadi takut buat ngomong karna kan gabisa leluasa karna gangerti karna bu alies bukan cuma jelasinnya yang pake code switching, saat diluar penjelasan juga pake itu jadi kita rileks aja gitu saat pembelajaran berlangsung.*

Researcher : *kalian jadi ga tegang gitu ya?*

Student : *betul*

Researcher : *disini juga disebutkan kekurangan code switching yaitu murid jadi malas mengaplikasikan bahasa inggris, murid jadi kehilangan kepercayaan diri dalam bahasa inggris dan code switching tidak diterima saat writing tes, disitu ada ngga yang menurut kamu bener?*

Student : *yang tidak diterima saat writing tes itu bener mbak, saat writing tes kan gak bisa mbak pake 2 bahasa jadi pasti salah jadi kekurangannya disitu*

APPENDIX VII

Research documentation



Observation in teacher 1 class : fullfill observation checklist and field note.

Observation in teacher 2 class : fullfill observation checklist and field note.

Observation in teacher 3 class : fullfill observation checklist and field note.

Interview with teacher 1 to supporting the data from observation cheklist.



UNIVERSITAS ISLAM NEGERI

MUHAMMAD SIDDIQ

B E R



Interview with teacher 2 to supporting the data from observation cheklist.

Interview with teacher 3 to supporting the data from observation cheklist.

UIN
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

APPENDIX VIII

Jurnal of the research



Jurnal Penelitian

No.	Time	Activity	Informant	Signature
1.	March 2nd, 2023	Meminta izin penelitian kepada waka kurikulum	Dwi Yuniati, M.Pd.	
2.	March 2nd, 2023	Bertemu para guru bahasa inggris untuk meminta izin penelitian serta konsultasi terkait waktu penelitian	1. Dra. Nur Khamidah, M.Pd. 2. Alies Zahrotul Hamidiyah, S.Pd 3. Drs. Farhan, M.Pd.	1. 2. 3.
3.	March 6th, 2023	Obsevasi pembelajaran bahasa inggris di kelas pada guru pertama	Alies Zahrotul Hamidiyah, S.Pd	
4.	March 6th, 2023	Observasi pembelajaran bahasa inggris di kelas pada guru kedua	Dra. Nur Khamidah, M.Pd.	
5.	March 7th, 2023	Observasi pembelajaran bahasa inggris di kelas pada guru ketiga	Drs. Farhan, M.Pd.	
6.	March 16th, 2023	Interview kepada guru bahasa inggris pertama	Drs. Farhan, M.Pd.	
7.	March 20th, 2023	Interview kepada guru bahasa inggris kedua	Dra. Nur Khamidah, M.Pd	
8.	March 21st, 2023	Interview kepada guru bahasa inggris ketiga	Alies Zahrotul Hamidiyah, S.Pd	
9.	April 1st, 2023	Pamit telah selesai penelitian kepada waka kurikulum	Dwi Yuniati, M.Pd.	
10.	April 1st, 2023	Mengurus surat izin telah selesai penelitian	Pak Rizal	

KIAI HAJI ACHMAD SIDDIQ
J E M B E R



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PASURUAN
MADRASAH ALIYAH NEGERI 1

Jalan Balai Desa Glanggang Nomor 3A Beji Pasuruan 67154
Telepon (0343) 742690; Faksimile (0343) 742690
Website: www.mansatupasuruan.sch.id

SURAT KETERANGAN
Nomor :1496 /Ma.13.09.01/PP.00.6/5/2023

Yang bertanda tangan dibawah ini :

Nama : Nasrudin,S.Pd, M.Si
NIP : 19720905200501105
Pangkat /Gol : IV/ a
Jabatan : Kepala Madrasah

Menerangkan dengan sebenarnya bahwa mahasiswa dengan identitas berikut :

Nama : Nur Rohmatul Faizah
NIM : T20196121
Program Studi : Tadris Bahasa Inggris

Telah melaksanakan Penelitian/Riset tentang "An Analysis of Teachers` Code Switching in EFL Class at MAN 1 Pasuruan". Selama 30 hari mulai tanggal 2 Maret s/d 1 April 2023, dilaksanakan dengan Baik.

Demikian Surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pasuruan, 25 Mei 2023
Kepala Madrasah,



Nasrudin



Dokumen ini telah ditanda tangani secara elektronik. Silakan cek keaslian dokumen pada tte.kemenag.go.id

Token : 4tVNfn

APPENDIX IX

Field Note

field note observation
* Teacher 1 (pak farhan)

date / time : Tuesday, 7 March 2023 / 08.30 - 10.00 AM

- Teacher 1 menggunakan kode switching secara spontan dan tidak disengaja, adapun yang disengaja seperti mengulang kembali kalimat yg sudah dijelaskan menggunakan bahasa Indonesia. kode switching yang disengaja bertujuan untuk memudahkan siswa.
- pembelajaran tentu saja menjadi lebih efektif terbukti pada saat siswa merespon ~~saat~~ dengan cepat saat menggunakan kode switching
- Students reaction : mereka menjadi lebih paham ~~saat~~ saat teacher 1 menggunakan kode switching during learning process

field note observation
* Teacher 2 (Bu Hamidah)

date / time : Monday, 6 March 2023 / 12.30 - 13.15 PM

- Teacher 2 kebanyakan tidak sadar dengan penggunaan kode switching dan spontan karena terbiasa
- Sama seperti teacher 1, pembelajaran di kelas teacher 2 juga lebih efektif dengan menggunakan Code Switching, karena siswa lebih bisa mengomunikasikan dengan bahasa Indonesia yg dicampur dengan bahasa Inggris
- Students reaction : Mereka jadi lebih responsif saat teacher 2 menggunakan Code Switching. Serta lebih paham dengan apa yg disampaikan oleh teacher 2

Field note observation
* teacher 3 (Bu Alies)
Date / time : Monday, 6 March 2023 / 10.25-11.55 AM

- teacher 3 sangat menggunakan code switching dengan spontan dan itu terjadi bukan hanya pada saat menjelaskan materi. diluar itu teacher 3 juga menggunakan code switching yang kreatif dengan para siswa menjadi halat takut saat pembelajaran berlangsung
- pembelajaran pasti menjadi lebih efektif karena mereka tidak takut untuk menjawab dengan lantang dan merespon teacher 3 dengan cepat.
- Students reaction keatsi mereka tentu lebih ekspresif karena mengerti dengan ucapan guru dan menjawab ^{merespon} per menjadi lebih cepat

UIN

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

APPENDIX X

BIOGRAPHY



Personal Information

Name : Nur Rohmatul Faizah
Place, date of birth : Pasuruan, 27 May 2001
Address : Desa Nogosari, Kec. Pandaan, Kab. Pasuruan
Faculty : Education and Teacher Training
Major : English Education
Email : nurrohmatulfaizah79@gmail.com

Educational Background

MI Ma'arif NU Nogosari (Graduated in 2013)
MTsN 2 Pasuruan (Graduated in 2016)
Madrasah Aliyah Negeri 1 Pasuruan (Graduated in 2019)