A SOCIOLINGUISTIC STUDY: INDONESIAN-ENGLISH CODE-SWITCHING EMPLOYED BY TEACHER ON ENGLISH LEARNING AT AL-HIDAYAH BOARDING SCHOOL

THESIS

Submitted as Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd.)

By

Name: Sri Kinanti Khairunisa

NIM: 2018850065

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF EDUCATION SCIENCES

MUHAMMADIYAH UNIVERSITY OF JAKARTA

2022

MUHAMMADIYAH UNIVERSITY OF JAKARTA
FACULTY OF EDUCATIONAL SCIENCES
ENGLISH EDUCATION STUDY PROGRAM

A SOCIOLINGUISTIC STUDY: INDONESIAN-ENGLISH CODE-SWITCHING EMPLOYED BY TEACHER ON ENGLISH LEARNING AT AL-HIDAYAH BOARDING SCHOOL

xv + 80 pages, 5 tables, 10 appendices

ABSTRACT

This study aims to investigate the different types of code-switching that the teacher employs when teaching English at Al-Hidayah Boarding School and the function of the teacher's code-switching on English learning at Al-Hidayah Boarding School. This study was carried out by the writer using a descriptive qualitative methodology and a case study design. An English teacher is a subject in this study. The writer has collected the data using observation and interview instruments. The data analysis revealed that the teacher used code-switching in 199 instances while teaching English at Al-Hidayah Boarding School. Intra-sentential code-switching occurred 88 times, inter-sentential code-switching occurred 76 times, and tag code-switching occurred 35 times. The function of code-switching used by the teacher found three functions; Topic switch, affective function, and repetitive function. To avoid misunderstandings, the teacher mostly employed code-switching to help him deliver the material with repetitive functions.

Keywords**:** Sociolinguistic, Code-switching, English Teaching

22 References (2010-2021)

UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Skripsi, September 2022

Sri Kinanti Khairunisa (2018850065)
STUDI SOSIOLINGUISTIK: ALIH KODE BAHASA INDONESIA-BAHASA INGGRIS YANG DILAKUKAN OLEH GURU PADA PEMBELAJARAN BAHASA INGGRIS DI PONDOK PESANTREN AL-HIDAYAH

xv + 80 halaman, 5 tabel, 10 lampiran

ABSTRAK

Penelitian ini bertujuan untuk mengetahui jenis-jenis alih kode yang diterapkan guru saat mengajar bahasa Inggris di Pondok Pesantren Al-Hidayah dan untuk mengetahui fungsi alih kode yang dilakukan guru dalam pembelajaran bahasa Inggris di Pondok Pesantren Al-Hidayah. Penelitian ini dilakukan oleh penulis dengan menggunakan metodologi deskriptif kualitatif dengan desain penelitian studi kasus. Seorang guru bahasa Inggris adalah subjek dalam penelitian ini. Penulis mengumpulkan data dengan menggunakan instrumen observasi dan wawancara. Analisis data mengungkapkan bahwa guru menggunakan alih kode dalam 199 kasus saat mengajar bahasa Inggris di Pesantren Al-Hidayah. Alih kode intra-sentential terjadi 88 kali, alih kode inter-sentential terjadi 76 kali, dan alih kode tag terjadi 35 kali. Fungsi alih kode yang digunakan guru menemukan tiga fungsi; Pergantian topik, fungsi afektif, dan fungsi repetitif. Untuk menghindari kesalahpahaman, guru kebanyakan menggunakan alih kode untuk membantunya menyampaikan materi dengan fungsi repetitif.

Kata Kunci: Sosiolinguistik, Alih Kode, Pengajaran Bahasa Inggris
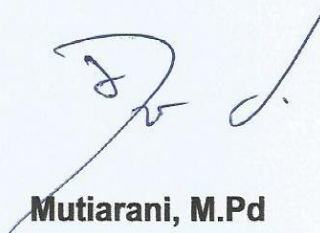
22 Daftar Pustaka (2010-2021)

APPROVAL SHEET

Thesis Advisor,

Lidiyatul Izzah, M.Pd

Date: 13 - 8 - 2022 ....

Acknowledged by,

Head of English Education Study Program,

Mutiarani, M.Pd

Date: 16 - 8 - 2022 ....
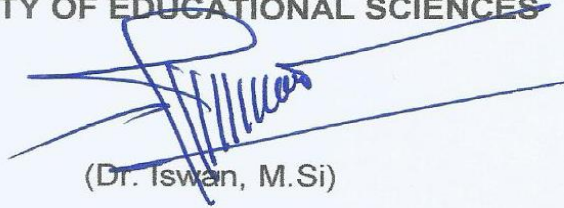
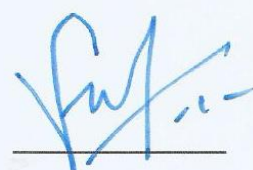|	
Name	: Sri Kinanti Khairunisa
Student' Number Registration	: 2018850065
Thesis Title	: **A Sociolinguistic Study: Indonesian-English Code-Switching Employed By Teacher On English Learning At Al-Hidayah Boarding School**
Academic Year	: 2018/2019

BOARD OF EXAMINERS APPROVAL

Board of Examiner of Faculty of Educational Sciences certifies that thesis entitled "A SOCIOLINGUISTIC STUDY: INDONESIAN-ENGLISH CODE-SWITCHING EMPLOYED BY TEACHER ON ENGLISH LEARNING AT AL-HIDAYAH BOARDING SCHOOL" written by Sri Kinanti Khairunisa student's registration number 2018850065 was examined by the committees on September 2022. The thesis has been accepted and declared to have fulfilled on of the requirements for the degree "S.Pd." (S1) in English Education at Faculty of Educational Sciences, Muhammadiyah University of Jakarta.

Acknowledged by:

FACULTY OF EDUCATIONAL SCIENCES

(Dr. Iswan, M.Si)

Board of Examiners	Signature	Date
Ismah, M.Si Chair-person		03/10/22
Mutiarani, M.Pd Secretary		22/9/2022
Lidiyatul Izzah, M.Pd Advisor		22/9/2022
Dr. M. Sofian Hadi, M.Pd Examiner - 1		22/9/2022
Zaitun, M.Pd Examiner - 2		19/9/2022
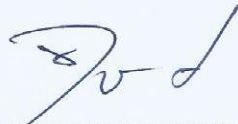
ENDORSEMENT SHEET

This is to certify that the board of examiners has approved the undergraduate thesis as follows:

Name : Sri Kinanti Khairunisa

Student's Registration Number : 2018850065

Thesis Title : **A SOCIOLINGUISTIC STUDY: INDONESIAN-ENGLISH CODE-SWITCHING EMPLOYED BY TEACHER ON ENGLISH LEARNING AT AL-HIDAYAH BOARDING SCHOOL**

Academic Year : 2021/2022

Day : Monday

Date : September 5th, 2022

Ismah, M.Si
Chair-person

Mutiarani, M.Pd
Secretary

Dr. M. Sofian Hadi, M.Pd
Examiner – 1

Zaitun, M.Pd
Examiner - 2

PAKTA INTEGRITAS

Yang bertanda tangan dibawah ini:

a. Nama   : Sri kinanti Khairunisa

b. Tempat / Tanggal Lahir   : Bogor, 11 Oktober 2000

c. Fakutas / Program Studi : Fakultas Ilmu Pendidikan / Pendidikan
Bahasa Inggris

d. Nomor Pokok   : 2018850065

e. Alamat Rumah   : Tamansari Bukit Damai Blok A.21/21,
Kel. Padurenan, Kec. Gunung Sindur, Kota
Bogor.

f. No. Tlp/HP   : 0895392137103

g. Judul Skripsi   : **A SOCIOLINGUISTIC STUDY:
INDONESIAN-ENGLISH CODE-
SWITCHING EMPLOYED BY TEACHER
ON ENGLISH LEARNING AT AL-
HIDAYAH BOARDING SCHOOL**

Dengan ini menyatakan dengan sesungguhnya bahwa seluruh dokumen atau data yang saya sampaikan dala skripsi ini adalah benar dengan ketentuan yang berlaku. Apabila di kemudian hari ditemukan seluruh atau Sebagian dokumen atau data yang teridentifikasi penyimpangan pada bagian tertentu, saya bersedia menerima sanksi sesuai dengan perundang-undangan yang berlaku.

Demikian pakta integritas ini saya buat dengan sesungguhnya tanpa ada paksaan dari siapapun, untuk dipergunakan sebagaimana mestinya.

Jakarta, 27 September 2022
Mahasiswa yang bersangkutan,

Sri Kinanti Khairunisa

vi

PERNYATAAN PERSETUJUAN
PUBLIKASI TUGAS AKHIR UNTUK PENINGKATAN AKADEMIK

Sebagai

sivitas Fakultas Ilmu Pendidikan Universitas Muhammadiyah Jakarta, saya yang bertanda tangan di bawah ini:

Nama : Sri Kinanti Khairunisa

No. Pokok : 2018850065

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Fakultas Ilmu Pendidikan

Jenis Karya : Skripsi

Demi pengembangan ilmu Pendidikan, menyetujui untuk memberikan kepada Fakultas Ilmu Pendidikan Universitas Muhammadiyah Jakarta Hak Bebas Royalti Non Ekslusif (*Non-Exclusive Royalty Free Right*) atas karya ilmiah saya yang berjudul: **A SOCIOLINGUISTIC STUDY: INDONESIAN-ENGLISH CODE-SWITCHING EMPLOYED BY TEACHER ON ENGLISH LEARNING AT AL-HIDAYAH BOARDING SCHOOL.**

Dengan ini hak bebas royalty Fakultas Ilmu Pendidikan berhak menyimpan, menggali media, mengelola dalam bentuk perangkat data (data base), merawat, dan mempublikasikan skripsi data selama tetap mencantumkan nama saya sebagai penulis dan sebagai pemilik hak cipta.

Demikian pernyataan ini saya buat dengan sebenar-benarnya agar bisa dipergunakan sebagaimana mestinya.

Dibuat di Jakarta,
Pada tanggal, 27 September

Sri Kinanti Khairunisa

DEDICATION

I dedicated this thesis to:

Myself, My Parents, and My Siblings.

MOTTO

It's an impossibility to be perfect but it's possible to do the best.

ACKNOWLEDGEMENT

6. My lovely friends in *Bilik 8* (Fuzi, Nanda, Dinda, and Fika), *Sarjana Chill* (Afifah, Ka Nida, Athaya, and Mutia) always give me great experiences, support, smile, joy, and all beautiful things.

7. All of my friends in the English Education Department in the academic year of 2018.

After all, this thesis is not perfect but this is hoped to be useful for every people, who want to conduct the same research in the future. This graduating paper is also hoped to be beneficial for students who want to understand more about sociolinguistics, specifically in code-switching.

Jakarta, September 27th, 2022
The writer,

Sri Kinanti Khairunisa

Table of Contents

List of Tables

List of Appendices

Appendix 1 The Result of Classroom Observation Meeting 1

Appendix 2 The Result of Classroom Observation Meeting 2

Appendix 3 Interview Guideline for The Teacher

Appendix 4 Transcription of Teacher's Interview in the Research

Appendix 5 Research Permission Letter

Appendix 6 Letter of Completion of the Research from The School

Appendix 7 Documentation

Appendix 8 Guidance Consultant Letter

Appendix 9 Writer's Curriculum Vitae

Appendix 10 Guidance Consultant Letter After Thesis Examination

CHAPTER I

INTRODUCTION

A. Background of the Study

Cissewski & Luncz (2021: 2) described that human communication is an intentional communication strategy that plays a significant role in sociality. Language serves as the main mode of communication, socialization, and interaction between individuals, resulting in an intertwined social and societal system.

In accordance with Wardhaugh & Fuller (2021: 2), the concept of language is both an abstract one and something that is recognized by all people. People continuously demonstrate that they have access to it by using it appropriately. We'll see that this idea of correct usage encompasses a wide range of abilities and pursuits. Language is created via spoken words or meaningful written information. English is one of the most widely spoken languages in the world, among many others. Lucas (2014: 33) mentions that English is a global language that is frequently used in conferences attended by many nations speaking various national tongues, such as those in world trade and business. Its speakers are pulled together due to a variety of factors such as political unrest, immigration, educational opportunities, and geographic location.

When it comes to communication, English is important. Learning English raises one's prestige and presents more options in the fields such as business, technology, world trade, and academics. Furthermore, individuals all over the world use the English language to describe themselves because English is the world's most commonly used language, including in Indonesia. Rao (2019: 67) argued that English is the primary language of the English State, currently spoken in many other nations and used as an international language interaction worldwide.   As a result, English became a common language among people.

Academically, English was taught at every educational institution throughout the educational region. Several countries including Australia, the United Kingdom (UK), the United States (US), and many more, use English as their first language. While in some countries, English is not used as the native language, thus, it follows that teaching English in nations where it is not the native tongue has been a significant problem. As a result, learning a new language or foreign language is challenging for students since they are unable to communicate in English on a daily basis. Instead of learning language in a real setting, students should learn them from textbooks.

In Indonesia, From primary school through the highest level of education, English was introduced as an international language in both formal and informal schools. As a result, teachers should constantly seek

out practical methods to minimize the challenges that come with teaching English. For both students and teachers, English usage at school was still a challenge. It occurs because the students are not accustomed to conversing in English in their daily lives. As a result, the teacher attempts to adapt his or her language throughout learning and teaching activities so that the students can better understand the subject and accept the message, and there will be no misconceptions. As cited in Q.S Ibrahim verse 4.

وَمَآ أَرْسَلْنَا مِن رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِۦ لِيُبَيِّنَ لَهُمْ ۖ فَيُضِلُّ ٱللَّهُ مَن يَشَآءُ وَيَهْدِى مَن يَشَآءُ ۚ وَهُوَ ٱلْعَزِيزُ ٱلْحَكِيمُ

"We sent not a messenger except (to teach) in the language of his (own) people, in order to make (things) clear to them. Now Allah leaves stray those whom He pleases and guides who pleases. and He is Exalted in Power, Full of Wisdom".

Different languages were spoken by various nations and ethnic groups around the world, as each group spoke various languages. For example, Indonesians speak a single national language, with each tribe speaking its dialect, like Sundanese, Javanese, Balinese, or Madurese, are the first. These languages are often used to socialize with individuals from the same geographical location, tribe, or ethnicity.

Wardhaugh & Fuller (2021: 97) explained a code is a mechanism that two or more individuals use to communicate with each other orally. We should also point out that two bilingual speakers, that is, those with access to two codes, switch between the two languages during a conversation for various reasons. Code-switching can be a personal preference or a key identifier for a speech community who have to deal with multiple languages in their everyday activities. Gal in Wardhaugh & Fuller (2021: 98) explained code-switching is a conversational tactic used to build, invoke, or alter interpersonal ties with their rights and duties.

Language switching is not just during a discussion between two or more individuals who speak different languages, but also when someone is preparing to give a speech. Herk (2012: 370) stated that Code-switching occurs when speakers within the same discourse switch between two or more languages over sentences or clause boundaries. To summarize, code-switching is the phenomenon of many people, particularly those who would speak different languages or are bilingual, changing their language.

In an English language classroom, Code-switching seems to be essential for language acquisition since it allows for effective communication between the teacher and the students. Students should be introduced to code-switching early in their studies since it will inspire them to study effectively and productively. Switching languages was one

of the most effective strategies to fix a student's difficulties when learning a language. In conclusion of the following statements, It has become possible to teach and learn the English language more effectively by using code-switching. The teacher transitions the languages from Indonesian to English as the target language. Then, the teacher speaks to the students in Indonesian to make it easier for them to understand the contents and the teacher's directions.

In the teaching of English in a classroom setting, transitioning from English to Indonesian or another language can be used as a communication style. Code-switching is mostly used in schools as a communication technique, providing an opportunity for students to fully understand the concepts being taught and facilitating the smooth flow of classroom education. This shows that the code-switching process in the classroom helps to close the communication gap between the teacher and the students, especially when it comes to sharing knowledge. Code-switching can therefore aid students in communicating with the teachers and classmates in English class while also allowing them to convey their ideas.

In agreement with the abovementioned statements, a code-switching is an option employed by bilingual or multilingual individuals who speak two or more languages simultaneously.

In this case, the writer observed the English teacher switching the language between Indonesian and English in the classroom during the process of learning. The writer chooses the context of this sociolinguistics study in education over any other public subject because the goal of the study is to detect and understand English code-switching in the context of education through direct observation.

The writer used earlier research findings as motivation for this study, which involved observing the teacher's usage of code-switching when teaching English. Two papers were selected as earlier research findings that helped with this study.

The first study, "Case Study: Code-switching and Learning in the Classroom" were done by Danièle Moore. This paper addressed the issue of code-switching in the classroom and analyses the roles and functions of the first language (L1) in the second language (L2) class. The observation of intra-sentential code-switching shows complex learning and communicative strategies and emphasizes the need to better understand these strategies and their role in the learning process. Switches can add significantly to the enrichment of new concepts and become an active part of the learning experience.

The second research is conducted by Castillejo, et al. with their research entitled Code Switching and Students' Performance in English. This study determined the influence of code-switching on the academic

performance of students in English. A total of 40 incoming Grade 10 students participated in this study. The attitudes of the respondents towards code-switching and the English language and the frequency of the use of code-switching were analyzed through weighted mean and the students' academic achievement in English through frequency count and percentage. The results showed that the students' attitudes towards code-switching and the English language are agreeable. The study also found that the respondents use code-switching frequently during English class. It also showed that there is a significant relationship between the respondents' frequency of the use of code-switching and their English achievement.

This study has similar to the prior research mentioned above. The similarities between this study and the previous research mentioned above are some focus of the problem that discusses the type of code-switching and the functions of using code-switching. Then, the difference between this study and the previous research is the theory that is applied in the respective studies. It is important not to dismiss or deny the code-switching occurrence in the classroom, conforming to all of the researchers mentioned above. It might be a great tool to manage classroom discussion and help students comprehend the similarities and contrasts between their language or a foreign language. Meanwhile, the base of this research is on the Indonesian-English code-switching usage

in the classroom by the English teacher. The goal of this study is to look into different types of code-switching, the function of code-switching usage by the teacher in an English classroom.

Furthermore, Depending on the earlier description, the writer is motivated to conduct research titled "**A SOCIOLINGUISTIC STUDY: INDONESIAN-ENGLISH CODE-SWITCHING EMPLOYED BY TEACHER ON ENGLISH LEARNING AT AL-HIDAYAH BOARDING SCHOOL**".

B. Focus of the Problem

Depending upon the research background above, the problem discovered in this research would be defined as follows.

1. What types of code-switching does the teacher employ when teaching English at Al-Hidayah Boarding School?
2. What is the function of the teacher's code-switching on English learning at Al-Hidayah Boarding School?

C. Limitation of the Problem

The writer focused on analyzing and identifying different code-switching types, as well as the function of code-switching performed by the teacher at Al-Hidayah Boarding School when teaching English.

D. The Objectives of the Study

The following are the research objectives, as outlined by the writer.

1. To know the types of code-switching that the teacher employs when teaching English at Al-Hidayah Boarding School.

2. To determine the function of the teacher's code-switching on English learning at Al-Hidayah Boarding School.

E. Significance of the Study

There are two types of important components in this research: theoretical and practical. The following are some of the research's expected theoretical and practical benefits:

1. Theoretical

   a. Because this research contains various ideas associated with code-switching, the reader will gain a better grasp of sociolinguistics, particularly in the area of code-switching.

2. Practical

   a. For teacher

   This research is designed to provide teachers with solutions to their students' problems in teaching English and improve the learning process.

   b. For student

This research aims to enhance students' comprehension of code-switching so that they can put it into practice right away in their daily lives.

c. For the future researcher,

This research is designed to serve as a guide for future researchers interested in continuing their research on code-switching in the English field, and they may utilize this research as their preliminary step.

CHAPTER II
LITERATURE REVIEW

A. The Review of the Theories

1. Sociolinguistic

a. Sociolinguistic Definition

A branch of linguistics called sociolinguistics looks into the relationship between language and its speakers of it. Wardhaugh & Fuller (2021: 1) explained that Sociolinguistics would be the science of the relation between society and language to have a better knowledge of how organized language is used and how it is utilized in communication. It means that sociolinguistics extends beyond the concept of a speech community to include all of a group's culture and behavioral practices, all of which work together to define that group.

Chevrot, Drager, and Foulkes (2018: 680) clarified sociolinguistics is an integrated branch of research that combines sociology and linguistics. The study of individuals in society is known as sociology, whereas the study of individual language is known as linguistics. As a result, sociolinguistics may be characterized as the branch of linguistics focused on community language use.

Hudson (2011:4) defined sociolinguistics as a branch of linguistics. Thus, because it gives light on aspects of language in particular or the

characteristics of a given language, sociolinguistics is valuable. Following that, Holmes (2013:1) added that sociolinguistics is the science of the relationship between society and language. They're interested in learning about the language's social purposes and how they're employed to establish different interpretations, as well as why people speak in different ways in different situations. Meanwhile, Gumperz cited by Wardhaugh & Fuller (2021: 12) defined the study of the interactions between social and linguistic structures and the effect of changes is known as sociolinguistics.

The sociolinguistic study looks at language functions and types, as well as language interactions, people's attitudes toward word choice and practitioners, words change, and the way people communicate. Some linguists used the phrase sociology of language in the early stages of the subject, while others called it sociolinguistics. Some experts felt that the names differed, but today most scholars on the subject see it as a minor point. To clarify the distinction, Sociolinguistics is the study of language in relation to society, whereas sociology of language is the study of society in relation to language. Therefore, while the objective of the study in sociolinguistics is language, the emphasis of study in the sociology of language is societies.

Considering the mentioned constraints of sociolinguistics, it can be stated that sociolinguistics is composed of three main elements:

language, society, and the connection between linguistics and society. Language in society is discussed or studied in sociolinguistics. How people in the community communicate using language, and how individuals interact with each other to share personal views.

b. Scope of Sociolinguistic

Sociolinguistics is separated into two studies: microsociolinguistics and macrosociolinguistics. Pursuant to Coulmas in Wardhaugh & Fuller (2021:13), Microsociolinguistics studies how social structure influences, how people speak, and how social factors like age, gender, and class influence language variety and usage patterns. While Macrosociolinguistics focuses on the behaviors and attitudes which explain the function allocation of speech forms in society, language change, stability, and substitution, as well as the circumscription and communication of bilingual speakers.

2. Code

People typically choose different codes in various settings in regular interaction. Code is a concept that refers to various things that people learn when they learn languages in the world. Any mechanism that two or more people use to communicate is referred to as a code. As a result, additional researchers have employed the matched guise technique and have presented findings that suggest listeners are

influenced by code selections when evaluating what speakers say to them. A language or a subset of a language is also referred to as code. Pidgin and Creole explain the other source is "likely to provoke emotions, but the neutral term of code, drawn from information theory, can be used to describe any kind of method that two or more people adopt for communication" Wardhaugh & Fuller (2021: 89).

As explained by Hadi, et al (2019: 3-4), Depending on the sector in which it is used, the term 'code' can refer to a wide range of thoughts and ideas. The definitions that follow focus on the term's usage and specific meaning in several of the fields where it is used.

1) In communication, A code is a system of transforming a part of a message (such as a letter, word, or phrase) into a different context or interpretation, which does not have to be of the same kind. Encoding is the procedure through which an object converts information to data, which are then transferred to the observer, such as a data processing device, in communications and information processing.

2) In semiotics, the principle of a code is particularly essential. Signs only obtain value and meaning when they are understood by one another. The interaction between the signifier and the signified was indeterminate. As a result, deciphering signals necessitates familiarity with the present set of standards or codes for transmitting meaning.

3) In computer programming, the term "code" is generated by computer instructions programming and scripting language. The noun "code" Generally refers to source code, but the verb "to code" relates to programming or writing source code. This usage could have started with the creation of the first sign languages, which were driven onto cards as "codes".

In its widest sense, this term refers to a collection of rules for converting one signaling system to another, and it is more closely related to semiotics and communication theory than to linguistics. The terms 'encoding' and 'decoding' are occasionally used in phonetics and linguistics, although the idea of language as a 'code' is rarely discussed in these fields. The phrase has acquired prominence in sociolinguistics, where it is commonly used as a generic term for any language-based communication system, enabling sociolinguists to avoid getting to commit to words like dialect, language, and variety, which have special significance in their theories.

People choose different codes in diverse situations in regular interactions. The term "code" applies to a variety of different languages when people study a language around the world. Any system that allows two or more individuals to communicate can be referred to as code. Language or element of a language is sometimes known as code.

Different characters are used in every single language element in the explanation of the code provided above, which is determined by professionals and applies to many different languages. Code can be thought of as the secret of switching between languages used for communication. Given all the requirements, it can be claimed that in a bilingual or multilingual culture, code-switching is often the employment of at least two languages or dialects throughout a conversation.

3. Code-Switching

a. Code-Switching Definition

Hymess in Dykes (2018: 74), the rotating usage of some different languages, dialects, or even speech styles is known as code-switching. If a third person enters a conversation between two persons, code-switching occurs, changing the language they employ and perhaps changing the setting and the conversation's focus. They must have a purpose for changing their language when speaking to one another. It most likely depends on the occasion and conditions. As a result, switching is one of the possibilities for a bilingual to interact with others privately, because sometimes people do not want others to know what they are conversing about.

In line with Wardhaugh & Fuller (2021: 98), People usually need to choose a certain language every time they want to talk, a speaker can

choose to switch through a code towards another, or even in sentences, they switch their code then resulting in a new pattern (This is referred to as code-switching). It refers to bilingual people using multiple languages or dialects in the same speech or statement.

Besides, Hudson (2011: 56) stated that the term "code-switching" refers more to a diglossia situation in which the speaker uses distinct variations of the same language at various times and in different settings. Regardless of how the information may appear on the surface, code-switching appears to play a role in communication that supports and facilitates thinking. The speaker's attempt to make the message clear does not imply that the message is confusing when the language is shifted. Then, code-switching includes changes made by a single person to the codes of several exchange participants. Hudson (2011: 57) point out a situation where a single speaker utilizes a distinct variety at any given time is known as code-switching.

It is described in the definition up above. Additionally, code-switching occurs in the classroom with the students, and the teacher has the authority to control and manage the situation. Then the target language and native language can be connected during the teaching-learning process.

For example, the process of switching between the English and Indonesian languages while speaking is known as code-switching The

student might say, "Pelajarannya sulit sekali. I don't understand". The student stated "I don't understand" after using the Indonesian phrase "Pelajarannya sulit sekali" in that sentence. "I don't understand," the student affirmed, indicating that she didn't understand the material due to its difficulty. She defended the Indonesian language in English for a variety of reasons. Prestige could be the cause. The use of two languages in a speech in casual settings creates a sense of interaction that cannot be avoided.

Based on the example above, Switching languages has become prevalent in society, which believes that changing their language will make them appear more distinguished. It will be possible to switch languages so they will be able to interact in another language. Furthermore, regardless of how the external information appears, code-switching appears to serve a role in communication that facilitates and assists thinking. When a speaker switches languages, it doesn't mean the message is unclear, rather, it's an attempt to make the information more understandable.

b. Code-Switching Types

Several researchers have considered diverse code-switching types. Wardhaugh & Fuller (2021: 101) mention two code-switching types, here is the explanation.

1) Situational code-switching. It happens when the languages spoken shift depending on the situation in wherein the masterly is found: individuals talk with a language in a certain situation and a different language in other situations.

2) Metaphorical code-switching. It happens that a topic shift implies a shift in the language used. The code also does as the atmosphere shifts from formal to informal, commerce to personal, and politeness to solidarity.

Grammatical and contextual are the categories of the code-switching above. While the grammatical categorization is based on where in the sentence or speech the switching happened, contextual classification is based on the reasons why a bilingual switches. Additionally, Hudson (2011: 52) clarify comparable sorts of code-switching have been suggested. Code-switching is divided into situational code-switching and metaphorical codeswitching. Conversational Code-Switching, however, is the proposed new type. Different code-switching styles are based on a social component that many experts have suggested.

The explanation above, which includes expert opinion and an illustration, is used within a sentence and typically changes the language of a term or phrase used by bilingual Indonesians from Indonesian to

English. Contextual classification is concerned with the reasons why people transition between different codes, as opposed to grammatical classification, which is based on the placements of the various codes contained in the utterances.

Likewise, Cantone (2013: 57) suggested three different code-switching types: intra-sentential, inter-sentential, and tag code-switching. As stated in the description below.

1) Intra-sentential code-switching

Intra-sentential switching is the most complex type of switching. In this type, this type happens inside a clause, a phrase boundary, or even in a single word. There are no interruptions, apprehensions, or pauses to signal a transition in the mid of a phrase. It indicates that within the same sentence, speakers move from one language to another. Typically, the speaker is completely oblivious to the change.

Example:

Fuzi: *Mei, aku mau* **holiday** *dengan keluargaku minggu depan.* (Mei, I want to go on holiday with my family next week)

Mei: *Mau kemana kamu Zi, kenapa gak* **invite** *aku?* (Where are you going Zi, why didn't you invite me?

The speakers in the dialogue above swap languages in the mid of their sentences, as shown in the example above. The speakers talk in

Indonesian with an English word thrown in for good measure. The words "holiday" and "invite" are the ones they use in English. The English words that emerged based on her words are referred to as intra-sentential code-switching.

2) Inter-sentential code-switching

Speakers switch the language when they speak between clauses or sentences, which is known as the Inter-sentential code-switching type. This transition might appear at the beginning of the sentence or the end of a sentence. Furthermore, inter-sentential switching may occur alternately between clauses. In summary, this type happens when a sentence in one language ends and the next phrase or clause begins in a different language.

Example:

Fika: *Din, tadi aku dengar di radio,* **Taylor Swift will visit Indonesia for a concert**. (Din, I heard on the radio that Taylor Swift will visit Indonesia for a concert)

Dinda: *Ah, jangan bohongi aku Fik,* **I don't suppose she'll come here.** (ah, don't lie to me Fik, I don't suppose she'll come here)

They discuss if Taylor Swift will visit their country, as an example topic. The first speaker tells the other speaker that Taylor Swift would visit

their nation, but the other speaker does not trust it since she believes it is impossible. As we can observe from their dialogue, they transition to English at the end of each utterance. They probably recognize they need to change their language because their initial words are in Indonesian and then they move to English. As a result, the code-switching type that happens in their utterances is inter-sentential code-switching.

3) Tag code-switching

Tag code-switching occurs when a bilingual person starts or ends their sentences with a short expression (tag) from another language. The next step is the translation of a single word, a tag phrase, or both between two languages. Additionally, this type of switching may also be referred to as emblematic switching or tag switching. The switch is only an interjection, a tag, or a sentence filler that signifies an ethnic identity in the other language.

The process of adding a short word form of a language into a speech that is otherwise completely in another language is known as tag code-switching. It's when a bilingual puts a tag from one language to a remark in the other language, like "Right, I mean, Good, You know, Sorry," and so on.

Example:

Nanda: *Nid, ikut pergi ke Bandung,* **right?** (Nid, you're going to Bandung, right?)

Nida: **Sorry** *Nan, kayaknya ga jadi soalnya ada kendala.* (Sorry Nan, I guess I didn't join because there is a problem)

Nanda: **Really,** *aku juga ga ikut deh kalau kamu ga ikut.* (Really, I'm not going to join if you don't come)

Nida: **No,** *ga usah mikirin aku! Kamu harus ikut.* (No, don't think about me! You have to come)

The discussion in the example above is about a tour to Bandung. Nanda wants to know whether Nida wants to go on the tour. However, Nida stated she was unable to do so due to a problem. Nanda doesn't like to join the tour too because Nida does not, but she is told by Nida that she must. As indicated by the dialogue, the speakers employ tag switching throughout the sentences. At the beginning or end of their utterances, they do the switch tags.

As a result, the ability of speakers and listeners in communities to produce and understand utterances containing tag codeswitching is a component of linguistic competence. In addition, there are exclamation points and tags that serve as symbols for a bilingual personality.

c. **Function of Code-Switching**

Holmes (2013: 34) classified code-switching functions in multilingual communities include participants, solidarity, status, topic, switching for affective functions, metaphorical switching, and lexical borrowing.

1) Participant, it occurs when there is a significant shift in the condition, such as the entrance of new people.

2) Solidarity, people may change their language to the other language when expressing solidarity to state group identity or associated ethnicity to the listener.

3) Status, depending on the status of their addressees, speakers switch between formal and informal language standards. When speaking with a superior, For illustration, With the supervisor, an employee may use formal language, while with his coworkers, he may use a more informal standard.

4) Topic, individuals occasionally employed code-switching to paraphrase a cultural saying whose meaning could not be fully translated into another language.

5) Switching for affective functions, affective rather than referential meaning is expressed through code swapping. The teacher didn't need to grasp what he was saying; all he required was an effective message.

6) Metaphorical switching, both codes of languages combinate are used in this function. Any of the codes indicate or symbolize a range of social expressions, and individual depends on the relations between them to convey complex meanings, to depict complex meanings, people use metaphors. Professional code-

switching can be viewed as a metaphor for improving communication.

7) Lexical borrowing, because they do not know the right vocabulary in their second language, people will frequently use a word from their native language or mother language when speaking it. Lack of vocabulary stimulates these switches. Someone can adopt words from different languages to communicate an idea or explain an object for the reason of the current language lacks a clear expression. A lexical requirement motivates this sort of borrowing, which usually involves single words, mostly nouns. It is distinct from switching, in which speakers have a genuine choice of whatever words or phrases to use in whichever language they are speaking.

In accord with Marasigan's theory, which was published in Khairani (2019: 33), code-switching has the following seven functions:

1) Quotation

To sound more believable to the interlocutor, subjects either directly or indirectly cited themselves and other people. To make the interlocutor seem more unbelievable, the interlocutor that is cited should be in the native tongue. For instance, "Don't stress, you can

do it! Keep in mind that "Man Jadda Wa Jada" (whoever strives shall succeed).

2) Addressee Specification

Switching is used to recognize linguistic action as well as to communicate between speech components, such as personal preferences or speaking abilities, as well as the roles that the speech members play. For instance: "I can now do my assignment! makasih ya, udah bantuin! (Thanks for helping).

Due to the addressee's special language need, the speaker employed Indonesian in the case above.

3) Repetition

The opposing code will occasionally replicate a message, either verbatim or slightly altered. Repetition can be used to make a point more clearly, enhance or accentuate a message, or even identify a joke. For instance:

A: "Please, can you open the door."

B: "What?"

A: "open the door, buka pintunya."

To minimize misunderstanding and ensure speaker "B" understood, speaker "A" from the dialogue above repeated the term "open the door" in Indonesian.

4) Interjection

To say the interjection, the speakers alternate or combine the codes. The speaker also frequently utilized command interjections. As we have already learned, interjection displays intense feelings or emotions. For instance: "yaudah, biarin aja I don't care!" (Okay, just let it go.)

The speaker's emotional state is shown by the exclamation "I don't care!" in the aforementioned case. It is a command interjection.

5) Message Qualification

This function qualifies a prior statement that the speaker thought would be more clear in a different language. When a topic is introduced in one language without providing a clear explanation, it qualifies the message when it is then clarified or emphasized in another language. As in: "This is my newest book. *Perahu kertas* by Dewi Lestari is the official movie. It was purchased yesterday".

In the aforementioned example, the sentence is composed of two sentences, the first of which serves as the introduction and is written in English, and the second serves as a detailed description of the new book and is written in Indonesian.

6) Personalization and Objectivization

Whether a remark expresses a personal view, feeling, or awareness; the degree of the speaker's connection with or

detachment from a message or an interlocutor; There are several things that seem to be connected to this code contrast, regardless of whether it refers to a specific occurrence or whether it has the status of universally acknowledged truth. I am John from USA, aku harap kamu beruntung! (I wish you luck!)", for instance.

The speaker changed the sentence in the aforementioned example to Indonesian to convey a particular wish from a USA singer to Indonesian participants.

7) Facility of Expression

This function is taken to mean that the subject is unfamiliar with the style or is just having trouble finding the correct words when speaking or writing. "Sometimes when I first wake up in the morning, I feel like ada perubahan (there is something change) . Maybe it because aku tidurnya terlalu larut ya (I sleep late night, yesterday)."

The sentence from the aforementioned example is bilingual. Due to difficulty in using the phrase in English, the speaker instead utilizes Indonesian.

In the learning English context, teachers switching their language to the other language does not always mean that they understand how the code-switching process works and what it does. furthermore, it may be considered an automatic and unconscious activity in some situations. Regardless of whether it is intentional or not, it must perform some basic

responsibilities that can be profitable in language acquisition situations. Mattson and Burenhult as cited in Hamid (2016: 179) list three functions, it is topic switch, affective functions, and repetitive functions. To get a better understanding of these, a brief overview of each function will be helpful.

1) Topic Switch. The teacher changes his or her words to the topic of the discussion in the situation. It's particularly prevalent in grammar classes, where the teacher shifts to his students' native tongue while such grammar points are being discussed at the time. Students' awareness is brought to new information in these situations due to the usage of code-switching and the use of their primary language. It can be advisable to construct a bridge from the native language to the new foreign language material at this point to distribute the new meanings.

2) Affective function. In this situation, the teacher employed code-switching to create togetherness among the learners. Furthermore, code-switching can be said to contribute to the creation of a friendly language learning atmosphere in the classroom. As previously said, it is not always an intentional procedure on the teacher's behalf.

3) Repetitive function. In this situation, the teacher employed code-switching to convey relevant information to the learners. Due to the target language teaching, the teacher switches to their

primary language to clarify understanding, stressing the importance of the second language information to achieve effective understanding. The preference for rehashing lessons in the original tongue, on the other hand, can result in some undesirable students' behavior. Because the student is only exposed to foreign language discourse on a limited basis, a learner who is confident that a native language translation would follow the foreign language instruction may lack the intention of listening to the earlier instruction, which can have negative academic consequences.

d. Code-Switching in Language Classroom

Walter (2016: 171) defined code-switching as a typical occurrence in language classrooms. The language classroom is set up to resemble a bilingual society. Both students and teachers appear to use code-switching in the classroom because it is seen as a spontaneous and intentional phenomenon that improves communication and learning.

Code-switching is an important role in L2 classroom interactions, and it is widely employed by both teachers and foreign language students. Teachers regard code-switching as a "sign of laziness or mental carelessness, as well as a lack of mastery of the language," meaning that students who constantly utilize L1 are simply underperforming. Students

are more likely to use their L1 over their L2 while talking with other students.

Sert further points out that teachers do not always use code-switching intentionally, therefore the functions and effects of code-switching are not always apparent to the teacher. While Simon in Mareva (2016: 111) claims that the desire of the teacher to use all available techniques to facilitate learning may influence code-switching in the classroom.

Macaro as stated in Zsuzsanna (2018: 734), there are 2 kinds of classrooms in terms of code-switching functions: those in which code-switching is primarily used for language comparing or description of the target language's lexical and grammatical structures, and those in which code-switching is used for some successful communication, such as topic switching, socializing or expressing emotions. Macaro also claims that investigating code-switching in foreign language classrooms is only worthwhile if there is stable information in both L1 and L2, if the dominant language of teacher and student interaction is the L2 if the pedagogical goal of the lesson is to teach the target language communication, and if the focus on form is available only to help the flow of communication.

Multilingual use code-switching as a tactic for efficiently transmitting their material. Walter (2016: 172) mentioned code-switching in the classroom in her book, based on the explanations of certain

experts. Brown claims speakers use code-switching to adjust for the lack of target language ability by keeping their L1 at a low level throughout the discussion. Mayer-Scotton and Jake also mentioned that switching between languages can provide speakers with immediate access to both languages. This highlights how bilinguals, both instructors and students, choose to adapt their language in different situations to fit in or showcase their position in the present interaction.

Likewise, Ellis, and Shintani in Ja'afar and Maarof (2016: 215) described teachers sometimes justify their use of code-switching as a response to classroom demands rather than because they believe it improves language acquisition cognitively. Teachers typically feel terrible when they blend their native language into the target language in the language classroom.

The writer can conclude from the following statements that code-switching is an effective teaching approach for increasing classroom communication. The teacher can benefit from code-switching when instructing students. Apart from that, code-switching has a good impact on students since it makes it easier for them to understand the teacher's instructions and resources.

B. Theoretical Framework

| Teaching Process | Code-Switching |

```
                    ────────▶

                            ╱╲
                           ╱  ╲
                          ╱    ╲
                         ▼      ▼
┌──────────────────────┐   ┌──────────────────────┐
│  The Types of Code-  │   │  The Function of Code │
│      Switching       │   │       Switching       │
└──────────────────────┘   └──────────────────────┘
    │  ┌──────────────────┐   │  ┌──────────────────┐
    ├──│ Intra-Sentential │   ├──│   Topic Switch   │
    │  │ Code-Switching   │   │  └──────────────────┘
    │  └──────────────────┘   │  ┌──────────────────┐
    │  ┌──────────────────┐   ├──│ Affective Function│
    ├──│ Inter-Sentential │   │  └──────────────────┘
    │  │ Code-Switching   │   │  ┌──────────────────┐
    │  └──────────────────┘   └──│Repetitive Function│
    │  ┌──────────────────┐      └──────────────────┘
    └──│ Tag Code-Switching│
       └──────────────────┘
```
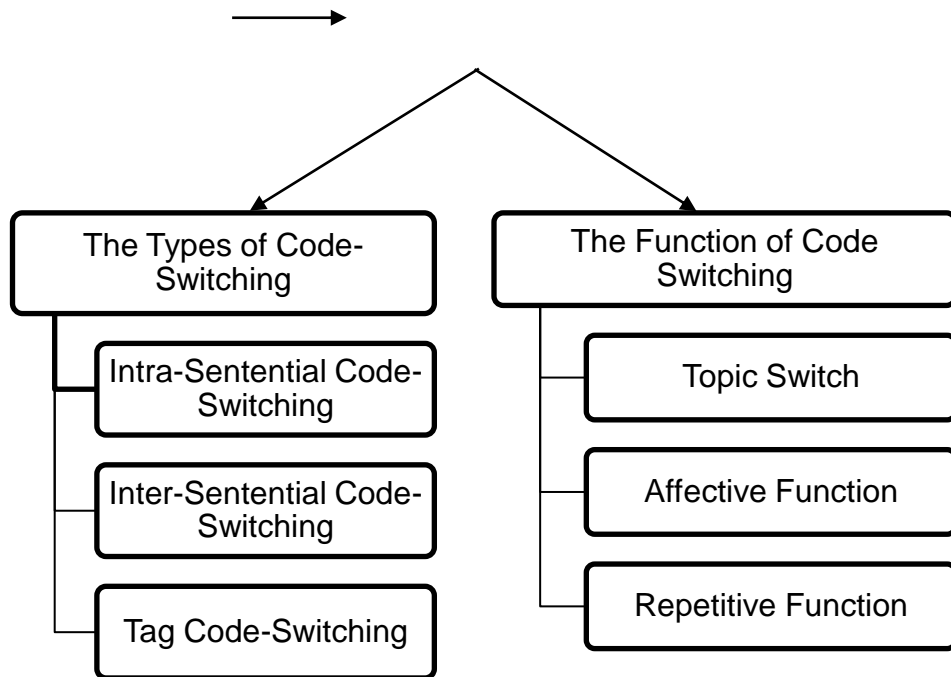
Table 2.1 Conceptual of Theoretical Framework

The writer was concerned about code-switching used by the teacher in the English classroom, as shown by the theoretical framework above. The goal of this study is to discover the three types of code-switching described by Cantone's theory: intra-sentential code-switching (is a type that happens inside a clause, a phrase boundary, or even in a single word), inter-sentential code-switching (it switches the language when speakers speak between clauses or sentences), and tag code-switching (It is switching when a bilingual adds short words (tag) from the many languages to the conclusion of his or her sentences).

The function of code-switching will be investigated using the Mattson and Burenhult theory: topic switch which is the teacher changes

their words to the topic of the discussion in this situation, affective function which is the teacher employed code-switching to create togetherness among the learners, and the last is repetition function which is the teacher employed code-switching to convey relevant information to the learners.

CHAPTER III
METHODS AND PROCEDURE

A. Time and Place

The writer conducted this research Al-Hidayah Boarding School located at Keadilan Street No. 10, Rawadenok, Rangkapan Jaya Baru, Pancoran Mas, Depok postal code 16434, West Java. The writer was conducting this research from February - July 2022.

B. Method of The Study

In this research, the writer employed descriptive qualitative research methods. The writer collected data, analyzed it, and made a conclusion. Ary et al. (2010: 419) mention the structure of the final written report can be changed. To put it differently, qualitative analysis emphasizes the amount of data that researchers collect. The higher the quality of a researcher's analysis, the better and more accurate the information obtained. As stated by Cresswell (2014: 201), Qualitative research is if data is gathered through words or images rather than statistics.

C. Research Design

For the research design, the writer decided to apply a case study. Hodgetts & Stolte (2012: 380) said that in a case study research, a particular event, situation, or social condition is investigated and the

process that explains how certain events or situations occur is provided. It can be said that case studies are used to focus on exploring and collecting deeper data on the object of research being researched so that it can answer current problems.

This study aims to see what types of code-switching are used by an English teacher and the function of code-switching that the teacher used in teaching English. In line with Yin (2014: 16), the case study research technique is an empirical investigation that examines a current phenomenon inside its actual setting, when the distinctions between phenomenon and setting are not clear, and when several sources of evidence are utilized. In other words, the researcher cannot control the conduct of individuals who are participating in the research while using a case study to address "how" and "why" questions, researchers want to cover up the contextual condition because they believe it is relevant to what is being studied, the unclear boundary between phenomenon and context.

D. Subject of The Study

An English teacher in Al-Hidayah Boarding School is the subject of this research. Here, the writer observed the teacher while he taught English to identify the types of code-switching employed and to ascertain the functions for which he utilized code-switching. The writer also

interviewed the teacher to substantiate the data about the functions he used code-switching.

E. Technique of Collecting The Data

To collect the data for the research, the writer has gone through several stages. The writer gathered data by observing an English teacher during the teaching process and interviewing this teacher related to the code-switching functions used by him.

The steps in data collection are described below:

1. Observation

The practice of acquiring transparent and actual knowledge through observing the objects at a research location is observation, as defined by Hammersley & Atkinson as quoted by Cresswell (2014: 213). Observation has both benefits and limitations as a method of data acquisition. A few of the benefits of observation are the opportunity to collect data when it happens in the context of research, analyzing the real action, or researching people who seem to find difficulties when expressing their opinions (For example, preschool children).

The writer acted as a non-participant in this study. While observing, the writer concentrates on the types of code-switching that the teacher use and the functions themselves. During the observation, the writer used checklist marks on the observation sheet to collect data. The observation

was conducted for 2 meetings, each meeting took around 70 minutes (2 x 35 minutes of learning hours). Then, sound recording was used as the instrument in this study to support the data that hasn't been transcribed in direct observation. The object of this record refers to the teacher during the English teaching and learning process which contains the occurrences of code-switching. The following table presents the format of the observation sheet used by the writer:

Table 3.1 Observation Sheet of Code-switching Used by The Teacher

NO	Teacher Utterance	Types of Code-switching			Function of Code-switching		
		IAS	IRS	TCS	TS	AF	RF

Abbreviation:

IAS   : Intra-sentential Code-switching

IRS   : Inter-sentential Code-switching

TCS   : Tag Code-switching

TS   : Topic Switch

AF   : Affective Function

RF   : Repetitive Function

2. Interview

In the qualitative interview, the researcher will seek one or perhaps more participants in general, then give them some questions then collect the responses. Then, The information is transcribed and written into a word document for the writer to analyze. Cresswell (2014: 217) demonstrate a participant who responds to a question with an open-ended response has more possibilities for responding.

The writer has interviewed the English teacher as a participant in this research. So, the writer can get more information about the functions of code-switching used by the teacher when teaching English. there were about 6 questions asked to the teacher, as follows:

1) How many languages do you speak?

2) How often do you use your students' first language or Indonesian when teaching English in class?

3) Do you agree with the use of Indonesian in English class? Why?

4) When or under what circumstances did you teach using Indonesian?

5) From code-switching functions such as topic switch which is used when you changed the topic, then there is an affective function which is to build solidarity for everyone in the class, and the last is a repetitive function which is to emphasize or clarify meaning, Which one do you usually use when teaching?

6) Do you think code-switching during the learning process motivates students to learn English?

F. Technique of Analyzing the Data

Data processing into information to make research data understandable and useful for solving problems that occur in research is known as data analysis. The writer analyzed the data through several procedures as follows:

1) Based on direct classroom observation, the writer has categorized utterances containing code-switching into the suitable type of code-switching on the observation sheet. In line with Cantone (2013: 57), data that are sentences with code-switching have been divided into three categories: intra-sentential code-switching, inter-sentential code-switching, and tag code-switching. Following the symbol ($\checkmark$) on the observation sheet, the writer has categorized these utterances into several categories of code-switching.

2) Based on the direct observation in the classroom, the writer has categorized the code-switching functions utilized by the teacher in each sentence on the observation sheet. Mattson and Burenhult as stated in Hamid (2016: 179) clarify that functions in each phrase involving code-switching have

been divided into three categories: topic switch, affective function, and repetitive function. Following the symbol (✓) on the observation sheet, the writer has categorized these utterances into code-switching functions.

3) The writer has compiled answers from an interview with an English teacher about the functions of code-switching during the teaching of English to students.

4) The writer has completed the transcript process by transcribing the recordings that were previously collected, having collected recordings from a total of two learning meetings as well as from the teacher interview. Additionally, when teaching and learning English, teachers sometimes switch up the codes they use. After the transcribing was completed, the writer analyzed the transcript and divided code-switching into type and function categories based on the theory employed.

CHAPTER IV
FINDINGS AND DISCUSSIONS

The writer presents and discusses data collecting from a participant that has been done in this chapter. The research questions were answered using this data. the writer used the research method to find all the data provided in this chapter. The information was gathered from an English teacher at Al-Hidayah Boarding School.

A. Findings

1. Observation

The observation consisted of two main problems, They were about the many types of code-switching that the teacher used when teaching English as well as the functions of the code-switching the teacher utilized. The data collected are shown in table 4.1 below:

Table 4.1 Types of code-switching

NO	Type	Frequency		Total
		M1	M2	
1.	Intra-sentential code-switching	57	31	88
2.	Inter-sentential code-switching	49	27	76
3.	Tag code-switching	23	12	35
	Total	**129**	**70**	**199**

Note:
        M1: Meeting 1   **M2: Meeting 2**

Table 4.1, shows that the teacher at Al-Hidayah Boarding School in the XI grade switched codes 199 times during two meetings. Intra-sentential code-switching is the most common type of code-switching that was used. There are 88 occurrences of intra-sentential code-switching overall, of which 57 occurred at the first meeting and 31 occurred at the second meeting. Inter-sentential code-switching is the second-rank type of code-switching found in the observation, with 76 occurrences, of which 49 occurred at the first meeting and 27 occurred at the second meeting. This teacher also used a total of 35 types of tag code-switching, of which 23 occurred at the first meeting and 12 occurred at the second meeting.

The data of function of code-switching in the table below shows all the code-switching functions proposed by Mattson and Burenhult as cited in Hamid (2016: 179), that is topic switch, affective function, and repetitive function.

Table 4.2 The function of code-switching used by the teacher

No	Function	Frequency		Total
		M1	M2	
1.	Topic switch	22	10	32
2.	Affective function	47	25	72
3.	Repetitive function	60	35	95
	Total	**129**	**70**	**199**

Note:

M1: Meeting 1   **M2: Meeting 2**

Table 4.2 above shows the functions of code-switching carried out by the English teacher in English learning. The table shows that the teacher performed code-switching which consists of three functions mentioned by Mattson and Burenhult as cited in Hamid (2016: 179). The teacher did code-switching with functions topic switch with a total of 31. There were 22 occurred at the first meeting, and 10 occurred at the second meeting. Then a total of 72 of the teacher did code-switching with functions of affective function, 47 occurred at the first meeting and 25 occurred at the second meeting. Then, with a total of 95 the teacher did code-switching with functions of repetitive functions, it occurred 61 at the first meeting and 35 at the second meeting.

From these data, it can be concluded that the English teacher at Al-Hidayah Boarding School did more code-switching to assist him in conveying topics or material with repetitive functions so that the students would better understand what the teacher was saying.

2. Interview Results

The writer interviewed the teacher who served as the study's subjects in order to support the observed data; the findings of the interview are shown in table 4.3 below:

Table 4.3 Interview Results of the Teacher

No.	Questions	Answers
1.	How many languages do you speak?	Apart from Indonesian, only one. English. So only English and Indonesian
2.	How often do you use your students' first language or Indonesian when teaching English in class?	Quite often to communicate with students, but when I give the material I try to use English. But when students start to look like they don't understand what I'm saying, I switch it to Indonesian sometimes.
3.	Do you agree with the use of Indonesian in English class? Why?	Agree. so that English learning activities are not boring because I use full English, therefore, it is better to use Indonesian to help learning English so that students can understand better.
4.	When or under what circumstances did you teach using Indonesian?	When communicating with students to make learning more fun and not boring because not all students understand if I use English as a whole, then at the same time translate the material I provide.
5.	From code-switching functions such as topic switch which is used when you changed the topic, then there is an affective function which is to build solidarity for everyone in the class, and the last is a repetitive function which is to emphasize or clarify meaning, Which one do you usually use when teaching?	what is more important is to clarify the material and repeat the meaning so that there are no misunderstandings But I think to make the classroom atmosphere more lively and more interesting, it seems more often too.
6.	Do you think code-switching during the	Yes, it is important that students also enjoy when learning English and

learning process motivates	understanding what I have said.
students to learn English?	

B. DISCUSSIONS

The writer discusses the research findings related to the research questions from the observation and teacher interviews based on the description of the data gathered above.

1) The types of code-switching do the teacher employ when teaching English at Al-Hidayah Boarding School

The findings show that all types of code-switching derived from Cantone's (2013: 57) do occur only in the classroom. The first type is intra-sentential code-switching which happens inside a clause, a phrase boundary, or even in a single word. There are no interruptions, apprehensions, or pauses to signal a transition in the mid of a phrase. The second type is inter-sentential code-switching which happens when a sentence in one language ends and the next phrase or clause begins in a different language. The third type is tag code-switching which is the process of adding a short word form of a language into a speech that is otherwise completely in another language. These types will be described briefly and clearly in the following sentence:

a. Intra-sentential code-switching

The teacher used this type 88 times in total, switching between two codes or languages in a sentence. The teacher uses this type of instruction to ensure that students comprehend the material and the meaning of terms or vocabularies that are unfamiliar to them while describing particular subjects. It may be argued that the teacher's use of code-switching makes it simpler to clarify terms associated with the subject matter under discussion. Here is an illustration of this type:

Meeting 1: This is a question tag yang jawabannya 'ya gak?'

Meeting 2: If someone comes to you and he want you to

giving advive *yaitu nasehat.*

The speech spoken by the teacher is a sentence that contains code-switching because the teacher switched from one language to another and the type of code-switching in that speech is intra-sentential code-switching. In the meeting 1 speech, it was done using English and then changed to Indonesian as an effort to explain the material given to students to explain in depth the meaning of the term. In the meeting 2 speech, the teacher used Indonesian after delivering the material to translate a word.

b. Inter-sentential code-switching

This type of code-switching is applied by the teacher 76 times, this type took place when the teacher finished a statement in one language before switching to another in the following sentence. This

type is probably done for several reasons. First, to aid the teacher in communicating knowledge so that the subject matter or keywords are more easily understood by the students. Second, as a teacher's attempt to get feedback from students regarding the knowledge or instructions that have been previously described. Here is an illustration of this type:

Meeting 1: There are two only the right answer, Hanya ada

2 yang benar ini, selebihnya kurang pas yang 3.

Meeting 2: Men usually like those things, *apa itu artinya?*

From the example of the utterance, the teacher performed code-switching during the learning process. The utterance can be said as code-switching because the teacher has completed the sentence in one language, it is English. then, he switched to Indonesian in the next sentence.

c. Tag code-switching

This type of code-switching is performed by the teacher 25 times. This type is distinguished by the teacher adding a tag in one language to a sentence in another language. A tag may be inserted anywhere in a sentence; it may take the form of an Indonesian filler that is used in an English sentence, or it may be the other way around. Based on the observations, the teacher tended to fill out or put tags into English that were in Indonesian. Here is an illustration of this type:

Meeting 1: Hey wake up, wake up boy.

Meeting 1: Yuk, try to answer the question

Meeting 2: Oke, now open page 3

Meeting 2: Oke students, I will give you homework *ya*

Based on these examples, tag code-switching occurs when the teacher inserted short phrases or expressions (tags) from a different language at the beginning or the end of his speech. This type is used to provide confirmation related to the topic discussed.

2) The function of the teacher's code-switching on English learning at Al-Hidayah Boarding School

The writer interviewed and observed the teacher to learn more about how he used code-switching. The writer discovered that the learning process involved three code-switching functions. This is relevant to Mattson and Burenhult (Hamid, 2016), who claimed that code-switching by teachers served three functions in the classroom. The first is a topic switch, in which the teacher uses code-switching to talk about a relevant subject. The second is the affective function, in which the teacher used code-switching to create a sense of community among both the teacher and the students. The third is the repetitive function which is to transfer an in-depth explanation in order to prevent misunderstandings. Thus, it was discovered that the teacher used topic switch 32 times in total, 72 times as affective functions, and 95 times

as repetitive functions. The following paragraph provides a detailed explanation of these features.

   a. Topic switch

It is known that the teacher has used the topic switch function 32 times when code-switching. This was obvious when the teacher used a different vocabulary in another language to address some of the topics that were being discussed at the time. This English teacher converted from Indonesian to English or vice versa based on data analysis to improve students' comprehension of the subjects or material delivered. The sentences that follow are examples:

Meeting 1: Ali is a doctor, …? *Coba Jawab!*

Meeting 2: *Yang sudah menemukan kalimatnya,* write the

          number on the whiteboard!

Based on the case of the code-switching functions in the sentence above, the teacher changed the language according to the topic being discussed. Thus, students' attention is directed to a certain situation by utilizing code-switching because the teacher asked students to focus on a certain topic and students can respond to questions from the teacher.

   b. Affective function

It is known that the teacher switched codes with affective functions 72 times. The interaction between teachers and students to

create a sense of community and close relationships with students is an example of this. The findings of the observation and interview demonstrate that in addition to bringing teaching materials or materials that have already been presented in English but are frequently transferred to Indonesian, the teacher also brings material by using code-switching to engage the students in a discussion of the material and break up the monotony of the class. The students want to actively engage with the teacher in the learning process so that they can be more comfortable and enjoyable. The sentences that follow are examples:

Meeting 1: Coba write the answer dibuku kalian nanti saya cek

one by one.

Meeting 2: *Ada berapa dari nomor 1* until number 15?

The two-sentence above are included in code-switching with affective functions because the teacher showed expressions so that he can be more intimate with students. In this case, code-switching is used by the teacher to build a pleasant situation in teaching by inviting students to join the discussion.

c. Repetitive function

It is known that the teacher switched codes with a repetitive function 95 times while teaching English. This can be noticed when a teacher switches the language between Indonesian and English or

vice versa to emphasize a word, make a point, or translate a word or piece of vocabulary that students are still having trouble understanding. Students can better understand what is meant and expected of them by the teacher if they receive clarification from the teacher. The sentences that follow are examples.:

Meeting 1: Have disini artinya sudah ya..

Meeting 2: A father always brings a handkerchief but now

replaced with a tissue, *diganti tissu.*

In the two sentences above, the teacher described the material by emphasizing the meaning of the terms that students did not know clearly. The teacher used repetitive functions so the students can understand the sentence explained.

From the interview with the teacher, it can be inferred that the teacher mostly employed code-switching as a repetitive function, repeating the meaning to avoid misunderstandings.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, conclusions and suggestions are presented. The writer concludes based on the result of the research, data analysis, and discussion and also gives some suggestions to the readers.

A. Conclusions

Following the research that has been done on an English teacher at Al-Hidayah Boarding School who teaches grade XI, code-switching is a purposeful method the teacher uses to help students learn English with a variety of types and functions. The data analysis draws the conclusion that:

1. The types of code-switching carried out by the teacher in the learning process were proposed by Cantone (2013: 57). The types

were intra-sentential code-switching, inter-sentential code-switching, and tag code-switching.

2. The writer also identified the functions for the teacher switch his codes when teaching English. Those were Topic switch, affective function, and repetitive function.

B. Suggestions

The study's writer suggests the following to teachers, students, and future researchers:

1. For teachers,

   The results of this study should help English teachers understand the different types and functions of the use of code-switching that they should employ when instructing English. When teaching English, code-switching can be used to convey information and facilitate interactions between the teacher and the students.

2. For Students,

   The students still need to try to practice their English to improve their English skills, even though they can switch codes freely and where they can best convey information to their classmates and teachers regarding English subjects.

3. For future researchers,

To obtain more reliable results, the writer advises conducting additional research on code-switching by utilizing different methodology, analyses, or subjects.

REFERENCES

Ary, D. et al. (2010). *Introduction to Research in Education*. Wadsworth: Cengange Learning

Cantone, K. F. (2013). *Code-switching in bilingual children*. Dordrecht: Springer.

Castillejo, F. et al. (2018). Code Switching and Students' Performance in English. *International Journal of English and Education*, 7(4): 406-421

Chevrot, J. P., Drager, K., & Foulkes, P. (2018). Editors' introduction and review: Sociolinguistic Variation and cognitive science. *Topics in cognitive science*, 10(4): 679-695. https://doi.org/10.1111/tops.12384

Cissewski, J. & Luncz, L.V. (2021). Symbolic Signal Use in Wild Chimpanzee Gestural Communication?: A Theoretical Framework. *Front. Psychol.* 12: 1-15. https://doi.org/10.3389/fpsyg.2021.718414

Creswell, J. W. (2014). *Research design: Qualitative, quantitative approaches, and mixed method approaches (4th ed)*. London: SAGE publication.

Dykes, R. (2018). Code-Switching Among Billinguals. *International Education and Exchange Research, 2: 73-83*

Hadi, H. et al, (2019). Code Switching and Code Mixing: A Sociolinguistic Study of Senegalese International Students in Iraqi Colleges. Retrieved on January 11st, 2022 from https://www.researchgate.net/publication/330225079_Code_Switching_and_Code_Mixing_A_Sociolinguistic_Study_of_Senegalese_International_Students_in_Iraqi_Colleges

Hamid, S. M. (2016). Code-Switching Between The Teachers And The Students Of The Conversation. *Exposure Journal*, 5(2): 174-195. https://dx.doi.org/10.26618/ejpbi.v5i2.846

Herk, G. V. (2012) *What is sociolinguistic.* Oxford: Wiley Blackwell

Hodgetts, D. J. & Stolte, O. M. E. (2012). Case-based research in community and social psychology: Introduction to the special issue*. Journal of Community & Applied Social Psychology*, 22: 379-389

Holmes, J. (2013). *An Introduction to Sociolinguistics (4th ed).* London and New York: Routledge

Hudson, R. A. (2011). *Sociolinguistics (1st South Asian Ed).* India: Replika Press Pvt. Ltd.

Ja'afar, N.S. and Maarof, N. (2016). Teachers' Beliefs of Code Switching in the ESL Classroom. *Open Journal of Social Sciences, 4(4)*: 212-222. http://dx.doi.org/10.4236/jss.2016.44030

Khairani, E. (2019). "The Use Of Code Mixing And Code Switching By Students In English Teaching And Learning Process At Sma Negeri 2 Rantau Selatan". Thesis. Medan: State Islamic University Of North Sumatra

Lucas, C. 2014. *The Sociolinguistics of Sign Languages.* UK: Cambridge University Press

Mareva, R. (2016). Teachers' code-switching in English as a Second Language (ESL) instruction: Perceptions of selected secondary school learners in Zimbabwe. *IRAInternational Journal of Management & Social Sciences*, 4(1): 106-129. http://dx.doi.org/10.21013/jmss.v4.n1.p11

Moore, D. (2010). Case Study: Code-switching and Learning in the Classroom. *International Journal of Bilingual Education and*

Bilingualism 5(5): 279-293. https://doi.org/10.1080/13670050208667762

Rao, P. S. (2019). The role of English as a global language. *Research Journal of English,* 4(1): 65-79

Wardhaugh, R., & Fuller, J. M. (2021). *An introduction to sociolinguistics (8th ed).* New Jersey: John Wiley & Sons Inc.

Yin, R. K. (2014). *Case study research: Design and Methods (6th ed).* Thousand Oaks, California: Sage Publications Inc.

Zsuzsanna, D. (2014). Code switching in the Foreign Language Classroom. Retrieved on March 20th, 2022 from https://www.academia.edu/39840622/CODESWITCHING_IN_THE_FOREIGN_LANGUAGE_CLASSROOM

Appendix 1

The Result of Classroom Observation Meeting 1

Day/Date: Thursday/July 21ˢᵗ, 2022

NO	Teacher Utterance	Types of Code-switching			Function of Code-switching		
		IAS	IRS	TCS	TS	AF	RF
1.	*Hey* wake up, wake up boy.			✓		✓	
2.	*Oke,* long time no see after your holiday, *ya*.			✓		✓	
3.	*Oke,* let's start our lesson by reciting *basmalah.*			✓		✓	
4.	I want to call you, *saya absen dulu ya*.		✓				✓
5.	Dwi Amelia Arwaramata, very difficult name, *Namanya susah sekali ya*.		✓				✓
6.	Where is she? *Kemana dia?*		✓				✓
7.	*LKS* doesn't come, *belum datang LKS nya*	✓					✓
8.	So now, I will teach you by my book, *Saya akan ngajar kamu dengan buku saya*		✓				✓

aja ya.

No.	Utterance			
9.	Do you know question tag? *Kamu tau apa itu question tag?*	✓		✓
10.	question tag is *Tanya Balik*.	✓	✓	
11.	*Perhatikan ya*, question tag. Question tag *itu kalimat tanya balik*.	✓		✓
12.	*Hey* boy, *cuci muka dulu kalau ngantuk.*	✓		✓
13.	*cuci muka dulu kalau ngantuk!* wash you face!	✓		✓
14.	If the question is positive, the answer must be negative. *Sebaliknya*, if the question is negative, the answer must be positive.	✓		✓
15.	*Itu namanya kalimat tanya balik,* I'll give you an example.	✓	✓	
16.	She is Sarah. Is it positive or negative? *Apakah ini kalimat positif atau negatif?*	✓		✓

No.	Utterance				
17.	*Lalu*, isn't she *nya ini positif atau negatif*?	✓			✓
18.	*Jadi* question tag *ini maksudnya 'ya gak?'*	✓			✓
19.	Example*, 'bukunya kecil, ya gak?'*	✓		✓	
20.	She is sarah, *artinya apa nih?*		✓		✓
21.	*Karena ini positif,* so the answer is negative.		✓		✓
22.	*Dilihatnya dari sininya*, okay?		✓		✓
23.	*Hey* boys, look here!		✓		✓
24.	look here! *perhatikan!*		✓		✓
25.	*Yuk*, try to answer the question		✓		✓
26.	*Judulnya* question tag *ya artinya tanya balik*.	✓			✓
27.	Example *yang lain nih.*	✓			✓
28.	Ali is a doctor, …? *Coba Jawab*		✓	✓	
29.	*Coba* write the answer *dibuku kalian nanti saya*	✓			✓

cek one by one.

30. *Jawabannya aja,* only the answer. ✓ | | ✓

31. *Yuk, udah?* Are you finish? ✓ | | ✓

32. *Ini namanya* question tag *yang jawabannya 'ya gak?'* ✓ | | ✓

33. Can we erase the whiteboard? *Ini hapusannya?* ✓ | | ✓

34. So, is *jadi apa?* Isn't. ✓ | ✓

35. Are *jadi apa?* Aren't. ✓ | ✓

36. Am *jadi?* Aren't *juga.* ✓ | ✓

37. Can, *jadi apa?* Can't. ✓ | ✓

38. Could, *jadi* couldn't. ✓ | ✓

39. Would *jadi* wouldn't. ✓ | ✓

40. Has, *jadi* hasn't. ✓ | ✓

41. But, *tetapi,* if there isn't here in the question, there is no *tanda-tanda seperti ini.* ✓ | | ✓

42. *Jawabannya apa?* You know? ✓ | ✓

43. *Jawabannya* didn't I.   ✓   ✓

44. *Tau dari mana* didn't *ini?*   ✓   ✓

45. *Gatau? Oke, saya terangin,* I will explain *you.*   ✓   ✓

46. *Kalau kata kerjanya bentuk pertama maka jawabannya* don't *atau* doesn't.   ✓   ✓

47. *kalau kata kerjanya bentuk kedua maka jawabannya* didn't.   ✓   ✓

48. Example *yang lain,*   ✓   ✓

49. *Ini adalah kata kerja pertama,* verb one.   ✓   ✓

50. *Jawabannya kalau ga* don't *ya* doesn't.   ✓   ✓

51. *Benar*, the answer is doesn't.   ✓   ✓

52. Then, *nama orang itu ga pernah jadi jawaban.*   ✓   ✓

53. *Jadinya bukan* doesn't Jhoni *tapi* doesn't he.   ✓   ✓

54. Habibah drinks tea. *Jawabannya?*   ✓   ✓

#	Utterance				
55.	Doesn't she. *Dari mana* doesn't *ini?*	✓			✓
56.	*Ya,* you're right.		✓		✓
57.	Example *lagi.*	✓			✓
58.	We weren't sick yesterday, *Jawabannya?*		✓		✓
59.	*Ada sedikit ngerti ga?* Do you understand?		✓		✓
60.	*Alhamdulillah. Jadi kuncinya ini aja ya.*		✓		✓
61.	*kalau tidak ada liat* verb *nya, harus hafal juga* verb 1, verb 2 *nya ya.*	✓			✓
62	Now, *saya kasih soal lima ya.*		✓		✓
63.	*saya kasih soal lima ya,* only five questions.		✓		✓
64.	*Faham?* Understand?		✓		✓
65.	*Oke,* do it.		✓	✓	
66.	do it, *Kerjakan ya.*		✓		✓
67.	Hey girl *yang dipojok.* Don't sleep.	✓		✓	

No.	Utterance				
68.	What did you do this morning? *Apa yang kamu kerjakan tadi pagi?*	✓			✓
69.	*Kalo ngantuk bahasa inggrisnya apa?* What do you say in English ngantuk?	✓		✓	
70.	*Ngantuk* is sleepy.	✓			✓
71.	*Yuk*, are you finish?		✓	✓	
72.	are you finish? *Udah belum?*	✓			✓
73.	Do it yourself, *kerjakan sendiri yah*	✓			✓
74.	*ini* the plane *itu apa?*	✓		✓	
75.	*Ini* thing *kan berarti benda ya jadinya* it.	✓			✓
76.	*Oke,* now we discuss the answer together.		✓	✓	
77.	Could *itu* positive, *jawabannya* must be negative.	✓			✓
78.	*Jadinya* couldn't.	✓			✓
79.	*Nomor dua*, Number two.	✓			✓

#	Utterance	C1	C2	C3	Box	C4	C5
80.	*Kata kerja pertama,* so *jawabannya* doesn't.	✓			✓		
81.	Number 3 hasn't, *jadi?*			✓	✓		
82.	*Ya,* Has.			✓			✓
83.	*Lalu*, *kata ganti dari* the plane *adalah?*	✓				✓	
84.	It *karena ini benda ya.*	✓					✓
85.	won't *itu singkatan dari* will not.	✓					✓
86.	*lalu* the maid *ini pembantu kan bisa laki bisa perempuan ya, jadinya?*	✓				✓	
87.	*Apa artinya* plays?	✓				✓	
88.	Negative *yaitu* doesn't.	✓					✓
89.	*Ya,* He.			✓			✓
90.	*Ini sebenernya percakapan singkat,* short conversation.		✓				✓
91.	'Are you ok, aren't you?' *Gitu aja ya.*		✓		✓		
92.	*Dia tidak akan pergi, ya gak?,* will she?		✓				✓

93.	*Faham?* Do you understand?	✓		✓
94.	*Kamu boleh* transate *dulu dari indonesia*.	✓		✓
95.	*Kamu boleh positif dulu baru negatif atau sebaliknya negatif lalu positif*, its all up to you.	✓		✓
96.	Make five question, *ya.*	✓		✓
97.	Is it difficult, *sulit ya?*	✓		✓
98.	write and answer, *tulis dan jawab!*	✓		✓
99.	*Oke*, number 2.	✓	✓	
100.	go ahead, *maju kedepan*.	✓		✓
101.	I don't say it correct or wrong, *ya.*	✓		✓
102.	Without book, *ya.*	✓		✓
103.	Number 3, *ayo yang laki.*	✓	✓	
104.	You want to try? *Kamu mau coba.*	✓		✓
105.	Just one number, *Cuma satu nomor aja.*	✓		✓

No.	Utterance			
106.	Number 4 who wants to try? *Ya kamu ayo maju.*	✓	✓	
107.	Yes boy, come on boy, *Di atas aja di atas, kamu tinggi soalnya.*	✓	✓	
108.	*Hey,* bigger! *Saya ga kebaca.*	✓		✓
109.	*Oke,* number 1, number 2, number 3, number 4, and number 5.	✓	✓	
110.	There are two only the right answer, *Hanya ada 2 yang benar ini, selebihnya kurang pas yang 3.*	✓		✓
111.	No, *yang benar itu cuma yang nomor 5 sama 1.*	✓		✓
112.	*Yang* number two *deh yang mana salahnya?*	✓		✓
113.	*Harus tau ya,* she he it use s/es.	✓	✓	
114.	*jadinya* has *bukan* have.	✓		✓
115.	Number 3, who knows? *Siapa yang tau kalo itu salah?*	✓		✓

116. *Inget kalo* she he it, *kata kerjanya harus ditambah s atau es juga.* ✓ ✓

117. *Iya yang ini tambahin s juga jadinya* drinks. ✓ ✓

118. Number 4, *siapa tadi* yang number 4? ✓ ✓

119. *Maksudnya apa ini?* I have cooking in the kitchen, haven't I? ✓ ✓

120. Have *disini artinya sudah ya.* ✓ ✓

121. *Tapi kalo ini harusnya bukan* cooking *tapi* cooked. ✓ ✓

122. Kalo mau cooking disini bukan have tapi am. ✓ ✓

123. *Jawabannya tergantung kalo* am *jadinya* aren't, *kalo* have *jadinya* haven't. ✓ ✓

124. *Oke,* can we close our lesson now? ✓ ✓

125. Enough for today, *Cukup untuk hari ini.* ✓ ✓

126. We will break, get a pray. ✓ ✓

NO	Teacher Utterance	IAS	IRS	TCS	TS	AF	RF
	Kita akan sholat ya.						
127.	Let's close our lesson by reciting *hamdalah.*	✓				✓	
128.	I hope, *mudah mudahan ya ada sedikit ilmunya walaupun sedikit ya.*			✓	✓		
129.	Thank your for your attention, *wassalamualaikum warahmatullahi wabarakatuh.*		✓			✓	
	Total	**57**	**49**	**23**	**22**	**47**	**60**

Appendix 2

The Result of Classroom Observation Meeting 2

Day/Date: Thursday/July 28th, 2022

NO	Teacher Utterance	Types of Code-switching			Function of Code-switching		
		IAS	IRS	TCS	TS	AF	RF
1.	*Oke,* let's start our lesson by reciting *basmalah.*			✓		✓	
2.	S*aya mau panggil namamu*, to make Absent.		✓				✓

No.	Utterance			
3.	Is it right? *Betul ini ga?*	✓		✓
4.	*Oh ya*, You have a homework.	✓	✓	
5.	Let me see, *Mari sini saya liat.*	✓		✓
6.	*Oh udah di jawab ya yang* question tag *itu?*	✓		✓
7.	*Oke, now open page 3.*	✓	✓	
8.	*Apa artinya* what should I do*?*	✓		✓
9.	When we talk it*? Kapan kita ngomong ini?*	✓		✓
10.	If someone comes to you and he want you to giving advice *yaitu nasehat.*	✓		✓
11.	*Iya,* what should we do?	✓	✓	
12.	*kalau saya jadi kamu itu* If I were you*.*	✓		✓
13.	Page 3, *halaman 3.*	✓		✓
14.	Look at the conversation*, lihatlah percakapannya*	✓		✓
15.	Why do you look confused? *Artinya apa?*	✓		✓

No.	Utterance	A	B		C	D
16.	*Novi, apa artinya* confused?	✓			✓	
17.	*Bengong, ngelamun, artinya bingung gitu* confused	✓				✓
18.	Have you thought, *apakah kamu berpikir kira-kira apa.*		✓			✓
19.	Of course*, tentu saja* I want to give him a gift but I'm still confused.	✓				✓
20.	*Saya lagi bingung nih,* confused.	✓				✓
21.	*Kata lain dari* gift *adalah* present*, hadiah*	✓				✓
22.	A father always bring a handkerchief but now replaced with a tissue*, diganti tissu.*		✓			✓
23.	Another word for wallet? *Kata lain dari wallet?*		✓		✓	
24.	Pocket *itu kantong*	✓				✓
25.	Pickpocket *artinya pencopet.*	✓				✓
26.	Men usually like those things, *apa itu artinya?*		✓		✓	
27.	*Apa artinya* let's go now*?*	✓			✓	

No.	Utterance					
28.	Read loudly! *baca yang kenceng!*	✓				✓
29.	*Ayuk*, you two read the conversation!		✓	✓		
30.	Asking *artinya apa?*	✓			✓	
31.	*Kalo yang bawahnya* giving advice *itu memberikan nasihat atau saran.*	✓				✓
32.	*Jadi kalo* someone come to you *tadi ya seseorang datang kepada kamu,*	✓				✓
33.	what should I do? *apa yang harus saya lakukan.*	✓				✓
34.	*Nah,* If I were you,		✓			✓
35.	*Tapi disini* I *nya kata kerjanya kedua.*	✓				✓
36.	*Misal* I should*, saya harus gitu.*	✓				✓
37.	What do you think I should do? *artinya apa tuh?*	✓			✓	
38.	What should I do? *Apa yang harus saya lakukan.*	✓				✓
39.	What the meaning of	✓				✓

		1	2	Box	3	4
	suggest? *Saran*					
40.	What do you suggest? *artinya apa yang kamu sarankan.*		✓			✓
41.	Next*, yang bawahnya.*		✓	✓		
42.	*Oke* now, individual work*.*		✓		✓	
43.	*Ada pekerjaan yang di halaman* four.	✓			✓	
44.	*Page four,* halaman 4*.*		✓			✓
45.	*Ada berapa dari nomor 1* until number 15?	✓			✓	
46.	*Jadi ada beberapa kalimat yang* asking and giving advice*.*	✓				✓
47.	Do it now*, Kerjakan!*		✓		✓	
48.	*Yang sudah menemukan kalimatnya,* write the number on the whiteboard!		✓	✓		
49.	*Misalnya* number fifteen.	✓		✓		
50.	Don't make some noises*, jangan berisik ya!*		✓		✓	
51.	*Ayok,* come on*.*		✓		✓	

No.	Utterance			
52.	*Ini* example from me *nomor 15.*	✓		✓
53.	*Yuk kita artikan,* we translate together.	✓		✓
54.	you'd better brush your teeth regularly, *artinya apa tuh?*	✓	✓	
55.	*Itu* advice *atau bukan?*	✓		✓
56.	*Lanjut* nomor 2, I don't know what to advise, I'm afraid.	✓	✓	
57.	*Yuk,* number four *siapa yang tahu?*	✓		✓
58.	*Kok kamu keliatannya* tired *mmm apa letih ya*	✓		✓
59.	If you were me *kalau kamu jadi saya, apa yang harus kamu lakukan.*	✓		✓
60.	*Itu* asking for advice.	✓		✓
61.	*Oke* students, I will give you homework ya	✓		✓
62	*Yang* B Read the dialogue, then make questions based on the dialogue!	✓		✓
63.	All of the answers are provided, *jawabannya sudah*	✓		✓

No.							
	disiapkan.						
64.	*Kamu baca dulu conversationnya!*	✓				✓	
65.	Upset *artinya apa?*	✓				✓	
66.	*Itu kamu kerjakan sampai 4 saja ya Prnya,* homework *nya.*	✓					✓
67.	Do it by yourself*, jangan kerjain sama-sama ya.*		✓				✓
68.	*Kamu buat pertanyaannya,* the answer *udah ada jawabannya.*	✓					✓
69.	There are two person in the dialogue, *Kira-kira pertanyaannya apa?*		✓		✓		
70.	*Oke*, thank you for your attention.			✓		✓	
	Total	**32**	**27**	**11**	**10**	**25**	**35**

Appendix 3

Interview Guideline
For The Teacher

1. How many languages do you speak?

2. How often do you use your students' first language or Indonesian when teaching English in class?

3. Do you agree with the use of Indonesian in English class? Why?

4. When or under what circumstances did you teach using Indonesian?

5. From code-switching functions such as topic switch which is used when you changed the topic, then there is an affective function which is to build solidarity for everyone in the class, and the last is a repetitive function which is to emphasize or clarify meaning, Which one do you usually use when teaching?

6. Do you think code-switching during the learning process motivates students to learn English?

Appendix 4

Transcription of teacher's interview in the research

Interviewer: The Researcher (Sri Kinanti Khairunisa)

Interviewee: Mr. ZA, S.Pd

Day/Date: Thursday / April 28th, 2022

Time: 09.15 a.m-09.30 a.m

Place: Al-Hidayah Boarding School

Interviewer : Assalamualaikum wr. wb pak.

Interviewee : Waalaikumusaalam wr.wb

Interviewer : Selamat pagi pak ZA.

Interviewee : Pagi

Interviewer : Sebelumnya, terima kasih sudah meluangkan waktunya untuk saya wawancara.

Interviewee : Iya gapapa, lagi kosong ini. Ga ganggu kok. By the way, kamu dari kampus mana?

Interviewer : Saya dari universitas muhammadiyah jakarta pak di cirendeu.

Interviewee : Ooh cirendeu. Iya iya, lanjut.

Interviewer : Kalau begitu boleh langsung kita mulai untuk pertanyaannya pak?

Interviewee : Ayo silahkan.

Interviewer : Pertanyaan yang pertama itu, Berapa bahasa yang bapak

kuasai?

Interviewee : Selain bahasa indonesia?

Interviewer : Iya pak

Interviewee : Selain bahasa indonesia ya bahasa inggris, hanya satu saja. Jadi bahasa inggris dan bahasa indonesia saja

Interviewer : Baik pak, untuk pertanyaan berikutnya, seberapa sering bapak menggunakan bahasa pertama siswa atau bahasa indonesia ketika mengajar di kelas?

Interviewee : Lumayan sering untuk berkomunikasi dengan siswa, ketika siswa mulai terlihat tidak mengerti apa yang saya ucapkan, saya alihkan jadi bahasa indonesia sesekali.

Interviewer : Kalau begitu berarti tergantung dari siswanya ya pak?

Interviewee : Iya, tapi saat memberikan materi saya usahakan dengan bahasa inggris. Tapi kembali lagi kalau saya ngerasa siswa ga nyambung saya langsung switch into indonesian.

Interviewer : Situational saja berarti ya pak?

Interviewee : Iya begitu.

Interviewer : Oke, saya lanjut ke pertanyaan berikutnya. Apakah bapak setuju terhadap penggunaan bahasa indonesia di kelas bahasa inggris? Dan kenapa?

Interviewee : Setuju. Karena sekarang bahasa indonesia termasuk kedalam salah satu bahasa internasional dan sudah banyak dipelajari dan digunakan di negara lain.

Interviewer	:	Kalau saat belajar bahasa inggris digunakan bahasa inggris bapak setuju atau tidak?
Interviewee	:	Ya, setuju setuju. Agar kegiatan pembelajaran bahasa inggris tidak membosankan karena saya menggunakan full bahasa inggris, jadi sebaiknya digunakan bahasa indonesia untuk membantu pembelajaran.
Interviewer	:	Baik, lanjut ke pertanyaan berikutnya ya pak.
Interviewee	:	Iya, silahkan.
Interviewer	:	Kapan atau dalam situasi seperti apa bapak mengajar menggunakan bahasa indonesia?
Interviewee	:	Saat berkomunikasi dengan siswa untuk membuat pembelajaran lebih seru dan tidak membosankan karena tidak semua siswa faham jika saya menggunakan bahasa inggris secara keseluruhan, lalu sekaligus untuk menerjemahkan materi yang saya berikan.
Interviewer	:	Berarti tergantung ke siswa dan kondisi di kelas juga ya pak?
Interviewee	:	Iya, jadi disesuaikan saja dengan kondisi-kondisi yang ada.
Interviewer	:	Dari fungsi-fungsi *code-switching* seperti *topic switch* yang mana untuk mengganti topic, lalu ada *affective function* yang mana untuk membangun solidaritas bagi semua orang dalam kelas, dan yang terakhir ada *repetitive function* yang mana untuk menegaskan atau memperjelas makna, yang manakah yang biasanya bapak gunakan saat mengajar?
Interviewee	:	Sebenarnya biar siswa lebih mengerti apa yang saya

omongin sih.

Interviewer   :   Kalau untuk membuat siswa tertarik dalam pembelajaran apa itu termasuk pak?

Interviewee   :   yang lebih penting adalah memperjelas materi dan mengulang makna agar ga ada salah paham. Tapi menurut saya untuk membuat suasana kelas lebih hidup dan lebih menarik, sepertinya lebih sering saya gunakan juga. Yang penting siswanya enjoy saat belajar.

Interviewer   :   Oke, langsung ke pertanyaan terakhir ya pak. Menurut bapak, siswa termotivasi atau tidak jika bapak melakukan code-switching saat mengajar.

Interviewee   :   Tergantung siswanya, kalau saya menggunakan full english, akan sulit buat kebanyakan siswa. Jadi saya rasa kalau saya melakukan code-switching saat mengajar itu siswa bisa lebih termotivasi buat belajar dan semakin tertarik dengan apa yang sedang dibahas karena mereka merasa paham.

Interviewer   :   Baik, kalau begitu terima kasih banyak bapak sudah menjawab pertanyaan saya dengan jelas.

Interviewee   :   Iya sama-sama. Semoga kamu dipermudah dan diperlancar segala urusannya biar cepet lulus ya.

Interviewer   :   Aamiin pak, terima kasih banyak buat do'anya.

Appendix 5

Research permission Letter

UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
Jl. Kh. Ahmad Dahlan Cireundeu, Ciputat 15419 Telpon (021) 7442028 Fax (021) 7442330
Website: www.fipumj.ac.id E-mail: fip@umj.ac.id

Nomor : 20/F.8-UMJ/IV/2022   08 April 2022
Sifat   : Penting
Perihal : Permohonan Penelitian

Kepada Yth.,
Bapak / Ibu Kepala Sekolah
Al-Hidayah Boarding School
di
   Tempat

Assalamu'alaikum wr. Wb.

Semoga Allah SWT melindungi dan memberi keberkahan kepada kita semua dalam menjalankan aktivitas sehari-hari. Amin.

Bersama ini kami sampaikan kepada Bapak/Ibu bahwa mahasiswa/i kami, atas nama:

Nama   : Sri Kinanti Khairunnisa

No. Pokok   : 2018850065

Program Studi   : Pendidikan Bahasa Inggris (PBI)

Judul   : A Sociolinguistic Study: Indonesian-English Code-Switching Employed
                                  By Teacher On English Learning At Al-Hidayah Boarding School

saat ini sedang melaksanakan tugas akhir (skripsi). Sehubungan dengan hal di atas, kami
mohon agar kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa/i tersebut untuk
mengadakan Penelitian di lembaga yang Bapak/Ibu pimpin.

Demikian, atas perhatian dan perkenan Bapak/Ibu kami ucapkan terima kasih.

Wabillahitaufiq walhidayah
Wassalamu'alaikum wr.wb.

Dekan,

Dr. Iswan, M.Si

Appendix 6

Letter of Completion of The Research from The School

معهد الهداية التربوي الإسلامي
YAYASAN AL-HIDAYAH
AL-HIDAYAH BOARDING SCHOOL
DEPOK - JAWA BARAT

SURAT KETERANGAN PENELITIAN
Nomor : 024/A/HBS-SKP/VII/2022

Yang bertanda tangan dibawah ini Direktur Pondok Pesantren Al Hidayah Rawadenok Depok, menerangkan bahwa :

Nama   : **Sri Kinanti Khairunnisa**

NIM   : **2018850065**

Program Studi   : **Pendidikan Bahasa Inggris**

Dengan ini menyatakan yang sesungguhnya bahwa nama mahasiswi tersebut diatas **BENAR** telah melakukan penelitian di **Al Hidayah Boarding School** terhitung mulai **14 April 2022 s/d 28 Juli 2022** Dengan judul penelitian **A Sociolinguistic Study : Indonesian-English Code-Switching Employed By Teacher On English Learning At Al-Hidayah Boarding School.**

Demikian surat ketertangan ini kami buat untuk dipergunakan oleh yang bersangkutan sebagaimana mestinya.

Dikeluarkan di : Depok
Pada Tanggal : 29 Juli 2022

Direktur Pondok Pesantren Al-Hidayah

Muhammad Fahmi, Lc

HBS LEARNING CENTER:
Jl. Raya Keadilan No. 10 Rawa Denok RT. 02 / 01 Kel. Rangkapan Jaya Baru, Kec. Pancoran Mas Kota Depok - Jawa Barat Telp. (021) 77884517, 0856 5897 1255

Appendix 7

Documentation

1. The writer observed the teacher's utterances while teaching English in the teaching and Learning Process (Meeting 1)

2. The writer observed the teacher's utterances while teaching English in the teaching and Learning Process (Meeting 2)

3. The writer conducted an interview session with the English teacher

4. (completion of research) The writer takes a picture with the research subject (the English teacher)

Appendix 8

Guidance Consultant Letter

Dosen Pembimbing   : Lidiyatul Izzah, M.Pd.

Mahasiswa / No.Pokok   : Sri Kinanti Khairunnisa / 2018850065

Judul   : A Sociolinguistic Study: Indonesian-English Code-Switching Employed By Teacher On English Learning At Al-Hidayah Boarding School

No.	Tanggal	Waktu	Materi	Catatan	Paraf
1.	16 Feb 2022	09.32-10.10	Decision-Making Research Title	Uploading a thesis proposal and a letter of guidance to ecampusfipumj.	
2.	19 Feb 2022	05.00-18.00	Research Title Chapter 1: Introduction	• Follow the in-text citation APA format style • Create concepts that are current and relevant to the topic of your research.	
3.	21 Feb 2022	13.25-14.00	Chapter 1: Introduction	• Cite a Quran verse that is relevant to your topic of interest. • Make your study's focus ckearly relevant to the objective of the study.	
4.	7 Maret 2022	10.00-11.30	Chapter 1: ACC Chapter 2: Literature Review / Factors Associated with Code Switching	Kinan, it is acceptable to use expert theory if the most recent theory is restricted.	
5.	8 Maret 2022	09.30-15-30	Chapter 2: Literature Review ACC	The sources has accurately referenced: in-text and under references	
6.	14 Maret 2022	09.20-10.20	Chapter 3: Research Methodology / defining the subject of the study	The subject of the study that was proposed first on the proposal was correct. Thanks for sharing and keep up the good work.	
7.	15 Maret 2022	11.42-12-45	Thesis Proposal Seminar	Discussing the results of the thesis proposal seminar and the examiner's revision	
8.	18 Maret 2022	09.10-11.00	Connecting research settings that are essential to learning/education	Replace the title with *"A Sociolinguistic Study: Indonesian-English Code-Switching Employed By Teacher On English Learning At Al-Hidayah Boarding School"*.	
9.	6 April 2022	14.00-15.00	Thesis Proposal: ACC	Keep going to the next step of conducting research and disclose a research cover letter to the secretariat of education faculty.	
10.	1 Juli 2022	10.45-13.00	Chapter 4: Finding and discussion	Create the instrument validation	
11	20 Juli 2022	09.20-10.20	Chapter 4: Finding and discussion Chapter 5: Conclusion	Interpret and describe the significance of your findings in light of what was already known about the research problem being investigated	

12	9 Agustus 2022	14.00-15.00	Chapter 4-5 ACC References and Appendix	Complete the references and appendix. lists all the sources you've used in your thesis paper.	
13	11 Agustus 2022	13.25-14.00	Approval for thesis defense	The research paper has been reviewed and it is approved for thesis defense	

DITETAPKAN DI : JAKARTA

PADA TANGGAL : 13 Agustus 2022

Menyetujui,

Ketua Prodi

Pembimbing

Mutiarani, M.Pd.

Lidiyatul Izzah, M.Pd.

NIDN. 0417048101

NIDN: 0310028701

Appendix 9

Curriculum Vitae

Name : Sri Kinanti Khairunisa

Place, Date of Birth : Bogor, 11 October 2000

Gender : Female

Religion : Islam

Address : Tamansari Bukit Damai Blok A.21/21, Kel.

Padurenan, Kec. Gunung Sindur, Kota Bogor.

Telephone : 0895392137103

Email : srikinantiKhairunisa@gmail.com

Educational Details

1. 2005-2006: TK Tunas Karya

2. 2006-2012: SDN Parung 2

3. 2012-2018: Al-Hidayah Boarding School
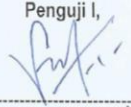
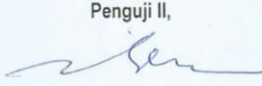4. 2018-2022: Universitas Muhammadiyah Jakarta

Appendix 10

Guidance Consultant Letter After Thesis Examination

UNIVERSITAS MUHAMMADIYAH JAKARTA
F A K U L T A S   I L M U   P E N D I D I K A N
Jln. KH. Ahmad Dahlan Cireundeu - Ciputat, 15419 Telp. (021) 7442028 Fax. (021) 7442330
Website : www.fip.umj.ac.id, Email:fip@umj.ac.id

Nama Mahasiswa:	BIMBINGAN PASCA SIDANG SKRIPSI
Sri kinanti Khairunisa.	PROGRAM STUDI PBI FAKULTAS ILMU PENDIDIKAN UNIVERSITAS MUHAMMADIYAH JAKARTA Hari Senin 05 September 2022

TANGGAL	KEGIATAN PEMBIMBINGAN	PARAF DOSEN
14/09/2022	Revision ok	
20/09/2022	Revision dll	
22/09/2022	Acc	

Penguji I,

Dr. M. Sofian Hadi, M.Pd

Penguji II,

Zaitun, M.Pd.