# STUDENT'S PERSPECTIVE ON THE USE OF CODE MIXING AND CODE SWITCHING IN TEACHING ENGLISH FOR SENIOR HIGH SCHOOL

## A THESIS

**Submitted In partial Fullfiment of the Requierement for of Sarjana Pendidikan in English Education Department**

**By:**

**<u>INDAH EPRIYANI</u>**
**2518020**

## ENGLISH EDUCATION DEPARTMENT
### FACULTY OF EDUCATION AND TEACHER TRAINING
## UNIVERSITAS ISLAM NEGERI
## K.H. ABDURRAHMAN WAHID PEKALONGAN
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**2025**

# SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan di bawah ini:

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NIM             : 2518020

Judul Skripsi   : Student's Perspective On The Use Of Code Mixing And Code Switching In Teaching English For Senior High School

Menyatakan bahwa Skripsi ini merupakan hasil karya sendiri, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya. Apabila Skripsi ini terbukti merupakan hasil plagiasi, maka saya bersedia menerima sanksi akademis dan dicabut gelarnya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 6 Maret 2025

Yang menyatakan

**Indah Epriyani**
**NIM. 2518020**

# NOTA PEMBIMBING

Kepada
Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
UIN K.H. Abdurrahman Wahid Pekalongan
c/q. Ketua Program Studi Tadris Bahasa Inggris
di
Pekalongan

*Assalamu'alaikum Wr. Wb.*

Setelah melakukan penelitian, bimbingan dan koreksi naskah skripsi saudara :

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| Program Studi | : | Tadris Bahasa Inggris |
| Judul | : | Student Perspective On The Use Of Code Mixing And Code Switching In Teaching English For Senior High School |

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diajukan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

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Pekalongan, 6 Maret 2025
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## APPROVAL SHEET

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Title       : **STUDENT'S PERSPECTIVE ON THE USE OF CODE MIXING AND CODE SWITCHING IN TEACHING ENGLISH FOR SENIOR HIGH SCHOOL**

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# MOTTO

Turning the tassel was worth the hassel
( memutar toga sama dengan perjuangannya )

# ABSTRACT

Code Mixing and Code Switching are linguistic phenomena that in the era of globalization have become daily fodder in conversation, especially in bilingual and multilingual communities. These two codes involve the alternation or mixing of languages in one utterance, but both codes have quite obvious differences. In education, these two codes are often used in the learning process, especially in English lessons. English is not the main language and is not a language used in daily conversation in Indonesia or English foreign language (EFL). Therefore, extra effort is needed in teaching students to explain English lessons in schools in Indonesia.

The focus of this research is to describe the use of mix code and switch code in teacher teaching in high school and students' perspectives in responding to mix code and switch code. The type of research uses descriptive qualitative research with data collection techniques observation and interviews with several participants in high school with more depth. researchers will use a descriptive qualitative approach with a narrative inquiry design. The author here uses qualitative research, so the data validity test in this case is for qualitative research and the author analyses the data during the research, the analysis technique starts before going to the research field until the end of the research and making research reports.

This research uses descriptive qualitative with data collection by observation and interview with the results show that students' positive response in teaching English teachers who teach by using code-mixing and code-switching. They show an increase in understanding in the learning method used by the teacher, this is a positive trend in English learning methods at school. In fact, students are motivated by the method and can improve their English skills during English lessons. English teachers in high schools have proven that using code-mixing and code-switching methods can improve students' language skills, especially to improve students' listening skills and enrich students' vocabulary.

**Keywords**: Code Mixing and Code Switching, Teacher Teaching, Students Perspective
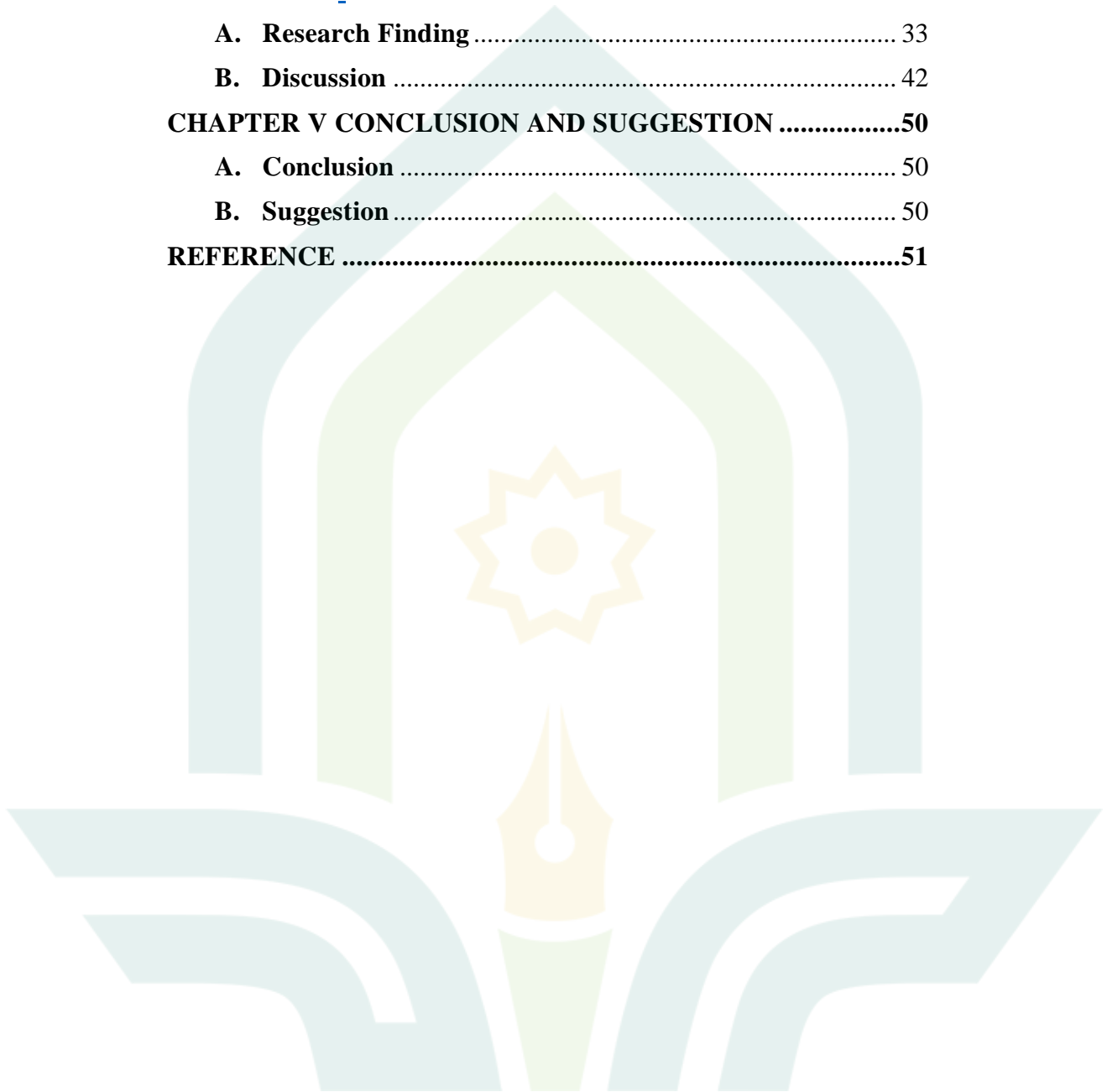
# DEDICATION

I present this thesis with pride and love to my loved ones who have supported the author in their own way:

1. Thank you to Allah SWT who has brought me strong so far with full grace and help for my prayers.
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# TABLE OF CONTENT

# CHAPTER 1
# INTRODUCTION

## A. Background of the study

Many people today use several languages in their communication, both orally and in writing, to express their messages. This is commonly referred to as bilingualism. Makulloluwa (2013) says that the use of different languages causes people to use code-switching and code-mixing, which are common events in bilingual societies. Based on the explanation by Mukibelo (2015), people who have two languages have the potential in their ability to master and use more than two languages. As in Indonesia itself many people have two languages or even more, this happens because of the mixing of ethnic tribes with different languages and also Indonesians are required to use Indonesian even though it is not their mother tongue.

Everyday communication is now widely used in oral and written communication using code-mixing and code-switching. In this study, the researcher wants to focus on code-mixing and code-switching used in schools, especially in English classes. Since code-mixing and code-switching are also used in communication by many people who are not fluent in English, code-mixing and code-switching are usually commonly used in Indonesian and English (Wardaugh, 2006). English is now one of the important subjects in schools, starting with kindergarten. Although English is a foreign language, it is important to learn it in Indonesian schools. This is because English is becoming an international language used to communicate with countries whose native language is also not English. According to Crystal (2003), English is needed in various fields, including business, education, international relations, journalism and tourism. According to Huda (2000), English plays an important role in several subjects, including geography, science and politics.

English teaching in secondary schools should lead to good communication in English. The goal of teaching English is to develop the ability to communicate in English through listening, speaking, reading and writing, which is in line with the needs of the globalization era. Ningrum and Harida (2021) emphasized that the bilingualism requires both language use and mastery in the same time. Further, Arifin (2018) characterized that the form of language use can be various, both in spoken or written form, such as informal conversation, dialogue, spoken/written text, presentation, speech, etc. In line with Arifin, Herdiawan and Arifin (2017) highlighted that the bilingualism is something in common today, and it has coloured Indonesians life

In the era of globalization, English plays a very important role and the Indonesian government has long introduced English lessons in schools. The 1989 law, Chapter IX, Article 39, states English as a compulsory subject that must be taught starting from grade 7 of junior high school. Government Decree No. 060/U/1993 dated February 25, 1993 states that English can be instructed as a local subject in primary schools starting from elementary school. This makes English one of the subjects tested in the national exam. With this status, English is only used in learning and teaching activities in the classroom. However, it is not used for daily communication. In this situation, it is very rare for schools in Indonesia to fully utilize English as a communication tool in learning. This is because English is not their daily language and also, they lack maximum confidence so they are shy to start conversing using English which in turn makes it difficult to understand English. This is confirmed by Ocak (2013) and Humaera (2018) who state that lack of confidence is one of the main enemies of students in having conversations using English and also many students have the thought that English has no benefit for them in everyday life.

In school, teachers and students need good interaction in the classroom to achieve the goals of English language teaching, especially in senior high school. Students are expected to

understand what the teacher is teaching in order to understand the lessons that the teacher is teaching. The researcher found that when explaining, the teacher usually uses both English and Indonesian to clarify the explanation. This happens because there are some problems that students face. Low morale is an indication of students' difficulty in learning English because they do not respond well to the teacher's simulation, such as simple expressions in the teaching-learning process. Students take too long to understand the teacher's utterances.

Students only master the vocabulary used in the national exam. Teachers and students occasionally use English when talking in class. Teachers sometimes explain the material themselves. In doing so, they use foreign words that only they can understand. This prevents the students from understanding what the teacher means. The way in which the teacher explains to the students determines whether the students understand the material. If the students cannot understand what the teacher means, the situation in the classroom is not interesting for the students. Students prefer to talk to their friends instead of listening to the teacher's explanations. And when this happens in the classroom, it disturbs other students who really want to follow the lesson.

When students are confused by the teacher's explanations, the teacher sometimes has to find another sentence to explain the lesson. The teacher often uses Indonesian as an alternative language if he has difficulty finding the same meaning when explaining the lesson word. And the right choice of words must be made so that the students understand the material being presented. Herdiawan (2017) points out that bilingualism is a progressive aid that can be employed to improve the speaker cognition as well as linguistic competence.

Code Mixing and Code Switching are linguistic phenomena that in the era of globalization have become daily fodder in conversation, especially in bilingual and multilingual communities (Maya, 2020). These two codes involve the

alternation or mixing of languages in one utterance, but both codes have quite obvious differences. In education, these two codes are often used in the learning process, especially in English lessons. English is not the main language and is not a language used in daily conversation in Indonesia or English foreign language (EFL). Therefore, extra effort is needed in teaching students to explain English lessons in schools in Indonesia.

Based on the explanation above, the researcher is interested to analyze the teacher's talks in the English teaching Learning process. The analysis is focused on code mixing and code switching with title **"Student's Perspective on The Use of Code Mixing and Code Switching in Teaching English For Senior High School"**

### B. Problem Restriction

From the description of the above problem identification set out in the thesis, it is necessary to limit the problem so that in studying this research the author can focus more on the problems to be solved and not discuss things that are too wide in this study. In this case, the use underlines the focus of the research only on students' perspectives on code switching and mixing in English language learning.

### C. Formulation of the Problem

From the explanation that had been described above, the problem formulation of this research is:

1. How did the teacher use code mixing and code switching to teach English for senior high school?
2. How was the student perspective on the use of code mixing and code switching in learning English?

### D. Research Objective

In line with the formulation of the problem, the objectives of this study include:

a. Knowing how MAN Pekalongan teachers teach students by using code switching and mixing.

b. Knowing students' understanding of the teacher's teaching by using code switching and mixing

c. Knowing students' perspectives in using code switching and blending.

**E. Research Benefits**

The writing of this research is expected to help improve insight and achieve the following benefits:

a. Theoretically

1) Can increase knowledge insights about code-switching and code-mixing.

2) Can give contribution to similar research and can develop this product.

b. Practically

1) For students

Improve students' interest in learning the subject matter delivered by the teacher, especially in English lessons by developing student learning through code-switching and code-mixing learning techniques.

2) For teachers

Determining strategies for teachers in teaching material to improve student understanding in English lessons by using code switching and code mixing.

3) For students or researchers

Gaining new experiences on how teachers use code-mixing and code-switching to teach English in senior high school and knowing students' perspectives on the use of code-mixing and code-switching in English learning.

# CHAPTER V
# CONCLUSION AND SUGGESTION

The researcher has completed the research listed above. In this chapter the researcher would like to convey a brief statement by showing the conclusion of the research results and provide suggestions.

## A. Conclusion

The results of the research that the researchers have conducted show the positive response of students in the teaching of English teachers who teach using code-mixing and code-switching. From the interviews that have been presented in the previous chapter, it can be concluded that they show an increase in understanding in the learning methods used by the teacher, although there are students who are less suitable for the code-switching and code-mixing methods, this is material for teacher evaluation to improve teaching skills so that all students get the appropriate understanding.

Although teachers need to improve their teaching skills, many students are motivated by this method and can improve their English skills during English lessons. English teachers in high schools have proven that using code-mixing and code-switching methods can improve students' language skills, especially to improve listening skills and enrich students' vocabulary.

## B. Suggestion

The researcher makes some suggestions. More references and participants are expected from future researchers who are interested in conducting a similar study about student's perspective about the use of code-mixing and code switching in learning English.

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