

**AN ANALYSIS OF CODE SWITCHING USED BY ENGLISH TUTOR IN
TEACHING PROCESS AT BRITISH ENGLISH COURSE (BEC)**

A THESIS



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The researcher here by declares the thesis entitled "AN ANALYSIS OF CODE SWITCHING USED BY ENGLISH TUTOR IN TEACHING PROCESS AT BRITISH ENGLISH COURSE (BEC)" is the researcher's work and that to the best of the researcher's knowledge and belief, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgment is made in this thesis. Any contribution made by the researcher by others, with whom the researcher has worked at the Stated Islamic Institute of Kerinci or else where is fully acknowledged.

The researcher also declares that the intellectual content this thesis is product of the researcher's work, except to the extent that assistance rom others in the project's design and conception or style, presentation, and linguistic expression is acknowledged.

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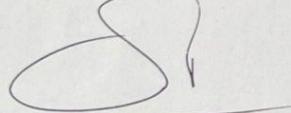
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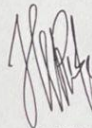
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APPROVAL AND ACCEPTANCE

This thesis with entitled of "Analysis of Code Switching Used By English Tutor In Teaching Process At British English Course (BEC) Academic Year 2022/2023" by Devi Aprillianti with students' number 1810203045 has been examined in the viva voice held by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci 6th may 2025. This Thesis is submitted as a Partial Fulfillments of the Requirements for Undergraduate Degree at English Education Program in Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

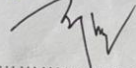
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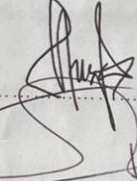
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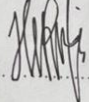
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ABSTRACT

Devi Aprillianti,2024 : *An Analysis of Code Switching Used by English Tutor in Teaching Process at British English Course (BEC)* under the thesis of English Education Department and Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

Advisors 1 : Dr.Daflizar, S.Pd.,MA
 2 : Herayati, M.Pd.

The problem of this research was many students that still don't understand about material in learning English, and still many tutor using full English in Teaching Process, sometimes it can be difficult for students to understand what is material about and how to improve their English skill. Because of this phenomenon the researcher tried to analysis the function and the types of code switching in learning process at British English Course (BEC). The purpose of the research was to find out the function and types of code switching based on level of the students in BEC. This research was conducted through descriptive qualitative method. The researcher decided to choose three tutor in British English Course (BEC) in Sungai Penuh with 25 students (16 students in basic class and 9 students in medium class). In collecting the data the researcher used observation and interview. The researcher found that there were three types of code switching used by tutor of BEC in teaching learning process namely; inter-sentential switching, intra-sentential switching, and tag switching. The data had shown that there were three function of code switching used by tutor in Teaching Learning Process, they were repetitive function, topic switch, and affective function. Moreover, there were two languages involved in teaching learning process of code switching namely English and Indonesia. The research data analysis showed that most tutor of BEC used types (Inter-sentential switching) and function (Repetitive function) of code switching in teaching learning process to make the students understand the material from the tutor and than easy to be response. So the researcher suggest that code switching very helpfull for the tutor to teach the English student for understand the material.

Keyword : Code Switching, Teaching English Process, Descriptive Qualitative Method.

DEDICATION AND MOTTO

DEDICATION

I'm the researcher dedicate this thesis to my beloved Allah SWT. And Prophet Muhammad SAW. Who always there in my research process. For my beloved husband (Novendri Culnadra) who inspires me and gives encouragement also advises me to keep trying and never give up to finish this thesis. My strong mother (Hadiyah) who always support and give dua every single times And my son (Reihiro), who is always be my energy and my happiness to pass this research, for all my beloved family always support and gave dua every times, and most importantly for myself who always strong, brave, and always work hard until the thesis is completed.

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَمَنْ يَتَّقِ اللَّهَ يَجْعَلْ لَهُ مِنْ أَمْرِهِ يُسْرًا

“And whoever fears Allah, Allah will make it easy for him in his affairs.” (Q.S At-Talaq: 4)”

artinya : Dan barangsiapa yang bertakwa kepada Allah, niscaya Allah menjadikan baginya kemudahan dalam urusannya.” (Q.S At-Talaq: 4)

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ، سَيِّدِنَا
وَنَبِيِّنَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ. وَبَعْدُ

In the name of Allah, the beneficent, the merciful. All praises be to Allah the lord of the world , and the sequel is for those who keep their duties unto her, further will be no hostility expect against wrongdoers. Blessing and salutation be upon the most honorable prophet and messenger, her family, all her companions, and those who follow them in her fait till the day of judgment.

In her good accession, the researcher would like to express her gratitude to Allah SWT, due to her favor and charity, so the researcher could finish the writing of this thesis. Besides, the researcher should never forget to thank to the following people who deserve special recognition for there invaluable help in accomplishing this thesis entitled “**An Analysis of Code Switching Used by English Tutor in Teaching Process at British English Course (BEC)** “. As one of the requirements to obtain the undergraduate degree in english department of English Education Program. There are thankful for :

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As human being, the researcher has limitation to make this thesis perfect. Therefore, any constructive criticism and suggestion are welcome as the better improvement for the researcher in making such writing at any other time. Hopefully, the thesis will be useful to the process of teaching english.

Sungai Penuh, January 2025,

The researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Students acquire English from many resources. In English courses, they mostly take their time to learn English, It makes English tutor plays a vital role in students' understanding of English learning because English is not students' mother tongue. Sometimes, the students struggle to understand some English words, phrases, and sentences because of a lack of vocabulary. It becomes the tutor's responsibility to make their students know about the materials given. In the English teaching and learning process, the tutor should use clear language to deliver information and knowledge to the students. To make the students understand, tutors sometimes need to shift from English as a foreign language to the student's first language when teaching the students. Lightbown (2001) states that the shift from one language to another (target language to first language) within a conversation or utterance is called code-switching.

Moreover, bilingualism influences people to switch their language from one language to another in their speech. In linguistic, this phenomenon is named code switching. According to Hudson (1980:56), code switching is defined as a speaker uses different varieties at different times. The use is automatic consequence of the existence of "register" . Since the same speaker necessarily uses different register on different occasion. In other book, Wardhaugh

(2006:102) states that code switching happens when people switched language in a conversation.

Furthermore, code-switching is not only used in informal situations, but also in formal situations like in an inaugural speech, welcoming speech, religious speech, political statement, and even in presidential speech (Lismay Leli, 2019). In this respect, code-switching stands to be a supporting element in the communication of information and social interaction; and it therefore serves for communicative purposes in the way that it is used as a tool for transference of meaning (Aljoundi Khalifa, 2013). Besides, there were pros and contras to using code-switching. According Adlan Asyraff (2023) code-switching allows people to have a little more privacy, especially during group conversations. Code-switching also contributes to the students' comprehension in their education. In terms of education, students are found to be more direct in conveying their subject knowledge to their classmates and teachers. In the classroom, code-switching was not generally practiced or allowed, which resulted in students frequently stopping themselves mid-sentence or admitting that they did not know the answers to the questions (when perhaps they did know the answer but lacked the vocabulary in English). In addition, code-switching gives people the chance to find the right words. Sometimes, second-language learners also have their own 'lag moment' during speaking due to their limited vocabulary in the second language. This would force them to code-switch from a second language into their primary language where they have greater vocabulary to use in communicating with other people. Adlan Asyraff (2023) also mentioned some disadvantage of code

switching. First when done at the wrong time and in the wrong situation, code-switching can be a little offensive. For example, if Japanese workers only speak in their mother tongue around an American colleague during lunch, the American may feel offended, excluded, and overthink that the workers are gossiping about him or her. Second Too much code-switching can be detrimental to one's mental health because, while people may feel the need to code-switch, they may also become exhausted as a result of code-switching. People who code-switch are sometimes labeled as 'acting white' (Trying to be Western) by societies, which can cause psychological implications and demotivate a person from learning more than one language. Third Code-switching could lead to language loss when practiced a lot. For instance, when a Japanese uses English for most purposes, it would lead the person to lose fluency and competency in the native language gradually. However although there are some disadvantages, such as the loss of native language or the possibility of creating distance between multicultural people, it is undeniable that code-switching can be a powerful psychological tool when used properly.

The writer observed the case of code-switching when the writer learned in the BEC course. The tutors often use code-switching from English to Indonesian when they explain the materials. Tutors also code-switch when they give instructions, advice, or jokes to the student. The tutor used English to teach the students, but students often seemed confused like in another case, and said "pak ngomongnya jangan cepat-cepat, diulangin lagi pak. (Do not speak too fast, sir. Can you repeat your sentences?). Some students also lack English vocabulary.

After that moment, the tutor taught by using two languages; English and Indonesian. The tutor taught in English first, and then he explained it again in Indonesian when the students were confused with the materials given by the tutor. By using two languages in teaching English, the students understood what the tutor explained.

Generally, code-switching occurs not only in social community but also it always occur in the class situation. And it has the big advantages especially for the tutor in order to give the knowledge of foreign language for the students, through this alternative way the students is requires to use target language while speaking or discussion to develop their skills in foreign language learning. (Waris Mustamir,2012).

Code-switching can occur between sentences (intersentential) or within a single sentence (intrasentential). According to Poplack in Hamers and Blanc (2000), there are three types of code-switching: inter-sentential, intra-sentential, and tag-switching. First inter-sentential code-switching This type takes place between sentences, the switch occurs at a clause or sentence boundary where each clause or sentence is in a different language. Second intra-sentential switching, Intra-sentential switching is possibly the most complex type among the three. In intra-sentential switching, code-switching occurs within a clause sentence boundary, or even word. It means that speakers switch from one language to another within the same sentence. Third Tag-switching involves inserting a tag or short phrase in one language into an utterance that is otherwise entirely in another language. This type of code switching occurs the most easily for the reason being

that tags typically contain minimal syntactic restrictions thus not violating syntactic rules when being inserted into monolingual sentences. Code-switching involves the insertion of words, phrases, and sentence levels from one language into another, i.e. English into Indonesian.

Some researchers have conducted research in the previous they are Anis Oktaviani (2019), Putri Nurjannah (2020), Isnawati (2018), who analyzed code-switching in small group discussion, Muhammad Adna (2016), who analyzed code-switching in a class of SMK, and Putri Nurjannah (2020), analyzed the code-switching used by students in a classroom at SMA. Based on the previous research finding above, the researcher conclude that previous research did the same research that is to find out the types and the function of code-switching. And based on results indicate that using code-switching helped the students or individuals understand the explanation. So the researcher wants to analyze the informal school and less of the tutor and the tutor used level of students to teach them to make a different case from this research and other research.

Based on the explanation above, the researcher interest in researching this case by the title " An analysis of code switching used by English tutor in teaching process at British English course (BEC) academic year 2024/2025".

B. Identification of the Problem

Based on the explanation of the background of the study, there were some problems which can be identified in this field of study:

1. In the teaching-learning process, the tutor may code-switch the language

2. Code Switching can be used in the teaching-learning process.
3. Code Switching is one of many learning strategies to develop students skill

C. Limitation of the Research

To limit the investigation of this research, the researcher focus on the types and functions of code-switching used by English tutor in teaching process. In this research, the researcher will be analysis how the tutor changed his language from native language to target language is called as code switching.

D. Research Question

Based on the background of the problem above, there were two research questions, as follows:

- a. What are the types of code-switching used by the English tutor in the Teaching process
- b. What are the functions of code-switching used by the English tutor in Teaching process
- c. What is the reason the tutors switch the native language to second language in teaching process

E. Purpose of the Research

There were two objectives in this research, as follows:

1. To identify the types of code-switching used by the English tutor in the Teaching process
2. To identify the functions of code-switching used by the English tutor in the Teaching process
3. To identify the reason tutors switch from the native language to a second language in the teaching process

F. Significances of the Research

The significance of this research was divided into theoretically and practically, as follows:

1. Theoretically

This research, it can be the way to give more understanding about code switching. This research is useful for studying the types and language functions of code switching in the teaching practice.

2. Practically

a. The Readers

By reading this thesis, the researcher hopes that the readers understand the types and functions of code-switching. Moreover, the readers will have a new and wider knowledge about the advantages of the use of the Indonesian English language in English teaching and learning through code switching.

b. The English Teachers

The result of this study can be used as a reflection for the English teachers on whether they have applied code switching or not when they are teaching the students. It is because code switching is important to be used in English teaching and learning, especially for ESL/EFL students.

c. The Students

The implementation of code-switching in English teaching and learning can improve students' understanding and help students learn English better because they understand some words, phrases, and sentences that are difficult or not familiar to them.

d. The Next Researchers

The researcher hopes that this study will contribute to future research development and encourage future researchers to conduct further studies on sociolinguistics, especially on code-switching.

G. Definition of Key Term

The key terms used in this research were defined as follows:

1. A tutor is a teacher who gives a lesson (guide) to someone or a small group.
(Dedy sugono,2008:1022)
2. Code-switching is a term in linguistics referring to using more than one language or variety in conversation (Mustamir Waris, 2012)
3. BEC is a course that helps students or individuals to get extra learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

a. English as a foreign language

Many people learn a foreign language for two different purposes. First, they learn a foreign language for “instrumental” purposes. This group of learners includes tourists, sales men, and science students. They need the foreign language for “operational” purposes such as reading a book in the target language and communicating with other speakers of that language. Therefore, people learn English as a foreign language either to visit western countries, to communicate with other tourists who speak English, or to read English books and newspapers. Conversely, some people learn a foreign language for “integrative” purposes. Learners of this group have the need to recognize with the speech community of the target language (foreign language). (Nur afifah, et al 2020)

b. Sociolinguistics

Sociolinguistic is a field of macro linguistics in linguistic study. Sociolinguistic is the study of the relation between language and society a branch of both linguistics and sociology. Sometime it called the sociology of language (Ary Iswanto, 2017, 15) .

Holmes (2001:1) defines that " sociolinguists study the relationship between language and society. They are interested in explaining why we speak

differently in different social contexts, and they are concerned with identifying the social functions of language and the ways it is use to convey social meaning ". The sociolinguistics is concerned with the relationship between language and the context in which it is used. So, there is a concern to explaining and identifying a language changes that spoken (Ary Iswanto,2017)

On the other hand, Wardhaugh and Fuller (2015:1) state that sociolinguistic is the study of our everyday lives-how language works in our casual conversations and the media we are exposed to, and the presence of societal norms, policies, and laws which address language". it means sociolinguistics is not a study of facts but the study of ideas about how member of a particular society may influence the terms with our language use (Ary Iswanto, 2017,15) .,

d. Code

The code can be used to refer to any kind of system that two or more people employ for communication. A code is a system that is used by people to communicate with each other. When people want to talk each other, they have to choose a particular code to express their feeling. According to stockwell (2002), a code is “ a symbol of nationalism that is used by people to speak or communicate in particular language, or dialect, or register, or accent, or style on different occasion and for different purposes. The code is usually a variant form of the language used to communicate with the clear language of the comunity.

Notice that use the word open because of the economic connotations of free. The Free Software Foundation notes that the interest of the Foundation and free software in general is “free as in speech not free as in beer”. But there is quite a bit that is free as in beer now on the Internet and thus this weakness of language can cause essential confusion. So code has several basic forms: source (or high level), interpreted, assembly, and executable or binary (L.Jean Camp, 2003,03).

e. Code Switching

Definition of code-switching given by Jendra (2010:73) There is a situation where speakers deliberately change a code being used, namely by switching from one to another. The change is called code-switching. It can be defined as the change of a code or switch from one language to another language. The phenomenon of code-switching was and still is being studied from various perspectives. Blom and Gumperz in Webster (2008:142) stated code-switching is where speakers switched from one language to another language and probably did not switch back or only switched back after a long stretch of language. It means code switching is the switch between languages that may switch back or not.

In addition, according to Meyerhoff (2011:116), Code-switching is, “In its most specific sense, the alternation between varieties, or codes, across sentences or clause boundaries and often used as a cover term including code-mixing as well”. It can be implied that code-switching is the alternation of language between varieties or codes, across sentences or clause boundaries. Finally, the researchers conclude code-switching is the use of more than one language varieties in the

same conversation or utterances and this strategy is commonly used by bilingual or multilingual (SuardaniSilaban,TiarmaintanMarpaung, 2020,09).

1. Types Of Code Switching

Poplack in Hamers and Blanc (2000) identifies three different types of code switching which, more often than not, bilinguals will find themselves switching or mixing between languages that they are familiar with regularly while engaging in a daily conversation. He categorized code-switching into the following three types: inter-sentential switching, intra-sentential switching, and tag-switching.

a. Inter-Sentential Switching

This type takes place between sentences, the switch occurs at a clause or sentence boundary where each clause or sentence is in a different language. Occurring within the same sentence or between speaker turns. Furthermore, inter-sentential switching may take place between turns. In short, in inter-sentential switching, the switching occurs after a sentence in the first language has been completed and the next sentence starts with a new language.

b. Intra-Sentential Switching

Intra-sentential switching is possibly the most complex type among the three. In intra-sentential switching, code switching occurs within a

clause or sentence boundary or even word. It means that speakers switch from one language to other within the same sentence.

c. Tag-Switching

Tag-switching involves inserting a tag or short phrase in one language into an utterance that is otherwise entirely in another language. This type of code switching occurs the most easily for the reason being that tags typically contain minimal syntactic restrictions thus not violating syntactic rules when being inserted into monolingual sentences.

2. Function Of Code Switching

According to Mattson and Burenhult (1999) there are three functions of the used code switching by the bilingual and multilingual , those are : topic switch, affective functions, and repetitive functions.

a. Topic Switch

Topic switch may occur when someone switches their language, according to the topic under discussion. For example, the situation may be seen when the teacher switches the language to English in delivering particular grammar points that were being taught at the moment.

b. Affective Function

In the affective function, someone uses code-switching to build solidarity and intimate relation with people of the interlocutor. In a

classroom situation, the teacher may practice code-switching to create a supportive language for the students.

c. Repetitive Function

This function of code-switching occurs when someone switches the language for clarity of the statement or explanation stated before. For example, in the teaching process, the teacher practices code-switching to clarify the meaning of the language, making the students confused.

f. Code Switching in Language Teaching

A teacher is expected to be a model for the student. In the bilingual classroom, the teacher tries to drive the student to understand both languages. In this case, the code-switching happened when the teacher switches the languages while in the classroom both languages are expected to be used.

Code switching is used to create close relationship between students and their teacher (Jingxia, 2010) and students find classroom interaction more natural and easy when code switching is allowed (Cook, 2001). In formal situations, code switching can be used to make the teaching more effective. When a teacher explains what is said in the curriculum or another academic text it can be useful to translate or explain some concepts further in the students'.

B. Previous Related Research Finding

In case of Code-Switching there were many researchers have been conducted research that related to this research they are as follows:

Isnawati. 2018. *The Analysis Of Code Switching Used By Students In Small Group Discussion At The Ninth Grade Of SMPN 2 Sungguminasa Gowa* under the Thesis Of English Education Department And Faculty Of Teachers Training And Education, Muhammadiyah University Of Makassar. This research was conducted through descriptive qualitative method. In the collecting the data researcher used data reduction, data display and conclusion drawing or verification on analyzing the data. The research data analysis showed that most of students used code switching in small group discussion to make other members understand the idea from speaker than easy to be response and help students to be easier to interact with other.

Muhamad Adna. 2016. *Code Switching As English Teaching Strategy. A Descriptive Study At XII Grade Of Multimedia Class Of SMK Izzatul Islam. Bogor*. Skripsi of Departemen Of English Education At Faculty Of Tarbiyah And Teachers' Training, Syarif Hidayatullah State Islamic University Jakarta, 2016. The method used in this study was qualitative descriptive. The instrument of this study were classroom observation, interview and questionnaire. The result of this study shows that code switching occurred 235 times during the two meetings. The most frequent type of code switching used in the classroom is inter-sentential switching with the percentage 46,81% and the three most frequent function of code switching used are topic switch function (43,83%), repetitive function (36,42%), and floor holding function (6,79%). From the result above, it can be concluded that the practice of code switching is truly used in English classroom at the XII grade of multimedia class of SMK Izzatul Islam.

Putri Nurjannah S. 2020. *The Analysis Of Code Switching Used By Students In A Classroom Discussion At SMA NEGERI 2 GOWA*. This research was conducted through descriptive qualitative method. The data had shown that there were four functions of code switching found by the researcher during the discussion process in the classroom. Those were to emphasize, to reinforce the request, to communicate friendship or family bonding, also to ease tension and inject humor into a conversation.

Haradhan Kumar Mohajan. 2018. *Qualitative Research Methodology In Social Science And Related Subjects*. This research used qualitative research. The paper analyzes the design of qualitative research giving some methodological suggestions to make it explicable to the reader. In this paper an attempt has been taken to study the background of the qualitative research methodology in social science and some other related subjects, along with the importance, and main features of the study.

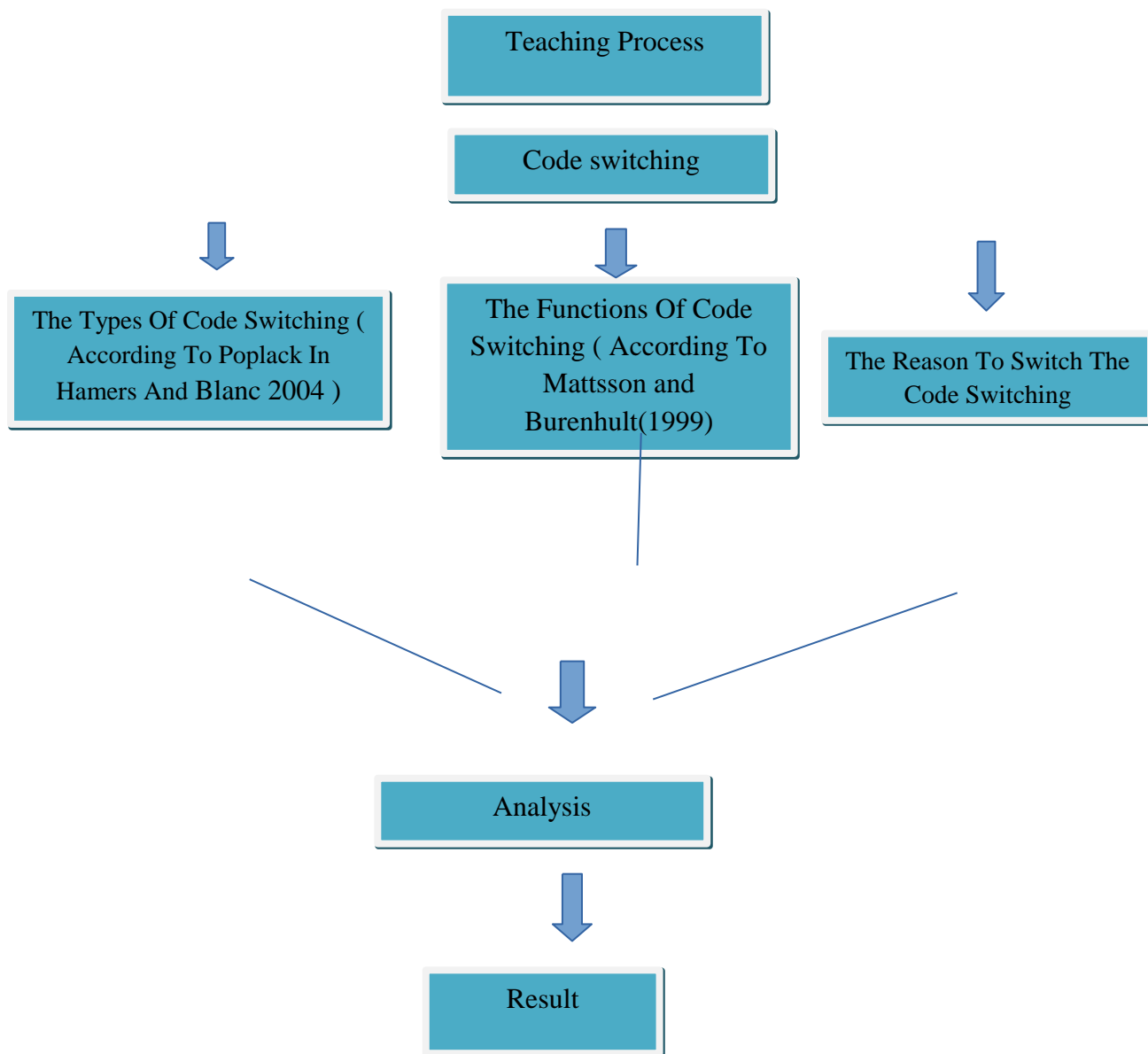
Anis Oktaviani. 2019. *An Analysis Of Using Code Switching On Listening Subject Of Student's English Department Of IAIN Metro*. The present research is qualitative in which the researcher collects the data in the form of words. The researcher collects the data using purposive sampling technique. The data analysis in this research used by Miles. This study shows that the students use code switching of listening subject in the learning process. The main reason of listening subject used code switching is as a communicative strategy, because code switching can facilitate learning and they get a better understanding by using listening subject.

Based on previous research finding above, the researcher conclude that previous research did the same research that is to find out the types and the function of code switching. And based on result indicate that using code switching helped the students or individuals more understand the explanation. So the researcher wants to analyze the informal school and less of the tutor to make different case. Beside that, the researcher interest with the title “ An Analysis Of Code Switching Used By English Tutor In Teaching Process At British English Course (BEC).

C. Conceptual Framework

The conceptual framework is basic of this research. The conceptual framework is shown the use of code switching by the tutor in a teaching process. Interaction between the tutor and the students are fundamental to the learning process.

The figure below clarify the conceptual framework of this research:



Based on figure above the researcher provide the explanation as bellow :

In first bagan, the researcher take the observation while teaching process. In teaching process probably all activity in the classroom, start from introduction and then the explanation. The teacher will explain the material, it can be using the code switching while he or she teach. next the types and the function will be Main Purpose in this research, do the tutors using code switching in clasroom and what the types and function according to Poplack (2004) And Mattsson (1999). And the last the reason of the tutor to switch the language based on the data of observation and this part will be conduct with interview.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used a descriptive qualitative method. The researcher described the types and functions of code-switching used by tutors in the teaching process. Qualitative research is a form of social action that stresses the way people interpret, and make sense of their experiences to understand the social reality of individuals. It makes the use of interviews, diaries, journals, classroom observations, and immersions, also open-ended questionnaires to obtain, analyze, and interpret the data content analysis of visual and textual materials, and oral history (zohrabi,2013).

B. Setting and Informant of the Research

1) Setting

The researcher took the research setting at language course, especially British English Course (BEC) as a language center. the researcher analyzed the learning process of Tutor of BEC as a user of code switching. furthurmore, the tutor using code switching when they was teached them students so the students more easily understand what they said about the material.

2) Informant of the Research

Subject of this research is tutor of BEC . the researcher focus how the tutor changed the language from native language to second language by analysis the process of learning when they teach the students. The researcher believe that code switching really helpful for students to understand the second language.

The informants of this research are clarified in the table below :

Table 1 : tutor of BEC Sungai Penuh

Subject	Level	Gender
X	Medium and basic	Male
Y	Medium and basic	Male
Z	basic	Male

C. Research Instrument

For this research, the researcher is the main instrument. To collect data, the researcher needs some instruments as below:

1. Observation Checklist
2. Interview guide

The following were taking checklist for types and functions of code-switching, following with abbreviation :

a. a note-taking checklist for code-switching types

No	Utterance	Level	Types			Note
			T	IE	IA	

Note :

T: Tag switching

IE: inter-sentential switching

IA: Intra-sentential switching

b. a note-taking checklist for code-switching functions

No	Utterance	Level	Function			Note
			TS	AF	RF	

Note :

TS = Topic Switch

AF = Affective function

RF = Repetitive function

D. Data Collection Technique

the researcher will take some steps in collecting data :

1. Observation

Observation is the way to collecting the data in which the researcher write down or record certain behaviors of the sample being study as they given to the students. The type of observation that used in this research was observation checklist indicate the types and functions that lead to code switching. It creates an opportunity for the researcher to observe the classroom environment in person.

Observation is used in the social sciences as a method for collecting data about people, processes, and cultures. Observation, particularly participant observation, has been the hallmark of much of the research conducted in anthropological and sociological studies and is a typical methodological approach of ethnography. It is also a tool used regularly to collect data by teacher researchers in their classrooms, by social workers in community settings, and by psychologists recording human behaviour. (Barbara B. Kawulich, 2012)

Types of Observational Research according to Anas Al Masud, 2025. Conducting observational research can take many different forms. There are various types of this research. These types are classified below according to how much a researcher interferes with or controls the environment.

1. Naturalistic Observation

Taking notes on what is seen is the simplest form of observational research. A researcher makes no interference in naturalistic observation. It's just watching how people act in their natural environments. Importantly, there is no attempt to modify factors in naturalistic observation, as there would be when comparing data between a control group and an experimental group.

2. Case Studies

A case study is a sort of observational research that focuses on a single phenomenon. It is a naturalistic observation because it captures data in the field. But case studies focus on a specific point of reference, like a person or event, while other studies may have a wider scope and try to record everything that happens in the researcher's eyes. For example, a case study of a single businessman might try to find out how that person deals with a certain disease's ups and down or loss.

3. Participant Observation

Participant observation is similar to naturalistic observation, except that the researcher is a part of the natural environment they are studying. In such research, the researcher is also interested in rituals or cultural practices that can only be evaluated by sharing experiences. For example, anyone can learn the basic rules of table tennis by going to a game or following a team. Participant observation, on the other hand, lets people take part directly to learn more about how the team works and how the players relate to each other. It usually includes the researcher joining a group to watch behavior they couldn't see from afar. Participant observation can gather much information, from the interactions with the people being observed to the researchers' thoughts.

4. Controlled Observation

A more systematic structured observation entails recording the behaviors of research participants in a remote place. Case-control studies are more like experiments than other types of research, but they still use observational research methods. When researchers want to find out what caused a certain event, they might use a case-control study.

5. Longitudinal Observation

This observational research is one of the most difficult and time-consuming because it requires watching people or events for a long

time. Researchers should consider longitudinal observations when their research involves variables that can only be seen over time.

After all, you can't get a complete picture of things like learning to read or losing weight in a single observation. Longitudinal studies keep an eye on the same people or events over a long period of time and look for changes or patterns in behavior.

So based on the explanation and types of observation the researcher used case studies to take the data by recording all the conversation and situation in the teaching process in the classroom. Video recorder and audio recorder in the classroom convey by recording the discussion process by using a camera. This record helped the researcher in attaining complete data regarding the classroom interaction.

2. Interview

Interview conducted to get data besides used video recording. It is conducted after doing the observation. Therefore, it aimed to clarify and emphasize the result of the observation. In this case, that find out further information about functions of code-switching practice by the tutors in teaching process. According to Katy Wheeler and Bethany M,B, 2021, Interviews are an incredibly flexible and versatile method and have many advantages. Qualitative interviews allow you to gain access to rich data about your participants' experiences, memories, and feelings. They are a responsive method which means you can follow-up

on and explore issues that are relevant to each participant. Probing for more depth and detail is a key element of qualitative interviewing and this enables you to develop a rapport with your interviewees. Not only can you gather great data using this method, but we have found the people often really enjoy being interviewed and having the opportunity to talk at length about an issue that matters to them.

E. Data Analysis

The researcher used qualitative data analysis based on Miles and Huberman's theory (1994) which consist of three stages: data reduction, data display and drawing conclusion /verification.

1. Data Reduction

At this stage, the data from audio or video recordings was transcribed into the written transcript firstly. Then, the transcript was identified to determine the utterances which considered as the code switching phenomenon and the utterances which were not contained code switching. The utterances which were not contained code-switching was omitted, so that the utterances which to contained code switching left. By the data reduction, the researcher and chose the data or the utterances which considered as code switching, which was relevant to the research topic, so that the analysis was focused into the data which was suitable to the research questions which have been formulated, the types of code switching used by students in BEC. The same with classroom observation

data, the data from interview also transcribed into the written transcript firstly. Then, the transcript was identify to determine tutor' statement concerned the tutor' perception towards the use of code switching by tutor in teaching English process.

2. Data Display

After doing data reduction, the researcher drew the data in the data display. The data display was shown based on the research focus. The research focus refers to types and functions of code switching used in teaching english process.

3. Draw Conclusion/Verification

In this stage,the researcher drew conclusions based on data display. The researcher concluded the types of code-switching based on Poplack's theory, the functions of code switching used by tutor in teaching English process based on tutors confirmation.

F. Validity of the data

Triangulation was used to check the validity of the data. It is done by checking the technique of getting data. It is from the result of observation. It aims to increase the researcher understanding about her data. According

to Sugiono in telling Stainback's opinion, determining the truth of some social phenomena is not the purpose of using triangulation. The used of triangulation was aimed to improve one's understanding of whatever which was being investigated.

G. Research Procedure

Based on the researcher's personal experience, the researcher interested to choose code switching used by English tutor in teaching process at British English Course.

1. The researcher asked for permission from the institution to conduct the research.
2. After getting the permission, the researcher conducted direct observation. While observing the English teacher, the researcher fill the observation checklists, took note, and recording the teaching and learning activities in the classroom.
3. The researcher conducted indirect observation through questionnaire, researcher will give some questions to the students. The researcher also fill the observation checklist in order to gain more complete and strength data.

4. Analyzing the data. In this step, the researcher reduces the data gathering, display the data, and draw conclusions. The researcher also used data triangulation as the strategy to reduce bias. After that, the researcher made the conclusions from the analyzed of findings. The conclusions could answer the research questions proposed by the researcher.

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

The researcher analyzed the data obtained from observation and interviewed the English teacher. The obtained data was analyzed based on the problem of the research question which consists of three parts: what are types of code-switching used by English tutors in the teaching process based on the level of students, what are functions of code-switching used by English tutors in teaching process based on level of students, and what is the reason of the tutors switch the native language to second language in teaching process based on level of the students.

1. Types of Code Switching

The researcher used Poplack theory about three types of code switching , based on research findings through observation, it was found three types of code switching. they are inter-sentential switching, intra-sentential switching, and tag switching. In this case, the researcher provide the description of the sample analyzed below.

a. Inter-sentential code-switching

This type takes place between sentences, the switch occurs at a clause or sentence boundary where each clause or sentence is in a different language. Occurs within the same sentence or between speaker turns. Furthermore, inter-sentential switching may take place between turns. In

short, in inter-sentential switching, the switching occurs after a sentence in the first language has been completed and the next sentence starts with a new language. This type of code-switching occurred in some teaching processes. The following data are examples of inter-sentential switching.

Datum 1

T1 : okey, we comes to the afternoon class, before we starts the class, I am going to ask you a question, *jadi sebelum kita mulai kelasnya, saya mau nanya dulu satu pertanyaan*

Datum 1 shows the inter-sentential types of code switching used by tutor of BEC. It was because the tutor switched his idea by using Indonesian then later he altered to English in one sentence by saying “ okey, we comes to the afternoon class, before we starts the class, i am going to ask you a question, jadi sebelum kita mulai kelasnya, saya mau nanya dulu satu pertanyaan “. This datum shows how inter-sentential switching was used within one turn.

Datum 2

T1 : the question is what is the different studying english in camp and in common course, *apa perbedaan belajar bahasa inggris di camp dengan belajar bahasa inggris di kursusan pada umumnya, any one could answer my questions*

Datum 2 shows the intersentential type of code-switching used by the first tutor too. At the time the tutor asked questions to the students about different studying in English camps and common courses. First, the tutor used English for asking, and then he altered it to Indonesian to confirm the students understood what the question was by saying "The question is what is the difference between studying in camp and the common course, apa perbedaan belajar bahasa inggris di camp dan belajar bahasa inggris di kursus pada umumnya, anyone could answer my question?". This datum shows how inter sentential switching so the students could give the idea about the questions.

Datum 3

T2 : Good, okay, today we gonna learn how to produce the sound of a crack we start from basic point, and we says consonant, what is consonant? *apa itu consonant ?*

Datum 3 shows the intersentential type of code-switching used by a second English tutor. It because the tutor switched his language from English to Indonesia to confirm the students answered the question about what is the meaning of consonants in one sentence by saying "Okay, today we gonna learn how to produce the sound of crack we start from a basic point, we say consonant, what is consonant, apa itu consonant?". The tutor repeats the question using Indonesia so all students in the class can explore their ideas to continue the learning process.

Datum 4

T2 : how many additional sounds in english, how many consonant, *bunyi tambahan consonant dalam bahasa inggris ada berapa? Dil, ada berapa ?*

Datum 4 shows how the intersentential type of code-switching is used by the second tutor. The same as the datums 1,2 and 3, the tutor repeated their utterance from English to Indonesia to make sure the student understood the question by saying "How many additional sounds in English, how many consonant, bunyi tambahan consonant dalam bahasa inggris ada berapa? dil, ada berapa ?". by using inter sentential the student could put an idea about the question from the tutor.

Datum 5

T3 : oke, that's way, good job, it's colored, *apa apa saja nama warna warna?*

Datum 5 shows how inter sentential type of code-switching is used by the third tutor. At the time the material was discussed the topic about " colour ". The type of intersentential code-switching that was used by the third tutor when he said "Oke, that way, good job, it's colours, apa apa saja nama warna warna?". He used bilingual in the teaching process, in the first clause he used English then continued in Indonesian in one utterance. So the students could put an idea.

Based on data above indicates an intersentential type of code-switching. Datum 1 and 2 show the tutor switched the language from English to Indonesian to confirm that the students got the meaning of the tutor's instruction, and Datum 3 shows the tutor switched the language about material " consonant sound ". Datums 4 and 5 show that the tutor instructed them to answer the question about the " sound of consonant " and " names of colors ", the tutor used inter sentential type of code-switching so the students could put an idea about the question. Each tutor used code-switching in the teaching process in the same form, sometimes they repeated their utterance from the English language to the Indonesian language. It is to make the students easy to understand and easy to respond to. Furthermore, the researcher also found another type of code-switching in the teaching process, that is ;

b. Intra-sentential switching

Intra-sentential code switching was code switching which occurred within the sentences. This kind of code switching involves switches different types occurring within the word boundary, or translations of words or phrase substitution within a sentences.

Datum 6

T2 : okey good one, apa lagi, J, itu kayak orang pondok bilang ijek, pasti ditekankan, *example in english, july, journey, okey*, apa lagi

Datum 6 shows how the intra-sentential type of code-switching is used by the second tutor. At the time the tutor used Indonesia to explain the material and then he switched to English the example of a material that he explained before about the sound of J, and the example of the sound of J he used English to emphasize the sound in English "okay good one, apa lagi, J, itu kayak orang Pondok bilang ijek, pasti ditekankan, example in English, July, journey, okay apa lagi". This single phrase switching is intrasentential because it happened clause boundary inside the sentence.

Datum 7

T3 : write it down on your book, *tulis dibukunya*, don't mention bad word, *bad word itu kata negative*, don't mention it, *jangan sebut kata kotor*

Datum 7 shows the intra-sentential type of code-switching used by the tutor because code-switching happened inside the sentence. In this datum, the tutor asked his student in using English "Write it down in your book" and switched to an Indonesian translation by saying "Tulis dibukunya", after that the tutor continued by saying "Don't mention bad words" and then switched again in Indonesian by saying " bad word itu kata negative" which is given interaction to his student.

Datums 6 and 7 above indicate intra sentential type of code switching. The tutor used this type in different forms. The first tutor in Datum 6 switched his language to give the example in English so the students were able to understand

how to pronounce the word in English. The second tutor in datum 7 switched his language from English then later he altered to Indonesian and continued to English again. Furthermore, this single phrase switching is intra-sentential because it happened in clause boundary inside the sentence. The next type also found by the researcher in the teaching process namely tag switching, here is the explanation ;

c. Tag switching

This type of code switching involves the insertion of a tag, example “ you know”, “ i mean”, “ no “, from one language into a clause or sentences in a different language as the following extract.

Datum 8

T2 : *no*, consonant, ada yang tau, ada 5 ada bunyi th, th ringan sama th berat, th ringan itu seperti bulat telur, bunyi th berat itu seperti huruf d

Datum 8 shows that tag switching type of code-switching used by second tutor. In this case the tutor talk about his explanation. In this datum , the tutor explain about sound of consonant by inserted tag switching " no, consonan ada yang tau, ada 5 ada bunyi th..." in english same as " tidak " in indonesian. that's mean the tutor tagged the word and continue sentence in different language.

In this research, the researcher only found one tag switching in teaching process by tutor BEC based on datum 8 above that the tutor used tag switching to

tag the clause or sentence, by using this type of code switching the tutor expected that the students were more certain about their explanation.

Based on the data above about types of code-switching the researcher displayed in the form of the table below :

Table 2

Types of code-switching practiced by the tutor

No	Tutor	Types of code-switching			
		Inter-sentential switching	Intra-sentential switching	Tag switching	Note
1	Mr X	Done			Mr X as a T1 more often used inter-sentential switching
2	Mr Y	Done	Done	Done	Mr Y as a T2 used all types of " switched English to Indonesian"

3	Mr Z	Done	Done		Mr Z as a T3 "switched from English to Indonesian and then continued to English again"
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Based on the table above, there are 3 informants, first Mr X is a T1 (tutor 1), based on the table above we can see that T1 just checklist on inter-sentential switching, that's means he used inter-sentential switching to make sure the students understand, but mostly he teaches the medium class so he used a full pack of English cause the purpose of British English Course is to make students be able to practice speaking in English so the T1 used full pack of English. Second was Mr. Y as a T2 (tutor 2) who used all of the types of code-switching for basic class and medium class based on the table above because his students were not able to understand English and still learning, and then most of the students are a mix (medium and basic) so the tutor should use all types to make students understand about the material. Third, Mr Z as a T3 (tutor 3), used inter-sentential switching and intra-sentential switching for basic class based on the table above, in this research the researcher didn't find that tutor 3 used Tag switching.

This finding was relevant with the previous research findings, Isnawati in her thesis “ The Analysis of Code Switching Used By Students in Small Group Discussion At The Ninth Grade of SMPN 2 Sungguminasa Gowa” found that there were three types of code switching , they were: inter-sentential switching, intra-sentential switching, and tag switching.

Furthermore, the researcher also found there are functions of code-switching by the tutor and the students did on learning process including three functions based on Mattsson and Burenhult theory they are: topic switch, affective function, and repetitive function. The explanation is below:

2. Functions of Code Switching

The data about the functions of code-switching showed all the functions of code-switching proposed by Mattsson and Burenhult, which are: topic switch, affective function, and repetitive functions. Furthermore, in this research the researcher also found the function of code-switching in the teaching-learning process based on the function proposed by Mattson and Burenhult, that is;

a. Topic switch

The topic switch may occur when someone switches their language according to the topic under discussion. For example, the situation may be seen when the teacher switches the language to English in delivering particular points of teaching materials. The researcher found that the English tutor at BEC course Sungai Penuh switched their code in the

process of delivering materials related to a certain topic. An example of topic switching can be seen below.

Datum 9

T2 : jadi beda kalau kita pakai bahasa indonesia....., trus F itu masuk bunyi pricative atau bunyi yang berdesis, *example father, freeze*

Datum 9 shows that topic switch was the function of code switching used by tutor on purpose to explaining the sound of F and stated the example of the sound in english so the students understand about the material by saying “ jadi beda kalau kita pakai bahasa indonesia..., trus F itu masuk bunyi pricative atau bunyi yang berdesis, example father, freeze”.

Based on interview research, the researcher found that the tutor used topic switch as a function of code-switching for student's understanding of the material that the tutor gave to students. This statement is based on interview research below :

Q : apa pendapat bapak tentang kenapa kita harus pake code switching ?

T1 : *mungkin untuk memastikan dan membuat mereka itu lebih memahami pelajaran, jadi code switching dibutuhkan untuk membuat mereka mengerti aja sih sebenarnya.*

(maybe to make sure and make them understand the lesson better, so code-switching is needed to make them understand actually)

Q : apa pendapat bapak tentang penggunaan code switching dikelas ?

T3 : menurut saya sangat membantu apa lagi untuk level basic, masih perlu dan banyak berlatih, kalau menggunakan full inggris mereka gak paham, menurut saya sangat perlu sekali.

(i think it's very helpful, especially for basic level, it's still necessary for practice a lot, if they use full english they don't understand, i think it's very necessary.)

Q : apakah anda pernah melakukan code switching ?

T2 : seperti yang saya sampaikan tadi, iya pernah, pernah menggunakan hal hal seperti itu, code switching ya, karena kan tidak semua siswa disini sudah pasih dalam bahasa inggris, ada juga yang masih pemula, apalagi untuk siswa yang baru pertengahan belajar nih mereka perlu adaptasi untuk full bahasa inggris jadi menggunakan code switch

(as I stated before, yes, I have used things like that, code-switching right, because not all students here are already fluent in English, some are still beginners, especially new students, they need to adapt to full English so I used code switch)

Furthermore, the researcher also found the function of code-switching namely the affective function with an explanation below;

b. Affective Function

In this function, the tutor used code-switching to build solidarity and intimate relations with the students by calling the students to answer questions or anything about the material. These functions showed

fellowship between the tutor and the students. The teaching materials that had been presented in English before were often switched to Bahasa Indonesia by the tutor. For example, the affective function was brought into play to make jokes with the students it can be seen below.

Datum 10

S : yeah, I think so, like in the course, there are not many people who want to get more in the class but in the camp, we already care for each other

T1 : *oke, how about you gesta?*

Datum 10 shows that the tutor used a function of code-switching called affective function because based on datum 10 above the student has stated his opinion about the material and then the tutor accepted and asked the other students to answer the question by saying "Oke, how about you gesta?". In the utterance, the aim was to build an enjoyable situation in teaching. Through this way, the tutor intended to be more intimate with their students.

Datum 11

T1 : okay, let's go to the last, *shofie what is different between studying in an English camp, and the common course*

Datum 12

T1 : so, you just learned how to make sentences, okay, *blue, do you have any*

words to say? About the difference? Learning in English in camp and the common course

Datum 13

T3 : *Adam, say it, color!*

Datums 11,12 and 13 show that the tutor used the function of code-switching that affective function, the same as datum 10 above the teacher used this function to build their solidarity. The tutor asked the student by saying at extract 11 "Okay, let's go to the last, shofie what is different studying in English camp, and the common course", datum 12 " So, you..., okay, blue do you have any word to say? About the different? Learning in.... " and datum 13 " adam, say it, color!". So that's the way the tutor of BEC used code-switching to build solidarity and intimacy with their students.

Based on the interview research, the researcher found that the BEC tutors used the affective function as a function of code-switching to make all the students understand and get feedback from the students. That statement stated based on interview research below :

Q : bagaimana anda membuat siswa berlatih didalam kelas, apakah memberikan tugas atau bagaimana pak ?

T3 : tugas tentu saja ada, kadang saya mengajukan pertanyaan – pertanyaan random seperti berapa hari dalam sebulan, dengan menyebutkan nama siswa atau mereka mengajukan sendiri untuk menjawab karena sudah bisa

(of course there are assignments, sometimes i ask random questions such as how many days in a month, by mentioning the students names or they ask themselves to answer because they can to answer it)

Q : bagaimana pendapat anda tentang penggunaan code switching dikelas ?

T2 : menurut saya, sangat bagus, dan efektif sekali, apalagi untuk level basic, dan saya pun kalau mengajar tidak terlalu serius orangnya, seperti tadi, pasti banyak joking nya biar kelas tidak boring dan kalau pakai full inggris siswa tidak paham dan jadi malas belajar.

(in my opinion, it is very good, and very effective, especially for the basic level, and I'm a joke person, like before I did, there must be a lot of joking so that the class is not boring and if using full English students do not understand and become lazy to study)

The next type was repetitive function also found in the teaching-learning process based on the explanation below;

c. Repetitive function

This function of code-switching occurs when someone switches the language for clarity of the statement or explanation stated before. In this function, the tutor switched their code for explaining which made students confused for some material. This function was implemented by the tutor

by using duplicates of the word that the tutor had said in English Bahasa Indonesia or conversely. This pattern was stated in the following examples ;

Datum 14

T1: okey, we comes to the afternoon class, before we starts the class, i am going to ask you a question, *jadi sebelum kita mulai kelasnya, saya mau nanya dulu satu pertanyaan*

Datum 14 shows the repetitive function of code-switching used by the tutor from English to Indonesian for asking the question to students by saying "Okay, we come to the afternoon class, before we start the class, I am going to ask you a question, jadi sebelum kita mulai kelasnya, saya mau nanya dulu satu pertanyaan". That means the tutor used the function of code-switching as a repetitive function because the tutor switches the language from English to Indonesian in purpose the students understand the meaning of the sentence.

Datum 15

T1 : the question is what is the different studying english in camp and in common course, *apa perbedaan belajar bahasa inggris di camp dengan belajar bahasa inggris di kursusan pada umumnya*, any one could answer my questions

Datum 15 shows the repetitive function of code-switching used by the tutor from English to Indonesian to give the question to the students by saying

"The question is what is the different studying English in camp and common course, apa perbedaan belajar bahasa inggris di camp dengan belajar bahasa inggris di kursusan pada umumnya, anyone could answer my questions" so the students could put an idea about the question.

Datum 16

T2 : Good, okay, today we gonna learn how to produce the sound of a crack we start from a basic point, we say consonant, what is consonant? *apa itu consonant ?*

Datum 16 shows the repetitive function of code-switching used by the second tutor. It because the tutor switched his language from English to Indonesia to confirm the students answered the question about what is the meaning of consonants in one sentence by saying "Okay, today we gonna learn how to produce the sound of crack we start from a basic point, we say consonant, what is consonant, apa itu consonant?". The tutor repeats the question using Indonesia so all students in the class can explore their ideas to continue the learning process.

Datum 17

T2: how many additional sounds in english, how many consonant, *bunyi tambahan consonant dalam bahasa inggris ada berapa? Dil, ada berapa ?*

Datum 17 shows how the repetitive function of code-switching is used by the second tutor. The tutor repeated their utterance from English to Indonesia to make sure the student understood the question by saying "How many additional

sounds in English, how many consonants, bunyi tambahan consonant dalam bahasa inggris ada berapa? dil, ada berapa ?". by using code-switching the student could put an idea about the question from the tutor. So because the tutor uses code-switching that means the function of code-switching is included in the repetitive function.

Based on interview research, the tutor also using repetitive function of code switching to make students understand with some material which is to clarify some of statement or explanation of the material that tutor state before.

Q : seberapa sering anda melakukan code switching dikelas ?

T1 : *saya pikir menggunakan code switching mungkin sering lah ya, karna kan saat mengajar pasti kita pengen siswa mengerti dengan bahasa target yang ingin kita ajarkan kepada mereka, tetapi untuk membuat mereka mengerti kita terkadang bahasanya harus di switch. Jadi setiap mengajar selalu pake code switching.*

(I think using code-switching may be frequent, because when teaching, we want students to understand the target language that we want to teach them, but to make them understand we sometimes switch the language, so every time you teach always use code-switching)

Q : seberapa sering anda melakukan code switching dikelas?

T3 : *sering sering sering, terutama waktu kita menjelaskan materi yang kadang tidak dimengerti siswa dalam bahasa inggris, kemudian saya translate ke bahasa indonesia.*

(often, especially when we explain material that sometimes students do not understand in English, then I switch it to Indonesian)

Q : biasa nya kenapa anda melakukan code switching?

T2 : *iya tentu saja, supaya siswa kita mengerti apa yang kita sampaikan atau paham dengan materi yang saya ajarkan, saat mengajar tentu saja ingin siswa aktif dalam pembelajaran dan mendapatkan feedback yang bagus, supaya begitu, cara penyampaian materi pun harus bagus, contohnya tadi mengswitch bahasa agar mudah dipahami.*

(yes of course, so that our students understand what we convey or understand the material that I teach when teaching of course they want students to be active in learning and get good feedback, so the way of delivering the material must also be good, for example switching languages so that it is easy to understand)

The finding were relevant with the previous research findings, Nur Sapna Harahap in her thesis “ analysis of code switching used by teacher in teaching english of 12th grade at SMAN 1 Tulang Bawang Tengah in the academic year 2019/2020” found that there were three function of code switching, they were : topic switch, repetitive function, and affective functions.

From the result of this research in BEC course at Sungai Penuh, it was found that the used of Bahasa Indonesia in the process of Teaching English in English Course caused by several factors such as the lack of motivation from the students to practice English. That is way the tutor used and practice code-switching in teaching process to make sure that the students understand the material and without forget how to explain and speaking in english.

Based on the analysis data above function of code-switching the researcher displayed in the form of the table below.

Table 3**Function of code switching**

No	Subject	Functions of code switching			Note
		Topic switch	Affective functions	Repetitive function	
1	Mr X		<i>Done</i>	<i>Done</i>	
2	Mr Y	<i>Done</i>		<i>Done</i>	
3	Mr Z		<i>Done</i>		

Based on the table above, there are three informant, first informant used affective function to build solidarity and intimate relation with students and to create a supportive language for the students and repetitive function for clarity of the statement or explanation stated before. Second informant is used topic switched to expand the word in different language and repetitive function for clarity of the statement or explanation stated before. Third tutor used affective function to build solidarity and intimate relations with the students

3. The Reasons of Used Code Switching

To validate the data, the researcher interviewed the tutor to get more information about why the tutor used code-switching. The interview was conducted on August 12th, 2024. There were several questions that the researcher asked the tutor. The first point of the interview was to know the practice of code-switching generally in teaching English and the language used by the tutor. The second point of the interview was to know the function of code-switching. And third point of the interview was to know the reason the tutor used the code-switching in classroom. From the result of the interview, the researcher concluded that in the process of teaching English, the tutor practiced code-switching to help the tutor in delivering the material. The tutor mostly used Bahasa Indonesia for basic students and English for medium students, whose purpose it was to improve their skills at English. The types commonly used by tutors fulfilled the three types of code-switching proposed by Poplack. They were inter-sentential switching, intra-sentential switching, and tag switching. Then, they also practiced code-switching according to the topic that was under discussion, to build solidarity and intimate relations with the students, and to transfer necessary knowledge. It can be concluded that the tutor's code-switching practice had fulfilled the three functions of tutors' code-switching based on Mattson and Burenhult: topic switch, affective function, and repetitive functions.

The researcher carried out the interview and the result can be seen below :

1. The process of teaching English is challenging for the tutor because most of the students enter the English course with no skill in English, it became makes the tutor practice code-switching in class. (It was stated by T1)
2. The basic students cannot understand the process of learning when the instructions are packed in full English (it was stated by T3)
3. The tutor most used Bahasa Indonesia besides English for basic students (It was stated by T3)
4. The tutor switches the language by inserting the word in the sentence, using English and then another language, or mixing the language in another sentence, depending on the level of students and the situation. (it was stated by T2)
5. The function of code-switching is beneficial for the students in class because it will help the students to understand the materials explained by the tutor, and build solidarity with students. (it was stated by T2)

From the result of the interview, the researcher can be said that class in BEC occurred in the basic and medium levels, which is 16 at the basic level and 9 at the medium level. Furthermore, the tutor realized used code-switching in the teaching process to make students understand the material which each level. The tutor used Bahasa Indonesia besides English depending on the level of class and situation, because not all the students understood English very well. So, the important thing the tutor used code-switching in class. Then, they also practiced

code-switching according to the topic that was under discussion, to build solidarity relations with the students, and to transfer necessary knowledge. It can be concluded that the tutor code-switching practices the three functions of tutors' code-switching based on Mattsson and Burenhult: topic switch, affective function, and affective functions.

B. DISCUSSION

This research collected data by result of observation, and interview. After analyzing the data, it showed that practicing code-switching in the teaching process was good enough to use. It gave more understanding to the students. The especially basic level is based on three types of code-switching, they are intra-sentential switching, inter-sentential switching, and tag switching According to Poplack (2004). Tutors' code-switching is based on three functions of code-switching, they are topic switch, affective functions, and repetitive functions According to Mattsson and Burenhult (1999).

1. Types Of Code Switching Used By English Tutor

The researcher used Poplack's theory about three types of code-switching, they are inter-sentential switching, intra-sentential switching, and tag switching. The three types above will be explained below :

a. Inter-Sentential Switching

The first type is called inter-sentential code-switching. The data was collected through observation and recording in the learning process in the class.

According to Poplack (1980), this kind of code-switching involves a switch that occurs at a clause or sentence boundary where each clause or sentence is in a different language. In this explanation, the data above indicates inter-sentential type of code switching. Datum 1 and 2 show the tutor switched the language from English to Indonesian to confirm that the students got the meaning of the tutor's instruction, and Datum 3 shows the tutor switched the language about material "consonant sound". Datums 4 and 5 show that the tutor instructed them to answer the question about the "sound of consonant" and "names of colors", the tutor used inter-sentential type of code-switching so the students could put an idea about the question. Each tutor used code-switching in the teaching process in the same form, sometimes they repeated their utterance from the English language to the Indonesian language. It is to make the students easy to understand and easily respond to.

The result was relevant to the previous researchers, Sahrawi, Et al (2019), in their journal "Analysis penggunaan code-switching" where the sample was fourth-semester students, in their research was found that most of the students used inter-sentential switching with 48 data. Furthermore, they said that most of the students lack English ability, so that's why many authors used code-switching to make students understand and get feedback from the students. This is similar to what Nur Afifah (2020) referred to as Inter-Sentential code switching happens when a complete sentence in a foreign language is pronounced in a base language between two sentences.

b. Intra-Sentential Switching

The second type is intra-sentential switching. The data was collected through observation and recording in the learning process in the class. This type occurs within sentences that involve switches of different types occurring within the word boundary, or translation of word or phrase substitution within a sentence. In this explanation, the data above indicates an intra-sentential type of code-switching. Datums 6 and 7 above indicate an inter-sentential type of code-switching. The tutor used this type in different forms. The first tutor in Datum 6 switched his language to give the example in English so the students were able to understand how to pronounce the word in English. The second tutor in datum 7 switched his language from English then later he altered to Indonesian and continued to English again. Furthermore, this single phrase switching is intra-sentential switching because it happened in clause boundary inside the sentence.

The result was relevant to the previous researchers, Usman Kasim, Et al, in their journal " *The Types and Function of Code-Switching in a Thesis Defense Examination* ", where the sample was one student and four lecturers from the English Education Department. In their research was found that most of the students and lecturers used intra-sentential switching in the learning process with 84 frequency and 77,6 % data. Besides that in this research, the researcher just found a few of type Intra-Sentensial Switches used by tutors of BEC courses. Furthermore, intra-sentential switching is helpful for the tutors to switch a phrase or clause in the teaching process.

c. Tag Switching

The third is tag switching. The data was collected through observation and recording in the learning process in the class. This type involves the insertion of a tag. From the data above about tag switching, the researcher found that Datum 8 shows the kind of code-switching used by the second tutor. In this case, the tutor talks about his explanation. In this datum, the tutor explains the sound of consonants by inserting tag switching " no, consonant ada yang tau, ada 5 ada bunyi th..." in English, the same as " tidak " in Indonesian. That means the tutor tagged the word and continued the sentence in a different language. This is similar to Nur Afifah (2020) stated that tag code switching happens when a bilingual inserts a short expression (tag) from a different language at the end of his/her utterances.

Based on the explanation above, In this research, researchers have found types used by the tutor of BEC courses frequently used inter-sentential switching. Based on the tutor interview the researcher got the main reason why the tutor frequently used inter-sentential switching, that was when teaching the tutor wants the students to understand with second languages that tutor teaching so that is why the tutor switch the language from second language to first language. Furthermore, in the BEC course, not all students understand English because the students have different skills, based on the interview the tutor determines the level of class to synchronize the skills of the students.

Poplack in Hamers and Blanc (2000) identifies three different types of code-switching, they are inter-sentential switching, intra-sentential switching, and Tag switching. Most researchers in the world found that type in their research. According to Mattsson and Burenhult (1999), the researchers found the same function in their research. In this research, with the title "Analysis of code-switching used by English tutor in the teaching process at BEC course academic year 2024/2025," the researcher found a different finding in the BEC teaching process. Besides that, the tutor determines the level of class to synchronize the skills of the students. The tutor makes it onto two levels of the class, the first level is Basic for new students who do not yet about English or have poor skills in English, and the second level is medium for students who have more skills in English. So based on the result above the researcher concluded that code-switching is suitable for teaching English courses, it can make basic students understand what the materials are about. This is also based on the result of observation and interviews that the researcher did.

2. Function of Code Switching Used By English Tutor

Based on observation and interviews using tape recording, Mattsson and Burenhult (1999) mention three functions of code-switching, they are topic switch, affective function, and repetitive function. The three functions above will be explained below :

a. Topic Switch

The first topic switch may occur when someone switches their language according to the topic under discussion, the teacher switches the language to English in delivering particular main points of teaching materials. This is the same as Nur Afifah, Et al (2020) stated that in this situation where grammar was instructed, the teacher shifted her language to English of her students in delivering particular grammar points that were being taught at the moment. Based on the Interview Result stated by tutor two (T2) " the tutor switches the language by inserting the word in the sentence, using English and then another language, or mixing the language in another sentence, depending on the level of students and situation". Besides that, based on the data above the first tutor in Datum 6 switched his language to give the example in English so the students were able to understand how to pronounce the word in English. The second tutor in datum 7 switched his language from English then later he altered to Indonesian and continued to English again. Furthermore, this single phrase switching is a Topic Switch because it happened in delivering a particular main point of teaching materials.

b. Affective Function

Second affective function, in this function the tutor used code-switching to build solidarity and intimate relations with the students. In same as Nur Afifah, Et al (2020) stated that in this function the English teacher used code-switching to build solidarity and intimate relations with the students. Based on the Interview

Result stated by tutor T2 " the function of code-switching is beneficial for the students in class because it will help the students to understand the materials explained by the tutor, and for build the solidarity to students.

Based on data observation researcher found Datums 11,12 and 13 show that the tutor used the function of code-switching that affective function, the same as Datum 10 above the teacher used this function to build their solidarity. The tutor asked the student by saying at extract 11 "Okay, let's go to the last, shofie what is different studying in English camp, and the common course", datum 12 " So, you..., okay, blue do you have any word to say? About the different? Learning in.... " and datum 13 " adam, say it, color!". So that's why the tutor of BEC used code-switching to build solidarity and intimate with their students.

c. Repetitive Function

The third Repetitive Function, the function of code-switching occurs when someone switches the language for clarity of the statement or explanation stated before. In this research repetitive functions were dominant than the other functions. It can be seen from the result of the analysis, that the tutor switched their language to make students understand and be active in class and the aim was to build an enjoyable situation in teaching. Besides that, this is similar to Mutasamir states, where the teacher used code-switching to transfer the necessary knowledge to the students to convey clarity.

From the result of this research in BEC course at Sungai Penuh, it was found that the used of Bahasa Indonesia in the process of Teaching English in

English Course caused by several factors such as the lack of motivation from the students to practice English. That is way the tutor used and practice code switching in teaching process to make sure that the students understood the material without forget how to explain and speaking in english.

This research was relevant with previous researcher,Nurjannah s, the researcher found three function of code switching which were most frequently used in the classroom, they are topic switch, repetitive function and affective function.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

A conclusion is drawn based on the objective of the research which consists of three issues. The first is concerned with the types of code-switching used by English tutors in the teaching process based on the level of the students. The second refers to the function of code-switching used by English tutors in the teaching process based on the level of students. And third refers to the reason the tutor switches the native language to a second language in the teaching process based on the level of the students. Based on the result of data analysis, the conclusions of this research are presented in the following;

1. The types of code-switching practiced by the tutor in the process of teaching English were mainly in three types. These types were (a) inter-sentential switching (code-switching occurs between sentence or clause boundaries), (b) intra-sentential switching (translation or word/phrase substitution within a sentence), and (c) tag switching (interactional fillers code-switching) used by the tutor of BEC course which consists of three informants which are Tutor X (first tutor which teaches the medium class), Tutor Y (second tutor, which teaches the medium and basic class) and Tutor Z (third tutor, which teaches the basic class).
2. The function of the tutor's code-switching fulfilled the three functions. These functions were : (a) topic switch, (b) affective function, and (c) repetitive function.

3. The reason of tutor's used code switching in teaching process based on data of interviewed. There were several questions that the researcher asked the tutor. The first point of the interview was to know the practice of code-switching generally in teaching English and the language used by the tutor. The second point of the interview was to know the function of code-switching. And third point of the interview was to know the reason the tutor used the code-switching in classroom. From the result of the interview, the researcher concluded that in the process of teaching English, the tutor practiced code-switching to help the tutor in delivering the material. The tutor mostly used Bahasa Indonesia for basic students and English for medium students, whose purpose it was to improve their skills at English.

B. Suggestions

Considering the result of the research, the researcher would like to give some suggestions as follows:

1. For The Tutor

The tutor used code-switching. It is better if tutor use of code-switching in the classroom based on level of the students. to add motivation to students in learning about English for basic students, and make it interesting for medium students.

2. For The Students

Although the students can code switch freely and were best able to convey information to their peers and tutor about English materials, the students still need to try to practice their English in order to increase their English skill.

3. For next researcher

The next researcher who are interested in the field of code switching do the research further. It may be of interest to investigate further analysis of code switching in the students attitude toward to use of code switching by English teachers in the language classroom.

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APPENDICES

Appendix A, Interview Question

1. Sudah berapa lama anda mengajar bahasa inggris?
2. bahasa apa yang biasa anda gunakan saat mengajar?
3. apakah anda pernah melakukan code switching ?
4. seberapa sering anda melakukan code switching di kelas?
5. biasanya kenapa anda melakukan kode switching?
6. Bagaimana pendapat anda tentang penggunaan code switching dikelas?
7. setelah menerapkannya menurut anda adakah fungsi dari code switching dalam pembelajaran bahasa inggris?

Appendix B , Transcribed Interview from the Tutor

R : assalamualaikum warahmatullahi wabarakatuh

T : waalaikummussalam warahmatullahi wabarakatuh

R : sebelumnya terimakasih untuk waktunya, saya mau interview bapak untuk observasi saya dengan tema code switching

T : ok

R : pertanyaan yang pertama, sudah berapa lama bapak mengajar bahasa inggris dikursusan ?

T : Saya sudah mengajar bahasa inggris kurang lebih 9 tahun

R : bahasa apa yang bapak biasa gunakan saat mengajar?

T : Karna saya pengalaman pertama mengajar saya waktu dipare, jadi saya sudah terbiasa menggunakan bahasa inggris, tetapi kadang kadang di mix pake bahasa indonesia supaya siswa nya lebih mudah memahami

R : berarti bapak pernah menggunakan code switching

T : iya

R : terus, seberapa sering anda melakukan code switching di kelas?

T : Saya pikir menggunakan code switching mungkin sering lah ya, karna kan saat mengajar pasti kita pengen siswa mengerti dengan bahasa target yang ingin kita ajarkan kepada mereka, tetapi untuk membuat mereka mengerti kita

terkadang bahasa nya harus di switch. Jadi setiap mengajar selalu pake code switching

R : apa pendapat bapak, tentang kenapa kita harus pake code switching ?

T : Mungkin untuk memastikan dan membuat mereka itu lebih memahami pelajaran, jadi code switching dibutuhkan untuk membuat mereka mengerti aja sih sebenarnya.

R : kalo menurut bapak, pendapat nya tentang penggunaan code switching dikelas ini bagus apa enggak

T : Itu sih tergantung sebenarnya, tergantung dengan level siswa nya, kalau untuk siswa basic lebih banyak menggunakan code switching, tetapi ada beberapa kelas yang saya handle hampir tidak pernah menggunakan code switching karena rata rata kemampuan bahasa inggris nya sudah diatas rata rata, tapi kalau yang basic, awal awal belajar bahasa inggris misalnya atau baru pertengahan misalnya itu masih banyak menggunakan code switching untuk mereka lebih memahami pelajaran.

R : oke, pertanyaan terakhir, setelah menerapkannya menurut bapak adakah fungsi code switching dalam pembelajaran bahasa inggris ?

T : Saya pikir banyak sekali fungsi menggunakan code switching dalam pelajaran bahasa inggris, karena itu bisa lebih memudahkan kita mengajar, siswa juga lebih mudah menangkap pelajaran, sangat membantu lah, bisa dikatakan itu

sebagai media pembelajaran untuk guru mengajar bahasa inggris biar lebih muda dipahami.

R : kalau dikelas yang masih dilevel satu atau reguler itu pake code switching gak?

T : iya pasti lah pake code switching

R : oke, mungkin itu saja untuk interview hari ini pak, terimakasih banyak atas waktunya

T : oke sama sama

Appendix C , Transcribed Learning Process in the Class by Tutor 1

Tutor : Mr.X

T : oke, assalamualaikum warahmatullahi wabarakatuh

S : waalaikummussalam warahmatullahi wabarakatuh

T : good evening ladies and gentleman

S : good evening

T : ok, we comes to the afternoon class before we start the class, i'm going to ask you a question, jadi sebelum kita mulai kelasnya, saya mau nanya dulu satu pertanyaan. The question is what is the different studying in English in camp and in common course, apao perbedaan belajar bahasa inggris di camp dengan belajar bahasa inggris di kusunan panda umumnya, any one could answer my question?

S1 : ok, camp is a place for the people study, is not only about the English but also about hard to be thinking , and also we got the feeling about the brotherhood but in course we only study English but not focused on English, not cause a thinking , so we after set the feeling of brotherhood

T : there is any thing different about it?

S1 : yea I think so, like in course , there is no much people who want to get more in the class but in the camp we already care each other

T : oke, how about you gesta!

S2 : I think, camp is the best choice for English learners, where all the members become active rather than course student, because they get communicative, discipline like the case in English area

T : jadi kenapa dikursusan tidak ada intensive

S2 : mungkin dikursusan itu lebih selalu materi materi, tapi kalau di camp kita punya English area trus kita bisa tanyakan sesuatu Hal yang kita gak Tau, jadi belajar bahasa Inggris ada direct secara langsung Dan ada yang tidak secara langsung, kalau langsung kayak di English area

T : direct and indirect ways, okey, I got it, any one else, jet maybe

S3 : I have been join course for about six years before I came to camp, and in course I only study about writing grammar and without any talking, but when I came to camp it's has a different method, so in camp we focusing on speaking and not only focusing on grammar and writing

T : so how about you join in camp but you cannot write and you do not know grammar? So I think writing and Grammar is still important too, to get any lesson in the camp

S3 : yea I do that but I mean in course I'm only get writing and Grammar lesson, but in camp I got writing too, grammar lesson too and speaking too, so I can use it in my daily too.

T : jadi penyebabnya kursusan tidak ada speaking kenapa?

S3 : mungkin karena waktu nya yang kurang effective

T : the time is not effective?

S3 : yea kayak dikursusan itu cuman sekitar 2 jam an waktu untuk belajar

Dan itu terutama bahasa materi kayak grammar grammar setelah itu menulis lagi

T : so do you thing is it impossible for a common course to teach about speaking?

S3 : it's possible,like I thing is not worth it because is only have a little bit time to teach about it

T : okey, let's go to the last Sofie what is different studying in English camp and the common course

S4 : so for me, studying in camp more actively to, in camp I learn how to perform in front of all the people, but in courses I just learn how to make sentence without perform well

T : jadi dikursus tidak ada penampilan ya

S4 : ya

T : so you just learn how to make a sentence, okey blue, do you have any word to say? About the difference between learning in English in camp and in course

S5 : I thing the difference is just in the practically ways cause in camp we have to speak English cuz we have a English area, and the something we have it

regular course cuz, it's just like have fun like 2 hours it's not really affective to use English area yang sejauh yang saya rasakan itu sih perbedaan yang paling mencolok antara camp, belajar di camp Dan dikursus biasa.

T : okey, I thing is the last answer for you guys, one thing that you need to realize study English in camp and course is code mixing, you know in camp using code mixing because nor all of student are able to speak in English some time they use a little English a little bahasa, like how to say saya Mau pergi, what is the meaning of what ever it is. It's kind of code mixing that we use in camp but in course we don't really used it in daily activity, okey thank you very much.

Appendix D, Transcribed Learning Process in the Class by Tutor 2

Tutor : Mr.Y

T : okey, let's we start the class, so good afternoon every body

S : good afternoon

T : how are you today ?

S : great

T : good, okey today we gonna learning how to produce sound of crack of learning we start from basic point, we says consonant, what is consonant? Apao itu consonant?

S1 : bunyi huruf mati

T : bunyi ? Dak orang yang mati ?

S : laugh

T : bunyi huruf mati, okey bunyi consonant dalam bahasa inggris ada berapa ? Ada yang Tau ?

S2 : 28

T : 20? In bahasa how many consonant

S3 : 28

T : in bahasa how many consonant

S3 : Dua delapan

T : how many additional sounds in English, how many consonant, bunyi tambahan consonant dalam bahasa inggris ada berapa? Dil, ada berapa?

S4 : I don't know

T : astagfirullah

S4 : is like a

T : no consonant, ada yang Tau ? Ada 5, ada bunyi th, th ringan sama th berat. Th ringan itu sepeeti bulat telur, bunyi th berat itu seperti huruf d, trus ada bunyi s tebal, syaa yang ringan Sia, yang berat tadi syaa, trus yang bunyi Sion Sion itu ada zya, itu makanya ada Television kalau ada yang bilang telepison Salah, terus ada lagi bunyi Ng okey , masuk bunyi b, b itu kalau bahasa Indonesia nya b aja kalau bahasa inggris jadi beh jadi bacanya ba Brave okey

S : Brave

T : jadi beda kalau kita pakai bahasa Indonesia brave itu beda, kalau bahasa inggris jadi brave, misal kan kalau sebutin nama bahasa Indonesia bobi , kalau bahasa inggrisnya boubi , ada penekanan b nya jadi kalau sebutin c dalam bahasa inggris chair kalau d jadi deh, posisi lidah kita kita tarok aja example door

Trus a,b,c,d,e,f, f itu masuk bunyi pricative atau bunyi yang berdesis example father freeze

Selanjutnya ada g, suaranya diambil Dari g vibra jadi Kalo go dalam bahasa inggris nya jadi gao trus apa lagi, ada H example house heaters

S : heaters

T : have

S : have

T : okey good one, apa lagi, j , itu kayak orang pondok bilang ijek, pasti ditekankan example in English July, journey, okey apa lagi ?

K, k sama dengan kalau bahasa Arab ko, jadi kek, car, Keh kalau terakhirnya jadi think, okey habis itu ada L, l itu bunyinya dibelakang Gigi lidah keatas tapi bergantung L

Level, lower

Selanjutnya M itu bibir kebibir, mouth lepaskan saja langsung mouth Dan N jadi

Nouse near

S : Nouse near

T : okey, itu saja dulu untuk hari ini, latihan dulu pengucapan ini

Appendix E, Transcribed Learning Teaching Process by Tutor 3

Tutor : Mr. X

T : well guys, silahkan maju perwakilan, because I forget it, bapak lupa tadi, silahkan the leader of the class time is yours

S : greating

T : alright guys, today we are going to learn about colour, hari ini materinya tentang colour, tulisannya colour cara penyebutannya colour, repeat,oke guys repeat

S : colour

T : Adam, say it colour

S1 : colour

T : oke that's way, good job, it's colour, , apa apa saja nama warna warna

S2 : merah

T : merah, bahasa inggris nya merah

S2 : red

T : red, apa lagi

S3 : yellow

T : yea yellow, yellow warna apa

S : kuning

T : apa lagi, what next

S4 : green

T : green yea, good job apa artinya

S : hijau, blue

T : apa, warna apa blue

S : biru

T : write it down on your book, tulis dibukunya. Don't mention bad word,
bad word itu kata negative, don't mention it jangan sebut kata Kotor.

Okey purple, what is purple

S4 : ungu

T : ungu, that's right ungu write it down

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Appendix F, Documentation



