

**AN ANALYSIS OF THE USE OF CODE MIXING AND CODE
SWITCHING IN THE TEACHING AND LEARNING PROCESS
BY TEACHERS IN THE INTERNATIONAL CLASS**

THESIS

Presented to in partial fulfillment of requirement
for Bachelor degree of English Education Department



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**ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MUHAMMADIYAH UNIVERSITY OF PONOROGO**

2026

ABSTRACT

Swediasari Levina Hafizhah. An Analysis of the Use of Code Mixing and Code Switching in the Teaching and Learning Process by Teachers in the International Class. Thesis. Department of English Education Muhammadiyah University of Ponorogo. Advisor: (1) Dr. Diyah Atiek Mustikawati, S.Pd. M.Hum. (2) Dr. Elok Putri Nimasari, M.Pd.

Keywords: Code-switching, code-mixing, international class program.

The aims of this study are to: (1) identify the types of code switching and code mixing used by teachers in the learning process in international classes, (2) describe the factors that influence teachers in the use of code switching and code mixing in the learning process in international classes, and (3) analyze the impact of teachers' use of code switching and code mixing on students' understanding of learning materials.

This study uses a qualitative descriptive method. The research subjects include an 8th grade International Class Program English teacher and a 9th grade ICP English teacher at MTs Negeri 2 Ponorogo. The data collection techniques used in this study included observation, interviews, and documentation. Observations were made by recording everything the teachers said and processing it into transcripts. The instruments used in this study were interview guidelines and audio recordings. The data analysis techniques in this study were data reduction, data display, conclusion drawing, and verification.

The results show that teachers used 26 utterances of code-switching and code-mixing. This consisted of 10 instances of code-switching, including 1 intra-sentential switching and 9 inter-sentential switching. The researchers did not find tag switching. Meanwhile, in code mixing, 16 utterances were found, including 4 insertion, 8 alternation and 4 congruent lexicalization. In addition, there were 3 main factors that influenced the use of code switching and code mixing by teachers in English teaching and learning: (1) talking about particular topic, (2) repetition for clarification, and (3) lack of vocabulary. The use of code switching and code mixing by teachers can help students understand the learning material.

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AGREEMENT PAGE

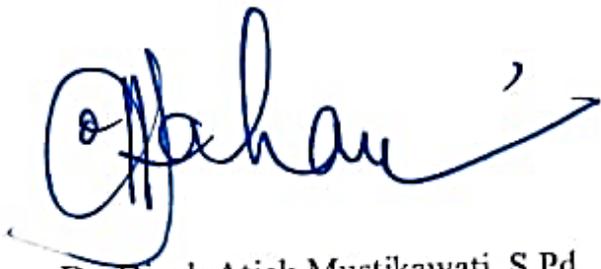
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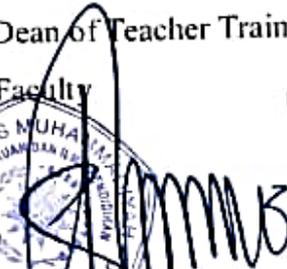

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ACKNOWLEDGEMENTS

Praise to Allah Subhanahu Wa Ta'ala the most merciful and blessing. Peace be upon Muhammad Shollallohu 'Alaihi Wassalam, the prophet of us, I would like to thankful to Allah Subhanahu Wata'ala who gave me patiens and strength to finished my thesis. This thesis presented to English Departement of Teacher Training and Education Faculty, Muhammadiyah University of Ponorogo as partial fulfillment of requiment of Bachelor Education.

The author would like to express her genuine gratitude to :

1. Dr. Rido Kumiawan, M.Ag. as Rector of Muhammadiyah University of Ponorogo.
2. Dr. Sutrisno, S.P.d.,M.Pd as Dean of Teacher Training and Education Faculty.
3. Dr. Elok Putri Nimasarias, M.Pd as a Chief of English Education Department.
4. Dr. Diyah Atiek Mustikawati, S.Pd., M.Hum as 1st Advisor and Dr. Elok Putri Nimasarias, S.Pd., M.Pd as 2nd Advisor.
5. Wilson Arifudin Ashari, S.Pd as a Principal of Mtsn 2 Ponorogo.
6. Sugihartatik, M.Pd and Ahmadi, S.Pd as an English Teachers of the International Class Program (ICP) in Mtsn 2 Ponorogo, all of the staff, and the ICP students, for their permission, opportunity, assistance, and cooperation, which made this research possible.
7. All lecture of English Department in Muhammadiyah University of Ponorogo.

May Allah bless them all. The author felt that this thesis is not perfect yet, moreover the author still needs critic and suggestion to the next research.

Ponorogo, 28th of January 2025

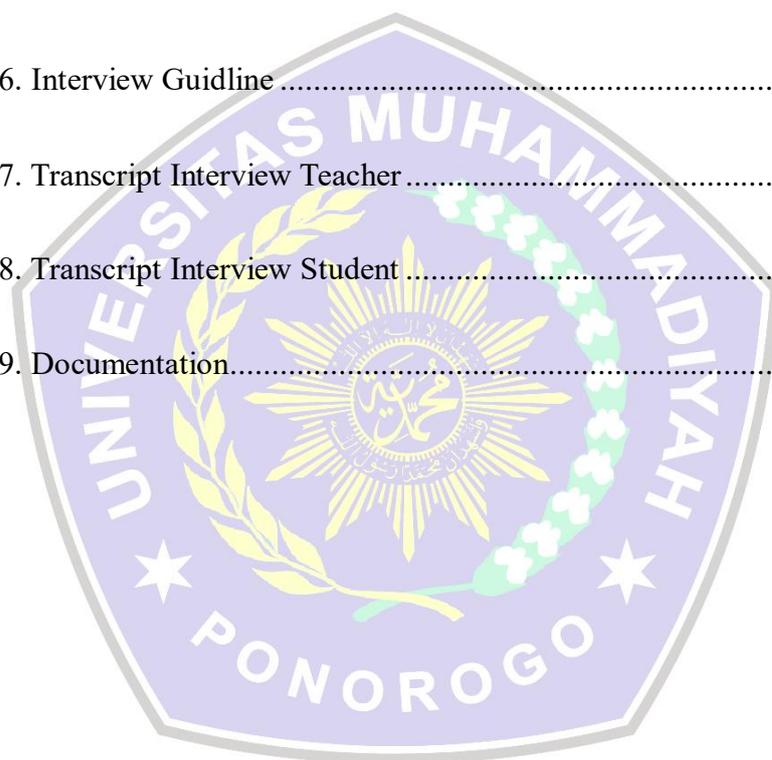
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DEDICATION

This thesis is dedicated to:

1. All praise be to Allah SWT for the blessings, guidance, and strength given to me to complete this thesis. Without His help, I would not have been able to overcome every challenge and obstacle in this process.
2. My beloved father and mother, who have always been my closest confidants, sources of inspiration, prayers, love, and unlimited support, as well as my sister. Thank you for every prayer and support, every piece of advice given, and every countless sacrifice. This thesis is a small expression of your efforts and love that have always accompanied my steps.
3. My entire family, who have provided encouragement, motivation, and unconditional love.
4. Dr. Diyah Atiek Mustikawati, S.Pd., M.Hum as 1st Advisor and Dr. Elok Putri Nimasarias, S.Pd., M.Pd as 2nd Advisor, who patiently guided me in preparing this thesis, as well as all the lecturers who have provided me with extensive knowledge during my studies.
5. My classmates, the English Education class of 2021, thank you for your kindness, joy, and support throughout our studies and thesis writing.
6. To my beloved pets, my cats Lisa, Blacky, Owi, Piyu, Pawpaw, and Iput, with their cuteness, the author felt entertained during the thesis preparation period.
7. To myself, thank you for fighting and persevering through every challenge, not giving up along the way, and continuing to do your best to finish what you started. This journey is proof that every process will surely bring results.