AN UNDERGRADUATE THESIS

**AN ANALYSIS OF CODE-SWITCHING IN SPEAKING SUBJECT
OF THE THIRD SEMESTER STUDENT OF IAIN METRO**

By :
GUNARSIH
STUDENT NUMBER : 1601070090

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC INSTITUTE OF METRO
1442 H / 2021 M

AN ANALYSIS OF CODE-SWITCHING IN SPEAKING SUBJECT
OF THE THIRD SEMESTER STUDENT OF IAIN METRO

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BY:

GUNARSIH

STUDENT NUMBER : 1601070090

Tarbiyah and Teacher Training Faculty

English Education Department

Sponsor: Dr. Widhiya Ninsiana, M.Hum

Co-Sponsor: Trisna Dinillah Harya, M.Pd

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AN ANALYSIS OF CODE-SWITCHING IN SPEAKING SUBJECT OF THE THIRD SEMESTER STUDENT OF IAIN METRO

ABSTRACT

BY:
GUNARSIH

The purpose of this study is to know the types of code switching used by students. This research was conducted in the third semester English Education Department of IAIN Metro. This research was conducted in the third semester of English Educations study program at IAIN Metro. This study was conducted from twelve student of the third semester of English Education Department at IAIN Metro. In this study, researchers used qualitative method and collect the data by observation, interview, record and documentation.

Based on the research result, it was found that there are27 data of code switching. Code switching is divided into three types, namelytag switching, inter-sentential code switching and intra-sentential code switching. The highest use of code switching is intra-sentential code switching with 34.2% percentage or 12 data, tag switching type is 8 data or 21.6% percentage, and type of inter-sentential code switchingis 7 data or 18.9% percentage. Based on the data the type of code switching that is most often used is Intra-Sentential Code switching, it is because most students have difficult in choosing words, besides that they have difficult to expressing their ideas in one language so they switch to another language. The conclussion of the research is the students more practice speak up in English.

Key word : *Code switching, types of code switching, speaking.*

ANALISIS PENGGUNAAN ALIH KODE DI MATA KULIAH SPEAKING PADA MAHASISWA SEMESTER TIGA IAIN METRO

ABSTRAK

OLEH:
GUNARSIH

Tujuan penelitian ini adalah untuk mengetahui jenis jenis alih kode yang dilakukan oleh mahasiswa. Penelitian ini dilakukan di semester tiga jurusan Pendidikan Bahasa Inggris IAIN Metro. Penelitian ini diambil dari dua belas mahasiswa semester tiga jurusan Pendidikan Bahasa Inggris IAIN Metro Dalam penelitian ini peneliti menggunakan metode kualitatif dan mengumpulkan data dengan melakukan observasi, wawancara, rekaman dan dokumentasi.

Berdasarkan hasil penelitian,didapatkan bahwa terdapat 27 data alih kode. Alih kode dibagi menjadi tiga tipe, yaitu tag switching, inter-sentential code switching and intra-sentential code switching. Penggunaan alih kode yang tertinggi adalah intra-sentential code switching dengan presentasi 34,2 % atau 12 data, tipe tag switching terdapat 8 data atau 21,6 %, dan tipe inter-sentential code switching terdapat 7 data atau 18,9 %. Berdasarkan data tersebut jenis pencampuran kode yang paling sering digunakan adalah Intra-Sentential Code switching, hal ini disebabkan karena sebagian besar mahasiswa kesulitan dalam pemilihan kata, selain itu mereka kesulitan dalam mengekspresikan idenya dalamsatu bahasa sehingga mereka beralih kebahasa yang lain. Kesimpulan dari penelitian ini adalah mahasiswa harus lebih banyak praktik dalam berbicara bahasa Inggris.

Kata kunci : *Pencampuran Alih kode, jenis pencampuran kode.berbicara.*

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

APPROVAL PAGE

Title   : AN ANALYSIS OF CODE SWITCHING IN SPEAKING SUBJECT OF THE THIRD SEMESTER STUDENT OF IAIN METRO

Name   : Gunarsih

NPM   : 1601070090

Department : English Education

Faculty   : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

Metro, 25th February 2021

Sponsor

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Co-Sponsor

Trisna Dinillah Harya, M.Pd
NIP. 19830511 20091 2 004

NOTIFICATION LETTER

Number   :
Appendix   : -
Matter   : **In order to hold the munaqosyah**
             of Gunarsih

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:
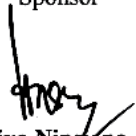
Name   : Gunarsih
Student Number   : 1601070090
Department   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : AN ANALYSIS OF CODE SWITCHING IN SPEAKING SUBJECT OF THE THIRD SEMESTER STUDENT OF IAIN METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.
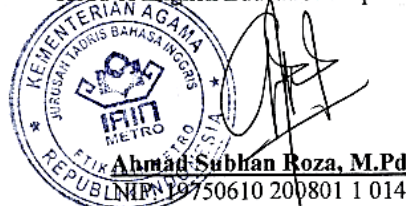
Wassalamu'alaikum Wr. Wb

Metro, 23 February 2021

Sponsor   Co-Sponsor

Dr. Widhiya Ninsiana, M.Hum   **Trisna Dinillah Harya, M.Pd**
NIP. 19720923 200003 2 002   NIP. 19830511 20091 2 004

Head of English Education Departement

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

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NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Dimunaqosyahkan Skripsi**
               Saudari Gunarsih

> Kepada Yth.,
> Dekan Fakultas Tarbiyah dan Ilmu Keguruan
> Institut Agama Islam Negeri (IAIN)
> di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Name   : Gunarsih
Student Number : 1601070090
Department   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : AN ANALYSIS OF CODE SWITCHING IN SPEAKING SUBJECT OF THE THIRD SEMESTER STUDENT OF IAIN METRO

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Metro, 25 February 2021

Pembimbing I   Pembimbing II

Dr. Widhiya Ninsiana, M.Hum   **Trisna Dinillah Harya, M.Pd**
NIP. 19720923 200003 2 002   NIP. 19830511 20091 2 004

Head of English Education Departement

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014
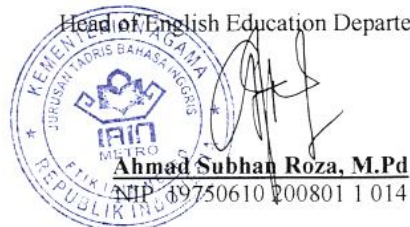
RATIFICATION PAGE
No. b -1755/In.28.1/J/PP.00.9/06/2021

The Undergraduate Thesis entitled: AN ANALYSIS OF CODE SWITCHING IN SPEAKING SUBJECT OF THE THIDR SEMESTER STUDENT OF IAIN METRO written by: GUNARSIH, Student Number 1601070090, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, April 15, 2021 at 08.00-09.30 a.m.

BOARD OF EXAMINERS

Chairperson : Dr. Widhiya Ninsiana , M.Hum (...............)

Examiner I : Dr. Umi Yawisah, M.Hum (...............)

Examiner II : Trisna Dinillah Harya, M.Pd (...............)

Secretary : Linda Septiyana, M.Pd (...............)

The Dean of Tarbiyah and Teachers Training Faculty

Dr. Zubairi, M.Pd
NIP. 19620612 198902 1 006

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STATEMENT OF RESEARCH ORIGINALITY

The under signed:

Name   :Gunarsih

NPM   :1601070090

Department   :English Education Department

Faculty   :Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of the researcher's research in exception of certain part swhich are excerpted from bibliography mentioned.

Metro, April 2021

The researcher

Gunarsih
NPM: 1601070090

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   :Gunarsih

NPM   :1601070090

Jurusan   :Tadris Bahasa Inggris

Fakultas   :Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan didalam daftar Pustaka.

Metro, April 2021

Penulis

Gunarsih
NPM: 1601070090

MOTTO

مَنْ سَلَكَ طَرِيْقًا يَلْتَمِسُ فِيْهِ عِلْمًا سَهَّلَ اللهُ لَهُ طَرِيْقًا اِلَى الْجَنَّةِ

"Barang siapa menempuh suatu jala dalam rangka mencari ilmu, maka Allah
akan memudahkan baginya jalan menuju surga"
(HR. Muslim)

DEDICATION PAGE

This piece of work is dedicated to:

1. Almighty Allah SWT, thanks God fo all of the precious gift to me.

2. My beloved Parents (Keman and Paijem) who always give me support, wealth, advice, and power in my life and my study

3. My sponsor Mrs. Dr. Widhiya Ninsiana, M.Hum and Co-sponsor Mrs. Trisna Dinillah Harya, M.Pd. thanks for guiding and times.

4. My beloved brother (Iswanto and her wife) and my beloved sistes (Dwi Taryanti and Siti Khotimah) Who always given valuable help and support.

5. My beloved friends in English Education Department, Especially Siti Melina, Hermi Maria, Silvi Gestina,Wahyni and all of classmates, who always give me their hand, and support in every case.

6. My beloved Almamater of State Islamic Institute for Islamic Studies (IAIN) Metro.

ACKNOWLEDGMENT

Praise is only to Allah SWT, so that the researcher finally could finish this Under graduate thesis. Sholawat and salam be upon to our prophet Muhammad SAW, his family and his companions. This Undergraduate thesis with the tittle "An Analysis of Code-switching in Speaking Subject of the Third Semester Students of IAIN Metro."

Deepest gratitude would be addressed to my beloved parents, for understanding and supporting the research to finish the Undergraduate thesis, and always pray for her to be a successful person someday. The greatest gratitude would also be addressed to both of his advisors, Mrs. Dr. Widhiya Ninsiana, M.Hum. and Mrs. Trisna Dinillah Harya, M.Pd. May Allah SWT gives them reward for suporting and guiding during the Undergraduate Thesis writing process.

Last but not least, the researcher does apologizes for all mistakes the researcher has made in writing and presentation items. I hope, this Undergraduate thesis can be a give the benefit especially for the writer, generally for our campus and readers in process   improving language learning.

Metro, 12 April 2021

Writer

Gunarsih
NPM.1601070090

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CHAPTER I

INTRODUCTION

A. Background Study

English language is an international language that used evenly in almost all of parts of the Eart. English has a very important role as a language that can unite various people from various countries because the mastery of English is very important in various aspects of human life which includes the political, economic, legal, socio-cultural, security and education sides. In learning English, there are four skills that must be considered, that is to say listening, reading, speaking and the last writing.

Moreover, speaking is one of four English language skills. Speaking ability is used to say words to express, and to convey ideas and feelings verbally to others. In other words, speaking is a tool for communicating ideas that are arranged and developed according to the needs of the listener. In speaking activities not only sounds that can be heard verbally by the listener but can also be seen by the listener's movements or the expression of the speaker that supports the subject, so that what the speaker says can be understood by the listener.

In addition, the purpose of speaking is to communicate to others. Speaking is said to be successful if what the speaker wants to say is exactly the same as what the listener understands. Speaking plays a very important role in the communication process. Most human communication is done through talking. Therefore, fundamentally, the ability to speak occupies an

important role in communication. By speaking, there will be a relationship between the communicating parties. Speaking can also facilitate the delivery of information, such as examples of communication between teachers or lecturer and students in the process of learning, by speaking information that will be conveyed by will be easily accepted by students.

However, speaking is not a language skill that is easily mastered. There are many difficulties experienced by students in speaking in English. The main problem in the process of speaking is the limitations of English vocabulary. In addition, students have obstacles in pronunciation and fluency which can worsen the quality of speaking. Speaking problems are also caused by social factors such as the influence of mother tongue. Firts language is the first language have learned of a person since childhood, which is the basis of his natural understanding.

In addition,to induce the students understand, the lecturer sometimes need to shift froom Engliish as a second language to the first language when instruction the students. The sieve from one language to some other language is called code switcing.Code-switching is "a common term for alternative use of two or more languages, varieties of a language or even speech styles". It is mean that code switcing is change one language to another language.

In addition, Code-switching is the use of more than one language by communicants in the execution of a speech act. Code is variant of language which is use by language society depends on background of speaker and listener and also depends on the situation and condition. There are three

types of code-switching. These types are tag switching, inter-sentential code-switching, and inter-sentential code-switching.

Tag switching is sometimes called emblematic switching where the switch is simply an interjection, sentence filler in the other language that serves as an ethnic identity marker. And then, Inter-sentential code-switching is the alternation in a single discourse between two languages, where the switching occurs after a sentence in the first language has been completed and the next sentence starts with a new language. The last, Inthe-sentential code-switching refers to the switch from one language to another in sentence that involves the syntactic units of words, phrases, or clauses.

In connection with the general speaking problems above, the researcher conducted a pre-survey on 08 november 2019, to find out oral performance problems in speaking subject. The pre survey was conducted on the third semester students of IAIN Metro in the Academic year of 2019 / 2020 by observing the teaching learning process of speaking subject. It can be seen that the students have problems in their speaking skill. Based on the result pre-survey,the students are not able to communicate in English well because they tend to switch the language by using indonesian. In the process of speaking, the students are hard to develop the idea of the speaking topic and they have lack vocabularies.

In addition, the writer had provided two examples of code-switching based on the pre-survey result. Code-switching phenomenon occurs in some students, like "*I want to answer the question, if we do pray insyaallah we*

will masuk surga." ("i want to answer the question, if we do pray we will go to heaven"). There is a change of English language to indonesion language in the sentence *"if we do pray we will masuk surga"*this is phenomenon of code switching in intra-sentential type. Intra setential code switching is to switch from one language to another in a sentence that involves the syntatic unit of word, pharases, or clause. The same case *"if we dificult to say English fruently, you explore the vocab. Atau kamu mengkombain.*" (" if we dificult to say English fruently, you explore the vocab. You can combine the vocab with indonesion language'). It is the example of inter-sentential type. Inter-sentential switching is the alternation in a single discourse between two languages, where the switching occurs after a sentence in the first language has been completed and the next sentence starts with a new language.

Therefore, based on the whole description, the writer will focus in analyze code switching phenomenon in Speaking class. In this case the researcher will carry out a qualitative research the title AN ANALYSIS OF CODE-SWITCHING IN SPEAKING SUBJECT OF THE THIRD SEMESTER STUDENTS OF IAIN METRO.

B. Research Questions

The researcher had formulated the research questions as follow:

1. What types of code switching are found in speaking subject of the Third Semester Students of IAIN Metro?

2. Why the students do the code switching in speaking subject of the Third Semester Students of IAIN Metro?

C. Objectives and benefits of the study

1. Objectives of the Study

    Based on the problems above the objective of the study as follow :

    a. To find out the types of code switching in speaking subject of the Third Semester Students of IAIN Metro.

    b. To investigate the cause of the students do the code switching in speaking subjectof the Third Semester Students of IAIN Metro.

2. Benefits of the Study

    a. For the students

        The implementation of code-switching in English teaching and learning can improve student's understanding and help the students to learn english better because the understand some words, phrases, and some sentence that are dificult or not familiar for them.

    b. For the lecturers

        The result of this study can be used as reflection for English teacher whether the 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 speaking class.

    c. For the further research

        This research will be an addition information for the researchers in conducting a research related to the same case.

D. Prior Research

This research was conducted by considering some previous studies. The first prior research was conducted by Afridayanti under the title "The Analysis of Code Switching Used by Bilingual School Teachers".[1] In this first prior research the the researcher used the descriptive qualitative research design to collect the data. The purpose of this study is to investigate the frequency of code switching occurences and to find out the condition that causes the code switching use. The researcher involved three teachers who teach Mathematics, Biology and Physics in SMP Negeri 1 Banda Aceh. This research discussed about the result of the research showed that the frequency of situational code switching happened very often for 85.6% in percentage. Then the condition that causes the teachers to use code switching is mostly in the reiteration process that happened for 30.5%. Teachers used code switching to ease the teaching and learning process, to expand students' comprehension, to help the students stick on the topic, to help the students confident in communicating, and to obey the rule of bilingual school.

The first prior research has similarities and differences with this study, the similarities between the first prior research with the study are equally focused in frequency of situational code-switching using the qualitative research to collecting data. The differences between the study and the first prior research is in the reseach's sample. This study will involve the third

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[1] Afridayanti, Endang Komariyah, "*The Analysis of Code Switching Used by Bilingual School Teachers*", Banda Aceh: FKIP Universitas Syiah Kuala 1, no. 2 (2017): 1-2.

grade of English Department of IAIN Metro Lampung. While the first prior research involved three teachers who teach Mathematics, Biology and Physics in SMP Negeri 1 Banda Aceh.

The second prior research was conducted by Winda Elva Yuanita under the title "An Analysis of English Teachers' Code Switching and Code Mixing in Classroom Instructions at SMA Pembangunan Laboratorium UNP"[2].In this prior research the the researcher used the descriptive qualitative research to collect the data. The purpose of this study is to determining codes mostly used by the English teachers and the functions of classroom code-switching and code-mixing. The researcher involved 3 English teachers at SMA Pembangunan Laboratorium UNP. This research discussed about the result of the research showed that the code mostly used by the English teachers in delivering lesson was Bahasa Indonesia. Then, the other dominant codes were English, switching and/or mixing English – Bahasa Indonesia, and switching and/or mixing Bahasa Indonesia – English. In addition, the functions of classroom CS and CM were for curriculum access, classroom management, and interpersonal relation, in which classroom CS and CM for curriculum access was dominantly found in the teacher's CS and CM. The finding of this research was the English teachers did more code-switching and code-mixing than target language in delivering

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[2]Winda Elva Yuanita, Ratmanida, etc al, "*An Analysis of English Teachers' Code Switching and Code Mixing in Classroom Instruction at SMA Pembangunan Laboratorium UNP*",Universitas Negeri Padang: Juornal Of English Llanguage Teaching 8, no.3 (2019): 438-439.

the lessons, since the classroom activities' purpose was to transmit subject content not to develop linguistic skills.

The second prior research has similiarities and differences with this study, the similarities between the second prior research with the study are equally focused in frequency of situational code-switching.The instrument of both research is use an audio-video recorder which recorded the classroom conversation. using the qualitative research to collecting data. The differences between the study and the first prior research is in the reseach sample. This study will involve the third grade of English Department of IAIN Metro Lampung. While the second prior research involved 3 English teachers at SMA Pembangunan Laboratorium UNP. This article Analyze of English Teachers' Code Switching and Code Mixing in Classroom Instructions at SMA Pembangunan Laboratorium UNP while in this study will analize code-switching only.

The third prior research was conducted by Irul Dwi Fitriyana under the title "Code Switching Used By Students In A Speaking Class Activity[3]".In this prior research the the researcher used the descriptive qualitative research to collect the data. The purpose of this study is to investigate which types of code switching, to figure out some functions of code switching and reveal the factors that cause an increasing use of code switching used by the students. The researcher involved   13 students of the six semester of 3 different classes

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[3]Irul Dwi Fitriyani, *Code switching Used by Students In a Speaking Class Activity*, Dian Nuswantoro University Semarang: Language Circle Journal of Lnguage and Literature 8, no. 1 (2013):55.

at Dian Nuswantoro University. This research discussed about the result of the research showed that The result indicated that the total occurrences of code-switching generated by the 13 students are 73 times. For intra-sentential code-switching, it was found 39 utterances or 53.42 % and for intersentential code-switching, it was found 34 utterances or 46.58%. The most significant function of code-switching is that to emphasize the message which totally holds the highest percentage: 32.05%. The most significant factor of code-switching is that repetition used for clarification which totally holds the highest percentage: 34.25%. Finally, it can be concluded that repetition used for clarification was the most significant factor which causes the occurrence of code-switching.

The third prior research has similarities and differences with this study, the similarities between the thirth prior research with the study are equally focused in frequency of situational code-switching.The instrument of both research is use an audio-video recorder which recorded the classroom conversation. using the qualitative research to collecting data. The differences between the study and the first prior research is in the reseach sample. This study will involve the third grade of English Department of IAIN Metro Lampung. While the thirth prior research involved   13 students of the six semester of 3 different classes at Dian Nuswantoro University.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Code Switching

1. Definition of Code Switching

   Code Switching is described as a skill of the bilingual speaker Code-switching is a term in linguistics refer to use more than one language or diversity in conversation. Sometimes the bilingual speakers get problem when they have a conversation with another bilingual. So, they switch their language from code to another in the structure of sentence to make the conversational partner understand, sometimes they do it with the same language background and it may do so many times.

   In other word, code-switching is "a common term for alternative use of two or more languages, varieties of a language or even speech styles". While, code-switching is the mixing of words, phrases and sentences from two decided grammatical (sub) systems across sentence bound with the same speech event.[4]

   In addition, code switching is a result of contact of bilingual or multilingual community and code switching as a strategy of use two or more language in the same expression. Milroy and Gordon have also argue that the term code switching can describe a stage of language

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[4]Fitrah Aulia Ashar, *Code Switching and Code Mixing in Teaching-Learning Process,* English Education: Jurnal Tadris Bahasa Inggris 10, no.1 (2017): 31.

(ordialect) interchange and mixing phenomenon wheter with the same conversation, the same turn, or the same sentence expression.[5]

Moreover, code is the particular dialect or language one choose to use on any occasion.[6] Code is variant of language which is use by language society depends on backround of speaker and listener and also depends on the situation and condition. The code can be erratic. It can be code switching and code-mixing. When someone speak in Indonesian, then change it to the English to continue his speaking, it is called code-switching. For example, student says, " *Materi ini sangat sulit*. I don"t understand." Code-switching is part of sociolinguistic.

On the other definition, code-switching is an area of sociolinguistic behavior which, while increasingly apparent in public and social life.[7]Hudson states code-switching is the speaker"s use of different diversity of the same language at different times and in different situation which seem to refer more to a diglossic situation.[8]Code-switching is the use of more than one language by communicats in the performance of a speech act.

According to The lander quoted by Chaer and Leonycode switching is speech event is come, there is a switched from one clause of

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[5]Ronal Wardhaugh, *An Introduction to sociolinguistic* (Cambridge: Blackwell Publisher, 1992), 102.

[6]Ibid.102.

[7]Kathleen M. Bailey and David Nunan*, Voices From Language Classroom, Qualitative Research in Second Language Education* (USA: Press of Syndicate of The University Of Cambridge, 1996), 388.

[8]RA. Hudson, *Sociolinguistic* (Cambridge: Press of Syndicate of The University of Cambridge), 53.

language to clause of other language.[9] Milroy and Pieter define code switching "as a term 'intra sentential' used for switch with the sentence, in difference with 'intersentential' use for switch between sentences". Although some observer have seen code-switching as reflect lack of language ability, most contemporary scholars regard code-switching to be a normal and natural product of interaction between the bilingual or multilingual speaker's languages.[10]It can be state that codeswitching Is the phenomenon of moving the one language diversity to another language orally or written to adjust the different situation.

Code-switching can be happen because someone has good understand of some languages and these variations. People who have no good understanding of language absolutely can not switch the code of language. Most of code-switching, however, is spontaneous and goes largely noticed. Today, code-switching is also outstanding feature of the discourse on the many schools.[11]

In other hand, code switching is the use of two languages (or more) by a Speaker in the same communication event. The statement means that code-switching is a language material that consists of two language or more spoken by the speakers in the same conversation.[12]Bullock and

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[9]Fithar Aulia Ashar, *Code Switching and Code Mixing in Teaching-Learning Process,* 37.

[10]Ibid.37.

[11]Kathleen M. Bailey and David Nunan*, Voices From Language Classroom, Qualitative Research in Second Language Education*, 389.

[12]Fanani, A & Ma'u, J, *Code Switching and Code Mixing in English Learning Process*, University Negeri Yogyakarta: Ling Tera 5, no.1 (2018): 1-2.

Toribio argue that code-switching refers to the content of using, replacing, or switching two languages in use. In this case, the speaker at least has the proficiency of the second language in addition to the first language so that he or she might switch from the first language to the second language and conversely.[13]

2. Types of Code-Switching

Romaine, Poplack,Appel and Musyken, and other linguists divide code-switching into three types in terms of grammatical aspect. These types are tag switching code-switching, inter-sentential code-switching, and intrasentential code-switching.[14]

a. Tag Switching

Holmes and Wilson said that tag switching is sometimes known as symbolic switching where the switch is just an interjection, sentence filler in the other language that serves as an ethnic identity mark. Several examples of interjection that belong to the tag switching are wow!, OY!, D'oh!, hello!, Hi!, bye!, Ouch!, Oh!, and alike. In addition to interjection and sentence filler, Poplack said that tagswitching is frequently found in the form of discourse mark. Similar to sentence filler, discourse mark only serve to guide on the direction of the conversation without implying certain meaning.

In addition Tag-switching involves inserting a tag or short phrase in one language into an expression that is otherwise

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[13]Ibid. 2.
[14]Ibid.2.

completely in another language. This type of Code-Switching appear the most easily for the reason being that tag typically contain minimal syntactic limitation. Thus,they do not break syntactic rule when inserted into a sentence that is given in the first language.[15]

b. Inter-Sentential Switching

The second type of code-switching is inter-sentential code-switching. Appel and Musyken argue that Inter-sentential switching is the alternation in a single discourse between two languages, where the switching comes after a sentence in the first language has been realized and the next sentence starts with a new language or, on the other hand, it is means that intersentential code-switching comes between a different number of sentences, inter-sentential code-switching related to the code-switching that comes between two different languages.

An example of this situation is:

That is the book. *Aku mau membaca buku itubesok.* (Bahasa Indonesia)

Inter-sentential code-switching involves switch at sentential boundaries where one clause or sentence is in one language and the next clause or sentence is in the other. Inter-sentential code-switching happen with the same sentence or between speaker turns,

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[15]Niemahamad Al Heeti, Ammar A. Al Abdely, *Types and Funtion Code Switching in The English Language Used by Iraqi Doctors in Formal Setting*, International Journal of Advanced Research and Review 1, no.8 (2016): 11.

it entailfluency in both languages that a speaker is able to follow the rule of the two languages.[16]

c. Intra-Sentential Switching

The third type code-switching is intra-sentential code-switching. Poplackargue that intra-sentential code-switching related to the switch from one language to another in asentence that involves the syntactic units ofwords, phrases, or clauses. Similar definition is also proposed by Appel & Musykewho state that intra-sentential switching comes inside a sentence or a clause. For example of intra-sentential code-switching is :

This morning *saya antar* my baby.(This morning I drive my baby)

3. Fuction of Code-Switching

Code-switching is used for several funtion. According to Jingxia, he state there are six function of code switching in teaching learning process[17]. namely:

a. Translating Unknown Vocabulary Items

To convey the meaning of foreign language through translation may be an effective way of helping the learner feel natural in an EFL classroom. Translation of words and pharases my comes during the interacti on beetwen the teacher and student. Sometimes, translating

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[16]Ibid. *11*.

[17]Liu Jingxia, *Teachers' Code Switching to The EFL Classroom ,* Three Gorger University of China : The Open Applied Linguistics 789-\ Journal 2, no.3 (2010): 19-21.

vocabulary happened when the teacher used other teaching strategies in English before or after translating the word or phrase.

b. Explaining Grammar

Whether first language or second language is better for explaining grammar is a practical issue. Polio and argue that teachersare very unwilling to "teach grammar in the Target Language" for various reasons, such as time-saving, grammar-oriented exams and worries about overmuch pressing on the studies. Martin Jonesalso state that teachers teach grammar in L2-L1-L2sequence. To the student especially non english students they are not familiar with the term of english grammar. If the teacher use gramatical terms in English to explain the complicate sentence structure, he is guide the risk of make more trouble for it takes more time and causes problem with the student's understanding.

c. Managing Class

The ways in which the teacher organizes the class also involve a choice of language. When the teacher give directions to activities, the teacher switched to First language for the arrangement of the students. Because, using First language directions would be concise and save a lot of time in managing class. When the students do something that break classroom discipline, the teachers attended to switch to first language for criticism and maintenance of discipline.

The teachers' disapproval expressin first language seemed to be more serious threat.

d. Emphasizing Some Points

Important message can be reenforce or emphasize when they are transmit in the First language. The deliver data show that the use of first language can lay stress on some instructions or direct students' attention to important content. Code-switching to first language can be use to give emphasis.

e. Indexing a Stance of Emphathy or Solidarity Towards Students

The teachers in our data appear to switch to build solidarity and intimate relation with the students and to show some interest when students seem to have problems. This finding is consistent with that of Polio and Duff they reason out that many of the teachers repair to the first language for rapport building with the students and "to temporarily background their role as a teacher,

To perhaps foreground their role as an empathetic match, and to digress from instuctional sequence". When the teacher ask the question, the student was so nervous and anxious that he didn't know how to answer the question. The teacher was care of being criticize. Rather of remind him solely in English the teacher consciously switch of first language to help the student and help him build his confidence. Although the frequency of code-switching to first language for solidarity or empathy is not high, it was of great value

to secure the effective communication between the student and teachers.

f. Facilitating Students' Understanding by Quoting Others' Words

Quoting others' words is also use in the switch to first language. It is more efficient, powerful and specific to quote the language originally use by other people compare with its near-synonymous similitude. To express his idea and feeling directly, the teacher cite other's words. Thus, the students might have deeper understanding about what the teacher said and the teacher could get more vibrancy from the students as well.

Besides, Sert also specifies it in the classroom. Sert state that the function of code switching in the classroom are : topic switch, affective function, and repetitive function.[18]

1) Topic switch

The teacher alters his/her language according to the topic is under discussion. This is mostly observe in grammar instruction, that the teacher shifts his language to the mother togue of his students in dealing with particular grammar points, which are taught at that moment.

2) Affective function

It serves for expression of emotions, which is very much usefull to build upsolidarity and confidant relations with student.

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[18]Fithar Aulia Ashar, *Code Switching and Code Mixing in Teaching-Learning Process,* 13.

Student should understand the correct emotion when they are learning foreign language. Affective function can a supportive language environment in the classroom.

3) Repetitive Function

The teacher switch code to mother tongue of the student in order to clarify meaning, and in this way stresses importance on the foreign language content for better comprehension.

4. Cause of student's Code-Switching

There are some reason when speakers switch their language. According to Kim code-switching can also use for various reasons, such as quoting what someone has said and thereby emphasizing one's gruop identity, specifying the address or in the other words: switching to the usual language of a particular person in a group will show up that one is addressingg that person, qualifying that has been said, or talking about preceding events. [19]

In addition, the first of these is the notaion that a speaker may not be able to express him/her self in one language so switches to the other to repair for the lack. This type of code-switching tend to comes when the speaker is confused, tired or distract in some manner.

Secondly, switch commonly comes when an individual wishes to express solidarity with a paricular social group. Rapport is establish between the speaker and the listener when the listner respons with same

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[19]Eunhee Kim, *Reason and Motivations for Code Mixing and Code Switching, Issues in EFL* 4, no. 2 (2006): 22.

switch. This type of switching may also use to except other from a conversation who does not speak to second language. The last reason for the switch behavior is the alteration that comes when the speaker wish to convey his/her attitude to the listener.

In other word, There are six reasons people use code switching namely: topic, addresee, emphasis, persuasion, solidarity, and affective.[20] There are:

a. Topic

People may Switch-code inside a speech event to discuss a particular topic. In other hand, people find it is not dificult to discussa particular topics in one code rather then another. In edition, talk about a particular topic can cause a swich, each because of lack of facility in the relevent register of several connotations in a particular language.

b. Addressee

A code switch may be connected to a particular addressee, it means people code-switch according to addressee they are talking. This code switching depends upon addressee they are talking. This code switching depends upon addressee background, connection to the speaker and language mastery.

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[20]Thomas Wahyu Prabowo Mukti dan Retno Muljani, *Code Switching in The Intructions of English Language Education Study Program Lecturers*, Sanata Dharma University: LLT Journal 16. no.1(2016):48.

c. Emphasis

Actualy ampathic about something can trigger code switching when a subject is quoting the other people to emphasize about something. This switch can also get the form of an interjection or repetition that use for clarification. Moreover, the switch underline the speaker's personal involvement and hope to be well understood.

d. Persuasion

People of bilingual communities switch their language to invite the attention and advise an audience. Code switching make the participants attention and increase their motivation to audit the message presented. Switches make listeners understant that the speaker asks them to pay attention to the speaker. Additionally, code switching is affective strategy that take to systematic processing of information especially when associated with strong arguments.

e. Solidarity

Different kinds of relationships are often expressed through different codes. Therefore, code switching can rise from individual option or become a major individuality mark for a group of speaker who must take with more than one language in their lives. Thus, people tend to use code switching in a bilingual community to establish solidarity. Code switching can be used to show solidarity between people from different or the same ethnic group.

f. Affection

Code switching can also express personal feeling. Speaker switch codes to show happiness, passion, angeriness, unhappiness, and may other feeling. Forthemore, code switching does not always express referential content but also affection content.

B. The Nature of Speaking

1. Definition of Speaking

Speaking is the ability to pronounce articulation of sounds or words for expressing, stating, and conveying thought, ideas and feeling. In addition, speaking is the first mode in which children acquire language, it is part ot the daily involvement of most people with language activities. Speaking is very important in learning a language, if someone wants to master a language, she or he must learn how to say something in English. In conclusion, speaking is a skill that can be used to express what the student is going to say.[21]

Speaking is ability to speak and to understand the language by using expression using oral communication. Speaking is one of the four basic language skills thatshould be well mastered by the students who learn English as foreign language. In order to equip their students with good speaking skill, English teacher should be good in speaking skill. It

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[21]Henny Susanti, dkk, *Teaching and Learning Process of Speaking*, Aceh: Getsempena English Education Journal (GEEJ) 4, no.2 (2017): 179.

is considered being active skill because the speaker must hand over to grasp both in thought and in utterance orally. [22]

The importance of speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in commutation results in misunderstandings and problems.

2. Component of Speaking

Speaking also requires many components. there are thre components in speaking, There are: [23]

a. The speakers

Speakers are a people who produce the sound. They are useful as the instrument to express opinion or feelings to the listener. So if there are no speakers, the opinion or the feelings or the feeling won"t be stated.

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[22]Leni Widia dan 1 Nengah Astawa, *Improving Speaking Skill Through Task Based Learning Strateg at Seventh Grade Students of SMP Negeri 3 Baturiti in Academic Year 2012/2013*, Universitas Mahasaraswati Denpasar, Bali: Jurnal Santiaji Pendidikan, 4, no.1 (2014): 3.

[23]Arini Isnaen Meilyaningsih, Unpublished Thesis Under Tittle: "*Improving the Students' SpeakingAbility through the Use of Role Playing Technique for Grade VIII Students of SMPN 1 Banguntapan in The Academic Year of 2013/2014*", Yogyakarta: Universitas Negeri Yogyakarta, (2015), p. 14-15

b. The listeners

Listeners are people who receive or get the speaker"s opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

c. The Utterances

The utterances are words or sentences, which are produced by the speakers tostate the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

3. Function of Speaking

Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relation and the transactional functions, which focus on the exchange of information.[24]

a. Speaking as interaction

A talk as interaction refers to what we normally mean by "conversation" anddescribes interaction that serves a primarily social function. The focus is more onthe speakers and how they wish to present themselves to each other than on themessage.

b. Speaking as transaction

A talk as transaction refers to situations where the focus is on what is saidor done. One of example of speaking as transaction is focus group discussion tosolve a problem. The main features of talk

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[24]Ibid. 15.

as transaction are: It has a primarily information focus, the main focus is on the message and not the participant, participants employ communication strategies to make themselves understood, there may be frequent questions, repetitions, and comprehension checks, as in the example from the preceding classroom lesson.

c. Speaking as performance

The third type of talk that can usefully be distinguished has been called talkas performance. This refers to public talk, that is, talk that transmits informationbefore an audience, such as classroom presentations, public announcements, and speeches. One of example speaking as performance gives presentation in classroom.

CHAPTER III

RESEARCH METHODOLOGY

A. Types and Characteristics of Research

In this case, the researcher was considered the phenomenon of code-switching in speaking subject. The researcher decided to use qualitative research to analyze students phenomenon of code-switching by students in Speaking subject of the Third Semester Students of IAIN Metro.

According to Robert K.Yin, qualitative research is that it make able you to conduct in-depth study about a broad array of topic, include your favorite, in plain and everyday terms.[25]It can be said that qualitative research means a way to investigate and to understand the problem of human or social by individual or groups.

Qualitative research is a research propose to describe, learn, and explain the phenomenon. The understanding of phenomenon can be achieved by describing and exploring through with narration. It means that the research procedure that result descriptive data written or spoken from the participant and the behavior that is observed. It also belongs to descriptive study that aim to collect current information, to identify problem, to make comparison or evaluation and to learn from others' experience to establish decision.

The characteristic in this research focus on the descriptive qualitative research.The researcher would take a survey that it can be used to describe

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[25]Robert K Yin, *Qualitative Research from Start to Finish* (New York: The Guilford Press. 2011), 6.

phenomena and summarize. The aim of using survey for descriptive research is get a good step of certaint thing. Descriptive qualitative research is usefull because it can provide important information cosider to the average member of a group.[26] Descriptive qualitative analysis regard to describe the common under characteristics of data.

In line with the explanation above, the purpose of this research to investigate Code-switching by the students in speaking subject of the Third Semester Students of IAIN Metro.

B. Data Resources

In this research the researcher divided the sources into two items. They are primary and secondary.

1. Primary sources

Primary sources are original materials on which research is base. They are testimony or direct evidence concern a topic under consideration. The primary source of this research is the recorded data about Code-switching by the students in speaking subject of the Third Semester Students of IAIN Metro in the Academic years 2020 / 2021.

2. Secondary sources

Secondary source offer interpretation or analysis base on primary source. They may explain primary source and often use them to support a specific thesis or argument or to persuade the reader to accept a certain

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[26]Geoffrey Marczyket. Al., *Essentials of Research Design and Methodology* (USA): John Wiley & Sons, Inc. 2005), 16.

point of view. The secondary source in this research is from, documentation, observation, interview, and record.

C. Data Collecting Technique

Qualitative research typically follows an inducive process.[27]It means that the data collection get from process analyze data suit the theory or interpretation. Creswell mention that "in many qualitative studies, inquiries collect multiple forms of data and direct a considerable time in the natural setting gathering information"[28]The data collection is the accumulation of specific evidence that will enable the writer to properly analyse the results of all activities by his research design and procedures.

The data are need in a research work to serve the raw material that is use in the production of data. It provides a definite direction and definite answer to a research inquiry. Whatever inquiry has to give a definite answer to an investigation. Data are very essential for a scientific research. In addition, the data are need to substantiate the various arguments in research findings.[29]

Besides, Qualitative researcher would take the box of data-gathering techniques, including indepth interviewing, participant observation, and

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[27]Linda Kalofet. Al., *Essential of Social Research* (England: Open University Press, 208), 85.

[28]John W. Creswell, *Research Design* (California: Sage Publications, 2000), 184.

[29]Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New ge International Publisher, 2006), 212.

document analysis.[30] The researcher in this research used document to collect the data. The researcher would take the document from the result of the use of code switching in Classroom. In the process of collecting the data, the researcher collected the students' research proposal to analyze and to identify the use of code switching in Classroom.

In this research, the researcher used three techniques to collect the data. There are:

1. Observation

   Observation is the process of gathering open-ended, first information by observing people and places at a research place.[31] As a form of data collection, observation has both advantages and disadvantages. Advantages include the occasion to record information as it comes in a set, to study actual behavior, and to study individuals who are difficulty verbalizing their ideas (e.g., preschool children). Some of the disadvantages of observations are that you will be limited to those place and situations where you can make access, and in those place, you may have difficulty developing rapport with individuals. This can happen if the individual are unfamiliar to formal research (e.g., a nonuniversity setting).

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[30]Donald Ary et. Al., *Introduction to Research in EducationEight Edition* (USA: Wadworth Cengange Learning, 2010), 32.

[31]John W. Creswell, *Education Research Planning Conducting and Evaluating Qualitative and Qualitative Research* (England: University of Nebraska, 2002), 53.

In diong observation, the source of this research is the third semester student inEnglish Department of IAIN Metro in speaking subject.In doing the research the researcher wouldtake only twelve (12) students was conducted in A class. The object of research is all of part in research are presented as research targets.[32]

2. Recording

The researcher would collect the data through recording. In this case, the researcher recorded teaching ang learning activit by lecturer and sutends in English Subject at English department.The data can be gathered based on recorded speech data inboth interview and "natural" setting among the participants as stated by Lapiere. The research used natural way to collect the data both in English classes while the teaching and learning process were taking having break.

The researcher would just turn on the hidden tape recorder to have genuine speech data and joined the community when the class was over. Various topics may be discussed such as self-introducing, recognizing things around us, transportation, public place, etc. The record data transcript to identify all instances of code switching. Each instance was coded and labeled according to its potential function.

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[32]Suharsimi Arikunto, *Prosedur Penelitian Menurut Pendekatan Praktis* (Jakarta: Rineka Cipta, 1991), 90.

3. Interview

The interview process involves introducing of oral-verbal stimuli and the answer in terms of oral-verbal answer. This method can be used through personal interviews, and if possible, through telephone interviews.[33] This method is used as a data collection technique, if the researcher or data collector already knows for sealed about what information will be received.

In this study the researcher would conduct interview from the students in speaking subject of the Third Semester Students of IAIN Metro.

4. Documentation

Qualitative researcher may use write document or other artifact to gain an understand of the phenomenon under study.In this research, the researcher used document technique to collect the data. Document can be a valuable source of information in qualitative research. Creswell states that document represent public and private documents. Public document provide in the form of minutes from meeting, official memos, and newspaper. Example of private documents is personal journal and diaries, letters, and personal notes.[34]The secondary data need are documente as data resource in the form of documentation.Furthermore, the researcher got the data form the result of students of IAIN Metro.

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[33] C.R. Kothari, *Research Methodology: Methods and Techniques, the Second Edition,* (New Age International Publishers, 2004), 97

[34]Jhon W. Creswell, *Research Design*(California: Sage Publications , 2000), 180.

D. Data Analysis Technique

The important part in research study is analyzing data, because the result become a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings.It involves breaking down existing complex factors into simple parts and putting the parts together innew arrangements for the purpose of interpretation. Qualitative data generally take form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. The qualitative data analysis is inductive, namely an analysis based on the data obtained, then developed into a hypothesis. Generally consists of three lines of activities that occur simultaneously, namely data reduction, data presentation, and data verification (drawing conclusions).

1. Data reduction

Data reduction is to summarize, choose the main things, focus on the things that are important, look for themes and patterns. Thus the reduced data give a clear picture, and makes it easier for researcher to do further data collection and look for it when needed. Because the data obtained from the field is very large, at this stage the researcher sorts out the data, summarizes and focuse on important data relating to the use of Code-Switching in speaking subject of the Third Semester Students of

IAIN Metro.Thus after the data is reduced it will give a clearer picture of the use of code switching in the class.

2. Data display

Miles assumed that generically a ̶display is an ordered, compact assembly of details that allows drawing and action to be concluded.[35] The data that is increasingly piling up is not able to provide a comprehensive picture. Therefore, data display is needed. After the data about the use of code switching is reduced, the next step the author presents the data is in the form of narrative text. By presenting this data, it is easier for researchers to understand the problems that occur in the field.

Presentation of data is based on interviews from the students in speaking subject of the Third Semester Students of IAIN Metro. The data about the use of code switching in Speaking subject.

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[35] Mathew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: Second Edition,* (United Kingdom: Sage Publication, 1994), 11

3. Drawing conclusions

Conclusion is an activity that describes the whole object of the study or the complete configuration of the research object. The initial conclusions raised are still temporary and will change if no strong and supporting evidence is found at the next stage of data collection.

If the conclusions raised at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.[36]

E. **Research Approach**

In this research the researcher use six steps in the process of research, as follows:[37]

1. Identifying a Research Problem

Researcher begins a research study by identifying a topic to study typically an issue or problem in education that needs to be resolved. I am dentifying a research problembe composed of specifying an issue to study, developing a defence for studying it, and suggesting the importance of the study for choose the audiences that will read the report.

2. Reviewing the Literature

Skills required for reviewing the literature develop overtime and with practice. The researcher can learn how to site journal articles and books in an academic library, access computerized databases, choose and

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[36]Ibid, 252.
[37]John W. Cresswell, *Education Research Planning, Conducting and Evaluating Quantitative and Qualitative Research,* 7.

evaluate the quality of research on your topic, and summarize it in a review. Library resources can be consuming, so having a strategy for searching the literature and the review is important.

3. Specifying a Purpose for Research

If the research problem covers a broad topic of concern, writer needs to focus it so that writer can study it. A focused restatement of the problem is the purpose statement.This statement conveys the overall objective or purpose of the research. As such, it is the most important statement in your research study.

4. Collecting Data

Evidence helps provide answers to the research questions and hypotheses. To get these answers, the writer employ in the step of collecting or gathering data. Collecting data means identifying and choose individuals for a study, obtaining their permission to analyze them, and gathering information bygive the questions for people or observing their behaviors.

5. Analyzing and Interpreting the Data

During after data collection, the researcher need to make understanding of the information supplied by individuals in the study. Analysis consists of "taking the data apart" to resolve individual responses and then "putting it together" to summarize it.

6. Reporting and Evaluating Research

     After conducting the research, the researcher would develop a written report and diffuse it to choose audiences (such as fellow teachers, administrators, parents, students) that can use the information.

CHAPTER IV

RESULT AND DISCUSSION

A. **Description of Research Setting**
   1. Profile of State Institute for Islamic Studies of Metro
      a. The Brief History of IAIN Metro

         State Islamic Institute (IAIN) Metro was located in Metro city, Lampung province. It was the one and only State Institute for Islamic Studies in this city. As an Islamic Institute which was one of favorite universities, IAIN Metro has vision and missions. Its vision was Become an Innovative Islamic College of Education in socio- eco techno-preneurship synergy based on Islamic values and Indonesian.

         Then, to accomplish the vision, it composes some missions, namely: Implementing Islamic values in the implementation of education, research, and community service, Building a productive and innovative academic culture in resource management through scientific studies, learning models, and research, Growing socio - ecotechno-preneurship of academicians in the implementation of three pillars of university, Implement a professional and cultivated institutional management system based on information technology.[38]

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         [38] http://metrouniv.ac.id, accessed on August 2nd, 2018

IAIN Metro was built on April 23 to 25, 1997 base on Decree of President RI No. 11, 1997 on March 21, 1997. The establishment of IAIN could not be separable with the history of IAIN Raden Intan Bandar Lampung which has begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two facilities, Education faculty and Islamic Law faculty, which are were domiciled in Tanjung Karang.

Referring to decision of President of Indonesia No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least had three faculties. In line with, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Finally, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minwaster of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". In the year of 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.[39]

Moreover, in 1967, the Education and Islamic Law Faculty were established in Metro City based on the request of Metro society. Furthermore, based on the handbill of Director General of Bimas waslam No. E.III/OT.00/AZ/1804/1996, the settlement of Institutional Faculties IAIN outside the central Institute should

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[39] Ibid,...

be changed to State Islamic College (STAIN). Finally, based on the Decree of President RI No. 11, 1997, STAIN was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

The year 2010 was the year of preparation for the status of STAIN to IAIN. Currently the civitas academic STAIN Jurai Siwo Metro with various attempts to become a leading college and leading in the assessment and development of science, art and Islamic culture.

The status of STAIN Jurai Siwo Metro to IAIN Jurai Siwo Metro has been proposed since 2010 and was planned to be realized in 2012 next year. Alumni deliberation also became one of the adminwastrative requirements of STAIN status to IAIN. This has long been done during the leadership of Prof. Dr. Syaripudin, M.Ag. By inviting all the alumni of all generations in the grand reunion event on Saturday, July 28, 2010 last.

The change of status to IAIN would also encourage the formation of faculties which was a merger of two majors with 9 courses. The year 2016 was the transition year of STAIN to IAIN. This status change was contained in Presidential Regulation No.71 dated August 1, 2016, according to the Presidential Regulation, the establishment of IAIN Metro was a change of form from the State Islamic College (STAIN) Jurai Siwo Metro.

In relation to the amendment, all the assets, employees, rights and obligations of each STAIN are transferred to the IAIN's assets, employees, rights and obligations respectively. Similarly, all STAIN college students become IAIN students.

The change of status to IAIN would also encourage the formation of new faculties which would be born in accordance with the needs of the community for education, as well as the development of facilities and infrastructure more adequate to realize IAIN Metro for the better.

b. Organization Structure of IAIN Metro

The Organization Structure of IAIN Metro in academic year 2019/2020, as follows:
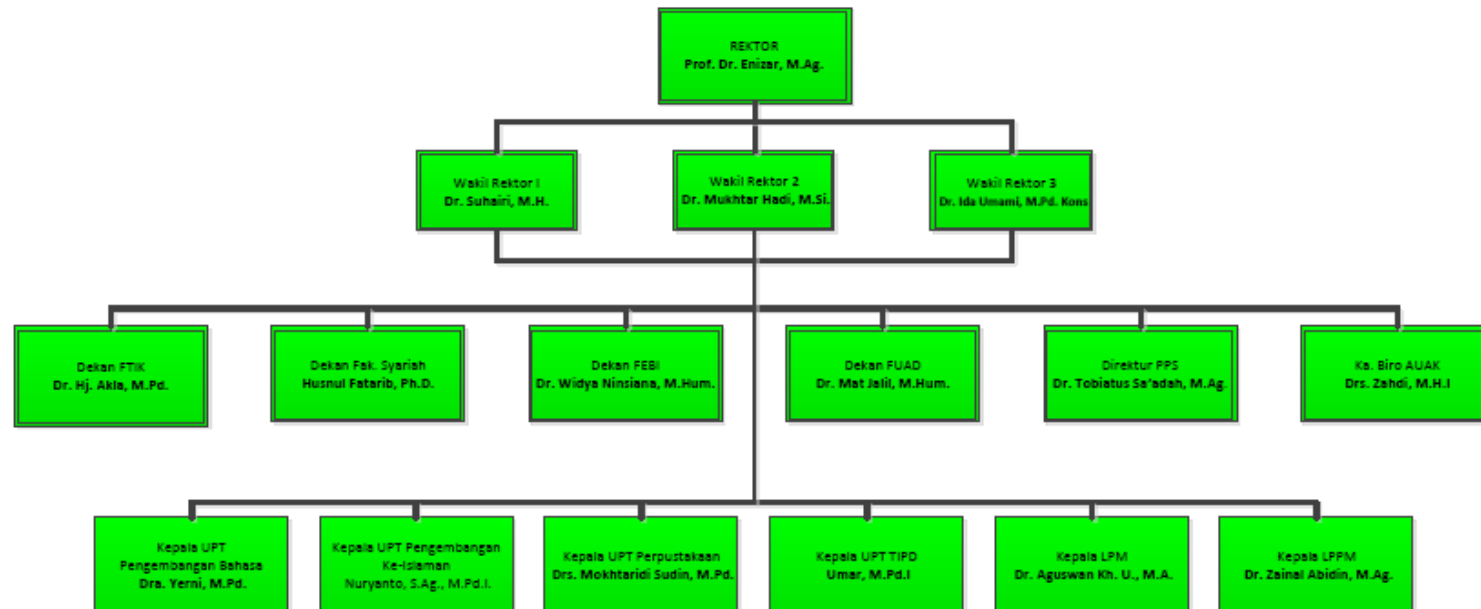
Figure1: The Organization Structure of IAIN Metro

c. The Facilities of IAIN Metro

There are facilities at IAIN Metro in supporting the lecturers

and students in conducting the learning process, as follows:

Table 1. Facilities at IAIN Metro

No	Faculities	Totalof Room	Large (M2)
1	Lectures'sroom	1	556
2	Computer laboratory unit & BMT	1	1000
3	Library unit	1	1000
4	Language laboratory unit	1	180
5	Micro-Teaching laboratory	1	106,8
6	Islamic development unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal field	1	510
10	Basketball field	1	-
11	Wall climbing field	1	92
12	Volley field	1	-
13	Tennis field	1	650
14	Auditorium	1	-
15	Students activities unit	1	-
16	Students committee office	1	-

Source: Documentation of State Islamic Institute (IAIN) of Metro

d. The Location Sketch of IAIN Metro

IAIN Metro has two campus buildings that are located in different area. The first is at Jl. Ki Hajar Dewantara street 15 A, East Metro, Metro city and the second is at Jl. Ki Hajar Dewantara street, Banjar Rejo, Batanghari, East Lampung. These following figures are the location sketch of first and second campus buildings:
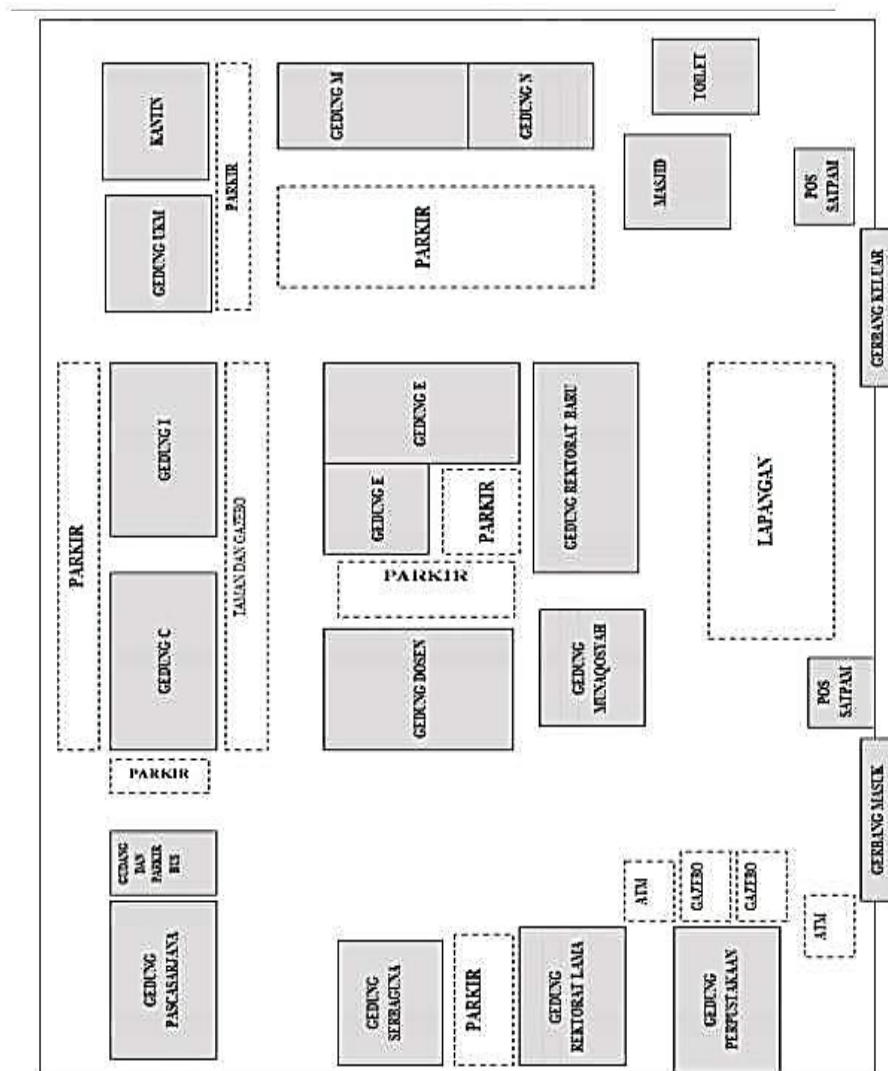

Figure 2: Location Sketch of IAIN Metro Campus 1
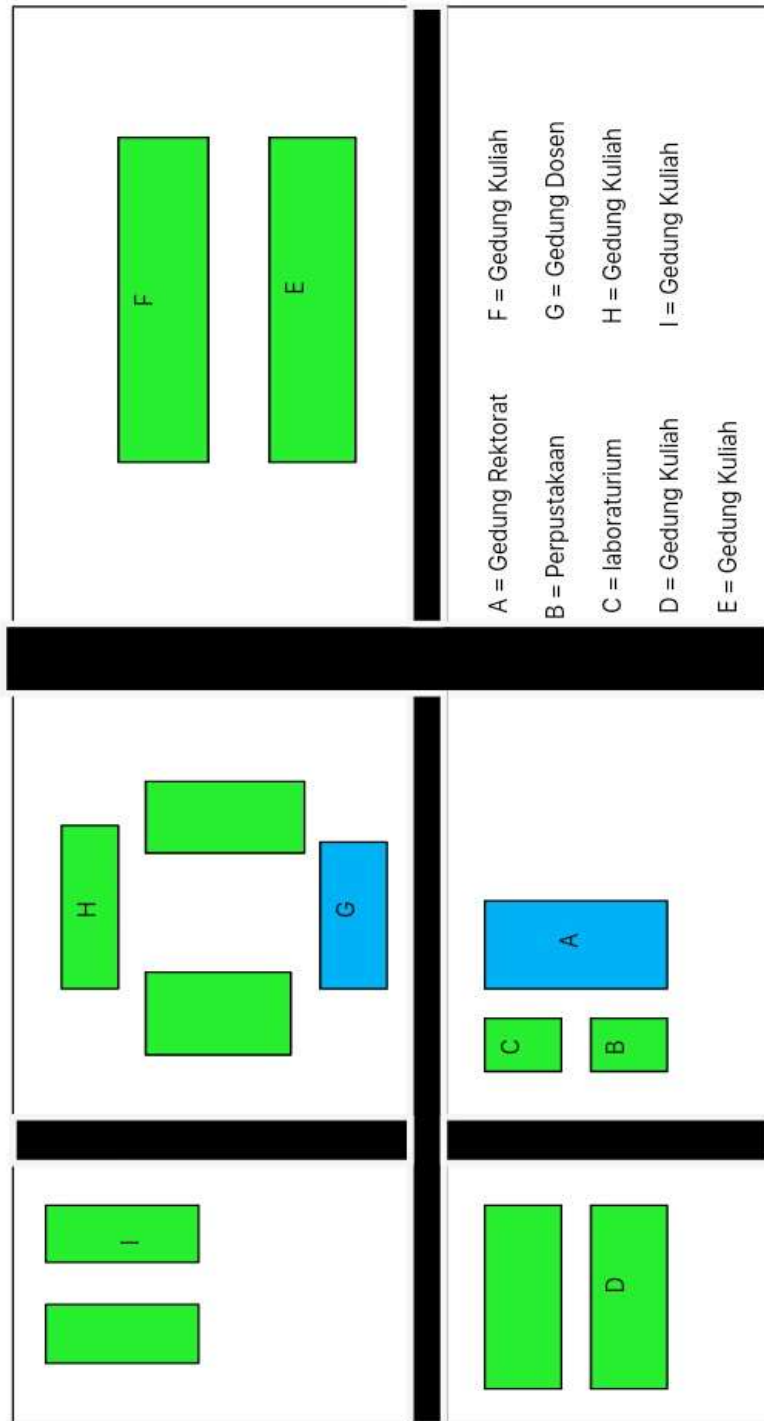
The Location Sketch of IAIN Metro 2

A = Gedung Rektorat   F = Gedung Kuliah

B = Perpustakaan   G = Gedung Dosen

C = laboraturium   H = Gedung Kuliah

D = Gedung Kuliah   I = Gedung Kuliah

E = Gedung Kuliah

Figure3: The Location Sketch of IAIN Metro Campus 11

e.   The Condition of Lecturer of TBI

The condition of lectures of TBI in IAIN Metro in academic year 2019/2020 based on the educational background as follows:

Table 2. Total of Lecturers Educational Background of TBI

No	Educational Background	Total
1	SI	-
2	S2	27
3	S3	5
	TOTAL	32

Source: Documentation of IAIN Metro in academic year 2019/2020

B.   General Description of Reseach Data

Speaking performance is important for English learners. It can be the one indicators that show the level of the students' competence in English. Speaking is also important for those who want to be able to master English because speak up will lead to create confidence.

The writer specifically analyzed code switching in students speaking. As a primary data, the data was taken through the speaking performance result of the 12 students in third semester of English Education Department of IAIN Metro.

1.   The types

Code switching of students speaking performance has various kind. This research used qualitative method. This research used the data from the conversation of student speaking performance. The result of this research can be seen in the following data:

a. Tag switching is sometimes known as symbolic switching where the switch is just an interjection, sentence filler in the other language that serves as an ethnic identity mark. The data is follows:

"Positive impactnya we can do learning in pandemi"

"I live in desa so the signal is not good"

"Usualy the lecturer give me the tugas"

"We live in pelosok so the signal is dificult"

"So we dont membayar kost"

"If we must choose, i choose kuliah not online"

"Many pembelajaran of covid, we can focus to help our parent in home"

"And not give penjelasan terlebih dahulu"

From the data, the researcher found there are 8 (eight) phenomenon of tag switching in student speaking activity.

b. Inter-sentential code switching

is the alternation in a single discourse between two languages, where the switching comes after a sentence in the first language has been realized and the next sentence starts with a new language. The data as follows :

"In my opinion online learning is not optimal. maksudnya tu ada mk yang tidak full"

"in positive impact is evisien time, its mean that evisien waktu, jadi waktunya lebih evisien"

"The activity of online learning we can do it in every where, jadi mudah dimana aja kita bisa mengikuti perkuliahan"

"We have long time, waktu ngerjain tugasnya tu lama, jadi bisa ngerjain tugas yang udah deadline"

"In my village the signal is not good. So harus pergi jauh untuk dapet sinyal"

"In my opinion about online learning itu sangat susah karena pembelajaran tidak dilaukan secara langsung"

"Online learning have negative and positive seperti lebih memudahkan kita bagi anak kost"

From the result of observation, there are 7 (sevent) phenomenon of inter-sentential code switching of the students speaking.

c.   Intra-sentential code switching related to the switch from one language to another in a sentence that involves the syntactic units of words, phrases, or clause s. The data as follows:

"We can learning in home, so we can membantu orang tua juga,like that"

"Other problem in signal.because my house in pelosok desa"

"In negative side untuk masuk ke zoomnya itu susah because the signal so we lazy to learning"

"Online learning is to memutus mata rantai covid. its good solutions"

"In negative impact if we dont have kuota atau tiba tiba habis we

cannot join zoom"

"Alhamdulillah the campus give the kuota jadi itu menjadi solusi and help me"

"I am not semangat, males ngerjain tugasnya"

"In do the task semangat kita tu kurang because we dont understand about the material"

"Usually the lacturer give the task not not tidak sesuai dengan jadwal mata kuliah"

"Other problem in signal we must go go agak jauh to get the signal"

"Online learning is good to kick penyebaran covid ini"

I think online learning is good to mencegah penyebaran covid seperti sekarang ini.

From the data above, the research found that there are twelve (12) phenomenon of intra-sentential code switching in sudent speaking activity.

2. Table the Result of Observation

Tabel 3. **The result of Code switcing in student's speaking**

NO	Utterance	Types of Code switching		
		Ts	Inter-Cs	Intra- Cs
1	In my opinion online learning is not optimal. maksudnya tu ada mk yang tidak full.		√	
2	Other problem in signal.because my house in pelosok desa.			√
3	We can learning in home, so we can membantu orang tua juga,like that.			√
4	In negative side untuk masuk ke zoomnya itu susah b ecause the signal so we lazy to learning.			√
5	I think online learning is good to mencegah penyebaran covid seperti sekarang ini.			√
6	Online learning is to memutus mata rantai covid. its good solutions.			√
7	in positive impact is evisien time, its mean that evisien waktu, jadi waktunya lebih evisien.		√	
8	The activity of online learning we can do it in every where, jadi mudah dimana aja kita bisa mengikuti perkuliahan.		√	
9	In negative impact if we dont have kuota atau tiba tiba habis we cannot join			√

	zoom.			
10	Positive impacnya we can do learning in pandemi.	√		
11	We have long time, waktu ngerjain tugasnya tu lama, jadi bisa ngerjain tugas yang udah deadline.		√	
12	Alhamdulillah the campus give the kuota jadi itu menjadi solusi and help me.			√
13	I live in desa so the signal is not good.	√		
14	i am not semangat, males ngerjain tugasnya.			√
15	In my village the signal is not good. So harus pergi jauh untuk dapet sinyal.		√	
16	In my opinion about online learning itu sangat susah karena pembelajaran tidak dilaukan secara langsung		√	
17	Usualy the lecturer give me the tugas.	√		
18	We live in pelosok so the signal is dificult.	√		
19	In do the task semangat kita tu kurang because we dont understand about the material.			√
20	Other problem in signal we must go go agak jauh to get the signal			√
21	Usualy the lacturer give the task not not tidak sesuai dengan jadwal mata kuliah			√
22	Online learning is good to kick penyebaran covid ini.			√
23	Online learning have negative and positive seperti lebih memudahkan		√	

	kita bagi anak kost			
24	So we dont membayar kost.	√		
25	If we must choose, i choose kuliah not online.	√		
26	Many pembelajaran of covid, we can focus to help our parent in home	√		
27	and not give penjelasan terlebih dahulu.	√		
	Total	8	7	12
	Percentage	21,6%	18,9%	32,4%

From the data above,there are 27 code switching and kinds of code switching found,they are tag switching, inter-sentential code switching, and intra-sentential code switching. There are 8 utterance swhich is tag switching used by students, then there are 7 utterances found and it's inter-sentential code switching used by students, meanwhile there are 12 utterances of intra-sentential code switching used by students.

3. Question of interview

In order to know the reason ofthe students Code switching and to streng then the switch of Student speaking, the researcher conducted the interview to 12 respondents. The interview list consist of 8 questions. The students response is presented bellow:

a. Did you know about code switching ?

FR : Yes I know, yang mengkombain itu bukan?

IN: No, Apa itu sist?

MT: No, what is code switching?

DS: Yes, combain bukan si?

SF: I dont know.

NA: Yes I know, campuran bukan sist?

FY: No, baru denger ini.

DA: No, what it is?

NI: No, what is this?

FP: No

FN:No

LN: No, belum pernah denger sist.

From the data, eight (9) from twelve (12) students said that they know what is code switching , and three (3) student said don't know about code switching.

b. When you speek English, what will you do when you feel dificult in your speaking?

FR: I will combain with indonesian language.

IN: Yes, I combain in indonesian language, soalnya kalau full english kadang kadang ada yang tau vocabnya sist.

MT: I will combain with indonesia

DS: I will mix with indonesia, karena takut kalau yang diajak ngomong nggk mudeng.

SF: usually I mix in indonesian, karna vocabnya masih sangat sedikit.

NA: I will combain in indonesian.

FY: I will combain with indonesian language.

DA: I will switch jadi tidak full engish.

NI: I mix indonesian language

FP: I will combain sist

FN: Yes, Iwill switch in indonesian.

LN: Saya biasanya mengkombain dengan bahasa indonesia.

From the data above, there are twelve (12) student they feel dificult and will combain their speaking with indonesian language.

c. Have you ever been used Code switching in your English speaking?

FR: Yes, ever, kadang-kadang

IN: Yes, but with the lecturer nggk brani sist.

MT: Yes, I ever combain

DS: Yes, Pernah

SF: Yes, I ever

NA: Yes, Pernah karena saya sendiri kalau dosennya ngomong full english kadang nggk tau artinya.

FY: Yes, pernah sist.

DA: Yes, I ever.

NI: Yes, I ever

FP: Yes, ever tapi tidak sering...

FN: Yes, pernah

LN: Yes, pernah tapi ada dosen yang harus full english dikelas.

From the data, all of student answer yes, ever.

d. Do you realize that your friends use code switching in the class of speaking subject?

FR: No

IN: No, taunya kombain sist bukan switching

MT: No

DS: Yes

SF: No

NA: taunya mengkombain sist.

FY: nggak si.

DA: nggk.

NI: No

FP: No

FN: nggk, taunya di mix

LN: No sister.

From the answer the respondent, the researcher found all af them answer No.

e. Do you feel after your friends switch the language can help you to understant the discuss?

FR: Yes, menurut saya itu sangat membantu ya sist karena kalau full english kadang lama dulu baru paham.

IN: Yes, of course.

MT: Yes, it can help me to understand.

DS: Yes, menurut saya itu bisa membantu apalagi yang semster awas seperti ini belum banyak vocabnya.

SF: Iya, itu bisa membantu.

NA: Yes, seperti kalau dosennya ngasih tugas gitu sist kalau full inggris kadang kadang nggak paham sama tugasnya.

FY: Yes

DA: Yes help me

NI: Iya, jadi kita tu brani ngomong. Kalo harus full english banyak diemnya.

FP: Iya sist itu sangat membantu kadang ada dosen yang full english jadi harus tanya temennya yang bahasa inggrisnya bagus.

FN: Iya Sist

LN: iya sist, kalau disuruh full english yang ada kelas malah jadi fakum.

From the data, there are twelve (12) respondent said that code switching is help them to more understant.

f. Do you think when you friends switch the language it can affective?

RF: I think yes

IN: iya sist, bisa speak up walau nggk ful inggris.

MT: kurang efektiv sist,karna kalo dikelas speaking kita harus berusaha ngomomg inngris.

DS:I think Yes

SF: iya sist, biar nggk fakum juga dikelas.

NA: Yes mybe

FY: I think Yes sist.

DA: Menurut saya iya.

NI: yes

FP: Yes

FN: menurut saya iya, kita mudah memahami juga.

LN: menurut say aiya sist, karena kelas bisa lebih hidup.

From the data, the researcher found tahat there are elevent (11) student answer Yes, and one (1) of the repsondent answer No.

g. Do you switch your language during in the class?

FR:Kadang-kadang

IN: iya

MT: kadang-kadang iya

DS: Yes sist

SF: Iya mbak

NA: kadang- kadang iya

FY: nggak selalu sist, kadang ada dosen yang nggak ngebolehin.

DA: not always

NI: Iya

FP: Iya,

FN: Yes sist

LN: Yes sist.

From the answer, there are sevent (7) respondent use code switching during in the class, and five (5) respondent they answer sometimes.

h. Why you switch your language when you speak up?

RF : becauce i feel confused

IN : terkadang ada kata yang tidak tau baha inggrisnya.

MT: karna mungkin vocabnya kurang ya sist.

DS: nggak tau vocabnya jadi susah mau ngomong.

SF: takut slah sist. Trus juga yang diajak ngomong nanti nggak maksud.

NA: bingung sist, vocabnya kurang.

FY: bingung sist.

DA: vocabnya kurang sist.

NI: terkadang tau maungomong apa, tapi susah menyampaikannya.

FP: susah ngomongnya asist, takut pronounnya salah

FN: bingung duluan sist, jadi nyampur-nyampur

LN: sebenernya dikepala udah ada yang mau disampaikan sisit, tpi susah kadang lupa vocabnya.

From the answer, the students say that they dificult to speak in English, and they feel dificult to deliver their idea when they speak English.

C. Discussion

1) The most dominant of Code Switching found in student's speaking

This research was conducted at IAIN Metro. From the result of data analysis the student still have use code switching in their speaking activity. Based on the types of code switching that has been analyzed through the classification of the data, the researcher found that there are 27 data in total. which includes Tag Switching, Inter-sentential code switching, and Intra-sentential code switching. Based on the result the researcher found the use of tag switching type's are 8 utterances with 21,6 % percentage. Meanwhile, the use of Inter-sentential code switching was only 7 utterances with 18.9% percentage, and the most dominant of code switching are use by the students are Intra-Sentential Code switching, which is 12 utterances with 34.2% percentage. It is shown on this diagram below:

Figure 4. Diagram percentage of Code switching

The Percentage of Types of Code Switching
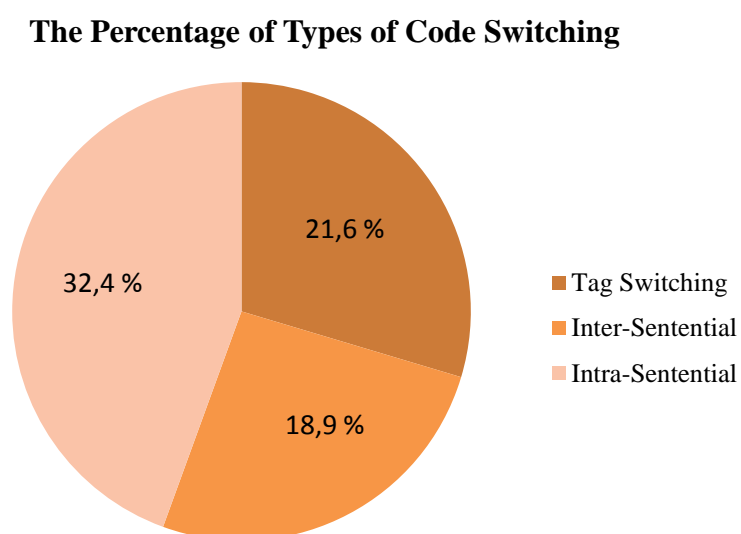
2.   Reason of Using Code Switching by The Students

There are some reason when speakers switch their language. According to Kim code-switching can also use for various reasons, such as quoting what someone has said and thereby emphasizing one's gruop identity, specifying the address. In addition, the first of these is the notaion that a speaker may not be able to express him/her self in one language so switches to the other to repair for the lack. This type of code-switching tend to comes when the speaker is confused, tired or distract in some manner.

in the other words: switching to the usual language of a particular person in a group will show up that one is addressingg that person, qualifying that has been said, or talking about preceding events.

The first reason of using code switching is dificulty, It is because most of the students feel confused and dificult when they speak english so they often using code switching in doing communication or conversation to their friends. The second factor is because of the students' background. As the students are in English Education Department, it is common for using code switching to communicate to each other. The third factor is because the students are used to switch the code with common English word or vocabulary, and it sounds more comfortable and familiar to say.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclussion

Based on the result of data analysis, the researcherwould like to conclude this research as follows:

1. The most dominant types of code switching that found in the third semester students speaking in English Education Department at IAIN Metro is Intra-sentential code switching, there are12data or 34,2 %.

2. Code switching used by students is because they feel dificult to choose the word to speak up in English. Besides, they have dificult to express their ideas in one language, so they switch to another language.

B. Suggestion

After conducting and gaining the result of this research, the researcher is going to constructively give suggestions as follow:

1. For the Students

The students are expected tolearn and explore more about study of speaking. By understanding speaking, the students will be able to speak English by watching some video related to speaking. The researcher also recomended to improve the speaking skill by watching movie, listen music and practice.

2. For the reader

The researcher suggest that the readers use code switching for expressing the idea, but they must practice to speak up on your daily activity to get your confident, so you can speak up English well.

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APPENDIXES

INTERVIEW RESULT

FASYA RAHMI (FR)

1. Did you know about code switching ?

   Yes I know, yang mengkombain itu bukan

2. When you speek English, what will you do when you feel difficult in your speaking?

   I will combain with indonesian language.

3. Have you ever been used Code switching in your English speaking?

   Yes. Ever

4. Do you realize that your friends use code switching in in the class of speaking subject?

   No

5. Do you feel after your friends switch the language can help you to understant the discuss?

   Yes, mmenurut saya sangat membantu ya sist karena kalau full english lama pahamnya.

6. Do you think when you friends switch the language it can affective?

   Iya sister

7. Do you switch your language during in the class?

   Iya kaang-kadang

8. Why you switch your language when you speak up?

   Because, I feel confused.

INATA NURLISA (IN)

1. Did you know about code switching ?

   No

2. When you speek English, what will you do when you feel difficult in your speaking?

   Yes i combain in Indonesian language

3. Have you ever been used Code switching in your English speaking?

Yes, butwith the lecturer nggk brani sist.

4. Do you realize that your friends use code switching in in the class of speaking subject?

No

5. Do you feel after your friends switch the language can help you to understant the discuss?

Yes, of course

6. Do you think when you friends switch the language it can affective?

Iya sist, bisa speak up walau nggk full english.

7. Do you switch your language during in the class?

Iya

8. Why you switch your language when you speak up?

Kadang ada kata kata yang tidak tau inggrisnya.

MELIANA TANTRI (MT)

1. Did you know about code switching ?

No, apa itu sist.

2. When you speek English, what will you do when you feel difficult in your speaking?

Iya sist, I will combain with indonesia

3. Have you ever been used Code switching in your English speaking?

Yes, ever

4. Do you realize that your friends use code switching in in the class of speaking subject?

No

5. Do you feel after your friends switch the language can help you to understand the discuss?

Yes, itu sanga membantu pemahaman ya sist.

6. Do you think when you friends switch the language it can affective?

Kurang efektiv sist, karena kalau dikelas speaking kita harus berusaha ngomong inggris.

7. Do you switch your language during in the class?

   Kadang-kadang iya

8. Why you switch your language when you speak up?

   Karna mungkin vocabnya kurang ya sist.

DIAH SINTA (DS)

1. Did you know about code switching ?

   Yes, combain bukan si.

2. When you speek English, what will you do when you feel difficult in your speaking?

   Iwill mix with indonesia, karena takut jkalau yang diajak ngomong nggak mudeng.

3. Have you ever been used Code switching in your English speaking?

   Iya pernah

4. Do you realize that your friends use code switching in in the class of speaking subject?

   Yes

5. Do you feel after your friends switch the language can help you to understand the discuss?

   Yes, menurut saya bisa membantu

6. Do you think when you friends switch the language it can affective?

   I thinks yes

7. Do you switch your language during in the class?

   Yes sist

8. Why you switch your language when you speak up?

   Nggak tau vocabnya, jadi susah mau ngomong.

SITI FATIMAH (SF)

1. Did you know about code switching ?

   I don know

2. When you speek English, what will you do when you feel difficult in your speaking?

   Biasanya saya mix dengan indonesia, karena vocabny amsih sangat sdikit.

3. Have you ever been used Code switching in your English speaking?

   Yes i ever

4. Do you realize that your friends use code switching in in the class of speaking subject?

   No

5. Do you feel after your friends switch the language can help you to understant the discuss ?

   Iya itu bisa membantu

6. Do you think when you friends switch the language it can affective?

   Iyasist biar nggk diam aja dikelas

7. Do you switch your language during in the class?

   Iya mbak.

8. Why you switch your language when you speak up?

   Takut salah sist, trus juga nanti yang diajak nghomong nggk maksud.

NURULITA (NA)

1. Did you know about code switching ?

   Yes i know

2. When you speek English, what will you do when you feel difficult in your speaking?

   I will combain in indonesia.

3. Have you ever been used Code switching in your English speaking?

Yes pernah, ksaya sendiri kalau dosennya ngomong full English kadang nggak tau artinya.

4. Do you realize that your friends use code switching in in the class of speaking subject?

Taunya mengkombain sist

5. Do you feel after your friends switch the language can help you to understand the discuss?

Yes, seperti kalu dosenny ngasih tugag kalau full inggris kadang nggak paham.

6. Do you think when you friends switch the language it can affective?

Yes, mungkin.

7. Do you switch your language during in the class?

Kadang-kadang iya

8. Why you switch your language when you speak up?

Bingung sist, vocabnya kurang.

FITRIYANI (FY)

1. Did you know about code switching ?

No.

2. When you speek English, what will you do when you feel difficult in your speaking?

Mungkin i will combainwith indonesia

3. Have you ever been used Code switching in your English speaking?

Yes pernah sist.

4. Do you realize that your friends use code switching in in the class of speaking subject?

Nggak sist.

5. Do you feel after your friends switch the language can help you to understandthe discuss?

Yes sist.

6. Do you think when you friends switch the language it can affective?

   Menurutaya iya sist.

7. Do you switch your language during in the class?

   Nggak selalu sist kadang kadang ada dosen yang nngak ngebolehin.

8. Why you switch your language when you speak up?

   Bingung sist.

DEWI AYU (DA)

1. Did you know about code switching ?

   No sist.

2. When you speek English, what will you do when you feel difficult in your speaking?

   I will switch jadi nggak full english

3. Have you ever been used Code switching in your English speaking?

   Yes ever

4. Do you realize that your friends use code switching in in the class of speaking subject?

   Nggak sist.

5. Do you feel after your friends switch the language can help you to understand the discuss?

   Yes help me sist.

6. Do you think when you friends switch the language it can affective?

   Menurut saya iya.

7. Do you switch your language during in the class?

   Not always ya sist ,kadang-kadang

8. Why you switch your language when you speak up?

   Vocabnya kurang sist

NINI SRI RAHAYU (NI)

1. Did you know about code switching ?

   No sist, what is this

2. When you speek English, what will you do when you feel difficult in your speaking?

   I mix indonesia sist.

3. Have you ever been used Code switching in your English speaking?

   Yes, I ever

4. Do you realize that your friends use code switching in in the class of speaking subject?

   No.

5. Do you feel after your friends switch the language can help you to understand the discuss?

   Iya.Jadi brani ngomong, kalo full banyak diemnya.

6. Do you think when you friends switch the language it can affective?

   Yes.

7. Do you switch your language during in the class?

   Iya sist.

8. Why you switch your language when you speak up?

   Bingun sist, takut salah ngomongnya

FINA KARTIKA PUTRI (FP)

1. Did you know about code switching ?

   Tidak sist.

2. When you speek English, what will you do when you feel difficult in your speaking?

   I will combain ya sist.

3. Have you ever been used Code switching in your English speaking?

   Yes ever tapi tidak sering

4. Do you realize that your friends use code switching in in the class of speaking subject?

No.

5. Do you feel after your friends switch the language can help you to understand the discuss?

Iya sist, menurut saa itu membantu ya karena..........

6. Do you think when you friends switch the language it can affective?

Yes.

7. Do you switch your language during in the class?

Iya kak.

8. Why you switch your language when you speak up?

Susah ngomongnya sist, takut pronounnya salah

FINA NURFAUZIYAH (FN)

1. Did you know about code switching ?

Nggak tau sist.

2. When you speek English, what will you do when you feel difficult in your speaking?

Yes, usually i switchindonesia.

3. Have you ever been used Code switching in your English speaking?

Iya pernah.

4. Do you realize that your friends use code switching in in the class of speaking subject?

Nggak sadar sist, taunya mix.

5. Do you feel after your friends switch the language can help you to understand the discuss?

Iya sist.

6. Do you think when you friends switch the language it can affective?

Menurt saya iya.

7. Do you switch your language during in the class?

Yes sist.

8. Why you switch your language when you speak up?

Bingung duluan sist, jadi nyampur-nyampur

LAILI NURUL KHOLIF (LN)

1. Did you know about code switching ?

   No, belum pernah denger sist.

2. When you speek English, what will you do when you feel difficult in your speaking?

   Saya biasanya campur dengan indonesia.

3. Have you ever been used Code switching in your English speaking?

   Iya pernah sist.

4. Do you realize that your friends use code switching in in the class of speaking subject?

   Nggak sist.

5. Do you feel after your friends switch the language can help you to understant the discuss?

   Iya sist, kalau disuruh full susah sist.

6. Do you think when you friends switch the language it can affective?

   Menurut saya iya sist, karena kelas lebih hidup gitu.

7. Do you switch your language during in the class?

   Yes sist.

8. Why you switch your language when you speak up?

   Sebenarnya dikepala udah ada yang mau disampaikan, tapi susah kadang lupa vocabnya.

RESEARCH DOCUMENTATION

Figure 5. *Obsrvation through discussion on Zoom meeting aplication*

Figure 6. *interview through video call on WhatsAPP aplication*

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-2323/In.28.1/J/TL.00/07/2019
Lampiran : -
Perihal   : IZIN *PRA-SURVEY*

Kepada Yth.,
DEKAN FTIK IAIN METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	GUNARSIH
NPM	:	1601070090
Semester	:	7 (Tujuh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	AN ANALYSIS OF CODE-SWITCHING IN ENGLISH TEACHING LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSROOM IN THIRD GRADE OF IAIN METRO

untuk melakukan *pra-survey* di FTIK IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Juli 2019
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

31 Oktober 2019

Nomor : B-3777/In-28-1/5/PP-00-9/11/2019

Lampiran :-

Perihal : Balasan Izin Pra Survey

Kepada Yth

Gunarsih

Di

Tempat

Assalamu'alaikum WR.wb.

Menindaklanjuti surat saudara tanggal 22 Oktober 2019 perihal izin pra survey, maka dengan ini kami memberikan izin pra survey kepada:

Nama : Gunarsih

NPM : 1601070090

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Iingrris

Judul Proposal :An Analysis Of Code-Switching In English Teaching Learning Process Of English As A Foreign Language (EFL) Classroom In Thrird Grade Of IAIN Metro.

Demikian surat ini kami sampaikan, agar dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb.

Metro 31 Oktober 2019

Ketua Jurusan

Tadris Bahasa Iinggris

Ahmad Subhan Roza, M.Pd
NIP. 197506102008012010

Nomor   : B-3091/In.28.1/J/TL.00/11/2020   Metro, 26 November 2020
Lampiran   : -
Perihal   : **BIMBINGAN SKRIPSI**

Kepada Yth.,
1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
Di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

Nama   :   GUNARSIH

NPM   :   1601070090

Fakultas   :   Tarbiyah dan Ilmu Keguruan

Jurusan   :   TBI

Judul   :   AN ANALYSIS OF CODE SWITCHING IN SPEAKING SUBJECT OF THE
               THIRD SEMESTER STUDENT OF IAIN METRO

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian
Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih
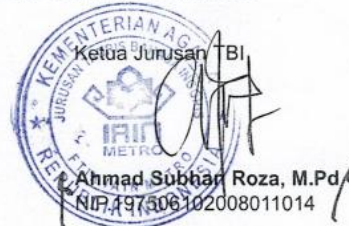
Wassalamu'alaikum Wr. Wb

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

S U R A T   T U G A S

Nomor: B-0428/In.28/D.1/TL.01/02/2021

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**GUNARSIH**
NPM	:	1601070090
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di INSTITUT AGAMA ISLAM NEGERI METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALISYS OF CODE SWITCHING IN SPEAKING SUBJECT OF THE THIRD SEMESTER STUDENT OF IAIN METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 19 Februari 2021

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

Nomor   : B-0429/In.28/D.1/TL.00/02/2021
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu
Keguruan IAIN Metro
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0428/In.28/D.1/TL.01/02/2021,
tanggal 19 Februari 2021 atas nama saudara:

Nama	:	**GUNARSIH**
NPM	:	1601070090
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di
atas akan mengadakan research/survey di Fakultas Tarbiyah dan Ilmu Keguruan
IAIN Metro, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang
bersangkutan dengan judul "AN ANALISYS OF CODE SWITCHING IN
SPEAKING SUBJECT OF THE THIRD SEMESTER STUDENT OF IAIN
METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya
tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 Februari 2021
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003
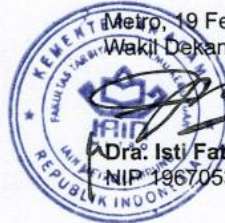
03 Maret 2021

Nomor   : B·0595/In·28·1/J/PP·00·9/03/2021
Lampiran   :-
Perihal   : Balasan Izin Research

Kepada Yth
Gunarsih
Di

    Tempat

Assalamu'alaikum wr .wb.

    Menindak lanjuti surat saudara tanggal 19 Februari 20121 perihal izin research, maka dengan ini kami memberikan izin research kepada:

Nama   : Gunarsih
NPM   : 1601070090
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa lingrris
Judul Proposal : AN ANALYSIS OF CODE-SWITCHING IN SPEAKING
                  SUBJECT OF THE THIRD SEMESTER STUDENT OF
                  IAIN METRO

    Demikian surat ini kami sampaikan, agar dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum wr.wb.

               Metro 03 Maret 2021
               Ketua Jurusan
               Tadris Bahasa linggris
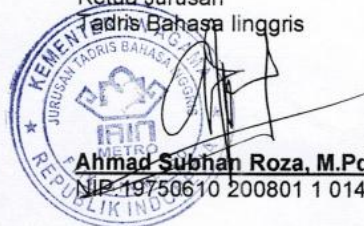
               Ahmad Subhan Roza, M.Pd
               NIP. 19750610 200801 1 014

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-35/In.28/S/U.1/OT.01/01/2021

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Gunarsih
NPM	: 1601070090
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ PBI

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1601070090

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 12 Januari 2021
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd
NIP.195808311981031001

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama   : Gunarsih

NPM   : 1601070090

Fakultas   : FTIK

Jurusan   : Tadris Bahasa Inggris

Angkatan   : 2016

Telah menyerahkan buku berjudul Teaching Drama and Theatre in the Secondary School

Metro,
Ketua Jurusan TBI
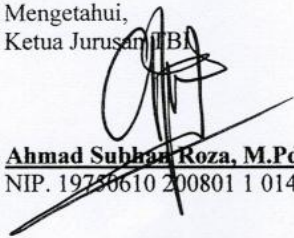
Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Gunarsih Jurusan : TBI
NPM : 1601070090 Semester : VIII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Pembimbing
1.	Rabu, 24 Juni 2020			Revisi cover dan table prasurvey	
2.	Jum'at 26 Juni 2020			Revisi Background study	
3	Kamis 2 Juli 2020			Revisi - Background study - Limitation of the problem Acc Proposal	
4	Senin 13 Juli 2020				

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

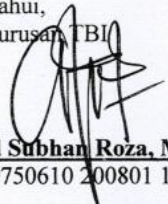## KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

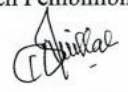Nama : Gunarsih   Jurusan : TBI

NPM : 1601070090   Semester : VIII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Pembimbing
	Selasa 7 Juli 2020		✓	make clear and explain more Research approach	
	Rabu 15 Juli 2020		✓	Acc ch. III.	

Mengetahui,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.

NIP. 19730610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd

NIP. 19830511200912 2 004

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : Gunarsih   Jurusan   : TBI
NPM   : 1601070090   Semester   : VIII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Pembimbing
1.	Selasa 5/5-2020		✓	Acc ch. I	
			✓	Revise ch. II	
2	Selasa 16/6-2020				
3	Selasa 23/6-2020		✓	Acc ch. II Continue to ch. III	
	Selasa 30/6-2020		✓	Revise grammar	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

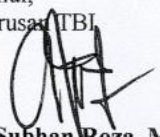**Trisna Dinillah Harya, M.Pd**
NIP. 19830511200912 2 004

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Gunarsih   Jurusan : TBI
NPM : 1601070090   Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	25 November			Bimbingan Apd. Ad interview question	
	10 Desember 2020			Acc Apd	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

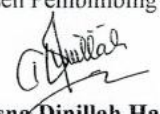Nama : Gunarsih   Jurusan : TBI
NPM : 1601070090   Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Jum'at 4/12-2020		✓	Revise IPD.	
	Selasa 8/12-2020		V	Acc IPD	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511200912 2 004

KARTU KONSULTASI BIMIBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Gunarsih   Jurusan   : TBI

NPM : 1601070090   Semester : X

NO	Hari/Tanggal	Pembimbing		Materi yang di Konsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Jum'at 19/02 2021			Revis Abstract Reus Conclussion	Cat
	Rabu 24/02 2021			Acc Skripsi	Cat

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Pembimbing I

Dr. Widhiya Ninsiana, M.Hum.
NIP. 19720923 200003 2 002

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Gunarsih   Jurusan : TBI
NPM : 1601070090   Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu 27/01 2021		–	- Revisi Abstract, table of content, Elaborate hasil observasi, Bibliography. dan - lengkapi Lampiran	Cttf
	Jum'at/05/02 2021			- Revise Discussion - Revise Abstract - Conclussion - Bibliography - Change from present tense to past tense.	Cttf

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

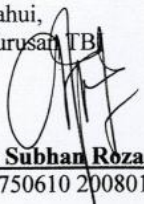## KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Gunarsih   Jurusan : TBI
NPM : 1601070090   Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	selasa 12/01 2021		✓	- Revise structure organization.	
	selasa 19/01 2021			- Elaborate more the data of your research (result of your research!).	
	Jum'at 29/1-2021		✓	Acc ch-IV 8 V Ace to 1st Advisor.	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511200912 2 004

CURRICULUM VITAE

The name of a researcher is Gunarsih. She was born in Way kanan on december 06th, 1997. She is the thirth child of happy couple Mr. Keman and Mrs. Paijem. She has graduated from Elementary school (SDN) 1 Purwa Negara on 2010. And then she continued her study in Junior High School (MTs Al- islamiyah Purwa Negara) and graduated on 2013. After graduated from Junior High School, she continued to Senior high school (MA Al-ma'arif serupa indah) and graduated on 2016. And on 2016 she continued her study as a student of S-1 English Education Department of State Institute for Islamic Studies of Metro (IAIN Metro).