EXPLORING CHALLENGES IN LEARNING ARABIC AS A SECOND LANGUAGE: A STUDY OF CODE-SWITCHING AND CODE-MIXING

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Article Information	ABSTRACT
	Code-switching and code-mixing are linguistic phenomena in everyday communication and second language learning. However, this phenomenon can be a challenge for learners in the context of learning Arabic. This research examines code switching and code mixing in Arabic learning at Mumārasah Language Excellence Program of MA Ali Maksum Yogyakarta and the factors that cause code switching and code mixing. This research is field research with a descriptive qualitative approach. The data sources in this research are teachers and students of class ten. Data collection techniques used include observation, interviews, and documentation. Meanwhile, in analyzing the data, researchers used data reduction techniques, data presentation, and conclusions. The results show that in Arabic learning at Mumārasah Program of MA Ali Maksum, there is external code-switching from Arabic to Indonesian and two types of code-mixing: 1) external code-mixing, involving the insertion of English or Arabic words and 2) mixed code-mixing, involving a mix of Indonesian, Arabic, English, and Javanese. This article explores factors contributing to code-switching and code-mixing, such as speaker characteristics, interlocutors, popular language trends, and humor. While these phenomena are well-studied in linguistics and language learning, the article aims to provide strategic advice for Arabic learners. By effectively utilizing code switching and code mixing, learners can enhance communication, overcome barriers, and gain confidence in Arabic. Overcome communicative barriers and boost their confidence in Arabic.

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INTRODUCTION

The challenge experienced by students in learning Arabic as a second language is that there are differences in language rules between Arabic and Indonesian as a mother tongue. Of course, this will cause difficulties if it is not resolved immediately. The next challenge is the tendency of students to integrate the experience of their mother tongue (Indonesian) into the Arabic language learning process, resulting in irregular words, expressions and sentences; often, these sentences come from Indonesian spoken in Arabic, not original Arabic sentences (Hidayah, 2019). This phenomenon is called code-switching and code-mixing.

In simple terms, code-switching is a shift from one language to another in communicating (Fauzan et al., 2022). Meanwhile, code mixing is a condition where someone mixes two (or more) languages or various languages in speaking (Azizul A'la et al., 2020). Code-switching and mixing incidents are often encountered in the foreign language learning process, whether between teachers and students, fellow students, or fellow teachers (Ibrahim Alsalami, 2022). Factors that cause code switching and code mixing can be the speaker, the interlocutor, or the topic of conversation (Kaamiliyaa et al., 2023).

In his writing, A'yunin Aditya Fajrin explains that code switching and code mixing are believed to help make it easier for students to communicate using foreign languages, such as English and Arabic. However, the existence of code-switching and code-mixing in foreign language learning can cause a low level of student's language skills, namely students' ability to understand spoken and written expressions, as well as the ability to express students' foreign language learning outcomes well and correctly (Fajrin et al., 2022).

There are several studies on code-switching and code-mixing, both internal (between your language), external (your language and a foreign language), or hybrid (mixing languages). Examples of external code-switching between two languages, such as code-switching and code-mixing between Indonesian and English (Suwarna, 2022), between Indonesian and Japanese (Andayani, 2019), or can be between three languages, namely Indonesian, Indonesian Javanese, and English (Kaamiliyaa et al., 2023). Code-switching can also occur internally between related languages, such as Indonesian and Javanese (Suci Melati & Karunia Assidik, 2022) and Indonesian and Betawi (Lestari & Rosalina, 2022).

This article aims to analyze code switching and code mixing in Arabic language learning at the Mumārasah Language Excellence Program at MA Ali Maksum Yogyakarta and the factors that cause code switching and code mixing. The researcher chose to research at MA Ali Maksum Yogyakarta because the madrasa has an excellent language program consisting of Arabic, English and Mandarin. Based on an interview with the MA Ali Maksum Yogyakarta Language Excellence Program coordinator, the aim of holding the Language Excellence Program is to make students more active in mastering foreign languages.

However, based on an interview with an Arabic language teacher at MA Ali Maksum, students face several difficulties in learning Arabic, which pose significant challenges for both the students and the teachers. One of the main challenges is that students struggle to understand the correct context in Arabic, requiring a deep understanding of appropriate communicative situations. Additionally, students have limited practice in using Arabic, which results in a dependency on their mother tongue during Arabic lessons.

This research aims to contribute to a deeper understanding of code-switching and code-mixing within the context of Arabic language learning. Readers can gain insights into how and why these phenomena occur during learners' Arabic interactions. Moreover, this

study seeks to provide effective strategies for utilizing code-switching and code-mixing to achieve smoother and more effective communication in Arabic. This article also aims to serve as a resource for developing learning strategies by offering strategic recommendations to Arabic learners on how to use code-switching and code-mixing in their studies productively. That can help them overcome communicative barriers and build confidence in using Arabic.

METHOD
Research Location
This research was conducted at MA Ali Maksum for several reasons. Firstly, the school offers an Arabic Language Excellence Program that emphasizes intensive teaching and learning of Arabic. It creates an ideal environment to observe and understand the phenomena of code-switching and code-mixing in the context of Arabic language learning more deeply. Secondly, MA Ali Maksum is a formal school combined with a boarding school where Arabic is inherently integrated. The involvement of teaching in Arabic allows students to have diverse experiences using Arabic in both formal and informal contexts, as well as in various communicative situations. It enables researchers to observe and analyze different types of code-switching and code-mixing that may occur in the students' daily lives.

This research was conducted at MA Ali Maksum for several reasons that are worth considering. Firstly, the existence of a Language Excellence Program that tends to emphasize the teaching and learning of Arabic more intensively creates a suitable environment to observe and understand the phenomena of code-switching and code-mixing in the context of Arabic language learning more deeply. Additionally, MA Ali Maksum is a formal school integrated with a boarding school, which is naturally associated with the Arabic language. Given the involvement of Arabic-based teaching, students may have diverse experiences in using Arabic in both formal and informal contexts and various communicative situations. That allows researchers to observe and analyze different types of code-switching and code-mixing that may occur in the students' daily lives.

Research Participant (Subject)
The data in this research are Arabic speech by teachers and students at MA Ali Maksum Yogyakarta. At the ten-grade level in this school, students are divided into five classes, each guided by a different teacher. The teachers teaching at this school are graduates of Arabic Language Education, both from domestic and foreign universities, like Al-Azhar University, Egypt. It can be said that these teachers are suitable for the Arabic language and competent in that field. In this study, the researcher only took a random sample, class X B, consisting of 31 female students. Therefore, the data sources in this research are a class teacher and 31 students of class X B, as well as the coordinator of the Language Excellent Program at MA Ali Maksum Yogyarakrta.

Research Design
This research is field research with a descriptive qualitative approach. In this research, the researcher goes directly to the research site so that he gets a more comprehensive picture of the situation and condition of the research object, which the researcher will later report in depth so that readers know what happened.

Researchers employed data collection techniques such as observation, interviews, and documentation as the primary instruments for gathering qualitative research data (Ward Creswell, 2010); the observation carried out was passive participant observation, where the researcher was present at the location of the activity being observed but was not involved in the activity (Sugiyono, 2019). Apart from observation, researchers also conducted interviews to obtain data that was not obtained through observation. The interviews in this study were conducted with ANFF, the coordinator of the Language Excellent Program at MA Ali Maksum, and KEW, who is the teacher of class X B implementing code switching and code mixing in the classroom. The results of the interviews with the teacher are then recorded or documented so that they become supporting evidence and can be used by researchers to understand the responses of respondents (Chaedar Alwasilah, 2012). Code-switching and code-mixing are qualitative data, which are words and expressions. Accordingly, the three techniques above are accurate in observing the creation of words and expressions at code switching and code mixing.

The data analysis technique used in this research is based on the theory of Miles and Huberman (1984). According to them, data analysis in qualitative research is conducted concurrently with data collection and continues after the data collection is completed. For example, when a researcher conducts an interview, they analyze the answers immediately after receiving responses from the participants. If the answers are not satisfactory, the researcher asks further questions until credible data is obtained. The steps of the analysis include data reduction, data display (data presentation), and conclusion drawing (verification) (Sugiyono, 2019). After obtaining the data, the researcher sorts the important data according to the research focus; then, the data is presented in narrative form, tables, or other forms and analyzed. These three stages continue to be carried out repeatedly each time the researcher obtains data using any technique (Afrizal, 2015) until a conclusion is obtained in the form of a short sentence statement but with broad meaning.

Research findings have no value if they are not respected or acknowledged. Testing the veracity of the gathered study data is necessary in order to receive this acknowledgment. This study employs a test of data validity, according to Lincoln & Guba (1985), which consists of a credibility test (internal validity), a transferability test (external validity), a dependability test (reliability), and a confirmability test (objectivity). Qualitative research data is said to be valid if no differences are found between what the researcher conveys and what actually happens to the research object (Sugiyono, 2019).

These are specific criteria of data validity test according to Lincoln & Guba (Zakariya et al., 2018):
1. Credibility test (internal validity)

Credibility criteria include determining the result of qualitative research. The credibility came from the perspective of the participants in the research. Participants are the only people who can legitimately assess its credibility as the result of research. There are six strategies to verify credibility: prolonged engagement, persistent observation, triangulation, member check, discussion, and analysis of negative cases.
2. Transferability test (external validity)

Transferability criteria refer to the ability level of the result of qualitative research, which can be generalized or transferred to another context or setting. Qualitative

researchers can improve transferability by describing the context of research and assumptions that are central to the research.

3. Dependability test (reliability)

The criteria of the dependability test is a reliability test in qualitative when other people can repeat and reflect on the research process. Accordingly, the researcher must convince other parties that the research carried out is correct and according to the established process through supporting evidence.

4. Confirmability test (objectivity)

Confirmability criteria refer to the ability of others to confirm the results of researchers.

RESULT AND DISCUSSION
Arabic Learning at MA Ali Maksum Yogyakarta

MA Ali Maksum is one of the formal schools under the auspices of the Ali Maksum Islamic Boarding School Foundation in Krapyak, Yogyakarta. Of course, the MA curriculum includes Arabic language learning. In addition to Arabic language learning taught during morning class activities, the school has an additional program to enhance Arabic language skills, commonly referred to as the Excellence Program (PU) *Mumārasah,* also known as Arabic Language Extracurricular, which is held once a week in the afternoon for 1 hour. PU *Mumārasah* is mandatory, so all students must attend Mumarosah classes. The activities include the four language skills but emphasize the mastery of *mahārah kalām* (speaking skills in Arabic).

The *mahārah kalām* activities commonly conducted in *Mumārasah* classes include *hiwar* (Arabic conversation) and interactive Arabic language games such as word association, guessing games based on pictures, and others. Through these activities, students are required to actively engage in using the Arabic language to enhance their proficiency. It is one of the challenges for students in learning Arabic. PU *Mumārasah* is intended for all MA Ali Maksum students except for those in twelve grades. Regarding this research, which focuses on ten grades at MA, observation results show that ten grades consist of 5 classes with students coming from various regions, some of whom continue from MTs Ali Maksum (internal) and others from various external schools (transfers). Due to these diverse backgrounds, some students already have a good command of the Arabic language, while others still lack it. Therefore, Arabic language learning in tenth grade requires special attention and presents a challenge for Arabic language teachers at this level.

The challenge faced by teachers of Class X is to train students' speaking abilities despite the stark differences in their proficiency levels stemming from diverse middle school backgrounds. Some students are already familiar with Arabic, while others have never studied the language. The motivation levels among students also vary; those already proficient are eager to learn, whereas those who are not proficient lack enthusiasm and often skip classes. Therefore, teachers need to find strategies to boost students' motivation to enhance their Arabic language skills. Teachers have employed many approaches to motivate students. Some teachers award points in each session, which later contribute to the student's final grades at the end of the semester. Others offer rewards to the most diligent and active students, and some even give gifts to all students in a class.

Code Switching

Code-switching is changing the use of one language to another (Salikin, 2015). This event commonly occurs in everyday communication, especially if the speaker is bilingual. A person can be said to be bilingual if he is able to speak meaningful sentences in two or more languages. Bilinguals often switch languages when speaking, and interestingly, they can change languages (variety) in one sentence and repeat it many times (Rochayah & Djamil, 1995). The following is an example of code-switching from Arabic to English (Wiranto, 2022).

Teacher	: (Entering the classroom) "السلام عليكم ورحمة الله وبركاتة"
Student	: "وعليكم السلام ورحمة الله وبركاتة"
Teacher	: "كيف حالكم؟"
Student	: ???
Teacher	: "How are you all?"
Student	: "*Alhamdulillah,* good, Ma'am!"

Six factors influence the occurrence of code-switching, according to Suwito (Malabar, 2015), namely the speaker, the interlocutor, the presence of a third speaker, the subject of the conversation, to generate humor, and simply for prestige. Suwito also divides code-switching into two types, namely internal and external code-switching. Code-switching that occurs between regional languages in one country, dialects within a language, or between several varieties and styles of a language is called internal code-switching. Meanwhile, code-switching that occurs in a multilingual society caused by changing the native language to a foreign language is called external code-switching.

Code-Mixing

In multilingual communities, the term code-mixing is also known. Code mixing is an event when a person mixes two (or more) languages or various languages when speaking without a particular situation requiring him to mix languages. The characteristic of code mixing is those language elements that are inserted into another language no longer function on their own because they have merged with the language in which they were inserted. Mixing code with elements of the native language is called inner code-mixing; if the elements come from a foreign language, it is called outer code-mixing, while code mixing whose elements come from the native language and foreign languages is called hybrid code-mixing (Malabar, 2015). The following is an example of code-mixing between Arabic and English (Ninsi & Rahim, 2020).

Novi	: " *Afwan,* Ma'am. Can the poem be Indonesian?"
Teacher	: "Sure, No Problem"
Novi	: (Performing Indonesian Poems)
Teacher	: "Good Job, Novi!"
Novi	: "*Alhamdulillah*, *syukron*, Ma'am"

Various linguistic factors influence the phenomenon of code mixing in language usage, each contributing to the blending of languages in communication. Firstly, limitations in code usage arise when speakers encounter unfamiliar words, phrases, or clauses in their primary

language, prompting them to mix codes for comprehension. Additionally, speakers may opt for more popular terms from social contexts to facilitate mutual understanding (Vanyushina & Hazaymeh, 2021). Moreover, deliberate code-mixing by speakers is observed in interactions with specific aims or objectives, such as altering the language dynamics of a conversation. Further, speakers adapt their language to match that of their conversation partner, whether individual or group, to foster effective communication (Aljasir, 2020). Contextual factors, including the location and timing of the conversation, also influence language adaptation and code-mixing. The mode of conversation, oral or written, introduces its nuances to code-mixing, with each mode affecting the phenomenon differently.

Furthermore, topics of discussion may vary between formal and informal, with informal settings often conducive to relaxed situations encouraging code-mixing. Function and purpose in conversation guide language use, leading to code-mixing to suit the context and achieve specific communicative goals. The choice of language variety and level is influenced by the interlocutor, with non-formal speech more prone to mixing compared to formal speech. The presence of a third speaker with a different linguistic background can alter the language dynamics of a conversation. Moreover, code-mixing may occur to evoke humor or alleviate tension in social situations. In contrast, others may engage in code-mixing for reasons of prestige, considering situational factors and conversational dynamics (Aziz et al., 2021). These diverse factors collectively shape the intricate phenomenon of code-mixing, highlighting the dynamic nature of language use in social interactions.

Moreover, another factor was found from research conducted at the American University in Cairo, which states that grammatical incongruity between the languages involved and the level of bilingualism can also lead to code-switching (Kniaź & Zawrotna, 2021). Education level and gender can also influence the occurrence of code-switching and code-mixing. A study conducted on the Saudi Twitter community concluded that participants holding bachelor's degrees showed the highest preference for this code. As for gender, males preferred posting code-switched tweets over females (Alsamhan & Almutrafi, 2022). Essentially, this phenomenon occurs to facilitate communication functions. Although this practice may lead to a lack of proficiency in constructing sentences in foreign languages correctly, all of these concerns are overlooked, considering the expected communication function that needs to continue smoothly (Gusnaini et al., 2020).

Code Switching & Code Mixing in Arabic Language Learning *Mumārasah* Language Excellent Program at MA Ali Maksum Yogyakarta

Mumārasah (Arabic Exercise) is an extracurricular activity or additional Arabic language learning activity outside formal school hours that emphasizes practicing Arabic language skills. The incidents of code-switching and code-mixing that occurred in Arabic language learning at the *Mumārasah* MA Ali Maksum Language Excellence Program were only found in the teacher's speech during the learning process. Meanwhile, the students themselves are not active in Arabic, and they only speak Indonesian. The results of this research found that there was one type of code-switching and two types of code mixing that occurred in Arabic language learning in the XB class of MA Ali Maksum's *Mumārasah* Language Excellence Program.

External Code Switching

Six pieces of data indicate external code-switching because there was a language switch from Arabic to Indonesian. The following is an example of external code-switching data:

(Data 1)

Teacher	: *Masmuki*? What's your name?
Students	: Maizura, ma'am

The data above contains code-switching from Arabic to Indonesian, which is called external code-switching. The code-switching event occurred when the teacher repeated the question, which was initially used in Arabic, " ***Masmuki*** ", then repeated in Indonesian, "W**hat is your name?** ". This code-switching occurs because of the interlocutor, namely students who do not understand the teacher's questions; then, the teacher decides to use Indonesian so that students can understand the questions asked by the teacher and make it easier for students to answer these questions. So, this data is classified as external code-switching because the language code-switching is not in the same language. However, in a different language code, the factor is because the interlocutor does not understand the speaker's language code in the first sentence.

(Data 5)

Teacher	: *Min firqah wahid*, who comes forward?
Student	: Inaya wants to go forward, *Ustadzah*.

The data above is a form of external code-switching, namely switching from Arabic to Indonesian. The code-switching incident occurred when the teacher asked the students who initially used Arabic, "***Min firqah wahid*** ", then switched to using Indonesian ", W**ho is ahead** ". The causal factor is the speaker (teacher) who intends to familiarize students with using Arabic vocabulary.

(Data 7)

Teacher	: *Yakfi, syukron 'ala husni istima'ikun wa ihtimamikun*, closed with praying
Students	: *Bismillahirrahmanirrahim, Allahumma inna nastaudi'uka maa 'allamtanahu fardudhu ilaina 'indahtiyajina ilaih, walhamdu lillahi rabbil 'alamin.*

The data above is a form of external code-switching, namely switching from Arabic to Indonesian. The code-switching incident occurred when the teacher ended the lesson, which initially used Arabic " ***Yakfi, syukron 'ala husni istima'ikun wa ihtimamikun*** ", then switched to using Indonesian " **closed by reading a prayer** ". The causal factor is the speaker (teacher) who intends to familiarize students with using Arabic vocabulary.

Outer Code Mixing

Two pieces of data indicate external code-mixing because foreign language words are inserted in Arabic and English in Indonesian sentences. The following is the outgoing code-mixing data:

(Data 4)

Teacher	: Your writing is really *a masterpiece*

The data above contains outer code-mixing. This form of code-mixing is shown in the teacher's speech, which uses Indonesian, which is then inserted with the English "***masterpiece*** ", which means a masterpiece. The teacher spoke these words after seeing the

diversity of forms of student writing on the blackboard, with the aim of reducing the tension that occurred in the class after the mufradat writing competition game took place between groups of students. So, the data is classified as external code-mixing, with the causal factor being to arouse students' sense of humour.

(Data 6)

Teacher	: *Tsumma ad-dars fi yaumil ghad*, next week we will talk to each other *bil lughatil arabiyah* about school equipment
Students	: OK, ma'am

The data above is a form of external code-switching and outer code-mixing*;* namely, in the second sentence, which uses Indonesian, there is an insertion of the Arabic words " ***bil lughatil arabiyah*** ". The causal factor is the speaker (teacher) who intends to familiarize students with using Arabic vocabulary.

Hybrid Code Mixing

Two pieces of data indicate mixed code-mixing (hybrid code mixing) because there is a mixture of words in native languages, Indonesian and their derivative languages (regional languages), with foreign languages in the form of Arabic and English. The following is mixed code-mixed data:

(Data 2)

Students	: *Assalamu'alaikum*
Teacher	: *Wa'alaikumussalam*. **Please** sit down

The data above is a form of external code-switching and hybrid code-mixing. The code-switching incident occurred when the teacher answered the greeting of students entering the class using Arabic " ***Wa'alaikumussalam*** "and then asked the students to sit down using a mixture of Javanese and Indonesian " **Please, sit down** ". Mixed code-mixing (hybrid) is indicated by the presence of sentences in Arabic and Indonesian, which are also inserted with Javanese words. This code-mixing occurs due to factors of the speaker and the speaker's personality, namely, teachers who are of Javanese descent are accustomed to using Javanese in their daily lives, so when teaching, they are carried away by the habit of using Javanese. So, this data is classified into external code-switching and hybrid code-mixing, the causal factor of which is speakers (teachers) who are accustomed to using Javanese in their daily lives.

(Data 3)

Teacher	: *Hadzal yaum* **game** *mufradat, about madrasah* places. It seems like if *marafiqul amah fil madrasah, qalil* yes. So, it just expanded to include school premises and equipment
Students	: OK, ma'am

The data above is also a form of external code-switching and hybrid code-mixing. The code-switching event occurred when the teacher said the first sentence using Arabic with English inserts, "***Hadzal yaum*** *game* **mufradat** "then the second sentence used Indonesian, which also inserted Arabic, "about ***madrasah*** places ", and in the third sentence, the teacher used a mixture of Indonesian with Arabic " **It seems like if *marafiqul amah fil madrasah, qalil* yes. "** This code-switching and code-mixing occurs due to speaker and speaker personal factors, where the teacher intends to familiarize students with Arabic vocabulary. Another factor in the use of a more popular term is also found in the first sentence, namely

the word "**game.**" The term *game* is more popular and more frequently used by teenagers when compared to the terms game (Indonesian) and *la'b* (Arabic). So, this data is classified into external code-switching and hybrid code-mixing, the causal factors of which are the speaker (teacher) who intends to familiarize students with using Arabic vocabulary and the factor of using a more popular term in the form of the word *game.*

Discussions related to code-switching are usually followed by code-mixing. These two events have something in common, namely the use of two or more languages or two variants of one language when speaking. As for the difference between the two, in code-switching, each language or variety of language used still functions independently, is done deliberately and has certain reasons. Meanwhile, in code-mixing, there is a basic code that is used and has its function and autonomy. For example, in Indonesian, a speaker inserts many regional language words or phrases, which results in the emergence of regional Indonesian (Nabielah Agustin, 2021).

In this research, it was found that one of the Arabic teachers at MA Ali Maksum code-switched from Arabic to Indonesian because of the students' lack of understanding of the Arabic sentences spoken by the teacher, so the teacher repeated the words with the translation in Indonesian. This phenomenon is in accordance with the statement of one of the Arabic teachers at MTs Insan Mulia, in research conducted by Adella, that the teacher also code-switched from Arabic to Indonesian for words or sentences that were not understood by the students (Ira Wanti & Arifa, 2022). Code-switching incidents also occurred in the Arabic Language Education program at the Ibnul Qoyyim Putri Yogyakarta Islamic Boarding School, which was caused by a lack of correct models from instructors and inadequate mastery of Arabic language theory (Muhajir & Karomah, 2021).

Apart from students' lack of understanding, code-switching and code-mixing also occur when teachers give new vocabulary to students, as well as using more popular terms, such as the words *ikhtiar* (business), *kitab* (book), and *ma'na* (meaning), (Fauzan et al., 2022). In research conducted by Siti Halimatus Sa'diyah, it was found that code-switching from Indonesian to Javanese was caused by the speaker (teacher) establishing communication with students with a sense of familiarity between the two (Sa'diyah & Basuki, 2019). Code-switching and code-mixing can also occur with the aim of awakening students' sense of humor. This phenomenon occurs when the teacher changes the learning atmosphere to be more relaxed and less formal (Fauzan et al., 2022).

The phenomenon of code-switching and code-mixing found at MA Ali Maksum also occurs in the "*Muhādatsah*" program at MA NU Banat Kudus. This program is similar to PU *Mumārasah* and is aimed at improving students' Arabic speaking skills. The learning activities involve pairing or grouping students to engage in dialogues based on the theme of each session. Students are allowed to use code-switching or code-mixing at the beginning of the activities to ask for the meaning of unknown words. However, during the dialogue practice with peers in front of the teacher, students are discouraged from code-switching. If a student does engage in code-switching, their score will be reduced, as per the agreement communicated by the teacher at the beginning of the session. Thus, while code-switching and code-mixing can be used in learning activities to facilitate understanding of the second language, their use should be limited to prevent students from becoming overly reliant on these practices, which can negatively impact their language proficiency.

Of the several factors that cause code switching and code mixing carried out by teachers, especially in learning Arabic, the essence is to make it easier and familiarize students with learning Arabic. So, it can be said that code switching and code mixing are solutions applied by Arabic teachers to face students' challenges in learning Arabic as a second language. However, in the long run, code-switching may become a barrier to clarity when communicating with native speakers of a language. Therefore, the application of code-switching and code-mixing must also be adapted to the situation, topic and participants when speaking. When speakers interact with native speakers of a language, code-switching and code-mixing, do not become a barrier to understanding each other (Mustamir Waris, 2012).

CONCLUSION

Learning Arabic by applying code-switching and code-mixing between the second language and the mother tongue can help students master the four language skills, particularly speaking skills. It is evident when students can understand the teacher's Arabic speech and dare to respond with some Arabic vocabulary, even if it involves code-switching or code-mixing. From the research conducted on the Arabic learning of Class X PU Mumarosah at MA Ali Maksum, one type of code-switching was found, namely external code-switching from Arabic to Indonesian, and two types of code-mixing: 1) external code-mixing, involving the insertion of English or Arabic words, and 2) mixed code-mixing, involving a mix of Indonesian, Arabic, English, and Javanese words. The factors causing code-switching and code-mixing include the speaker and the speaker's personality, where the teacher's proficiency in multiple languages aims to increase students' Arabic vocabulary. When the teacher speaks with the students, they will repeat words not understood by the students in a more comprehensible language.

Another factor is the use of more popular terms in English or Arabic and the intent to create humor to ease classroom tension, allowing students to learn more comfortably. The factors of the speaker and the interlocutor are crucial elements in interactive communication. The use of popular terms supports students in understanding the second language. Therefore, teachers need to master several languages and use code-switching/mixing to help students comprehend the meaning of the second language. This research is expected to be beneficial and serve as a reference for teachers or researchers discussing the challenges of learning Arabic. The study was conducted only with female students. It did not involve male students due to scheduling conflicts with school events, which resulted in the cancellation of Arabic classes for male students for three sessions. Future researchers should consider involving both genders to obtain more representative data.

ACKNOWLEDGMENT

AUTHOR CONTRIBUTIONS STATEMENT

The [ZTM] Is the primary researcher for this investigation, as well as the primary data gatherer, analyst, and writer of this journal article. As a research mentor, [AS] provided valuable advice regarding the research design, as well as helping to shape the conceptual framework of the article. [FNF] and [AER], as discussion partners, complement the parts of this article.

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