THE USE OF CODE-SWITCHING AND CODE-MIXING BY ENGLISH TEACHER AT MAN KOTA PALANGKA RAYA

THESIS

BY
KIKI AGUSTINA

STATE ISLAMIC INSTITUTE OF PALANGKARAYA
2018 M/1440 H

THE USE OF CODE-SWITCHING AND CODE-MIXING BY ENGLISH TEACHER AT MAN KOTA PALANGKA RAYA

THESIS

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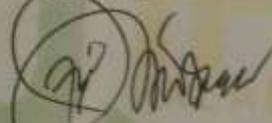
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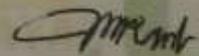
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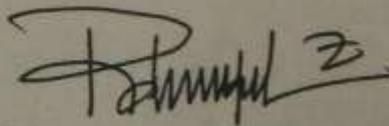
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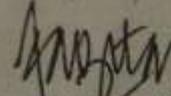
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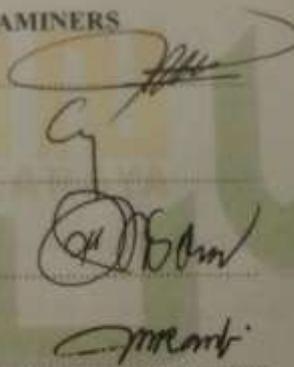
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MOTTO AND DEDICATION

"Wake Up The Ummah"

This thesis dedicated to:

My beloved father Riyanto and My mother Yansiani for their valuable endless prayer, sacrifice, and support. My beloved sisters Endah Novita Sari A.Md.Keb and my beloved brother Tito Nugraha, who always give support to me. My Big Family, my cousin, my aunty, and my uncle, who always support to me until finish this study. All of my friends of TBI 2014.

DECLARATION OF AUTHORSHIP

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

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declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of author and has not been written in collaboration with any other person, not does it include, without due acknowledgement, the work of any other person.

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Palangka Raya, October 2018

Your faithfully

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ABSTRACT

Agustina .Kiki. 2018. *The Use of Code-Seitching and Code-Mixing by English Teacher At MAN Kota Palangka Raya.* Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors : (1) Dr. Imam Qalyubi, M.Hum, (II) Hj. Apni Ranti, M.Hum.

Key words : *Code-Switching , Code-Mixing, Teacher, MAN Kota Palangka Raya*

This study aims to finding out the type of code-switching and code-mixing what teachers useing in schools and the reason teachers use code-switching and code-mixing. This study used descriptive qualitative research. in data analysis, researcher used instruments such as observation, interviews and documentation. The population in this study was a teacher who taught in class X MIPA 5 in MAN Kota Palangka Raya.

The results of research on how there was two types of bilingual class language: English as the primary language and Indonesia as an additional language and Indonesian as the main language and English as an additional language. A researcher found that in code-switching the types of code-switching carried out by English teachers in the class was three types according to the theory of the types of code switching made by the expert, the tag switching type appeared 2 times, the intra-sentential type appeared 31 times and the inter-sentential type appeared 23 times. Whereas in the code-mixing carried out by English teachers in the class was three types according to the theory of code-mixing purposed by the expert, the insertion type only appears 1 time, alternating types appear 44 times and congruent lexicalization types appear 10 times. The researcher also found that the reason teacher used language interfering and language transfer was if they wanted to discuss a particular topic, be firm about something, group identity, help students who were confused, and restore student concentration,

ABSTRAK

Agustina .Kiki. 2018. *The Use of Code-Seitching and Code-Mixing by English Teacher At MAN Kota Palangka Raya.* Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors : (1) Dr. Imam Qalyubi, M.Hum, (II) Hj. Apni Ranti, M.Hum.

Key words : *Code-Switching , Code-Mixing, Teacher, MAN Kota Palangka Raya*

Penelitian ini bertujuan untuk mengetahui jenis pengalihan kode dan pencampuran kode yang digunakan guru di sekolah dan alasan guru menggunakan alih kode dan pencampuran kode. Penelitian ini menggunakan penelitian kualitatif deskriptif. Dalam analisis data, peneliti menggunakan instrumen seperti observasi, wawancara dan dokumentasi. Populasi dalam penelitian ini adalah seorang guru yang mengajar di kelas X MIPA 5 di MAN Kota Palangka Raya.

Hasil penelitian tentang bagaimana ada dua jenis bahasa kelas bilingual: Bahasa Inggris sebagai bahasa utama dan Indonesia sebagai bahasa tambahan dan bahasa Indonesia sebagai bahasa utama dan bahasa Inggris sebagai bahasa tambahan. Seorang peneliti menemukan bahwa dalam kode-switching jenis-kode switching yang dilakukan oleh guru bahasa Inggris di kelas adalah tiga jenis sesuai dengan teori jenis-jenis kode switching yang dibuat oleh ahli, jenis tag switching muncul 2 kali, -sentensial tipe muncul 31 kali dan jenis antar-sentimental muncul 23 kali. Sedangkan dalam kode-pencampuran yang dilakukan oleh guru bahasa Inggris di kelas adalah tiga jenis sesuai dengan teori pencampuran kode yang dibuat oleh ahli, jenis penyisipan hanya muncul 1 kali, jenis bolak-balik muncul 44 kali dan jenis leksikalisasi kongruen muncul 10 kali . Peneliti juga menemukan bahwa alasan guru menggunakan bahasa yang mengganggu dan transfer bahasa adalah jika mereka ingin mendiskusikan topik tertentu, bersikap tegas tentang sesuatu, identitas kelompok, membantu siswa yang bingung, dan mengembalikan konsentrasi siswa,

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Your faithfully

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CHAPTER I

INTRODUCTION

A. **Background of the study**

Sociolinguistics is the study of the relationship between language and society. Sociolingustics deals with social factors, including regional, class, dialect, gender differences, and bilingualism. As Gumperz cited on in Wardhaugh (2015, p.14) claims that sociolinguistics is an attempt to find correlations between social structures and linguistic structures and to observe any changes that occur in society.

Bilingualism is the ability of individuals or community members to use two languages effectively or bilingualism is the practice of using language interchangeably, from one language to another, by a speaker. In bilingual communication, sometimes the languages are mixed or they are switched to another one. Then this phenomena are known as code-switching andcode-mixing.

An English class means that English as a foreign language and target language can serve as a teaching medium, which students are expected to understand and communicate in a foreign language. In addition, teachers in MAN Kota Palangka Raya as instructors present other languages or usually the native language of teachers and learners. Due to the existence of two languages that happened in class X MIPA 5, English as the target language and the native language of teacher and students then this situation leads code-switching and code-mixing is enabled. Usually this code switching occurs naturally of class interaction.

Teachers can start a lesson in one language, and then switch to another language while making the students comprehend both languages. According to Skiba (1997) cited on Moghadam (2012, p. 2220) claims that teachers can use code-switching in different activities to teach a second language. For instance, students can form two member groups and switch languages intentionally in dialogue; it helps them to learn each other's language.

Sert (2005) suggests that code-switching is used for self-expression and is a way to modify the language for personal gain and code-switching can have a positive effect. When teachers or students switch code they speak from the L1 to L2 or target language. This may have important and positive effects on foreign language learning. Related on Sert defines, the researcher found a very positive function for teachers when using code-switching, especially when conveying material that might be difficult for students to understand in class.

Leung (2010) defines code-mixing as a combination of two or more linguistic units from two different languages in a sentence. This concept is supported by Heller (1988, p. 1) who contends that code-mixing is the use of two or more languages in one episode of communication. When people speaking to each other, those who are monolinguals can only use one language, those who are bilinguals can use two languages and those who are multilingual can use more than two languages. It is something common for bilingual or multilingual societies or communities to mix their native language with other languages in their daily communication or interaction. For this purpose, they combine the elements of the two languages they are using in their sentences. They usually practice this

combination based on some various reasons, especially for showing their solidarity during their communication, usually in the oral form of communication.

MAN Kota Palangka Raya is one of the best schools in Palangka Raya, where the accreditation of the school is "A". English teacher has a good quality of English teaching and they are licensed by the government. Based on pre-observation, in the learning process, teachers use code-switching and code-mixing. Based on pre-interview the teacher said that the use of code-switching and code-mixing are to make teaching and learning easier and more effective.

So, based on the background of the study, the researcher was interested in researching the use of code-switching and code-mixing in the classroom by the teacher. The researcher conducts research on **"The Use of Code-Switching and Code-Mixing By English Teachers At MAN Kota Palangka Raya"**

B. Problems of the Study

Based on the previous background, the researcher formulates some research questions as follows:

1. What are the types of code-switching and code-mixing used by English teachers at MAN Kota Palangka Raya ?

2. What are the reasons of thecode-switching andcode-mixing used by English teacher at MAN Kota Palangka Raya ?

C. Objective of the Study

In relation to the problem statements, the objectives of the research are to find out:

1. To find the types of code-switching and code-mixing commonly used by the English teacher at MAN Kota Palangka Raya.

2. To analyze the reasons of code-switching and code-mixing used by the English teacher at MAN Kota Palangka Raya.

D. Significance of the Study

This research was significant for several reasons. First, the outcomes of this research were expected will give knowledge about the type of code-switching and code-mixing in communication. Second, it was hopefully can be the way to give information about the reasons for code-switching and code-mixing usage.

Theoretically, the findings of this research are intended to be used for a references for the further research in the future for the better understanding the use of code-switching and code mixing. Practically, this study expected to give more information for English teachers, learners, and future researcher

E. Limitation of the Study

This study focus on the used of code-mixing and code-switching (English to Bahasa Indonesian or vice versa) by an English teacher in MAN Kota Palangka Raya who teaching English in X MIPA 5 and focusing on two points; types of code-switching and code-mixing; reasons of code-switching and code-mixing used by an English teacher.

F. Definition of Key Terms

1. Code-Switching

According to Bokamba (1989) cited on Ayeomoni (2006, p. 91) claims that Code switching is a mixing of words, phrases and phrases from two different grammatical (sub) systems throughout the sentence boundary in the same speech event mixing code is the insertion of various linguistic units such as affix (bound morpheme), words (no bound morphemes), phrases and clauses of cooperative activity in which the participants, to conclude what is meant, must reconcile what they hear with what they understand

2. Code-Mixing

Code mixing is a phenomenon that is closely related to code switching. Code mixing usually occurs without changing topics and can involve several language levels such as phonology, morphology, grammatical structures or lexical items.According to Kachru cited on Nursjam (2004) defines code mixing as the term refers to the use of one or more languages for consistent transfer of linguistic units from one language into another, and by such a language mixture developing a new restricted or not so restricted code of linguistic interaction.

3. English Class

According to Cook (2002:333) cited on Sert (2005:4) stated that handles the subject matter considering bilingual classrooms in saying that the application of code switching in classes which do not share the same native

language may create problems, as some of the students (though few in number) will somehow be neglected.

So, at this point it may be suggested that the students should share the same native language, if code switching will be applied in instruction. Another point to consider in this respect is that the competence of the teacher in mother tongue of students also plays a vital role, if positive contributions of code switching are expected.
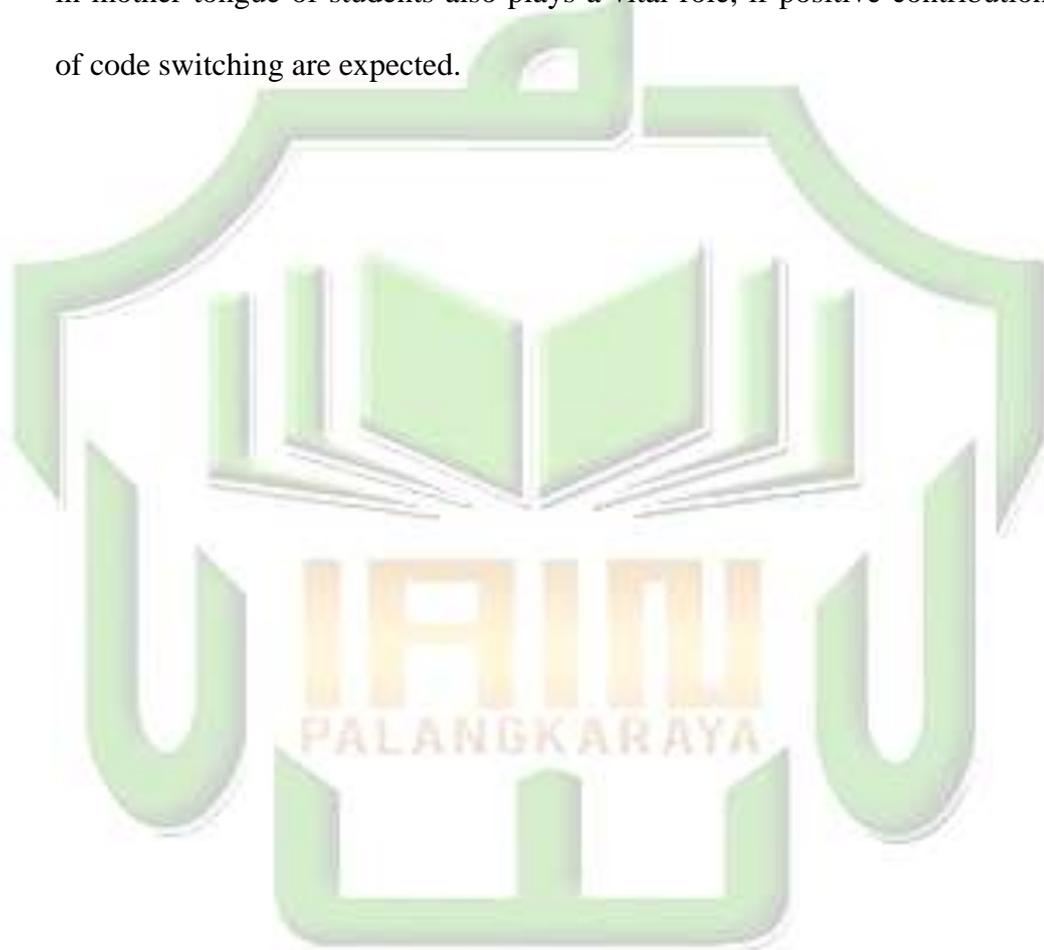
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies Research Findings

Many researchers have been conducting studies related to this research, there are as follow:

Saba (2016) found that in her study "Language Usage in Pakistani Classrooms", the use of code mixing, code switching, and language borrowing is frequent in Pakistani classrooms especially when it comes to English language learning. The findings reflect the role of L1 as a strategy and aid in the classrooms to enhance students' learnability and teachers' effectiveness in comprehension and understanding of the concepts. The primary goal is the students' understanding of concepts so the use of another language let it be Urdu or other indigenous languages is an edge and a strategy for better comprehension of the topic. The use of L1 aids the teacher to make the student a better learner and focus on result oriented teaching and learning aims to make the lecture interesting and to avoid wrong perceptions.

Waris (2012) in her study "Code-switching and mixing (Communication in Learning Language)" found that many teachers make code-mixing and code-switching in a different level of students, it depends on the situation, topic, and participant. The teacher should know and understand when they should emphasize the language.

Gulzar (2014) in her study "Code-Switching: Awareness about Its Utility in Bilingual Classrooms" found that code-switching is a useful source that can

help the teachers to emphasize, to clarify, and to check the understanding of the students in a more effective way. Code-switching can be taken as an extra aid to be applied in ESL classroom to achieve a certain enhancement in learning. This phenomenon can be used as an effective technique or strategy though it may, to some extent, hamper in achieving communicative competence as it is pointed out through some responses.

The similarity between the previous studies and this study was that both of them talk about code-mixing and code-switching, the differences between writer study and the previous studies were this research aims to conducted research on code-switching and code-mixing related to the types and the reasons. This study only focuses on the use of code-switching and code-mixing by teachers.

B. Sociolinguistics

Sociolinguistics was a study that studies the relationship of culture and how a language was used in the community. In this case, the language was closely related to the community of a region as the language acts as a means of communication and interaction between groups with one another. According to Holmes and Wilson (2017, p. 1) found that Sociolinguistics is studying the relationship between language and society. Related on Holmes and Wilson found, sociolinguistics explains why societies speak differently in different social contexts, and sociolinguistic identifies the social functions of language. Examine how people use language in different social contexts and can provide information on how the language works, as well as about social relationships within the

community, and how people convey their social identity aspects through their language.

Acording to Fishman (1972, p.1) cited on Sumarsih (2014, p. 78) found that the interaction between these two aspects of sociolinguistics is a society's habit of the use of language and the social fabric of habitual action. With clear language usage and stay focused on the social setting topics inherent in people's language habits. Thus, related on Fishman found sociolinguistics not only focuses on the organizational structure of the language but also on the level of language use in the community and familiarizes the language of the user in using the language used in accordance with the development and level of appropriate courtesy language in the community.

C. Speech Act

Speech acts were characteristically performed in the utterance of sounds or the making or marks. According to Austin (1962), by speaking, a person performs an act or do something. Austin define speech act as what actions we perform when we produce utterance. When the speaker produces a speech, it means that the speaker does some sort of giving orders, asking questions, making requests or promises. they not only produce speech that contains grammatical structures and words, but also some actions arise through those utterances. This action was intended to be seen through the very situation, in which this verb is used. The act of speaking was no longer focused on the sentence, but the problem of speaking in a speaking situation.

Searle (1969) state that speaking a language is engaging in a role governed from behavior and speaking a language is also performing speech act, such as making a statement, giving command, asking question, asking promises, and so on and abstractly, acts such as referring and predicting. Related on Searle found, in conclusion speech act is a condition that can replace the action for a particular purpose in a certain situation.

D. Bilingualsm

Bilingualism in Indonesian is commonly referred to as "kedwibahasaan" (Chaer, 1994, p. 84). Related on Chaer defines bilingualism is a social, psychological, and linguistic phenomenon and bilingualism is a phenomenon in which one can speak more than one language. The commonly used bilingualism can cover all situations where more than one language was spoken as communication at the individual or community level. Whenever there was more than one language in society it can be said to be bilingualism.

E. Code-Switching

In this section will explain the definition of code-switching and type code-switching. There are as follow:

1. Definitions of code-switching

Code-switching was a phenomenon of language contact that was generally defined as the alternate uses of two or more languages within a single conversation, usually marked by a clear break between the languages. Related on Ulfah (2014) defines code-switching is the alternation between two codes (language or dialects) between two people who share those particular code.

According to Victoria and Rodman (1998) found that code switching is a term in linguistics referring to using more than one language or dialect inconversation. Code-switching can be distinguished from other language contact phenomena such as loan translation (calques), borrowing, pidginsand creoles, and transfer or interference.

Code-switching was used to indicate the thinking of the speaker. When the language a person uses in conveying a message was perceived as unsuccessful or failing, the person needs to change the language into a language that the other person understands. According to Skiba (1997) cited on Moghadam (2012, p. 2220)code switching is the communicative exchange between two language codes among people who contribute to those specific codes. In this exchange, a number of social and linguistic factors direct the way code switching manifests it self. In natural conversations between two bilinguals, code switching includes eighty-four percent single word switches, ten percent phrase switches, and six percent clause switching.

2. Type of code-switching

According to Poplack (1980) cited on Ulfah (2014, p, 9) code-switching has three types, namely: (a) tag-switching, (b) intra-sentential code-switching, and (c) inter-sentential code-switching

    a. **Tag-switching, The tag code-switching occurs when bilingual inserts a short expression (tag) from a different language. Tag-switching involves inserting short tags or phrases in one language into a speech if not completely in another language. Where certain**

tags and phrases in one language are inserted into speech or vice versa in other words. This type of code switching occurs the most easily for the reason being that tags typically contain minimal syntactic restrictions; thus,they do not break syntactic rules when inserted into a sentence that is given in the L1 (Hamers & Blanc, 2000).

According to Holmes (2001) the tag-switching is sometimes called interjection, sentence filler in other language that serves as an ethnic identity marker. Some examples of interjection that fall into the category of tag-switching like Wow !, Oy !, Oh !, hello! Hi !, bye!, Ouch! No! Yes! While those classified as sentence filler in English that function as fillers for vacancies include likes, you know, well, actually, basically, and literally.

The example as follow:

- Mutta en mä viittiny, *no way* [English tag]! "But I'm not bothered, no way!" (Romaine, 1995)

The example of this type in teaching Indonesian bilingual switches from English to Indonesian

- Teacher   : Ya, please do the next page for homework

b. **Intra-Sentential,**in this type the speaker switches from one language to another in the same sentence. Thus the sentence will consist of two languages. Intra-sentential displacements were found when a word, phrase, or clause, of a foreign language, is found in a

sentence in the base language.Intra-sentensial switching could be thought of as requiring greater fluency in both languages than tag switching since major portions of the utterance must conform to the rules of both languages (Romaine, 1995: 96)

According to Poplack (1980), is possibly the most complex type among the three, as it can occur at clausa, sentential or even word level. A good example to cite here mightbe the onegiven by Poplack as the title of one of herpapers.

The exampleas follow:

- Sometimes I'll Start a Sentence in English *Y termino en espanol*.Translation: Sometimes I'll Start a Sentence in English and *finish it in Spanish*.

c. Inter-sentential**, in which a change of language occurs at the sentence levels, where each clause or sentence was in one language or the other. In inter-sentential switching a speaker switches from one language to another between different sentences. This implies that when a speaker of an individual was divided into sentences, one sentence will be in one language while the other sentence will be in a totally different language.**

According to Poplack (1980) this is the most complex type of code switching because the speaker has to control two linguistic system simultaneously. In line with Muysken (2000) intersentensial 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 or in the other hand means that Intersentential code switching occurs between a different number of sentences

The following examples shows inter-sentential code-switching from one language to another language. Example: "Ini lagu lama, tahun 60an. It's oldies but goodies". It shows that Indonesian bilinguals switch from Indonesia to English (Hidayat, 2008: 76).

The example in teaching process:

- Teacher: Any question so far students? Jika tidak ada, buka halaman selanjutnya.

F. Code-Mixing

In this section will explain the definition of code-mixing and type of code-mixing. There are as follow:

1. Definition of Code-mixing

Code-mixing is the other phenomenon closely related to code-switching. Code mixing takes place without a change of topic and can involve various levels of language such as phonology, morphology, grammatical structures or lexical items. Bhatia and Ritchie (2004) defined code mixing as the mixing of various linguistics unit (morphemes, words, modifier, phrases, clauses and sentences) primarily from two participating grammatical systems within a sentence.

Code-mixing occurs when a speaker uses a language predominantly supports a speech inserted with other language elements. This was usually related

to the characteristics of speakers, such as social background or level of education. Usually the prominent features are formal or informal situations. But it can occur due to language limitations, expressions in the language have no equivalent, so there was compulsion to used other languages, even though it only supports one function.

Wardhaugh (2006) found that code mixing occurs when conversants use both languages together to the extent that they change from one language to the other in the course of a single utterance It means that the conversants just change some of the elements in their utterance. Code mixing takes place without a change of topic and can involve various levels of language, e.g., morphology and lexical items.

A speaker who masters many languages will have a chance to mix code more than the other speaker who only masters one or two languages. If someone uses one word or phrase from one language, he or she has a mixed code. One thing that clearly has one grammatical one language, and the next clause is arranged according to the grammatical structure of other languages, then the events that occur are code-switching.

2. Type of code-mixing

According to Myusken (2000) have three types (a) Insertion, (b) Alternation , and (c) Congruent Lexicalization.

a. Insertion

This kind of code mixing occurs within a word boundary or occurs when lexical items from one language are incorporated into another. For example English-Indonesia:

- Kamu harus baca artikel-artikel terbaru setiap hari untuk meng-*update*pengetahuanmu tentang masalah-masalah yang terjadi saat ini. (You must read the latest articles every day to update your knowledge about the problems that occur at this time)

In the example above, the speakers mix the language between English and Indonesian at the level of word, so it was called intra-lexical code mixing. According to Cakrawarti (2012) cited on Hamdan (2015, p, 16) Another example such as in *shoppã* (English *shop* with the Panjabi plural ending) or *kuenjoy* (English *enjoy* with the Swahili prefix *ku*, meaning,, to)

b. Alternation

This form of mixed code appears when there were changes in the structure of two different languages, both grammar and vocabulary systems, which are not easily detected because they have merged into one utterance in a conversation. In other words, alternation is a mixed code that occurs when two different languages used in a clause between the two languages. This kind of code mixing occurs within a phrase, or a clause. for example English-Indonesian:

- *Tidak apa-apa*, I'll give it later (Don't worry, it's okay, I'll give it later).

In the example above, the speaker mixes the language between Indonesian and English, it was called the Intra-Sentimental code because the speaker mixes

the languages in a sentence boundary where the speaker says "tidak apa-apa" in her/his utterance.

Another example, when a French-English bilingual says: "I started going like this. *Y luego decla* (and then he said), look at the smoke coming out my fingers." And "*Estaba* training *para pelar*" : "He was training to fight (Hamdan, 2015: 15).

c. Congruent Lexicalization

This kind of code-mixing was congruent lexicalization, which refers to the situation where two languages share grammatical structures, which can be filled lexically with elements from either language. This form of mixed code appears when speakers combine two different grammatical systems without changing the structure by inserting non-numerical lexical from the two languages. In other words, congruent lexicalization was a form of code mixing in an utterance that contains a variety of words from different languages but can still be available. Full information because of the shared grammar system. The thing that stands out in the form of this code mix was the frequency of the appearance of these lexical elements. An utterance was said to use what form of code interfering if the appearance of lexical elements from different languages more than twice so that it seems to change continuously with other languages.

Example of Congruent lexicalization (Indonesian/English)

-   *Software* saya buat *convert* file wav jadi mp3 saya sudah *expired*. (My software for converting wav files to mp3 has expired).

G. Reasons of The Use Code-Switching or Code-Mixing

According to Hoffman's (1991) theory there are seven reasons of the code-switching and code-mixing. There are as follow:

1. Talking about a particular topic

People sometimes prefer to talk about a particular topic in one language rather than in another. They do this because a speaker feels free, more comfortable and easy to express their emotional feelings in a language that is their everyday language or familiar with it.

In the class, not all students were familiar with English, so the teacher sometimes switches or mixed English with Bahasa Indonesian, especially when talking about section reading and writing. They switch or mixed the code in order to avoid misunderstanding and conflicts.

2. Quoting somebody else

For this reason, happens when the interlocutor quotes famous expressions or utterances. The quotations were usually from the public figure or famous people. In Indonesian, those well-known figures were mostly from some English-speaking countries. Then, because many of the Indonesian people nowadays was good at English, those famous expressions or saying can be quoted intact in their original language. The interlocutor quotes someone's words to prove that an interlocutor was a modern person, who always update himself or herself with new information.

3. Be emphatic about something

Usually, when someone who was talking using a language that was not his native tongue suddenly wants to be emphatic about something, he/she, either intentionally or unintentionally, will switch from his second language to his first language. Or, on the other hand, there were some cases where people feel more convenient to be emphatic in their second language rather than in their first language.

4. Interjection (Inserting sentence fillers or sentence connectors)

Language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector. It may happen unintentionally or intentionally. Here the interlocutor uses a short exclamation that has no grammatical value. Hoffman (1991) stated that "language switching and language mixing among bilingual or multilingual people can sometimes mark by an interjection or sentence connector".

5. Repetition used for clarification

Hoffman (1991) declared that "when a bilingual wants to clarify his/her speech so that it will be understood more by the listener, he or she can sometimes use both of the languages that he or she mastered by saying the same utterance (the utterance is said repeatedly)". The repetition is not only to clarify the message, but also to emphasize the message.

6. Intention of clarifying the speech content for interlocutor

Hoffman (1991) said that "when a bilingual person talks to another bilingual, there will be lots of Code-Switching and Code-Mixing occurs". In other words, when bilingual talks to another bilingual, there will be lots of code

switching and code mixing occurs. It means to make the content of his/her speech runs smoothly and can be understood by the hearer.

7. Expressing group identity

Hoffman (1991) stated that code-Switching and Code-Mixing are strategies to express group identity because the way people communicate with their group are obviously different from the way they communicate with other people from other groups. Code switching and code mixing can also be used to express group identity. As it has been mentioned previously, the way of communication of academic people in their disciplinary groupings, are obviously different from other groups. In other words, the way of communication of one community is different from the people who are out of the community.
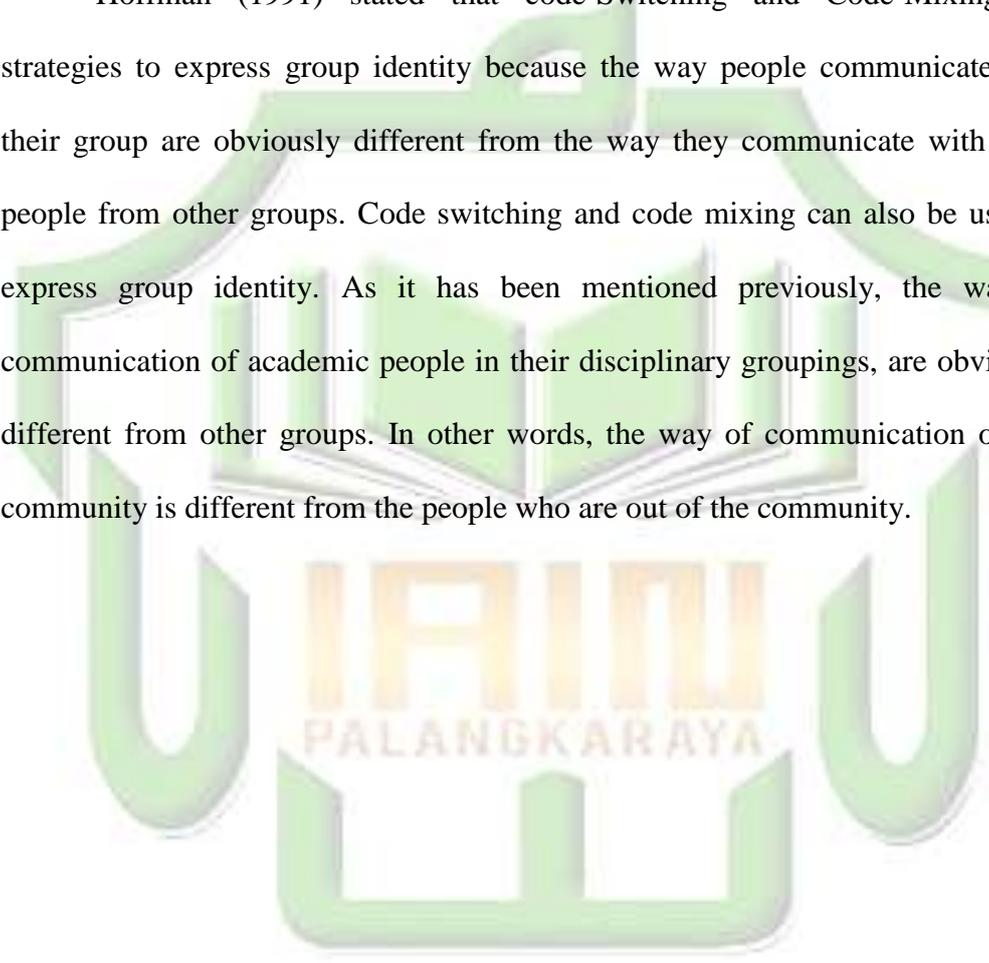
CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the design was descriptive qualitative research which uses case study. Produce an in-depth description, which able to illustrate the used of code-switching and code-mixing by an English teacher, in this research, there were methods mainly in collected the data and analyzing data according to the purpose of this study to get the right data from the use of code-switching and code-mixing by English teachers.

B. Subject of the Study

The researcher uses purposive samples that were believed to be sufficient to provide maximum insight and understanding of what they were learning. Where a teacher in MAN Kota Palangka Raya who taught in X MIPA 5 this was expected to get the data needed.

The researcher observes one teacher at X MIPA 5 because the teacher used two languages to deliver the materials was English and Bahasa Indonesia and the languages that the teacher used during the learning process are equal. It was indicated that not all English teacher in MAN Kota Palangka Raya who was observed by the researcher perform code-switching and code-mixing in the learning process. Besides, the class was always active during the learning process. The researcher observes a teacher at X MIPA 5 because the teacher uses two languages to deliver the material was English and Bahasa Indonesian and the languages that the teacher used during the learning process was equal. It was

indicated that was not all English teacher in MAN Kota Palangka Raya who was observed by the researcher perform code-switching and code-mixing in the learning process. Besides, the class was always active during the learning process. Although English was one of the difficult sources for the students, the way of a teacher to deliver the materials made them enjoy the materials and easily got the understanding of the materials.

C. Source of Data

In this research, teacher utterances become the main object in getting the desired data. The researcher wants to analyze the types and reasons of code-switching and code-mixing utterance used by an English teacher in the classroom. In this case, the utterance should include the code-switching and code-mixing in teaching English used by the English teacher.

This study uses three sources of data: first, the observation of the uses of code-switching and code-mixing in the class and know the type and reasons of code-switching and code-mixing used in english class. Second, the recording to avoid loss of required data and there will be two phases that will be record by the researcher during the teaching and learning process that was delivering teaching materials and using or practicing the target language. third, interviews used to find out more information such as the reasons of the used of code-switching and code-mixing used in the process of teaching and learning in class.

D. Instruments of the Research

In this study, the researcher used three instruments consisting of observation, documentation and interview.

1. Observation

The observation was used to determine what type of code-switching and code-mixing was used in the classroom and the reasons that occur from the use of code-switching and code-mixing in teaching and learning at MAN Kota Palangka Raya. The observation conducted by the researcher in one class. The researcher uses open observation in which the researcher does the observation with the teachers' permission. The researcher joins the class and observes the teaching-learning process passively without doing any involvement in the classroom. The researcher observes all the teacher instruction during the learning process, what languages which used by the teacher and how she or he makes the students understand the material by switching and mixing the languages. This consists of research data such as observation and checklist.

a. Checklist

Behavioral checklist or commonly called checklist is a method of observation that is able to provide information about the emergence or not observed behavior by giving a check mark ($\sqrt{}$) if the observed behavior appears (Herdiansyah, 2009, p. 136). In the checklist table the researcher will include observed behavior indicators raised by the subject of research.

2. Interview

Interviews conducted to obtain information by asking directly to the subject of research. This interview serves as a complemented to other methods used to collect data and was used also to test the truth and stability of data obtained by

other methods. An interview involves a one-on-one verbal interaction between the researcher and a respondent. In this study, the interview done to identify information about the used of code-switching and code-mixing by teachers.

The type of interview question used in this study was a structured interview. The questions were asked in a set / standardized order and the interviewer will not deviate from the interview schedule or probe beyond the answers received (so they are not flexible). Structured interviews were easy to replicate as a fixed set of closed questions are used, which was easy to quantify – this means it was easy to test for reliability.

3. Documentation

The type of documentation was recording. The recording was done to avoid the loss of data required by the researcher. The researcher needs documentation as proof of the study. The aims of documentation in this study were to record all of the data in a research and also as proof of research. It consists the data of the study such as observation (checklist) results (video) and interview results (audio). It was done to know the types and reason of the code-switching and code-mixing that teachers used during the teaching and learning process.

E. **Data Collection Procedure**

This research will be conducted at MAN Kota Palangka Raya. Researcher gets the data through a qualitative approach and this approach was highly dependent on observations and interviews conducted. Researcher applies classroom observation and structured interviews with the following procedures:

1. The researcher do a preliminary study to ascertain the place, subject, object, teaching-learning process and teaching-learning strategies used by an English teacher.

2. Researcher converge with the teachers to find out the schedule.

3. The researcher makes a check list on the results of the initial study by observing directly during the learning process. Observations was made in the classroom and when the used of code was done by the teacher during the learning process takes place. during the observation the researcher also analyze whether the occurrence of code-switching and code-mixing as in the theories already describe above to know the types and reasons used in class. Researcher records the learning process in the classroom to avoid losing the require data

4. While in the interview section was take after data from recordings and observations transcribe and analyze. The researcher asks questions to English teachers and the questions focus on teacher awareness when using code switching in the process of teaching and learning in the classroom and factor of code-switching and code-mixing.

F. Data Analysis Procedure

Researcher conducted data analysis to identify data obtained from observation, interviews, and recording. The data obtained were analyzed by using case study method. To analyze the data, the researcher did some procedures adopted from Nasution (2003, p. 126-130) which state there are four techniques use to analyze the data as follows:

1. Data Collection

The researcher collected data from collecting data collected from observations (checklists), documentation and interviews in X MIPA 5 class. Data collection consists of observations to schools and classes during lessons in progress; create a check mark in the checklists list table that can provide information about the appearance or behavior observed by giving a tick (√) if the observed behavior appears. Interview teachers regarding their responses or comments on the used of code-switching and code-mixing; at the interview session the researcher also recorded this activity so as not to lose the desired data. Data from the first observations and interviews also recorded was transcribed into written transcripts. Then, transcripts was identified between the code-switching and code-mixing utterances and the no-code-switching and no-code-mixing utterances.

2. Data Reduction

This was intended as a selected process. Researcher only select the primary data, focus on important data and reduce unnecessary data because the required data should be based on research objectives. First, on data reduction, words that do not used code-swiching and code-mixing was removed. The researcher identifies and selects the data, ie speech that was considered to used the code-switching and code-mixing and was also relevant to the research topic. So, the analysis only focuses on the data in accordance with the research questions that have been formulated. After the above steps, the researcher conducted an in-depth interview method to get the information.

3. Data Display

The data will be analyzed to determine the type and reasons of code-switching and code-mixing that may appear and be used in the learning process in the classroom. Data was identified and separated into specific groups based on the research focus. The focus of this research was the types and reason of code-switching and code-mixing. The result of the data reduction was made systematically in a simple draft.

4. Verification

Conclusions verified by looking back at data reduction whether before, during or after data collection. Verification, researcher have summarize the results of the study base on the problem and research objectives.

G. Data Endorsment

To find and authenticate the data obtained, the authors perform data validation.

1. Credibility

Validity can not be taken for granted. Relative - related to the purpose and circumstances of the study. The integrity of qualitative research depends on the existence of a validity problem. Validity concerns the accuracy or truth of the findings.

In qualitative research, in the test of data credibility or internal validity, data must be received and must received the truth from the source of information.

For the truth of the results of this study, researcher was supported by several ways, as follows:

a. Triangulation. In this study, the researcher used triangulation techniques, which collect data with various techniques from the same data source. that is with a teacher in X MIPA 5 class. From a teacher who was the source of the data, the data obtained will be analyzed and the data that has been analyzed by the researcher results in conclusions. In this case, the researcher uses different techniques. Researcher uses observation, documentation, and interviews to make the data obtained to be consistent and make the results of this study valid..

b. Member checking. Members were asked to check and re-examine the subject of research to obtain a common perception. The purpose of member checks was to make information gain for research and used in writing research reports. That was from the data obtained, the researcher gives confirmation to members who was the source of the data and who was the data givers to see which data was agreed and which was rejected. So that it can be used as evidence that the researcher has conducted a member examination.

2. Transferability

Transferability was the extent to which the findings of qualitative studies was applied or generalized to other contexts or to other groups. In this case, the researcher provide an accurate, systematic, detailed and complete description of the context and participants to assist the reader in determining the transferability.

How far the results of this study can be applied in other contexts. That is, the researcher provide details about the results of research undertaken, in which a person will re-read the results of his research in the future.

3. Dependability

In addition to maximizing the credibility and diversion of their findings, the researcher sought to demonstrate that the findings were reliable. In this case, the researcher wants to show that the method used can be reproduced and consistent, that the approach and the procedure used was suitable for context and can be documented, and external evidence can be used to test conclusions.

4. Confirmability

Credibility in qualitative research about the truth of findings. Credibility or truth values involve how to develop research designs, objects of research, and context and have an obligation to represent the reality of this researcher as accurately as possible and researcher also provide guarantees in the report. If the results of the research was a function of the research process carried out, then the research has met the standards of confirmation.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter consist of research findings and discussion. The finding designed to answer the research problems, there were the types and reasons of code-switching and code-mixing in classroom interaction.

A. Data Presentation

This research was conducted in three steps, that is observation, interview and documentation. First, the researcher conducted by making a check list on the results of the initial study by observing directly during the learning process. Observations were made in the classroom and when the user of the code was done by the teacher during the learning process takes place. During the observation, the researcher also documented the teacher's teaching process from the beginning of the learning activity until the end of the researcher also analyzed whether the occurrence of code-switching and code-mixing to find out the type and interviews were also conducted to obtain data on the reasons for teachers using code-switching and code-mixing. Observations were made on 9 October 2018 and on 16 October 2018 at MAN Palangka Raya City. At the end of the study conducted interviews with a teacher who taught English, it was done at different times during observation. It was done on October 22, 2018.

1. Data of Observation and Documentation

For the first data, the observation was conducted to find the type of code-switching and code-mixing used by English teachers. The researcher used observation checklist and documentation to got the data. The observation

checklist aimed to instrument completed by an observe the teaching and learning process in the classroom and the documentation aimed to find the type of code-switching and code-mixing. The types of code switching found by researchers through observation and documentation in class seem to found the type of code switching proposed by Poplack (1980);a) tag-switching, (b) intra-sentential code-switching, and (c) inter-sentential code-switching and the type of code-mixing proposed byMyusken (2000); (a) Insertion, (b) Alternation , and (c) Congruent Lexicalization.

a. **Type of Code-Switching**

1) Tag-Switching

-   I have to continue, *ya?*

-   The situation *ya* you can say "hi" before the intention

2) Intra-Sentential

-   You can practice with your friends *bisa ya nanti praktek dengan temannya.*

-   Before you come in front of the class you can choose *bisa pilih yang mana yang akan kamu gunakan* compliment or showing care.

-   I don't take your score, *saya tidak mengambil nilai kalian*. We just practice

-   Pay attention please. Keep silent, *kita diam dulu perhatikan temannya yang maju.*

- Today all of you should practice in front of the class, *jadi semuanya dari kalian harus praktek didepan kelas ya.*

- So *kalian semua harus praktek dan hari ini* all of you have chance ya.

- Yes what ever *bisa yang mana aja pilihan kamu*

- Than, your friend as a best football player, *bagaimana kamu memberikan pujian terhadap teman mu ini?* The best football player

- Silent please, *kasian anak nya ga dihiraukan ya*

- Ok next, *ini kamu dengan dia ceritanya pasangan baru yapergi liburan ke* Hawai.

- You say to your friend, for example all of you is a friends *kamu memuji teman kamu "beruntung ya kamu punya istri cantik, kok bisa dapat istri cantik sekali".*

- And you compliment your friend how lucky she is to have a husband using glasses and kk,stop *supaya teman-teman yang lain sempat maju kedepan ya.*

- So here. You can giving compliment more than one, *jadi kita juga bisa memuji orang lain in English.*

- Thank you, sit down please. We have practice about compliment. We have 10 example, *ada 10 contoh yang kita pelajari.* From 10 example you can make your own statement.

- There are many kind of compliment *banyak kata yang bisa kita gunakan untuk memberikan pujian.*

- About compliment and care *apa kalian semua sudah paham*?

- I belive that you can*, jika kalian sering belajar dan mempraktekkannya dirumah.*

- But its's polite*kita berbicara lebih sopan mungkin kepada orang yang lebih tua dari kita*. It's different with "will" and "going to", but have same meaning for the future.

- I don't said "we will tal our lesson" no, but I said "we are going to talk our lesson" *karena kepastinnya sangat diyakini akan terjadi*

- I will be here tomorrow" without verb *tanpa kata kerja* ya. Why? because the kinds of sentence is two

- Maybe tomorrow, next week or next year *atau tahun depan tapi sudah punya* hubungan dengankeluarga mu and her family

- you would visit my house" bisa langsung dirubah ke pertanyaan"bisakah kamu berkunjung kerumah ku?" "would you visit my house?".

- will you visit my house?" *dan jawaban kamumungkin "besok, minggu depan* or next month"

- That is English *itu lah bahasa inggris*, have different meaning.

- Now from you*kita dengarkan percakapan mereka.* Than, you practice in front of the class

- For the boy, *kamu membicarakan situasi kaya dan senang*. Let's see your friends performent.

- You make sure that you will give them the money*dankamu pastikan kamu bisa memberikan mereka uangnya.*

- You are best friend of Aya, *teman akrab kamu gitu ya*. Than, Awan have planning after finish in this school will go to university*of* Gajah Mada.

- And Aya, want to be a doctor *ingin menjadi dokter gitu ya*. But, Aya's father want her to be architect.

- The first you ask him and he answer your question. "What will you do after finish study in this school?" and she or he will answer *tergantung pada siapa kamu bertanya*

- Now, we practice. *Kita berlatih ya.,*now draw a girl picture. Please ask your friends.

3) Inter-Sentential

- What happen with your sock? *Kenapa kaos kaki nya kamu?*

- Who's next? *Apa kalian semuanya sudah?* Oh, Fauzan please come.

- Naufal today as best actor in Indonesian. How you give compliment for him? *Pemain film terbaik di Indonesia, film "ayat-ayat cinta" ya.*

- You are as a happy family, your wife is a beautiful women in this world and your daughter is a beautiful girl in this world. *Iyaa ini anaknya dan ini istri kamu ya ceritanya.*

- Your husband is the big boss, have many company and factory. How you compliment your husband? *Apakah memuji kehebatannya karena duitnya banyak atau kesuksesannya.*

- Now you compliment your mother. *Ceritanya gantian kamu lagi yang memuji ibu mu.*

- How you are so proud to have her. *Kalian sangat bangga menikah dengan pasangan mu, pujiannya apa?*

- You and you. *Kamu memuji dia dan dia memuji kamu.*

- You are very sweet couple because you are very handsome and your wife so beautiful". *Pasangan ini memuji pasangan ini dan pasangan ini memuji pasangan ini.*

- Let's think how you compliment your friends couple. *Apakah tentang kebersamaannya atau kekayaannya.*

- Who is the next? *Berikutnya siapa yang masuk dikelas ini?* After English

- ok, we are going to start our lesson about expression intention. Expression intention. How to express about intention. Who knows about intention? *ada yang tau?*

- Ya, for the future. "would" in here is not past from "will". *Ini bukan bentuk* "past" *dari* "will"*nya*

- It's different with "will" and "going to", but have same meaning for the future. *Sama saja untuk yang akan datang ya sama kan*

- What is the different? ada yang tau bedanya dengan "will" dan "going to"

- When we use verbal sentence it's mean we use verb, when we use nominal sentence we don't use verb but we use noun or adverb. *Sama semuanya karena itu adalah keinginan atau niat,atau kita dapat mengatakan sesuatu yang harus dilakukan di masa depan*

- Do you get it?*Apa sudah bisa kalianpahami poinnya?*

- Same pattern of the formula, . *Semua polanya sama dan kalian mengikutinya saja bagaimana menggunakannya*

- Do you get it? Now, I would like to practice in front of the class. *Apa kalian sudah benar-benar paham pada materi ini?* Because repeting make you sure.

- Every I come to this class, I always want all of you practicing. Because you will remember. Karena dengan praktek kita bisa mengingat sampai 90%.

- You can ask Soraya. beside you yang disamping saya ini apakah bisa diundang juga

- Ok. Ask her about the price? *Tanya berapa harganya tas nya?*

- Aya for the first. *Iya kamu, Aya yang pertama ceritanya bertanya pada temannya*

b. Type of Code-Mixing

1) Insertion
   - Will and would" is different if there is no "like-*nya*". "I would to go to Jakarta" "I will go to Jakarta".

2) Alternation
   - "You are a good boy" and this is complimenting or showing care. Complimenting it's mean *pujian*.

   - Showing care *atau kepedulian*. Than, the responses is "thank you....."

   - Compliment or care? Compliment showing *pujian*

   - Yes, this one complimenting "say thanks" or to compliment *memuji*

   - Next, *siapa?* Soraya and Lili come

   - So all of you should practice and *hari ini* all of you have chance ya.

   - Ok, thank you sit down please, *duduk.*

   - Repeat, *ulang* because I can'r hear you.

   - Compliment *dulu,* than continue for "care".

   - Louder please, *nyaring-nyaring*

   - One student more, *satu.* Yes, please come.

   - "congratulation" but with compliment, *jangan hanya* "congratulation" ya.

   - Mereka sangat sukses dan punya banyak sekali perusahaan *everywhere*.

- You give a compliment to others or *pasangan ini*.

- Let's think how you compliment your friends couple. *Kebersamaannya? Kekayaannya*?

- Choose one of them which one*, yang duluan*

- How beautiful women that you get yang disana ya.

- Your name, *namanya siapa?* Yes you, sorry I'm forget your name

- You are very lucky, *kamu sangat beruntung*. Smart husband yaa.

- You make based on the condition, *berdasarkan kondisi*.

- We make and than we are very impressed for something we can give compliment, *memberi pujian*.

- What, *contoh kepedulian untuk* Palu? Pray for Palu.

- You are very sad, *kamu sangat sedih* I'm sorry to hear that.

- Yes, *Tinggal* practice. All of you practice at home.

- Don's just at school because you just have 2 hour fot learning *disekolah*.

- But here *ingatAda perbedaan ya*, because we have three kinds of expressing intention.

- Let's see here.*Perhatiakan yang pertamanya*, the formula is using I would like + to. The second is use another object + will.

- What the other reason, *alasan lain*. "will" is close for the time between we speak about our planning. "I'm going to" is maybe very near or not long for the space time when we speak about our planning

- we can say that something to do in the future. *Yang akan datang*. In this case maybe use tonight, tomorrow, next month, next year, all of the adverb of time or place we can use in this sentences.

- Now, your friend said that have space time *ada waktunya*and space time long between when we speak

- The other explanation about "will" and " going to" is sure but "will" it maybe is not sure or just planning, *bisa dipahami*? Can you

- *Do you get it, paham antara* going to and will

- " we will go to Bali next year" it will happen or not*bisa terjadi tapi bisa tidak*. Do you get it?

- Example "I will go to Jakarta" "will you go to Jakarta?" *gitu kan*

- This is expression of intention, mengungkapkan suatu tujuan and happen in the future

- We will stay for a day in this house, *sehari saja*

- Tell about your planning, *ya silahkan*

- Ok. Ask her about the price *tanya* how much?

- How much you spend money? Five teen million, *50juta ya*

- When you say "would you" *atau* "*will you*"

- Next, one more. *Satu lagi ya* come to practice

- Ok finish? Did you understand? *Masih bingung* still confuse?

- Yes. *sama saja pertanyaannya* use "would, going to and will".

- I forbiden all of you to write, *dilarang menulis* just think

3) Congruent Lexicalization

- *Bukan* "thanks you" *tapi* "thank you" *ya* .

- You can practice at home *minimal* 10minute you can learn *dari* youtube, google to practice your pronoun, listening atau your reading.

- *Ini sudah* maybe 80% *atau* 90% it will be happen when I say "we are going to talk about our lesson today" *itu* 90% will be happenakan terjadi.

- It's different, *ada bedanya* ifyoustate "I'm going to" "we are going to" *jika* there is no doubt, *tidak ada keraguan*

- *Perbedaan ini* when we speak with someone it is different in structure *dan juga* different in meaning, *perbedaan maknanya*. Ok, any question?

- Jika menggunakan *question word* kalo menggunakan "what where" *tapijika diaexpressing intention* maka kita bisa menggunakan "*would, will, and going to*".

- There is polite, *ada yang* sure will be happen, *ada juga yang* maybe also will not sure "i'm going to buy a motorcycle" *duit sudah ada,* it is use "going to"

- *Itu bisa ya*, can you? Ok, *akan menikah tahun depandan sekarang anggaplah* this is your teacher andyou invite your teacher to come your party.

- My question is "I have two children *2 anak* a boy and a girl. Than, I have brother and my brother have girlfriend" do you get it? "and what is the relationship between this one and this one?" *Sepupu*?

- Ok. Pay attention. Now we have guest mystery, *tamu misteri ya*. You all, all of us guess "how am I" *"siapa saya"*. It can be a doctor, it can be a professor. Every student have one Congruent Lexicalization question and don't ask about

2. Data Of Interview

For the second data, interview was conducted to found the reasons of code-switching and code-mixing used by English teachers. The researcher used interview to got the data., the researcher wanted to know what the reasons teacher used Code-Switching and Code-Mixing. The researcher conducted an interview on October 22th, 2018 and start at 14.00 until 14.30 WIB. Interviews were conducted with teacher. First, the interview was done with teacher who taught English in X MIPA 5. The questions that researcher asked teacher was, what the teacher think about code-switching and code-mixing, have the teacher ever switched or mixed language when speak English and how often, who is the main target when the teacher switched or mixed the instruction, what do the teacher think when he switched or mixed that language, what makes the teacher switched or mixed languages when teaching learning process, why do the teacher switched or mixed those languages or instruction when teaching learning process, is there any special reasons that the teacher have to switched or mixed your language, and

how do students react when the teacher switch or mixed language when teaching and learning.

Based on the interview, the teacher revealed that the reason teachers used code-switching and code mixing was to show group identity, when they want to be assertive about something to students and to clarify something that was not understand by students when the teacher speaks English.

B. Research Findings

1. The Type Of Code-Switching and Code-Mixing Used By English Teacher

a. The Type of Code-Switching Used by English Teacher

The data about the utility of code-switching in the classroom which had been gathered showed all the types of code-switching proposed by According to Poplack (1980) have three types (: (a) tag-switching, (b) intra-sentential code-switching, and (c) inter-sentential code-switching. These types will be explained specifically as following

1) Tag-Switching, in this kind of code switching, tags and certain set phrases in one language was inserted into an utterance in another or we can said inserts a short expression from a different language. Short expression (tags) typically contain minimal syntactic restrictions; thus,they do not break syntactic rules when inserted into a sentence that is given in the L1. It was show from the observation when the teacher They are as follow:

- I have to continue, *ya?*

In this sentence, English as the instruction and Bahasa Indonesia as the embedded (switch). So, the code switching of this sentence was occurred from English to Indonesia. This sentence was included into Tag or emblematic code switching because the speaker put Indonesian tag *(ya)* into English sentence.

2) **Intra-Sentential,** in this type the speaker switches from one language to another in the same sentence. Thus the sentence will consist of two languages. Intra-sentential displacements are found when a word, phrase, or clause, of a foreign language, was found in a sentence in the base language. According to Poplack (1980) is possibly the most complex type among the three as it can occur at clausa, sentential or even word level. They are as follow:

- Before you come in front of the class you can choose *bisa pilih yang mana yang akan kamu gunakan* compliment or showing care.

The data showed that this type of code-switching was dominated by the sentence which is its language matrix English or we can say English as instruction and Bahasa Indonesia as the embedded. In one sentence there were two languages that were switched, from English (Before you come in front of the class you can choose) then switch to Bahasa Indonesia (bisa pilih yang mana

yang akan kamu gunakan) and switch to English again (compliment or showing care.)

So, the code-switching of this sentence has occurred from English to Indonesia. This type of code-switching was dominated by the sentence, this sentence was classified into intra-sentential code switching because the speaker switches the clauses in the sentence or the speaker switches the utterances from English clause to the Indonesian utterance or Indonesian clause or vice versa.

3) Inter-sentential, in this type which a change of language occurs at the sentence levels. A speaker switch from one language to another between different sentences. This implies that when the speaker of an individual was divided into sentences, one sentence will be in one language while the other sentence will be totally different language. They are as follow:

(Recorded on October 9th, 2018)

- What happen with your sock? *Kenapa kaos kaki nya kamu?*

The data showed, English as the instruction (What happen with your sock?) and Bahasa Indonesia as the embedded *(Kenapa kaos kaki nya kamu?).* So, the code-switching of this sentence has occurred from English to Indonesia. This sentence was included as the terms of inter-sentential code switching because the speaker switches the language between sentences, there were two sentences

in one utterance, the first was English sentence and Indonesian sentence and the code-switching also occurs between sentences.

b. The Type Of Code-Mixing Used By English Teacher

The data about the utility of code-switching in the classroom which had been gathered showed all the types of code-mixing proposed by According to Myusken (2000) have three types (a) Insertion, (b) Alternation , and (c) Congruent Lexicalization. These types will be explained specifically as following.

1) Insertion, in this type, which a change of language insertion of material (lexical items or entire constituents) from one language into a structure from the other language. associated with Myers-Scotton (1993) cited on Myusken (2000) stated that the constraints in terms of the structural properties of some base or matrix structure. Here the process of code-mixing was conceived as something to borrowing: the insertion of an alien lexical or phrasal category into a given structure.. They are as follow:

(Recorded on October16th, 2018)

- "Will and would" is different if there is no "like-*nya*". "I would to go to Jakarta" "I will go to Jakarta".

In this sentence, English as the instruction and Bahasa Indonesia as the embedded (switch). So, the code-mixing of this sentence has occurred from English to Indonesia. In this type, which

a change of language insertion of material (lexical items or entire constituents) from one language into a structure from the other language. The teacher adds the Indonesian suffix (-nya) in English word (like), and the code mixing occurs within a word boundary.

2) Alternation, this kind of code mixing occurs within a phrase, a clause or a sentence boundary. This form of mixed code appears when there are changes in the structure of two different languages, both grammar and vocabulary systems. They are as follow:

(Recorded on October 9th, 2018)

- Yes, *Tinggal* practice, all of you practice at home everyday and it can be help you.

The data showed English as the instruction and Bahasa Indonesia as the embedded (Tinggal). So, the code mixing of this sentence has occurred from English to Bahasa Indonesia. As a basic concept of Alternation, when the speaker mixes or puts another word to the sentence. By inserting another word (Bahasa Indonesia) to the English sentences, it can be classified as a form of Alternation code mixing. In code mixing concept it can be concluded as an Alternation (code-mixing). The speaker puts the Indonesia word to the English sentence and the mixing occurs within a sentence boundary.

(Recorded on October16th, 2018)

- Ask how much you spend the money for this holiday? Say

  100juta one million

The data showed, English as the instruction and Bahasa Indonesia as the embedded *(100 juta).* So, the code mixing of this sentence has occurred from English to Bahasa Indonesia. As a basic concept of Alternation, when the speaker mixes or puts another word to the sentence. By inserting another word (Bahasa Indonesia) to the English sentences, it can be classified as a form of Alternation code mixing. In code mixing concept it can be concluded as an Alternation (code-mixing). The speaker puts the Indonesia word to the English sentence and the mixing occurs within a sentence boundary.

From the data which had been gathered, the researcher can concluded the teacher mixed their code to inserts Indonesia word into English sentence, and this mixing occurs within a sentence boundary. Thus, the students were expected to able to understand the teaching material or instructions better, and then they were also expected to be able to do the instruction correctly.

3) Congruent Lexicalization, this kind of code-mixing was congruent lexicalization, which refers to the situation where two languages share grammatical structures, which can be filled lexically with elements from either language. This form of mixed code appears

when speakers combine two different grammatical systems without changing the structure by inserting non-numerical lexical from the two languages. In other words, congruent lexicalization was a form of code mixing in an utterance that contains a variety of words from different languages but can still be available. They are as follow:

(Recorded on October 9th, 2018)

- *Bukan* "thanks you" *tapi* "thank you".

The data showed, English as the instruction and Bahasa Indonesia as the embedded (Mixed). So, the code mixing of this sentence is occurred from English to Bahasa Indonesia.As a basic concept of congruent lexicalization, when the speaker mixes where two languages share grammatical structures, which can be filled lexically with elements from either language. This form of mixed code appears when speakers combine two different grammatical systems without changing the structure by inserting non-numerical lexical from the two languages. By inserting another word (Bahasa Indonesia) to the English sentences and two languages share grammatical structures, it can be classified as a form of congruent lexicalization code-mixing. In code mixing concept it can be concluded as an congruent lexicalization(code-mixing).

2. **The Reasons Of The Code-Switching And Code-Mixing Used By English Teacher**

In this section the writer, discussed about the reasons of Code-Switching and Code-Mixing was used by English teacher. There was 9 potential reasons of Code-Switching and Code-Mixing based on Hoffman's theory, they are as follow: (a) Talking about a particular topic, (b) Quoting somebody else, (c) Be emphatic about something, (d) Interjection (Inserting sentence fillers or sentence connectors), (e) Repetition used for clarification, (f) Intention of clarifying the speech content for interlocutor, (9) Expressing group identity.Based on the interview data, the researcher can conclude that there are 3 reasons based on the theory above and 2 other reasons for the teacher to use Code-Switching and Code-Mixing as follows:

1. Talking about a particular topic

From the data collected through interviews, researchers can conclude that the reason teachers use Code-Switching and Code-Mixing was because they see the ability of students themselves.

2. Be emphatic about something

From the data collected through interviews, researchers can conclude that the reason teachers used Code-Switching and Code-Mixing is because be emphatic about something. the teacher switched or mixed the language in order to emphasize certain terms.

3. Expressing group identity

From the data collected through interviews, researchers can conclude that the reason teachers use Code-Switching and Code-Mixing because of express group identity. In this class, there were some students who have moderate abilities and there were some students who were capable of good abilities. If the ability of the students turns out they were some people there or some students has low-ability then they were very helpful with the use of mixing and switching.

4. Help students who was confused

If there ware a vocabulary and the type of sentence in learning was unfamiliar, the teacher must switch or mix to help the students by the switching or mixing

5. restore student concentration,

According to the teacher, teaching-learning it should be done in the morning it was very good. If there were English lessons in the afternoon, students lack concentration and students need the maximum help from the teacher so they can restore their concentration so that the teaching-learning process in the classroom will be more conducive

B. Discussion

In this section, the researcher discusses the findings in depth to answer the problem formulation stated in Chapter I. To provide a complete explanation, some data from the appendix was taken as the examples. This section consists of two parts. The first part was related to the types of code-switching and code-mixing,

which was presented to answer the first formulation of the problem and the second part was about the reasons of code-switching and code-mixing, which was presented to answer the second formulation.

1. The types of code-switching and code-mixing used by English teachers

According to Poplack (1980) there are three types of code-switching. They are; Tag-Switching, Intra-Sentential, Inter-Sentential. Each of them is explained one by one and followed by some examples.

a. Tag-Switching, **the tag-switching occurs when bilingual inserts a short expression (tag) from a different languageor involves inserting short tags or phrases in one language into a speech if not completely in another language and** this type contain minimal syntactic restrictions; thus,they do not break syntactic rules when inserted into a sentence that is given in the L1.

Based on the findings, there are 2 data which are categorized as tag switching, as follows:

-   The situation*ya* you can say "hi" before the intention

In this sentence, English as the instruction and Bahasa Indonesia as the embedded (switch). So, the code-switching of this sentence has occurred from English to Indonesia. This sentence was included into Tag or emblematic code switching because the speaker put Indonesian tag (ya) into English sentence. The word "ya" was tag-switching because it occurs as a tag and its occurrence will not change the main point of the sentence. It can be seen from "The situation ya you can say "hi" before the intention". In

this case, the point of the sentence was about intention. When the word was omitted, it will be "The situation you can say "hi" before the intention". Therefore, the point of the sentence was still the same. The word does not change the main point of the sentence because it occurs as a tag..

b. Intra-Sentential, in this type, the teacher switches from one language to another in the same sentence. Thus the sentence will consist of two languages. Intra-sentential displacements were found when a word, phrase, or clause, of a foreign language, was found in a sentence in the base language. Based on the findings, there are 32 data which are categorized as intra-switching, as follows:

- Than, your friend as a best football player, *bagaimana kamu memberikan pujian terhadap teman mu ini?* The best football player

In this sentence,English or we can said English as instruction and Bahasa Indonesia as the embedded. In one sentence there were two languages that are switched, from English (Than, your friend as a best football player) than switch to Bahasa Indonesia (*bagaimana kamu memberikan pujian terhadap teman mu ini).* It iscategorized as intrasentential switching.

- Before you come in front of the class you can choose *bisa pilih yang mana yang akan kamu gunakan compliment* or showing care.

In this sentence, English or we can said English as instruction and Bahasa Indonesia as the embedded. In one sentence there were two languages that switched, from English (Before you come in front of the

class you can dominated by the sentence which its language matrix choose) than switch to Bahasa Indonesia (*bisa pilih yang mana yang akan kamu gunakan)* and switch to English again *(*compliment or showing care).

From the data which had been gathered, the researcher can concluded that the teachers attend to avoid the switching of from Bahasa Indonesia in to the English. Conversely the switching from English into Bahasa Indonesia could be easier. This has related to the different position of the two codes, where English has considered to be the target language in the classroom. The use of English which has learned formally as the target language in the classroom demands the students and the teachers to emphasize the formal and proper used of the target language. Also, the achievement of the language learning was indicated by the rate of accurate target language form shown by the speakers.

c. Inter-sentential, in this type, which a change of language occurs at the sentence levels. a speaker switch from one language to another between different sentences. This implies that when the speaker of an individual is divided into sentences, one sentence will be in one language while the other sentence will be totally different language. The topic of the conversation may be switched by pause employed by the teacher. The pause employed here shows a brief suspension of the voice to indicate limits or relations of sentences. Based on the findings, there were 23 data that belong to inter-sentential switch..

-   What happen with your sock? *Kenapa kaos kaki nya kamu?*

In this sentence, English as the instruction (What happen with your sock?) and Bahasa Indonesia as the embedded *(Kenapa kaos kaki nya kamu?).* So, the code-switching of this sentence has occurred from English to Indonesia. This sentence has included as the terms of inter-sentential code switching because the speaker switches the language between sentences, there were two sentences in one utterance, the first was English sentence and Indonesian sentence and the code-switching also occurs between sentences.

- When we use verbal sentence it's mean we use verb, when we use nominal sentence we don't use verb but we use noun or adverb. *Sama semuanya karena itu adalah keinginan atau niat,atau kita dapat mengatakan sesuatu yang harus dilakukan di masa depan.*

In this sentence, English as the instruction (When we use verbal sentence it's mean we use verb, when we use nominal sentence we don't use verb but we use noun or adverb) and Bahasa Indonesia as the embedded (*Sama semuanya karena itu adalah keinginan atau niat,atau kita dapat mengatakan sesuatu yang harus dilakukan di masa depan).* So, the code-switching of this sentence has occurred from English to Indonesia. This sentence was included as the terms of inter-sentential code switching because the speaker switches the language between sentences, there were two sentences in one utterance, the first is English sentence and Indonesian sentence and the code-switching also occurs between sentences..

From the data which had been gathered, the researcher can concluded the teacher switched their code to make the explanation or instruction comprehensible for the students. Thus, the students were expected to able to understand the teaching material or instructions better, and then they were also expected to be able do the instruction correctly. They tried to construct pleasant classroom restated through using Bahasa Indonesia. The explanation in English was often switched in Bahasa Indonesia in order to create a comfortable situation for the whole class.

Proposed by According to Myusken (2000) have three types (a) Insertion, (b) Alternation , and (c) Congruent Lexicalization. Each of them is explained one by one and followed by some examples.

a. Insertion, in this type, which a change of language insertion of material (lexical items or entire constituents) from one language into a structure from the other language. The constraints in terms of the structural properties of some base or matrix structure. Here the process of code-mixing is conceived as something to borrowing: The insertion of an lexical or phrasal category into a given structure. Based on the findings, there were 1 data that belong to insertion mixed

- Will and would" is different if there is no "like-*nya*". "I would to go to Jakarta" "I will go to Jakarta".

In this sentence, English as the instruction and Bahasa Indonesia as the embedded (switch). So, the code-mixing of this sentence has occurred from English to Indonesia. In this type, which a change of language

insertion of material (lexical items or entire constituents) from one language into a structure from the other language. The teacher adds the Indonesian suffix (-nya) in English word (like), and the code mixing occurs within a word boundary.

b. Alternation, this kind of code mixing occurs within a phrase, a clause or a sentence boundary. This form of mixed code appears when there were changes in the structure of two different languages, both grammar and vocabulary systems. Based on the findings, there were 44 data that belong to alternation mixed, as follow:

- Yes, *Tinggal* practice, all of you practice at home everyday and it can be help you .

In this sentence, English as the instruction and Bahasa Indonesia as the embedded (*Tinggal*). So, the code mixing of this sentence was occurred from English to Bahasa Indonesia. As a basic concept of Alternation, when the speaker mixes or puts another word to the sentence. By inserting another word (Bahasa Indonesia) to the English sentences, it can be classified as a form of Alternation code mixing. In code mixing concept it can be concluded as an Alternation (code-mixing). The speaker puts the Indonesia word to the English sentence and the mixing occurs within a sentence boundary.

- So all of you should practice and *hari ini* all of you have chance ya.

In this sentence, English as the instruction and Bahasa Indonesia as the embedded *(100 juta).* So, the code mixing of this sentence is occurred

from English to Bahasa Indonesia. As a basic concept of Alternation, when the speaker mixes or puts another word to the sentence. By inserting another word (Bahasa Indonesia) to the English sentences, it can be classified as a form of Alternation code mixing. In code mixing concept it can be concluded as an Alternation (code-mixing). The speaker puts the Indonesia word to the English sentence and the mixing occurs within a sentence boundary.

- Mereka sangat sukses dan punya banyak sekali perusahaan *everywhere*.

In this sentence, Bahasa Indonesia as the instruction and English as the embedded *(everywhere.)*. So, the code mixing of this sentence has occurred from English to Bahasa Indonesia. As a basic concept of Alternation, when the speaker mixes or puts another word to the sentence. By inserting another word (Bahasa Indonesia) to the English sentences, it can be classified as a form of Alternation code mixing. In code mixing concept it can be concluded as an Alternation (code-mixing). The speaker puts the Indonesia word to the English sentence and the mixing occurs within a sentence boundary.

- Let's think how you compliment your friends couple. *Kebersamaannya? Kekayaannya*?

In this sentence, English as the instruction and Bahasa Indonesia as the embedded *(Kebersamaannya)*. So, the code mixing of this sentence has occurred from English to Bahasa Indonesia. As a basic concept of

Alternation, when the speaker mixes or puts another word to the sentence. By inserting another word (Bahasa Indonesia) to the English sentences, it can be classified as a form of Alternation code mixing. In code mixing concept it can be concluded as an Alternation (code-mixing). The speaker puts the Indonesia clause to the English sentence and the mixing occurs within a sentence boundary.

c. Congruent Lexicalization, this kind of code-mixing is congruent lexicalization, which refers to the situation where two languages share grammatical structures, which can be filled lexically with elements from either language. This form of mixed code appears when speakers combine two different grammatical systems without changing the structure by inserting non-numerical lexical from the two languages.In other words, congruent lexicalisation is a form of code mixing in an utterance that contains a variety of words from different languages but can still be available. Based on the findings, there were 44 data that belong to alternation mixed:

- *Bukan* "thanks you" *tapi* "thank you".

The data showed, English as the instruction and Bahasa Indonesia as the embedded (Mixed). So, the code mixing of this sentence has occurred from English to Bahasa Indonesia. As a basic concept ofcongruent lexicalization, when the speaker mixes where two languages share grammatical structures, which can be filled lexically with elements from either language. This form of mixed code appears when speakers

combine two different grammatical systems without changing the structure by inserting non-numerical lexical from the two languages. By inserting another word (Bahasa Indonesia) to the English sentences and two languages share grammatical structures, it can be classified as a form of congruent lexicalization ode mixing. In code mixing concept it can be concluded as an congruent lexicalization(code-mixing).

- You can practice at home *minimal* 10minute you can learn *dari* youtube, google to practice your pronoun, listening *atau* your reading.

The data showed, English as the instruction and Bahasa Indonesia as the embedded (Mixed). So, the code mixing of this sentence has occurred from English to Bahasa Indonesia. As a basic concept ofcongruent lexicalization, when the speaker mixes where two languages share grammatical structures, which can be filled lexically with elements from either language. This form of mixed code appears when speakers combine two different grammatical systems without changing the structure by inserting non-numerical lexical from the two languages. By inserting another word (Bahasa Indonesia) to the English sentences and two languages share grammatical structures, it can be classified as a form of congruent lexicalization ode mixing. In code mixing concept it can be concluded as an congruent lexicalization(code-mixing).

2. The reasons of the code-switching and code-mixing used by English teacher

        According to the theory mentioned earlier, there were 9 potential reasons for Code-Switching and Code-Mixing based on Hoffman's theory, they were as follows: (a) Talking about a particular topic, (b) Citing others, (c) Being assertive about something, (D) Interjection (Entering the filler sentence or sentence connector), (e) Repetition is used for clarification, (f) The purpose of clarifying speech content for the interlocutor, (9) Expressing group identity. After analyzing the data, the researcher found that code switching and code mixing used by the teacher had reasons based on interview data, the researcher could conclude that there were 3 reasons based on the previous theory the teacher used Code-Switching and Code-Mixing as follows:

a. Talking about a particular topic, from the data collected through interviews, researchers can conclude that the reason teachers used Code-Switching and Code-Mixing was that they saw the ability of students themselves. The level of difficulty of the material he taught included certain topics and also looked at vocabulary and even saw the types of sentences in learning. Learning will be very difficult to run smoothly if students feel there has words or sentences that were not familiar and therefore the task of the teacher to provide assistance to students by used mixing or switching.

b. Be emphatic about something, from the data collected through interviews, researchers can conclude that the reason teachers use Code-Switching and

Code-Mixing was that emphatic about something. The teacher switched or mixed the language in order to emphasize certain terms.

- *Bukan* "thanks you" *tapi* "thank you".

From these code-mixing sentences, the teacher mixed the language in order to emphasize certain terms. For instance, sentence number one about "*Bukan*" and "*Tapi*". The speaker mixed the utterances because the teacher wanted to be emphatic about how to say the word "thank you" correctly.

c. Expressing group identity, From the data collected through interviews, researcher can conclude that the reason teachers used Code-Switching and Code-Mixing because of express group identity. In this class, there were some students who have moderate abilities and there were some students who were capable of good abilities. If the ability of the students turns out they were some people there or some students were low-ability then they were very helpful with the used of mixing and switching.

Based on interview data the researchers also found 2 others reasons teachers use code-switching and code-mixing as follows:

a. Help students who was confused, if there ware a vocabulary and the type of sentence in learning was unfamiliar, the teacher must switch or mix to help the students by the switching or mixing

b. Restore student concentration, according to the teacher, teaching-learning it should be done in the morning it was very good. If there were English lessons in the afternoon, students lack concentration and students need the

maximum help from the teacher so they can restore their concentration so that the teaching-learning process in the classroom will be more conducive.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contained the conclusion of the findings and suggestions. The finding and the suggestion were aimed at the teacher, specifically for the MAN Kota Palangka Raya, and those who are interest further in researching the use of code-switching and code-mixing

A. Conclusion

Based on the result of data analysis and finding in the previous chapter, the researcher puts forward the following conclusion:

1. The types of code-switching carried out by English teachers in the class was three types according to the theory of the types of code switching made by Poplack (1980). The code-switching types were: (a) tag-switching code-switching appeared 2 times, (b) Intra-sentential code-switching appeared 31 times and (c) Inter-sentential appeared 23 times. And the types of code-mixing carried out by English teachers in the class was three types according to the theory of code-mixing purposed by Myusken (2000). These types were :(a) Insertion appears 1 time, (b) Alternation appear 44 times, and (c) Congruent Lexicalization appear 10 times.

2. The reasons commonly used by the English teachers in the classroom purposed also for some motive, these reasons was: (a) Talking about a particular topic, (b) Be emphatic about something, (c) Expressing group identity (d) help students who was confused, and (e) Restore studenta concentration.

B. Suggestion

1. Teachers can used code-switching to lubricate the communication with their students in order to maintain the classroom's situation. And as the result, it was expected that the students will be able to be accustomed to communication in the classroom. Code-switching and code-mixing can be applied when the teacher explains the material or gives instructions to students so that students were easier to understand. Teacher should not evade the existence of code-switching in teaching English in the classroom as it has many advantages in teaching students in the classroom.

2. For the other researchers this design of this thesis used descriptive qualitative research which use case study, its recommended for the other researcher to do the research used the other design to increase better research for who interest researching the use of code-switching and code-mixing.

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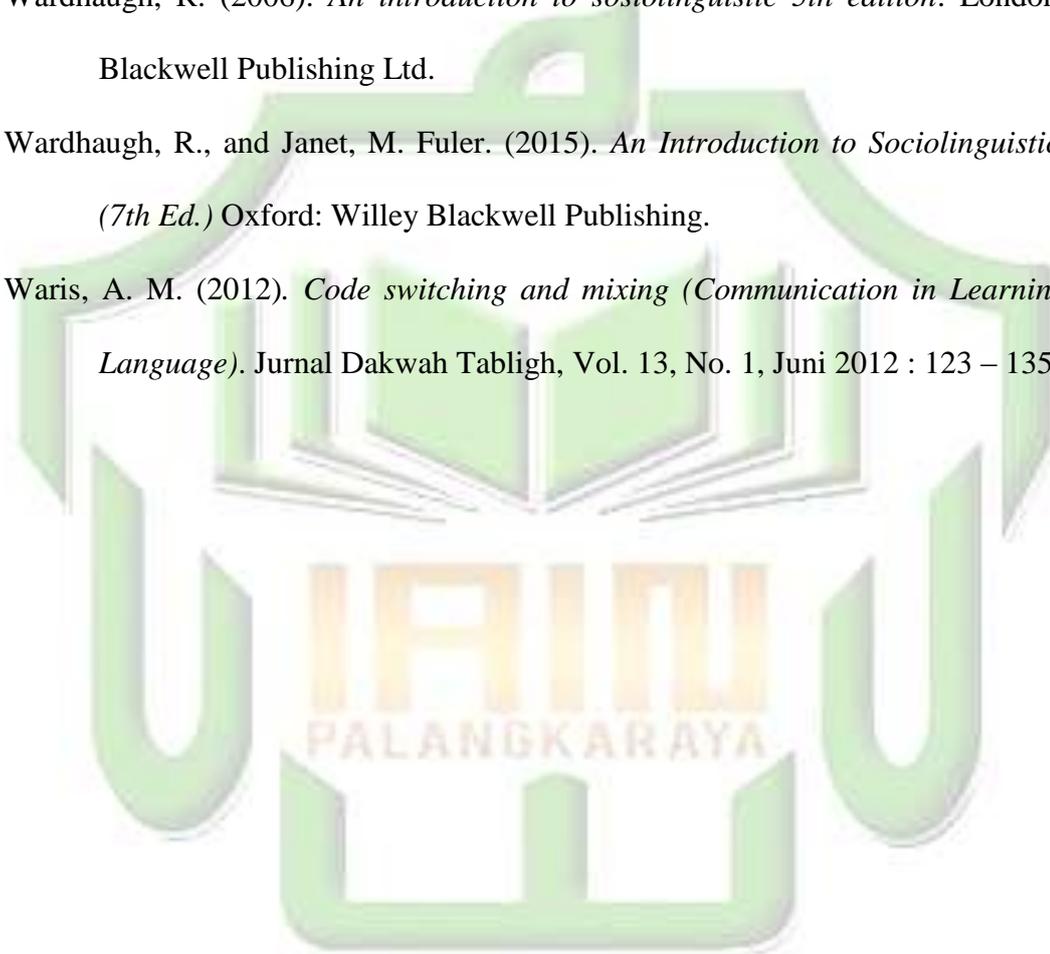
THE ANALYSIS OF THE DATA

Types and reason of Code-Switching and Code-Mixing

Date   : October9th, 2018

Classroom   : X MIPA 5

NO	UTTERANCES	Code-Switching		
		Types		
		Tag-switching	Intra-Sentential	Inter-sentential
1	You can practice with your friends *bisa ya nanti praktek dengan temannya.*		✔	
2	Before you come in front of the class you can choose *bisa pilih yang mana yang akan kamu gunakan* compliment or showing care.		✔	
3	I don't take your score, *saya tidak mengambil nilai kalian.* We just practice		✔	
4	Pay attention please. Keep silent, *kita diam dulu perhatikan temannya yang maju.*		✔	
5	Today all of you should practice in front of the class, *jadi semuanya*		✔	

	dari kalian harus praktek didepan kelas ya.			
6	*Kalian semua harus praktek dan hari ini* all of you have chance, all of you.		✔	
7	Yes what ever *bisa yang mana aja pilihan kamu.*		✔	
8	What happen with your sock? *Kenapa kaos kaki nya kamu?*			✔
9	Who's next? *Apa kalian semuanya sudah?* Oh, Fauzan please come.			✔
10	Naufal today as best actor in Indonesian. How you give compliment for him? *Pemain film terbaik di Indonesia, film "ayat-ayat cinta" ya.*			✔
11	Than, your friend as a best football player, *bagaimana kamu memberikan pujian terhadap teman mu ini?* The best football player.		✔	
12	You are as a happy family, your wife is a beautiful women in this world and your daughter is a beautiful girl in this world. *Iyaa ini anaknya dan ini istri kamu ya ceritanya.*			✔

13	Your husband is the big boss, have many company and factory. How you compliment your husband? *Apakah memuji kehebatannya karena duitnya banyak atau kesuksesannya?*			✔
14	Silent please, *kasian anak nya ga dihiraukan ya.*		✔	
15	Now you compliment your mother. *Ceritanya gantian kamu lagi yang memuji ibu mu.*			✔
16	Ok next, *ini kamu dengan dia ceritanya pasangan baru yapergi liburan ke* Hawai.		✔	
17	How you are so proud to have her. *Kalian sangat bangga menikah dengan pasangan mu, pujiannya apa?*			✔
18	You and you. *Kamu memuji dia dan dia memuji kamu.*			✔
19	"You are very sweet couple because you are very handsome and your wife so beautiful". *Pasangan ini memuji pasangan ini dan pasangan ini memuji pasangan ini.*			✔
20	Let's think how you compliment your friends couple. *Apakah tentang*			✔

			✔	
	kebersamaannya atau kekayaannya.			
21	You say to your friend, for example all of you is a friends *kamu memuji teman kamu "beruntung ya kamu punya istri cantik, kok bisa dapat istri cantik sekali".*		✔	
22	And you compliment your friend how lucky she is to have a husband using glasses and kk,stop *supaya teman-teman yang lain sempat maju kedepan ya.*		✔	
23	So here. You can giving compliment more than one, *jadi kita juga bisa memuji orang lain in English.*		✔	
24	Thank you, sit down please. We have practice about compliment. We have 10 example, *ada 10 contoh yang kita pelajari.* From 10 example you can make your own statement.		✔	
25	There are many kind of compliment *banyak kata yang bisa kita gunakan untuk memberikan pujian.*		✔	
26	About compliment and care *apa kalian semua sudah paham?*		✔	
27	I belive that you can, *jika kalian sering belajar dan mempraktekkannya dirumah.*		✔	

NO	UTTERANCES			
28	Who is the next? *Berikutnya siapa yang masuk dikelas ini?* After English			✔

NO	UTTERANCES	Code-Mixing		
		Types		
		Insertion	Alternation	Congruent Lexicalization
1	"You are a good boy" and this is complimenting or showing care. Complimenting it's mean *pujian*.		✔	
2	Showing care *atau kepedulian*. Than, the responses is "thank you....."		✔	
3	Compliment or care? Compliment showing *pujian*		✔	
4	Yes, this one complimenting "say thanks" or to compliment *memuji*		✔	
5	Next, *siapa?* Soraya and Lili come		✔	
6	So all of you should practice and *hari ini* all of you have chance ya.		✔	
7	Ok, thank you sit down please, *duduk*.		✔	

8	Repeat, *ulang* because I can'r hear you.		✔	
9	Compliment *dulu*, than continue for "care".		✔	
10	Louder please, *nyaring-nyaring*		✔	
11	*Bukan* "thanks you" *tapi* "thank you".			✔
12	One student more, *satu*. Yes, please come.		✔	
13	"congratulation" but with compliment, *jangan hanya* "congratulation" ya.		✔	
14	Mereka sangat sukses dan punya banyak sekali perusahaan*everywhere*.		✔	
15	You give a compliment to others or *pasangan ini*.		✔	
16	Let's think how you compliment your friends couple. *Kebersamaannya? Kekayaannya*?		✔	
17	Choose one of them which one, *yang duluan*		✔	
18	How beautiful women that you get		✔	

	yang disana ya.			
19	Your name, *namanya siapa?* Yes you, sorry I'm forget your name		✔	
20	You are very lucky, *kamu sangat beruntung.* Smart husband yaa.		✔	
21	You make based on the condition, *berdasarkan kondisi.*		✔	
22	We make and than we are very impressed for something we can give compliment, *memberi pujian.*		✔	
23	What, *contoh kepedulian untuk* Palu? Pray for Palu.		✔	
24	You are very sad, *kamu sangat sedih* I'm sorry to hear that.		✔	
25	Yes, *Tinggal* practice, all of you practice at home everyday and it can be help you.		✔	
26	You can practice at home *minimal* 10minute you can learn *dari* youtube, google to practice your pronoun, listening *atau* your reading.			✔

| 27 | Don's just at school because you just have 2 hour fot learning *disekolah*. | | ✔ | |

THE ANALYSIS OF THE DATA

Types and reason of Code-Switching and Code-Mixing

Date   : October16th, 2018

Classroom   : X MIPA 5

NO	UTTERANCES	Code-Switching		
		Types		
		Tag-switching	Intra-Sentential	Inter-sentential
1	ok, we are going to start our lesson about expression intention. Expression intention. How to express about intention. Who knows about intention? *ada yang tau?*			✔
2	Ya, for the future. "would" in here is not past from "will". *Ini bukan bentuk* "past" *dari* "will"*nya*			✔
3	But its's polite*kita berbicara lebih sopan mungkin kepada orang yang lebih tua dari kita*. It's different with "will" and "going to", but have same meaning for the future.		✔	
4	It's different with "will" and "going to", but have same meaning for the future. *Sama saja untuk yang akan datang ya sama kan*			✔

5	What is the different? ada yang tau bedanya dengan "will" dan "going to"			✔
6	When we use verbal sentence it's mean we use verb, when we use nominal sentence we don't use verb but we use noun or adverb. *Sama semuanya karena itu adalah keinginan atau niat,atau kita dapat mengatakan sesuatu yang harus dilakukan di masa depan*			✔
7	I don't said "we will tal our lesson" no, but I said "we are going to talk our lesson" *karena kepastinnya sangat diyakini akan terjadi*		✔	
8	I will be here tomorrow" without verb *tanpa kata kerja* ya. Why? because the kinds of sentence is two		✔	
9	Maybe tomorrow, next week or next year *atau tahun depan tapi sudah punya* hubungan dengankeluarga mu and her family		✔	
10	Do you get it?*Apa sudah bisa kalianpahami poinnya?*			✔
11	"you would visit my house" bisa langsung dirubah ke pertanyaan"bisakah kamu berkunjung kerumah ku?" "would you visit my house?".		✔	
12	"will you visit my house?" *dan jawaban kamumungkin "besok, minggu depan* or		✔	

	next month"			
13	Same pattern of the formula, *Semua polanya sama dan kalian mengikutinya saja bagaimana menggunakannya*			✔
14	That is English *itu lah bahasa inggris*, have different meaning.		✔	
15	Do you get it? Now, I would like to practice in front of the class. *Apa kalian sudah benar-benar paham padamateri ini?* Because repeting make you sure.			✔
16	Every I come to this class, I always want all of you practicing. Because you will remember. *Karena dengan praktek kita bisa mengingat sampai 90%.*			✔
17	You can ask Soraya. beside you *yang disamping saya ini apakah bisa diundang juga*			✔
18	Now from you*kita dengarkan percakapan mereka.* Than, you practice in front of the class		✔	
19	For the boy, *kamu membicarakan situasi kaya dan senang.* Let's see your friends performent.		✔	
20	Ok. Ask her about the price? *Tanya berapa harganya tas nya?*			✔
21	You make sure that you will give them the money*dankamu pastikan kamu bisa memberikan mereka uangnya.*		✔	

22	You are best friend of Aya, *teman akrab kamu gitu ya*. Than, Awan have planning after finish in this school will go to universityof Gajah Mada.		✔	
23	And Aya, want to be a doctor *ingin menjadi dokter gitu ya*. But, Aya's father want her to be architect.		✔	
24	The first you ask him and he answer your question. "What will you do after finish study in this school?" and she or he will answer *tergantung pada siapa kamu bertanya*		✔	
25	Aya for the first. *Iya kamu, Aya yang pertama ceritanya bertanya pada temannya*.			✔
26	Now, we practice. *Kita berlatih ya.*,now draw a girl picture. Please ask your friends.		✔	

No	Utterances	Code-Mixing
		Types

		Insertion	Alternation	Congruent Lexicalization
1	But here *ingatAda perbedaan ya*, because we have three kinds of expressing intention.		✔	
2	Let's see here.*Perhatiakan yang pertamanya*, the formula is using I would like + to. The second is use another object + will.		✔	
4	What the other reason, *alasan lain*. "will" is close for the time between we speak about our planning. "I'm going to" is maybe very near or not long for the space time when we speak about our planning		✔	
5	we can say that something to do in the future. *Yang akan datang*. In this case maybe use tonight, tomorrow, next month, next year, all of the adverb of time or place we can use in this sentences.		✔	
6	Now, your friend said that have space time *ada waktunya*and space time long between when we speak		✔	
7	The other explanation about "will" and " going to" is sure but "will" it maybe is not sure or just planning, *bisa dipahami*? Can you		✔	
8	*Ini sudah* maybe 80% *atau* 90% it will be			✔

	happen when I say "we are going to talk about our lesson today" *itu* 90% will be happen*akan terjadi*.			
9	*Do you get it, paham antara* going to and will		✔	
10	" we will go to Bali next year" it will happen or not*bisa terjadi tapi bisa tidak.* Do you get it?		✔	
11	It's different, *ada bedanya* ifyoustate "I'm going to" "we are going to" *jika* there is no doubt, *tidak ada keraguan*			✔
12	*Perbedaan ini* when we speak with someone it is different in structure *dan juga* different in meaning, *perbedaan maknanya*. Ok, any question?			✔
13	Example "I will go to Jakarta" "will you go to Jakarta?" *gitu kan*		✔	
14	Jika menggunakan *question word*kalo menggunakan"what where" *tapijika diaexpressing intention*maka kita bisa menggunakan "*would, will, and going to*".			✔
15	This is expression of intention, mengungkapkan suatu tujuan and happenin the future		✔	
16	There is polite, *ada yang* sure will be happen, *ada juga yang* maybe also will not sure "i'm going to buy a motorcycle"			✔

	duit sudah ada, it is use "going to"			
17	*Itu bisa ya,* can you? Ok, *akan menikah tahun depandan sekarang anggaplah* this is your teacher andyou invite your teacher to come your party.			✔
18	We will stay for a day in this house, *sehari saja*		✔	
19	Tell about your planning, *ya silahkan*		✔	
20	Ok. Ask her about the price *tanya* how much?		✔	
21	Ask how much you spend the money for this holiday? Say *100juta aja*, one milion		✔	
22	How much you spend money? Five teen million, *50juta ya*		✔	
23	When you say "would you" *atau* "will you"		✔	
24	Next, one more. *Satu lagi ya* come to practice		✔	
25	Ok finish? Did you understand? *Masih bingung* still confuse?		✔	
26	Yes. *sama saja pertanyaannya* use "would, going to and will".		✔	

27	"Will and would" is different if there is no "like-*nya*". "I would to go to Jakarta" "I will go to Jakarta".	✔		
28	I forbiden all of you to write, *dilarang menulis* just think		✔	
29	My question is "I have two children *2 anak* a boy and a girl. Than, I have brother and my brother have girlfriend" do you get it? "and what is the relationship between this one and this one?" *Sepupu*?			✔
30	Ok. Pay attention. Now we have guest mystery, *tamu misteri ya*. You all, all of us guess "how am I" *"siapa saya"*. It can be a doctor, it can be a professor. Every student have one question and don't ask about			✔

Appendix 2

INSTRUMENTS OF INTERVIEW

1. What do you think about code-switching and code-mixing?

   (Menurut bapak/ibu code-switching dan code-mixing itu yang seperti apa?)

2. Have you ever switched or mixed your language when you speak English? How often?

   (Apakah Anda pernah mencampur bahasa Anda ketika Anda berbicara bahasa Inggris? Seberapa sering?)

3. Who is the main target when you switched or mixed the instruction?

   (Siapa target utama saat Anda mengganti atau mencampur instruksi?)

4. What do you think when you switched or mixed that language?

   (Apa yang Anda pikirkan ketika Anda mengganti atau mencampur bahasa itu?

5. What makes you switched or mixed languages when teaching learning process?

   (Apa yang membuat bapak/ibu beralih atau mencampurkan bahasa saat proses belajar mengajar?

6. Why do you switched or mixed those languages or instruction when teaching learning process?

   (Jika begitu, mengapa bapak/ibu beralih atau menggabungkan bahasa tersebut saat proses belajar mengajar?)

7. Is there any special reasonsthat you have to switched or mixed your language?

(Apakah ada faktor atau situasi yang spesial yang membuat bapak/ibu untuk beralih atau menggabungkan bahasa tersebut?)

8. How do students react when you switch or mixed language when teaching and learning?

(Bagaimana reaksi siswa ketika anda switch atau mixed bahasa ketika proses belajar mengajar?)
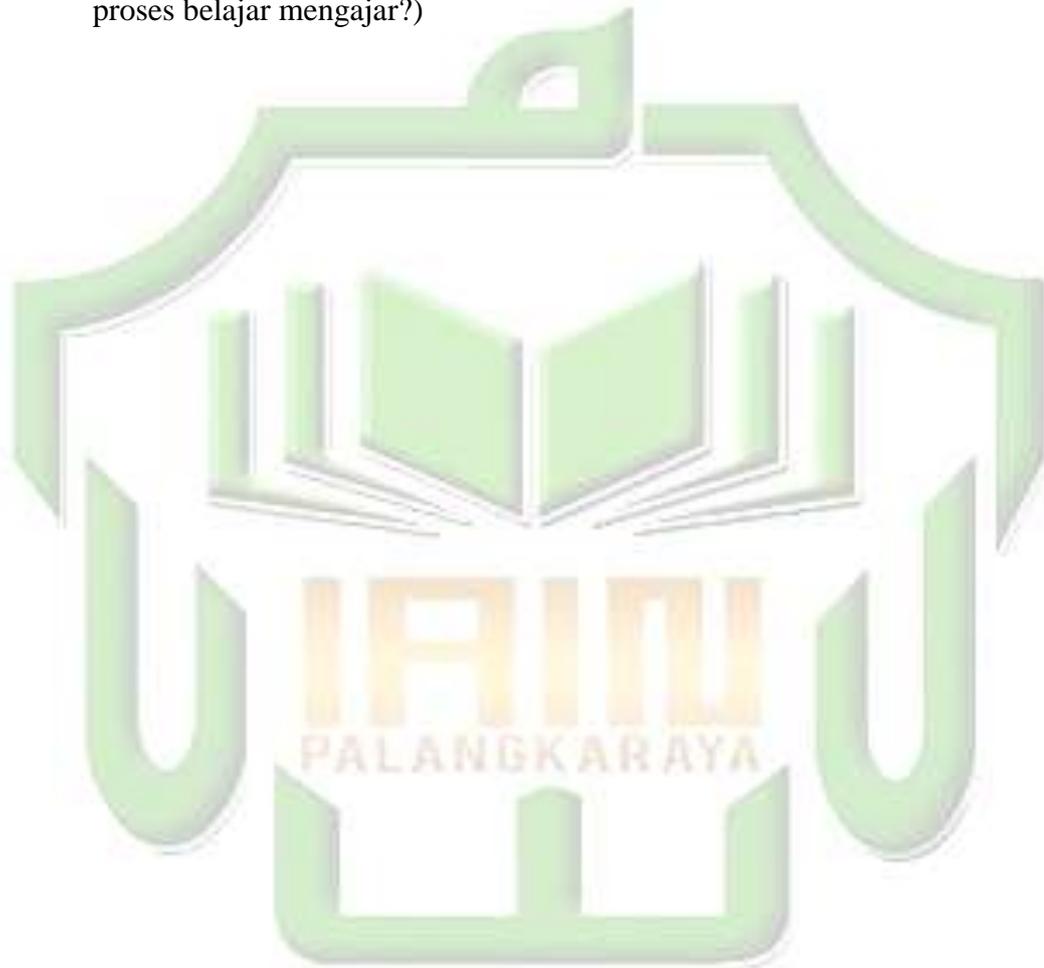
Teacher's Name   : Jhon Sarif

Teacher's Name   : J-S

Language   : Indonesia

Time signal   : **Senin, 22 Oktober 2018, 14.00 WIB, MAN Kota**

Palangka Raya

Researcher   : Assalamualaikum Warahmatullahi Wabarakatu

Teacher   : Waalaikumsalam Warahmatullahi Wabarakatu

Researcher   : Jadi saya sebagai peneliti punya beberapa pertanyaan yang akan saya ajukan kepada bapak untuk medukung data yang sedang saya cari. Mendukung data yang sedang saya cari.Jadi langsung saja pertanyaan saya yang pertama. Menurut bapak Code-Switching dan Code-Mixing itu yang seperti apa?

Teacher   : Hmmm, jadi begini. Ada 2 hal yang ditanyakan Code-Switching dan Code-Mixing. Sepengetahuan saya bahwa Code-Switching yang mana disaat seseorang baik itu guru atau siapa pun menggunakan bahasa dalam hal ini kadang-kadang menggunakan dua penyampaian bahasa baik itu bahasa inngris ke bahasa indonesia yang mana Code-Switching ini penggunaan bahasa yang bahasanya itu berupa kalimat. Artinya kadang-kadang dia menggunakan kalimat berbahasa inggris dan kalimat berbahasa

indonesia yang utuh. Tetapi kalo dia Code-Mixing yang mana ada penggunaan beberapa kata atau beberapa phrase kadang-kadang digunakan dalam bahasa inggris dan dicampur kedalam bahasa indonesia itu sendiri.

Researcher : Ok pak, jadi pertanyaan saya yang kedua. Selama bapak mengajar, apakah bapak pernah menggunakan Code-Switching atau Code-Mixing ketika mengajar bahasa inggris?Dan seberapa sering bapak menggunakannya?

Teacher : Ya, tentu saja karna kita sebagai guru bahasa inggris yang mengajarkan bahasa inggris dan disekolah itu merupakan bahasa kedua yang merupakan bahasa foreign languange nya jadi disana sering terjadinya penggunaan Code-Switching dan Code-Mixing. Tapi itu tergantung dengan kepada siapa kita mengajar, siapa yang kita ajar dan melihat situasi dan kondisi dari pada peserta didik yang kita ajarkan.

Researcher : Oo begitu ya pak, jadi menurut bapak target utama yang menjadi, yang menjadi target utama bapak ketika menggunakan Code-Switching dan Code-Mixing itu murid? Ya begitu ya pak?

Teacher : Iya, sebenarnya target utama itu jelas murid itu sendiri apa bila disana kita melihat kondisi ada dari beberapa murid atau bahkan banyak murid yang mengalami kebingungan atau kesulitan ketika

kita menggunakan bahasa inggris maka perlu dibutuhkan Code-Switching dan Code-Mixing ya.

Researcher   : Jadi, selanjutnya ketika bapak menggunakan Code-Switching dan Code-Mixing itu apa yang bapak pikirkan?

Teacher   : Tentunya yang kita pikirkan adalah sejauh mana disaat kita menggunakan Code-Switching dan Code-Mixing itu materi yang kita sampaikan si anak bisa memahami, anak bisa mengerti dengan baik dan bisa pada saat kita meminta untuk mengaplikasikan apa yang kita harap bisa tercapai.

Researcher   : Jadi, alasan apa yang membuat bapak beralih atau mengswitchkan dan mengmixedkan bahasa itu pada saat proses belajar pak?

Teacher   : Tentu banyak alasan disana ya, salah satu alasan kan melihat kemampuan siswa itu sendiri kemudian tingkat kesulitan materi yang kita ajarkan termasuk topik tertentu dan juga melihat kosa kata dan bahkan melihat jenis kalimat dalam pembelajaran itu apakah memang sangat-sangat asing bagi anak artinya tidak familiar akhirnya kita harus melakukan mixing atupun switching itu dengan harapan anak terbantu dengan adanya switching atau pun mixing tersebut.

Researcher   : Jadi, ada pertanyaan lagi pak mengapa bapak beralih dan mencampurkan bahasa itu pak?

Teacher : Mengapa saya melakukan Code-Switching dan Code-Mixing itu ya? Ya itu tadi karena adanya materi" pembelajaran yang susah, kadang-kadang bisa ketika dia inginmengklarifikasi atau tegas tentang sesuatu sedangkan daya tangkap anak itu kelasnya berbeda-beda.kemampuan anak-anak itu berbeda dan latar belakang yang berbeda-beda, dan kemampuan dasar yang berbeda juga tentunya tujuan utamanya untuk membantu anak itu sendiri. Artinya apa manfaat kita pada saat proses belajar mengajar sementara anak susah memahami apa yang kita ajarkan.

Researcher : Oo jadi begitu ya pak. Apakah ada faktor atau situasi yang khusus atau yang spesial yang membuat bapak itu harus mengswitch dan mengmixed kan bahasa?

Teacher : Ya, situasi yang spesial tentu ada. Kalau situasi dan kondisi pembelajaran itu tentunya harusnya dilaksanakan pagi hari sangat ideal sekali.Apa bila kita mengajar pada jam-jam agak siang tentunya konsentrasi anak sudah mulai buyar. Tentunya mereka memerlukan bantuan semaksimal mungkin dari guru agar mereka bisa mengembalikan konsentrasi mereka sehingga proses belajar mengajar dikelas ini tentukan akan lebih kondusif atau pun anak itu nampak kelihatan sudah kelelahan, kecapean sehingga faktor-faktor X yang mengganggu diruangan itu bisa diatasi dengan penggunaan Code-Switching atau Code-Mixing itu sendiri.

Researcher : Jadi pertanyaan terakhir, menurut bapak bagaimana reaksi siswa ketika bapak mengswitchkan dan mengmixedkan bahasa? Apakah mereka itu sepertinya lebih nyaman, lebih cepat menangkap?

Teacher : Jadi ini dua sisi, anak" itu ada yang kempuannya rendah, sedang dan ada sebagian siswa itu yang kemampuannya sedang menuju kemampuan yang bagus. Kalo kemampuan siswa itu ternyata mereka beberapa orang disana atau sebagian siswa itu berkemampuan rendah maka mereka sangat terbantu sekali dengan penggunaan mixing dan switching ini tapi bagi mereka yang sudah paham sebenaranya mereka juga perlu tapi mereka nampaknya kalau ada switching dan mixing ini mereka itu pinginnya guru itu selalu berbahasa inggris tetapi tidak menutup kemungkinan juga karena daya ukurnya dan otomatis apapun alasannya switching dan mixing dalam berbahasa inggris diindonesia terutama disekolah ini masih diperlukan.

Researcher : Jadi menurut bapak switching dan mixing itu masih sangat dibutuhkan untuk pengajaran gitu pak ya

Teacher : Iya, terutama untuk siswa itu sendiri, kalau untuk gurunya sendiri hampir semua pembelajaran dari awal hingga akhir menggunakan bahasa inggris kita juga harus memperhatikan keadaan siswanya seperti apa. Itu yang harus diperhatikan feed back antara siswa dengan guru itu sendiri.

Researcher   : Oo iya pak, oke mungkin itu saja pertanyaan dari saya. Terimakasih banyak pak sebelumnya. Assalamualaikum warahmatullahi wabarakatu

Teacher   : Ok terimakasih. Waalaikumsallam warahmatullahi wabarakatu