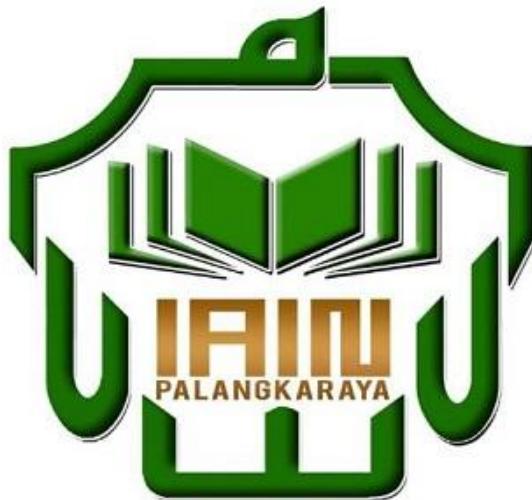


**CODE MIXING AND CODE SWITCHING IN BILINGUAL TEACHING
CLASSROOM INTERACTIONS**

THESIS

Presented to the Department of Language Education of the State Islamic Institute
of Palangka Raya in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan Islam



By:

MUHAMMAD HAMDAN
SRN. 100 112 0536

**THE STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
THE FACULTY OF TARBIYAH AND TEACHERS TRAINING
THE DEPARTMENT OF LANGUAGE EDUCATION
THE STUDY PROGRAM OF ENGLISH EDUCATION
2015 M/1436 H**

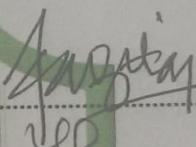
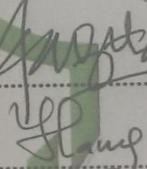
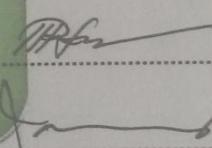
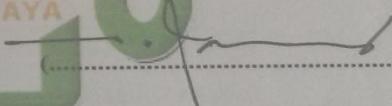
LEGALIZATION OF THE THESIS EXAMINING COMMITTEE

The thesis entitled: **CODE MIXING AND CODE SWITCHING IN BILINGUAL TEACHING CLASSROOM INTERACTIONS** in the name of Muhammad Hamdan and the Student Register Number is 100 112 0536. It has been examined by the team of examiners of the State Islamic Institute (IAIN) of Palangka Raya on:

Day : Wednesday

Date : Sya'ban 16, 1436 H/June 3rd, 2015

Palangka Raya, 03 Juni 2015

- Team of Examiners**
- 
1. Santi Erliana, M.Pd.
Chairwoman/Member 
 2. Dra. Halimah, M.Pd.
Member 
 3. Rahmadi Nirwanto M.Pd.
Member 
 4. Iwan Fauzi, M.A.
Secretary/Member 

The State Islamic Institute of Palangka Raya

**The Chair of Faculty of Tarbiyah and
Teacher Training,**



APPROVAL OF THE THESIS ADVISORY COMMITTEE

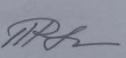
Title of the thesis : CODE MIXING AND CODE SWITCHING IN BILINGUAL TEACHING CLASSROOM INTERACTIONS

Name : Muhammad Hamdan
SRN : 100 112 0536
Faculty : Tarbiyah and Teacher Training
Department : Language Education
Study Program : English Education
Level : S-1

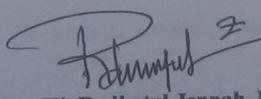
Palangka Raya, April 2015

Approved by,

Advisor I


Rahmadi Nirwanto, M.Pd
ORN. 19700131200212 1 002

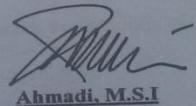
The Vice Chairman of Academic Affairs


Dra. Hj. Rodhatul Jennah, M.Pd
ORN.19671003 199303 2 001

Advisor II


Iwan Fauzi, M.A
ORN. 19720408200112 1 001

The Chair of Department of Language
Education


Ahmadi, M.S.I
ORN.19721010200312 1006

OFFICIAL NOTE

Palangka Raya, April 2015

Case : Examination of
Muhammad Hamdan's thesis

To. Chair of Tarbiyah and Teacher
Training Faculty of State Islamic
Institute of Palangka Raya

In

Palangka Raya

Peace is unto you and god's mercy and blessing as well.

By reading and analyzing of this thesis we think that thesis in the name of:

Name : Muhammad Hamdan
Students Registration Number : 100 112 0536
Title of thesis : Code Mixing and Code Switching in Bilingual Teaching
Classroom Interactions

Can be examined in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan Islam in English Education Study Program of IAIN Palangka Raya.

Thank you for your attention.

Peace is with and God's blessing

Advisor I

Rahmadi Nirwanto, M.Pd
ORN. 19700131200212 1 002

Advisor II

Iwan Fauzi, M.A
ORN. 19720408200112 1 001

CODE MIXING AND CODE SWITCHING IN BILINGUAL TEACHING CLASSROOM INTERACTIONS

ABSTRACT

This study was aimed in finding out the types of code mixing and code switching in bilingual teaching classroom interaction and elaborating the functions of code mixing and code switching in bilingual teaching classroom interactions. The objectives of this study were to find out any forms or types of code mixing and code switching in bilingual teaching classroom interactions and to elaborate the functions of code mixing and code switching in bilingual teaching classroom interactions.

In this study, the writer used qualitative research. In collecting the data, the writer used some instruments such as observation to get the primary data and interview to get secondary data. In analyzing the data, the writer used some techniques such as data collection, data reduction, data display, and conclusion drawing or verification. This study took the students of third semester in State Islamic Institute of Palangkaraya as an object, while the courses of Reading is the subject of this study. The writer took the students of third semester and the lecturers as a source of data in this study when the lecturer taught Reading to the students of third semester by using Code Mixing and Code Switching.

The main research findings were:

1. There were two types of codes in bilingual teaching classroom interaction; code mixing and code switching and there were two matrix languages in code mixing and code switching; English as matrix language and *Bahasa Indonesia* as embedded language and *Bahasa Indonesia* as matrix language and English as embedded language. In general, there were three patterns of code mixing and code switching; they are Familiar utterances in L1+Familiar utterances in L2. Familiar utterances in L2+Familiar word in L1+Familiar utterances in L2. Familiar utterances in L2+Familiar word in L1.
2. The writer found there were two types of code mixing; Intra-Sentential Code Mixing and Intra-Lexical code mixing. The writer found that there were 9 sentences belong to the Intra-Sentential code mixing or about 100% where English as matrix language and *Bahasa Indonesia* as embedded language and there was no sentence belongs to Intra-Lexical code mixing or it is about 0%. The writer found that there were 27 sentences belong to the Intra-Sentential Code mixing where *Bahasa*

Indonesia is the matrix language and English is embedded language, or it is about 81,9% from 100%, there were 6 sentences belong to the Intra-Lexical code mixing where *Bahasa Indonesia* is the matrix language and English is embedded language, or it is about 18,1%.

3. The writer found there were three types of code switching; Tag or emblematic switching, Intra-Sentential code switching and Inter-Sentential code switching. The writer found that there were 3 sentences belong to the Tag or Emblematic code switching or it is about 42,9%, and there were 2 sentences for Intra-Sentential Code switching or it is about 28,5% and the last there were 2 sentences for Inter-Sentential Code switching or it is about 28,5% where *Bahasa Indonesia* as matrix language and English as embedded language. The writer also found that there were 2 sentences belong to the tag or emblematic switching, or it is about 14,3% , there were 11 sentences belong to the Intra-Sentential Code switching or it is about 78,6% and there was 1 sentence for Inter-Sentential code switching or it is about 7,1% where English as matrix language and *Bahasa Indonesia* as embedded language.
4. The writer also found 6 functions from 9 potential functions based on Hoffman's theory of code mixing and code switching used by the speakers in bilingual teaching classroom interactions. They are: Talking about a particular topic consisted of 11 sentences or about 23,9%, being emphatic about something, consisted of 25 sentences or about 39,7%; interjection (Inserting sentence fillers or sentence connectors) consisted of 5 sentences or about 7,9%. Repetition used for clarification, consisted of 5 sentences or about 7,9%, to soften or strengthen request or command consisted of 8 sentences or about 12,7%. And the lack of equivalent lexicon in the languages consisted of 5 sentences 7,9%.

Keywords: **Code Mixing. Code Switching. Bilingual Teaching classroom Interaction**

ALIH BAHASA DAN CAMPUR BAHASA DALAM INTERAKSI KELAS YANG BILINGUAL (DUA BAHASA)

ABSTRAK

Penelitian ini bertujuan dalam menemukan tipe-tipe dari alih bahasa dan campur bahasa dalam interaksi kelas yang bilingual dan menjabarkan fungsi-fungsi dari alih bahasa dan campur bahasa dalam interaksi kelas yang bilingual. Tujuan dari penelitian ini adalah untuk menemukan bentuk-bentuk atau tipe-tipe dari alih bahasa dan campur bahasa dalam interaksi kelas yang bilingual dan untuk menjelaskan fungsi-fungsi dari alih bahasa dan campur bahasa dalam interaksi kelas yang bilingual.

Didalam penelitian ini, penulis menggunakan pendekatan kualitatif. Dalam mengumpulkan data, penulis menggunakan beberapa alat seperti observasi yang bertujuan untuk mendapatkan data utama dan wawancara yang bertujuan untuk mendapatkan data tambahan. Dalam menganalisis data, penulis menggunakan beberapa teknik seperti pengumpulan data, penyeleksian atau pemilihan data pemaparan data, dan penarikan kesimpulan atau verifikasi data. Penelitian ini mengambil mahasiswa semester tiga dari Institut Agama Islam Negeri Palangka Raya sebagai objek penelitian, dimana pelajaran Reading (membaca) adalah subjek penelitian. Penulis mengambil mahasiswa semester tiga and dosen sebagai sumber data dari penelitian itu terutama ketika dosen mengajar Reading (membaca) dengan menggunakan alih bahasa dan campur bahasa.

Temuan-temuan utama dari penelitian ini adalah:

1. Ada dua macam tipe dari bahasa dalam kelas yang bilingual: alih bahasa dan campur bahasa dan ada dua bahasa dasar yang digunakan dalam alih bahasa dan campur bahasa; Bahasa Inggris sebagai bahasa utama dan bahasa Indonesia sebagai bahasa tambahan dan Bahasa Indonesia sebagai bahasa utama dan bahasa Inggris sebagai bahasa tambahan. Secara umum ada tiga macam pola dari campur bahasa dan alih bahasa; mereka adalah Ungkapan yang familiar dalam L1+ ungkapan yang familiar dalam L2. Ungkapan yang familiar dalam L2+kata yang familiar dalam L1+ ungkapan yang familiar dalam L2. Ungkapan yang familiar dalam L2+ kata yang familiar dalam L1.

2. Penulis menemukan ada dua macam tipe dari campur bahasa yakni campur bahasa dalam sebuah kalimat dan campur bahasa dalam sebuah kata. Penulis menemukan ada 9 kalimat dalam tipe campur bahasa dalam sebuah kalimat atau sekitar 100% dimana bahasa Inggris menjadi bahasa dasar dan bahasa Indonesia sebagai bahasa tambahan. Dan tidak ditemukan kalimat yang termasuk dalam tipe campur bahasa dalam sebuah kata atau sekitar 0%. Penulis juga menemukan ada 27 kalimat yang masuk dalam tipe campur bahasa dalam sebuah kalimat dimana Bahasa Indonesia sebagai bahasa dasar dan bahasa Inggris sebagai bahasa tambahan, atau sekitar 81,9% dari 100% dan ada 6 kalimat yang termasuk dalam tipe campur bahasa dalam sebuah kata atau sekitar 18,1% dimana Bahasa Indonesia sebagai bahasa dasar dan bahasa Inggris sebagai bahasa tambahan.
3. Penulis menemukan ada tipe macam tipe dari alih bahasa: alih bahasa dalam label atau tanda, alih bahasa didalam kalimat, dan alih bahasa antar kalimat. Penulis menemukan ada tiga kalimat yang termasuk dalam tipe alih bahasa dalam label atau tanda atau sekitar 42,9% dan ada 2 kalimat termasuk dalam tipe alih bahasa dalam kalimat atau sekitar 28,5% dan yang terakhir ada 2 kalimat yang termasuk dalam alih bahasa antar kalimat atau sekitar 28,5% dimana bahasa Indonesia sebagai bahasa dasar dan Bahasa Inggris sebagai bahasa tambahan. Penulis juga menemukan ada 2 kalimat yang termasuk dalam tipe alih bahasa dalam label atau tanda atau sekitar 14,3%, ada 11 kalimat yang termasuk dalam tipe alih bahasa dalam kalimat atau sekitar 78,6% dan ada 1 kalimat yang termasuk dalam alih bahasa antar kalimat atau sekitar 7,1% dimana bahasa Inggris sebagai bahasa dasar dan bahasa Indonesia sebagai bahasa tambahan.
4. Penulis juga menemukan ada 6 teori dari 9 teori tentang fungsi dari alih bahasa dan campur bahasa berdasarkan dari teori oleh Hoffman yang digunakan penutur didalam interaksi kelas yang bilingual. Mereka adalah: membicarakan tentang topic tertentu yang terdiri dari 11 kalimat atau tuturan atau sekitar 23,9%, mempertegas sesuatu yang terdiri dari 25 kalimat atau tuturan atau sekitar 39,7%, mengisi kata penghubung atau kalimat penghubung yang terdiri dari 5 kalimat atau tuturan atau sekitar 7,9%, pengulangan untuk memperjelas terdiri dari 5 kalimat atau sekitar 7,9%, untuk mempertegas atau memperhalus permintaan atau perintah yang terdiri dari 8 kalimat atau sekitar 12,7%, dan karena kurangnya kosakata asing yang digunakan yang terdiri dari 5 kalimat atau sekitar 7,9%.

Kata Kunci: Campur Bahasa. Alih Bahasa. Interaksi pada Kelas yang Bilingual.

Acknowledgement

In the name of Allah, the beneficent and merciful, Thanks and pray to our God Allah S.W.T, who has given us His mercies and blessings and who has given the guidance to the writer to accomplish this thesis.

Peace and invocation be upon for our messenger Muhammad SAW, his devoted servant and who had guided us from the dark paths to the bright one.

Many people have contributed in encouraging and assistance during the accomplishment of the thesis. Therefore, the writer would like to give thanks for people as follow:

- A. **Dr. Ibnu Elmi A.S Pelu, S.H., M.H.**, as the rector of IAIN Palangka Raya for his direction and encouragements and also for his permission in conducted this study in IAIN Palangka Raya.
- B. **Drs. Fahmi, M.Pd**, as the chair of the faculty of Tarbiyah and Teachers Training, thanks for the permission in conducting this study in Tarbiyah and Teachers Training Faculty.
- C. **Ahmadi M.Si**, as the chair of the Department of Language Education for his permission so that the writer can complete the requirements in writing this thesis.

- D. **Zaini Miftah, M.Pd** as the coordinator of the English Education Study Program for the permission in doing this thesis in English study program class.
- E. **Santi Erliana, M.Pd** as the lecturer in reading class for her permission in collecting the data in the class of English Department of IAIN Palangka Raya.
- F. **Rahmadi Nirwanto, M.Pd and Iwan Fauzi, M.A.**, as the first and second advisors for their help, guidance, and advice during the complete of the writing thesis.
- G. All lecturers of the English education for their cooperation and guidance during their teaching at IAIN Palangka Raya, and for all the lecturers of IAIN Palangka Raya.
- H. For all my best friends (**Abdul Halik, Yani Khosiah, Muhammad Uliannoor, Muhammad Soleh, Muhammad Rasyid, Amrullah etc**) thank you so much for your help, it is such a huge honors for me to know and being a single part of all of you, hope Allah will give your help back.
- I. For all my friends in 2010 academic year, thank you so much for you kindness Pals.
- J. Finally, the writer would like to give special and precious thanks to my beloved Father (**H.Juhri**) and my mother (**Hj. Bastiah**), my young brothers (**Muhammad Syarif and Muhammad Lutfi**), my young sister (**Siti Maryam**) who always gives me affections, supports, and advices during writing until finish this study.

The writer realized that this thesis could not be perfect; there were many lacks and less of perfections. So, the writer needs some suggestions and criticisms that always support.

May Allah S.W.T always be around us and gives his affection and straight way when ever we are until the end of the day. Amen

Palangkaraya, April 2015

The writer

Muhammad Hamdan
100 112 0536

DECLARATION OF AUTHENTICATION

In the name of God

I myself make declaration that this thesis is entitled **CODE MIXING AND CODE SWITCHING IN BILINGUAL TEACHING CLASSROOM INTERACTION** is truly my own writing. If it is not my own writing so, it is given a citation and shown in the list of references.

If my own declaration is not right in this thesis one day so, I am ready to be given academic sanction named the cancellation of the degree of this thesis.

Palangka Raya, April 2015

My Own Declaration,



MUHAMMAD HAMDAN
SRN.100 112 0536

DEDICATION

In the name of Allah S.W.T., This thesis is dedicated to some special people

As follows:

1. All of my teachers and lecturers during my educational journey starting from Islamic kindergarten (**RA. Jingah Bujur, MIN Jingah Bujur, MTs Nurul Fajeri and MAN 5 Amuntai**) to the university one (**The State Islamic Institute of Palangka Raya**).
2. My beloved parents (**H.Juhri and Hj.Bastiah**) thanks for your love, prays, motivations, and material 'till finishing my study. I try to learn how to make you proud. But, I have to say honest that how proud I am being your son, being a part of this bound, our family. How bless I am, thanks God.
3. My beloved young brothers (**Muhammad Syarif and Muhammad Lutfi**) and young sister (**Siti Maryam**) with their sincere love, affection, support and advices. I adore you all.
4. My advisors (**Rahmadi Nirwanto, M.Pd and Iwan Fauzi, M.A**) thanks for the guidance, I could not finish this study without you both. Thanks for being so patient in guiding me. Hope Allah will give all of your kindness back.

5. My family (H. A. Syaikhu, M.H.I., Hj. Siti Fatimah, and my nephews Haikal Mahmud Muhtadi and Syawlia Syafaratus Yumna) thank you so much for your help and every single thing you did. I do appreciate it.
6. Special thanks for my close friends (Abdul Halik, Yani Khosiyah, Muhammad Soleh etc) thanks for everything that has given to me. Keep together guy! Keep on going, keep on nice going. Thanks so much for being my friends. Thanks so much of being a patient hearer, you all the place where I can share my laughs, cries, smiles and tears.
7. My friends in 2010 academic year. Keep solid Guys! We are the professional English generations. Hope I can meet you later in our own success.
8. The last but definitely not least the one and only 'My Azza Azza Fighting', thanks so much for the motivation, the strength to face every single thing happened in my life. Keep spirit and of course Azza Azza Fighting!!!

Palangka Raya, April 2015

The writer

Muhammad Hamdan
100 112 0536

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
اللَّهُ أَكْبَرُ
لَا إِلَهَ إِلَّا اللَّهُ وَحْدَهُ
يَعْلَمُ مَا فِي الْأَرْضِ وَمَا فِي السَّمَاوَاتِ
اللَّهُ أَعْلَمُ بِمَا يَعْصِمُ
لَا يَعْلَمُهُنَّ أَكْثَرُ
لَا يَعْلَمُهُنَّ أَكْثَرُ

32. They said: "Glory to You (Allah SWT)): nothing of knowledge we have except what You has taught us in truth, it is You who are perfect in knowledge and wisdom. (Q.S: AL-Baqarah.32)

(Mereka menjawab: "Maha Suci Engkau, tidak ada yang kami ketahui selain dari apa yang Telah Engkau ajarkan kepada Kami; Sesungguhnya Engkau lah yang Maha mengetahui lagi Maha Bijaksana.")

TABLE OF CONTENTS

	PAGE
APPROVAL OF THE THESIS ADVISORY COMMITTEE	i
OFFICIAL NOTE	ii
LEGALIZATION OF THE THESIS EXAMINING COMMITTEE	iii
ABSTRACT.....	v
ACKNOWLEDGEMENT	vix
DECLARATION OF UTHENTIFICATION	xii
DEDICATION	xiii
MOTTO	xv
TABLE OF CONTENT	xvi
LIST OF TABLE	xix
LIST OF APPENDICES	xxiii
CHAPTER I INTRODUCTION	
A. Background of the Study.....	1
B. Problem of the Study.....	4
C. Objective of the Study.....	4
D. Significance of the Study	5
E. Scope and Limitation of the Study.....	5
F. Definition of Key Terms	6
G. Framework of the Discussion	7
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous Studies	9
B. Code Mixing and Code Switching	12
1. Code Mixing.	12
2. The Types of Code Mixing.	15
3. Code Switching.	16

4. The Types of Code Switching	18
5. The Functions of Code Mixing and Code Switching.	20
6. Code Mixing Versus Code Switching.	22
7. Advantages and Disadvantages of Code Mixing And Code Switching.	26
C. Definition of Teaching.	28
D. Teacher Interactions in a Bilingual Classroom.	29

CHAPTER III RESEARCH METHOD

A. Research Design and Approach	32
B. Place and Time of the Study	33
C. Object and Subjects of the Study	33
D. Sources of Data	33
E. Instruments of the Study	33
1. Observation	33
2. Interview.....	35
F. Data Collection Procedure	36
G. Data Analysis	37
H. Data Endorsement	39

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. The Types of CM where English as Matrix Language.	41
B. The Types of CM where <i>Bahasa Indonesia</i> as Matrix Language.....	45
C. The Types of CS where English as Matrix Language...	57
D. The Types of CS where Bahasa Indonesia as Matrix Language.	63
E. The Functions of CM in Bilingual Teaching Classroom Interactions.	66
F. The Functions of CS in Bilingual Teaching Classroom Interactions.....	74

G. Analysis.....	79
H. Discussion.....	85
CHAPTER V CLOSURE	
A. Conclusion.....	92
B. Suggestion.....	94
REFERENCES	96

LIST OF ABBREVIATIONS

IAIN Palangka Raya	: State Islamic Institute of Palangka Raya
CM	: Code Mixing
CS	: Code Switching
SE	: Santi Erliana M.Pd
DS	: Dapit Sumbogo
RAA	: Rima Amelia Agustin

LIST OF FIGURES

Figure 1. The Types of code switching and the degree of code switching in two languages.....	20
--	----

LIST OF TABLES

Table 1.1 the frequency of Matrix language in code mixing and code switching utterances.....	79
Table 1.2 the count of Code Mixing and code switching where (English or Bahasa Indonesia) as Matrix language.....	82
Table 1.3 the count of Code Mixing and Code Switching Functions.....	84

LIST OF CHART

Chart 1.1 the frequency of code mixing and code switching types where English as matrix language and *Bahasa Indonesia* as embedded language..... 80

Chart 1.2 the frequency of code mixing and code switching types where *Bahasa Indonesia* as matrix language and English as embedded language..... 81

LIST OF APENDICES

1. THE UTTERANCES OF THE MATRIX LANGUAGE AND EMBEDDED LANGUAGE IN MIXED AND SWITCHED CODE
2. DATA TRANSCRIPTION
3. INTERVIEW GUIDELINE
4. PERSONAL DATA OF INFORMANT
5. THE RESULT OF INTERVIEW TRANSCRIPT
6. LETTER OF PERMITTION
7. CURRICULUM VITAE

REFERENCES

a. Book References

- Adlis, Ardina. 2011. *Code Switching found in Malaysian Serial Movie ‘Cuti-cuti Cinta’*, English Department of Faculty of Humanities Andalas, Padang.
- Ary, Donald, Jacobs, Lucy Cheser, Sorensen, Chris and Razavieh, Asghar. 1985. *Introduction to The Research in Education*, New York, Nelson Education Ltd.
- Bogdan.C Robert, 1998. *Qualitative Research for Education*, third edition, New York: United State of America.
- Cakrawarti, Dias Astuti. 2011. *Analysis Of Code Switching And Code Mixing In The teelit Canting Cantiq By Dyan Nuranindya*. Semarang, Faculty of Humanities Diponegoro University.
- Crowter, Jonathan. 1995. *Oxford Advanced Learners’ Dictionary of Current English*. England:Oxford University Press.
- Depdiknas. 2004. *Kurikulum Sekolah Menengah Pertama (SMP)*. Jakarta:Depdiknas.
- Elina I. Lopez. A pro Gradu Thesis: *English/Spanish Code Switching In Chicano Short Fiction*.
- Fauzi, Iwan. 2012. *Sociolinguistics*, Palangkaraya:STAIN Palangkaraya.
- Fauzianti, Endang. 2002. *Teaching English as Foreign Language*, Surakarta: Muhammadiyah University Press.
- Goddard, Wayne and Melville,Stuart. 2001. *Research Methodology an Introduction*, Second Edition, Durban: FPP Productions.
- Iqbal, Liaqat *Lingistic Features of Code-Switching: A Study of Urdu/English Bilingual Teacher’s Classroom Interaction*. Departement of English International Islamic University Islamabad, Pakistan. International Journal of Humanities and Social Science Vol. 1 No. 14; October 2011.
- Jason S.W, VIirginia Peck R., Joan G, 2009. *Communication, Affect, and Learning in the Classroom 3rd edition*,USA.

Kamisah Ariffin and Misyana Susanti Husin, *Code-switching and Code-mixing of English and Bahasa Malaysia in Content-Based Classrooms: Frequency and Attitudes*, The Linguistics Journal. June 2011 Volume 5 Issue 1. Universiti Teknologi MARA Pahang, Malaysia

Karli,Hilda and R.Hutabarat, Oditha. 2010. *Implementasi KTSP*, Jakarta: Rineka Cipta.

Khancani, Mohammed. 2005. *Developing the Teaching of Listening Comprehension in English at Middle School*.

Lurdes da B.V. Rodrigues da Silva *Current Issues in Bilingual Education* (an International Journal).

Miller, Jim. 2002. *An Introduction to English Syntax*. Edinburg, Britain: Edinburg University Press.

Muysken, P. 2000. *Bilingual Speech: A typology of Code- Mixing*. Cambridge: Cambridge University Press.

Nurhadi and Roekham. 1990. *Dimensi-dimensi dalam Belajar Bahasa Kedua*. Bandung: Sinar Baru.

_____ Oxford Advanced Dictionary.

Qodir, Abdul. 1999. *Metodologi Reset Kualitatif: Pedoman Melakukan Penelitian Ilmiah*, Palangka Raya, STAIN Palangka Raya.

Raharjo, Mujia. 2002. *Pengantar Penelitian Bahasa*, Malang: Penerbit Cendekia Paramulya.

Rehman Tariq, Abdur. Ahmad Bilal, Hafiz. Abbas, Naeem. Mahmood, Asad. *Functions of Code-switching in Bilingual Classrooms*. Department of English. University of Sargodha, Sargodha, Department of English. University of Lahore. Sargodha Campus. Pakistan. International Journal, Research on Humanities and Social Sciences www.iiste.org ISSN 2222-1719 (Paper) ISSN 2222-2863 (Online) Vol.3, No.14, 2013.

Ridwan. 2007. *Metode dan Teknik Menyusun Thesis*. Bandung: Alfabeta.

Robert, Bodgan C. 1998. *Qualitative Research for Education*, Third Edition. New York: United State of America.

Saenz, Cristina. 2005. *Adult Second Language Accusation*, Washington dc: Georgetown Press.

Setiyadi, Bambang. 2006. *Metode Penelitian Pengajaran Bahasa Asing*, Yogyakarta: Graha Ilmu.

Shogren, Jelena Brezjanovic. 2011. *Analysis of code switching and code mixing among bilingual children: two case studies of Serbian-english language interaction*, Wichita state university.

Sugiyono, 2007. *Metode Penelitian Pendidikan, Pendidikan Kualitatif dan R&D*, Bandung, Alfabeta,
Virginia. 1981. *Language Introductory Readings*. New York: ST. Martin' Press.

Wahdani, Najmah Soraya *Analysis of Code Switching and Code Mixing in the Novel Macarin Anjing by Christian Simamora*.

Yletyinen, Hanna. 2004. *The Functions of Code Switching In EFL Classroom Discourse*. Department of Languages. University of JYVÄSKYLÄ

CURRICULUM VITAE

Muhammad Hamdan



He is a man from a village named Jingah Bujur. Birth on February 28th 1992 in that village from a father named H.Juhri and mother Hj. Bastiah his most special and precious things. Starting his educational journey from Islamic kindergarten (RA.Nurul Fajeri 1997-1998),

and continued his Islamic elementary school in MIN Jingah Bujur 1998-2004, completing his high school in MTs. Nurul Fajeri 2004-2007 and MAN 5 AMUNTAI 2007-2010, and decided to continue his bachelor program in IAIN PALANGKA RAYA 2010 and finally pursuing his degree (S.Pd.I) on 2015 in this institute Tarbiyah and Teachers Training of State Islamic Institute of Palangka Raya (IAIN Palangka Raya) majoring English education study program. For the one who wanted to visited him, his regional address is Sirajul Huda Street no.13 RT.02 Haur Gading sub district, Hulu Sungai Utara regency, Banjarmasin, South Kalimantan province, but now stayed in Widuri 2 Street on Yakut narrow Street G.Obos 12 Palangka Raya, Central Kalimantan Province. He has two annoying brothers yet loving one (Muhammad Syarif and Muhammad Lutfi) and one beautiful Sister (Siti Maryam) who always give him a soul of fighting spirit to form a better future for them.

The reader can contact him on E-Mail Address Hamdan.Moehammad@gmail.com or [Http/www.facebook.com/MuhammadHamdanBi](http://www.facebook.com/MuhammadHamdanBi)

Let's being a professional English generation Guys!!!