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

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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 menjelaskan 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%.

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
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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 Syafaratul 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 Khosiah, 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
32. They said: “Glory to You (Allah SWT)): nothing of knowledge we have except what You have 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 ulah yang Maha mengetahui lagi Maha Bijaksana.")
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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
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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.

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