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## **LAPORAN AKHIR PENELITIAN**



### **AN ANALYSIS ON CODE SWITCHING AND CODE MIXING IN LEARNING ENGLISH AT SMPN 1 BANGKINANG**

#### **TIM PENGUSUL**

**KETUA : Dr. CITRA AYU, M.Pd NIDN:1023058002**

**ANGGOTA 1: Dr. WIDA RIANTI M.Pd NIDN:1029038302**

**ANGGOTA 2: NUR ERMAYANI NIM:19882003020**

**ANGGOTA 3: MIFTAHUL JANNAH NIM: 1888203026**

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## IDENTITAS DAN URAIAN UMUM

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1. Judul Penelitian : An Analysis on Code switching and code mixing in learning english at SMPN 1 BANGKINANG

2. Tim Peneliti :

NO	NAMA	JABATAN	PROGRAM STUDI
1	Dr. Citra Ayu M.Pd	Ketua	Pendidikan Bahasa Inggris
2	Dr. Wida Rianti M.Pd	Anggota I	Pendidikan Bahasa Inggris
3	Nur Ermayani	Anggota II	Pendidikan Bahasa Inggris
4	Miftahul Jannah	Anggota III	Pendidikan Bahasa Inggris

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8. Instansi lain yang terlibat (jika ada, dan uraikan apa kontribusinya) Tidak ada

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**Abstract**

*Code switching and code mixing are commonly used throughout the world. Both occur when two languages are used spontaneously in one clause or utterance. Code switching is also a complex process, which involves different levels of switching or mixing in accordance to with proficiency in the languages used. three types of Code Switching namely Intra-sentential Switching, Inter-sentential Switching and Tag Switching. In learning English, code switching is an alternative to have a conversation with two different languages. Where the current code switching be widespread phenomenon in foreign language teaching. In a study, communication is one of the main and most important element. The transfer and incorporation of language in learning, especially foreign language, is one of the tricks that the learner can indirectly understand the language they are learning. Teachers make switching code in the class to make the meaning clear and to transfer knowledge to students in an efficient way. However, it should be remembered that in the long term, when students have interaction with native speakers of the language; code switching can be a barrier that prevents mutually intelligible.*

**Keywords:** code switching, code mixing, sociolinguistic

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

English is an international language, and it is used in many countries both as a native and as a second or foreign language. It is taught in the school in almost every country on this earth. It is a living and vibrant language spoken by over 300 million people as their native language. Millions more people use English as an additional language.

In Indonesia, English is learned everywhere because people have to find out that knowledge of English is a passport for better career, better pay, advanced knowledge, and for communication with the entire world. English is also learned for the literature it processes, and for the variety and rich experience it provides. Humans use language as a tool to communicate. Language itself has a duty to fulfill one's social needs, also connect human beings with one another in social events certain. The important role of language in human life is now recognized as being primary life in human social life itself.

Ba'dulu (2009) defines language as a system of vocal symbols used for human communication. The communication process in society not only takes place in one language, but it can also be more than one language. People know that in many countries, even many areas and cities, there are people who can use more than one language, like regional language and Indonesian or a foreign language and Indonesian. When two or more languages are used alternately by the same speaker, then it can be said that the languages are in a state of mutual contacts.

Nowadays in the globalization era, most humans are bilingual. People are said to be bilingual because they are able to master two or more languages in their communication. For example, the people as bilingual means that besides mastering Makassar as their mother tongue, and also master Indonesian as the communication language. Even though, not a few of them use a foreign language, such as English, French, or other foreign languages. Foreign language in question is a widely studied language in teacher-student communication in the process of teaching and learning in the classroom. Bilingual phenomenon can occur anywhere and anytime someone is. A person can be bilingual at times of the child and in adult. While the event of bilingual can be found in family environment, school, village, or the other places.

Furthermore, the phenomenon of language in the life of a multilingual society is associated with acts of speech. The phenomenon means, related with code mixing and code switching which is a topic problem in this research. According to Nugroho (2011) acts of speech is an act of communicating

in conveying information by speakers to the partner said with a specific purpose or meaning. In a communication act, especially on communication process in teaching and learning in the classroom, the bilingual teacher sometimes decisive choice of language that will be use in communication.

There are some factors which can cause it, like interlocutors, topic of conversation, atmosphere and the others. Other than, the social factors also can influence the language selection, like education, age, social status, and character. The bilingual teachers as a subject in this research have to important role in teaching and learning process because they can choose the language that will be use to communicate. This can trigger the teachers to involving him in phenomenon of language in multilingual society.

The phenomenon of the discussion includes the switch phenomenon of language usage because of changes in situations (code switching), and mixing language usage phenomena due to change of situation (code mixing). Some of these phenomena can be derive from within itself (internal) or external. The phenomenon is about the mix of English teacher code in the communication during the process of teaching and learning in the classroom. The phenomenon of mixing of the language in question can be see from the interaction between the teacher and the student, where in the interaction there is a symptom of mixing of language usage by the speaker because of the changing of speech situation. For example in the context when English teachers provide explanations about the subject matter to students. In the act of communication that occurs, with the awareness of the teacher to borrow a lexicon or an English word and then mix it on the Indonesian language communication that he uses when explaining the subject matter.

The next problem is about the switching of the language in question can be see in the communication of the English teacher. In this case, the teacher switches the communication from Indonesian to English, or English to Indonesian, while communicating the process of teaching and learning in the classroom. For example, in a context where an English teacher opens a lesson, the teacher uses English. However, when an English teacher gives advice or admonition to students, the teacher prefers to use the Indonesian language.

The problem of code switching from one language to another is difficult to avoid, similarly the problem of code mixing. Both of these problem will always exist as long as speakers still use two or more languages that they master in turn to communicate. Events of code mixing and code switching can be see in language usage both orally and in writing. In speak language, we can see, among other things, the daily conversations in school, on the street, in the office, both formal and informal, while in writing language there is the use of language in newspapers, magazines, novels, and short stories. Teachers become the spearhead in the process of delivering information to the students. Therefore, teachers must



use language that is communicative and easy to understand of students, so that communication can run effectively. It is not impossible in the process of teaching and learning in the classroom will be the use of two or more languages and variations due to the use of languages master the teacher in turn to communicate. This results in code mixing and code switching of teacher communication behavior that can occur intentionally or unintentionally.

Finally, the above thoughts become the foundation for the researcher to make aspects of the bilingual English teacher as a study of sociolinguistics or applied linguistics that examines the form of code mixing and code switching are use by the English teachers in the classroom interaction.

### **B. Formulation of the Research**

Based on the previous background, the researcher formulates a research question as follows:

1. What are the forms of code mixing of English teachers in the classroom interaction at the SMPN 1 BANGKINANG?
2. What are the forms of code switching of English teachers in the classroom interaction at the SMPN 1 BANGKINANG?

### **B. Purposes of the Research**

To know what is the difference of code switching and code mixing and how to using in the classroom

### **C. Significances of the Research**

The result of this research is expected to give some contributions to the other researcher who will conduct to the other case related with code mixing and code switching. So, it can be strengthened sociolinguistic theory and developed research for other researcher. It's also hoped to give contribution for English teacher in explain the material in teaching English in the classroom.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the literature review, which deals with the previous related research findings and some pertinent ideas.

#### **A. The Previous Related Research Findings**

There are some researchers who have conducted some studies relating to code mixing and code switching. They are as follows: Kustati (2014) a research under title “An Analysis of Code Mixing and Code Switching in EFL Teaching of Cross Cultural Communication Context”.

The researcher determines types of code mixing and code switching made by teacher and students in EFL cross cultural communication and identifies reasons for the emergence of code mixing and code switching in the classroom. Jamsidhi M. A (2013) a research under title “Learners Use Of Code Switching in the English as a Foreign Language Classroom”. He determines the effects of using mother tongue in an EFL classroom. Amorim (2012) a research under title “Code Switching in Students students Interaction; Functions and Reasons”. She analyses student-student interaction during a group-work speaking activity, to uncover some of the reasons for code switching.

Astuti (2010) entitled a Descriptive of Code Mixing and Code Switching Used in Andrea Hirata’s Novel Entitled *Maryamah Karpov*. She analyzed types of code mixing and code switching from novel. Aprilia (2010) a research under title “The Analyzing of Code Switching and Code Mixing in The Song of Baby Don’t Cry By Namie Amuro”. She analyzed types of code switching and code mixing from the lyrics of song. Ayeomoni, M. O (2006) a research under title “Code Switching and Code Mixing: Style of Language Use in Childhood in Yoruba Speech Community”. The researcher shows that code switching and code mixing correlate positively with the educational attainment of individuals. Based on the research findings above, the researcher concludes that code mixing and code switching carries out important functions in the communicative activities in the classroom interaction and in daily life in general. In this research, the researcher will present the forms of code mixing and code switching that use by the English teacher in the classroom interaction.

#### **B. Some Pertinent Ideas**

## 1. Sociolinguistics and Sociology of Language

Some investigators have found it appropriate to try to introduce a distinction between sociolinguistics or micro-sociolinguistics and the sociology of language or macro-sociolinguistics. In this distinction, sociolinguistics is concerned with investigating the relationships between language and society with the goal being a better understanding of the structure of language and of how languages function in communication; the equivalent goal in the sociology of language is trying to discover how social structure can be better understood through the study of language, e.g., how certain linguistic features serve to characterize particular social arrangements (Wardhaugh:2010).

Sociolinguistics is the study of language in relation to society, whereas the sociology of language is the study of society in relation to language. In other words, in sociolinguistics we study language and society in order to find out as much as we can about what kind of thing language is, and in the sociology of language we reverse the direction of our interest. ( Wardhaugh:2010).

Both sociolinguistics and the sociology of language require a systematic study of language and society if they are to be successful. Moreover, a sociolinguistics that deliberately refrains from drawing conclusions about society seems to be unnecessarily restrictive, just as restrictive indeed as a sociology of language that deliberately ignores discoveries about language made in the course of sociological research. So while it is possible to do either kind of work to the exclusion of the other (Wardhaugh:2010). The sociology of language as follows: It deals with large-scale social factors, and their mutual interaction with languages and dialects. There are many open questions, and many practical problems associated with the decay and assimilation of minority languages, the development of stable bilingualism, the standardization of languages and the planning of language development in newly emerging nations. The linguistic input for such studies is primarily that a given person or group uses language X in a social context or domain Y. ( Wardhaugh:2010)

Types of language studies are almost entirely sociological in their objectives and seem to fall outside even the sociology of language. Included in this category are ethno-methodological studies and work by such people as Bernstein. Such work is definitely not sociolinguistics, however defined, since it apparently has no linguistic objectives. (Wardhaugh:2010). Based on the explanations above, the researcher can conclude that sociolinguistics is the scientific study of linguistic about the using of language in society. Sociolinguistics can also called as sociology of language or language in society, because sociology of language can study about the use of language in society and the social organization of behavior.

## 2. Bilingualism and Multilingualism Monolinguals,

That is, the ability to use only one language, is such a widely accepted norm in so many parts of the Western world that it is often assumed to be a world-wide phenomenon, to the extent that bilingual and multilingual individuals may appear to be unusual. Indeed, we often have mixed feelings when we discover that someone we meet is fluent in several languages: perhaps a mixture of admiration and envy but also, occasionally, a feeling of superiority in that many such people are not native to the culture in which we function. Such people are likely to be immigrants, visitors, or children of mixed marriages and in that respect marked in some way, and such marking is not always regarded favorably (Wardhaugh:2010).

People who are bilingual or multilingual do not necessarily have exactly the same abilities in the languages (or varieties); in fact, that kind of parity may be exceptional. Multilingualism involving balanced, native like command of all the languages in the repertoire is rather uncommon. Typically, multilingualism have varying degrees of command of the different repertoires. The differences in competence in the various languages might range from command of a few lexical items, formulaic expressions such as greetings, and rudimentary conversational skills all the way to excellent command of the grammar and vocabulary and specialized register and styles. Multilingualism develop competence in each of the codes to the extent that they need it and for the contexts in which each of the languages is used. ( Wardhaugh:2010)

The simply put, bilingual or known by term bilingualism can be defined as an individual's ability within master two languages in his communication. Based on KBBI (2007), bilingualism can be defined as a matter of usage or mastery of two languages (such as the use of regional languages on the side national language). Therefore, in the end it can be concluded that the bilingual is the ability of a person, either individuals or society that master two languages and able to use these two languages in conducting daily communication in turns well. While someone who is involved in the activity or practice of use two languages in turn is what is called bilingual or that the researcher are familiar with the term bilingualism.

### 3. Code Mixing and Code Switching

#### **A. Code Mixing**

Everybody must have a basic ability of communication, which calls it as communicative competence. Communicative competence refers to knowing when to speak, when not to, and when to talk, with whom, when, where, and in what manner.

In a word communicative competence is related to language and language used. All people have the generic capacity to learn any language as has been proposed by the modern linguistics. Meanwhile, language may appear to be human's guide to reality. Consequently, human's view of the world depends

on the particular language they have learned.

As speaking creature humans have built words and live in this world as they live in a world of things and persons. They use word as tools to control their own behavior and the behavior of other person. In bilingual community, we often face people change their language, when people mix one or more language in speech act without something that forced to mix the language.

Usually when people talk about code switching it is followed by code mixing. Because they are commonly exist in bilingual community, the equality of code mixing and code switching is the used of two or more languages or varieties in speech act. But obviously in code switching, each language or variety still has each autonomous function and without function as a code. (Aslinda and Syafyahya: 2007).

Simply put, code mixing is defined as a symptom mixing of language usage due to changing speech situation. According to Kridaklaksana (1982), the code mix is: a. The use of a language unit from one language to another for extend the style of the language or the variety of languages, the use of words, clauses, Idioms, greetings, and so on; and b. interference. Meanwhile, Aslinda and Syafyahya (2007) suggested that the traits which stands out in the event of code mixing is happening in a variety of casualness or informal situation. In formal language situations, it is very rare mixed the code in the event he said. Even if there are events mixed code in such circumstances, it is due to the absence of a word or phrase right to replace the language he was wearing. So it is necessary using words or phrases from local languages or even foreign languages (Nababan: 1984).

A bilingualism for example, in Indonesian language many insert foreign languages, then the speakers are bilingual can be said to have mixed the code. As a result, it appears a Westernized Indonesian variety. Another case if one slipping the local language, Java language for example, into communication what is the Indonesian of. As a result, there will also be a variety of Indonesian language the jokes. Code mixing events can occur on the first language flake on a second language, for example the Indonesian language interspersed with the words of English, French, or Chinese. Its use too determined by the speaker and his or her partner in a particular place and done with consciousness (Nugroho: 2011).

There are three types of code mixed by (Santosa: 2005). The three types of mixed code according to him are among others:

- Inner Code Mixing

The mixed code in question is a mix of code that uses elements of the original or the origin of the language in the event of mixed code that is still in contact with the mixed language. For example, some of the elements that are still related in the mix of Indonesian

code, such as Java language, Sundanese language, Balinese language, and so forth.

For examples:

- Saya sudah kadhung apik sama dia (inner code mixing)  
Saya sudah terlanjur baik sama dia (Indonesia)  
I have already had a good relationship with him (English)

- **Outer Code Mixing**

The mixed type of code in question is a mixture of code that uses elements of a foreign language in the event of mixed code. For example, an Indonesian speaker who in communicates inserts elements from French, English, Dutch, and so forth. Thus, the speaker has outer code mixing.

For examples:

- Jangan khawatir, next time will be better (outer code mixing)  
Jangan khawatir, lain kali akan lebih baik (Indonesia)  
Don't worry, next time will be better (English)

- **Hybrid Code Mixing**

The mixed type of code in question can accept any element in the event mixed with the code, either the element of the language of origin or the element of the foreign language in the sentence or clause. In a sentence, there must be elements (constituents) that form the sentence. These sentence-forming elements can be words, phrases, or clauses. Each of these elements can be differentiated based on their category, function, or role in that sentence. Some types of categories can be elements in a sentence are nouns, pronoun, adverb, adjective, number, preposition, and verbs. (Arifin and Junaiyah: 2008).

But in this research the researcher just focused on two types such as word and phrase, for example: Nouns: saya pergi untuk meletakkannya di friying pan Verbs: saya sedang sleep di kamar Adjective: kamu adalah siswa yang smart Example of code mixing in the phrase form is: Saya akan mengatakan bahwa ini adalah one of the best novels tahun ini.

## **B. Code Switching**

People, then, are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes even within sometimes very

short utterances and thereby create a new code in a process known as code-switching. Code-switching (also called code-mixing) can occur in conversation between speakers' turns or within a single speaker's turn. In the latter case it can occur between sentences (intersententially) or within a single sentence (intra-sententially). Code switching can arise from individual choice or be used as a major identity marker for a group of speakers who must deal with more than one language in their common pursuits (Wardhaugh: 2010).

Code-switching is a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations. (Gal: 1988). Code-switching occurs in conditions of change, where group boundaries are diffuse, norms and standards of evaluation vary, and where speakers' ethnic identities and social backgrounds are not matters of common agreement. Yet, if it is true that code-switching styles serve as functioning communicative systems, if members can agree on interpretations of switching in context and on categorizing others on the basis of their switching, there must be some regularities and shared perceptions on which these judgments can be based (Wardhaugh: 2010). (Aslinda and Syafyaha: 2007) defined that code switching is a shift of language using because of the change of situation.

There are two types of code switching, They are internal code switching and external code switching.

- Internal code switching is occurs between the language itself. For example the Java language switch into the Indonesian language.
- External code switching is occurs between the language itself and foreign language. For example the Java language switch into English language and Indonesian language switch into English language.

Example of code switching from Indonesian language to English language:

- Teacher: "OK, minggu yang lalu kita sudah belajar memperkenalkan diri. Sekarang siapa sukarela mau kedepan memperkenalkan diri? rise your hand, please!" (guru sambil mengangkat tangan kanannya)
- Students: (terdiam) As for the kinds of code switching in terms of form language as follow (Poedjosoedarmo: 1976): Formal language: Kami sangat berharap kehadiran teman-teman dalam kegiatan kami, thank you.
- Informal language: Teacher: "good morning!?" Students: "???" Teacher: "Selamat siang! Good morning!" Students: "good morning!?" (tersenyum) Hmmm...Lucu. Teacher: "Lhoh... Apanya yang lucu? Bahasanya? Nggak ada yang lucu di sini. Kenalan yuuk!? Mau nggak? Tak kenal maka tak sayang". There are a number of possible reasons for

switching from one language to another, and this will be considered, as presented by (Crystal: 1987); The first of these is the notion that a speaker who may not be able to express him/herself in one language switches to the other to compensate for the deficiency. As a result, the speaker may be triggered into speaking in the other language for a while. This type of code switching tends to occur when the speaker is upset, tired, or distracted in some manner. Secondly, switching commonly occurs when an individual wishes to express solidarity with a particular social group. Rapport is established between the speaker and the listener when the listener responds with a similar switch. This type of switching may also be used to exclude others from a conversation who do not speak the second language. An example of such a situation may be two people in an elevator in a language other than English. Others in the elevator who do not speak the same language would be excluded from the conversation and a degree of comfort would exist amongst the speakers in the knowledge that not all those present in the elevator are listening to their conversation.

There are three types of code switching:

1. Inter-sentential

In inter-sentential code switching, the language switch is done at sentence boundaries. This is seen most often between fluent bilingual speakers.

For example: if you are late for the job interview, ise alinmazsin.

2. Intra-sentential

In intra-sentential code switching, the shift is done in the middle of a sentence, with no interruptions, hesitations or pauses indicating a shift. The speaker is usually unaware of the shift. Different types of switch occur within the clause level including within the word level. Some researchers call it also code mixing.

For example: you are sleepy cogu zaman, because you spend a lot of saat in your bed.

3. Extra-sentential

There is an insertion of a tag from one language into an utterance that is in another language.

### **The Factors Influencing Code Mixing and Code Switching**

The factors of using code switching in studying linguistic and more specifically code switching, not only sense code switching, type code switching and reason code switching need to know. But also, the factors of code switching must be known too.

1. Social Factors In social factors there are five aspects:



- Participants

Participants here are the people who contribute on one event. It can be the speaker or addressee. According to Cambridge dictionary that participant is a person who takes a part in or becomes involved in a particular activity. Participant is as the member of society, so it is characterized by the dimension of status and solidarity. The speaker and the addressee are a relationship which can be marked by how the participants speak, body position, non verbal communication. For example eyes contact gestures, etc.”

- Topic of Conversation

Topics are some factors to speaker doing code switching. For example when people who are joking in Javanese suddenly switch into Indonesian when one of their friends starts to discuss about political issues during the same conversation.”

- Situation

There are two forms of situation, formal situation and informal situation. People often consider when they speak formally, and when they talk informally. From this, situation will be very important in the using of code switching. In the example, some people using the correct words when speak in front of the boss, because this is formal situation. Differently when eating with the friends. Commonly use friendly language. Because this informal situations.

- Domain

Setyaningsih (2006) state that “Domain is very cluster of social situations which are typically constrained by a common set of behavioral rules.” The means, in a region or a social situation, usually there is a limitation rule of behavior.

- Setting of Conversation

In here, setting includes location, date, day, time, and physical aspects of situation. For the example: place where the event take place, date of wedding, etc.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

In accordance with the purpose of writing, the method used in this research was qualitative descriptive method. Nawawi and Martini (1994) said that descriptive methods can be defined as a problem-solving procedure investigated, with describes the state of the object of research at the present moment which are based on facts that appear or as they are. Nawawi and Martini (1994) suggest that qualitative research is known also with naturalistic research, the research that is or have a characteristic. It was because the research data stated in the circumstances which was natural or natural, with no changed in the form of symbols or numbers. These was a descriptive qualitative design. It was called descriptive because the research described about code mixing and code switching that used of English teacher in the classroom interaction in SMP Negeri 1 Bangkinang. The observation includes collected the data by recording the teachers language in the classroom interaction then entered the result into field notes.

#### **B. Source of Data**

The source of data was the student and teacher in learning English at SMPN 1 Bangkinang

#### **C. Instruments**

In this research there are two instruments to collected the data; they were recording and field notes. The first, the researcher came into the classroom and recording the communication process of teachers-students in the classroom by recording device and then, the researcher also write down what the teachers doing in teaching and learning process into field notes. As for the field notes sheet contains: (1) teacher's name, (2) time, (3) place / location, and (4) description of the results. Location of the Research

#### **D. Data Collection**

In order to collected the data, the researcher used:

- 1) Recording In collecting the data for this research, the researcher chose the recording device that used in the recording process, such as hand phone Samsung grand.


- 2) The researcher recorded for the teachers during the teaching and learning process takes place. The researcher did the recording process for around 2 hours for one teacher in once meeting. In teaching and learning process, the researcher not be directly involved in the communication process, but just as researcher.


**CHAPTER IV**  
**RESEARCH FUNDING AND**  
**TIME ALLOCATION**


**1. Budget Allocation**

N o	Uraian	Satuan	Volum e	Besaran	Volume x Besaran
1	Honorarium				
	a. Koordinator Peneliti / Perekayasa	OB	1	Rp 400.000	Rp 400.000
	b. Pembantu Peneliti/Perekaya sa	OK	12	Rp 20.000	Rp 240.000
	c. Honorarium Petugas Survey	OR	30	Rp 10.000	Rp 300.000
<b>Subtotal Honorarium</b>					<b>Rp 940.000</b>
2	Bahan Penelitian				
	a. ATK				
	1) Kertas A 4	Rim	1	Rp 50.000	Rp 50.000
	2) Pena	Kotak	1	Rp 50.000	Rp 50.000
	3) Map	Lusin	1	Rp 50.000	Rp 50.000
	b. BahanPenelitia n Habis Pakai				
	1). Bahan Pembuatan Soal	OK	Paket	Rp 350.000	Rp 350.000
	2). Uji Validitas	Sesuai	Paket	Rp 800.000	Rp 800.000
	3). Analysis praktikalitas	Item	Paket	Rp 1.000.000	Rp 1.000.000
	4). Pengurusan Etik Penelitian	Belanja (Bahan Peneliti an Lab)	Paket	Rp 500.000	Rp 500.000
<b>Subtotal Bahan Penelitian</b>					<b>Rp 2650.000</b>
3	Pengumpulan Data				
	a. Transport	OK	2	Rp 150.000	Rp 300.000
	b. Biaya Konsumsi	OK	2	Rp 150.000	Rp 300.000
4	Pelaporan, Luaran Penelitian				
	a. Fotocopy	OK	200	Rp 150	Rp 30.000

	Proposal dan Laporan, kuesioner dan sebagainya				
	b. Jilid Laporan	OK	5	Rp 6.000	Rp 30.000
	c. Spanduk	OK	1	Rp 250.000	Rp 250.000
	d. Luaran Penelitian	OK			
	<ul style="list-style-type: none"> <li>• Jurnal nasional terakreditasi <ul style="list-style-type: none"> <li>○ Sinta 6-5</li> </ul> </li> </ul>		CoN	Rp 600.000	Rp 600.000
<b>Subtotal Biaya Laporan dan Luaran Penelitian</b>					<b>Rp 910.000</b>
<b>Total</b>					<b>Rp 5.000.000</b>

No. \_\_\_\_\_  
Telah terima dari \_\_\_\_\_  
Uang sejumlah Empat Ratus Ribu Rupiah  
Untuk pembayaran Honor Koordinator peneliti  
\_\_\_\_\_  
10/6/22  
Rp. 400.000 

No. \_\_\_\_\_  
Telah terima dari \_\_\_\_\_  
Uang sejumlah Dua Ratus empat puluh Ribu Rupiah  
Untuk pembayaran Honor pembantu peneliti / perekayasa  
\_\_\_\_\_  
10/6/22  
Rp. 240.000 

No. \_\_\_\_\_  
Telah terima dari \_\_\_\_\_  
Uang sejumlah Tiga Ratus Ribu Rupiah  
Untuk pembayaran Honor petugas Survey lapangan  
\_\_\_\_\_  
15/6/22  
Rp. 300.000 



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**"ARIES"**

Kantor : Jl. T. Terkaike Bpr STKSTama Terkaike Bandung 40132 Telp 022-2511111  
Cibang : Jl. Paser Karet Cibang Karet Rute 1001 / Bandung 40132 Telp 022-2511111

Berangsat  
Kepada Yth. 0 Juni 22

BON PESANAN

No.	NAMA BARANG & JENIS PESANAN	Banyaknya	Marga @	Jumlah Marga
1	kertas A 4	1	50.000	50.000
2	pena	1	50.000	50.000
3	map	1	10.000	10.000
4				
5				
6				
7				
8				
9				
10				
11				
12				
TOTAL Rp.				150.000
BAYAR Rp.				150.000
SISA Rp.				—

Perhatikan! Bonang ini hanya berlaku untuk pembelian barang-barang yang tertera di atas dan tidak dapat digunakan untuk pembelian barang lain.

Pemesan,

Harap Kami,

*[Signature]*

No. _____
Telah terima dari _____
Uang sejumlah <u>Dua Juta enam Ratus Lima Puluh Ribu Rupiah</u>
Untuk pembayaran <u>pembuatan Soal Reading, uji Validitas, analisis praktikalitas, pengurusan Etik Penelitian</u>
_____ 3 Mei 2022
Rp. <u>2.650.000</u>





LOKO, PERCITAKAN & PHOTO COPY  
**"ARIES"**

Kantor : Jl. T. Terkaike Bpr STKSTama Terkaike Bangorung 40102 12 1 1903  
Cibang : Jl. Paser Karet Bangorung Karet Bura Inan 2 Bangorung 40102 12 1 1904

Bangorung  
Kepada Yth.

0 Juni 22

BON PESANAN

No.	NAMA BARANG & JENIS PESANAN	Banyaknya	Marga @	Jumlah Marga
1	kertas A 4	1	50.000	50.000
2	pena	1	50.000	50.000
3	map	1	10.000	10.000
4				
5				
6				
7				
8				
9				
10				
11				
12				
			TOTAL Rp.	150.000
			BAYAR Rp.	150.000
			SISA Rp.	—

Perhatikan! Bonorung dan bonorung ini hanya  
untuk keperluan administrasi dan bonorung ini  
tidak dapat dipergunakan untuk keperluan lain.

Pemesan,

Harap Kami,

*[Signature]*

No.	_____
Telah terima dari	_____
Uang sejumlah	Dua juta enam ratus lima puluh ribu Rupiah
Untuk pembayaran	pembuatan Soal Reading, uji Validitas, analisis praktikalitas, pengurusan Etik Penelitian
	3 Mei 2022
Rp.	2.650.000



**SPBU 14 284.822**  
**BANGKINANG**

BON KONTAN UNTUK

JENIS BBM	HARGA	JUMLAH
Perchub	RP. 12000	RP.
SOLAR	RP.	RP.
	RP.	RP.
	RP.	RP.
JUMLAH		RP. 12000

BANGKINANG 25

2.

**SPBU 14 284.822**  
**BANGKINANG**

BON KONTAN UNTUK

JENIS BBM	HARGA	JUMLAH
Perchub	RP. 12000	RP.
SOLAR	RP.	RP.
	RP.	RP.
	RP.	RP.
JUMLAH		RP. 12000

BANGKINANG 25

2.

**hoya**  
**TOKO ROTI & KUE**  
Jl. Durian No. 37 A  
Telp. (0781) 848919, 7815643 Pekanbaru  
Jl. Hos Cokroaminoto No. 48  
Telp. 27540, 39840 Padang

Kepada Yth :  
Alamat :  
No. Telp :  
Tgl. Pengambilan : 13/6/22  
Jam :

**Bon Pesanan**

No.	Jenis Pesanan	Banyak	Harga Satuan	Jumlah	Keterangan
1.	Konsumsi Roti dan Kue	2	1250.000	250.000	2
2.	Minuman				
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

Pekanbaru, 20... 20... Jumlah 250.000

Pemesan, ... Uang Muka -

Sisa -

NB: Pembatalan pesanan dalam 74 jam akan dikenakan biaya 5% dari total uang yang sudah kami terima



TOKO, PERCUKAN & PHOTO COPY

**"ARIES"**

Alamat: J. T. Tumbuka (Dip. STIKesTumkita) Tumbuka Bangkinang HP: 0815 7613 7363  
Cabang: J. Pasar Kupa (depan) Kota Madya Indragiri HP: 0821 7219 0814

Bangkinang \_\_\_\_\_ 20\_\_\_\_  
Kepada Yth: \_\_\_\_\_

**BON PESANAN**

No.	NAMA BARANG & JENIS PESANAN	Dibuatnya	Harga @	Jumlah Harga
1	Fotocopi Proposal dan laporan 200		30000	30.000
2	Fotocopi Questioner			
3	Jilid laporan 5		30000	20.000
4				
5				
6				
7				
8				
9				
10				
11				
12				
			TOTAL Rp	60.000
			BAYAR Rp	
			SISA Rp	

Perusahaan: \_\_\_\_\_  
Nama: \_\_\_\_\_

Perusahaan: \_\_\_\_\_

Nama: \_\_\_\_\_

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JL. PROF. M. YAMIN, SH (Duan Lapangan Merdeka Bangkinang)

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- UNDOANGAN
- X-BANNER
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- MUG/GEAS FOTO
- BALHO
- ONE WAY
- BROSLUR
- SEMINAR KIT
- STIKER
- STEMPL
- KALENDER
- SABLON

Qty	Item Deskripsi	Ukuran	Harga
1	Pandute	3x2	20.000
3x2			
			250.000

Perusahaan: \_\_\_\_\_

Nama: \_\_\_\_\_

\*\*Barang yang tidak diambil dalam 2 minggu tidak menjadi tanggung jawab kami

No. \_\_\_\_\_

Telah terima dari \_\_\_\_\_

Uang sejumlah G enam Ratus Ribu Rupiah

Untuk pembayaran Pembayaran Iuran Kencutici  
Jurnal Nasional

20/6/12

Rp. 600.000

## **2. Allocation**

- Time at 7.00 A.M Every Sunday, Tuesday, Wednesday, Thursday and Friday
- Location at SMPN 1 bangkinang

## **CHAPTER V**

### **RESEARCH FINDINGS**

This chapter the researcher will focus in analyzing the data collection. It means that the researcher focuses on answering and discussing the two elements of problem mentioned in the first chapter. The first problem is about the form of code mixing and the problem number two is the form of code switching. In this chapter the researcher also presents the finding and discussion, in the finding, the researcher presents the all data gained from the English teachers about the form of code mixing and code switching in the classroom interaction.

While in the discussion, the researcher discuss about the data which found in the classroom interaction by using the theory in the previous chapter. A. Findings During the researcher observation in the classroom, the researcher found many examples of code mixing and code switching used by the English teachers in teaching and learning process. In this research, the researcher classifies the finding into two parts. They are code mixing in the form of word and code mixing in the form of phrase. While code switching in the form of the terms of interlanguage (English to Indonesian and Indonesian to English) and in terms of the form of the language used (formal and informal language) and also the factors influencing the use of code mixing and code switching in the classroom interaction by the English teachers

The Form of Code Mixing After observation and recording the teacher language in the classroom, the researcher sees the English teacher often mix their language from Indonesia into English term and sometimes English into Indonesia utterances. The English teacher used code mixing and code switching in teaching and learning process as a tool to communication with the students. a. Code Mixing in the Form of Word code mixing in the form of word is an act of inserting a different language (English) into a base language (Indonesia). In addition, a language that the English teachers mixed is not always the same in any conversation. Let's see the following examples below; On Thursday, at 13.00 P.M, in class VII in SMP Negeri 1 Bangkinang there are teaching and learning process by the English teacher Eliza Murni S.Pd. (teacher 1) that using code mixing in the form of word in communication, like examples below;

(1). Teacher : how to say in English member pendapat?

Student : give suggestion. Teacher: iya, give suggestion and offers. Memberikan suggestion. Suggestion itu adalah saran, offers itu adalah tawaran.

For the example of number (1) above, we can see that the teacher mixed the English words suggestion and offers into Indonesian language. The teacher mixed the English word suggestion and

offers because those words are material of the lesson.

(2). Teacher: yang perlu dan wajib hukumnya, harus ada dictionary-nya. Do you know dictionary?

Student: kamus, bu.

The examples number (2) is the form of code mixing in the form of word used by the teacher 1 in English classroom. Its happen when the English teacher give command for the students to bring dictionary in teaching and learning process.

(3). Teacher: don't use makassaris, jangan pake bahasa Makassar. Paling tidak kalo bukan English gunakan bahasa Indonesia. Can you speak Indonesia, Mansur?

Student: iya, bu. (4).Teacher: lain kali using Indonesia, yah.

Tapi lebih bagus lagi pake bahasa inggris, ini kan kelas bahasa, so you must use Bahasa because you are bahasa class.

The examples number (3), and (4) are the form of code mixing in the form of word used by the teacher 1 in English classroom. Its happen when the English teacher give command and suggestion for the students in teaching and learning process.

(5). Teacher: ok, all of the student have done conversation about accepting and decline. So, maybe for sometimes kita akan bahas lagi tema tentang ini, butt opiknya berbeda.

Student: ok, mom In example number

(5) above, the English teacher doing code mixing with inserted preposition word into Indonesian language communication to connected one sentence with the other sentence.

(6). Teacher: percakapannya tidak usah terlalu panjang lebar nak, jadi nanti ending-nya dua percakapan sisakan untuk say thanks, yah.

Student: iya, bu.

(7). Teacher: jadi harus di hafal nanti pertemuan selanjutnya kalian akan bercakap dengan temannya tanpa teks. Nanti bisa sharing sama temannya supaya bisa kompak nanti di depan. Student: yes, mom.

The examples number (6) and (7) are the form of code mixing in the form of word used by the teacher 1 in English classroom. Its happen when the English teacher give command and suggestion for the students in teaching and learning process. And then, on Saturday at. 13.00 P.M in class VIII SMPN 1 Bangkinang, occurs the used of code mixing in the form of word by the English same teacher. Let's see the example below:

(8). Teacher: ok my students, if you want to buy LKS, sudah ada di mas. Jadi bagus kalau banyak reference.

Students: ok, pak

In the example (8), have occur code mixing in the form of word by the English teacher. Code mixing happen when the teacher give suggestion for the students. The using of code mixing in the form of word in teaching and learning process in the classroom by the teacher 1 more dominant.

**Code Mixing in the Form of Phrase** In addition, code mixing in the form of word, the English teachers also often used code mixing in the form of phrase. Based on the Oxford dictionary phrase is a small group of word standing together as ba conceptual unit, typically forming a component of clause, it means that, phrase is a group of word without a finite verb or group of words that have particular meaning used together. Let's see the example of code mixing in the form of phrase below: On Thursday, at 13.00 P.M, in class VII SMPN 1 Bangkinang there are teaching and learning process by the English teacher Eliza Murni S. Pd. (teacher 1) that using code mixing in the form of word in communication, like examples below;

(9). Teacher: ok. Kalau saya yang mengajar harus ada kamusnya. Baikitu using internet bisa, ataupun yang manual. Download kamus online juga bisa.

Student: ada bu, tapi lupa dibawa.

Teacher: ok. Nanti next meeting harus dibawa, ya.

Student: iya, bu. The example

(9) above, occur code mixing in the phrase of phrase by the English teacher. Its happen when the teacher give command for one of the student not bring dictionary.

(10). Teacher: jadi, kalian sudah mengerjakan di rumah tugasnya, saatnya sekarang saling menawarkan, making offers udah, sekarang apakah kamu accepting or decline, apakah kamu menerima atau menolak tawaran.

Student: yes, mom.

The example (10), that happen is code mixing in the form of phrase by the English teacher in the classroom. The teacher inserted code mixing in the form of phrase into Indonesian language that used. Code mixing in the form of phrase in question is the subject material of studied.

(11). Teacher: makanya last week saya kan sudah kasih tau nak, do it by yourself. Tugasmu itu dikerjakan sendiri, karna kalau dikerjakan sendiri kamu akan mengerti apa maksudnya, ok. Jadi kalau giliran di tanya sama temannya, of course kalian pasti bisa menjawab.

(12). Teacher: don't use makassaris, jangan pake bahasa Makassar. Paling tidak kalo bukan English gunakan bahasa Indonesia. Can you speak Indonesia, Mansur?

Student: iya, bu.

The example number (11) and (12) above, the teacher doing code mixing in the form of phrase when the teacher give motivation for the students.

(13). Teacher: now look at page seventeen. Halaman tujuh belas in your book. (there is a student sing a song)

Teacher: ok, nanti ada waktunya kita akan sing a song.

In the example (13) above, the teacher used code mixing in the form of phrase when the teacher give command for the students. And also the teacher used code mixing in the form of phrase when the teacher give warning for the student that sing a song when teacher speak.

(14). Teacher: hmm, silahkan complete the dialogue. Silahkan lengkapi percakapannya di situ sesuai dengan tema yang ada.

(15). Teacher: percakapannya tidak usah terlalu panjang lebar nak, jadi nanti ending-nya dua percakapan sisakan untuk say thanks, yah.

Student: iya, bu.

Example number (14) and (15) above, code mixing in the form of phrase occur when the English teacher give command for the students in teaching and learning process in the classroom.



## **CHAPTER V**

### **CONCLUSION**

#### **A. Conclusion**

The main objective of this research is to investigate the phenomenon of code mixing and code switching used in the classroom interaction by the English teachers. And then, based on according to Nawawi and Martini (1994) about descriptive qualitative method, the purpose of doing this research is as a understanding about the background of personal individual , especially about the using of language in their communication.

After doing this research, the researcher found some conclusion as follows; The general function of a language is as a tool of communication. Language will never be separated from people nowadays as a language user, because language and people are complementing each other. The phenomenon of code mixing and code switching will be found easily in the people's daily communication.

This phenomenon occurs because people mostly master more than languages nowadays. In general, code mixing and code switching can occur in oral communication, for example in teaching and learning process in the classroom like in the teacher's communication which the researcher researched. After doing the research, the researcher found out the form of code mixing and code switching.

There are some forms of code mixing that used by the English teacher in teaching and learning process. They are code mixing in the form of word which inserting a different language (English) into a base language (Indonesia) and also phrase which actually inserting another phrase of another language (English) which is different from the base language (Indonesia). Whereas the form of code switching are often used by the English teacher in teaching and learning process are the terms of inter-language (English to Indonesian and Indonesian to English) and in terms of the form of the language used (formal and informal language).

Code switching in question is the change of language that occurs between sentences. Code mixing and code switching has three factors that influence the occurrence of it. They are social factors, cultural factor, and individual factor. The three factors of code mixing and code switching determine the language choice in teaching and learning process used by the English teachers. The similar

of code switching with the code mixing is that of both events this is common in multilingual societies in using two or more language. However, there is a significant difference from both this phenomenon. The code change happens with each language used still have their own autonomy, done consciously and deliberately which is due to certain causes. Another case with the code mixing. Code mixing occurs where a the main code or basic code used has functions and autonomy.

Then, in something special, using the other language like Indonesian or Makassaris, it can be used related to situation and condition. For example, the teacher can use Indonesian or Makassaris and the other languages to the students when give advice and warning, and then when the teacher give explanation about the difficult material. It means that to easily understanding of the students so that the teaching and learning process to be success.

Finally, the result of this research hopes that can be reference to the study, well by the English teachers or the other people that want to learn about scientific study of language. for the English teachers, this research can give a thinks contribution to improve the quality in convey the material in the class, especially the English study. Next, for the students, the result of this research hopes that can use as a reference for the next research and can to add the knowledge about functions of language in communication. Finally, for the readers, this research can be approve the knowledge for the reader about the language phenomenon that happen in the daily life of society.

## B. Suggestion

1. Teachers become the spearhead in the process of delivering information to the students. Therefore, teachers must use language that is communicative and easy to understand of students, so that communication can run effectively. It is not impossible in the process of teaching and learning in the classroom will be the use of two or more languages and variations due to the use of languages master the teacher in turn to communicate. For the English teachers, the researcher hope that this research can give a thinks contribution to improve the quality in convey the material in the class, especially the English study.

2. This research hopes to give illustration of languages that use in teaching and learning process. In the future, another research concerning about code mixing and code switching or another aspect related to teaching and learning process, especially in English class will be useful. The teaching and learning process in English class the researcher suggest, the teachers must be more to emphasize using English than the Indonesian. So that the students can usual to used English in the classroom interaction.



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