AN UNDERGRADUATE THESIS

ANALYZING OF CODE MIXING IN TEACHING ENGLISH AT THE EIGHT GRADERS OF SMP MUHAMMADIYAH 2 METRO IN THE ACADEMIC YEARS OF 2015/2016

BY:
Dita Citra Ningtias
NPM. 1175907

Tarbiyah Department
English Education Program

STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
2016/1437 H

ANALYZING OF CODE MIXING IN TEACHING ENGLISH AT THE EIGHT GRADERS OF SMP MUHAMMADIYAH 2 METRO IN THE ACADEMIC YEARS OF 2015/2016

Presented as a Partial fulfillment of Requirements
for the Degree of Sarjana Pendidikan (S.pd)
in English Department

By:

DITA CITRA NINGTIAS
STUDENT.ID. 1175907

Sponsor : Dr. Mahrus As'ad, M.Ag
Co-Sponsor : Syahreni Siregar M.Hum

English Education Program
Tarbiyah Department

STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO

1437 H/2016 M

KEMENTRIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO

Jl. Ki HajarDewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111 Telp.(0725) 41507, Fax. (0725)47296 E-mail: stainjusi@stainmetro.ac.id, Website: www.stainmetro.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : Pengajuan Munaqosyah

Kepada Yth.,
Ketua Jurusan Tarbiyah
Sekolah Tinggi Agama Islam Negeri
di-
Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama	: DITA CITRA NINGTIAS
NPM	: 1175907
Jurusa	: Tarbiyah
Program Studi	: Pendidikan Bahasa Inggris (PBI)
Judul Skripsi	: ANALYZING OF CODE MIXING IN TEACHING ENGLISH AT THE EIGHT GRADERS OF SMP MUHAMMADIYAH 2 METRO IN THE ACADEMIC OF 2015/2016

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Metro, February 2016

Pembimbing I	Pembimbing II
Dr.Mahrus As'ad, M.Ag	**Syahreni Siregar M.Hum**
NIP. 19611221 199603 1 001	NIP. 19760814 200912 2 004

KEMENTRIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO

Jl. Ki HajarDewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111 Telp.(0725) 41507, Fax. (0725)47296 E-mail: stainjusi@stainmetro.ac.id, Website: www.stainmetro.ac.id

APPROVAL PAGE

Title : ANALYZING OF CODE MIXING IN TEACHING ENGLISH AT THE EIGHT GRADERS OF SMP MUHAMMADIYAH 2 METRO IN THE ACADEMIC OF 2015/2016

Name : DITA CITRA NINGTIAS
Student Number : 1175907
Study Programmed : English Education
Departement : Tarbiyah

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Department of State Islamic College (STAIN) of Jurai Siwo Metro.

Metro, February 2016

Sponsor,

Dr.Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Co-Sponsor,

Syabreni Siregar M.Hum
NIP. 19760814 200912 2 004

Dean,

Dra. Hj. Akla, M.Pd
NIP. 19691008 200003 2 005

KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id, website: www.stainmetro.ac.id

RATIFICATION PAGE

Sti.06/s/249/2016

An undergraduate thesis entitled ANALYZING OF CODE MIXING IN TEACHING ENGLISH AT THE EIGHT GRADERS OF SMP MUHAMMADIYAH 2 METRO IN THE ACADEMIC YEARS OF 2015/2016, written by DITA CITRA NINGTIAS, Student Number 1175907, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah Department on Monday, March 07, 2016 at 09.00-10.30 p.m.

BOARD OF EXAMINERS

Chairperson : Dr. Mahrus As'ad, M.Ag .....)

Secretary : Ghulam Murtadlo, M.Pd.I .....)

Examiner I : Drs. Kuryani Utih, M.Pd .....)

Examiner II : Syahreni Siregar, M. Hum .....)

PANITIA MUNAQOSAH SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO

Principal,

KEMENTERIAN AGAMA JURAI SIWO METRO SEKOLAH TINGGI AGAMA ISLAM NEGERI

Prof. Dr. Hj. Enizar, M. Ag
NIP. 19600918198703200 3

ABSTRACT

ANALYZING OF CODE MIXING IN TEACHING ENGLISH AT THE EIGHT GRADERS OF SMP MUHAMMADIYAH 2 METRO IN THE ACADEMIC YEARS OF 2015/2016

By Dita Citra Ningtias

The study of using English- Indonesian code mixing plays an essential role in language learning. In the English learning process teacher use English-Indonesian code mixing. Because the students it difficult to understand the material by using English. Using English - Indonesian is a vital decision for the result of language learning. Therefore, this study is to investigate the teacher English - Indonesian code mixing in the English learning process.

This is qualitative in nature, which is typically case study. This study uses purposive sampling technique. The partipants in this study are teacher and students at eight graduate of SMP Muhammadiyah 2 Metro who use English-Indonesian code mixing in learning English process. In collecting data, this study applies observation , interview, and documentation.

This study shows that the teacher use English- Indonesian code mixing in the English learning process. This main reason of English - Indonesion code mixing is as a communicative strategy, because code mixing can facilitate learning and the students get a better understanding by using English - indonesian code mixing. Morever, the teacher use more English- Language than indonesian language. In the learning English process teacher use 13% Indonesian language and 32% English language. It can be inferred that English-Indonesian code mixing can help teacher and students in English learning process

ABSTRAK

ANALISIS PENGGUNAAN CODE MIXING PADA GURU BAHASA INGGRIS KELAS DELAPAN SMP MUHAMMADIYAH 2 METRO TAHUN AJARAN 2015/2016

By Dita Citra Ningtias

Penelitian tentang penggunaan Inggris- Indonesia code mixing merupakan suatu hal yang penting dalam pembelajaran bahasa. Didalam pembelajaran bahasa inggris guru menggunakan code mixing Inggris-Indonesia. Karena siswa-siswi akan kesulitan memahami materi dengan menggunakan bahasa Inggris. Penggunaan code mixing Inggris-Indonesia merupakan suatu hal yang penting dalam pembelajaran bahasa.Oleh karena itu, penelitian ini untuk melakukan investigasi penggunaan code mixing Inggris - Indonesia pada guru dalam proses pembelajaran.

Ini adalah penelitian qualitative murni, yang tipenya studi kasus. Penelitian ini bermaksud menggunakan sampling teknik. Partisipasi dalam penelitian ini adalah guru dan murid kelas 8 SMP Muhammadiyah 2 Metro yang memggunakan code mixing Inggris-Indonesia dalam proses pembelajaran. Dalam pengumpulan data, peneliti menggunakan cara observasi, interview , dan dokumentasi.

Penelitian ini melihat bahwa guru menggunakan code mixing Inggris-Indonesia dalam proses pembelajaran. Alasan penggunaan code mixing Inggris-Indonesia adalah merupakan salah satu strategi komunikasi , karena code mixing Inggris - Indonesia mempermudah proses pembelajaran dan siswa dapat lebih baik memahami dengan menggunakan code mixing Inggris - Indonesia. Dan juga guru lebih banyak menggunakan bahasa Inggris dari pada bahasa Indonesia. Dalam proses pembelajaran bahsa Inggris guru menggunakan bahasa Indonesia 13% dan menggunakan bahasa Inggris 32%. Dapat kita ambil kesimpulan bahwa code mixing Inggris - Indonesia dapat membantu guru dan murid dalam proses pembelajaran.

ABSTRAK

ANALISIS PENGGUNAAN CODE MIXING PADA GURU BAHASA INGGRIS KELAS DELAPAN SMP MUHAMMADIYAH 2 METRO TAHUN AJARAN 2015/2016

By Dita Citra Ningtias

Penelitian tentang penggunaan Inggris- Indonesia code mixing merupakan suatu hal yang penting dalam pembelajaran bahasa. Didalam pembelajaran bahasa inggris guru menggunakan code mixing Inggris-Indonesia. Karena siswa-siswi akan kesulitan memahami materi dengan menggunakan bahasa Inggris. Penggunaan code mixing Inggris-Indonesia merupakan suatu hal yang penting dalam pembelajaran bahasa.Oleh karena itu, penelitian ini untuk melakukan investigasi penggunaan code mixing Inggris - Indonesia pada guru dalam proses pembelajaran.

Ini adalah penelitian qualitative murni, yang tipenya studi kasus. Penelitian ini bermaksud menggunakan sampling teknik. Partisipasi dalam penelitian ini adalah guru dan murid kelas 8 SMP Muhammadiyah 2 Metro yang memggunakan code mixing Inggris-Indonesia dalam proses pembelajaran. Dalam pengumpulan data, peneliti menggunakan cara observasi, interview , dan dokumentasi.

Penelitian ini melihat bahwa guru menggunakan code mixing Inggris-Indonesia dalam proses pembelajaran. Alasan penggunaan code mixing Inggris-Indonesia adalah merupakan salah satu strategi komunikasi , karena code mixing Inggris - Indonesia mempermudah proses pembelajaran dan siswa dapat lebih baik memahami dengan menggunakan code mixing Inggris - Indonesia. Dan juga guru lebih banyak menggunakan bahasa Inggris dari pada bahasa Indonesia. Dalam proses pembelajaran bahsa Inggris guru menggunakan bahasa Indonesia 13% dan menggunakan bahasa Inggris 32%. Dapat kita ambil kesimpulan bahwa code mixing Inggris - Indonesia dapat membantu guru dan murid dalam proses pembelajaran.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name	: Dita Citra Ningtias
Student Number	: 1175907
Study Program	: English Department
Faculty	: Tarbiyah

It is believed that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, Maret 2016

The Writer



Dita Citra Ningtias

NPM. 1175907

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama	: Dita Citra Ningtias
NPM	: 1175907
Program Study	: Pendidikan Bahasa Inggris
Jurusan	: Tarbiyah

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penenlitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Maret 2016

Yang Menyatakan



Dita Citra Ningtias

NPM. 1175907

MOTTO

" Never put of till tomorrow what you can do today"

(Thomas Jefferson*)*

" The future depends on what you do today"

(The Writer*)*

DEDICATION PAGE

This undergraduated thesis would highly be dedicated to my beloved parents, Mr. Kamdari and Mrs Wasitah ,My beloved sister Dwi utami suciatiningsih Thanks always pray, support me and my beloved Almamater State Islamic College of Jurai Siwo Metro.

ACKNOWLEDGMENTS

In the name of ALLAH the most gracious and the most merciful. He is fashioner of shapes who has given me the guidance and assistance in such a way that I could accomplish this research. May sholawat and salam always be with our prophet Muhammad s.a.w who has guided us to the right path.

I would like to convey my gratitude to my parents and my family for supporting both financially and physically. It is also my best honour to my advisors : Drs. Mahrus As'ad, M.Ag and Syahreni Siregar M.Hum for guiding me sincerely on my research proposal in title with "Analyzing of Code Mixing in Teaching English at the Eight Graders of SMP MUHAMMADIYAH 2 Metro In The Academic Years of 2015/2016", morever, I would like to give my best regard to my college (Stain Jurai Siwo Metro), all lectures and all my freinds who have support me to complete this research.

The constructive and suggestion for revising this research are highly expected. I am hopefully this research can give the contribution on the teaching and learning process of English Education Program.

Metro ,March 2016

The writer

Dita Citra Ningtias
St 1175907

TABLE OF CONTENT

COVER i

TITLE ii

NOTA DINAS iii

APROVAL PAGE iv

RATIFICATION PAGE v

ABSTRACT vi

STATEMENT OF RESEARCHORIGINALITY vii

MOTTO viii

DEDICATION PAGE ix

ACKNOWLEDGEMENTS x

TABLE OF CONTENTS xi

LIST OF APPENDICES xii

LIST OF FIGURE xiii

CHAPTER I INRODUCTION 1

A. Background of Study 1

B. Problems Limitation 3

C. Problems Formulation 4

D. Objective and Benefit of The Study 4

E. Prior Research 5

CHAPTER II REVIEW OF LITERATURE 6

A. Theoretical Basis of Code Mixing 6

1. Definition of Code Mixing and Code Swicthing 6

2. The differences of code mixing and code swicthing 14

3. The forms of code mixing 15
4. Function of code mixing 18
5. Purpose of using code mixing 19
6. The advantages of using code mixing 20
B. The Application of Code Mixing in Teaching English 21

CHAPTER III RESEARCH METHOD 26

A. Research Design 26
B. Data Source 28
C. Data Collection Technique 28
D. Data Analysis Technique 31
E. Approach 33

CHAPTER IV RESULT OF THE RESEARCH 34

A. Description of Research Setting 34
1. The Historical Background of SMP Muhammadiyah 2 Metro 34
2. School Identification 34
3. Data of Students and Teacher 34
4. The Teacher's Using Code Mixing 35
B. Discussion 40

CHAPTER V CONCLUSION AND SUGGESTION 44

A. Conclusion 44
B. Suggestion 45

BIBLIOGRAPHY

APPENDICES

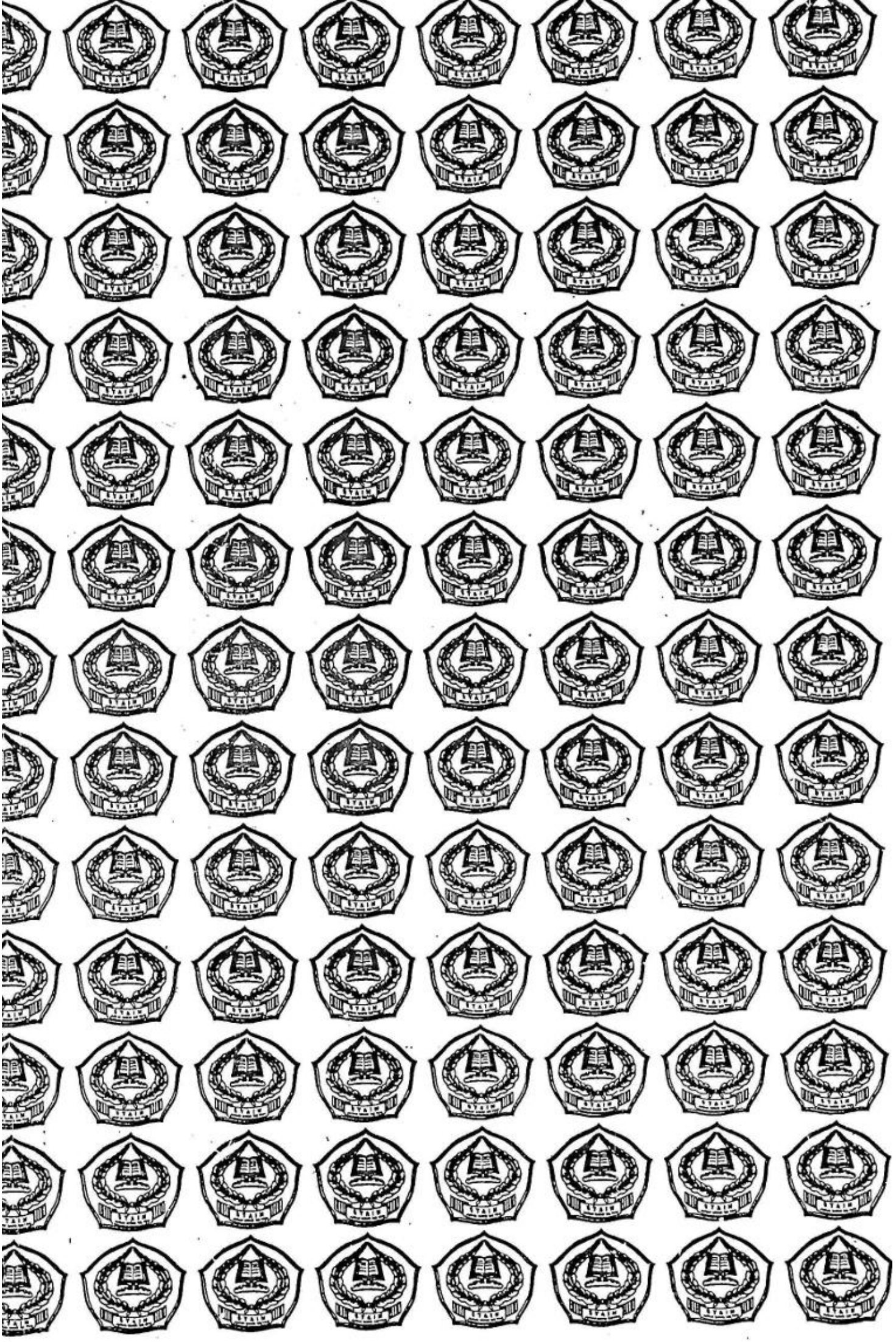
CURRICULUM VITAE

LIST OF APPENDICES

1. Interview Section For The Teacher 46
2. Darft Of Teacher Using Code Mixing 50
3. Interview Section For The Student 52

LIST OF FIGURE

Chart	page
The teacher using English-Indonesia code mixing in the classroom	31
English-Indonesia code mixing in English learning process	35



CHAPTER I

INTRODUCTION

A. Background of the Study

English as a second language and English as a foreign language. English second language classrooms it's mean that the second language can serve as both the medium of instruction and the content of instruction, which means that the learner is expected to understand and communicate in second language. Besides, the students in the English as second language have change to practice the language in natural circumstances. In English foreign language classrooms, in contrast, the learner learns the language in an environment where there is little natural use of the language though they are expected to use the target language as the language teaching medium and for communication

Learning English is very difficult for students. Learning English is blustering because they are feel confuse and difficult to understanding about English language. It is can see when the teacher explain about material using full English the student cannot understand clearly and when the teacher asking some question they cannot answer because they does not have many vocabulary and good pronauontation. In learning English vocabulary and pronauontation is very important for student to understand about English language.

The teacher should be known about the student's problem in learning English to find a good strategy for teacher using in the English learning process. So students make be essay to understand about English language and they are not confuse and difficult to learning English. One of strategy that good is code mixing.

Code mixing is one the process to communication with another language, in the code mixing process the speaker's use two or more languages or language varieties in a speech.

In teaching English process code mixing is one of manner who is the teacher English used to explain about the material. Code mixing can make easier to teacher explain or speak with their student. The students get a new knowledge about another language with the used code mixing.

Code mixing can be seen in spoken or written language. Code mixing in spoken language can be found in: radio program, television program, teaching process and code mixing also found in written language such as: novel, newspaper, magazine and tabloid. In this research the writer will discuss about code mixing in teaching process.

One of the schools which used code mixing in teaching English process is SMP Muhammadiyah 2 Metro. SMP Muhammadiyah 2 Metro has some English teacher that have a good ability in teaching English. In teaching and learning process, the teachers consider that using of code-mixing make it effectively.

The writer had conducted a pre-survey on February 18, 2016 at eight graduate in SMP Muhammadiyah 2 Metro and got the data from Mrs Gampil Waheni Sp.d as one of The teacher in SMP Muhammadiyah 2 Metro. He said that she used code mixing in teaching English process.

The writer also conducted observation on February 18, 2016. The writer came to the classroom to see and observe the condition of learning activities there. The writer saw that the teacher combine between Indonesion language and English language. Some time the teacher used new word in learning English process. Code mixing helped the students to understand about material, code mixing make the students enjoyed in English learning process.

Based on phenomenon above, the writer interested to research the use code mixing in the teaching English process. The writer carries out in conducting a research on "Analyzing of Code Mixing in Teaching English at the Eight Graders of SMP Muhammadiyah 2 Metro in the Academic Years of 2015/2016.

B. Problem limitation

In this research, the writer focuses on analyzing how far the teacher using code mixing in English speaking process at the eighth graders of SMP Muhammadiyah 2 Metro.

C. Problem formulation

Based on research background, the writer proposed some problems as the Following:

a. What is the types of code mixing who teacher English use in English learning process ?

b. What is the resaons teacher used code mixing in English learning process?

D. Objective and Benefits of the Study

1. Objective of the study

To knows how far the teacher used code mixing in English learning process at eight graders in SMP Muhammadiyah 2 Metro in academic years of 2015/2016.

2. Benefit of the Study

The writer hopes that the result of this research will be something worthwhile both academically and practically.

a. The result of this research can be used as an additional reference for sociolinguistic study especially in code mixing study.

b. The result of this research will help the student increasing the knowledge about code mixing study.

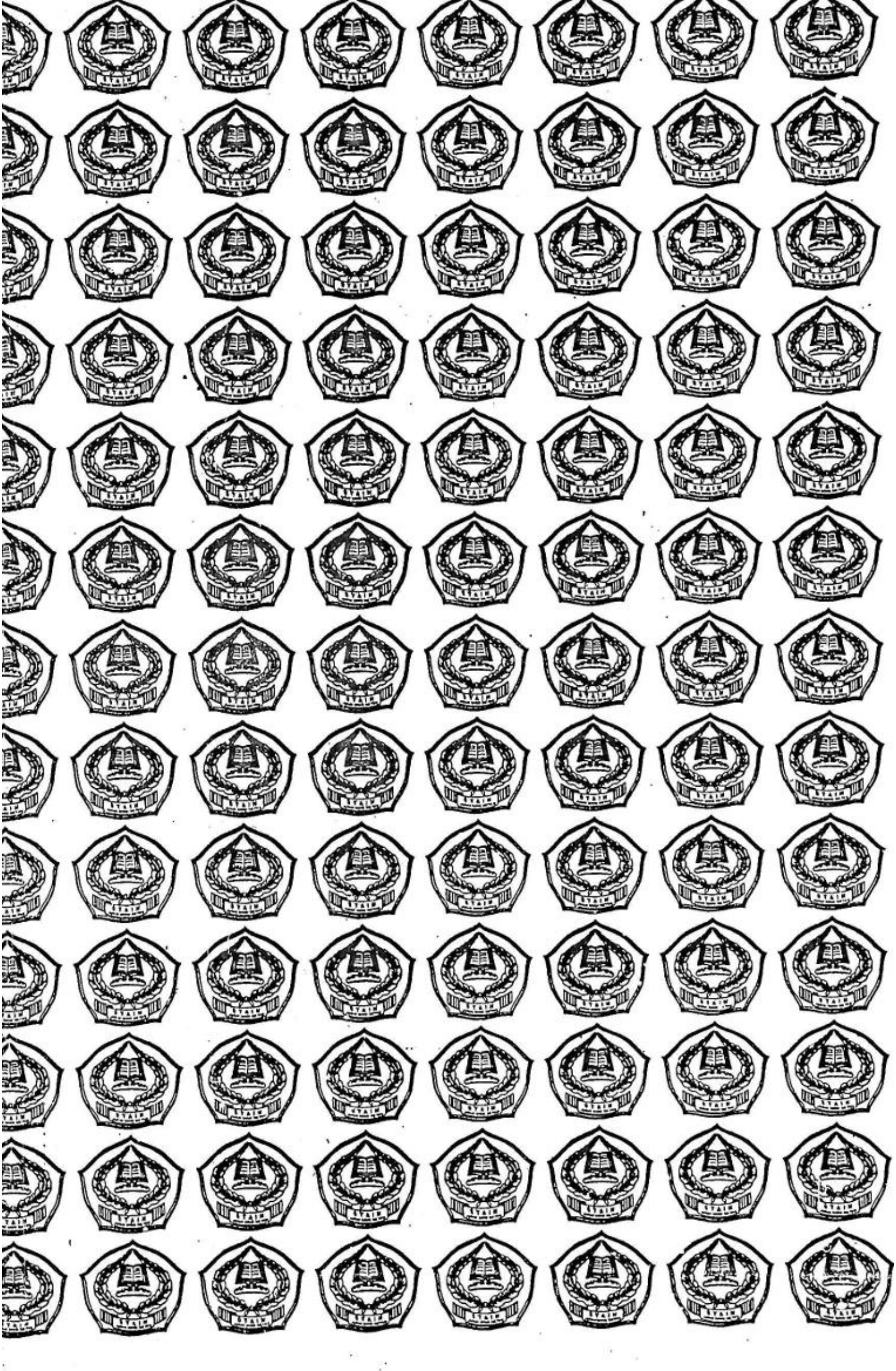
c. The result of this research will help can give more information about code mixing.

E. Prior Research

The writer would like to analyze of code mixing in teaching English process. The firsth prior research to this study was conducted by Suryasa. He analayze Code-mixing used in Black Canyon Coffee article from Emve Magazine. The purpose this study to discribe code-mixing found in an article from a magazine. In this research he using documentary methode.

The second prio research to this study was conducted by Ari Saputra. He analayze code mixing Indonesion English in marmut merah jambu novel. The purpose this study to discribe code mixing Indonesion English used by raditiya dika in marmut merah jambu novel. In this research he using descriptive qualitative methode.

The result of the study showed that code mixing has many kinds like phrase code mixing, hybrid code mixing and idiom code mixing. Based on explanation above the researcher interesting to analyzing of use code mixing in teaching English learning process. The researcher would conduct this research in SMP Muhammadiyah 2 Metro by conducting this research, the writer aimed to know how far the teacher used code mixing in English learning process.



CHAPTER II

REVIEW OF THE LITERATURE

A. Theoretical Basis of Code Mixing and Code Swivting

1. Definition of Code Mixing and Code Switching

A code is language, a variety or style of language. A code is a class specific language variation, especially for the different strategies of verbal planning. In communications, a code is a rule for converting a piece of information (for example, a letter, word, or phrase) into another form or representation, not necessarily of the same sort. It is thus norm for speaker in multilingual societies to mix and switch codes according to certain personal and social condition of the communication they are involved in. These two processes of code alternative are called code mixing and code switching. Generally, code switching describes any switch among language in the course of conversation. Whether at the level word, sentences, or blocks of speech. Whereas code mixing describe the mixing language at the word level.

Code mixing is the mixing of two or more languages in speech. Code mixing is similar to the use or creation of pidgins, but while pidgin is created across groups that do not share a common language, code mixing may occur within a multilingual setting where speakers share more than one language.

The status relationship between people may be relevant in selecting the appropriate code. A high-status official in Bukavu will be addressed in standard Swahili in many contexts. In Singapore, English is the most frequently selected code for official transactions, regardless of the speaker's ethnicity. Social role may also be important and is often a factor contributing to status differences between people.

Code mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from a cooperative activity where the participants, in order to infer what is intended, must reconcile what they hear with what they understand[1].

Many of the people who became bilingual had varying abilities to keep their two languages separate, and this later development established the social and historical context in which the phenomenon of code-mixing set in.

Two or more language used alternately by the same speaker, it can be said that those languages contact each other. Events using two or more language alternately by a speaker called bilingualism. Someone who wants to use two languages, of course they must master the two languages[2]. They must master mother tongue and another language that become a second language. When the people use two languages to interact

---

[1] Suryasa," *Code Mixing Used In Black Canyon Coffee Articel From Emve Magazine*"makalah tahun 2013.p, 2.

[2] Ari Saputra, "*The Analysis Of Indonesia – English Code Mixing Used In MarmudMerahJambu*" makalah tahun2001.p,24.

with other people they become bilingual that means they realize bilingualism.

Bilingualism is acquired by exposure to, interaction with, a community that lives in accord with the norm of usage and that is involved in the normal process of change to which most communities, and most norms are exposed. [3]

Bilingualism means different things to different people and need to be modified to reflect accurately of people's languages.[4] Bilingual situation can produce still other effects on one or more of the languages involved. As we have just seen, it can lead to loss, e.g. language loss among immigrants. But sometimes it leads to diffusion; that is certain features spread from one language to the other (or others) as a result of the contact situation, particularly certain kinds of syntactic features.

2. Code Mixing

Code mixing is a process by which person uses communication with another language. In code mixing the speaker's use two or more languages or language varieties in a speech. The phenomenon of code mixing happens not only between local languages, but also among local language and English language. The phenomenon of code mixing occurs in daily life situations.

Code mixing is often an unconscious illocutionary act in naturally occurring conversation. Though no norm guides the level of code mixing,

[3]J, A. Fihsman,*FishmanianSociolinguistic*,dalamwww.lingusticsjurnal.comdiunduhpada16 mei 2015

[4]www.moderenslanguagejurnal.comDiunduhpada 7 juni2015

different communities and people maintain, consciously or unconsciously, their levels of code mixing which is constrained by competence[5].

Someone sometimes use two or more languages, to mix their language from one language with another language. Code mixing is speech act that speakers or writers mix two codes or more language in discourse; the main characteristics in code mixing are relaxed situations and informal situation.

It is the transition from using linguistic units (words, phrases, clauses, etc) of one language to using those of another within a single sentence. Code mixing refers to the mixing of various linguistic units (morphemes, words, modifiers, phrases, clauses, and sentences) primarily from two participating grammatical systems within a sentence.

Code mixing involves the embedding or mixing of various linguistics units, for example morphemes, words, phrases and clauses from two distinct grammatical systems or sub-systems within the same sentence and same speech situation.[6]

Code mixing is similar to the use or creation of pidgins; but while a pidgin is created across groups that do not share a common language, code mixing may occur within a multilingual setting where speakers share more than one language.

Code mixing is the intra-sentential mixing whereas code mixing is the inter-sentential mixing. Language contact sometimes occurs when there is an

---

[5]Michael Ajibola," *code mixing as a sociolinguistics medium in some selected songs in the Nigeria music industry* ",makalah tahun 2011, P.18

[6] www.ccsnet.org/journal.html. Diunduh pada 24 mei 2015.

increased social interaction between people who living as neighborhood and have traditionally spoken different languages. But more frequently it is initiated by the spread of languages of power and prestige.[7]

Based on intra-sentential, contextual, and situational conversation, code mixing is expressively purposing languages that are combined to increase social statue or to keep the speaker's prestige in the society.[8]

Characteristic of code mixing phenomenon is that the elements of the language or its variations are to insert in another language no longer has own function. the maximum condition code mixing is linguistic convergence whose elements are derived from several languages, each of which has been took off its functions and support functions of the inserted language. So the elements can be divided into two groups, namely:

a. Code mixing sourced from the native language and all variations are Called inner code mixing.
b. Code mixing sourced from foreign language are called outer code mixing.

Code-mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from a co-operative activity where the participants, in order to infer what is intended, must reconcile what they hear with what they understand.

---

[7] Humariabima , "*Code Switching And Code MixingIn English Classroom*", dalamwww.iteslj.org/artical/codemixing.html.May 16, 2015.

[8] Muysken, P. *Bilingual Speech, A Typology of Code-mixing.* Cambridge, Cambridge University Press, 2000.

Bokamba siad that difference of Code mixing and Code Swicthing has three points:

1. The two phenomena must be distinguished, because each makes a different linguistic and psycholinguistic claim. For instance, CS does not necessitate the interaction of the grammatical rules of the language pair involved in the speech event, whereas CM does. CM exemplifies the most advanced degree of bilingualism to the extent that it requires considerable competence in the simultaneous processing of the grammatical rules of the language pair.
2. The degree of bilingualism implied in the production of the code-mixed sentences suggests that only highly proficient bi/multilingual can successfully engage in sustained code-mixed production.
3. CM typically involves the use of two languages at a time, although occasionally three are used. Regardless of the number of languages involved in the discourse, the language that provides the grammatical structure into which elements are inserted is referred to as the *host* while the other is termed the *guest* language.

Based on previous statement, code-mixing is incorporation language in accordance with the rules by which to be heard and understood by the users of these languages and this occurs because speakers of other languages and speak with a language that is not his native language so that mixing occurs naturally And Code Mixing using two or more language by putting inserting

linguistic elements in one language into other language consistently. In code mixing, dependency features are marked by the relationship between the language role and function.

If the speaker mixes his/her code/language, then it must be asked who the speaker is: his/her social background, level of education, religion, etc. A speaker who masters many languages have chance to mix code more than the other speaker who only masters one or two languages. Some linguists use the terms code mixing and code switching more or less interchangeably, especially in terms of informal studies of syntax, morphology, etc, both terms are used to refer to utterances that draw from elements of two or more grammatical systems.

Code switching emphasizes a multi-lingual's movement from one grammatical system to another; the term code mixing suggests a hybrid form, drawing from the distinct grammars. In other words, code mixing emphasizes the formal aspects of language structures or linguistic competence, while code switching emphasizes linguistic performance. The practice of code mixing, which draws from competence in two languages at the same time, suggests that these competences are not stored or processed separately.

3. Code Switching

Code switching is a phenomenon of language contact that is generally defined as the alternate use of two or more languages within single conversation, usually marked by a clear break between the languages. Code

switching is to move from one code (language, dialect, or style) to another during speech for a number of reasons such, to signal solidarity, to reflect one's ethnic identity, to show off, to hide some information from a third party, to achieve better explanation of a certain concept, to converge or reduce social distance with the hearer, to diverge or increase social distance or to impress and persuade the audience (metaphorical code-switching).

Code switching has become a common term for alternate us of two or more language, varieties of language, or even speech styles. The term code switching has also been used about different styles within the same language, for example formal and informal speech between monolinguals, but in the field of bilingualism and multilingualism it is used to refer to the alternate uses of two Languages.

Code switching may be defined as the passage from one linguistic code to another one within the same discourse or to be more precise. Code switching it self may meet with certain kinds of resistance. Numerous instances have been reported of speakers of various languages refusing to allowothers to code switching and instead insisting on using the other's language, evenif sometimes such use provided a poorer means of communication.

Code switching is probably strongly related to bilingual life and may appear more or less concurrently in the life of the developing language bilinguals especially when they are conscious of such behavior and then choose more or less purposefully to use or not to use it.

Based on expert opinion above, it is clear that the code-switching is language products that is produced naturallyby the people who use multiple languages either a doubling in the level of words, phrases and sentence and thesentence does not violate the rules of this product in the preparation of the structure of words, phrases andsentences which in both languages.

4. The Difference between Code Switching and Code-Mixing

a) Code mixing or a mixed code as using two languages such that a third, new code emerges, in which elements from the two languages are incorporated into a structurally definable pattern.

b) Code-switching is the mixing of words, phrases and sentences from two distinct grammatical systems across sentence boundaries within the same speech even code-mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from a cooperative activity where the participants, in order to in infer what is intended, must reconcile what they hear with what they understand. "

c) Code mixing is applying the grammar or structure of one language to vocabulary of another. For example, a three-year-old might say, "Ouch! I inked myself (me henequen)" or "Queerest Para? (What is this for?)" Code switching is simply switching back and forth between languages, often in the same sentence.

d) Code switching emphasizes a multi-lingual's movement from one grammatical system to another, the term code mixing suggests a hybrid form, drawing from the distinct grammars.

e) Code switching emphasizes a multilingual speaker's movement from one grammatical system to another.

f) Code mixing emphasizes the formal aspects of language structures or linguistic competence.

g) Code switching is associated with particular pragmatic effects, discourse functions, or associations with group identity.

h) Code mixing or language alternation are used to describe more stable situations in which multiple languages are used without such pragmatic effects.

i) Code mixing refers to a developmental stage during which children mix elements of more than one language.

j) Code-switching, which is understood as the socially and grammatically appropriate use of multiple varieties [9]

5. The Forms of Code Mixing

Classifies code mixing into six kinds as follows[10] :

a. The insertion of words

---

[9] http://www.tesol-journal.com. Diunduhpada 7juni-2015.

[10] Ari,Sahputra, *The Analysis Of Indoesion- English*, p.7.

The insertion of words here means the language unit that stands on its own, it consist of free morpheme sand bound morphemes. One common definition of a word is the following "a word is any unit of language that in writing, appears between spaces or between a space and a hyphen". Words do not always constitute the smallest meaningful units in a language. Instead words are sometimes constructed of smaller parts. Example :

A : miss ini tugas bahasa Inggris saya...

B : ow ya....hemm..Excellent..

b. The insertion of phrases

A phrase is a group of two or more related words that does not certain both as subject and a predicate. Example:

A : ok student sudah selesai..tugasnya..?

B :sudah..miss

A :okk..good student.

c. The insertion of hybrids

Hornby states that hybrid is the composed part of words it is a combination of word pieces, the combination pieces of Indonesian word and English word. The example :

A: ok students tugas kalian mem – browsing tentang lagu bahasa Inggris..ok!

B: ok miss..

d. The insertion of word reduplication

Word reduplication is the repetition of some parts of the base (which maybe the entire base) more than one word. Reduplication is a morphological process by which the root or stem of a word, or part of it is repeated. Reduplication is used in inflections to convoy a grammatical function, such as plurality and intensification. Reduplication is found in a wide range of languages and language groups, though its level of linguistic productivity varies. Example:

A : good morning students how are you? Miss harap kalian d dalam keadaan kalian fine – fine aja..

B: yes miss we are fine – fine aja..

e. The insertions of idioms

Idioms are an expression which has a meaning different from that, of the individual meaning of each of its component parts. The idiom cannot be translated literally from one language into another without some change in its meaning or connotation. Idiom is a phrase or sentence whose meaning is not clear from the meaning of its individuals words and which must be learnt as a whole unit. It means that idiom creates new meaning that is different from the real meaning of each word. The example :

A: ok student's sementara sambil menuggu teman kalian yang lagi on the way ambil buku kalian kerjakan saja apa yang ada.

B: ok miss.

f. The insertion of clause

Clause is the part of sentence that consists of subject and finite/predicate but has not expressed the complete idea Clause is a group of word having a subject and predicate some clause are independents, so they can stand themselves as sentences or may appear within sentences as grammatically complete statement. Other clauses are dependent (subordinate) they cannot stand themselves and therefore the meaning upon the reminders of the sentences in which they. The example.

A: ok students karena besok guru akan rapat jadi kalian besok diliburkan. Jangan lupa belajar dan have fun buat kalian semua.

B : yee ok miss..

6. Function Of Code Mixing

a) The function of teachers' code mixing is not always performed consciously; which means that the teacher is not always aware of the functions and outcomes of the code switching process. These functions are listed as topic switch, affective functions, and repetitive functions by Mattson and Burenhult

b) The function of students' code mixing; The first function of student code switch is equivalence, The next function to be introduced is floor-holding, The third consideration in students' code switching is

reiteration, which is pointed by Eldridge as: "messages are reinforced, emphasized, or clarified where the message has already been transmitted in one code, but not understood. The last function of students' code switching to be introduced here is conflict control.[11]

7. Purpose of Using Code Mixing

1. Need Feeling Motive

Need filling-motive happens because of technology need filling, speaker use it as if they could not find words that have similar meaning in the language they speak. The reason is in order they are able to speak simpler and clear to make their partners understand the message conveyed easily, certain bilingual would use certain word to express their feeling.

2. Asserting Status, Pride and Power

Holmes opinion the purpose usually triggers a writer to switch or mix codes that are more prestigious, in which he cannot obtain when using his previous code. The mixing word usually is not related specifically to the topic and there is always a word substitute the first language.

3. Being More Informative

This purpose occurs when a code mixing is conducted since the speaker is message-oriented. For instance it happens because

---

[11]. Ibid ,

his occupation and education use the codes often. People may select a particular variety or code because it makes it easier to discuss a particular topic regardless of where they are speaking. It can also be done by quoting and important recitation. In this case, the speaker wishes to be accurate the exact words are important.

4. Making Jokes

The purpose occurs when a code mixing is conducted to set a humorous effect. This purpose also indicates the formality of conversation, an example Paraguay shows that Guarani, the low variety is considered more appropriate for joking and humorous anecdotes.

5. Expressing Self-Emotion

This purpose occurs when a code mixing is concluded to express a writer self-emotion, such as sadness and happiness. Yet sometimes a speaker can even switch in the opposite direction. From the high variety is often to express disapproval, so a person may switch language because they are angry But a writer usually uses regional dialects to express sadness and happiness. [12]

[12] J.A. Fishman, *Fishman Sociolinguistic*, p. 8.

8. The Advantage of Using Code Mixing

a. In teaching English process code mixing is one of manner who is the teacher English used to explain about the material. Code mixing can make easier to teacher explain or speak with their student

b. Use of code-mixing makes the students more comfort in learning English as a foreign language.

c. Code-mixing is an effective strategy for teaching new vocabulary. Since that students enrich by a lot of vocabularies, they will able to develop their skill in writing, reading, listening and speaking

B. The Application of Code Mixing in Teaching English.

Learning English as a foreign language happens in some countries around the world. Indonesia is one country that use English lesson as one subject that taught in every school. Teaching foreign language in classroom commonly face many troubles since that English language itself is foreign language for those children. For students in big city or centre of province, the use of English must be touching most aspect of their daily life. They may see advertisement, announcement, and public information in English. However, children who born and raised in rural area are rarely find those thinks written in English. This condition make the English language

become a strange subject to be taught even in school when the teacher of English language may not be fluent in using English itself[13].

Based on the fact above which is easily found in our daily life, teacher initiatively uses strategy to overcome this problem in their English classes. Code mixing represents one of the strategies that EFL teachers often use to accommodate the students' level of English proficiency. Some researchers analyze the phenomenon of code mixing by EFL teacher, especially the functions of code mixing in English teaching classrooms nowadays. According to finding and analysis, code switching and code mixing can be a good device to underline the importance of a particular piece of information, whether it is a grammar role, a name or an order.

So it may be suggested that code switching and code mixing in language classroom is not always an obstacle in learning a language as what conventional view see it, but may be considered as a useful strategy in classroom interaction, if the purpose is to make meaning clear and to transfer the knowledge to students in an efficient way. In another word, the use of code-switching and code-mixing somehow builds a bridge from unknown to known and may be considered as an important element in language teaching when used efficiently. Meanwhile, the researcher suggested to pay-attention of using code switching and code mixing in excessive way because it could be result in negative influences.

---

[13]DediAhmad Sofyan, "An Analyze Code Mixing In Conversation Of The Student At State Junior High School (Smpn) Koto Kanpar. Makalah 2010,P.35.

C. Code Mixing for Teaching Strategy

Teacher especially in EFL classroom worldwide uses the use of code mixing as teaching language strategy. It is because the use of code mixing makes the students more comfort in learning English as a foreign language. When the teacher teaches the students with full English non-stop during the lesson, students will easily get bored since that the students do not understand or only understand few of the words used by the teacher. In order to make the students understand rapidly the meaning of a sentence or words, English teachers in Indonesia sometimes have to put one or two words in English sentence using Indonesian language. By this way, students will feel that English lesson is not a lesson that has to be afraid of, since mixing the languages is not a big problem for the teacher and it is not considered a big mistake for students. When students start to feel comfort and enjoy along the lesson, they will pay much more attention toward the lesson. Start from this condition students will love English and curious to learn more.[14]

D. The Use of Code-Mixing in Teaching Vocabulary

The use of code mixing usually appears when teacher has to introduce new target vocabulary items. Code mixing involves the use of L1 or L2 words in foreign language utterances. Further, it is found that even the precise bilingual have to drawn on vocabulary from one language

[14] Ari,Sahputra, *The Analysis Of Indoesion- English*, p.7.

while speaking another. This may be taken to indicate that vocabulary is organized the way synonym and antonym is organized in one's L1. The example of the use o f code mixing in learning vocabulary.

1. **First step: to get meaning of words and meaning of paragraph For getting word meaning :**

"Table is meja" while the teacher point at the table

"Students look at to your book page 19, mengerti?"

"You are a smart student. Pintar reading and writing in English"

"Bupati is leader in regency. His name is BapakBagiada.

"In Sukawati, we can find so many togog"

In this examples teacher uses L1 word in purpose to make a student get the meaning for the next English word. We can see in the example, the elementary student does not know about the meaning of 'leader'. By putting word bupati and bapak, we can hope that they will understand that meaning of 'leader', since that they know Bapak or Bagiada is the leader of Buleleng.

2. **Second step: to discuss the topic**

When they understand the topic given previously, for example, "Road Accident" topic, they will be able to discuss that topic in group. Along this process, teacher has to pay much more attention to listen their discussion in order to know how they are going to talk about it and how

many target lexical items that they use. When this discussion happen and the student start questioning about what an English word for lemah, punyah and takut, or what the synonym for them, teacher then have to ask them to look at it on their dictionary. This condition will stimulate students to be curious and active in finding new vocabulary.

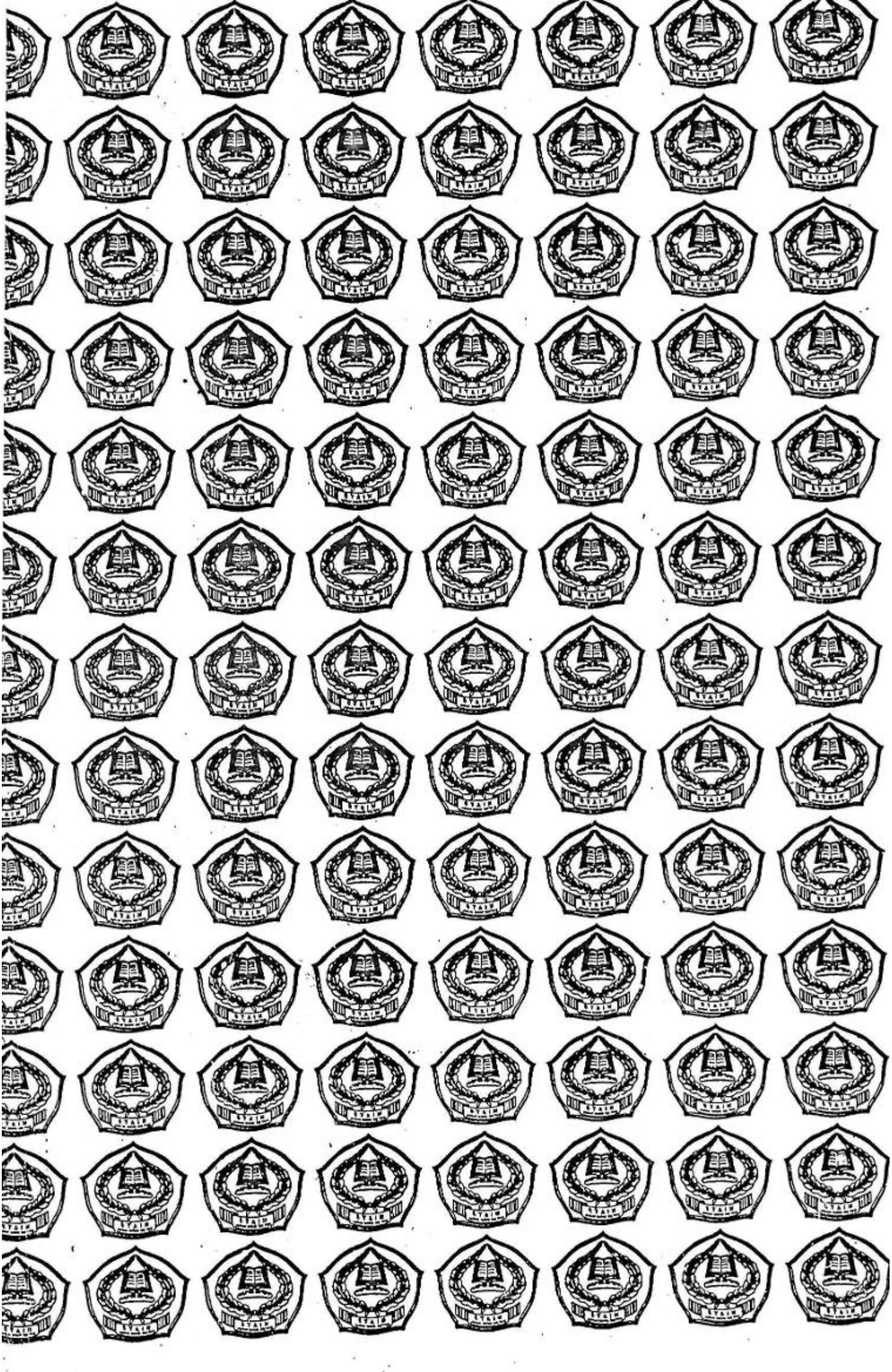
3. Third step: to write their own writing

After students get the meaning of paragraph and discuss it, they have to be able to write their own writing in a same topic with the topic that previously given. For example, "Road Accident", let them read it silently. Then ask them to write their own paragraph just like the "Road Accident" paragraph. The aim of this activity is to make sure that the students really get the message and able to use the target lexical items in English even able to use the synonym of them.

By the explanation and example above, clearly that code-mixing is an effective strategy for teaching new vocabulary. Since that students enrich by a lot of vocabularies, they will able to develop their skill in writing, reading, listening and speaking. Since that code-mixing is available used in English class (as long as it is not too much) students will be braver to express their idea trough writing or speaking. They will understand that in some cases or in a certain occasion, they are allowed to mix their language into L1 and L2 languages as well as

foreign language. However, code mixing has to use wisely in order to avoid the redundant use of it.

Teacher has to explain that the use of code-mixing is not totally wrong, but to be a fluent user of foreign language, they have to avoid the use of code-mixing unless they forget the meaning in English. Students in this case, have to know that the use of code mixing in English lesson is not bad, but it is also not good if they use it too often.



CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is mapping strategy it is a statement of the essentially object of the inquiry and the strategies for collecting the evidences, analyzing the evidences and reporting the finding. The researcher collects detailed information using a variety of data collection procedure over a sustained period of time.

Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.[1]

In fact, the research design is the conceptual structure within which research is conducted; it constitutesthe blueprint for the collection, measurement and analysis of data. As such the design includes anoutline of what the researcher will do from writing the hypothesis and its operational implications tothe final analysis of data.

Type of this research was a qualitative research. Qualitative research is called investigation approach because the research collects data by facing and interacting with the object directly. Qualitative is a means for exploring and understanding the meaning individuals or

[1] C.R. khotari, *Reasearch methodelogy*, (India,: New Age Internasional Publiser),P.31

groups ascribe to a social or human problem[2]. Qualitative research has become an acceptable, if not main stream Form of research in many different academic and professional fields[3]. qualitative researchers can look to their personal experiences and interests [4]. This research intended to analyze of the using of code mixing in teaching English at SMP Muhammadiyah 2 Metro in this study

In this researched using case study methode. Case study is essentially an intensive investigation of the particular unit under consideration. The object of the case study method is to locate the factors that account for the behaviour-patternsof the given unit as an integrated totality[5]. case studies are being undertaken inseveral disciplines, particularly in sociology, as a tool of scientific research in view of the several advantages indicated earlier. Most of the limitations can be removed if researchers are alwaysconscious of these and are well trained in the modern methods of collecting case data and in the scientific techniques of assembling, classifying and processing the same. Besides, case studies, in modern times, can be conducted in such a manner that the data are amenable to quantification and statistical treatment.

---

[2] Jhon W.Creswell, *Research Design*,(London:Sage Publication,2008),P.4.

[3] Rober K Yin, *Qualitative Research From Star to Finish*,(New York:Guilford Press.2011),P.6.

[4] Donald Ary,*Introduction to Research in Education*,(Usa:Wadsworth,2010),P.48.

[5] Luois Cohen,*Reseacrh Methode in Education*,(London: Routledge,2007),P.273.

B. Data Source

This research would be conducted in SMP Muhammadiyah 2 Metro. To collect the accurate data of this research, the writer needed accurate data source as well. There were two types of the data source namely primary source and secondary source. The primary source of this research was the direct observation and students' interviews. The observation would be conducted in SMP Muhammadiyah 2 Metro while the interview would be directed to ten students of the third semester. Meanwhile, the result of direct observation in the classroom and the students' answer in interview will be the primary source of this research.

The secondary source of this research was everything that was related to the study that could support this research such as books, music, movie, and some relevant documents. The books consist of the discussion of topics while the music, movie, and other relevant documents were taken from the published documents in the internet.

C. Data Collection Technique

The important part of research planning is to formulate the instrument of collecting the data. The reseacher get a infomation by interview and observation. The result data after observation and interview is table teacher code mixing and information from interview. Based on the explaination above which is researched, therefore the data was gained through several techniques in triangulation as follows:

1. Observation

Observation means a technique or method to collect a data with using all senses. An observation means a technique or a method t collect a data with using all senses. The observation method is most commonly used method especially in studies relating to behavioral sciences. Observation become scientific tool and the method of data collection for the researcher, when it server a formulated research purpose, is systematically planned and recorded and is subjected to checks and controls on validity and reliability. Under the observation method, the information is sought by way of investigator's own direct observation without asking from the respondent. The main advantage of this method is that subjective bias is eliminated, if observation is done accurately. Secondly, the information obtained under this method relates to what is currently happening, it is not complicated by either the past behavior or future intention or attitudes. Thirdly, this method is independent of respondents' willingness to respond and as such is relatively less demanding of active cooperation on the part of respond respondents as happens to be the case in the interview or the questionnaire method. This method is particularly suitable in studies which deal with subject (i.e., respondents) who are not capable of giving verbal report of their feeling for one reason or the other. In line with this statement, the writer observed the eight class of SMP Muhammadiyah 2 Metro. The writer observed the condition of the class like in learning process, their

characteristics and the condition of the class when the learning process was running. It was aimed to know the object more.

2. Interview

The interview in research marks amove away from seeing human subjects as simplymanipulable and data as somehow external toindividuals, and towards regarding knowledgeas generated between humans, often through conversations. The researcher conduct face to face interview with participant, interviews participant by telephone, or engages in focus group interview with two interviewees. This interview involve unstructured and generally open-ended question that are few in number and intended to elicit views and opinions from the participant. Here, the writer create unstructured question in his interview. Meaning to say, the writer did not make structural question which will be completely questioned to the participant. This method can make the participant explore their opinion. Whit face to face interviews only the researcher stand between the confidentiality of those studies and legal system. It is common to have contact information for sample member, but this should be kept separate from data record. Therefore, after doing the interview, the researcher should not open the result to the participant to keep that data legal. The contact information should be separated to make the participant not cheat. From the explanation above, the writer interviewed with the teacher of class Eight about English learning. The writer asked about the using code mixing in teaching English.

3. Documentation

The researcher took the video recording and also some image for the document. The researcher took the video recording and the picture of the teaching and learning process and physics subject, watched it in May times and then analyzed. The writer also made observational notes while the teaching-learning activity was going to be conducted and been a participant in teaching-learning activity. The video recording and image was used to complete the documents in collecting data of the study. Its document was a complement of observation and interview in qualitative research. The video and the photos was watched and analyzed to answer the researcher question.

D. Analysis Data Technique

This research is qualitative data analysis. Data analysis as consisting of three concurrent flows f activity: (1) data reduction, (2) data display,(3) conclusion drawing / verification. Upon first obtaining data during a data collection period, explain these three stages of qualitative and data analysis as follows:

1. Data reduction should not be considered to be separate from analysis, but as part of it. This reduction of the data is analysis that helps to sharpen, sort, focus, discard, and organize the data in a way that allows for "final" conclusions to be drawn and verified. They add that data can be reduce and transformed through such means as selection, summary, paraphrasing, and trough being subsumed in a lager pattern.
2. Data display is the second major activity which the researcher should go through, and this means taking the reduce data and displaying it in an organized, compressed, way so that conclusion can be more easily drawn.
3. Conclusion drawing and verification is the final analytical activity for the qualitative researcher. Begins to decide what things mean. They do this by noting regularities, patterns (differences/similarities), explanation, possible configurations, causal flows, and propositions.

Data analysis involves organizing, accounting for, and explaining the data; in short, making sense of data in terms of participants' definitions of thesituation, noting patterns, themes, categories andregularities. Typically in qualitative research, dataanalysis commences during the data collectionprocess. There are several reasons for this, and these are discussed below.

E. Approach

This approach uses a case study. A case study is describes a phenomenon clearly. Case study has some research procedure as follows:[6]

1. Determine focus the research and formulating the questions

   The questions must be collected to focus the research. Determining case and arranging questions of the research are the basic of the research.

2. Determining case, collecting and analyzing the data

   After arranging the questions, the researcher will determine the case to research.

3. Supplying collecting data instrument

   Preparing the suitable research instruments is one of factors that determine the accuracy of the research data.

4. Collecting the data

   After choosing the instruments, the researcher collect the data needed by the research.

5. Evaluating and analyzing the data

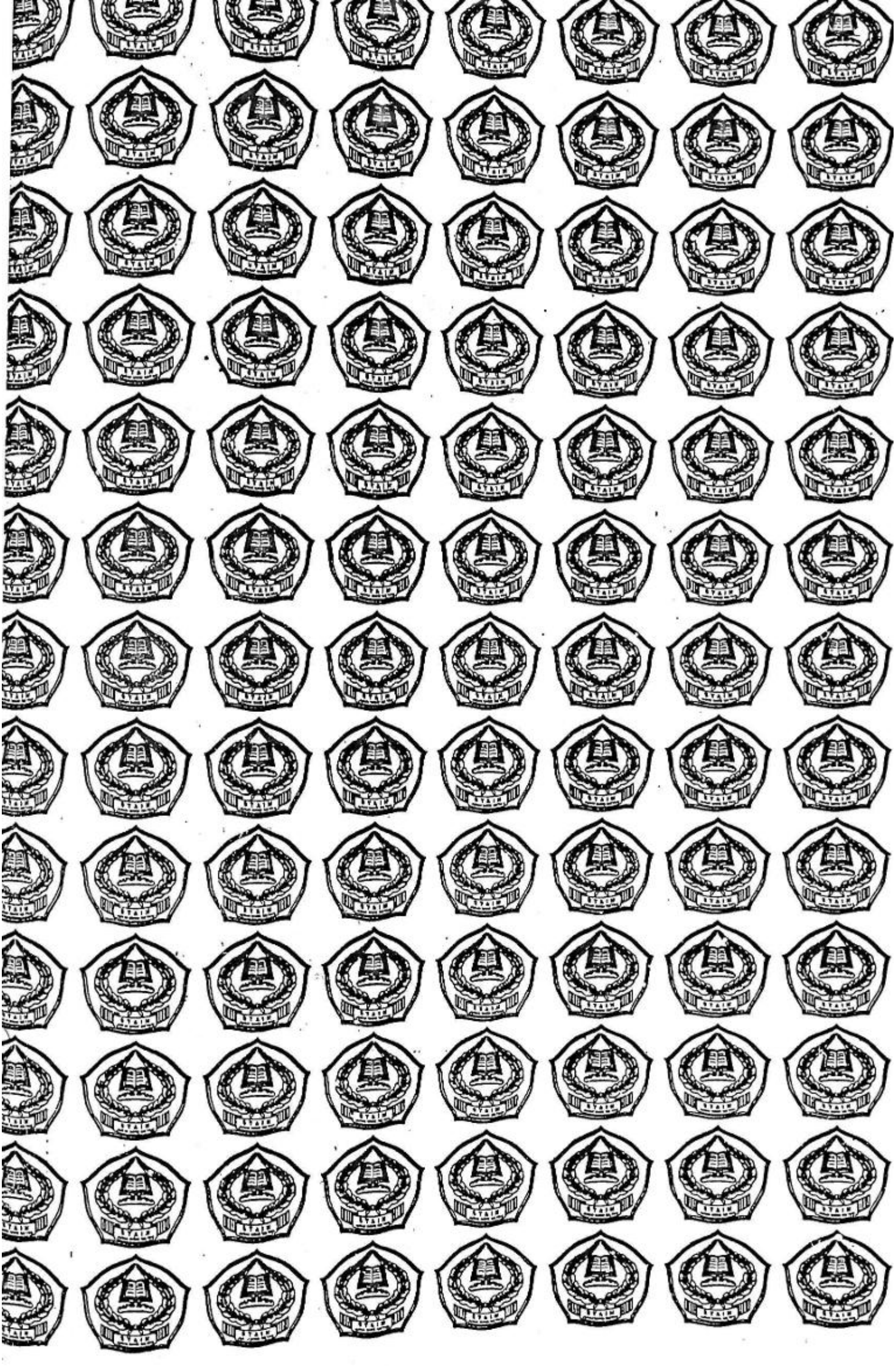
   This is the important process. It's success depends on researcher's ability. There are some techniques to analyze the data. They are pattern-matching, explanation building, and time series analysis.

---

[6] Setiyadi,Ag. Bambang.*Metode Penelitian untuk Pengajaran Bahasa Asing-Pendekatan Kuantitatif dan Kualitatif.* Yogyakarta: Graha Ilmu, 2006. p. 290.

6. Making report

To make a research related a foreign language,it is more suitable to use formal report.



CHAPTER IV

RESULT AND DISCUSSION

A. Description Of Research Setting

1. A brief history of SMP Muhammadiyah 2 Metro

SMP Muhammadiyah 2 Metro was estabilished on 1 january 1987 based on Charter of Incorporation of Muhammadiyah Central Executive Council of Teaching Education and Culture No. 1552 / II-056 / Lp-73/1978. In SMP Muhammadiyah 2 Metro have 3 classroom. There are class 7,8.and 9. SMP Muhammadiyah 2 Metro have 15 teachers and 3 administration officers.

a. School Identification

Name	: SMP Muhammadiyah 2 Metro
Adress	: Jl.Mr. Gele Harun 15 Kauman, Metro Pusat
Status of school	: Akreditasi B
Institotional sk	: 0552/I.12-1/1986
SNN 12 digit	: 202120901012
Years founded	: 1973

b. Data of students and teacher

In the even semester of 2015/2016, SMP Muhammadiyah 2 Metro has 48 students in which are 31 male and 17 are female that divided into 3 classes. It can be shown in the table bellow

Table

Number of Students at SMP Muhammadiyah 2 Metro

in The Academic Year of 2015/2016

No	Total	Male	Female	Total
Class 7	1	14	6	20
Class 8	1	13	4	17
Class 9	1	4	7	11
Total	3	31	17	48

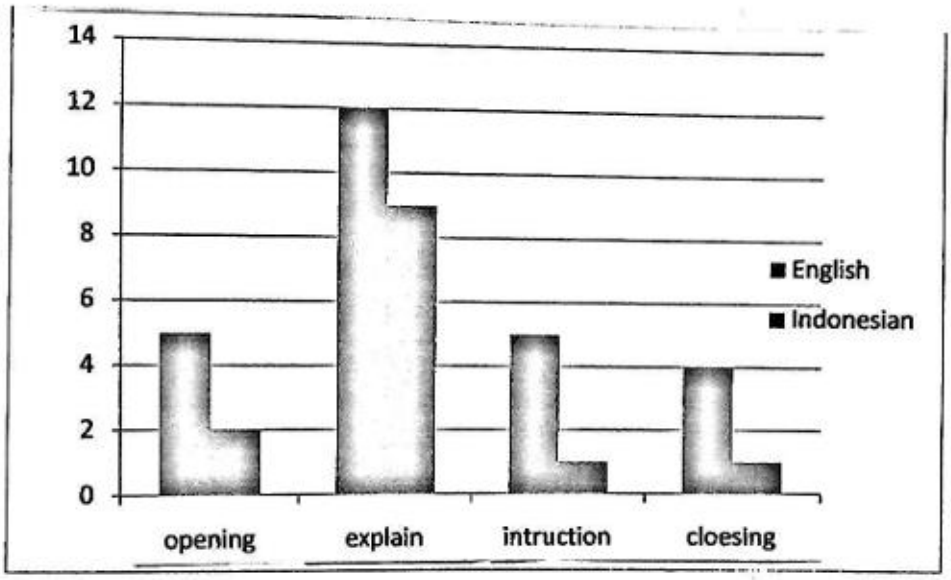
SMP Muhammadiyah 2 Metro have 21 teachers. Gampil Waheni S.Pd is one of teacher in Smp Muhammadiyah 2 Metro. She is English teacher in eight graduate. she is graduated from Muhammadiyah Univercity. The student learning English 2 hours in every meeting. In every week have 3 meeting. English teacher in Smp Muhammadiyah 2 Metro using curiculim 2006.

2. The Teacher's Using Code Mixing In The Learning English Process

Code mixing is speech act that speakers or writers mix two codes or more language in discourse; the main characteristics in code mixing are relaxed situations and informal situation. The teacher combines English and Indonesian language in English learning process. So that students who are in the class are able to understand and increase their knowledge of the English languagee. Using code mixing is one of good ways for teacher. In this discussion, the researchers analyze the teacher using code- mixing in

English language learning by observation, by reacord, interview, and documentation in the eight graduet.

Based on the observation the teacher using English more than Indonesian. The following chart is the teacher using code mixing in English learning process.



Based on data the teacher using English language more than Indonesian language in the learning process. The teacher using 5% English language and 2% Indonesian language in the English learning process. The teacher using 12% English language and 9% Indonesian language when the teacher explain about material. When the teacher give intruction using 5% English language and 1% Indonesian language. In cloesing learning English process the teacher using 4% English language and 1% Indonesian language.

1. Teacher opening learning process

" good morning", .

" how are you my students? "

" I am fine thanks",

" ok , gimana tugasnya? Finish?'

"ok good students.."

" sekarang kumpulkan pr nya

It is teacher speak when open learning process. The teacher use English more than Indonesian language. It can see the teacher uses 2% Indonesian language and 5% English language .

2. Teacher explain the material.

"ok yesterday, we have learn about personality , betul"

" Do you remember about personality.?"

" Ingat tidak..?"

" That right fadel"

" Can you give me example about personality

" Ok good job dila, anothaer example ada yang tahu gak.

" So today we can learn about asking information",

" Do you know about asking information?"

" So asking information adalah suatu pertanyaan dimana pertanyan tersebut bertujuan untuk mendapatkan informasi atau meng-comfrim

sesuatu hal (asking information is question to get information from another poeple)"

"example , ketika kalian ingin mencari alamat, pasti kita akan bertanya, bapak tahu alamat ini tidak, bapak tahu jalan Sudirma tidak"

" kalo dalam bahasa Inggris. What do you know sudirman street?

" Where is diana? ..

"Do you understand ? kalian faham kan faham.

From teacher speak to explain about material the teacher not using full English, the teacher will be difficult to explain about material when the teacher explain whit full English because the student will be confuse and their will not understand about the teacher expalain. When teacher expalin about the material teacher uses 12% English language and 9% Indonesian language.

3. Teacher give intruction in learning english process.

" Ok , students now open your book page 24 !"

" Yulia please read text 12.!"

" Ok good...."

" And now please answer the quastion in task 13..!"

" Have you finish ?"

" Ok , kalo sudah dikumpul!"

In the teacher give intruction the teacher uses 5% English language and 1% Indonesian languge.

4. Teachear closing learning process.

" Ok,students I think enough for today."

" My students miss mau kalian nge-browsing tentang lagu Maher Zain. Ok..besok dikumpul..

" Ok miss..

" Thank for your nice attention "

" Jangan lupa belajar yang rajin."

" See you..

" Bye-bye..."

In the teacher cloesing the learning English process the teacher uses 4 english language and 1 indonesian language.

From the data it can see that teacher using code mixing in learning English process because code mixing help the teacher to teach English language. By using code mixing the students more understand and increasing the students knowledge English language. Based on data interviwe with the teacher in eight graduate that using code mixing can help the students to understand when the teacher give explaination about the material and than code mixing can give the students new knowledge like a vocabulary, and pronountation. The reason teacher using code mixing in the English learning process because the students can make be confuse and difficult when the teacher using full english in the English learning process. The another reason teacher using code mixing because

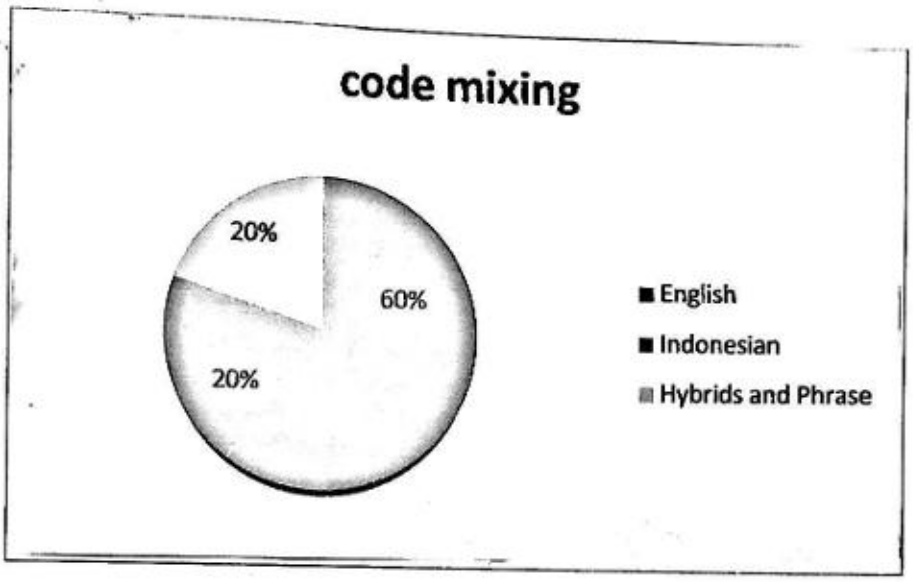
the students less of vocabulary. like a stateman one of student in eight graduate.

" Yes sister, sometime I am feel so counfuse.. When the teacher explain using full English because I don't understant when the teacher have new vocabulary."

From the statemant that the teacher should be know and understand about condition and skill of the students. So the teacher can use code mixing whit a good and precise.

B. Discussion

The result of the analysis describe that the teacher use code mixing in the English learning proses English language 60% and 40% Indonesian language. In the learning process the teacher using 2% one of kind from code mixing that is The insertion of hybrids and The insertion of phrases. The following chart is the presentation of teacher using code mixing English – Indonesian in learning English process



Based on the chart it show that the teacher use English language more than Indonesian language. Although not all teacher in English learning process use full English. Some time the teacher use English – Indonesian code mixing and sometime use hybrids and phrase in English learning prosess. The main reason of such English – Indonesian code mixing is the teacher believe that code mixing can facilitate the students knowlegde about English language and they can gain better understanting when the teacher explain about material. It means that code mixing as the communicative strategy in the learning English process. After analaysis the teacher using code mixing can know that in the English learnig process the teacher using code mixing but somtime using code mixing mix with hybrids and phrase. Code mixing in teaching english learning it very imporant and very helpfull for teacher and students.

C. Implications for Language Teaching and Learning.

Code- mixing is seen to be a useful tool in assisting English language teaching and learning process, especially at the foundation level where it is a skill being introduced to the pupils[1]. It is also an opportunity for language development since it allows for effective transfer of ideas from the sender to the hearers. Exposure to code- mixingt the early stages of learning enables learners to gain a head start towards effective and successful learning and gradually become proficient speakers of English language. Code-mixing help learners to enjoy their learning due to their ability to comprehend the teachers input.

The comprehensible input also allows them to feel less stressful and to become more comfortable to learn. Once they are comfortable with the environment, without any unnecessary anxiety the learners are able to focus and participate in classroom practice and activities more successfully. This psychological support makes learners feel more relaxed and comfortable to learn English language.

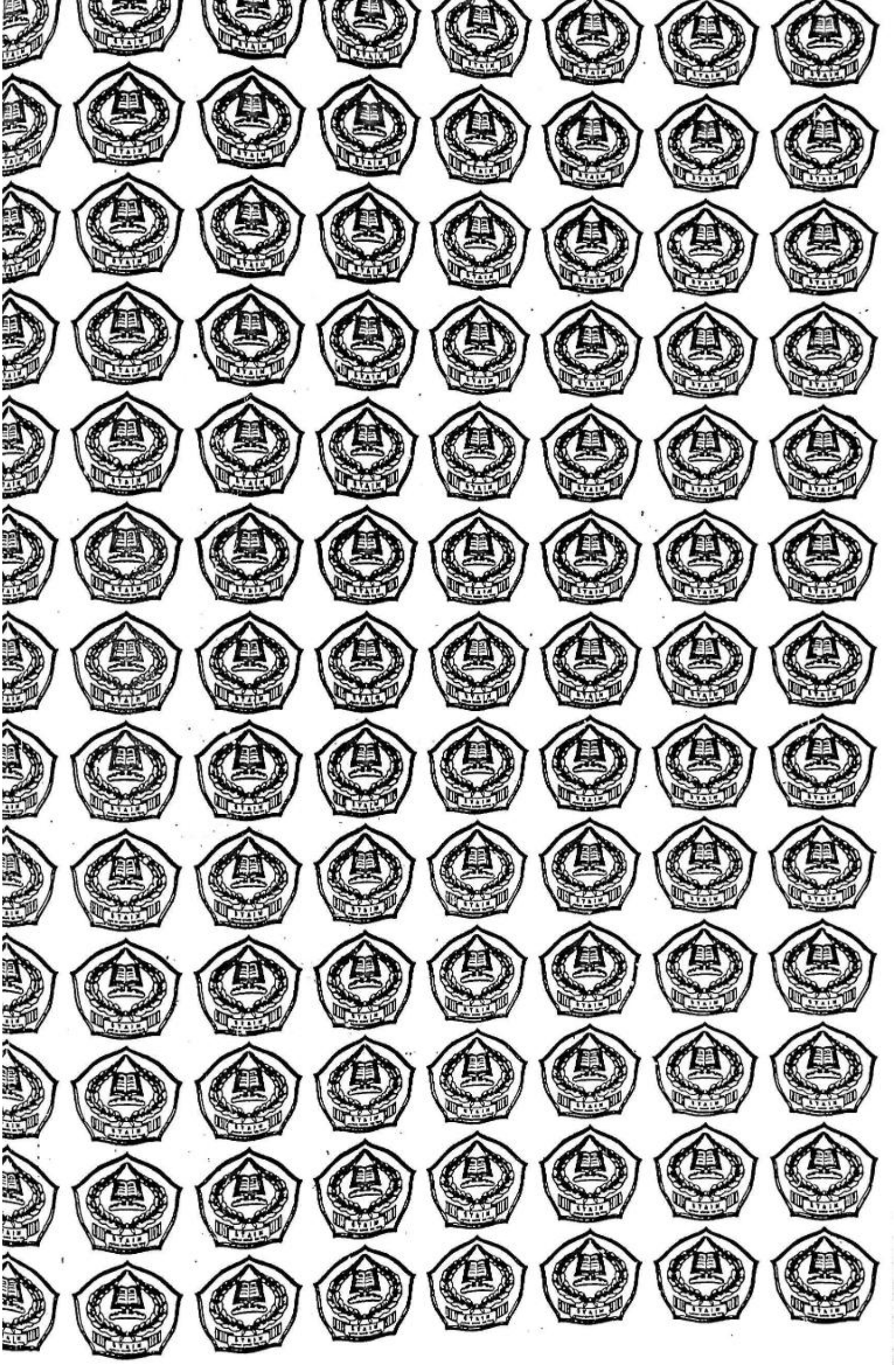
However code-mixing has its negative effects in the teaching and learning of English language. When it is evident that the reason for mixing language is due to inability of the teacher to express him/her in one language so mix to other language to compensate for the deficiency then

---

1. Robert Modupeola, *Code Swicting as a Teaching Strategy.* Journal of Humanities And Social Science, V.14.

there is the tendency to be passing a wrong message to the learners. The teacher is expected to inculcate the standard form of English language to the students by his own use of Standard English. However by his/her own use of code mixing he primary objective of imparting Standard English into the learner is defeated.

A situation where a teacher gives an instruction or an idea in one language and repeats same in another language within the same period of time will slow down the rate of learning of the target language. Learners in this situation, having mastered this pattern of teaching may not take seriously to what is being taught since there is an assurance that the same message will be delivered in their mother tongue.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

Based on the discussion elaborated previously, the writer would like to conclude that:

1. Someone sometimes use two or more languages, to mixed their language from one language with another language. In sociolinguistic is called code mixing. Code mixing is speech act that speakers or writers mix two codes or more language in discourse; the main characteristics in code mixing are relaxed situations and informal situation.
2. Code mixing is one the process to communication with the another language, in the code mixing process the speakers use two or more languages or language varieties in a speech.
3. Code mixing can facilitate the students knowledgment about english language and they can gain better understanting when the teacher explain about material. It means that code mixing as the communicative strategy in the learning English process.
4. Code mixing as the communicative strategy in the learning English process.

B. Suggestion

In this study, the researcher offers suggestion for :

1. The teacher are expected to construct their positive code mixing toword English- Indonesion in the learning English process. It mens that the students can learn effectively by using English-Indonesion code mixing in the classroom.
2. The teacher are supposed to give an opportunity for the students to use English- Indonesian code mixing in the English learning process, because the students use English – Indonesian code mixing as the comminicative strategy.

BIBLIOGRAPHY

Abdul, Chaerdan Leonie Agustina, *SosiolinguistikPerkenalan Awal*,Jakarta : PT. RinekaCipta, 2004.Cambridge university 2000,6. Cipta, 2009.

Dedi Ahmad Sofyan, "*An Analyze Code Mixing In Conversation Of The Student At State Junior High School (Smpn) Koto Kanpar*. Makalah 2010.

Holmes Janet , *An Introduction To Sociolinguistic*, London: Routledge, 2001.

Humaria, bima ,Code Switching And Code Mixing In English Classroom, dalam *in the Nigeria music industry* ",makalahtahun 2011.

J, A. Fihsman. , FishmanianSciolinguistic, /www.linguisticjournal.com di unduhtanggal 16mei2015.

J. Bal. Martin ,*Routledge Handbook of Sociolinguistic Around the World*, London, 2010.

John. W. Creswell, *Research Design*, USA , Sage Publication, 1997.

Josiane F. Hamers and Michel H.A. Blanc, *Bilinguality and Bilingualism*, London.

Kothar C.R. i, *Research Methodelogy*, New Delhi, : New Age International Publishers 2004.

Michael Ajibola,*Code Mixing As A Sociolinguistics Medium In Some Selected Songs*,makalah tahun2011.

Muysken, *Bilingual Speech: A Typology of Code-mixing*, Cambridge: CambridgeUniversity Press,2000.

Prof. Dr.Sugiono,*MetedPenelitianKuantitatif Dan Kualitatif R & D*. Jakarta :RinekaCipta, 2009.Routledge,2010.

Saputra.,Ari*The Analysis of Indonesia – English Code Mixing Used In " MarmudMerahJambu" Novel* .in the English Department of Education Faculty StatetInstitute of Islamic Studies (STAIN) Salatiga. 2001.

Wardhaugh Ronald, *An Introduction to Sociolinguistic* , USA: Blackwell 2006.

Robert K. Yin, *Qualitative Research From Star To Finish*, New York : the guildford press 2016.

www.ccsnet.org/journal.html. diunduh 24 mei2015.
www.iteslj.org/artical/codemixing.html.diunduhtanggal16 mei2015.

www.moderenslanguagejurnal.com.diunduhpada 7 juni 2015.

www.newhorizonsieducation.com.diunduhpada 7 agustus 2015.

http://www.tesol-journal.com.Diunduhpada 7juni-2015.

CURRICULUM VITAE



Dita Citra Ningtias was born in Metro, November 5, 1992. she is last child of Mr. Kamdari and Mrs wasitah. she has a sister whose has name is dwi utami suciatiningsih. Beggining from madrasah ibtidaiyah 1 of Metro pusat, she began his formal education thro learn his further lesson. Then, she continued his study in junior hight school 2 Metro. After graduating she decided to study in SMA Muhammadiyah 1 Metro and finish in 2011. Then she enrolled to English Eoducation Study Program of STAIN Jurai Siwo Metro