AN UNDERGRADUATE THESIS

A STUDY OF CODE MIXING AND CODE SWITCHING IN SPEAKING CLASS AT THE THIRD SEMESTER ENGLISH STUDY PROGRAM OF STAIN JURAI SIWO METRO

By :
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Tarbiyah dan Teacher's Training Faculty
English Education Department

IAIN METRO
HADIAH
171 /TAP/2017

STATE ISLAMIC INSTITUTE OF METRO
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AN UNDERGRADUATE THESIS

A STUDY OF CODE MIXING AND CODE SWITCHING IN SPEAKING CLASS AT THE THIRD SEMESTER ENGLISH STUDY PROGRAM OF IAIN METRO LAMPUNG

Presented as a Partial Fulfillment of the Requirements
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In English Education Department

By:
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APPROVAL PAGE

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The Dean of Tarbiyah Faculty
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Assalamu'alaikum Wr, Wb

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It has been agreed, so it can be continued to the Tarbiyah Faculty in order to be examined on the munaqosah. Thank you very much.
Wassalamu'alaikum Wr, Wb

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Dan Ilmu Keguruan
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Di-
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Assalamu'alaikum Wr, Wb

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

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Sudah kami setujui dan dapat diajukan untuk dapat dimunaqosahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terimakasih.

Wassalamu'alaikum Wr, Wb

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Pembimbing I	Pembimbing II
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ABSTRACT
A STUDY OF CODE MIXING AND CODE SWITCHING IN SPEAKING CLASS AT THE THIRD SEMESTER ENGLISH STUDY PROGRAM OF IAIN METRO LAMPUNG

By:
QORINA AL- QONITA USWATUN HASANAH EFFENDI

The primary goal of this research is to find out the use of code mixing and code switching contained used in speaking class at the third semester English study program of IAIN Metro Lampung. Researcher try to prove that the IAIN Metro use code mixing and code switching could be as the one of media to improve the language which so many various as long as be able use responsible.

This present research is qualitative in which researcher collects the data in the form of words or pictures rather than number. This research collect the data use purposive sampling technique. The data analysis this research used by Creswell theory.

The finding of the research shows that code mixing and code switching usage in the speaking class at the third semester English study program of The State Institute for Islamic Studies (IAIN) Metro Lampung was code mixing 60% which 7% for illustration of insertion and 53% for illustration of alternation and 40% illustration of code switching which 27% for illustration of intrasentential and 13% for illustration of tag switching. Code switching and code mixing often used in the speaking class at the third semester occurred because of some factors. Firstly, speaker want to make balance language to respondent because the speaker has social basic which enable to switch or mix language. Secondly, code mixing and code switching also occur because students have less vocabulary so that they mix or switch their language during learning process while the lecture mix or switch his language to make students understand the explanation easier. It could conclude that utilization of code mixing and code switching in the speaking class at the third semester English study program of The State Institute for Islamic Studies Metro occurred naturally.

***Key word**: Code mixing, code switching, speaking class.*

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RATIFICATION PAGE

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The undergraduate thesis entitled: A Study of Code Mixing and Code Switching in Speaking Class at The Third Semester English Study Program of IAIN Metro Lampung. Written by Qorina Al- Qonita Uswatun Hasanah Effendi, student Number: 1293077 English Education Department had been examined (Munaqosah) in Tarbiyah Faculty on Wednesday, February 22nd 2017 at 14.30-16.30 P.M

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ABSTRAK
STUDI TENTANG CAMPUR KODE DAN ALIH KODE DALAM KELAS SPEAKING SEMESTER TIGA PROGRAM STUDI BAHASA INGGRIS IAIN METRO LAMPUNG

By:
QORINA AL- QONITA USWATUN HASANAH EFFENDI

Tujuan utama dari penelitian ini adalah untuk mengkaji penggunaan campur kode dan alih kode yang digunakan dalam kelas *speaking* semester 3 program study Tadris Bahasa Inggris (TBI) di Institut Agama Islam Negeri (IAIN) Metro Lampung. Penulis mencoba untuk membuktikan bahwa penggunaan campur kode dan alih kode dapat digunakan sebagai salah satu media dalam mengembangkan bahasa yang sangat beranekaragam jenisnya selama orang tersebut mampu menggunakannya dengan baik.

Penelitian ini termasuk kedalam jenis penelitian kualitatif, karena penulis lebih banyak mengumpulkan data dalam bentuk kata-kata dan gambar dari pada angka-angka. Untuk mengumpulkan informasi terkait dengan penelitian, penulis menggunakan teknik *purposive sampling*. Analisis data dalam penelitian ini menggunakan teori Creswell.

Hasil penelitian ini menunjukan bahwa penggunaan campur kode dan alih kode di kelas *speaking* semester tiga program studi Bahasa Inggris di Institut Agama Islam Negeri (IAIN) Metro adalah campur kode 60% dimana 7% merupakan ilustrasi untuk *insertion* dan 53% ilustrasi untuk *alternation* serta alih kode 40% dimana 27% merupakan ilustrasi untuk intrasentential dan 13% ilustrasi untuk *tag switching*. Campur kode dan alih kode di kelas *speaking* semester tiga sering karena beberapa faktor. Pertama, penutur ingin mengimbangi bahasa yang digunakan oleh pendengar karna memiliki latar belakang sosial yang memungkinkan untuk mengganti atau mencampur bahasa. Kedua, code mixing dan code switching juga bisa terjadi karena mahasiswa memiliki perbendaharaan kata yang kurang memadai sehingga mereka mencampur atau mengganti bahasa yang mereka gunakan selama kelas speaking berlangsung, sementara dosen mencampur atau mengganti bahasa yang digunakan untuk memudahkan mahasiswa memahami penjelaskan yang disampaikan. Hal ini dapat disimpulkan bahwa penggunaan code mixing and code switching di kelas speaking semester tiga program studi Bahasa Inggris di Institut Agama Islam Negeri (IAIN) Metro terjadi secara natural.

Kata kunci: *Campur kode, alih kode, kelas speaking*

STATEMENT OF RESEARCH ORIGINALY

The undersigned:

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States that this undergraduate thesis is originally the result of researcher'sresearch, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, February 2017

The researcher



Qorina Al- Qonita U. H. E

NPM: 1293077

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Yang bertanda tangan dibawah ini:

Nama : QORINA AL- QONITA U. H. EFFENDI

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Program studi : Tadris Bahasa Inggris (TBI)

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

Metro, February 2017

yang menyatakan



Qorina Al- Qonita U. H. E

NPM. 1293077

MOTTO

.... حَسْبُنَا ٱللَّهُ وَنِعْمَ ٱلْوَكِيلُ ﴿١٧٣﴾

".... ALLAH (alone) is sufficient for us, and He is the Best Disposer of affair for us"

(Surah Al 'Imran 3:173)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to my beloved family especially for my Mom and Dad, also all whom I love.

ACKNOWLEDGEMENTS

Glory be to Alloh SWT, the most gracious merciful, who always gives all what we need, Alloh has given his gift to the writer that researcher could accomplish her undergraduate thesis. May peace will not stop to be upon our prophet Muhammad SAW who has led us from the darkness to the lightness

The undergraduate thesis entitles "A Study of Code Mixing And Code Switching in Speaking Class at The Third Semester English Study Program of IAIN Metro". In this research researcher cannot stand alone researcher would like to express her gratitude especially to the Principal of IAIN Metro Prof. Dr. Enizar, M. Ag., Dean of IAIN Metro Dr. Hj. Akla, M.Pd., The Head of English Education Study Program Mr. Ahmad Subhan Roza, M. Pd., Sponsor Dr. Widhiya Ninsiana, M.Hum., and Co-sponsor, Mr. Ahmad Subhan Roza, M. Pd., who have sincerely guided the writer to accomplish this research proposal in time. Researcher also appreciated to all helps and supports from parents, brother, sister and all of my friends and also staffs and students of IAIN Metro.

Finally, the writer realizes that this undergraduate thesis is inadequate. Nobody is perfect, the researcher do apologize for all mistake.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, February 2017

Researcher

QORINA AL- QONITA U. H.E

NPM. 1293077

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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is very important in human life it is used to communicate each other. Language also has central character to be success supporting in study all studies area. There are intellectual social, emotional, and developments. Study language can helps student to know self, the culture, and another person culture. Besides, it can also help student can propose brainchild and feeling, participate in society, and even finds with use analytical ability and imagination existing in self.

English as an International Language is used and learned by people in the world. In Indonesia the use of English is also very important beacause it's learned and taught at schools from elementary school until university. There are four skills that have to mastery in English as foreign language. They are listening, speaking, reading and writing. It will not be easy for us as Indonesian to learn English because it is not our mother tongue. In English, to speak, read and write are different, so the teacher should motivate the learners to learn English as their foreign language. The learners here are students; they have to be interested in learning English.

Speaking skill is one of the important competences in learning English. It shows that the acquiring of speaking skill plays an important role in our life. People need to learn to speak English for occupational or academic purpose that can support their career in the future. For communication speakers have more than one way to say more or less the same thing, therefore every society has linguistic codes acceptable. The study of social and cultural effects on language is discussed in sociolinguistic.

According to Gumperz in Wardaugh Sociolingustics is an effort to find correlations between social structure and linguistic structure and to observe any changes that occur.[1] Sociolinguistic is the study of language variation that purpose to find out what kind of language variation and speakers' knowledge about the language and sociolinguistics has to do with language use and a society's response to it. It is clear that sociolinguistics is a discipline that relation between sociology with linguistics.[2]

Sociolinguistics has aspect namely bilingualism, that is somebody who regularly uses two or more languages in alternation.[3] Bilingualism causing of code mixing and code switching. Code mixing and code switching occured beacause of behaviour from socitety between the speakers but also someone's

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[1] Ronald Wardaugh. "*An Introduction of Sociolinguistic Fifth Edition.*" Blackwell. UK. 2006. p.11.

[2] Anthony C. Oha Ph.D. "*Introduction to Sociolinguistics.*" (Nigeria: National Open University of Nigeria, 2010), p.2. e-mail: centralinfo@nou.edu.ng URL: www.nou.edu.ng. ISBN: 978-058-044-1.

[3] Rene Appel and Pieter Muysken. "*Language Contact.*" (London: Edward Arnold, 2005), p.3.

desire to transfer or explain some ideas to other who more understand with code mixing and code switching.

This research therefore aims to find out the use of code mixing and code switching on speaking class among the students, specific for third semester in English Education Study Program (henceforth *PBI – Pendidikan Bahasa Inggris*) The State Istitute for Islamic Studies (henceforth *IAIN Metro – Institut Agama Islam Negeri*) Metro Lampung. IAIN Metro as bilingual campus also uses code mixing and code switching in the learning process.

Utilization of code mixing and code switching in the sclassroom cause there is direct contact between teacher and students. Generally, learning process in speaking class at third semester of IAIN Metro the lecturers and the students usually unaware use code mixing and code switching. They use code mixing and code switching to facilitate learning process and understand the explanation easily.

Based on pre survey on 5th January 2016 at the third semester English Study Program of IAIN Metro with 39 students as member, researcher find the utilization of lingu franca called *Bahasa Indonesia* in the learning process. Such as, "*Maksud saya adalah....*" (I mean that.....) and "*Nah,* now we *pemanasan dulu* before start the lesson" (Now, we warming up before start the lesson) From the expression, that is utilizitaion of code mixing and code switching between *Bahasa Indonesia* and English. That possible because they have *Bahasa Indonesia* as a first language.

B. Focus of the Research

Based on background of study above, this research focus on how utilization of code mixing and code switching occur in speaking class at the third semester in The State Istitute for Islamic Studies of IAIN Metro.

C. Problem Formulation

In this study, researcher tries to analyze the use of code mixing and code switching in the speaking class of The State Istitute for Islamic Studies of IAIN Metro Lampung. Based on the background, the problem formulation can be identified as follows:

1. What types of code mixing and code switching are commonly use in speaking class at the third semester English study program of IAIN Metro?

2. How often code mixing and code switching used in the speaking class at the third semester English study program of IAIN Metro?

D. Objectives and Benefits of The Study

1. Objectives of The Study

Based on researcher statement, this particular study aimed at finding out:

1. Describing the frequently and less used code mixing and code switching in speaking class at the third semester of The State Istitute for Islamic Studies of IAIN Metro
2. Describing the types of code mixing and code switching in speaking class at the third semester of The State Istitute for Islamic Studies of IAIN Metro.

2. The benefits of the research as follows :

This research can be a contribution to :

a. The students :

Which are provides further insight with more accurate information and trustworthy. In the next research will be beneficial for the students.

b. The teachers :

Better understand and be more creative in the delivery of information related to the material that will be presented and teaches the knowledge of the students.

c. The Institution :

Add a list of references for future researchers associated with the study are in line with the code mixing and code switching.

d. For the Researcher :

This research is expected as a contribution for other researcher to conductions further studies.

E. Prior Research

The first prior research was done by Dias Astuti Cakrawarti at 2011entitled "Analysis of Code mixing and code switching in The Teenlit *Canting Cantiq* by Dyan Nuranindya". In her research, she describes the types of code mixing and code switching and the reasons why the characters in the teenlit *Canting Cantiq* by Dyan Nuranindya do their language mixing and switching.[4]

The second prior research was done by Azam Jamshidi and Mahdieh Navehebrahim at 2013 on their journal entitled "Learners Use of Code Switching in the English as a Foreign Language Classroom". They discusse the application of first language in English as a Foreign Language (EFL) classrooms, where English is taught as a foreign language. The main objective of this study is to determine the effects of using first language in an EFL classroom. The subjects level of proficiency in English were among the

[4] Dias Astuti Cakrawati, *"Analysis of Code mixing and code switching in the Teenlit Canting Cantiq by Dyan Nuranindya"*, 2011. Print.

beginning, advanced and intermediate and levels. So, it can be said that this research is different from the previous research above.[5]

The third prior research was done by Jelena Brezjanovic-Shogren on her thesis at 2002 entitled "Anaysis of Code mixing and code switching Among Bilingual Children: Two Case Studies of Serbian-English Language Interaction". The research analyzed the bilingual children langauge behavior in their daily conversation. This research also aims to analyze the motivation using of code mixing and code switching between two families to see there are any differences that occur.[6]

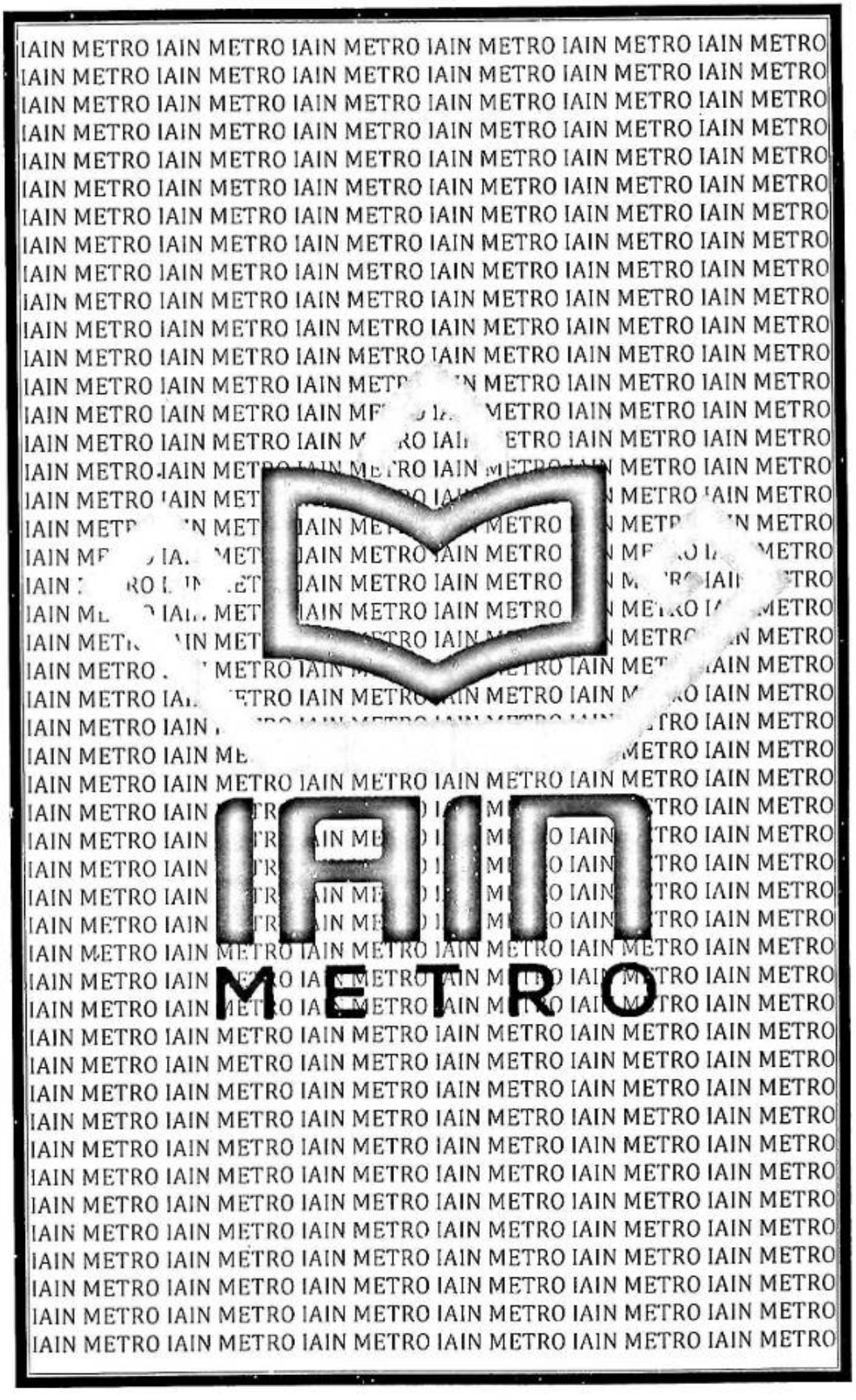
From three prior research above, we not only can get the similarity with this research but also we can see the differences. The similarity are discussed about utilization and types of code mixing and code switching. This research has similarity with the research from Azam Jamshidi and Mahdieh Navehebrahim, that is both of them disucssed about utilization of code switching in the classroom but the difference is this reaserch not only discussed about code switching but also code mixing. And the differences among this research with another research above are the object. The first research discuss about using of code mixing and code switching in the teenlit. Objective of the second research is to determine the effects of using first language in English as a Foriegn Language (EFL) classroom. And the

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[5] Azam Jamshidi and Mahdieh Navehebrahim, "Learners Use of Code Switching in the English as Foreign Language Classroom", *Australian Journal of Basic and Applied Sciences*, 7(1): 186-190, 2013. ISSN 1991-8178. Print.

[6] Jelena Brezjanovic-Shogren, "Anaysis of Code mixing and code switching Among Bilingual Children: Two Case Studies of Serbian-English Language Interaction", 2002. Print

objective of the last research is to analyze the motivation using code mixing and code switching by bilingual children. Whereas, this research discuss about how often students using code mixing and code switching in speaking class and what types that use.


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CHAPTER II

REVIEW OF THE LITERATURE

A. General Description

Sociolinguistics is one of the important roles in the systematic study of language within the text and context. According to Gumperz in Wardaugh Sociolingustics is an effort to find correlations between social structure and linguistic structure and to observe any changes that occur.[7] Moreover, according to Chambers in Wardaugh sociolinguistics is the study of use language in society and the most productive studies to sociolinguistics research.[8]

In addition, based on Fasold in Lucas, sociolinguistics depends on two facts about language: first, the language varies, which is to say that "Speakers have more than one way to say more or less the same thing". And the second, that language serves a broadly encompassing purpose just as critical as the oblivious one of transmitting information and thoughts from one person to another.[9]

Based on definition of sociolinguistics from the experts, researcher conclude that sociolinguistic is the study of language variation that purpose to find out what kind of language variation and speakers' knowledge about the

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[7] Ronald Wardaugh. "*An Introduction of Sociolinguistic Fifth Edition.*" (UK: Blackwell, 2006), p.11. Print.

[8] *Ibid*

[9] Ceil Lucas. "*The Sociolinguistics of Sign Languages.*" (UK: Cambridge Press, 2004) p.1. Print.

language and sociolinguistics has to do with language use and a society's response to it.

Generally, Sociolinguistics focuses on how language is used and does not discuss a structure of a language are the real function well of Sociolinguistics. Based on the statement above, the researcher can get a description that the people also face language conflicts before Sociolinguistics appears. The researcher maintains that when the people can't understand of another language, it means the people got a problem from this situation. So it is clear now that the role of Sociolinguistics is to manage a language as it is functions in society. In other words, Sociolinguistics deals with a language as means of communication.

In this thesis, researcher will discuss about part of socoliungistics, that bilingualism. Language is contact, that is bilingualism is part of human behaviour.[10] One cause of some types and variation of language used throughout the world is the people use their own language to communicate with the other, including in Indonesia.

People who come from another territory or immigrant, definitely will find difficulties to communicate with people from the local, then the immigrant will learn a new language from local people. In this case, it will help them communicate with others. Then, it implies that the person would be someone who could use two languages at once. This is its own language and

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[10] Josiane F. Hamers, Michel H. A. Blane. "*Bilinguality and Bilingualism.*" (UK: Cambridge University Press, 2004), p.1. Print.

learned a new language in a new territory. This is very helpful in daily life events, mainly in terms of communicating with others.

In line with the terms that have been explained above, refers to the Islamic State of IAIN Metro. Associated with the use of code mixing and code switching in speaking class, and then if the person is student in English education study program, of course they will learn English as foreign language without replace their own language (*Bahasa Indonesia).*

B. Concept of Bilingualism

Bilingualism and multilingualism can be studied both as an individual and as a societal phenomenon In an individual phenomenon, such as how someone has ability to be able master two or more languages in childhood or later, how the mind represent these languages, and how they are put to use in speaking and writing and for comprehension become central. And when it is talk about bilingualism as societal phenomenon, its concerned with institutional dimensions, such as the status and roles of the languages in a given society, attitudes toward languages, determinants of language choice, the symbolic and practical uses of the languages, and the correlations between language use and social factors such as ethnicity, religion, and class.[11]

Romaine experts that multilingualism is not the unacceptable or minority phenomenon for many English speakers suppose it to be. On the

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[11] Sandra Lee McKay, Nancy H. Hornberger. "*Sociolinguistic and Language Teaching*" (New York: Cambridge University Press, 1996), p. 47. Print.

contrary, multilingualism is one thing that normal and necessity for some populatin in the world. Although there are no exact statistics on the number or distribution of speakers of two or more languages, linguists estimate that there are roughly 5,000 languages in the world but only about 200 nation-states. This means that there are approximately 25 times as many languages as there are countries.[12]

It is particularly important for the teacher to be aware of the students' experience with languages other than *Bahasa*. Some students have a very limited competence in foreign languages, whereas others may have grown up with two or more languages or may be in the process of get a considerable knowledge of one or more foreign languages. Comparisons between knowledge of two regional or social varieties of one language and knowledge of two different languages can be helpful for students to get a better understanding of bilingualism and multilingualism. For monolingual students, it may not be possible to analyze bilingual texts, but they could focus on educational aspects of bilingualism or on sociolinguistic aspects of bilingual first language acquisition.

1. Definition of Bilingualism

According to Titone in Hamers bilingualism is the individual's ability to speak a second language conceptually and structured rather than paraphrasing their mother tongue.[13] Moreover, Mohanty in Hamers

[12]Suzzane Romaine. "*Multilingualism*" (UK: Blackwell Publisser, 2001), p.512. Print.
[13] Hamers. *Bilinguality and Bilingualism* ., p. 6.

restricts the definition of bilingualism its social-communicative dimension, when he says that 'bilingual persons or communities are those with an ability to meet the communicative demands of the self and the society in their normal functioning in two or more languages in their interaction with the other speakers of any or all of these languages'.[14] Whereas, somebody who regularly uses two or more languages in alternation is a bilingual.[15]

This point is one of several that Grosjean makes repeatedly throughout definition of bilingualism. Others are the following:

1) Bilingualism is a widespread phenomenon: perhaps half the world's pop-ulation is bilingual. It is difficult to find a truly monolingual society.
2) Bilingualism is a natural phenomenon, 'neither a problem nor an asset but quite simply a fact of life that should be dealt with in as unbiased a way as possible.
3) Bilingualism is a social as well as psychological phenomenon. It occurs because of the need to communicate; thus individuals develop linguistic fluency to the extent needed for communication. Language choice and code-switching are determined in part by the social contexts of speech as well as by the speak-er's social intent (e.g. deference, insult).[16]

Based on those definitions, researcher conclude that bilingualism is the ability to speak two languages at once. Whereas, someone or some communities that have an ability to speak two language well with following the structure and rule of language itself called bilingual. It may

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[14] *Ibid.*

[15] Rene Appel and Pieter Muysken. "*Language Contact.*" (London: Edward Arnold, 2005), p.3. Print.

[16] François Grosjean, "Life with Two Languages: An Introduction to Bilingualism", *Linguistic Society of America* Vol. 60, No. 3 (Sep., 1984), pp. 633-636. Print.

be learned early by children in regions where most adults speak two languages.

Children or someone may also become bilingual by learning languages in two different social setting; for example, British children in Indonesia learned Indonesian language from their family servants or their neighbour. A second language can also be acquired in school. Bilingualism can also refer to the use of two languages in teaching, especially to foster learning in students trying to learn a new language.

2. Factors of Bilingualism

The factors that can make someone would have spoken bilingualism are:

a. Marriage and Heritage

Some communities grow up to second generation or heritage, bilinguals who unlike their parents, may be dominant in the majority language.[17] An interesting example of multilingualism exists among the marriage. When the children have different parents, it means that father is from Indonesian and mother is from the British, there is possibility their children can speak two languages, they are Indonesian and English.

[17] Barbara E. Bullock, Almeida J. Toribio. "*Linguistic – Code Switching.*" (New York: Cambridge Unversity Press, 2009), p. 8. Print.

b. Visitors and Immigrants

Someone who come to different territory, certainly should understand the language that use in there to communicate with local occupation. The immigrants must be mastery more than one language to communicate from one territory to another territory. It is very crucial to do, because it can minimize or ovoid misunderstanding between the immigrants and the local occupation.

C. Concept of Code

While people speak, they face the reality to choose which code that they should to use. As a beginner, young children add in exceptions (for a while at least). Generally, you should choose a particular language, dialect, style, register, or variety though when you open your mouth. You cannot avoid doing so. Moreover, you can and will shift, if need occur, from one code to another. Within each code there is the possibility to choose different import, it means that it will be significant. The variety of chooices will have not the same social meanings.[18]

Most speakers command several varieties of any language they speak, and bilingualism, even multilingualism, is the norm for many people throughout world rather than unilingual. People, usually forced to

[18] Ronal Wardaugh. *An Introduction of Linguistic.*, p.88

sleect a particular code whenever they choose to speak and they may also decide to switch from one code to another or to mix code.

In bilingual and multilingual situations, we will find mainly of the phenomenon of *code-switching*. Following some types of bilingual situations, we will deem code-switching as a phenomenon that requires serious explanation.

1. Definition of Code

Some types of system that two or more people utilize for communication can be used to refer the 'neutral' term *code*. (It can truly be used for a system used by a single person, as when someone protect definite secrets by created a private code). In this study researcher choose code as language. We have observed that the particular dialect or language one chooses to use any occasion is a code, a system used for communictaion between to or more parties.[19]

Every society has linguistic codes acceptable for communication and interaction Everyday, to do intercation people usually choose different code depends on the situastion. They may choose a variety of code because it makes them easier to discuss a particular topic while they are speaking When talking about work or school at home, for instance, they will not use language

[19] *Ibid.*

communication like in their home. Surely they may use the language that is related to those fields.

2. Code mixing and code switching

For many linguists, code switching poderovides a unique window on the structural outcomes of language contact, which can be shown to be systematic rather than aberrant.[20] Further, the act of code switching can be studied as a sign of social constructs and of the cognitive mechanisms that organize language switching

Hymes defines code swtching as an ordinary term for alternative use of two or more languages, varieties of a language or even speech styles. Bokamba views it as the mixing of words, phrases and sentences from two distinct grammatical systems across sentence boundaries within the same speech event[21]

Clyne employs the term code-switching in the sense of the 'alternative use of two languages either within a sentence or between sentences'.[22] Clyne uses the term of codeswitching to refer the speaker's process to moves from one language to another.

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[20] Barbara E.Bullock."*Linguistic-Code Switching.* " (New York: Cambridge, 2009), p.8. Print.
[21] Hamzeh Moradi. "A Survey on Code Mixing, Code Switching, Language Alteration and Interference" *Indian Journal of Aplied Research.* Vol: 4. (2014) : p.1. Print.
[22] *Ibid*

Groups of bilinguals who speak two same languages is one causes of code switching occurs. Furthermore, codeswitching occurs in specific social situations, elevating the repertoire of the speakers.[23]

The other phenomenon closely related to code switching is code mixing. Code mixing occurs when conversant use both languages together to the extent that they change from one language to the other in the course of a single utterance. It means that the conversant just change some of the elements in their utterance. Code mixing takes place without a change of topic and can involves various levels of language, e g, morphology and lexical items.

Codemixing, like code-switching, is a language-contact communication strategy. In code mixing, there is needed a base language and it should be possible to differentiate in a term monolingual in the base language which alternate with calling upon the rules of both languages. In which case code-mixing can be embedded in code-switching. but not the reverse. [24]

Annamalia interpretation that 'switching' and 'mixing' are marked by characteristics that no new grammar is created beyond the grammars of two languages involved. The difference between switching and mixing is that in mixing, the speech event is stable, with

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[23] Victoria Fromkin, Robert and Nina Hyams. "An Introduction to Language."(Canada: Wadsworth, 2009), p.462. Print.

[24] Hamers, *Bilinguality and Bilingualism.*, p.270

no variation in participants or topic, and all participants have knowledge of both languages.[25] Mixing a linguistic strategy that discuss the discourse functions mainly in social meanings and switching is a discourse strategy for linguistic (verbal) communication reflecting language profiency of the speaker.

Kachru, Sridhar and Bokamba. said that the base of the material switched and the position within which switching arise are different from code mixing and code switching. The statement in line with Bokamba, as follows:

1) The mixing of words, phrases and sentence from distinct grammatical (sub-) system across sentence boundaries within the same speech event is code mixing. In the other words code switching is inter-sentential switching.
2) Embedding of various linguistics units such as affixes (bound morphemes), words (unbound morphemes) phrases and clauses from two grammatical (sub-) system within the same sentence and speech event are code mixing. That is code mixing in intra-sentential switching. [26]

The difference between code mixing and code switching can be estimate. First, in code mixing, bilingual speaker apply some foreign words or phrases (pieces of one language smaller than clause) while the other language (code) functions as the base. Second, when

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[25] Hamzeh Moradi, *Loc.cit.*

[26] Mustafa Zahra, Al-Khatib Mahmoud. *"Code-mixing of Arabic and English in teaching science."* Basil Blackwell Ltd. 1994. World Englisher.Vol. 13, No. 2. p. 215-224.Print.

there is no topic that changes or the situation, bilingual speakers are said to mix codes (but not switch one to another).[27]

3. Types of Code mixing and code switching

Poplack classify three types of code switching, they are: tag switching, intersentential switching, and intrasentential switching.

a. Extra-sentential code-switching, or the insertion of a tag, e.g. 'you know', 'I mean', from one language into an utterance which is completely in another language;

b. Intrasentential code-switching, or switch at clause/sentence in limit, one clause being in one language, the other clause in the other, *Karna mereka mengahabiskan waktu enam sampai tujuh jam di sekolah,* they are speaking English all the time ('Because they spend six or seven hours a day at school they are speaking English all the time').[28]

c. Intersentential code-switching, where switches of different types occur within the clause boundary, including within the word boundary. The following is an example of intrasentential codeswitching: e.g. 'Sometimes I'll start a sentence in English *dan*

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[27]Hamzeh Moradi, A Survey on Code Mixing, Code Switching, Language Alteration and Interference., p.2

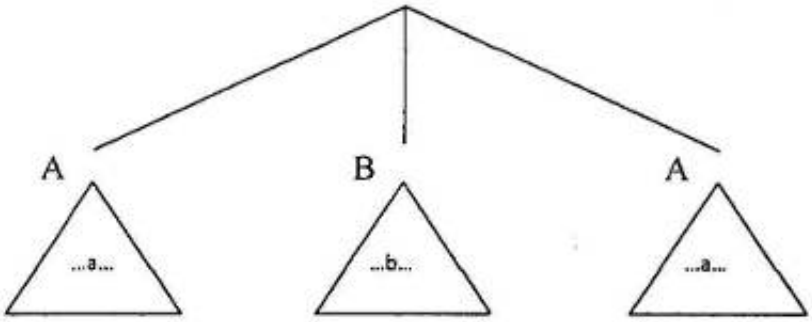
[28] Hamers, *Bilinguality and Bilingualism.*, p.259.

melanjutkannya dengan Bahasa ('Sometimes I'll start a sentence in English and finish it in Bahasa)

Musyken classify code mixing into three types, there are: insertion, alternation, and congruent lexicalization.[29] Musyken explains that, insertion occurs when lexical items from one language are incorporated into another.

a. The illustration of insertion.

In the illustration of insertion one language determines the overall structure into which constituents from the other language are inserted.



Picture 1. Example of insertion in code mixing[30]

Example of insertion (Indonesian/English)

Ayo datang, dan join *di* event *ini.*

(Lets come and join in this event)

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[29]Pieter Muysken."Bilingual Speech : A topology of Code Mixing." *Cambridge University Press* : p. 1. Print.

[30] Cardenas MS-Carlos &IsharyantiNeny. "*Code mixing and code switching in internet chat.*" @JALT Call Sig. 2009. Vol. 15, No. 3, p. 67-78. Print.

In the diagram "a" represents lexical item of the first language and "b" arise for the lexical item of the second language that has been inserted in the utterance by the speaker or the reader.

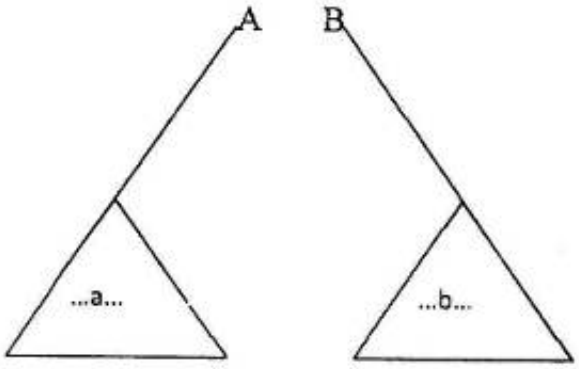
In this example word order is as in Indonesian, including the phrase **join** and **event** 'two plates', and all the inflectional morphology is from Indonesian. The asymmetry between the two languages involved in the insertion pattern is captured in the Matrix Language Frame (MLF) by labeling the main language the "matrix" language and the other the "embedded" language.

b. The illustration of alternation

The second category proposed by Musyken, the illustration of alternation occurs when structures of two languages are alternated undistinguished both at the grammatical and lexical level.[31]

In the simplest definition, both of languages occur alternately, each with their own structure. This definition is illustrated in Picture

[31] *Ibid.*



Picture 2. Example of alternation in code mixing.[32]

Example of alternation (English/Indonesian)

I mean, *ganti dengan makanan lain*

(I mean, change it to another food)

In the diagram, A & B illustrated structure from two languages that describe the alternation that take place in the expression that produced by speakers. The example arises when the Indonesian talks about sentence that he needs to give in. Expression "I mean" used to introduce the rest of his utterance in his first language.

c. The illustration of congruent lexicalization

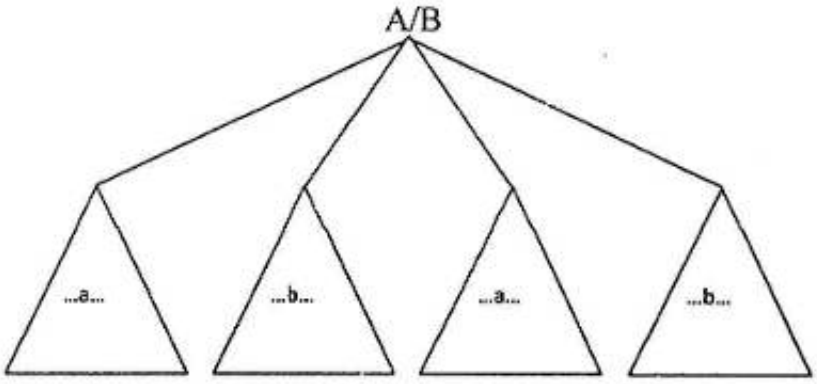
The third and the last category of code mixing is the illustration of congruent lexicalization, which refers to the situation where two languages share the grammatical

[32] *Ibid.*

structures which can be filled lexically with elements from either language.[33]

In the illustration of congruent lexicalization, "the grammatical structure is shared by language A and B, and words from both languages *a* and *b* are inserted more or less randomly".

Picture 3 illustrates this phenomenon



Picture 3.Example of congruent lexicalization in code mixing.[34]

Example Congruent lexicalization (Indonesian/English)

(1) Datanya aku save di komputer ku.

(I save the data in my computer.)

The example of congruent lexicalization arise when someone describe the way he save the data in his computer. In

[33] *Ibid.*
[34] *Ibid.*

this example the fragments from each variety apparently have no internal grammatical cohesion as is expected in this type of code mixing.

4. Factors of Code mixing and code switching

According to Pardede and Kisno in Puguh, there are 7 (seven) factors of why bilinguals switch or mix their languages[35]. There are:

a. Particular Topic

Sometimes, people not only talk about a particular topic in one language, but also sometimes they feel more comfortable to express their emotional feelings in a language that is not their daily language.

b. Quoting Sombody Else

Sometimes people quote saying or expression from famous figure. Those famous figures are mostly use code mixing and code switching. Then, nowadays Indonesian people are good at English, those saying or quotes from famouos figures can be quoted intact in their original language.

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[35] Puguh Triestari, "*Real Research in English and Applied Linguistics*", (Jakarta: Halaman Moeka, 2012) p.428. Print.

c. Being Emphatic about Something

Usually, people who want to be emphatic about something, they will use language that is not their native tongue. They intentionally or unintentionally will switch from their firts language to their secong language.[36]

d. Interjection

Intentionally or unintentionally, language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector.

e. Repetition used for Clarification

Sometimes, to clarify or make listener more understand about bilingual's speech they can use both of the languages that they master saying in sthe same utterance.

f. Intention of Clarifying the Speech Content for Interlocutor

When bilingual make conversation wiht another bilingual, there will be lot of code mixing and code switching occur. It means, the content of their speech run smoothly nad can be understood by the listener.

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[36] *Ibid*

g. Expressing Group Identity

Code mixing and code switching can also used to express group identity. According to Barnett in Puguh, the way of communication of one community is different from other community or people who are out of the community.[37]

There are many partly cover and inter-relations between the sets of factors, and some understanding of all those are necessary in order to understand why particular code swiching patterns arise. The classification above provides a semblance of order within the huge range of factors that attach neither to the varieties themselves as linguistic entities, nor to cognitive/psycholinguistic factors that affect the individual. For example, the individual's competence in the relevant varieties is a product of their (reasonably permanent) psycholinguistic make-up; at the same time, it has sociolinguistic implications, as it is closely connected with factors such as age, network and identity.

D. Implementation Code Mixing and Code Switching in The Classroom

In English as Second Language (ESL) classrooms, the target language (TL) becomes both the goal and the means of competence. However, the existence of another language in the classroom example

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[37] *Ibid*

learners' and teachers' first language could significantly influence the verbal behavior of both groups leading to situations in which codes are switched and mixed. According to Macaro in Makulolluwa, code mixing and code switching is available only to bilinguals and is a natural aspect of bilingual classroom interaction.[38] Although in generally, ecture expected to manage an ESL or FL class using Engllish, lecture sometimes back to first language to handle of classroom issues.

Nzwanga in Levine claims that "despite their effort to avoid it, both the teachers and the students appealed to CS for a number of reasons"[39] Illustrating this, Turnbull and Arnett identify three macro-functional categories of code mixing and code switching in the second language (L2) classroom. According to them, teachers use the learners' mother tongue (L1) for pedagogical purposes, to keep social interaction with the students, and to manage the classroom.[40] Supporting some of their functional categories. the learners' L1 (English) was used by teachers for classroom administrative / management purposes, to show solidarity or empathy, to help comprehension, to suggest a translation of a word or phrase and for grammar instruction. Teachers switch to first language when their knowledge in the TL is not enough to convey the proposed message and as a time saving device. Code mixing and code switcing as a pedagogical tool

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[38] Enoka Makulloluwa. *"Code Switching By Teachers In The Second Language Classroom" Brock University, Canada. International Journal of Arts & Sciences,* CD-ROM. ISSN: 1944-693 4 :: 6(3):581–598 (2013).

[39] *Ibid*

[40] *Ibid*

in the classroom, notices that teachers switch languages to help learners compare and contrast the two linguistic systems Thus, it is evident that code mixing and code switching serves a number of purposes in the ESL classroom.


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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research applied one of the research qualitative researches named case study. As asserted by Creswell, case study is kind of qualitative research whereby the researchers analyze significantly an event, a process with one or more person.[41] In this context, the researcher examines the using of code mixing and code switching in speaking class at the third semester in The State Istitute for Islamic Studies of IAIN Metro. Creswell also explain that there are some characteristic of qualitative research, they are: first, the social phenomenon that observed by case study, second case study apply multiple methods, third it is create with values, fourth it is uses one or more strategies, fifth it is uses complex reasoning.[42]

The researcher examines about the using of code mixing and code switching in speaking class. Focused on what types of code mixing and code switching are mostly in used and what the less one are and tc point out the use of code mixing and code switching in speaking class at the third semester of The State Istitute for Islamic Studies of IAIN Metro.

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[41]Creswell, John W. "*Research Design: Qualitative, Quantitative, and Mixed Method Approches Second Edition.*" (USA: Sage Publication, Inc. 2003), p.17. Print.

[42]*Ibid.*

B. Data Resource

Source of the data would be based on two kinds of data. They were primary and secondary data. In this research, researcher used primary and secodary data. The primary data obtanined from observtion. Thus, the secondary data are interview and document.

C. Data Collecting Technique

To collect the data, the researcher applies two instruments, they are:

1. Observation

   In this reserch, the researcher use observation non participant. The researcher as a observer without participate. During observation researcher record learning process in speaking class to find out the use of code mixing and code switching at the third semester English study program of The State Istitute for Islamic Studies (IAIN) Metro Lampung.

2. Interview

   In this research researcher use guided interview which researcher given some questions which prepared to the participant and researcher record the answers. Researcher interviewed 10 students from 40 students to collect the data about the utilizing of code mixing and code switching in speaking class at the third semester English study program of IAIN Metro.

3. Documents

Documents could be public document or private document. In this research documents use to gain information and data from the college such as total of the students, lectures, staffs and the condition of the The State Istitute for Islamic Studies (IAIN) Metro Lampung.

D. Data Analysis Technique

In the qualitative research, there are so many data analysis tecl nique that can be used. One of them is from Creswell model.[43] There are six steps in these analysis procedures. Those are as follows:

1. Preparing and Organizing the Data

In this step, researcher collect the data, researcher tries to collect all the data that relate to the research. Organizing the data, transcribing interviews, and making the conclusion.

2. Reading Through all the Data

In this step, researcher tries to read all of the data and analysis the information. Skimming and scanning could be one of the technique to get information from the data.

[43] *Ibid*, p.218.

3. Detailing Analysis with a Coding Process

According to Rossman and Rallis in Creswell Coding is the process of organizing the material into "chunk".[44] In this step, after researcher read through all the data, researcher tries to analyze the data with a coding process. The coding process is marking the using of code mixing and code switching in speaking class.

4. Using the Coding Process to Generate the Description of the Theme

In this step, when the coding process done, researhcer tries to separate the data which is included the types of code mixing and code switching.

5. Advancing How the Description and Themes will be Represented in the Qualitative Narrative

In this step, researcher tries to represent the data. After the data appeared, make an interpretation meaning of the research. The data is about code mixing and code switching. In fact, the students in The State Istitute for Islamic Studies of IAIN Metro not only mastery one language. at least the students can speak two languages in act.

[44] *Ibid*

6. Making an Interpretation or Meaning of the Data

After passing some steps, there is a result that there are some student uses some types of code mixing and code switching in the speaking class. The purpose of using a code mixing and code switching in the speaking class is to get easier of the reader to get the information, because people have different level and performance to get the information.


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CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

Profile of IAIN Metro

1. Historical Background of IAIN Metro

IAIN Metro is only one of the State Islamic Institute in Metro. IAIN Metro is the alteration name of IAIN Metro. The establishment of IAIN Metro written in presidential Decree which signed by the president Joko Widodo on August 1st 2016. This presiential decree begins to be acted on August 3rd 2016 by the minister of Law and Human rights Yasonna H. Looly. Historically, IAIN Metro was establish on April 23-25, 1997 based on the explanation letter of President RI No. 11 in the year 1997. The establishment of IAIN Metro cannot be separable with the history of IAIN Raden Intan Bandar Lampung. The existence of IAIN Raden Intan Bandar Lampung began from the effort of elite and religion figures that were joined together in Yayasan Kesejahteraan Islam Lampung (YKIL). In the discussion of YKIL, it was dealt to find two faculties, Tarbiyah and Syariah faculty, which were domiciles in Tanjung Karang. Through the persistent struggle of YKIL, on 13 October 1964 the status of Tarbiyah Faculty was changed from private to state.

Referring to the decision of President of Indonesia No. 27, 1963 which explained that to found Al Jamiah, at least, it should have three

faculties. For that reason, YKIL opened Ushuludin Faculty that is domicile in Tanjung Karang in 1965. As an effort to realize the founding of IAIN Al-Jamiah in Lampung, the first step was to make state-owned all Faculties which were still in private status at that time. Finally, it realized the dream of Lampung society to found IAIN Aljamiah based on the Decree of Minister of Religious Affair of RI No. 187/68 which was named "Institute Agama Islam Negeri Raden Intan Tanjung Karang". In 1993 based on the change IAIN Raden Intan Bandar Lampung.

In 1967, the Tarbiyah and Syariah department were established in Metro at Jl. Ki Hajar Dewantara 15 A, Iring Mulyo, East Metro, Metro City by the request of Metro Society. It was not far from the change of name IAIN Raden Intan Tanjung Karang to IAIN Raden Intan Bandar Lampung that it went out a handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996 on August 21, 1996 about Settlement of Institutional Faculties IAIN outside central institute to be Sekolah Tinggi Agama Islam Negeri (IAIN). That was the history of the establishment of IAIN Metro

IAIN Metro has three departments, namely (1) Tarbiyah, (2) Syariah (3) Islamic Announcement and Communication. Tarbiyah Department has four study programs, they are: Islamic Education Study Program (PAI), Arabic Education Study Program (PBA), English Education Study Program (PBI), Islamic Elementary School Education Study Program (PGMI. Afterwards, Syari'ah Department has five study

programs, they are; Syari'ah Economic (ESy), Ahwalusy Syakhsiyyah (AHS), Syari'ah Economic Law (HESy), Islamic Banking (D3 PBS), Islamic Banking (S1 PBS). Then, Islamic Announcement and Communication Department has two study programs, namely Islamic Announcement Communication (KPI) and Language and Arabic Literature (BSA).

2. Organization Structure of IAIN Metro

The organization structure of IAIN Metro in academic year 2015/2016 as follows:

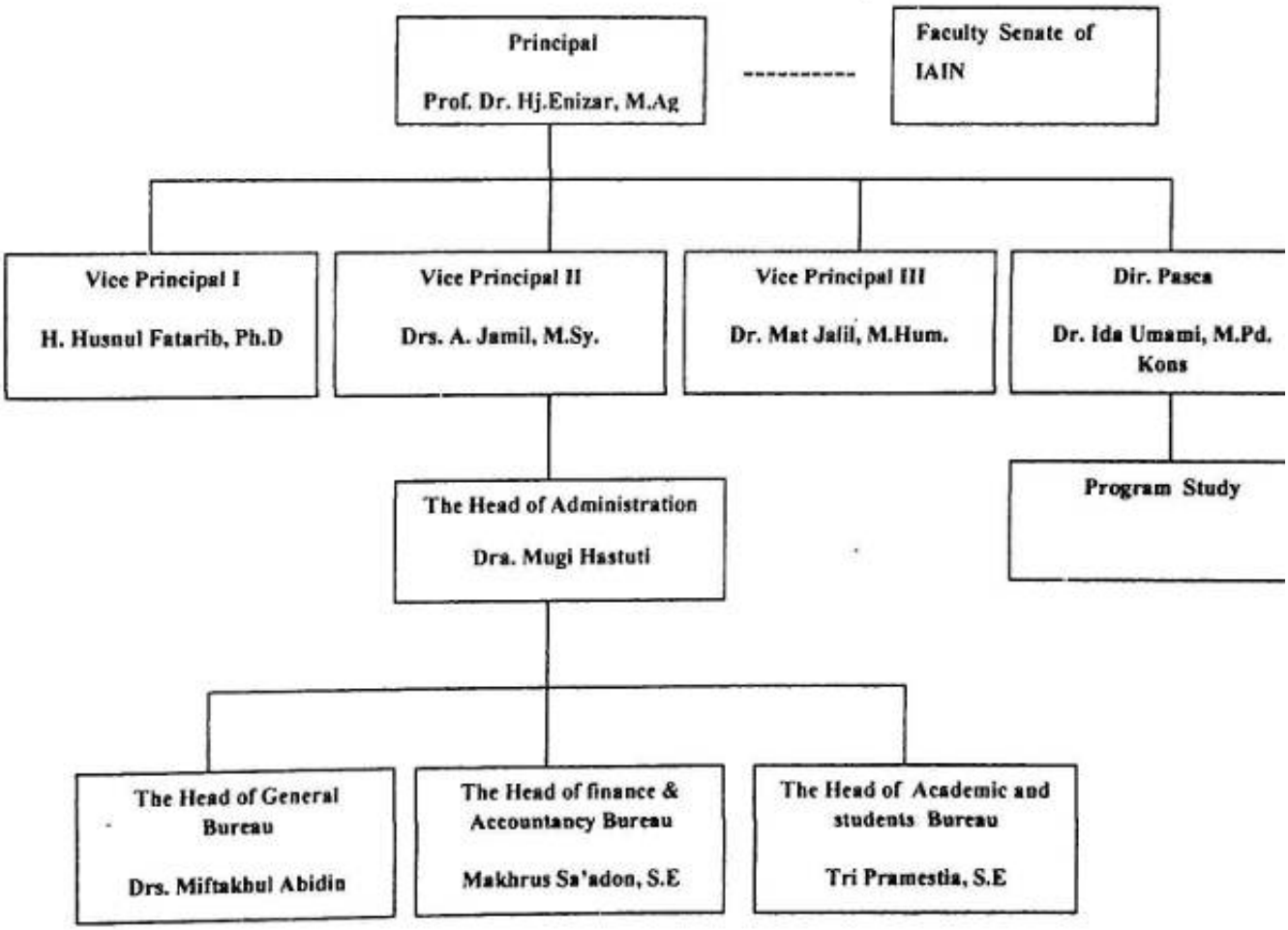


Figure I. *The Organization Structure of IAIN Metro*

3. The Location Sketch of IAIN Metro

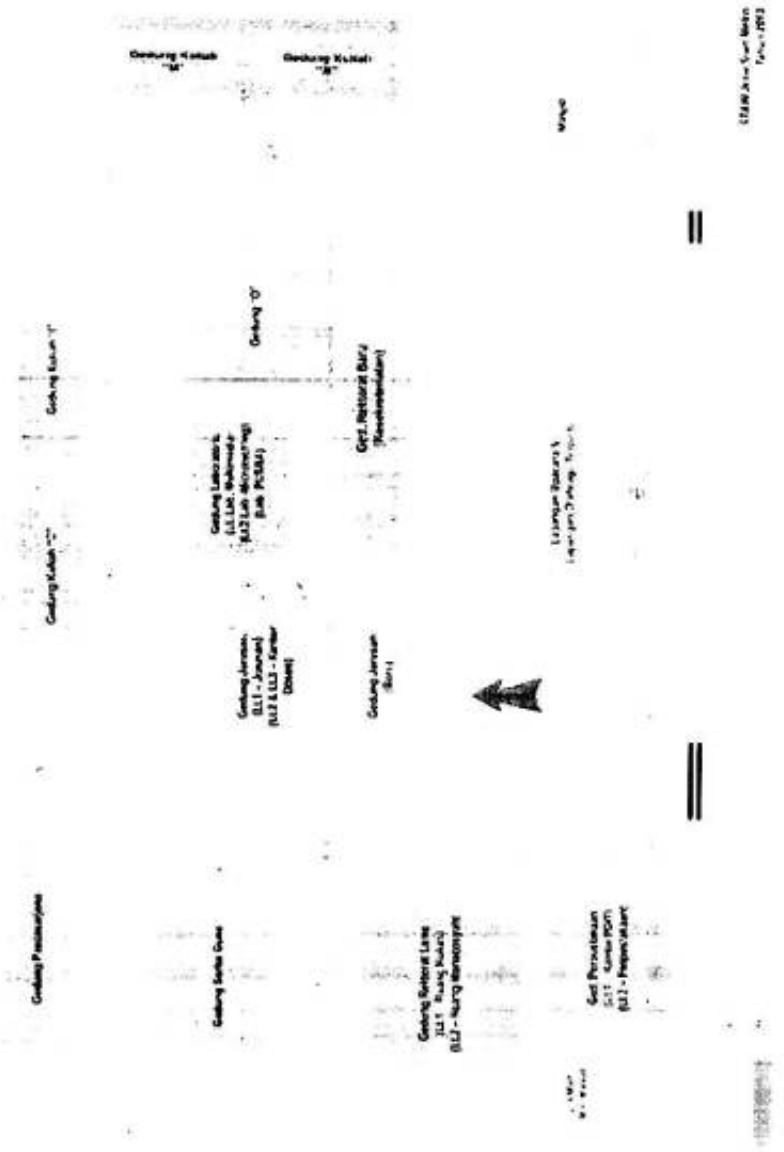


Figure II. *The Location Sketch of IAIN Metro*

4. Facilities at IAIN Metro

In supporting the lecturers and students in conducting the learning process, there are several facilities in IAIN Metro namely: lecturer's room, Computer Laboratory Unit & Baitul Mal wa Tamwil, Library Unit, Language Laboratory Unit, Micro-Teaching Laboratory, Islamic Development Unit, classroom, mosque, futsal field, basketball field, wall climbing field, volley field, tennis field, auditorium, Students Activities Unit (UKM) room, Students Committee Office. For getting the details of facilities, it can be shown in the table below:

Table 1

Facilities at IAIN Metro

No	Facilities	Total of unit	Large (m^2)
1	Lecturers' room	1	556
2	Computer Laboratory Unit & BMT	1	1000
3	Library Unit	1	1000
4	Language Laboratory Unit	1	180
5	Micro-Teaching Laboratory	1	106,8
6	Islamic Development Unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal Field	1	510
10	Basketball Field	1	-
11	Wall Climbing Field	1	92
12	Volley Field	1	-
13	Tennis Field	1	650
14	Auditorium	1	-
15	Students Activities Unit	1	-
16	Students Committee Office	1	-

Source: Observation of IAIN Metro in academic year 2014/2015.

5. The Condition of Lecturer and Official Employees in IAIN Metro

The number of lecturer and official employee at IAIN Metro in academic year 2015/2016 are 152. Otherwise, there are 32 lecturers non PNS and 19 honorary workers. Therefore, the whole staff of IAIN Metro in academic year 2015/2016 is 203.

6. Students at IAIN Metro

The total student at IAIN Metro is 6002 students.

Table 2

Total students at IAIN Metro

No	Academic year	Students
1	2011	1205
2	2012	1509
3	2013	1146
4	2014	1143
5	2015	999
Total of students		6002

Source: Observation of IAIN Metro in academic year 2014/2015

7. The Profile of English Education Study Program

English Education study program (TBI) strata 1 (S1) in IAIN Metro was established in 2007. It included Tarbiyah faculty in IAIN Metro. Historically, Strata 1 (S1) of English Education Study Program came from Diploma 3 (D3) English Education that was opened in 2002 based on the Decree No:DJ.1/220.C/2007 on May 28, 2007.

In implementing education, English Education Study Program stands on its vision, as follows: the establishment of professional students in the English education who can integrate the Islamic values and

academic dimensions. So the students have a high bargaining. Furthermore, the vision than is enlarged in some missions, as follows:

a. Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in the Islamic culture values.
b. Building and developing an atmosphere of the academic which is humanist, democratic and modern.
c. Growing the professionalism ethic through theoretical knowledge basic.
d. Providing qualified education service to produce the candidate of educator which is smart and skillful who have good attitude;
e. Applying integrated educational system which is able to give a significant input to development of education.

Those are the vision and missions which include all of the students in English Education Study Program in IAIN Metro. Furthermore, based on the vision and missions above, it is formulated be three purposes of English Education Study Program, as follows:

a. To prepare the students not only to be English teacher who can actualize the society benefits values, science, technology, and art but also be able to be agents of change in the society.
b. To prepare the students be professional English teachers which can imply, develop and enlarge English education with spirit of English-Islamic.

In line with the above statement, English study program always tries to develop the quality in the teaching and learning process. Indeed, it will be a dynamic, open, and polite relationship among the stakeholders in TBI IAIN Metro, and total students from 2011-2015 of TBI are 1059 students.

Table 3

Total students of TBI 2011-2015

Semester	Jumlah
I	226
III	171
V	250
VII	276
IX	136
Total	1059

Source: Observation of IAIN Metro in academic year 2014/2015.

B. General Description of Research Data

Based on observation at September 27, 2016 – November 17, 2016 within 83 students, researcher analyzed code mixing and code switching which use in the speaking class at the third semester English study program of The State Istitute for Islamic Studies (IAIN) Metro Lampung. The data have code to make reader understand easier. The code as follows:

Explanation of code:

L : Lecture

S : Student

S1 : Student 1

S2 : Student 2

Data 1

L : Dwi Yulianto

S : Sick.

L : Send message to me.

S : *Tadi sudah berangkat* **Mr.**, *tapi pulang lagi.*

(He had already come Mr., but go home again.)

Data above included code mixing – insertion, because occured within a sentence and in word form. Base language is *Bahasa Indonesia* and second language is English.

Data 2

S1 : *Yang* **"Why should..."** *yang agak menel (intonasi) disini nih..*

(The part of "Why should..." you can read litle bit coquettish in this part.)

S2 : *Sama yang* **"Why..."** *itu.*

(Also the part of "Why..")

S1 :*Terus yang* **"When the..."** *agak lembek aja. Ini kan lemot.*

(Next, the part of "When the... " read slowly. It is slow.)

Data above included code mixing – insertion, because occured within a sentence and in word form. Base language is *Bahasa Indonesia* and second language is English.

Data 3

S1 : *Gak tau aku, aku gak baca yang itu. Siapa yang tau cerita,* **story** *ke dua?*

(I don't know, I don't read those one. Who knows the story, the second story?)

S2 : *Yang ini tadi?*

(Is this?)

S1 : *Bukan.* **Story** *yang kedua.*

(No. The second story.)

Data above included code mixing – insertion, because occured within a sentence and word form. Base language is *Bahasa Indonesia* and second language is English.

Data 4

S1 : *Dewa!* **God** *itu artinya Tuhan, bukan Dewa.*

(God! The meaning of God is "*Tuhan*" not "*Dewa*")

S2 : **God** *mah bisa Dewa bisa Tuhan.*

(The meaning of God is "*Dewa*" or "*Tuhan*")

Data above included code mixing – insertion, because occured within a sentence and word form. Base language is *Bahasa Indonesi* and second language is English.

Data 5

S1 : *Diulang lagi ya,* once upon a time in one sumer's day, there was Grasshoper that was cheeping and singing to its hear's content in a field. *Salah pasti.*

(Let's repeat. Once upon a time in one sumer's day, there was Grasshoper that was cheeping and singing to its hear's content in a field. I'm sure that's wrong.)

S2 : *Padahal salah.*

(Actually that's wrong)

Data above included code switching - intrasentential, because the language change in one sentence. Base language is *Bahasa Indonesia* put on the first sentence is phrase, second language is English and every structure appropriate grammatically.

Data 6

S : Thank for your attention guys, I'm sorry if our speech have a mistake and last say ***Assalamu'alaikum Wr. Wb.***

(May Peace and Mercy and Blessings of Alloh be upon you)

L : *Gayanya kayak ngomong sama anak-anak.*

(your style is look like you're speak to child)

Data above included code mixing – alternation, because occured within a sentence and word form. Base language is *Bahasa Indonesia,* the second language is English and the third language is Arabic. Speaker given greeting with Arabic because it is habbit in The State Istitute for Islamic Studies (IAIN) Metro Lampung.

Data 7

L : We have a topic and we have different opinion, we can say that we have debate. "*Saya maunya nonton filem ini.*" "*Enggak ah bagusan ini.*" *Kamu mempertahankan argumen.* "*Bagus yang ini, filem ini mengajarkan ini.*" *Ini sudah termasuk* **debate** *gitu lho.*

("I want to watch this film" "No, it's better". You maintained your argument. "It's better, this film teach us about something". It's kind of debate)

Data above included code mixing – insertion, because occured within a sentence and word form. Base language is *Bahasa Indonesia* and second language is English.

Data 8

L : When we discuss something we need a solution or solve the problem based on the topic. **Yes,** *itu yang disebut dengan* discuss. (Yes, we can say that is discuss)

Data above included code switching – tag switching, because occured on the top of sentence form *Bahasa Indonesia* into English which completely in other language. Base language is *Bahasa Indonesia* and second language is English.

Data 9

L : *Coba kalau kita urutkan yang runtut bisa* **debate, the point of debate and discuss.** (If we try to short consecutively, it can be debate, the point of debate and discuss)

Data above included code switching – intrasentential, because the language swirtch within a sentence. Base language is *Bahasa Indonesia* and second language is English.

Data 10

L : *Jadi kesimpulannya,gak usah bandingkan tepatnya harus* **formal**, *kalau* **discuss** *itu* **informal.** (So, the conclusion is don't compare precisely should be formal, if discuss should be informal)

Data above included code mixing – insertion, because occured within a sentence and word form. Base language is *Bahasa Indonesia* and second language is English.

Data 11

L : **Discuss and debate there are two kinds,** *ada yang formal ada yang informal, uda-duanya bisa.* (There are formal and informal. Both of them can)

Data above included code switching – intrasentential, because the language swirtch within a sentence. Base language is *Bahasa Indonesia* and second language is English.

Data 12

L : **But we can take the point the definition first,** *kita ambil intinya dulu* **yes.** (we take the point first) and then for the skill in debate actually there are, how many skill here? Four or five skill. Speaking, reading, writing, listening and critical thinking.

Data above included code switching – intrasentential, because the language swirtch within a sentence. Base language is *Bahasa Indonesia* and second language is English.

Data 13

L : **When we give an argument or opinion we have take the reason first,** *jadi gak hanya omong kosong harus ada datanya.* (So it's not just nonsense, we should have the data)

Data above included code switching – intrasentential, because the language swirtch within a sentence. Base language is *Bahasa Indonesia* and second language is English.

Data 14

L : So based on another research, we need read first. *Makanya ada kemampuan atau* **skill reading**. (Therefore there is reading skill)

Data above included code mixing – insertion, because occured within a sentence and word form. Base language is *Bahasa Indonesia* and second language is English

Data 15

L : **Listening** *itu kemampuan yang saya rasa nomor dua setelah* **speaking**. (I think listening skill is second skill after speaking)

Data above included code mixing – insertion, because occured within a sentence and word form. Base language is *Bahasa Indonesia* and second language is English.

Data 16

L : *Kita menyimak dulu argumen yang dikeluarkan dan kita akan berkaitan dengan masalah* **critical thinking** *kita akan ketemu disini, kita harus melawan apa ya? Kita harus mengeluarkan argumen apa*

ya? (We have to listen first the argument and we will find about critical thinking her, what should we do? What should we say?)

Data above included code mixing – insertion, because occured within a sentence and word form. Base language is *Bahasa Indonesia* and second language is English.

Data 17

L : **Based on listening,** *jadi ketika ada satu tim yang memberikan argumen kita nggak boleh nulis,tadi sudah dikatakan ya?* (So, when other team give an argument we don't write anything, already said?)We have only focus to the speaker.

Data above included code mixing – insertion, because occured within a sentence and word form. Base language is *Bahasa Indonesia* and second language is English.

Data 18

L : *Tadi ada pernyataan* (We have question), **we have question from Novi. What is...** *Apa tadi?* (What is?) A strenght from Lincoln-Douglas Debate? We see or read first, the definition of Lincoln-Douglas Debate

Data above included code mixing – alternation, because occured alternately each with their own structure. Base language is *Bahasa Indonesia* and second language is English.

Data 19

L : They give an example debate between two president. *Ini nama presiden kan?* **Yes,** *ada* Abraham Lincoln and Stephen Douglas, *itu debate presiden.*

Data above included code switching – tag switching, because occured on the top of sentence form *Bahasa Indonesia* into English which completely in other language. Base language is *Bahasa Indonesia* and second language is English.

Data 20

L : *Ini dilakukan antara* (It does between) **one by one.**

Data above included code switching – intrasentential, because the language swirtch within a sentence. Base language is *Bahasa Indonesia* and second language is English.

Data 21

L : Now we discuss about the strength of this kind of this debate. And of course it will different from other types of debate. *Kalau yang lain tadi berupa* **team**, *kalau yang ini lebih ke* **one by one** *yang ditonjolkan pada dasarnya berupa kampanye, visi misi kedepan,* **evidences**, *biasa dilakukan dalam formal* **debate**, yes. (If the other types in a team, this one is one by one like as campagne, vision and mision, evidence, usually in the formal debate.)

Data above included code mixing – insertion, because occured within a sentence and word form. Base language is *Bahasa Indonesia* and second language is English.

Data 22

L : Number 3 public forum debate, yes. *Yang lainnya kan cukup tau saja. Ini* **focus on number 3**. (About the other we just only know. This is only focus on number 3)

Data above included code switching – intrasentential, because the language swirtch within a sentence. Base language is *Bahasa Indonesia* and second language is English.

Data 23

L : When we discuss all of this theory, we need long time. *Saya rasa saya butuh waktu yang panjang, kalau hanya sepintas kayaknya kurang*, **yes**. (I think I need more time, if only little bit I think it's not clear enough)

Data above included code switching – tag switching, because occured on the last of sentence form *Bahasa Indonesia* into English which completely in other language. Base language is *Bahasa Indonesia* and second language is English.

Data 24

L : But we focus on number 3 here. *Akan difokuskan oleh tipe-tipe debat yang sering dilaksanakan di* **competition**, *itu yang fokus di nomor 3 tadi, nanti akan kita bahas di kelompok yang kedua.*

(It will focused on types of debate which often doing in competition. There was focus on number 3, letter we will discuss in the second group)

Data above included code mixing – insertion, because occured within a sentence and word form. Base language is *Bahasa Indonesia* and second language is English.

Data 25

L : *Dan* next, *kita praktiknya dikelompok ke tiga. Yang ini, kelompok kedua kita* **discuss** *dulu* **yes** *tentang* **paper** *mu untuk yang kedua nanti kita fokus pada* **public forum debate** *itu apa saja,* **role**-*nya apa saja.*

(And next, we will practice with the third group. This group, the second group we discuss first about your paper, for the second time we will focus on the types of public forum debate and the roles.)

Data above included code mixing – insertion, because occured within a sentence and word form. Base language is *Bahasa Indonesia* and second language is English.

Data 26

L :*Oke, saya rasa cukup ya, sudah jam 12.*(OK, I think that's all, its 12 o'clock.) Next or tomorrow we long paper ***ya*** (yes). *Kita bertemu dihari Kamis minggu depan.* (We will meet on Thursday next week)

S : Alhamdulillah. (All praise to Allah)

Data above included code switching – tag switching, because occured on the last of sentence form *Bahasa Indonesia* into English which completely in other language. Base language is *Bahasa Indonesia* and second language is English.

Data 27

S : **Miss,** *aku dari kelas A.* (I come from A class)

L : OK.

Data above included code mixing – insertion, because occured within a sentence and word form. Base language is *Bahasa Indonesia* and second language is English.

Data 28

S : Example of monologue, like this, I stand here, I speak and you're just listen. ***Apa...***(what is that?) ***Gak ada***..(Nothing). Nothing. What is that? Feedback. Like this, ***presentasi*** (presentation). And example for soliloquy is like I just talk to myself. Like this, "When I die?"

kapan aku mati? And then.. ***apa yaa***... present yourself. So, only you ***yang tau.*** (Only you know)

Data above included code mixing – insertion, because occured within a sentence and word form. Base language is *Bahasa Indonesia* and second language is English.

Data 29

L : OK sister Nisa, *presentasi nggak bisa dibilang* **monologue,** (presentation is not part of monologue) because in presentation there is feedback. ***Jadi, apa yaa...*** (So, what is...) So ***presentasi bukan bagian dari*** monologue and so example of monologue is story telling. (Presentation is not part of monologue and so example of monologue is story telling.)

Data 30

S1 : I want to try, for monologue. Example for monologue is a speech by single character. In my opinion the example is when the narrator read the narasi in drama. So the example of monologue is narrator. Like as narator, ***pembaca narasi.*** (narrator)

S2 : Thank you sister Novi.

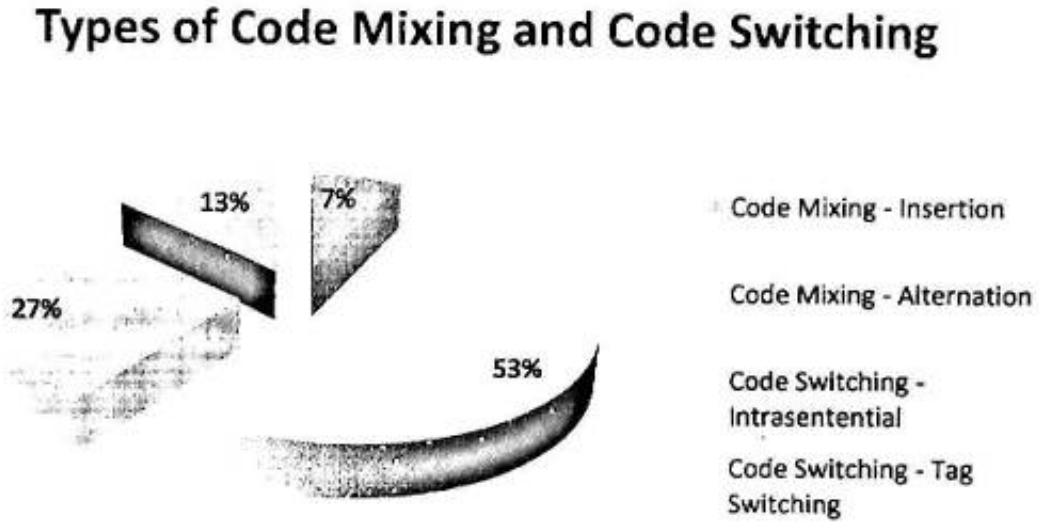
Data above included code mixing – insertion, because occured within a sentence and word form. Base language is *Bahasa Indonesia* and second language is English.

C. Interpretation

In this research, the interpretation of the used code mixing and code switching in the speaking class of The State Istitute for Islamic Studies of IAIN Metro is classifying into table, chart or graphic. Table, chart or graphic could be used to make the data easy to be understood. In this research, researhcer presents the table that represent of the data after analyzed.

Diagram 1

The following diagram describes the types of code mixing.

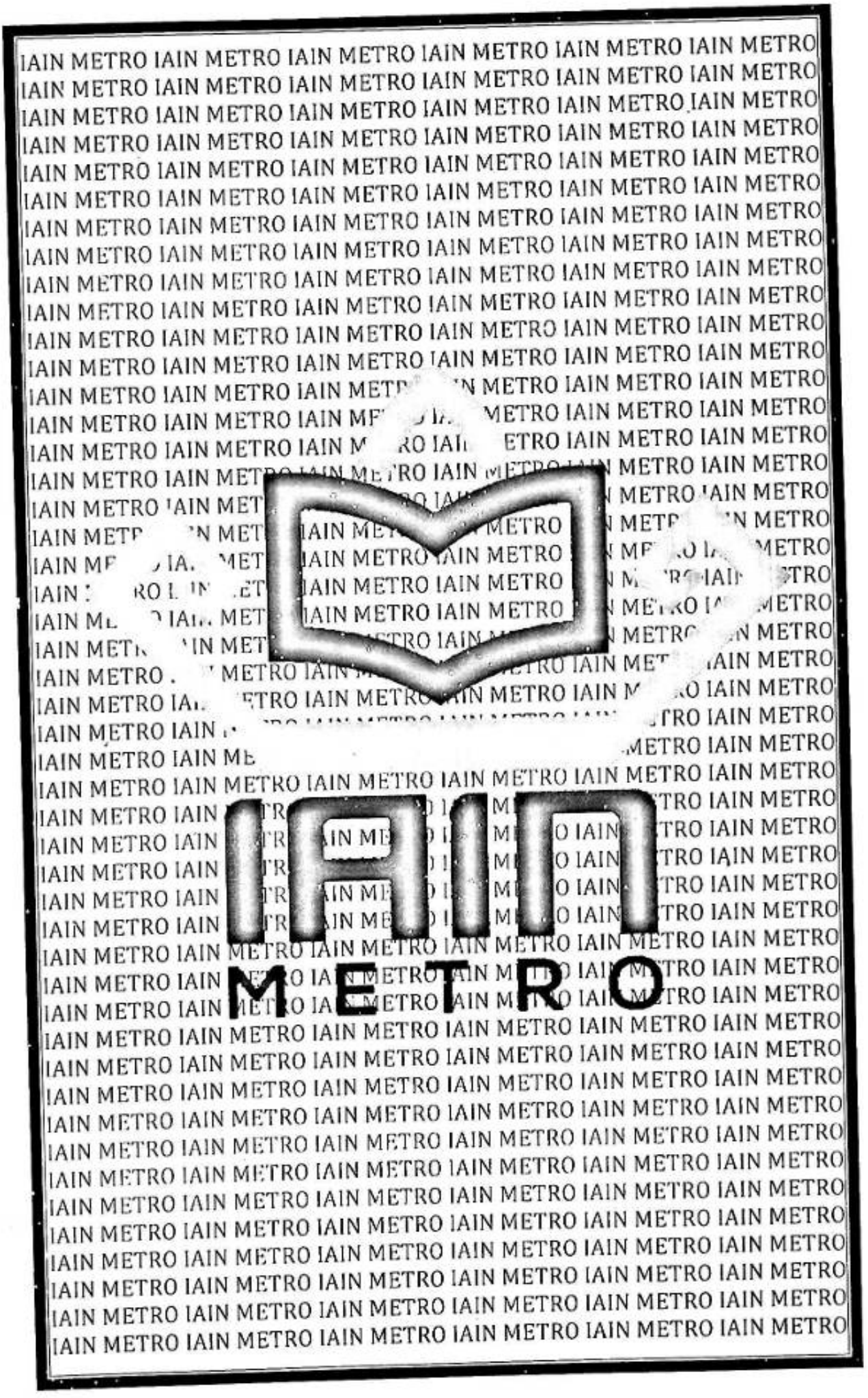


Based on the data, the types of code mixing and code switching that use in the speaking class can divided into three illustration, as follows:

1. The illustration of code mixing - insertion
2. The illustration of code mixing - alternation

3. The illustration of code switching – intrasentential
4. The illustration of code switching – tag switching

According to the data analysis, the frequently used is code switching and less code mixing. Code mixing - insetrtion is commonly use in the speaking class at the third semester English study program of IAIN Metro and less code mixing.


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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Based on the result of the data analysis. insertion is the types of code mixing that commonly used in speaking class at the third semester English study program of The State Istitute for Islamic Studies (IAIN) Metro Lampung.

2. The percentage types of code mixing and code switching often used in the speaking class at the third semester English study program of The State Istitute for Islamic Studies (IAIN) Metro was code mixing 60% which 7% for illustration of insertion and 53% for illustration of alternation and 40% illustration of code switching which 27% for illustration of intrasentential and 13% for illustration of tag switching.

Code mixing and code switching often used in the speaking class at the third semester occured because of some factors. Firstly, speaker want to make balance language to respondent because the speaker has social basic which enable to switch or mix language. Secondly, code mixing and code switching also occur because particular topic such as students have less vocabulary so that they mix or switch their language during learning process while the lecture mixs or switch his language to make students understand the explanation easier. Based on particular topic code mixing

and code switching occur in the conversation between students and lecture or students and students on their discussing group.

B. Suggestion

Through this research, researcher would like to constructively give suggestions, especially to the students. To follow up the research that have been researcher done, the students should learn that the bilingual and multilingualism.

The using of code mixing in the bilingual and multilingual society is more effective than in the monolingual. In this case the circumstances of the research are around in the bilingual and multilingual community, especially in The State Istitute for Islamic Studies of IAIN Metro.

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