

CHAPTER I

INTRODUCTION

A. Background of Study

Now days, globalization requires people to master more than one language. Language is a tool used by human in communication to make interaction with others. Language can be observed internally and externally.¹

Internally, the language is studied based on the intern elements, such as phonology, morphology, and syntax. While externally, the language is observed based on the factors outside the language itself, such as the connection with the society and the user of the language itself. Moreover, the study of external language also observes the use of several languages at one occasion in certain society.

Holmes states that study between language and society is called sociolinguistic.² It means that sociolinguistic learns about the relation of language used by the people to communicate with the society. Language which is used can be influenced the social structure because each group or society has different system and structure of language which is used in their life.

The Indonesian people usually use some languages, for example Indonesian language, English, and their local languages. People use the languages with combine two or more languages in their conversation. The

¹ Paul Ohoiwutun, *Sociolinguistik: Memahami Bahasa dalam Konteks Masyarakat dan Kebudayaan* (Jakarta: Kesain Blanch, 2007), 10.

² Janet Holmes, *An Introductuin to Sociolinguistics* (London: Longman, 2001), 1.

ability to use two languages in a conversation called as bilingualism. According to Bloomfield, bilingualism is a situation where a speaker can use two languages as well.³

Bilingualisms are not only occurring in bilingual communities as foreigners who stay in Indonesia but within the scope of any communication. They use more than one language in terms of communication, business, education, entertainment, and so on. This fact is already happened in many aspects of life. We can find it anywhere, such as social networking, social media, market, television, and schools also took part on it.

In a conversation, whether it is formal or informal, the most often inserted language is English. This is the reason English is a very global language. Even most of people think that the use of some terms in English in a conversation is easier for them than using their own native language. Therefore, English is very important and has many interrelationships with various aspects of life that owned by human being.⁴

The use of more than one language is not only happened in the social community, but also in the scope of formal education department. School is one of formal departments that the phenomenon of usually occurs. Students in classroom interaction with the teacher need more explanation to get understanding in the material. Therefore the mixing of language in the conversation or explanation by bilingual teacher to teach students in bilingual

³ Mardiana, Analysis Of Code Mixing And Code Switching In Korean Song Lyric Angel By Super Junior (Mini Research: Sultan Ageng Tirtayasa University, Serang, 2013), 1.

⁴ Edge. Julian, Essentials of English Language Teaching (London: Longman, 1993), 25.

classroom have important part of the successful in learning process especially for foreign language.

Today, Indonesian educational programs especially in language program are rapidly developed. It is shown with many schools that apply these programs to develop their language attitude especially in foreign language. They make standardization with build bilingual classroom to prove their quality of their school especially in communication skill. To make a good communication in classroom, teacher must have some efforts to make an understanding with their students.

In teaching and learning process, teachers in Indonesia for instance tend to mix the language are they used, for example the Indonesian with the Java language or between Indonesian with English. Occasionally, on their language, teachers mix local language or foreign language. The purposes of teachers doing this are to make students lose their boredom and make it easier to understand the lesson. In addition, it also to increase familiarity between teachers and students in order to learning process becomes interesting and smooth. In this case, there was a mixing language called mixed code. Mixing of languages is usually referred to as code mixing. It refers to the using of two languages or more, or two variants of a language in a speech community.⁵

⁵ Abdul Chaer and Leonir Agustina, *Sosiolinguistik pengenalan Awal* (Jakarta: PT Rineka Cipta, 2004),114.

To give a little description of what the researcher intends to do, the researcher gives some examples of the use code mixing in classroom interaction as follow:

“Ayo dengarkan dulu, **please silent!**” (Let’s listen first, please silent!)

These examples above show the use of code mixing in bilingual classroom interaction. There are some insertions of English vocabulary in these sentences. It was occur when the mathematic teacher ask the students to listen him first before they do the task. This occurs on wednesday, 18th April 2015 when the researcher observes the classroom.

An expert said that code matter is an important issue for research in linguistics. It is caused by the fact that matters of code are difficult and complicated to be observed. It's said to be complicated, because the code matters closely related to the context of the situation. The situation that accommodates the code itself. The situation is including two things, they are location, setting and cultural setting.

Matters of complex code that says it is becoming increasingly difficult with the fact the rapid development of communication and its scope. With increasingly widening range of communication causes the individual of communication has the codes more difficult to predict. Thus it is caused by the fact that, within the individual has been in contact between the code as a result of communication and interaction between individuals with one another in a

society.⁶ In other words, if someone has become a bilingual, of course its code will be more complicated, but it certainly will be interesting to be described and explained.⁷

Therefore, in that place the government of educational department give believable to SMPN 2 Ponorogo to create a bilingual classroom in their school. In language program classroom, there are four subjects taught, they are mathematics, biology, and physics. On its delivery, all teachers use more than one language. It's caused the class is designed as a bilingual classroom, where the teaching and learning process are required to use a mixture of English as a target language. In terms of mixing foreign language code, it is often used in foreign language learning itself, such as English lessons. One of the indicators is inserting other language to the speech of bilingual teachers. It makes students easier to understand what the teachers giving on the material. It means that code mixing can be used by teachers in order to build interaction of student's understanding about the material lesson especially in foreign language.

With bilingual class, teachers and students vocabularies increase more complex, related to these subjects. It means that many new codes used by teachers in delivering the material. And it's become the new recommendation for the researcher to analyze that.

⁶ Weinreich in Kunjana Rahardi, *Kajian Sociolinguistik: Ihwal Kode dan Alih Kode* (Bogor: Ghalia Indonesia, 2010), 4

⁷ Kunjana Rahardi, *Kajian Sociolinguistik: Ihwal Kode dan Alih Kode* (Bogor: Ghalia Indonesia, 2010), 4-5.

According to the situation the researcher wants to analyze the “**CODE MIXING USED BY BILINGUAL TEACHERS IN CLASSROOM INTERACTION IN SMPN 2 PONOROGO**”.

B. Focus of The Study

To avoid a far-ranging discussion, this study focused on some concerns identified as follows:

1. It focuses to find the form of code mixing that are used by bilingual teachers in classroom interaction in SMPN 2 Ponorogo.
2. It focuses to find the purpose of code mixing used by bilingual teachers in classroom interaction in SMPN 2 Ponorogo.

C. Statement of The Problem

The problem to be examined in the present study is formulated as follows:

1. What are the forms of code mixing used by bilingual teachers in classroom interaction?
2. What are the purposes of code mixing used by bilingual teachers in classroom interaction?

D. Objective of The Study

Based on the research background and statement of the problem, the study is aimed at:

1. To find out the form of code mixing used by bilingual teacher in classroom interaction?
2. To find out the purposes of code mixing used by bilingual teacher in classroom interaction?

E. Significance of The Study

By conducting this research, the writer expects that this study will be useful for both theoretical and practically.

1. Theoretically

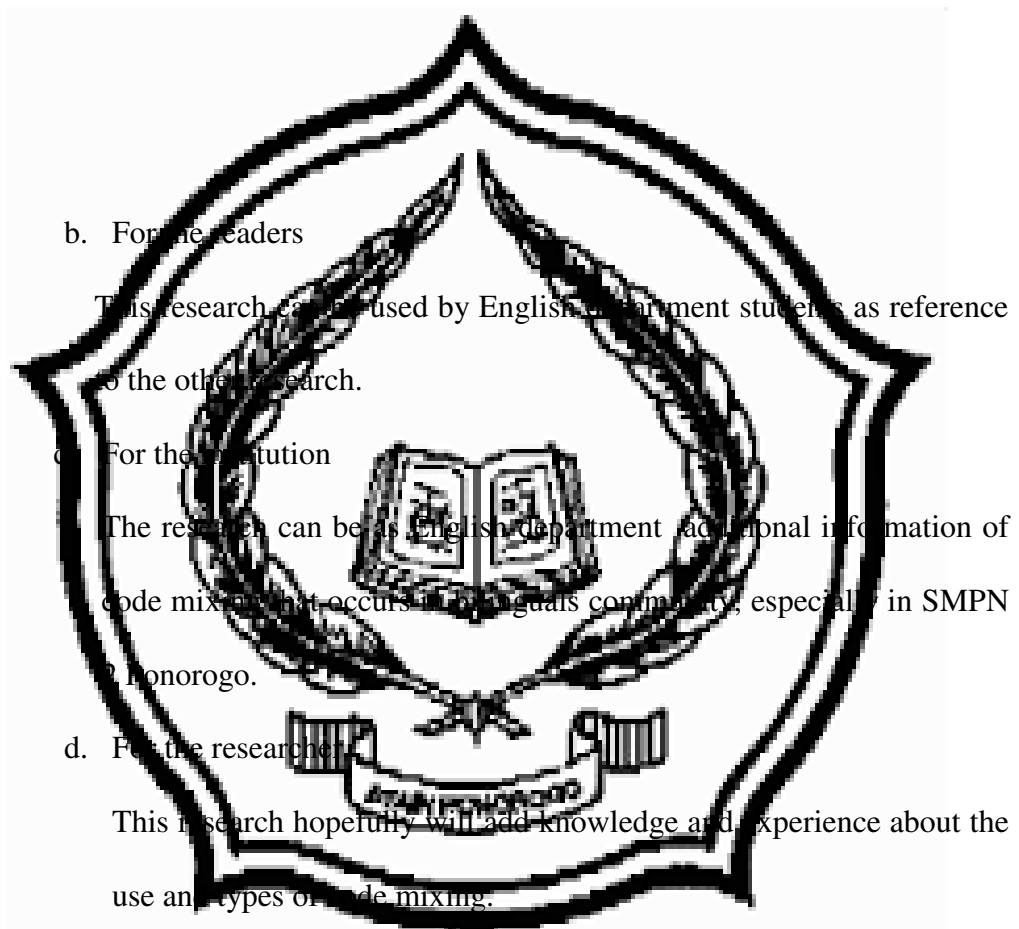
The researcher hopes the result of the study can give the contribution to the teaching learning process in sociolinguistic especially in code mixing studies.

2. Practically

a. For the teacher

- 1) This research will help teacher to know the use of code mixing in education community with its grammatical aspects, sociolinguistic aspects and functions. Especially when teachers interact with their students who still have a few vocabularies or English early learner.
- 2) The research can give contribution of developing knowledge by bilingual teacher when they use code mixing in learning process.

- 3) This research encourages or gives solution to English teachers to face students who still have a few vocabulary or English early learner by application code mixing in teaching-learning process as an effort to drill students to listen and comprehend utterances that is conveyed by teacher.



F. Research Methodology

1. Research Approach and Kinds of Research

The research approach of this study is descriptive-qualitative approach. It is called qualitative approach since it provides a systematic, factual, and

accurate description of a situation of area.⁸ Moleong describes qualitative methodology as a research procedure that produces descriptive data in the form of words written or spoken of people and behaviors that can be observed.⁹ While descriptive approach can be interpreted as a troubleshooting procedure investigated by describing the state of the subject or the object of research (person, organization, community, etc.) based on the facts that appear or as it is.¹⁰ The kind of research is case study. It means the case study researcher typically observes the characteristics of an individual unit—a child, a clique, a class, a school or a community. The purpose of such observation is to probe deeply and to analyze intensively the multifarious phenomena that constitute the life cycle of the unit with a view to establishing generalizations about the wider population to which that unit belongs.

According to Sugiyono qualitative research usually called naturalistic research method, means that the research is done on natural setting where the researcher as a key instrument. The data collection is done with triangulation. And the data analysis is inductive and the last, the result of qualitative research more pressure on meaning and generalization.¹²

⁸ Issac and Michael, 1987 in Siti Rohmah Noviyani, A Descriptive Analysis Of Indonesian – English Code Mixing Used In Jsyk Rubric Published On May-July 2012 Edition Of Cosmogirl Magazine (Thesis, STAIN Salatiga, Salatiga, 2013), 24.

⁹ Lexi J. Moleong, Metodologi Penelitian Kualitatif (Bandung: PT. Remaja Rosdakarya, 2013), 4.

¹⁰ Hadari Nawawi, Metode Penelitian Bidang Sosial (Yogyakarta: Gajah Mada University Press, 2007), 67.

¹¹ Cohen and Manion in Michael Bassey, Case Study Research in Educational Settings, (Buckingham. Philadelphia: Open University Press, 1999), 24.

¹² Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D, (Bandung: ALFABETA, 2007), 8-9.

Qualitative researches difficult to define clearly. It has no theory or paradigm that is distinctly its own... nor does qualitative research have distinct set of methods or practices that are entirely its own.¹³ In this research the writer describe the form of code mixing used by bilingual teacher, the purpose of code mixing used by bilingual teacher, and the factor of using code mixing used by bilingual teacher.

2. Researcher's role

In this research the researcher has role as the full participant. According to Lexy Moleong the role of researchers in qualitative research is complex. She is at once a planner, data collector, analysis, interpreter of data, and in the end she became a reporting the results of research.¹⁴

3. Research location

This research was conducted at SMPN 2 Ponorogo. It located at Basuki Rahmat street No. 41 Ponorogo. The researcher chooses this place with some reasons. First, the teacher and students welcome to be conducted research. Second, SMPN 2 Ponorogo have bilingual classes as their programs in their school. The teachers were required to have a good basic in English. They must master foreign language at least English. Because of it's, in learning process of bilingual classroom, teachers use both in

¹³ Oltan Dornyei, *Research Methods in Applied Linguistics*, (USA: Oxford University Press, 2010) , 35.

¹⁴ Moleong, *Metodologi Penelitian Kualitatif*, 168.

delivering course material such as science (physics and biology), and mathematics.

4. Data Source

Latief said that in qualitative research many different kind of sources are used. When personality is involved as one of the variable, the data on personality are assessed from many different sources as possible.¹⁵ The data sources in this research are:

- a. Human, include the bilingual teachers who teach bilingual classroom in SMPN 2 Ponorogo.
- b. Non human, include the documents from SMPN 2 Ponorogo (vision, mission, condition of teachers and school, staffs and students, infrastructures, etc) and all about the used of mixing the bilingual teacher in classroom interaction.

5. Technique of Data Collection

In qualitative research, the researcher uses observation, interview, and documentation as technique of data collection.

- a. Observation

The researcher took primary data from observation in Bilingual classroom in SMPN 2 Ponorogo. Here, the researcher acted as non-participant observer which only observed the event without involved being a participant.

¹⁵ Mohammad Adnan Latief, *Research Methods on language Learning: An Introduction*, (Malang: UM Press, 2013) , 79.

The types of challenges experienced during observations will closely relate to the role of the inquirer in observation, such as whether the researcher assumes a participant, nonparticipant, or middle-ground position. There are challenges as well with the mechanics of observing, such as remembering to take field notes, recording quotes accurately for inclusion in field notes, determining the best timing for moving from a nonparticipant to a participant (if this role change is desired), and keeping from being overwhelmed at the site with information, and learning how to funnel the observations from the broad picture to a narrower one in time. Participant observation has attracted several commentaries by Labaree and Ekeh. Labaree who was a participant in an academic senate at a campus, notes the advantages of this role but also discusses the dramas of entering the field, disengaging oneself from participants, forming relationships with other individuals, and attempting to disengage from the site.¹⁶ According to Marshall through observation, the researcher learn about behavior and the meaning attached to those behavior.¹⁷

The researcher came to the bilingual class in English, science and mathematic teaching-learning process. Then the researcher observed what teacher conveyed to the students by using code mixing.

b. Interview

¹⁶ John W Creswell, *QUALITATIVE INQUIRY& RESEARCH DESIGN: Choosing Among Five Approaches* (London: Sage Publications, 2007), 139.

¹⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, 226.

Qualitative research provides a great many opportunities to talk with people. Some interviews are done ‘on the hoof’ during participant to observation when the time is available and the spirits are amenable. These interviews are usually quite informal. They often flow from a situation, perhaps at its tag end, and usually occur with less prior planning than formal interviews, except for the planning that has been done in the ongoing field log analysis, to be discussed later in the chapter. Sometimes, in addition, they are the only interviews our participants can and/or want to give.¹⁸

According to Bogdan and Biklen an interview is “a purposeful conversation usually between two people, but sometimes involving more than two, is directed by one in order to get information.”¹⁹ The major purpose of an in-depth ethnographic interview is to learn to see the world from the eyes of the person being interviewed. In striving to come closer to understanding people’s meanings, the ethnographic interviewer learns from them as informants and seeks to discover how they organize their behavior.” In this research the researcher interviewed the bilingual teachers about the purpose of using code mixing in classroom interaction.

c. Documentation

¹⁸ Margot Ely, et al., *Doing Qualitative Research: Circles within Circles* (London: Falmer Press, 2003), 57

¹⁹ *Ibid.*, 58.

Bodgan said that in most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative procedure by an individual who describes his or her own actions, experience and belief.²⁰

In this research the researcher use recording on video raises issues for the qualitative researcher such as keeping disturbing room sounds to a minimum, deciding on the best location for the camera, and determining whether to provide close-up shots or distant shots.²¹ This method was used by researcher to observe code mixing spoken by the teacher clearer.

Technique of Data Analysis

Data analysis used in this research is interactive analysis with Miles and Huberman model. This technique has three components as follow:

Data reduction

Data reduction refer to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription. The data reduction transforming process continues after fieldwork until a final report.²²

In this study, the researcher selected the data from many sources e.g. recording, interview and documentation of the research on bilingual classroom, focusing at the code mixing used by the

²⁰ Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D, 240.

²¹ Margot Ely, et al., Doing Qualitative Research: Circles within Circles, 141.

²² Matthew B. Miles and A. Michael Huberman, Qualitative Data Analysis, (USA: SAGE Publication, 1994), 10.

bilingual teachers, simplifying the data base on the purpose and the form of using code mixing, abstracting with give some examples, and transform to the next process.

The researcher took the data in bilingual classroom from many ways; they were from observation, interview, and documentation. The data were photos, interview transcript, recording video and script. The researcher sorted the data and selected took the correct data and delete the wrong data focus on the purpose of using code mixing and the form of code mixing in classroom interaction then simplify based on the theories, then transform to the next process.

b. Data Display,

Generally, a display is organized, compressed assemblage of information that permits comparison, drawing, and conclusion. Displays help us to understand what is happening and to do something either analyse further or take action, based on that understanding.²³ In this study, the researchers organizing the data based on the form of code mixing from teachers' utterances and explain in the sort sentence with detail explanation of forms of code mixing and the purpose of using code mixing. It makes the data that have been collected became easier to the next process.

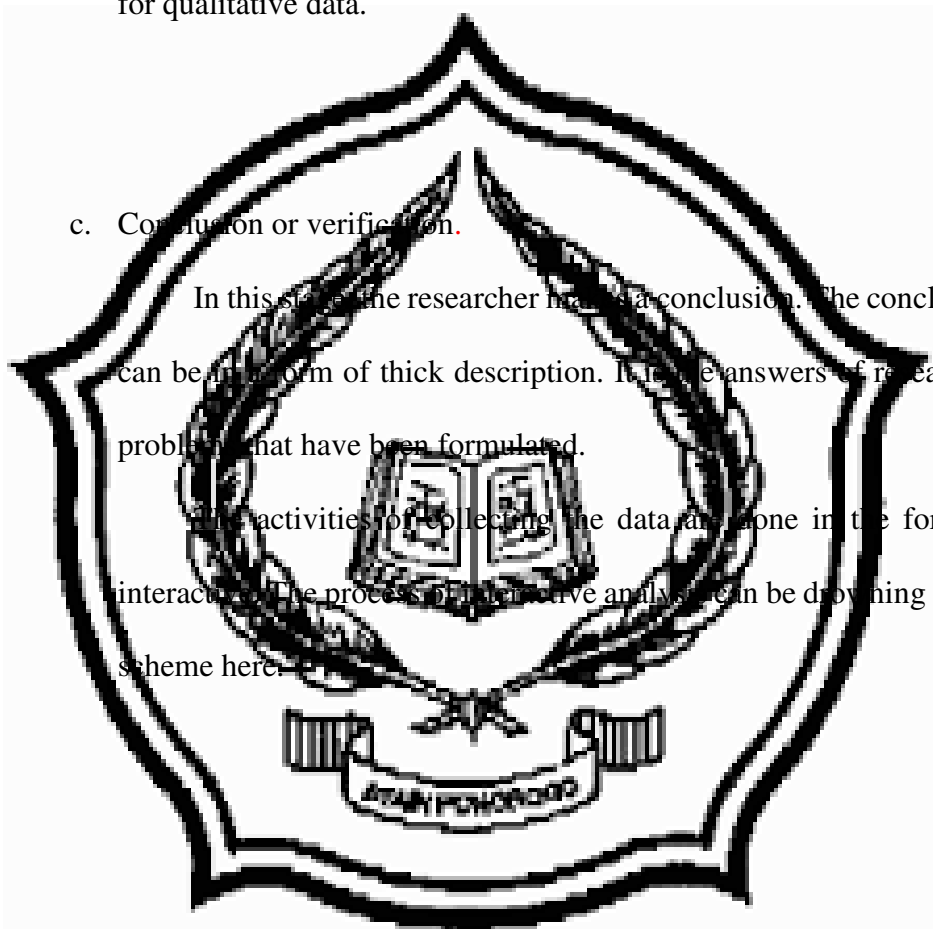
²³Ibid., 11.

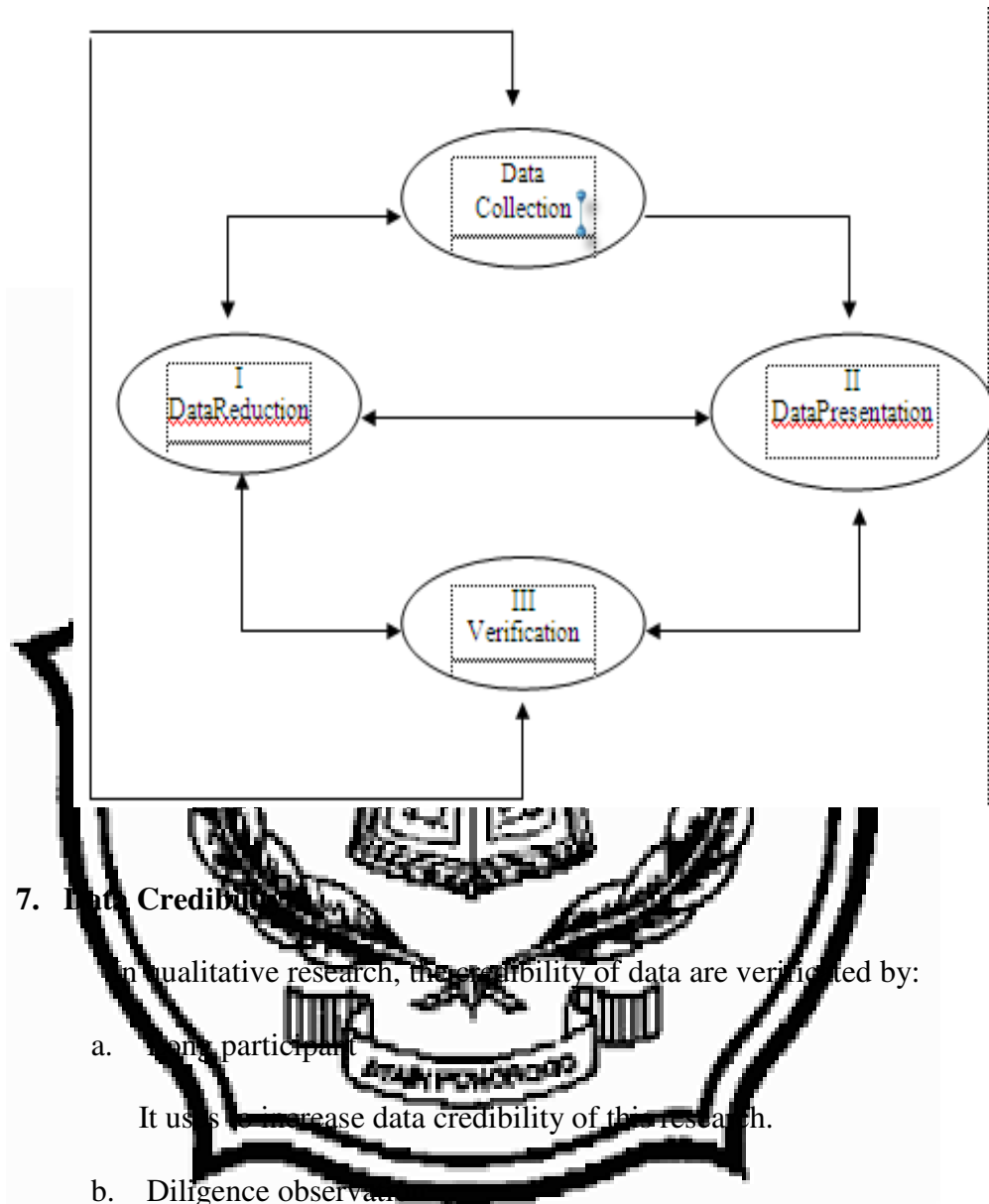
Arranging the primary data based on the each form and calculated the total number of code mixing. In the course of our work, we had become continued that better displays are a major avenue to valid qualitative analysis. The display discussed in this result of recording includes chat deciding on the rows and columns of a matrix for qualitative data.

c. Conclusion or verification.

In this stage the researcher makes a conclusion. The conclusion can be in the form of thick description. It is the answers of researcher problem that have been formulated.

The activities of collecting the data are done in the form of interaction. The process of qualitative analysis can be drawing as the scheme here:





The diligence observation in this study is doing intensive observation toward collecting data. In the diligence observation will

create a rapport. According to Susan rapport is a relationship of mutual trust and emotional affinity between two or more people.²⁴

c. Triangulation

According to William Wiersma, “Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data source or multiple data collection procedures.”²⁵

This research uses triangulation technique as a source. It means the researcher uses the way: (a) the compare between result of observation and result of interview, (b) the compare between public opinion and individual opinion, (c) the compare between the opinion of public about research situation and the opinion of a long time, (d) the compare between result of interview and related document.

8. Research Procedure

The research procedure consist of four steps, they are:

a. Planning

- 1) Proposing the title and research problem statement
- 2) Reviewing reference relate to the research problem statement
- 3) Observing the research place
- 4) Arranging for license letter.

b. Application

²⁴ Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D, 271.

²⁵ Ibid., 273.

- 1) Entering to the field for observing the research
 - 2) Collecting data with documentation and interview subject research
- c. Data analysis
- Analyzing data during and after collecting data
- d. Reporting
- Writing research report with responding the result of the research

G. Organization of Thesis

In organization of thesis, it has purpose to easily understanding the thesis.

This thesis consists of five chapters. Those are:

CHAPTER I Introduction discuss about: background of study, focus of the study, statements of problem, objective of study, significance of study, and organization of thesis

CHAPTER II theoretical framework discuss about: sociolinguistics, bilingual code mixing

CHAPTER III : Discuss general description about research setting, data description and data presentation

CHAPTER IV Discuss about data analysis. It is function to analyze data than relevance in the research. in this chapter there are data about form of code mix, purpose of code mix, and factor influence of code mix that used by bilingual teacher at SMPN 2 Ponorogo.

CHAPTER V : The last chapter is closure which consist of conclusion and suggestion about the result of thesis. This is intended to make it easier for reader who takes the essence of this thesis.

APPENDICES : It is contains of bibliography, curriculum vitae, and appendix about result of thesis.



CHAPTER II

THEORITICAL BACKGROUND AND PREVIOUS RESEARCH FINDING

A. Theoretical Background

1. The Notion of Sociolinguistic

Nation identity is not only marked with dominance area, song, food, tradition, culture and so on. Here, language becomes part of them, because it holds the important role of nation identity.

Language plays an important role in our lives. Sellers assert that “Language is intrinsic to the way we think, to the way we construct our groups and self identities, to the way we perceive the world and organize our social relationships and political systems.”²⁶

Language is a tool that used in communication to make interaction with others. As a tool of the communication and interactions with others, language is essentially unique to human. Chomsky said “When we study a language, we are approaching what some might call the ‘human essence’, the distinctive qualities of mind that are so far as we know unique to man.”²⁷

In modern state, language, its meaning, forms and function of language are carefully, extensively, and deeply explored to develop the scientific study of language, named linguistics.

Linguistic is the scientific study of human language.²⁸ There are two elements of languages; they are internal and external elements. The micro-scope of linguistic is a term sometimes used to refer to the language

²⁶ Oladosu Michael Ajibola, *Code Mixing as a Sociolinguistic Medium in Some Selected Songs in The Nigerian Music Industry*, (Nigeria: Faculty of Arts, University of Ilorin, 2011), xiv.

²⁷ Made Iwan Indrawan Jendra., *SOCIOLINGUISTIC; The Study of Societies' Languages*,(Yogyakarta: Graha Ilmu, 2012), 2.

²⁸ *Ibid.*, 5

studies focusing on the internal elements of language. The studies are phonetics, phonology, morphology, syntax, and semantic. While the macro-scope of linguistics referred to the group of language studies which focus on analyzing the relation between language and object studies within other discipline. Among the most popular macro-scope linguistic field are psycholinguistic (language and psychological problem), anthrop linguistics (language and culture), and sociolinguistic (language and societies).²⁹

Sociolinguistics is a branch of linguistics which studies all aspects of language and society,³⁰ in a way that is usually distinguished from how syntax, semantics, morphology, and phonology handle it. It is found that analyze language as art of society property. This study explores the function and the varieties of language, the contacts between different languages, attitudes of people toward language use and user, changes of language, as well as points on language.

According to Spolsky, sociolinguistics is the field that studies the relation between language and society, between the user of language and the social structure in which the user of language live. It is a field a study that assumes that human society is mind up of many related patterns and behavior, some of which one linguistic.³¹

²⁹ Abdul Chaer and Leonir Agustina, *Sosiolinguistik perkenalan Awal*, 1-2.

³⁰ Crystal, 1991 in Douglas Biber and Edward Finegan, *Sociolinguistic Perspectives on Register* (New York: Oxford University Press, 1994), 3.

³¹ Bernard Spolsky, *Sociolinguistics*, (USA: Oxford University Press, 2010), 3.

Sociolinguistic is concerned with investigating the relationship between language and society with the goal being a better understanding of the structure of language and how language is trying to discover how social structure can be understood through the study of language.³²

Sociolinguistics studies the relationship between language and society. They are interested in explaining why we speak differently in different social contexts, and they are concerned with identifying the social functions of language and the ways it is used to convey social meaning. Examining the way people use language in different social contexts provides a wealth of information about the way language works, as well as about the social relationships in community, and the ways people signal aspects of their social identity through their language.³³

In the early definition of the study, some linguists use the term sociology of language to mean sociolinguistics, while other names it sociolinguistics or simply sociolinguistics.

While Hudson describes the difference between sociolinguistic and sociology of language, they are as follows: sociolinguistic is the study of language in relation to society, whereas the sociology of language is the study of society in relation language.³⁵

³²Ronald Wardhaugh, *An Introduction to Sociolinguistics* (Singapore: Blackwell Publishing, 2010), 12.

³³ Janet Holmes, *An Introduction to Sociolinguistics* (London: Longman, 2001), 1.

³⁴ Made, *SOCIOLINGUISTIC; The Study of Societies' Languages*, 8-9

³⁵ Hudson, 1996 in Ronald Wardhaugh, *An Introduction to Sociolinguistics* (Singapore: Blackwell Publishing, 2010), 12.

In other words, in sociolinguistics we study about language and society in order to find out as much as we can about what kind of thing language is, and in the sociology of language we reverse the direction of our interest. Coulmas gives addition the concept, he said that micro-sociolinguistics investigates how social structure influences the way people talk and how language varieties and pattern of use correlate with social attributes such as class, sex, and age. On the other hand, macro-sociolinguistics is a study of what societies do with their languages both attitudes and attachment that account for the functional distribution of speech form in society, language shift, maintenance, and replacement, the delimitation, and interaction of speech communities.³⁶

From the explanation above can be concluded that language is human's social communication that can be studied in linguistics. It divides into two elements. They are internal element (micro-scope) and external element (macro-scope). The studies of internal elements are phonetics, phonology, morphology, syntax, and semantics. The external elements are the studies of psycholinguistic (language and psychological problem), anthrop linguistics (language and culture), and sociolinguistic (language and societies). Sociolinguistic is a study of language its societies. The scope of study explores the function and the varieties of language, the

³⁶Coulmas, 1997 in Ronald Wardhaugh, *An Introduction to Sociolinguistics* (Singapore: Blackwell Publishing, 2010), 12-13

contacts between different languages, attitudes of people toward language use and user, changes of language, as well as plans on language.

2. Bilingualism

a. The Notion of Bilingualism

In sociolinguistic research, code mixing has closely related with bilingualism. The term bilingualism refers to ability to speak two (or more) languages, either by an individual speakers, individual bilingualism, or within a society, societal bilingualism.³⁷ Bilingualism is included in this related theory since it underlies the occurrence of code mixing and code switching phenomenon.

Haugen argues that bilingualism is present at the point where the speaker of one language can produce complete, meaningful utterances in the other language.³⁸ Bloomfield gives additional for the definition of bilingualism. He found that bilingualism is the ability of a speaker to use two languages equally well.³⁹ Peter Trudgill said that:

Bilingualism is the ability of an individual to speak two or more languages. In the usage of some writers, bilingualism refers only to individual who have native command of more than language. Other writers use the term to refer to any speaker who has a reasonable degree of competence in a language other than their mother tongue⁴⁰

³⁷ Victoria Fromkin, dkk, *An Introduction to Language*, (Canada: Cengage Learning, 2011), 460.

³⁸ Haugen, 1956 in Jelena Brezjanovic- Shogren, *Analysis of Code Mixing and Code Switching Among Bilingual Children: Two Case Study of Serbian-English Language Interaction* (Thesis: B.B.A, Wichita State University, 2002), 7.

³⁹ Bloomfield, 1993 in Sumarsih, et al., *Code Switching and Code Mixing in Indonesia: Study in Sociolinguistics* (Malaysia: Canadian Center of Science and Education, 2014), 78.

⁴⁰ Peter Trudgill, *A Glossary of Sociolinguistics*, (Edinburgh: Edinburgh University Press, 2003), 15

In Indonesia almost of people are bilinguals. They master Indonesian language and vernacular language. People become bilingual when they speak two languages in conversation with other people.

A bilingual person is someone who speaks two languages. A person who speaks more than two languages is called 'multilingual' (although the term 'bilingualism' can be used for both situations). Multilingualism isn't unusual; in fact, it's the norm for most of the world's societies. It's possible for a person to know and use three, four, or even more languages fluently.

People who are bilingual or multilingual do not necessarily have exactly the same abilities in the language (or languages); even the kind of parity may be exceptional.⁴²

From the explanation above can be concluded that bilingualism is the use of one or more languages in a community. A person who uses more than one language can be called as a bilingual. Beside bilingualism, there is multilingualism. Actually, the concept of bilingualism and multilingualism is same. Multilingualism is the use of a state of more than two languages by a speaker when communicating with others.

b. Bilingual Teacher

Bilingual teacher consist of two words, they are bilingual and teacher. Bilingual it has meaning as a person who uses of masters more

⁴¹ Betty Birner, *Bilingualism: Linguistic Society of America* (Washington: ____2003),1.

⁴² Wardhaugh, *An Inroduction to Sociolinguistics*, 93.

than one language. For example are Indonesian and English. Teacher has meaning as a person who provides education for students.

According to WS. Winkel educators or teachers are people whose guide students to achieve better life or perfect. In capacity as educator, requiring teachers to function in a friend of students at once be inspiration and a corrector.⁴³ The role of teacher is often formal and on going, carried out at a school or other place of formal education. The teachers may use a lesson plan to facilitate students learning, providing a course of study which called curriculum.

Based on the explanation, bilingual teacher is people who provide formal education on students that carried out at school using lesson plan in students learning and they also master more than one language to support their learning process.

c. Bilingual Classroom Interaction

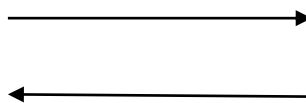
1) The Concepts of Bilingual Classroom Interaction

Interaction has a similar meaning in the classroom. We might define classroom interaction as a two-way process between the participants in learning process. The teacher influences the learners and vice versa.

Teacher Students

⁴³ M. Miftahul Ulum, *Demitologi Profesi Guru*, (Ponorogo: STAIN PO Press, 2011), 11.

⁴⁴ <http://en.wikipedia.org/wiki/Teacher> access on Wednesday, 18 February 2016.



Interaction can proceed harmoniously or it can be fraught with tension. Malamah-Thomas states that every interaction situation has the potential for co-operation or conflict. How the situation actually develops depends on the attitudes and intentions of the people involved, and on their interpretations of each other's attitudes and intentions. Needless to say, only when there is co-operation between both sides can communication effectively take place and learning occurs.⁴⁵

According to I Nengah Kumpul, one of his research in IPA 1 bilingual science classes SMAN 4 Denpasar, there are 3 subjects that should be taught to the students. They are Biology, Chemistry, and Physics. Each subject is integrated, but still there are differences in teaching each of them. Since the way of teaching is different, the kinds of classroom interaction shown during each session will also be different to each other. Here will be explained about the kinds of interaction of teacher and students in each subject.

- Biology

Biology is a material that students learnt. Based on the curriculum, the portion of Biology is higher than other subjects.

⁴⁵ Mateja Dagarin, Classroom Interaction and Communication Strategies in Learning English as A Foreign, (Ljubljana: University of Ljubljana Faculty of Education, 2004),128-129.

In grade 11, students are taught the Latin words of all biological name, the characteristics of sex, plants, and animals. Most of students seemed to be afraid in Biology because they were not confident with their ability to remember all Biology materials.

That is why the most categories shown for the teacher talk was accepting feeling. Meanwhile, the student, which already felt comfortable, gave a good response by accepting the teacher suggestions. Here, the most common category was students-talk response. Besides accepting feeling, asking questions, accepting ideas and listening were also common in Biology session because teacher wanted to know the comprehension of the students.

- Chemistry

Based on the 1.5 month observation, the portion of chemistry is as much as Biology has. The difference is only on the way the teacher teaches. In Chemistry, the teacher is most likely to give direction about the symbols of substance and the formula of each substance, rather than asking questions about what are the students going to remember. Here, the students are

passive, waiting for the teacher to direct them into wherever the teacher wants. In this subject the categories that came out the most was Giving Direction from the teachers and Student-talk Response from the students.

- Physics

Like in Chemistry, in Physics, the students have also to learn about symbols and the formula of all physics material. In Physics and Chemistry more tendencies for dealing with comprehension rather than remembering like in the Biology subject. If the students really want to master physics or chemistry subject, the students have to comprehend the formula as well as to remember the symbols. If the students only remember all formula and symbols, they might not be granted to master the physics or chemistry subject because these two subjects really need the comprehension. Really same as chemistry, here the students were passive, waiting for the teacher to direct them into wherever the teacher wants. In this subject the categories that came out the most was Giving Direction from the teacher and Student-talk Resulted from the students.

2. Participant in Classroom Interaction

These are the most frequent ways of organizing classroom interaction, depending on who communicates with whom:

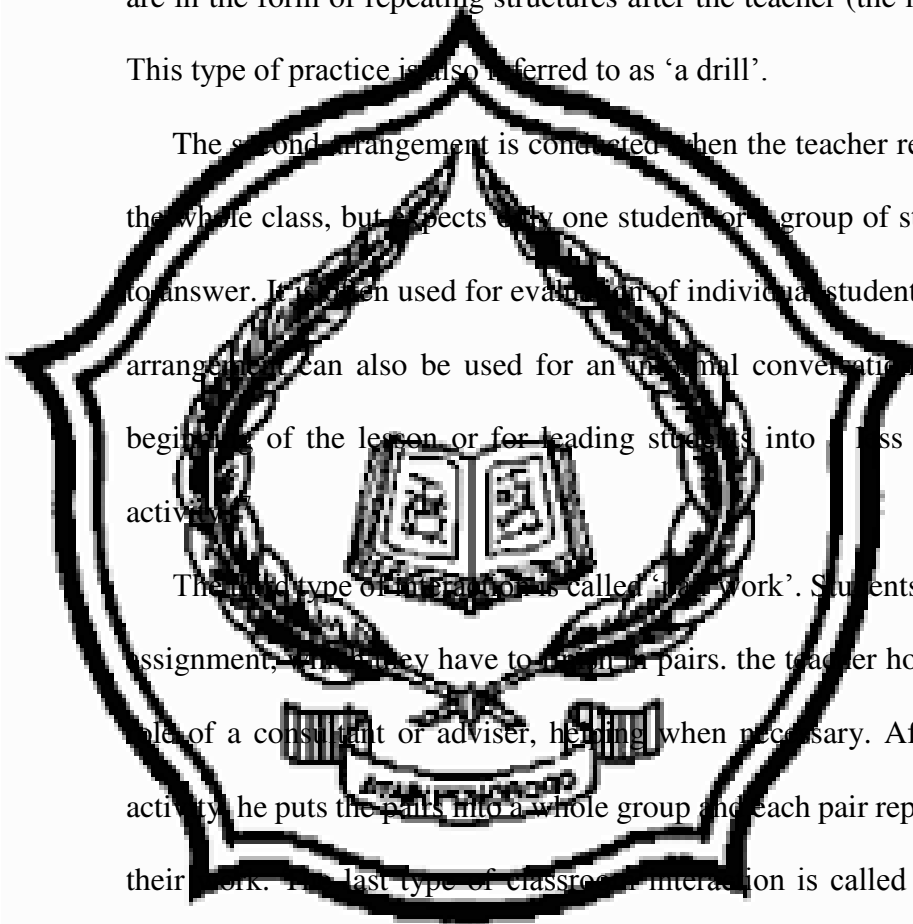
- a) Teacher – learners
- b) Teacher – learner/a group of learners
- c) Learner – learner
- d) Learners – learners

⁴⁶ I Nengah Kumpul, Classroom Interaction Analysis In Bilingual Science Classes In SMAN 4 Denpasar (Singaraja: Ganesha University of Education, tt), 8-9.

The first form of interaction (teacher – learners) is established when a teacher talks to the whole class at the same time. He takes the role of a leader or controller and decides about the type and process of the activity. The primary function of such interaction is controlled practicing of certain language structures or vocabulary. Mostly, they are in the form of repeating structures after the teacher (the model). This type of practice is also referred to as ‘a drill’.

The second arrangement is conducted when the teacher refers to the whole class, but expects only one student or a group of students to answer. It is often used for evaluation of individual students. This arrangement can also be used for an informal conversation at the beginning of the lesson or for leading students into class guided activities.

The third type of interaction is called ‘pair work’. Students get an assignment, and they have to do it in pairs. The teacher holds the role of a consultant or adviser, helping when necessary. After the activity, he puts the pairs into a whole group and each pair reports on their work. The last type of classroom interaction is called ‘group work’. As with pair work, the teacher’s function here is that of a consultant and individual groups report on their work as a follow-up activity.



⁴⁷ Mateja Dagarin, Classroom Interaction and Communication Strategies in Learning English as A Foreign,....129.

The last two ways of organization are particularly useful for encouraging interaction among students. In large classes, they present the only possibility for as many students as possible to use the foreign language. The research has shown that students use more language functions in pair- and group-work than in other forms of interaction. It has also been proven that students perceive them as the most pleasant ways of learning, because they feel relaxed and subsequently communicate better. Such work encourages independent learning and gives some responsibility for learning to students. It approaches real-life communication when students talk to their partners in small groups or pairs. Nevertheless, whole-class organization should not be completely neglected since it is still more appropriate for guided and controlled activities.

3) The Role of Teacher in Classroom Interaction

In a traditional classroom the teacher had the dominant role of an all-knowing leader who "filled" students' empty heads with knowledge. This role has changed and the teacher has now got many roles depending on different classroom situations.

According to Littlewood, in a broad sense, he is a 'facilitator of learning', which includes the following:

⁴⁸ Ibid.,130

- a) A general overseer of learning, who coordinates the activities so that they form a coherent progression from lesser to greater communicative ability.
- b) A classroom manager, who is responsible for grouping activities into lessons and for their overall organization.
- c) A language instructor, who presents new language, controls, evaluates and corrects learners' performance.
- d) In free communicative activities he will act as a consultant or adviser, helping where necessary. He may move around the classroom and monitor students' progress, strengths and weaknesses.
- e) Sometimes he will participate in an activity as a 'co-communicator' with the learners. He may encourage learners with making their role.

These roles are frequently interrelated and some others (e.g. assessor, observer) as explained in Harmer could be added. The roles of a consultant or co-communicator encourage classroom interaction most, but they need the support of other roles (e.g. for organizing and controlling activities).⁴⁹

3. Code Choice

⁴⁹ Ibid.,130.

According to Suwito code is a variety in language. Some variant of language are contained in code, for example region, society class, style and the others.⁵⁰

Code is the particular dialect or language one chooses to use on any occasion, a system used for communication between two or more parties. Communication itself can make longer the life expectancy of the people. It means that is impossible to live without any communication. A good communication has a key that is understood. Therefore, people are usually forced to select a particular code whenever they choose to speak, and they may decide to switch from one code to another or to mix codes.⁵¹

In other words, a code is a system communication that used by human being. It consists of words that represent ideas, events, and object. There are two kind of code choice, they are code switching and code mixing. For early definition are code switching is the switch of other language with code mixing is a mix of words or phrase in other language.

a. Definition of Code Mixing

Code mixing as a language phenomenon is frequently occurs in multilingual and bilingual society. Code-mixing is the change of one language to another within the same utterance or in the same

⁵⁰ Suwito in Kunjana Rahardi, *Kajian Sociolinguistik: Ihwl Kode dan Alih Kode* (Bogor: Ghalia Indonesia, 2010), 5.

⁵¹ Wardhaugh, *An Inroduction to Sociolinguistics*, 98.

oral/ written text. It is a common phenomenon in societies in which two or more languages are used.⁵²

Code-mixing refers to any admixture of linguistic elements of two or more language systems in the same utterance at various levels: phonological, lexical, grammatical and orthographical.⁵³

Muysken give addition for the definition of it. He said that the term code mixing refer to a case where lexical items and grammatical features from two languages appear in one sentences.⁵⁴

According to Ardila, code mixing is the alternation of two languages in a single utterance. He describes the difference between code switching and code mixing adding that whereas code switching occurs when the speaker switches to the second language and continues using it, code mixing is mixing of words.⁵⁵ Based on the definitions above, code mixing, bilingual speaker apply some foreign words in phrases.

b. Form of Code Mixing

Stuwito splits up code mixing into six: insertion of words, insertion of phrases, insertion of hybrids, insertion of word

⁵² Judy Woon Yee Ho, *Code-Mixing: Linguistic Form and Socio-Cultural Meaning* (Hong Kong: Lingnan University, t.t), 1.

⁵³ *Ibid*, 2.

⁵⁴ Made, *SOCIOLINGUISTIC; The Study of Societies' Languages*, 78

⁵⁵ Ardila, 2005 in Zuzana Alcnauerová, *Code-switching and Code-mixing as Persuasive Strategies in Advertisin* (Amerika: Masaryk University, 2013), 10-11.

reduplication, insertion of idioms, and insertion of clause. A further explanation will be explained as follows:⁵⁶

1) Insertion of words

The insertion of words means adding English words inside Indonesian utterances. Katamba said that word is formed by combining two or more word bases to form a new lexical item.⁵⁷

Word also has a simple definition as a sound or combination of sound that has a meaning and is spoken or written.⁵⁸ According to Leech word is a basic grammatical unit which also largely corresponds to the main unit of a dictionary. In writing, words are placed as the smallest units to be separated by space.⁵⁹

Example:

Sekelompoknya bisa tutorial. (Bridging Course, 03:13 minutes)

(As you can see, the word

. Then, the researcher examines the insertion of word into seven groups, they are; the insertion of noun, adjective, verb, adverb, conjunction, interjection, and preposition.

and noun.

⁵⁶ Suwito, *Sosiolinguistik: Pengantar Awal* (Surakarta: Henary Offset Solo, 1985), 78-80.

⁵⁷ Katamba, 1997 in Siti Rohmah Noviyani, *A Descriptive Analysis Of Indonesian – English Code Mixing Used In Jsyk Rubric Published On May-July 2012 Edition Of Cosmogirl Magazine* (Thesis, STAIN Salatiga, Salatiga, 2013, 15.

⁵⁸ <http://www.merriam-webster.com/dictionary/word> accessed on Monday, 18 January 2016.

⁵⁹ Geoffrey Leech, *A Glossary of English Grammar* (Edinburgh: Edinburgh University Press Ltd, 2006) 126

According to Stern, noun is said to be a naming word, a word that give the name of a person (Alex), a thing (bush), a place (Perth), and so on.⁶⁰ Leech gives addition in his glossary that noun is a very large class of words which refer to entities (persons, things, substances, places and abstractions of various kinds).⁶¹

b) Adjective

Adjectives are a large class of words (for example, good, bad, new, accurate, careless), which define more precisely the reference of a noun or pronoun.⁶² Stern give almost same definition that an adjective is a word that modifies, it means changes or enhances the meaning of a noun or pronoun.⁶³

c) Verb

Verb is a word that expresses action.⁶⁴ According to Leech, verb is a large class of words which indicate events and states of affairs, or which help qualify the reference of other verbs.

Verbs are divided into two main classes, they are main verbs, which has a very large membership (for example, appear,

⁶⁰ George Stern, *Learner's Comparison Series: Writing in English*.....156.

⁶¹ Geoffrey Leech, *A Glossary of English Grammar*..... 72.

⁶² *Ibid.*, 6

⁶³ George Stern, *Learner's Comparison Series: Writing in English*....., 161.

⁶⁴ Yusran Pora, *Develop Your Vocabulary Grammar and Idiom*, (Yogyakarta: Pustaka Pelajar, 2007), 291.

drop, end, understand, revivify) and auxiliary verbs, which has a small membership of important verbs (be, have, do, will, can, may, shall, would, could, might, should and must). Of the auxiliary verbs, be, have and do are known as primary verbs – they can also act as main verbs.⁶⁵

d) Adverb

Adverbs are a major class of words, mainly consisting of words which modify verbs, adjectives and other adverbs, for example adverbs of time (now, then and so on), of place (there, nowhere and so on), of manner (well, carefully and so on), of degree (so, very and so on), and a wide range of other words which do not fit into such easily defined categories (just, either, however, actually and so on).⁶⁶

e) Conjunction

A conjunction is a word used for showing in what relation one notion stands to another notion, or one thought to another.⁶⁷ It joins a variety of language unit.⁶⁸

f) Interjection

⁶⁵ Geoffrey Leech, *A Glossary of English Grammar*.....,119.

⁶⁶ *Ibid.*, 7-8.

⁶⁷ J.C. Nesfield, *Manual of English Grammar and Composition*....., 11.

⁶⁸ George Stern, *Learner's Comparison Series: Writing in English*....., 173.

Interjection is a word which has a purely exclamatory function, do not refer to anything, but simply express the speaker's emotion or wish.⁶⁹ Interjections are ragbag collection of words that express:⁷⁰

- Emotions : alas, bravo, oh dear
- Social greeting : hello, sorry, bye-bye, good morning
- Work or sport call : timber, checkmate, goal, objection
- Animal sounds : bow-wow, miaow, purr
- Oaths or blasphemy : jezz, blast, gosh, hell
- Assent or dissent : yes, he sure, aye, okay, nope.

g) Preposition

Preposition is a word which typically comes in front of a noun or a phrase, for example of, in, with, and another.⁷¹ Preposition is used for showing in what relation one thing stands to another thing.⁷²

2) Insertion of phrase

Phrase is a grammatical unit which may consist of one or more than one word and which is one of the classes of constituent into which simple sentences can be divided.⁷³ Phrase is thinking

⁶⁹ Geoffrey Leech, *A Glossary of English Grammar*....., 57.

⁷⁰ George Stern, *Learner's Comparison Series: Writing in English*.....,78.

⁷¹ Geoffrey Leech, *A Glossary of English Grammar*....., 90.

⁷² J.C. Nesfield, *Manual of English Grammar and Composition*....., 15.

⁷³ *Ibid.*, 86

of a sentence as a set of modules fitted together into a whole.⁷⁴

Phrase is a combination of words in which no Finite verb is either expressed or understood. A phrase is therefore intermediate between a single word and a sentence.⁷⁵

Example:

Saya mau buat first group aja buat contoh (bridging course on 04:20 minutes)

(I want use my first group as an example)

According to Stern there are five kinds of phrases. They are noun phrase, adjective phrase, verb phrase, adverb phrase, and prepositional phrase.⁷⁶

1) Noun phrase

Noun phrase is a phrase which (typically) has a noun or a pronoun as its head and which can have various important functions in a clause or sentence.⁷⁷

2) Adjective phrase

⁷⁴ George Stern, *Learners' Comparison Series : Writing in English* (Singapore: Seng Lee Press, 2004), 181.

⁷⁵ J.C. Nesfield, *Manual of English Grammar and Composition* (London: ST Martin's Press, 1954), 14.

⁷⁶ George Stern, *Learner's Comparison Series: Writing in English*.....,183.

⁷⁷ Geoffrey Leech, *A Glossary of English Grammar*....., 73.

An adjective phrase is a phrase in which an adjective is the head or main word. An adjective phrase can be made more complex by adding modifiers (especially degree adverbs) before the adjective. Also, the adjective can be followed by other words which modify or complement the meaning of the adjective.⁷⁸

3) Verb phrase

Verb phrase is a phrase consisting of one or more verb words. The verb phrase is the most essential and pivotal element of a clause. It consists of a main verb alone (a simple verb phrase) or a main verb preceded by one or more auxiliary verbs. (There can also be an ill-typical verb phrase which consists of an auxiliary verb with ellipsis of the main verb.) The verb phrase involves five principal decisions. The first choice of tense, is between present and past tense, and involves choosing the appropriate form of the finite verb, for example am/s/are ~ was/were; has/have ~ had; write(s) ~ wrote.

4) Adverb phrase

Adverb phrase is a phrase containing an adverb as the main word, or head. An adverb phrase may consist of one

⁷⁸ Ibid., 7.

⁷⁹ Ibid., 121.

word (an adverb alone), as in *She hits the ball hard*, or of two words, as in *She hits the ball extremely hard* (where *hard* is modified by another adverb, *extremely*), or of a longer sequence of words, as in *Success had not come as easily as they had hoped*.⁸⁰

5) Prepositional phrase

Prepositional phrase is a phrase consisting of a preposition (for example, *to*) followed by a noun phrase (or a nominal clause), for example *to my best friend*.

Prepositional phrases have two important functions in grammar: (a) they can act as post modifiers of a noun phrase (for example, *the oldest member of my family*); (b) they can also act as adverbials, specifying, for example, the time or place of an action or situation described in the rest of the clause: *The train will start its journey at midnight. It will leave from platform 10*.⁸¹

3) Insertion of hybrid

Mikhail Bakhtin in Patricia Sued conveyed that hybrid is an utterance that belongs by its grammatical and compositional makers to a single speaker but that actually contains mixed within

⁸⁰ Ibid., 8.

⁸¹ Ibid., 91.

it two utterances by social differentiation, or by some other factor and become unconsciously mixed.⁸²

Example:

Jaqfar nanti yang openingnya (bridging course on 06:59 minutes)
(Jaqfar will be opening)

4) Insertion of word reduplication

Reduplication consists in the repetition of all or part of a root or stem to form a new word. If the entire root or stem is repeated, the process is called complete (or total) reduplication, and the new word is considered as a repetitive compound. Total reduplication is fairly frequent in Indonesian, Tojolabal (Mexico), Hausa (Sudan), and Hmong. In Indonesian, total reduplication is used to form the plural of nouns, as in *rumah* 'house' / *rumah-rumahan* 'houses'; *ibu* 'mother' / *ibu-ibu* 'mothers'; *lalat* 'fly', *[lalatalat]* 'flies'.⁸³

Repetition of a word forms a new word because of reduplication.

Example:

Apakah ada *step-stepnya* dan *langkah-langkahnya* kok
puncaknya? (bridging course on 07:01 minutes)

(Is it right, there are the steps and the ways are pronoun?)

5) Insertion of idiom

⁸² Siti Rohmah Noviyani, A Descriptive Analysis Of Indonesian – English Code Mixing Used In Jsyk Rubric Published On May-July 2012 Edition Of Cosmogirl Magazine (Thesis, STAIN Salatiga, Salatiga, 2013), 16

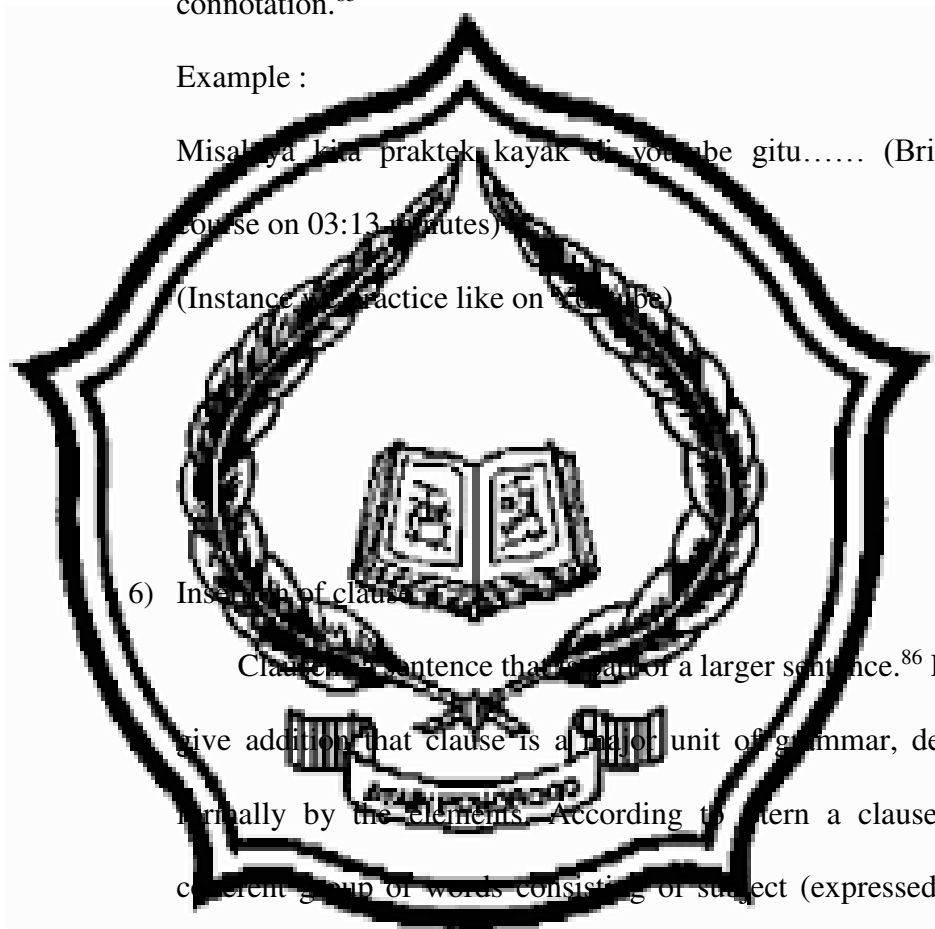
⁸³ Argenis A. Zapata, Types of Words and Word-Formation Processes in English (Inglés: Universidad de Los Andes, 2007), 6

An idiom is a word or phrase which means something different from its literal meaning.⁸⁴ Idiom is an expression which has a different meaning 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.⁸⁵

Example :

Misalnya kita praktek kayak di youtube gitu..... (Bridging course on 03:13 minutes)

(Instance of practice like on youtube)



6) Instance of clause

Clause is a sentence that is part of a larger sentence.⁸⁶ Leech give addition that clause is a major unit of grammar, defined normally by the elements. According to Stern a clause is a coherent group of words consisting of subject (expressed by a noun phrase) and a predicate (expressed by verb phrase), with predicate featuring a finite verb.⁸⁷

⁸⁴ [https://simple.m.wikipedia.org/wiki/idiom?](https://simple.m.wikipedia.org/wiki/idiom) Accessed on Monday, 18 January 2016

⁸⁵ Dixon, 1971 in Siti Rohmah Noviyani, A Descriptive Analysis Of Indonesian – English Code Mixing Used In Jsyk Rubric Published On May-July 2012 Edition Of Cosmogirl Magazine (Thesis, STAIN Salatiga, Salatiga, 2013), 18

⁸⁶ J.C. Nesfield, *Manual of English Grammar and Composition*....., 7.

⁸⁷ George Stern, *Learners' Comparison Series : Writing in English*....., 183.

Example :

Kalau misalnya nih I will give you the example from cutting your hair. (Bridging course on 07:09 minutes)

(If the example I will give you the example from cutting your hair)

There are two types of clause, they are : Independent clause, and Dependent clause. Independent clause used alone in a simple sentence.⁸⁸ In dependent clause, the full predication is altered in such a way that the clause must be attached to independent clause.⁸⁹

Purpose of use of Code Mixing

The use of language has a purpose, so does the use of code mixing which also has a purpose, which is:

1) Need Feeling Motive

According to Ohoiwatun need filling motive happens because of technology need filling, speaker use it at 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.⁹⁰

⁸⁸ Marcella Frank, *Modern English: a Practical Reference Guide*, 223.

⁸⁹ *Ibid.*, 228.

⁹⁰ Paul Ohoiwatun, *Sosiolinguistik: Memahami Bahasa dalam Konteks Masyarakat dan Kebudayaan* (Jakarta: Kesain Blanch-Anggota IKAPI, 2007), 71.

2) Expressing solidarity and intimacy

Wardhaugh code mixing can allow a speaker to do many things; assert power, declare solidarity; maintain certain neutrality when both codes are used express identity and soon.⁹¹ It is a good way to get closer with the addressee to whom the speaker can also sign his ethnicity. Holmes state, speaker may similarly switch to another language as a signal of group membership and shared ethnicity with an addressee. Even speakers who are not very proficient in a second language may use brief phrases and words for this purpose.⁹²

3) Asserting status, pride and power

This purpose is done by mixing another code which is considered more prestigious. It is to make superiority expression which will increase the speaker's status and power. In this case confidence and pride may also trigger the mixing codes. Holmes adds the word "confidence" referring to this purpose. This purpose usually triggers a speaker to switch or mix codes which are more prestigious in which he cannot obtain with using his previous code. The mixing word usually is not related specifically to the topic and there is always a word to substitute it in the first

⁹¹ Wardhaugh An Introduction to Sociolinguistics, 108.

⁹² Janet Holmes, An Introduction to Sociolinguistic), 35.

language.⁹³ According to Ohoiwatun prestige feeling motive choose by the speaker to appear their educational status.⁹⁴

4) Lexical needs

This purpose occurs since there is no proper word or expression in the language being used. Holmes states people may also borrow words from another language to express a concept or describe in the language they are using. Borrowing of this kind generally involves single words, mainly nouns, and is motivated by lexical need.⁹⁵

5) Incompetence

This reason occurs since there is a lack of vocabulary knowledge in the language being used. Holmes states clearly that code mixing suggests a speaker to mix up codes indiscriminately perhaps because of their incompetence. It means, when speaker does not know how to say a word in a language, he will mix another language in his utterance. Holmes further says that this which is triggered by lack of vocabulary.⁹⁶

6) Expressing self emotion

This purpose occurs when a code mixing is concluded to express a speaker's self-emotion, such as sadness, happiness. Holmes

⁹³ Ibid., 41.

⁹⁴ Paul Ohoiwutun, *Sosiolinguistik: Memahami Bahasa dalam Konteks Masyarakat dan Kebudayaan*..., 71.

⁹⁵ Janet Holmes, *An Introduction to Sociolinguistic*, 42.

⁹⁶ Ibid., 42.

state that 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.⁹⁷ But a speaker usually uses regional dialects to express sadness and happiness.

7) Making jokes

The purpose occurs when a code mixing is conducted to set a humorous effect. This purpose also indicates the formality of conversations. An example in Paraguay shows that Guaraní, the low variety, is considered more appropriate for joking and humorous anecdotes.⁹⁸ It means that when making jokes often preference, the less formal of the conversation.

8) Being more informative

This purpose occurs when a code mixing is conducted since the speaker is message-oriented. For instance, it happens because his occupation and education use the codes often. Holmes says that people may select a particular variety or code because it makes it easier to discuss a particular topic regardless of where they are speaking.⁹⁹ It can also be done by quoting an important

⁹⁷ Ibid., 39.

⁹⁸ Ibid., 39.

⁹⁹ Ibid., 37.

recitation. In this case, the speaker wishes to be accurate-the exact words are important.¹⁰⁰ Holmes give addition, in other words, the tendencies of the speaker mix codes are important to the choice. Also by switching or mixing two or more codes, a speaker can convey affective meaning as well as information.¹⁰¹ Moreover, to classify the purpose of code mixing properly, one has to look carefully to the discourse fragments.

B. Previous Research Finding

In this study the writer not only uses theory but also previous research findings to support it. One of previous studies was conducted by Elisabet Sipayung and Meisuri entitleed “The Analysis Of Code Mixing In Film From *Bandung With Love*”.¹⁰² This research aims to get information of sociolinguistics about code mixing in a film titled *Bandung with Love* uttered by the characters. The writer focuses on investigating the utterances produced by all characters from the first scene up to the last scene which contain code mixing based on Holman’s theory. After analyzing the data, the writer found that there were 112 occurrences of code mixing. Based on the finding, there are 3 types of code mixing, they are sentential, lexical, and involving a change of pronunciation. In this research, the writer also makes the

¹⁰⁰ Ibid., 38.

¹⁰¹ Ibid., 42.

¹⁰² Elisabet Sipayung and Meisuri, “The Analysis Of Code Mixing In Film From *Bandung With Love*” accessed on http://www.academia.edu/people/The_Analysis_of_Code_Mixing_in_Film_From_Bandung_with_Love

percentage of the type, it shown that lexical (53, 6%), sentential (31, 3%), and involving a change of pronunciation (15, 1%). From the data above, it looks that Lexical code mixing as the dominant type shows that the teenagers in Indonesia like to mix their language per word to show that they are educated and modern.

The researcher also takes research by Judy Woon Yee Ho, entitled Code-mixing: Linguistic form and socio-cultural meaning.¹⁰³ This research has been done to examine code-mixing in different communicative contexts with a qualitative approach and to reveal the finer details of code-mixing. The present study is aimed at filling this gap. It examines the linguistic form of Cantonese-English mix and explores its socio-cultural meaning using both quantitative and qualitative methods. The subjects of this research were 52 tertiary students in Hong Kong. Students were asked to submit a language diary. They recorded their language behavior for 15 days. The following details were required: the place and circumstance of the communicative event, style and topic of the talk, the interlocutor's role, education, age, sex, ethnic and linguistic background, and the codes used. They also accounted for the choice of linguistic code in a short essay. Fifty-one hours of verbal exchanges were recorded. In this paper, eighteen hours of recordings covering a wide range of situations, topics and interlocutors were selected and studied in detail. Students' essays, responses in focus group interviews and individual

¹⁰³ Judy Woon Yee Ho, Code-mixing: Linguistic form and socio-cultural meaning, The International Journal of Language Society and Culture, 2007.

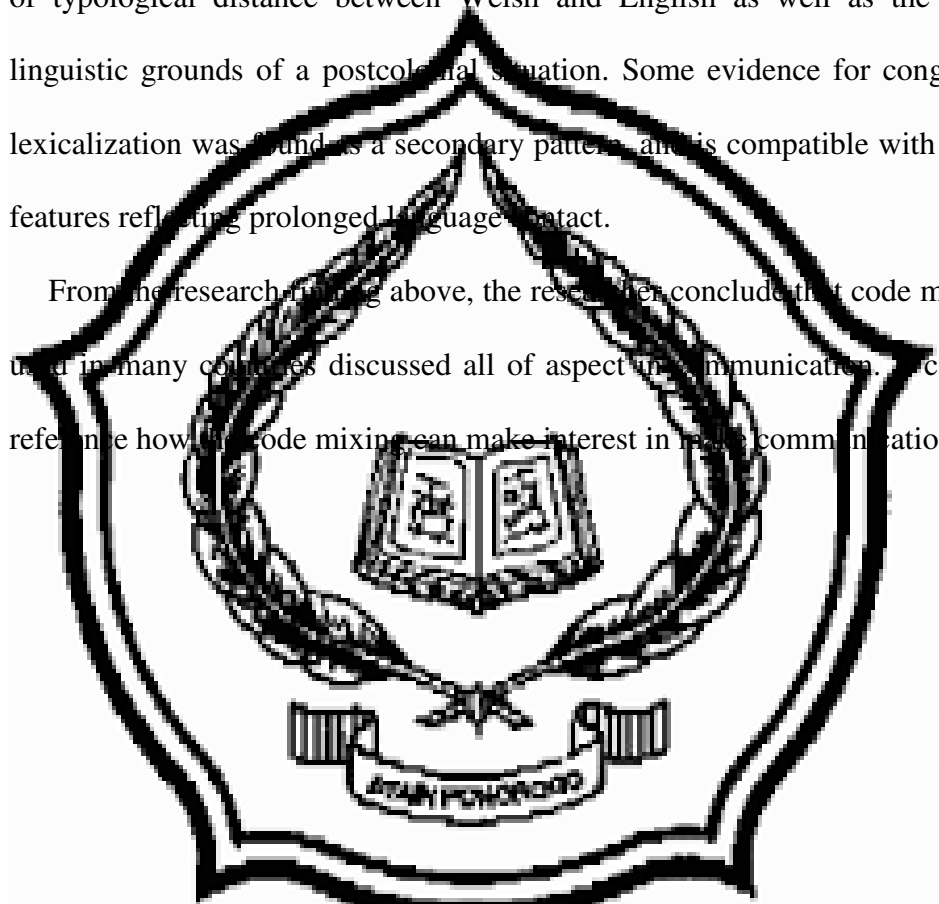
comments were also analyzed. Based on the journal above, it can be conclude that Cantonese-English mix plays a paradoxical role of alienating and integrating group members, depending on differences in educational level and English competence. Linguistic analysis shows that code-mixing in Hong Kong remains a form of English lexical insertion in Cantonese speech. The high number of unit types of lexical items and phrases.

Another previous research was written by Margaret Deuchar, entitled *Minority Language Survival: Code-mixing in Welsh*.¹⁰⁴ The aim of this paper is to report on the results of some preliminary analysis of Welsh-English code-mixing data in order to determine which structural pattern of code-mixing is predominant. This is the first step of a more wide-ranging analysis which will deal with a large amount of data and will contribute to the issue of which linguistic and extra-linguistic factors may influence the occurrence of one type of code-mixing rather than another. A secondary aim of this study is to test the viability of a typological approach by developing a methodological tool to identify the dominant pattern of code mixing based on diagnostic features. The term code-mixing is used following Muysken. There are three main code-mixing patterns which may be found in bilingual speech communities: insertion, alternation and congruent lexicalization. Based on this paper, the data to be analyzed were collected by a native Welsh speaker from an informal social gathering to which she invited some colleagues. All of the seven

¹⁰⁴ Margaret Deuchar, "Minority Language Survival: Code-mixing in Welsh", *Proceedings of the 4th International Symposium on Bilingualism*, (2005), 5.

participants in the conversation are native Welsh speakers who are bilingual in Welsh and English. Based on this paper, it can be conclude that from Muysken's typological approach to code-mixing has shown that insertion is the dominant pattern in a preliminary analysis of Welsh-English data from informal conversation. This is the pattern predicted on the structural grounds of typological distance between Welsh and English as well as the extra linguistic grounds of a postcolonial situation. Some evidence for congruent lexicalization was found as a secondary pattern, and is compatible with other features reflecting prolonged language contact.

From the research finding above, the researcher conclude that code mixing used in many colleges discussed all of aspect in communication. It can be refer to the how the code mixing can make interest in new communication.



CHAPTER III

DATA DESCRIPTION

A. General Data

1. Historical of SMPN 2 Ponorogo

On August 1960, Department of Culture and Education Indonesia established SMPN 2 Ponorogo as the second department junior high school after SMPN 1 Ponorogo. Since that time, SMPN 2 Ponorogo had been several leadership changes. They are as follows:¹⁰⁵

NO	NAME	YEAR
1.	Sukardi	1960 - 1964
2.	Duryat	1965 - 1969
3.	Lamsari, BA	1970 - 1970 (6 Month)
4.	Hajar Suyoto, BA	1970 - 1978
5.	Pamut Subagiyo, BA	1978 - 1983
6.	Mohammad Gundab, BA	1983 - October 1986
7.	Drs. M. Farso	October 1986 - April 1995
8.	Drs. Subagiyo	April 1995 - September 1998
9.	Drs. Soewarsono	September 1998 - May 2000
10.	Drs. Asisno	PLH
11.	Drs. Sofwan, BA	June 2000 - June 2004
12.	Drs. Sofwan	PLH
13.	Drs. H. Sofwan, M.Pd	June 2004 - June 2010
14.	Dra. SY. Christine Sada, M.Pd	June 2010 - now

2. Geographical Location of SMPN 2 Ponorogo

Street : Basuki Rachmad number 44 Ponorogo

Village : Surodikraman

52

Sub- district : Ponorogo

¹⁰⁵ See apeendix 5, documentation transcript code : 05/D/20-IV/2015

District : Ponorogo
 Provinces : East Java
 North side : Kodim 08-02 Ponorogo
 West : Houses
 South side : Sembodro Street
 East : General Basuki Rahmat Street

SMPN 2 Ponorogo has a great strategies location because the location is Protocol Street between the cities/country. It is backed by the ease of transportation because it is close to the main Ponorogo. So, it made easy for everyone to visit it.¹⁰⁶

Vision, Mission and Goals of SMPN 2 Ponorogo

SMPN 2 Ponorogo as an educational institution has a vision, missions and goals in carrying out its activities. They are as follows:

a. Vision

Output and create that maximize utilize instructional, use of the method varied. Achievement in academic and non academic, inculcate attitudes 5S (Smile, Regard, Greet, Courtesy, Honey), carry out the flag ceremony, develop culture of 5B (noble, study hard, worship, pray, and put their trust and inculcate the religious understanding through anniversary of the religious and national and get used to worship according to their beliefs.

b. Missions

¹⁰⁶ See appendix 6, documentation transcript code : 06/D/20-IV/2015

- 1) Creating conducive climate.
- 2) Develop diversified curriculum.
- 3) Increase the value of national examination or average national.
- 4) Improve the system of educational services.
- 5) Familiarize manners with all citizens of the school.
- 6) Growing a sense of love and pride as a nation and water
landless Indonesia
- 7) Developing appreciation and practice of teaching religion.

c. Goals

To ensure the achievement of national education goals, SMPN 22 Ponorogo East Java is necessary to define the purpose of education, which refers to the common goal of basic education that laid the foundation of intelligence, knowledge, personality, noble character, and skills to live independently and to follow further education. The purpose of an basic level of education is actually implemented on the realization of education goals in each of the year of lesson by referring the vision and mission of the school.

4. Organization Structure of SMPN 2 Ponorogo

The existence of organizational structure in an association or institution is very important. This will help implementation of program that ha been planned easier. So, the tasks each member can run smoothly

¹⁰⁷ See appendix 7, documentation transcript code : 07/D/20-IV/2015

and works mechanism can be detected easily. More information about organizational structures of SMPN 2 Ponorogo can be seen on transcript of documentation number: 08/D/20-IV/2015. In appendix 8

The organizational structures of SMPN 2 Ponorogo are as follows:¹⁰⁸

- a. Head Master : Dra. SY. Christine Suala
- b. Treasure : Subagijo, S.Pd, M.Pd
- c. Head of Administration : Suharto, S.Pd
- d. Deputy of Head Facilities : Harmun, S.Pd
- e. Deputy of Head Student Management : Iman Saifudin, S.Pd
- f. Deputy of Head Student Curriculum : Ninik Ernawati
- g. Deputy of Head Public Relation : Ahmad Sulhan
- h. Coordinator of Guidance Counseling : Drs. Didik Sulhijono.

B. Specific Data

Based on the specific of data, it could be highlighted that the purpose of this research was to find out the forms of code mixing and the purpose of code mixing used by bilingual teachers in classroom interaction. Data of this research were transcript of bilingual teacher's utterances to answer problem statement number one and interview transcript that gotten from observation and interview to answer problem statement number two. For getting the data, the researcher used video recorder as a tool to record and photo to take the pictures. The method used by the researcher was Qualitative case study.

¹⁰⁸ See appendix 8, documentation transcript code : 08/D/20-IV/2015

1. Data Description of the Form of Code Mixing Used by Bilingual Teachers in Classroom Interaction

According to the data that taken from bilingual teacher utterances, the researcher classified the data into six groups. They are insertion of word, insertion of phrase, insertion of hybrid, insertion of word reduplication, insertion of idiom, and insertion of clause.

Based on the observation and interview the bilingual teachers use all the insertions are spontaneously and unconsciously, it cause that the mixing of language automatically happen. It depends on the situation and condition both of them.

Insertion of word

- 1) kayak kita main drama oke. (03:13-04:10 minutes)
- 2) kayak kita nanti semuanya dikasih official otomatis kan wasalnya habis (03:13-04:10 minutes)
- 3) Saya cuma kasih dua atau two groups aja yang mana saya kasih. (03:13-04:10 minutes)
- 4) Jadi jadi saya acak aja. (04:52-04:56 minutes)
- 5) kayak kamu tugasnya pante line. (07:47-07:55 minutes)
- 6) Jaqfar membuka, Fifi and Naura will apa? (07:47-07:55 minutes)
- 7) Jadi nanti Naura yang ngomong atau speaking. (07:56-08:03 minutes)
- 8) Kamu buat joke nggak pa pa.....(08:17-08:43 minutes)

- 9) Naura stated dengan kata-kata dan Fifi mempraktekkan. (08:54-09:05 minutes)
- 10) Then Rifqi langsung bermain musik. (08:54-09:05 minutes)
- 11) Face misalnya Dava langsung didandani gitu...(09:06-09:15 minutes)
- 12) Ada kata propagates digaris bawah. (18:33-18:51 minutes)
- 13) Okay, di situ ada kata-kata virtual. (20:31-29:48 minutes)
- 14) Slide tempat bagian kotak-kotak dua. (22:40-23:06 minutes)
- 15) Tapi kalau cone itu cone. (23:07-23:02 minutes)
- 16) So artinya dari kata magnification of object adalah? (23:07-24:00 minutes)
- 17) It's maksudnya apa to gelombang elektromagnetik itu? (26:59-27:23 minutes)
- 18) You shining itu contoh sunlight. (27:24-28:13 minutes)
- 19) Virtual jadi apa artinya? (36:38-37:09 minutes)
- 20) Kalau real kira-kira bisa nggak? (39:06-39:13 minutes)
- 21) It's as the (40:01-44:59 minutes)
- 22) Banyangan real itu contohnya banyangan yang dihasilkan oleh LCD. (40:01-44:59 minutes)
- 23) Dia butuh namanya screen. (40:01-44:59 minutes)
- 24) Next, pernah mainan cermin nggak kalian? (45:00-46:19 minutes)

25) 'f'nya namanya focus. (49:43-51:30 minutes)

26) Jarak antara cermin into 'm' dinamakan 'R'. (49:43-51:30 minutes)

27) Jaraknya antara 'm' ke mirror dia namanya 'R'. (49:43-51:30 minutes)

28) Untuk lebih jelasnya kita lihat video ini. (52:09-52:59 minutes)

29) Tempatnya image di sini. (01:06:25-01:06:59 minutes)

30) Berarti kalian sudah dapat great berarti kalian sudah paham. (01:10:32-01:12:27 minutes)

31) Sorry, jangan subject ke cermin. (01:14:53-01:15:11 minutes)

32) Perhatikan 'Hi' over 'Ho'. (01:16:14-01:16:33 minutes)

33) Kalau dia negative berarti dia cembung. (01:17:00-01:18:07 minutes)

34) Kalau 'So'nya itu object berarti positive. (01:18:40-01:19:08 minutes)

b. insertion of phrase

1) Kalau mau buat first group aja buat contoh. (04:20-04:37 minutes)

2) Okey, saya mau kasih contoh untuk procedure text yang berkaitan dengan tutorial ya?. (06:27-06:32 minutes)

3) Bisa mempersiapkannya five minutes.. (08:44-08:53 minutes)

4) Ketika kita praktek misalnya making something or to do something. (17:18-17:29 minutes)

5) Judulnya hari ini kita akan mengenal about light reflection.
(17:45-18:33 minutes)

6) Kalau can be refracted? (19:10-19:19 minutes)

7) Yang slide two, di situ ada incidence angel. (20:19-20:30 minutes)

8) Di situ ada kata-kata reflection in concave apa itu? (21:03-21:47 minutes)

9) Di situ ada kata-kata focal point apa itu? (22:18-22:40 minutes)

10) Seartinya dari kata magnification of object adalah? (23:07-24:02 minutes)

11) The slide disitu ada bagian ya? $n = ?$ ya?! (23:37-24:02 minutes)

12) Yang line four bagian kata-kata specular rays. (24:58-26:10 minutes)

13) Berarti effect of flame cahaya dari lilin ini merambat lurus melalui lubang. (28:56-30:00 minutes)

14) Belajar sama central axis. (51:40-52:00 minutes)

15) Kalau benda concave mirror. (57:05-57:51 minutes)

16) More than one berarti dia diperbesar. (01:21:47-01:23:14 minutes)

c. Insertion of hybrid

1) Masak ada step-stepnya dan langkah-langkahnya kok pronoun.....?! (03:01-03:12 minutes)

- 2) So, Jaqfar nanti yang openingnya. (06:59-07:00 minutes)
- 3) Jadi nantikan karena bridging coursanya kita akan kasih contoh.
(10:10-10:34 minutes)
- 4) Kalau incident raynya datang parallel. (51:40-52:00 minutes)
- 5) Boleh objectnya diganti dengan anak panah. (58:39-59:44 minutes)

- 6) Dikasih keterangan imaganya. (01:08:13-01:09:09 minutes)
- 7) Oke, lebih jelasnya lihat durawidjanya. (01:12:32-01:13:26 minutes)
- 8) Berarti mentasnya nggak usah dihitung. (01:21:47-01:23:14 minutes)

e. Insertion of word reduplication

- 1) Nggak ada step-stepnya dan langkah-langkahnya kok pake 'nya'?! (03:05-03:11 minutes)

f. Insertion of phrase

- 1) Misalnya jika praktek kayak di youtube gitu. (03:13-04:10 minutes)
- 2) Masak kayak gak tau make up itu kayak apa. (08:17-08:44 minutes)
- 3) Saya kan jadi cuma ngasih contoh make up your face. (09:38-09:50 minutes)
- 4) Okay, gambarannya di handout dibalik. (55:46-56:02 minutes)

f. Insertion of clause

- 1) Jadi untuk hari ini, I would like to you to..... apa ya....? To practice. (03:13-04:10 minutes)
- 2) Kasih kesempatan to show of your friends, okey?! (03:13-04:10 minutes)
- 3) Rifky, you will be a like seperti bermain pantomime. (07:09-07:27 minutes)
- 4) Kalau misalnya nih I will give you the example from cutting your hair. (07:09-07:27 minutes)
- 5) Kamu buat joke nggak apa yang penting need you to make step by step and then what will you do. (08:17-08:43 minutes)
- 6) The kind of procedure dalam bahasa yang lebih apa? (09:26-09:47 minutes)
- 7) And sambil lihat lihat materinya fisika and then try to find the difficult words. (10:42-11:05 minutes)
- 8) nanti saya akan kasih tahu how to pronounce and artinya apa? (10:42-11:07 minutes)
- 9) Do any question about procedure text atau yang berkaitan dengan fisika tadi. (16:58-17:18 minutes)
- 10) Contohnya I give clue, saya kasih clue. (40:01-44:59 minutes)
- 11) Ini cermin datar, ini cermin datar, it's depend on angel between two mirrors. (45:00-46:19 minutes)
- 12) Kalau sudah ketemu tiga titik, there is image .(01:06:25-01:06:59 minutes)

2. Data Description of the Purpose of Using Code Mixing Used by Bilingual Teachers in Classroom Interaction

Based on interview at bilingual teacher in SMPN 2 Ponorogo, the subject concluded at the purpose of bilingual teachers using code mixing in classroom interaction is like Mrs. Tarisa said:

“In bilingual classroom and the participant must use two languages. There, sometimes there are some terminology that less to be understood by the students. In bridging course section, the point is to explain the difficult words in English to go to the basic material, it is Physics. The use of code mixing here, have purpose to make students easier to understand the difficult word in order to make easy in receiving the material. And also increase student's vocabularies.”¹⁰⁹

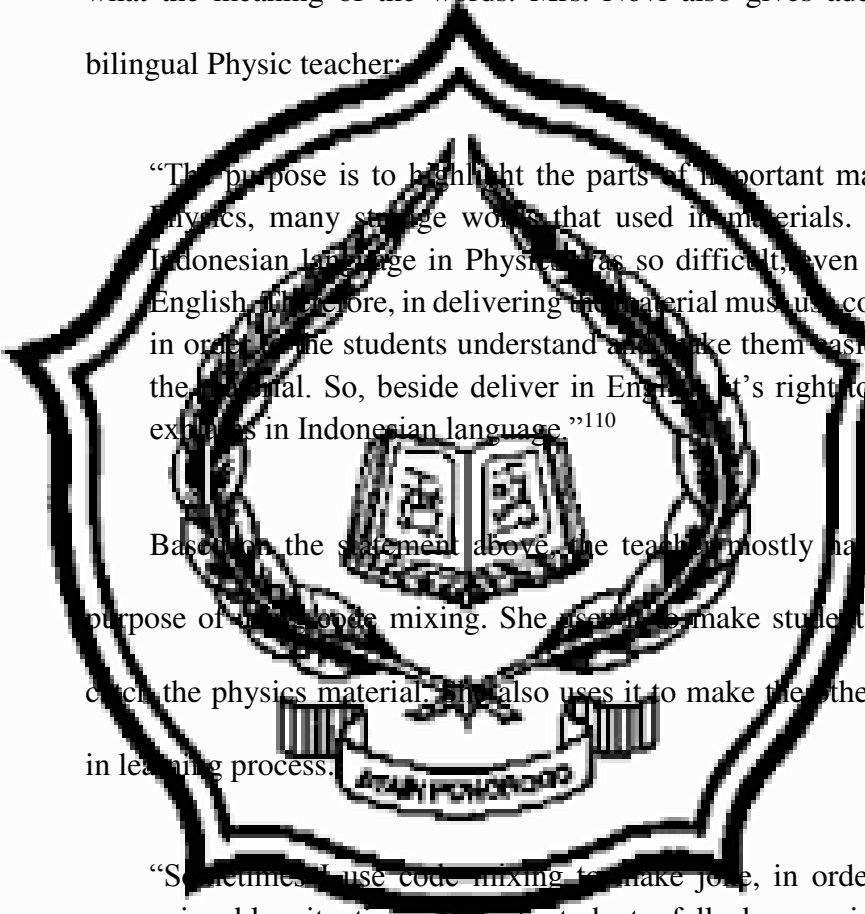
In learning process, bilingual classroom give special treatment by using more than one language. It shown by all the teachers teach using not only Indonesian language but also English. Anything the subject materials it must use English. Therefore mixing the language will help students to make easy in receiving the material discussing and it will increasing the new vocabularies for the ...

In transcribe of video recorder on minutes 17:45 “Ya... Judulnya hari ini kita akan mengenal about light reflection. What is light...? cahaya....Okay, now from the slide one. Give sign for properties of light! What is properties of light? So the meaning of properties of light is sifat

¹⁰⁹ See appendix 2, interview transcript code: 02/I/08-VI/2015

cahaya”. And minutes 18:33 “And then after this, ada kata propagates digaris bawah make a line artinya merambat.tulisannya propagates tapi bacanya ‘prapageits. Merambat.”

The bilingual teachers use code mixing to clarify and find the meaning of difficult word to the students, in order they can understand what the meaning of the words. Mrs. Novi also gives addition as a bilingual Physic teacher:



“The purpose is to highlight the parts of important materials. In physics, many strange words that used in materials. Just using Indonesian language in Physics was so difficult, even less using English. Therefore, in delivering the material must use code mixing in order for the students understand and make them easier to catch the material. So, beside deliver in English, it’s right to repeat or explain in Indonesian language.”¹¹⁰

Based on the statement above, the teacher mostly has the same purpose of using code mixing. She uses it to make students easier in catch the physics material. She also uses it to make the other situation in learning process.

“Sometimes I use code mixing to make joke, in order to make enjoyable situation. Almost students fell depress in learning Physics, because it’s difficult to understand and need more focus on it.”

¹¹⁰ See appendix 3, interview transcript code: 03/I/08-VI/2015

The statement shows that the code mixing can change the situation in learning process by making joke.

In transcribe of video recorder on minutes 35:23 "Kok bisa terbentuk bayangan to cermin datar kalau pas kita lagi bercermin? Karena dapat memantukan, pakai ini tadi hukumnya, this is the incident ray, yang merah itu sinar datang dia dipantulkan yang garis ungu. Kemudian ada lagi, ada sinar datang minta lagi dipantulkan yang garis ungu, perpanjangannya ini adalah bayangan, this is the image. Oke, kira-kira liat yang benda sama yang bayangannya besarnya sama apa beda? Kalian leh ngocok? Oho kae tambang... dur, po tambah ilik, opo podo vae? So the image on plane mirror has the same size as the object, berarti bayangannya besarnya sama." And on minutes 35:24 "Wis, kalian leh bercermin lagi? kalian ngacok ning bayangane malah terbalik ooo tetep terbalik? Opo mangan kepala di bawahan malik jangkir? Ojo anpek yo....?"

Based on the teachers utterances to show that the use of code mixing with Indonesian and Java language can be indicate are to make other situation in classroom interactions.

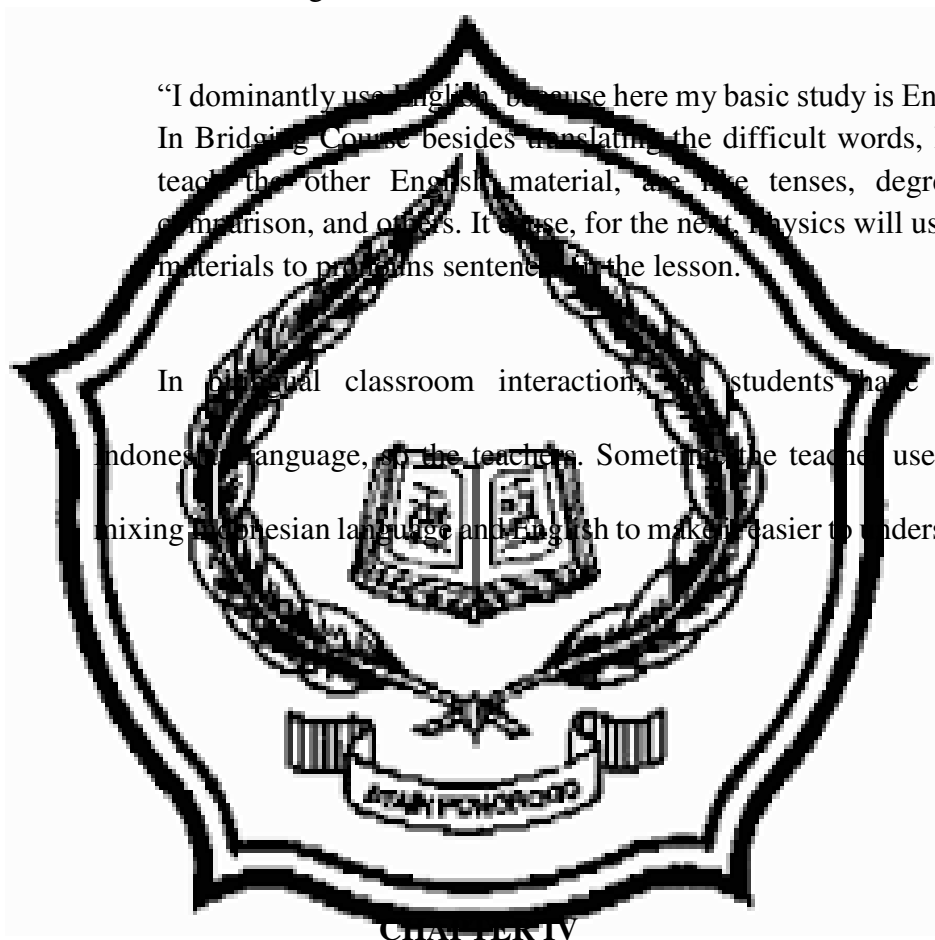
In bilingual classroom all the lesson use more than one language. Therefore not only English teacher but also another teacher tries to make communication with both languages in learning process. It is like state by Mrs. Novi Arianti as follow:

“I often use it. Although my basic study not in English but I try to use both languages, even though not as much as Mrs. Tarisa uses it.”

Not only teacher that has basic study in English but also the other is like Mrs. Novi as Physics teacher. But in bridging course the English dominant use English as Mrs. Tarisa state:

“I dominantly use English because here my basic study is English. In Bridging Course besides translating the difficult words, I also teach the other English material, like tenses, degree of comparison, and others. It case, for the next Physics will use this materials to programs sentence in the lesson.

In original classroom interaction, all students have basic Indonesian language, so the teachers. Sometimes the teacher use code mixing Indonesian language and English to make easier to understand.



CHAPTER IV

DISCUSSION

In this chapter, the researcher going to present the result of research of code mixing; after identifying the Indonesian – English code mixing used by bilingual teachers in classroom interaction in SMPN 2 Ponorogo.

Further, the researcher scrutinizes data. The researcher only chooses the data which belong to Indonesian – English code mixing. Before analyzing the data, it is necessary to reaffirm that not all the data will be analyzed. The data which will be taken into account are those frequently used by bilingual teachers, and the data presented bellow are arranged according to kinds of their classification.

A. The Analysis Data of the Form of Code Mixing Used by Bilingual Teachers in Classroom Interaction

As having been mentioned above, Suwito decide form of code mixing into six classifications; they are the insertion of words, phrases, word reduplications, hybrid form, and clauses. The sub-classified as code mixing are written italic and underlined.

1. Insertion of word.

One of code mixing comes into being by inserting English words into Indonesian utterances. Sometimes it happens when Indonesian utterances contain different words from the other language especially English. Then, the researcher classifies the insertion of word into seven groups; they are; the insertion of noun, adjective, verb, adverb, conjunction, interjection, and preposition.

a. Noun

In this research ⁶⁶ researcher finds out some English noun inserted in bilingual teacher's utterances. There are 16 bilingual teacher's utterances that insertion of noun. They are as follow:

- 1) Atau kayak kita main drama oke.

The word 'drama' belongs to noun as a single word of English since it has meaning and can be used on its own. It's constructed by one morpheme. Drama has meaning as, play for theatre, radio or television.

- 2) Kalau kita nanti semuanya dikasih tutorial otomatis kan waktunya habis

The word 'tutorial' belongs to noun as a single word of English since it has meaning and can be used on its own. It's constructed by two morphemes. Tutor is free morpheme and '-ial' is bound morpheme. Tutorial has meaning as giving example of specific theme for a small group of students.

- 3) Saya cuma kasih dua atau tiga group aja yang mau saya kasih.

The word 'group' belongs to noun as a single word of English since it has meaning and can be used on its own. It's constructed by two morphemes. Group is free morpheme and 's' is bound morpheme. Groups have meaning as number of people that are located, gathered, or classed together.

- 4) Jadi Rifky kamu tugasnya pantomime

The word 'pantomime' belongs to noun as a single word of English since it has meaning and can be used on its own. It's constructed by one morpheme. Pantomime has meaning as a

theatrical entertainment which performers to express meaning through gestures.

- 5) Kamu buat joke nggak pa pa.....

The word 'joke' belongs to noun as a single word of English since it has meaning and can be used on its own. It's constructed by one morpheme. Joke has meaning as something that be said or done to make people laugh.

- 6) Face misalnya Daya langsung dia ndani gitu...

The word 'face' belongs to noun as a single word of English since it has meaning and can be used on its own. It's constructed by one morpheme. Face has meaning as front part of body in head.

- 7) Slide empat bagian kotak-kotak dua.

The word 'slide' belongs to noun as a single word of English since it has meaning and can be used on its own. It's constructed by one morpheme. Slide has meaning as display of project on screen.

- 8) Karaoke real kha-kha bisa ngomong.

The word 'real' belongs to noun as a single word of English since it has meaning and can be used on its own. It's constructed by one morpheme. Real has meaning as actually existing as a thing or occurring in fact it means not imaged or supposed.

9) Saya asih clue....

The word 'clue' belongs to noun as a single word of English since it has meaning and can be used on its own. It's constructed by one morpheme. Clue has meaning as instruction to solve a question.

10) Dia butuh namanya screen

The word 'screen' belongs to noun as a single word of English since it has meaning and can be used on its own. It's constructed by one morpheme. Screen has meaning as flat surface which you see picture or information.

11) Dia butuh namanya focus.

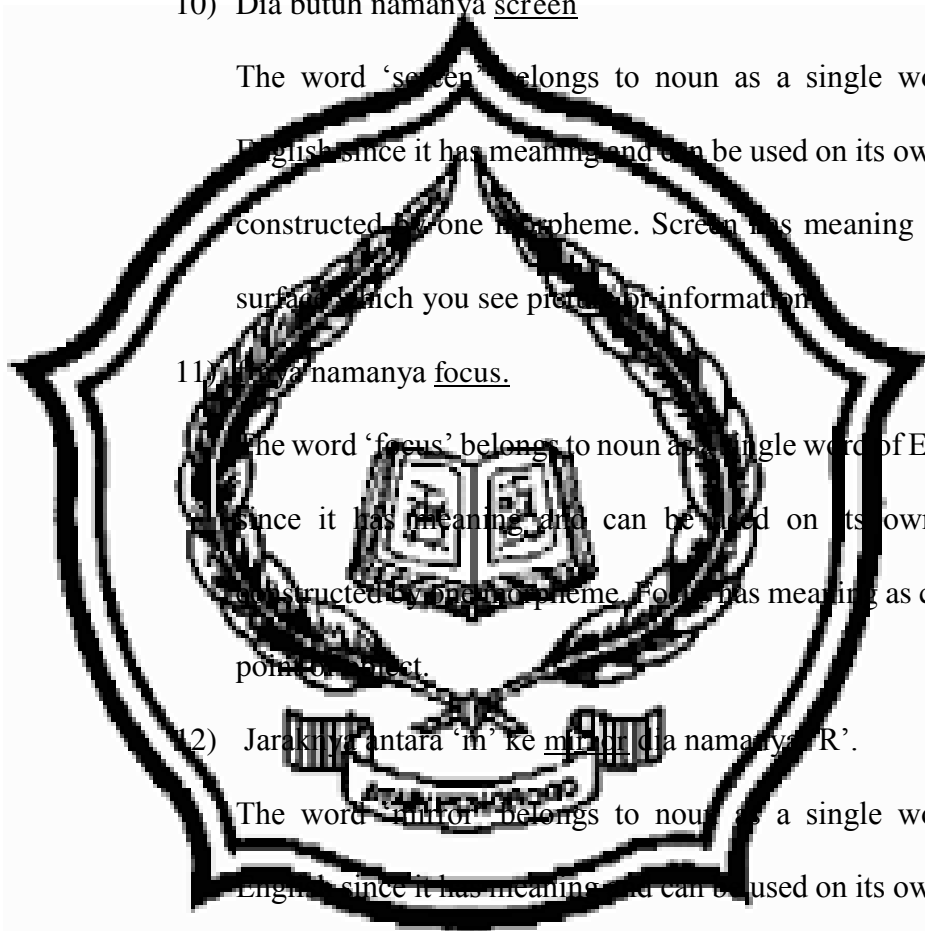
The word 'focus' belongs to noun as a single word of English since it has meaning and can be used on its own. It's constructed by one morpheme. Focus has meaning as central point of object.

12) Jaraknya antara 'm' ke mirror dia namanya 'R'.

The word 'mirror' belongs to noun as a single word of English since it has meaning and can be used on its own. It's constructed by one morpheme. Mirror has meaning as piece of glass that you can look in and see yourself.

13) Untuk lebih jelasnya kita lihat video ini.

The word 'video' belongs to noun as a single word of English since it has meaning and can be used on its own. It's



constructed by one morpheme. Video has meaning as type of magnetic tape used for recording moving pictures and sound.

14) Tempatnya image di sini.

The word 'image' belongs to noun as a single word of English since it has meaning and can be used on its own. It's constructed by one morpheme. Image has meaning as representation of the external form of person or thing.

15) Sorry, jarak object ke cermin.

The word 'object' belongs to noun as a single word of English since it has meaning and can be used on its own. It's constructed by one morpheme. Object has meaning as thing that can be seen or touched but is relative.

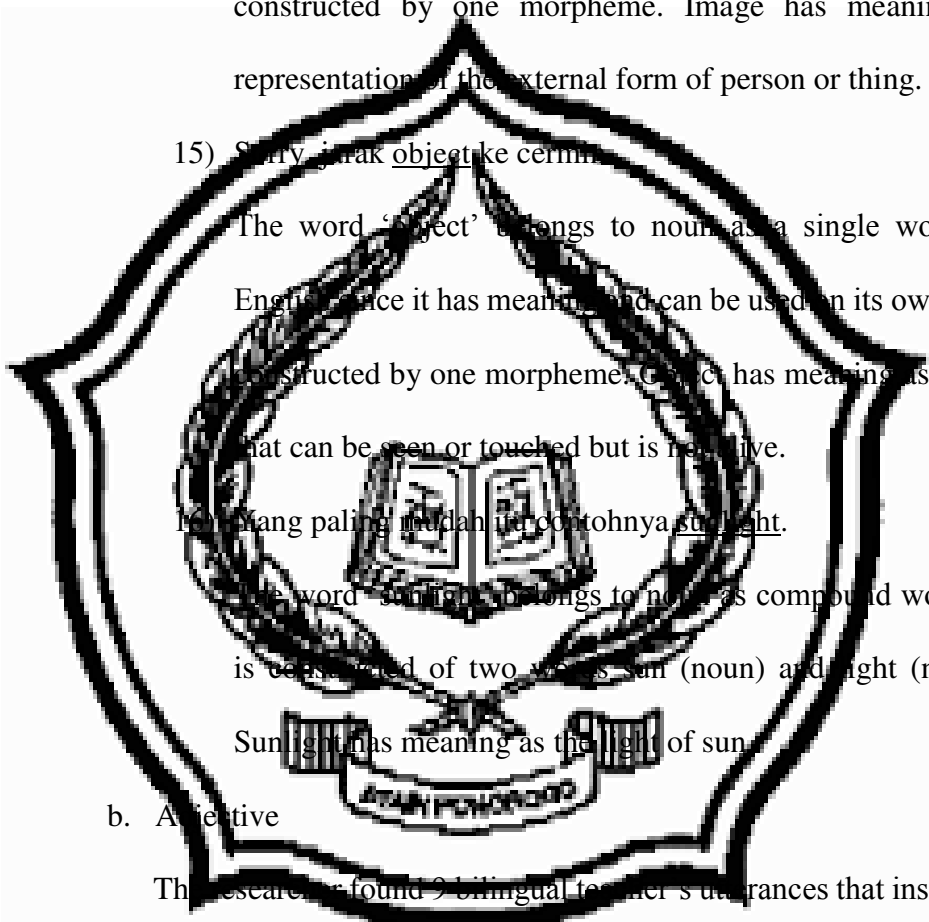
16) Yang paling mudah dia contohnya sunlight.

The word 'sunlight' belongs to noun as compound word. It is constructed of two words, sun (noun) and light (noun). Sunlight has meaning as the light of sun.

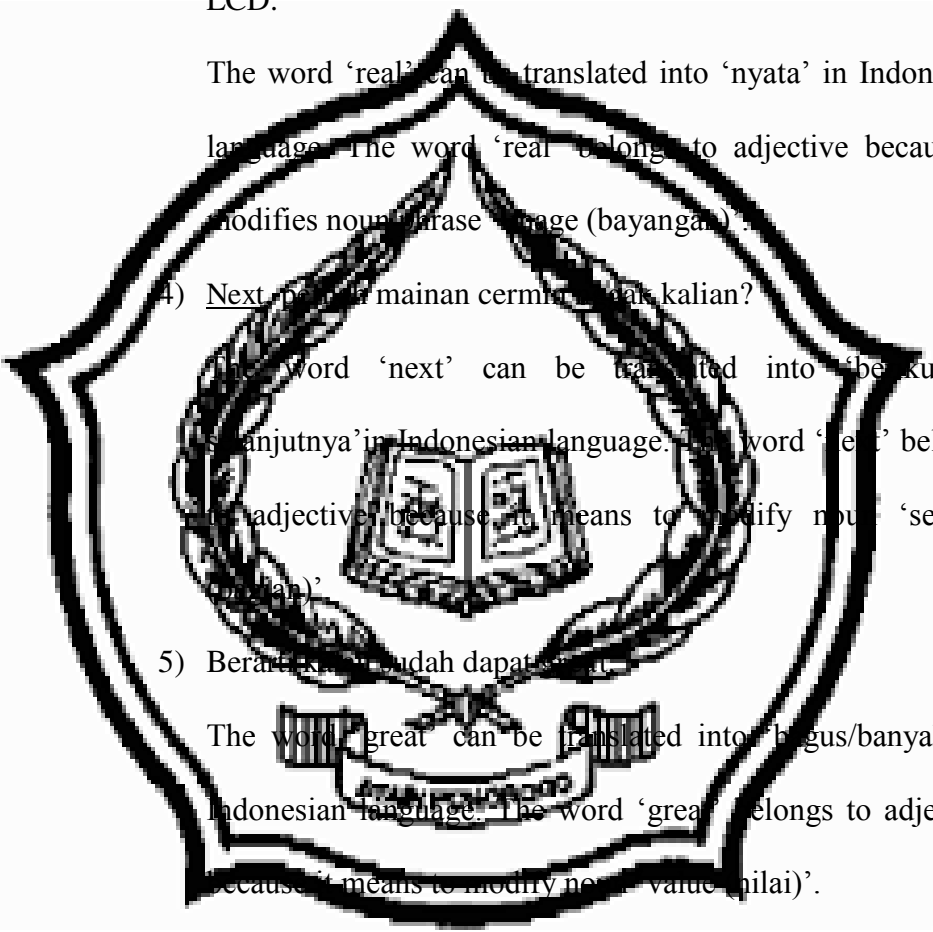
b. Adjective

The researcher found 9 bilingual teacher's utterances that insertion of adjective as follows:

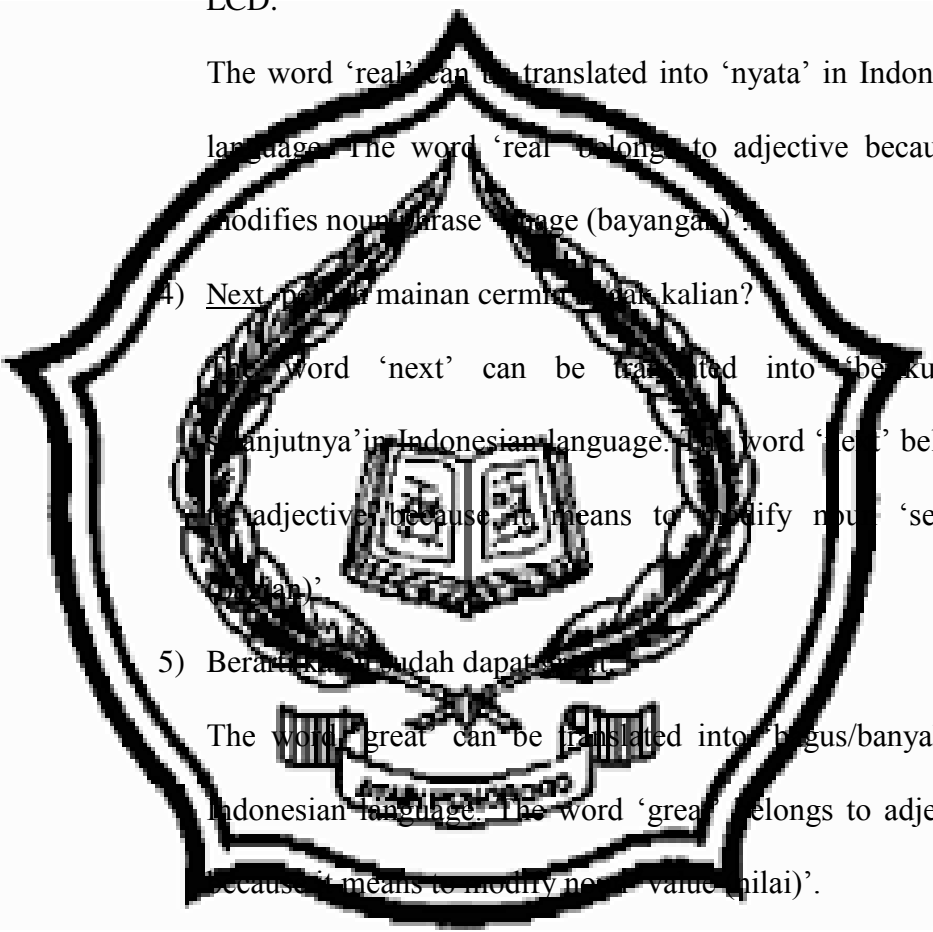
1) Virtual tadi apa artinya?

The word 'virtual' can be translated into 'maya' in Indonesian language. The word 'virtual' belongs to adjective because it means to modify noun of 'image (bayangan)'.


- 2) Tadi kalau concave itu cekung.

The word 'concave' can be translated into 'cekung' in Indonesian language. The word 'concave' belongs to adjective because it means to modify noun of 'mirror (cermin)'.


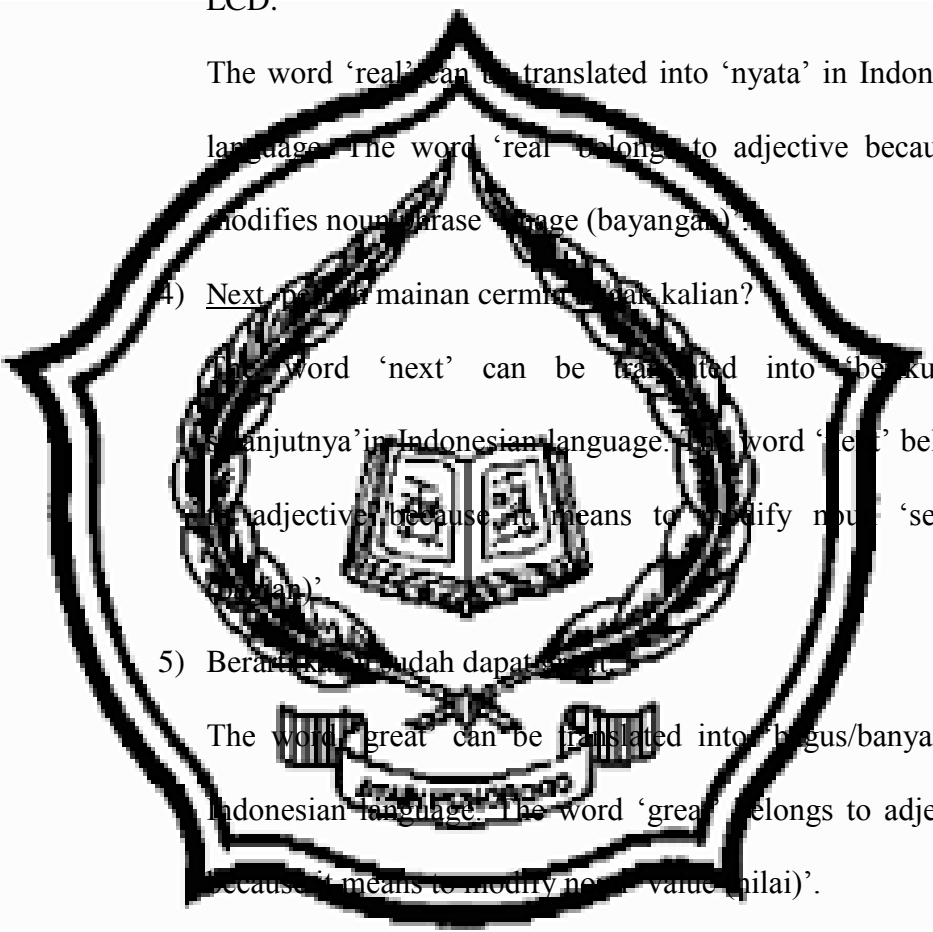
- 3) Banyangan real itu contohnya banyangan yang dihasilkan oleh LCD.

The word 'real' can be translated into 'nyata' in Indonesian language. The word 'real' belongs to adjective because it modifies noun phrase 'image (bayangan)'.


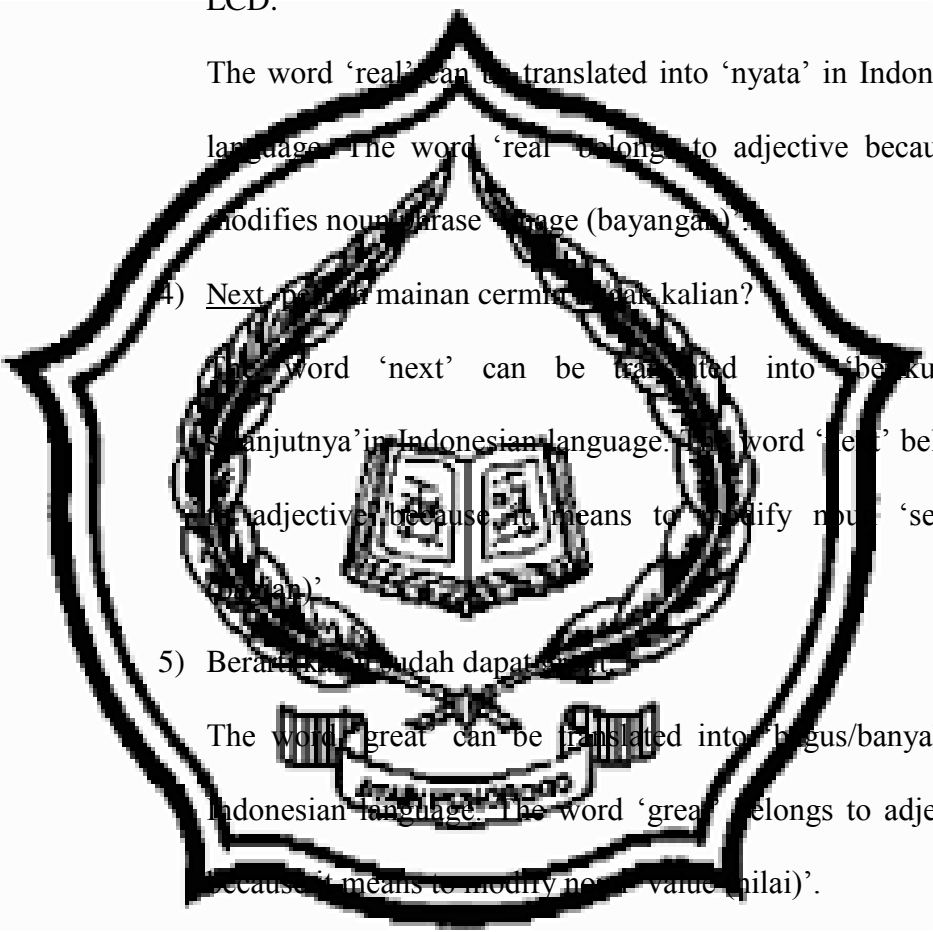
- 4) Next pada mainan cermin dekat kalian?

The word 'next' can be translated into 'selanjutnya/ selanjutnya' in Indonesian language. The word 'next' belongs to adjective because it means to modify noun 'section (bagian)'.

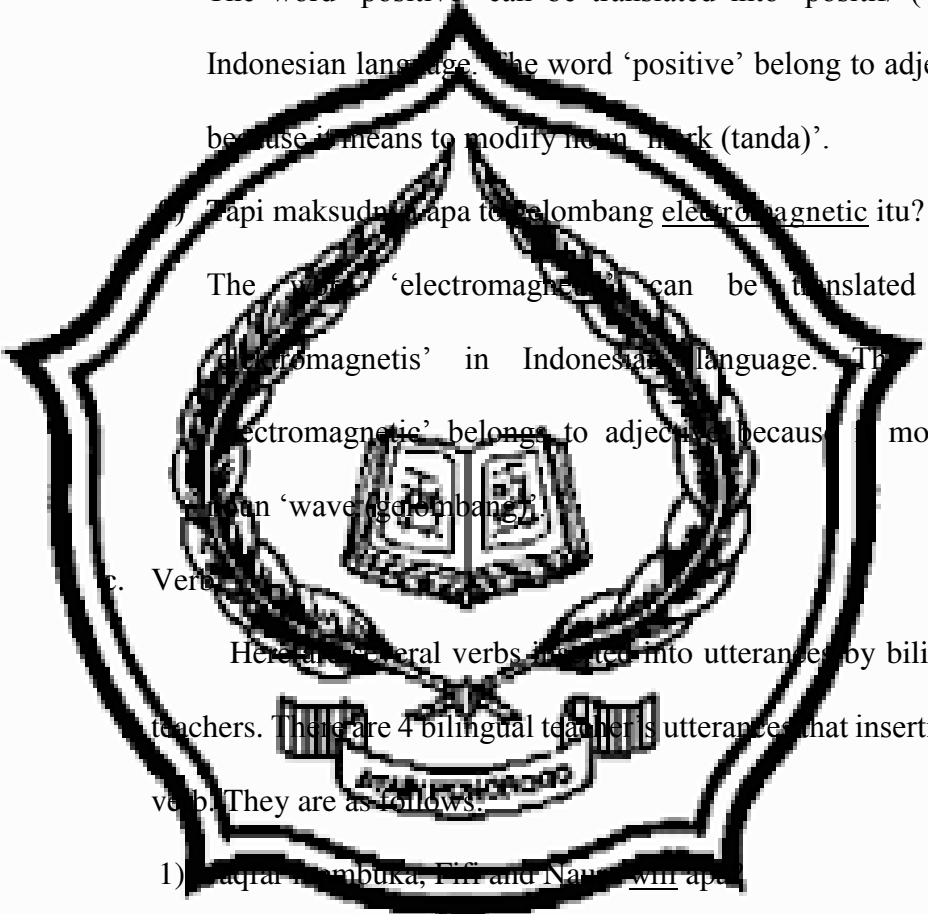

- 5) Berapa kali sudah dapat great?

The word 'great' can be translated into 'bagus/banyak' in Indonesian language. The word 'great' belongs to adjective because it means to modify noun 'value (nilai)'.


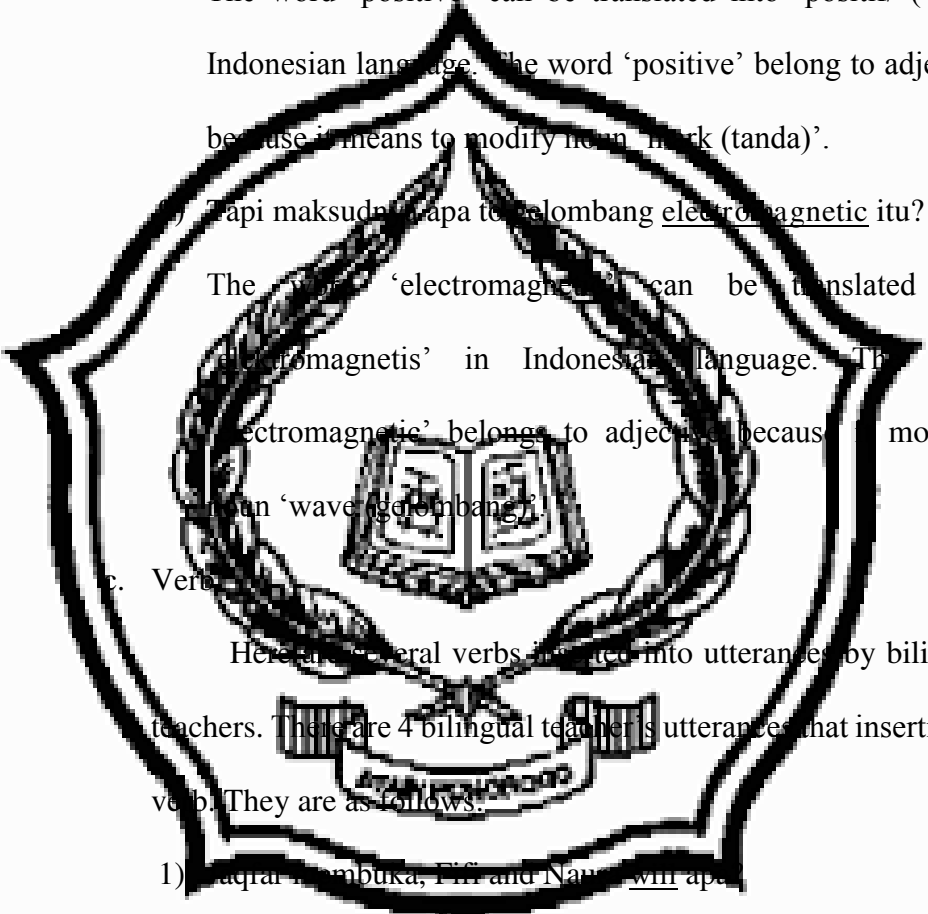
- 6) Sorry, jarak object ke cermin

The word 'sorry' can be translated into 'maaf/menyesal' in Indonesian language. The word 'sorry' belongs to adjective because it means to modify noun 'words mistake (kesalahan kata)'.


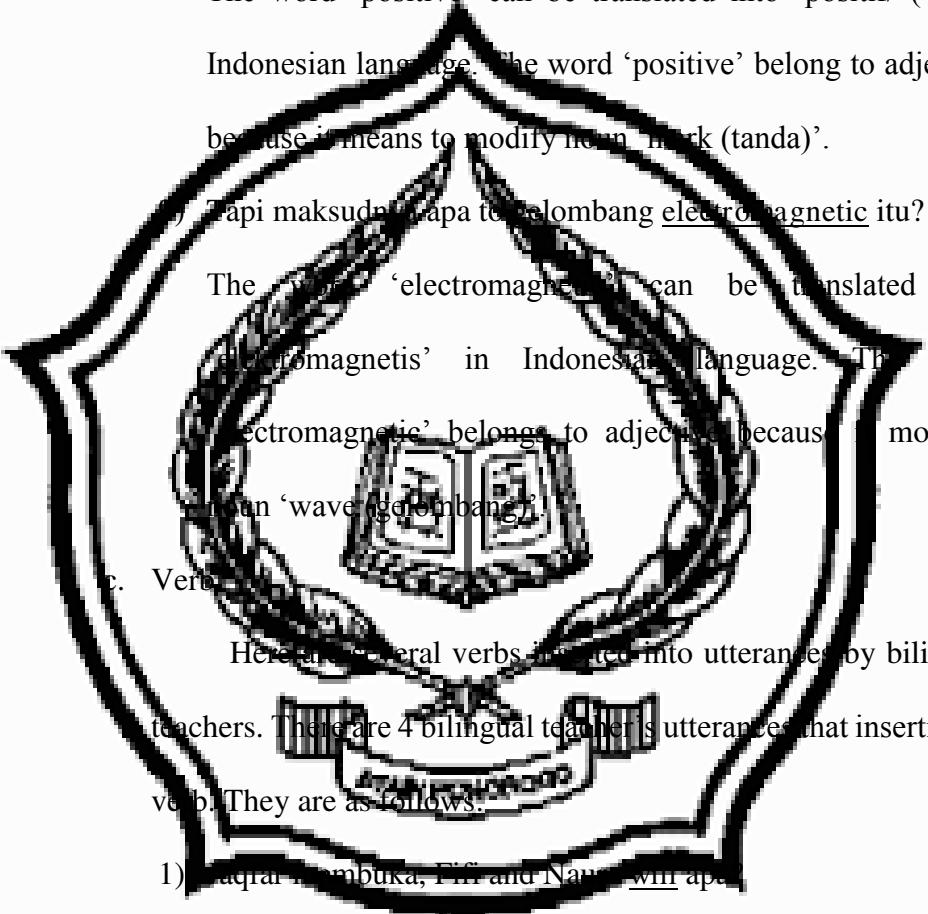
- 7) Kalau dia negative berarti dia cembung.

The word 'negative' can be translated into 'negatif/ (-)' in Indonesian language. The word 'negative' belong to adjective because it means to modify noun 'mark (tanda)'.


- 8) Kalau 'So'nya di depan berarti positive.

The word 'positive' can be translated into 'positif/ (+)' in Indonesian language. The word 'positive' belong to adjective because it means to modify noun 'mark (tanda)'.


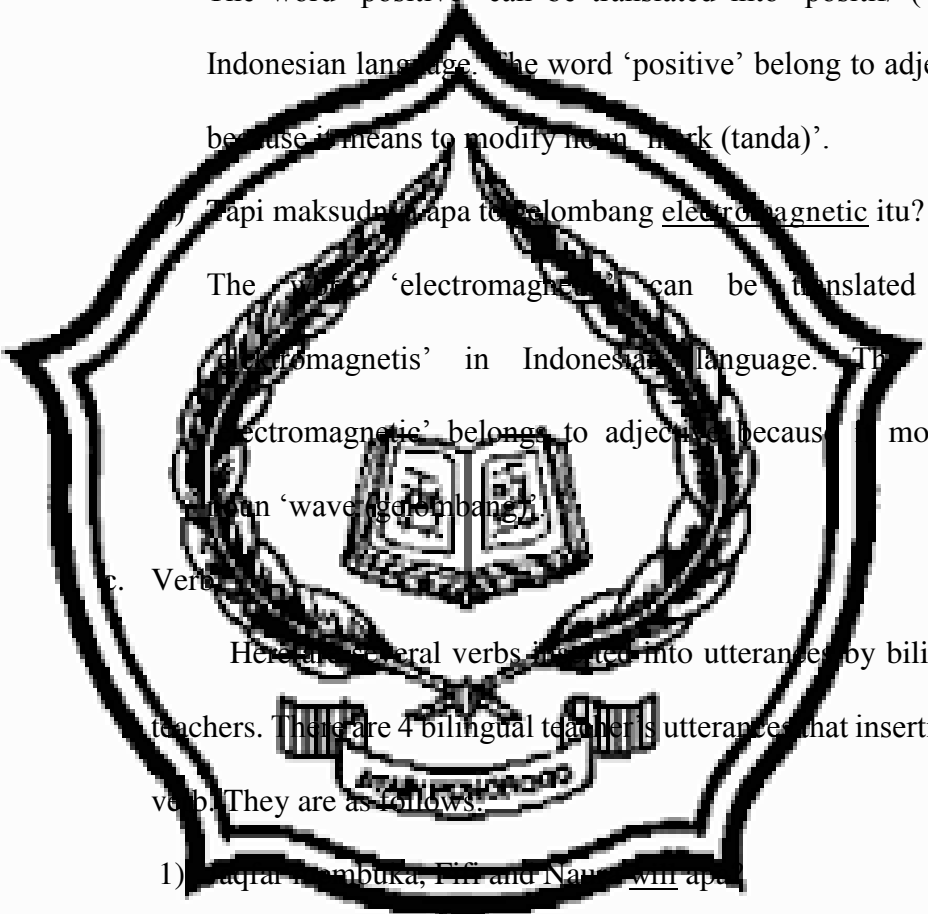
- 9) Tapi maksudnya apa itu gelombang electromagnetic itu?

The word 'electromagnetic' can be translated into 'elektromagnetis' in Indonesian language. The word 'electromagnetic' belongs to adjective because it modifies noun 'wave (gelombang)'.


c. Verbs

Here are several verbs inserted into utterances by bilingual teachers. There are 4 bilingual teacher's utterances that insertion of verb. They are as follows.

- 1) Maqra' akan membuka, Fifi and Naura will apa...

The word 'will' can be translated into 'akan' in Indonesian language. It is verb because it expresses an action by the subject. The verb 'will' is indicated as auxiliary verb because is known as modal auxiliary.


- 2) Jadi nanti Naura yang ngomong atau speaking.

The word 'speaking' can be translated into 'berbicara' in Indonesian language. It is verb because it expresses an action by the subject. The verb 'speaking' is indicated as main verb that constructed by two morpheme. Speak is free morpheme and '-ing' is suffix of bound morpheme.

- 3) Naura stated dengan kata-kata dan Fifi mempraktekkan.

The word 'stated' can be translated into 'menyatakan/mengatakan' in Indonesian language. It is verb because it expresses an action of the subject. The verb 'stated' is indicated as main verb that constructed by two morphemes. State is free morpheme and '-ed' is suffix of bound morpheme.

- 4) Kata kata propagates digaris bawah

The word 'propagates' can be translated into 'menyebar' in Indonesian language. It is verb because it expresses an action by the subject. The verb 'propagates' is indicated as main verb that constructed by two morphemes. Propagate is free morpheme and '-s' is suffix of bound morpheme

- d. Adverb

The researcher found 2 bilingual teacher's utterances that inserting of adverb as follows:

- 1) Then Rifqi langsung bermain musik.

The word 'then' can be translated into 'kemudian' in Indonesian language. The word 'then' belongs to adverb because it is indicated as adverb of time to modify verb.

2) Pakai ini 'Hi' over 'Ho'.

The word 'over' can be translated into 'lebih' in Indonesian language. The word 'over' belong to adverb because it is indicated as adverb of degree.

e. Conjunction

The researcher found 2 insertion of conjunction in bilingual teacher's differences as follows:

1) Jika membuka, Fifi and Naura w... apa?

The word 'and' is a conjunction since it joins between two subjects. The first subject is Fifi and the second subject is Naura. Actually, it consists of two clauses, the first clause is 'Fifi will appear' and the second clause is 'Naura will appear?'. Both of them are joined with conjunction 'and' to make a simple clause.

2) So arung dan kata magnification of object adalah?

The word 'so' is a conjunction since it refers to make relation one notion to another. Here, the word 'so' has meaning to show the purpose of something.

f. Interjection

These are 2 utterances of the insertion of interjection by bilingual teachers:

- 1) No, jadi saya acak aja.

The word 'no' is an interjection since it expresses the speaker's dissent. The word 'no' has meaning as giving a negative replay or statement.

- 2) Okay, di situ ada kata-kata virtual.

The word 'okay' is an interjection since it expresses the speaker's assent. The word 'okay' has meaning as showing an agreement.

g. Preposition

How one bilingual teacher of bilingual teachers which insert of preposition in

- 1) Jarak antara cermin into 'm/dipantarkan 'B

The word 'into' is a preposition since it shows to connect one thing to another thing. The word 'into' is constructed by two preposition words. The first is 'in' and the second is 'to'. The word 'into' has meaning as showing movement into something.

2. Insertion of Phrases

The insertions of phrases mean adding English phrases into Indonesian utterances. According to Stern there are five kinds of phrases. They are noun phrase, adjective phrase, verb phrase, adverb phrase, and preposition phrase.

a. Noun Phrase

The researcher found 11 bilingual teacher's utterances that insertion of noun phrase. Here the insertion of noun phrase:

- 1) Saya mau buat first group aja buat contoh.

The word 'first group' is noun phrase. Because it contains two words, 'first' is adjective as modifier and 'group' is noun as head.

- 2) Okey, ya mau kasih contoh untuk procedure text yang berkaitan dengan tutorial ya?

The word 'procedure text' is noun phrase. Because it contains two words, 'procedure' is noun as modifier and 'text' is noun as head.

- 3) Bisa membuat nya five minutes.

The word 'five minutes' is noun phrase. Because it contains two words, 'five' is determiner as modifier and 'minutes' is noun as head.

- 4) Yang slide two, di situ ada incidence angel.

The word 'slide two' and 'incident angel' are noun phrases. Because they contain two words, 'two' and 'incident' are number and noun as modifier and the word 'slide' and 'angel' are nouns as head.

- 5) Di situ ada kata-kata focal point apa itu?

The word 'focal point' is noun phrase. Because it contains two words, 'focal' is an adjective as modifier and 'point' is noun as head.

- 6) So artinya dari kata magnification of object adalah?

The word 'magnification of object' is noun phrase. Because it contains three words, 'magnification' and 'of' is noun and preposition as modifier and 'object' is noun as head.

- 7) The last slide disini ada bagian yang 'n=' ya?!

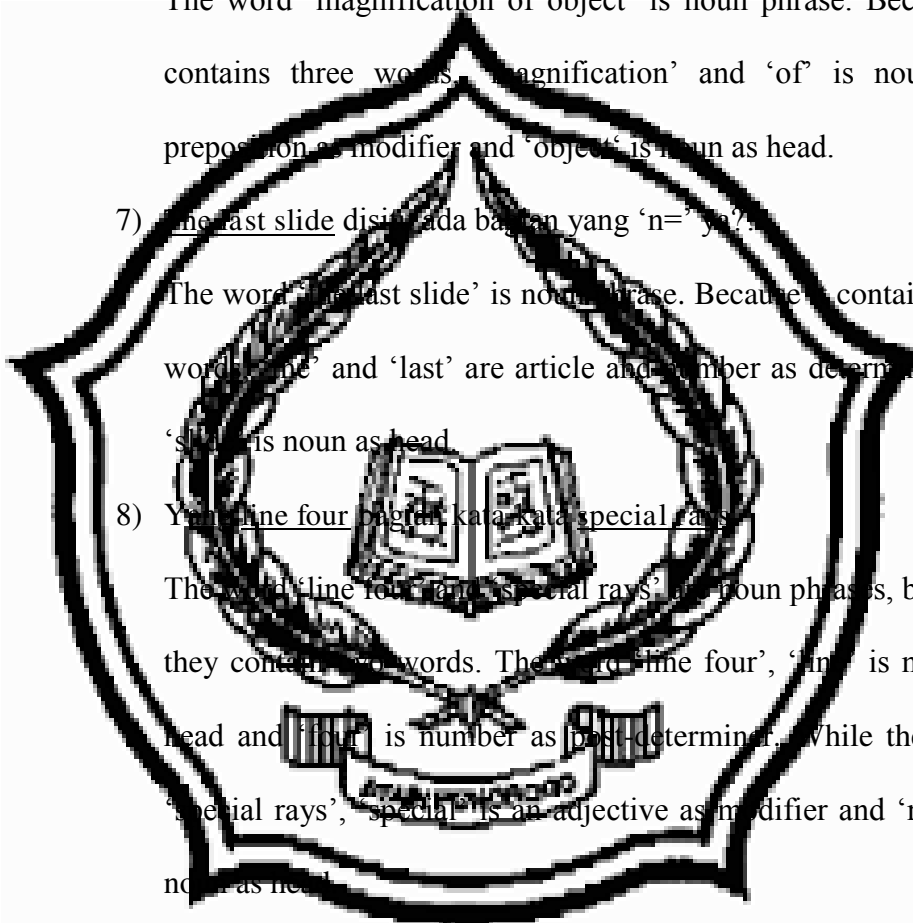
The word 'the last slide' is noun phrase. Because it contain three words, 'the' and 'last' are article and number as determiner and 'slide' is noun as head.

- 8) Yang line four bagian kata-kata special rays

The word 'line four' and 'special rays' is noun phrases, because they contain two words. The word 'line four', 'line' is noun as head and 'four' is number as post-determiner. While the word 'special rays', 'special' is an adjective as modifier and 'rays' is noun as head.

- 9) Berarti the light of flame cahayanya dari lilin ini merambat lurus melalui lubang.

The word 'the light of flame' is noun phrase, because it contains four words. The word 'the' is an article, 'light' is noun, and 'of' is preposition as modifier and 'flame' is noun as head.



10) Sejar sama central axis

The word 'central axis' is noun phrase. Because it contain two words, 'central' is adjective as modifier and 'axis' is noun as head.

11) Ini ada benda concave mirror

The word 'concave mirror' is noun phrase. Because it contains two words, 'concave' is an adjective as modifier and 'mirror' is noun as head.

b. Adjective phrase

Here, the only one bilingual teacher's utterance that insertion of adjective phrase:

1) Ada kata-kata reflection in concave na itu?

The word 'reflection in concave' is noun phrase. Because it contain three words, 'reflection' is noun and 'in' is preposition as modifier and 'concave' is adjective as head.

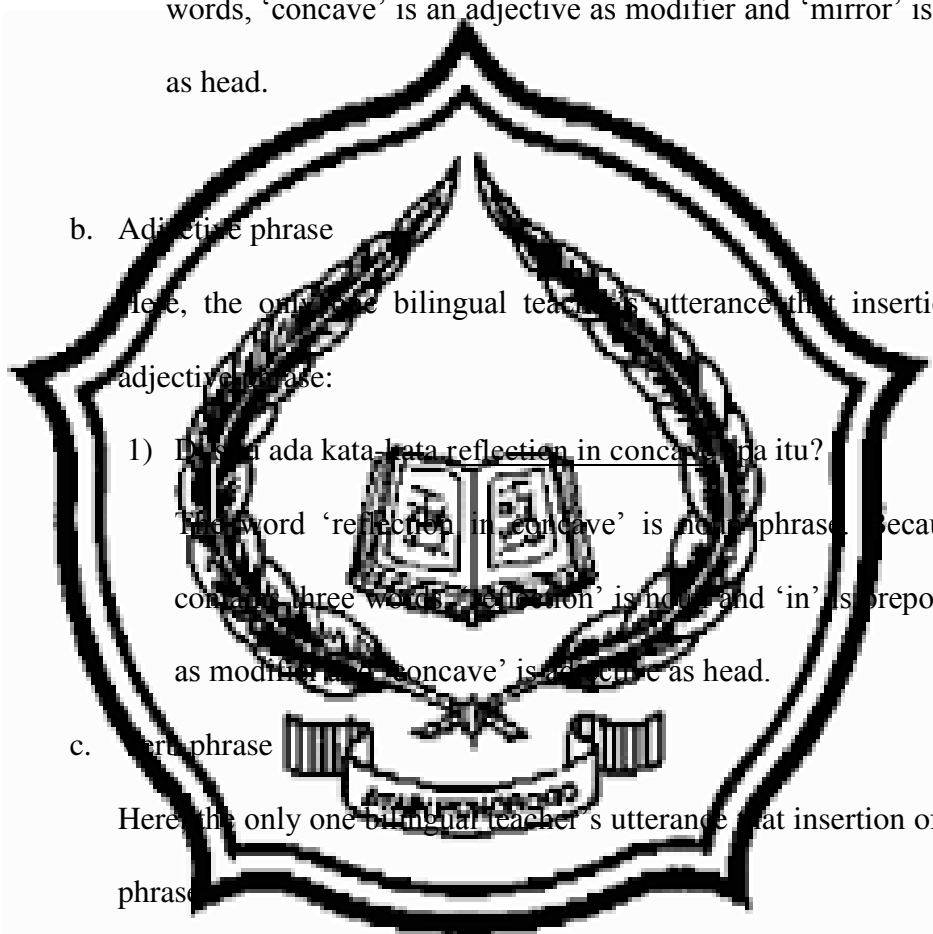
c. Verb phrase

Here, the only one bilingual teacher's utterance that insertion of verb phrase:

1) Kalau can be refracted?

The word 'can be refracted' is verb phrase. Because it contains three words, 'can' is auxiliary and 'be' is linking verb as modifier and 'refracted' is past participle as head.

d. Adverb phrase



Here, two bilingual teacher's utterances that insertion of adverb phrase:

- 1) Judulnya hari ini kita akan mengenal about light reflection.

The word 'about light reflection' is adverb phrase. Because it consists of three words, 'light' is noun, 'reflection' is noun as modifier and 'about' is adverb as head,

- 2) More than one beran dan diperbesar

The word 'more than one' is adverb phrase. Because it consist of three words, 'one' is number and 'than' is adverb as modifier and 'more' is adverb as head.

e. Prepositional phrase

In this research, the insertion of prepositional phrase is not found.

The researcher found the other insertion of phrase outside of theory above. They are gerund phrase and infinitive phrase. Gerund phrase and infinitive phrase

The verb in a gerund phrase is reduced to participial form. All participial form may function as gerunds except the -ed past participle, the most common form however, is the -ing present participle.¹¹¹ While infinitive phrase, the verb is reduced to infinitive form. The subject may be implied or found elsewhere in the sentence, often in preceding prepositional phrase. Here the bilingual teacher' utterance:

¹¹¹ Marcella frank, Modern English: A Practical Reference Guide....., 314.

- 1) Ketika kita praktek misalnya making something or to do something.

The word ‘making something or to do something’ is consist of two phrases. ‘making something’ is gerund phrase, because it consist two word, ‘making’ is gerund as head and ‘something’ is noun as modifier. While ‘or to do something’ is infinitive phrase, because there is to infinitive word there.

3. Insertion of hybrid

Hybrid is another type of Indonesian – English code mixing that occurs in this research. This type is formed from two components, they are Indonesian affixes and English word. This kind of hybrid must contain English and Indonesian elements in order to form transformational word. Here the insertion of hybrid by bilingual teachers:

- 1) Masakan step-stepnya dan langkah-langkahnya kok pro bun.....?!

In the utterance above, ‘step-stepnya’ is a form of hybrid, because the word ‘-nya’ is Indonesian suffix and the ‘step’ is a noun. The combination of English and Indonesian different parts of language ‘step-stepnya’ can be translated as ‘its steps’.

- 1) So, Jaqfar nanti yang openingnya.

In the utterances above, ‘openingnya’ is a form of hybrid, because the word ‘-nya’ is Indonesian suffix and the ‘opening’ is a verb. The combination of English and Indonesian different parts of language ‘openingnya’ can be translated as ‘opening of section’.

- 2) Jadi nantikan karena bridging coursanya kita akan kasih contoh.

In the utterances above, ‘bridging coursanya’ is a form of hybrid, because the word ‘-nya’ is Indonesian suffix and the ‘bridging course’ is an idiom. The combination of English and Indonesian different parts of language ‘bridging coursanya’ can be translated as ‘opening section before going to the next basic material in bilingual classroom learning process’.

- 3) Kalau incident raynya datang paralel.

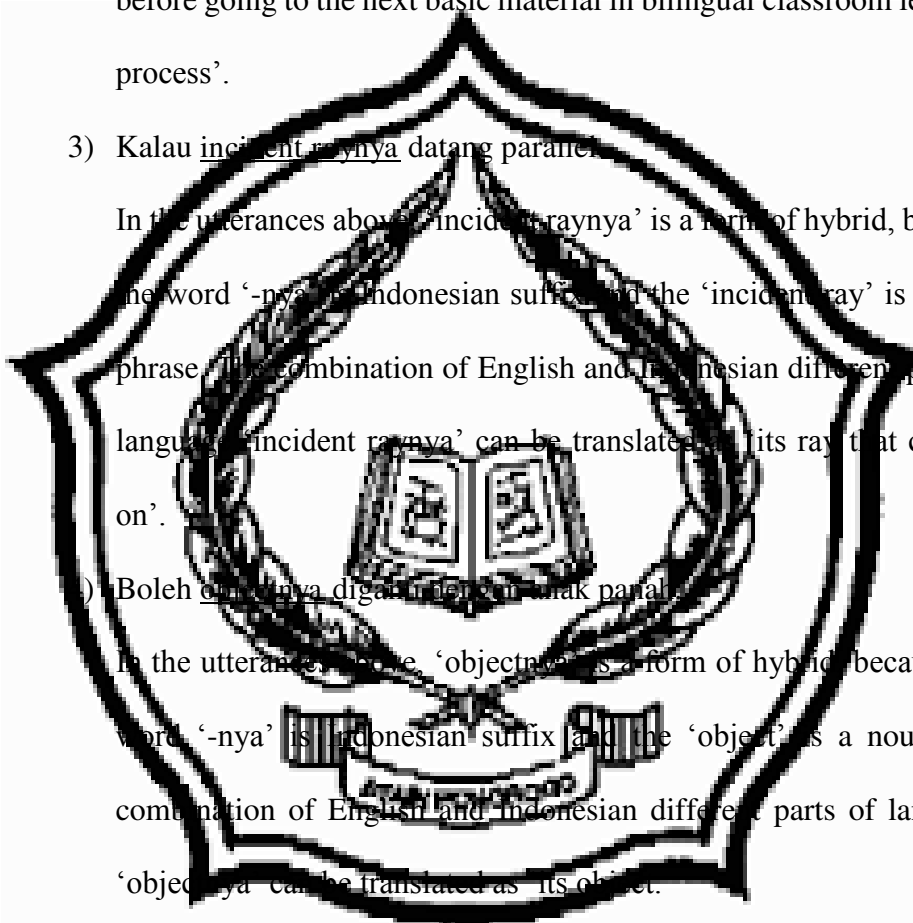
In the utterances above, ‘incident raynya’ is a form of hybrid, because the word ‘-nya’ is Indonesian suffix and the ‘incident ray’ is a noun phrase. The combination of English and Indonesian different parts of language ‘incident raynya’ can be translated as ‘its ray that coming on’.

- 4) Boleh dia objeknya digambarin di papan tulis.

In the utterances above, ‘objeknya’ is a form of hybrid because the word ‘-nya’ is Indonesian suffix and the ‘object’ is a noun. The combination of English and Indonesian different parts of language ‘objeknya’ can be translated as ‘its object’.

- 5) Dikasih keterangan imajenya.

In the utterances above, ‘imajenya’ is a form of hybrid, because the word ‘-nya’ is Indonesian suffix and the ‘image’ is a noun. The combination of English and Indonesian different parts of language ‘imajenya’ can be translated as ‘its image’.



- 6) Okey, lebih jelasnya lihat dulu videonya.

In the utterances above, 'videonya' is a form of hybrid, because the word '-nya' is Indonesian suffix and the 'video' is a adjective. The combination of English and Indonesian different parts of language 'videonya' can be translated as 'its video'.

- 7) Berarti minusnya ngak usah dihitung.

In the utterances above, 'minusnya' is a form of hybrid, because the word '-nya' is Indonesian suffix and the 'minus' is a adjective. The combination of English and Indonesian different parts of language 'minusnya' can be translated as 'its minus of number'.

4. Insertion of word reduplication

In this research the reduplication is the repeating of word. The researcher only found one form. It is:

- 1) Masakan step-stepnya dan langkah-langkahnya kok porsu bun...?!

The reduplication of 'step-stepnya' consists of noun-noun and Indonesian suffix. The reduplication of word used to show the plural form of noun 'step'.

5. Insertion of idiom

In this research, idiom can be said that a phrase that has different meaning from the origin words. They are as follows:

- 1) Misalnya kita praktker kayak di youtube gitu.

Here 'youtube' consist of the words 'you (kamu)' + 'tube (pipa)'.

'youtube' is being translated in the whole into 'sebuah situs internet

untuk berbagi video' in Indonesian language. It is defined as idiom because the meaning of the combine words is different from each origin word.

- 2) Masak kamu gak tahu make up itu kaya apa.

Here 'make up' consist of the word 'make (membuat) + 'up (di atas)'. 'make up' is being translated in the whole into 'merias wajah' in Indonesian language. It is defined as idiom because the meaning of the combine words is different from each origin word.

- 3) Oke, sambarannya handout dibalik.

Here 'handout' consist of the word 'hand (tangan) + 'out (di luar)'. 'handout' is being translated in the whole into 'lebaran kertas yang berisi materi' in Indonesian language. It is defined as idiom because the meaning of the combine words is different from each origin word.

6. Insertion of clause

Here some insertions of clauses were found by researcher:

- 1) Jadi untuk hari ini, I would like to you to apa ya....? To practi

The words 'I would like to you to' is an independent clause, because it can stand alone as a sentence which there is subject and predicate.

- 2) Kasih kesempatan to show of your friends, okey?!

The word 'to show of your friends' is a dependent clause, because it doesn't have subject to become a sentence.

- 3) Rifky, you will be a like seperti bermain pantomime.

The word 'you will be a like' is an independent clause because it can stand alone as a sentence which the is subject and predicate.

- 4) Kalau misalnya nih I will give you the example from cutting your hair.

The word 'I will give you the example from cutting your hair' is an independent clause because it can stand alone as a sentence which there is subject and predicate.

- 5) Kamu busi joke nggak papa yang penting I need you to make step by step and then what will you do.

The word 'I need you to make step by step and then what will you do,' is an independent clause because it can stand alone as a sentence which there is subject and predicate.

- 6) This kind of procedure dalam buku yang mana

The word 'this is kind of procedure' is an independent clause because it can stand alone as a sentence which there is subject and predicate as a complete thought of statement.

- 7) Kita ambil lihat-limat matanya lisika and then try to find the difficult words.

The word 'and then try to find the difficult words,' is a dependent clause, because it doesn't have subject to become a sentence. It begins with conjunction.

- 8) Nanti saya akan kasih tahu how to pronounces and artinya apa?

The word ‘how to pronounce₂’ is a dependent clause, because it doesn’t have subject to become a sentence.

- 9) So any question about procedure text atau yang berkaitan dengan fisika tadi?

The word ‘So any question about procedure text₂’ is a independent clause, because it can stand alone as a sentence.

- 10) Contohnya I give clue saya kasih clue

The word ‘I give clue’ is an independent clause because it can stand alone as a sentence which there is subject and predicate as a complete thought of statement

- 11) Ini cermin datar, ini cermin datar, it’s depend on angle between two mirrors

The word ‘it’s depend on angle between two mirrors₂’ is an independent clause because it can stand alone as a sentence which there is subject and predicate as a complete thought of statement

- 12) Kalau sudah ketemu tiga titik, there is image

The word ‘there is image’ is an independent clause because it can stand alone as a sentence which there is subject and predicate as a complete thought of statement.

B. The Analysis Data of the Purpose of Code Mixing Used by Bilingual Teachers in Classroom Interaction

Based on the result of the purpose in previous chapter and related the theories that underlying, the researcher can take the result of the reasons of using code mixing used by bilingual teachers in classroom interaction.

The result of interview revealed that the researcher could get the result of the purpose using code mixing by bilingual teachers. Where the bilingual teachers always use code mixing in their classroom interaction, it caused some purposes. They use code mixing to make students easier to understand the difficult words in material that related Ohoiwautun statement that they need being informative. So, they describe the difficult words in Indonesian languages. This is same with Holmes statement; it was motivated by lexical need.

The other purpose is the bilingual teachers must use more than one language in learning process, because it can look by the bilingual predicate in the school. So, the bilingual teachers used code mixing to asserting status, pride, and power, same with the statement of Holmes. And they also want to appear their educational status related to Ohoiwautun said.

In the other case, the bilingual teachers use code mixing is to highlight the important material. There are many strange words in the material. Its purposes is same with Holmes statement, "Being more informative".

Beside that, sometime the teachers used code mixing to make the other situation. Because, almost students fell depress in learning Physics,

so they make joke to change more relax and enjoyable. It's relevant with Holmes statement that to making joke.

CHAPTER V

CLOSING

A. Conclusion

According to the finding and discussion of the data taken from bilingual teacher's utterance and review in classroom interaction, some conclusions are made as follows:

1. The form of code mixing used by bilingual teachers are:
 - a. There are 4 bilingual teacher's utterances that insertion of word, they are as follows: 6 bilingual teacher's utterances that insertion of noun, 4 bilingual teacher's utterances that insertion of adjective, 4 bilingual teacher's utterances that insertion of verb, 2 bilingual teacher's utterances that inserting of adverb, 2 bilingual teacher's utterances that insertion of conjunction, 2 bilingual teacher's utterances that insertion of interjection, and one bilingual teacher's utterances that insert of preposition
 - b. There are 16 bilingual teacher's utterances insertions of phrase, they are as follows: 11 bilingual teacher's utterances that insertion of noun phrase, one bilingual teacher's utterance that insertion of adjective

phrase, one bilingual teacher's utterance that insertion of verb phrase, 2 bilingual teacher's utterances that insertion of adverb phrase, the insertion of prepositional phrase is not found, but the researcher found the other insertion of phrase, they are gerund phrase and infinitive phrase.

c. There are 18 bilingual teacher's utterances that insertion of hybrids.

d. Only one bilingual teacher's utterances that insertion of word reduplication.

e. There are 7 bilingual teacher's utterances that insertion of idiom.

f. There are 12 bilingual teacher's utterances that insertion of clause.

2. In term of the purpose of code mixing used by bilingual teachers in classroom interaction are to show their need feeling, to give by logical need, to asserting their status, pride and power on their educational status, in order to being more informative, and the last to making joke.

B. Recommendation

Based on the result of study from this research, some recommendations enclosed as follows.

1. The school

The school has to give a large opportunity to teachers to develop their creativity in strategy, method, and approach in learning process in bilingual classroom interaction. Beside that, the school should make

bilingual classroom in all level of formal class, in order to have a good quality in foreign language application.

2. The teachers

To the all teachers, especially bilingual teachers are expected to be able to make language attractively in bilingual classroom interaction, in order to make students understand and enjoyable in learning process. With using the good grammatical and structure in mixing language, students will easy to caught the material in meaning and knowledge that given by teachers.

3. The readers

The reader is suggested to study further scientific research, because this study does not involve all aspect of code mixing. It is hoped that the future researchers can provide all aspect of code mixing in the other point of view, especially for students in English Department of the Islamic State Collage (STAIN) Ponorogo. Then suggestion to every reader related to the use of code mixing, people should use it as appropriate, because language is flexible since they can adapt the new situation.