

**CODE SWITCHING AND CODE MIXING USED BY TEACHER IN THE ENGLISH
LEARNING PROCESS IN CLASS 11 SMKN 1 BADEGAN PONOROGO**

THESIS



By

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JULY 2022

ABSTRACT

SOLEKAH, SITI HANI FATUS. 2022. *Code Switching and Code Mixing Used by Teacher in the English Learning Process in Class 11 SMKN 1 Badegan.* Thesis, English Education Departements, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorgo. Advisor Ahmad Nadhif, M.Pd.

Key Word: Code Switching And Code Mixing In Learning Process.

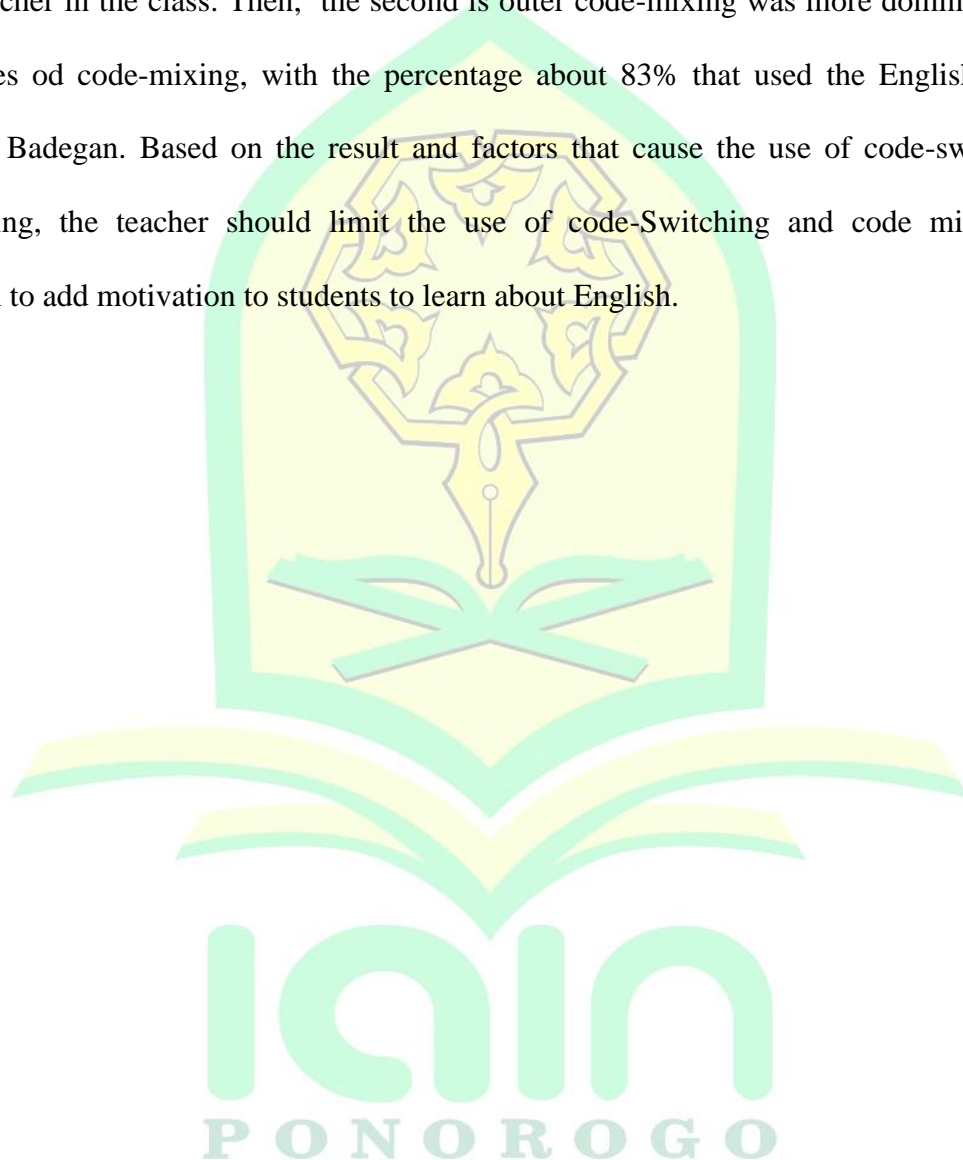
Code Switching involves the alternate use of two language or linguistic varieties within the same utterance or during the same conversation, In the case of bilinguals speaking to each other, switching can consist of changing language: in that of monolinguals or shift style. Code Mixing is the mixing of fragments of words, phrases, and clauses of one language in another language used.

The purpose of this research was to know the types of code-switching and code-mixing made by the teacher and also the teacher factors that cause code switching and code mixing in the class 11 TKJ SMKN 1 Badegan. The aim of this research is to describe the form of code-switching and code-mixing in the English Learning Process. This Research applied the descriptive qualitative method. To collect the data the researcher used observation to find the types and interviews to find the factors, technique analysis of the data through observation is table analysis.

The result of the research showed that the English teacher did the process of code-switching and code-mixing. The phenomena of code-switching more dominated by 55% therefore the code-mixing just 45% that happened in the classroom. With each type of tag code-switching was 36%, intra-sentential code-switching was 56%, and inter-sentential code-switching was just 8% whereas in the types of code mixing, inner code-mixing was 17%, and outer code-mixing 83%. Secondly, from the result of data analysis obtained from the interview, the factor causing the teacher to use code-switching and code-mixing is because students understand the material if the

teacher explains using code switching and code mixing in the use of their language. In addition, situational factors such as limited changes in vocabulary and topics sometimes make teachers forced to switch and mix languages. As well as, different skills in mastering English.

From the result above it can be concluded that, this shows that Intra-Sentential code-switching was more dominant than other types of code-switching or Intra-Sentential more used by the teacher in the class. Then, the second is outer code-mixing was more dominated in each other types of code-mixing, with the percentage about 83% that used the English teacher at SMKN 1 Badegan. Based on the result and factors that cause the use of code-switching and code-mixing, the teacher should limit the use of code-switching and code mixing in the classroom to add motivation to students to learn about English.



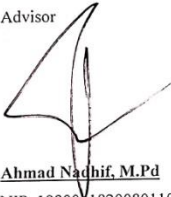
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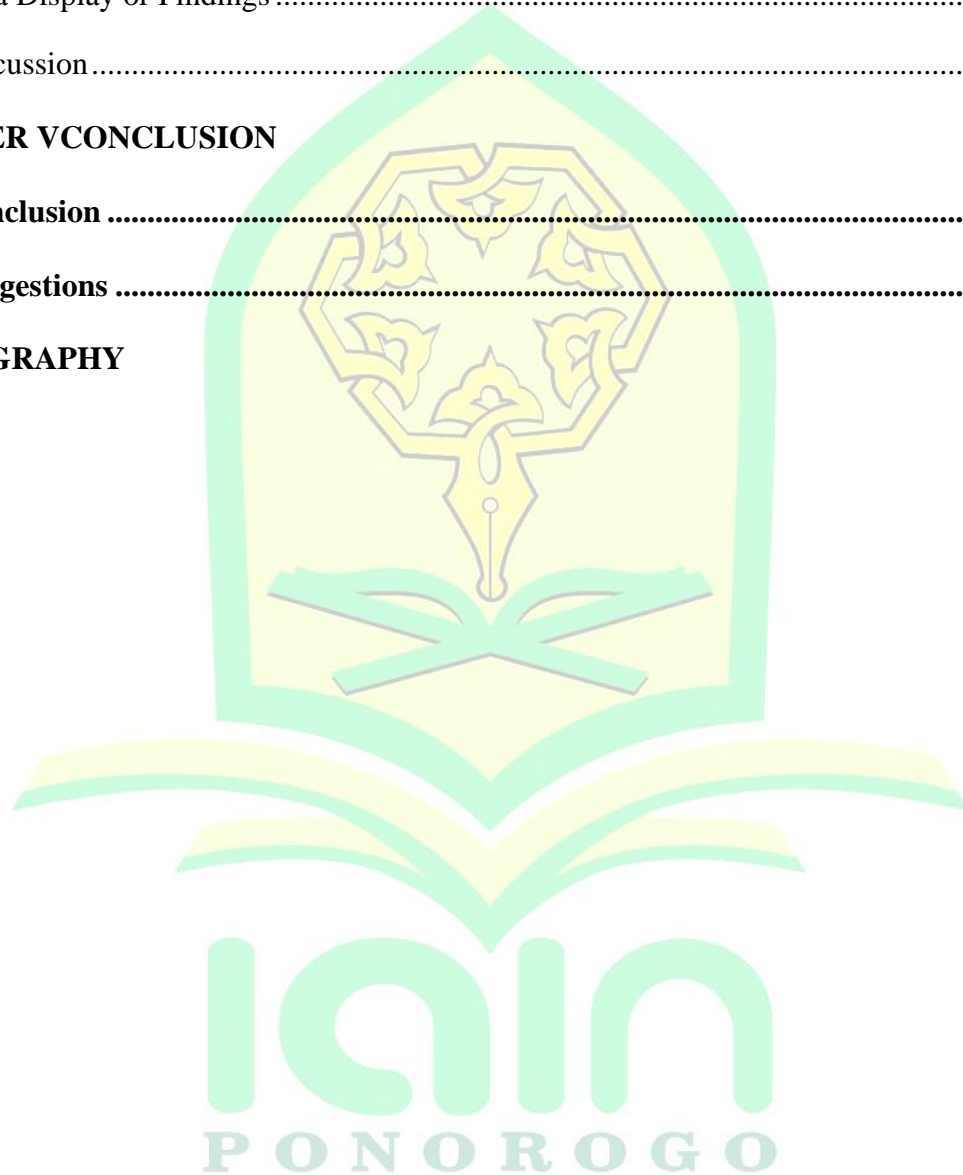
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CHAPTER 1

INTRODUCTION

A. BACKGROUND OF THE STUDY

English is the first foreign language to be included in the list of education curriculum in Indonesia. In Indonesia, English has been chosen as the first foreign language in the school curriculum.¹ This is for a simple reason Britain plays an important role in the international world. Our government hopes to become a functioning vehicle for acquiring science and technology. Thus, Indonesian people will become intelligent and skilled human beings who are ready to face development both nationally and internationally². In a country like Indonesia, the fact that switching from one language to another is accepted as normal. Code switching or code mixing is a common phenomenon among bilingual or multilingual communities. English is an international language that people often switch between without indecision, and frequently without a second opinion.

Indonesia, which is a country with a very high level of linguistic mutualism, means that in their daily life they can mix and match the languages used to interact.³ Almost all Indonesian citizens like to switch from English to Indonesian or Indonesia into English. In Indonesia bilingualism and multilingualism are commonplace.

Of course this also applies in the teaching and learning process in schools. Especially some teachers who are the main regulators in the learning process that allow the use of languages interchangeably or there is code mixing and code mixing in the English learning process. In learning activities, many students and teachers also use two

¹ Salmawati, "An Analysis of Code Switching and Code Mixing in Teaching English Process at SMAN 5 Pinrang" (Thesis, State Islamic Institute, 2020), p.1.

² Ramelan, *Introduction to Linguistic Analysis*, (Semarang: IKIP Semarang Press, 1992) p.2.

³ Salmawati, *Op.Cit*, p.2

languages. to communicate or mix two languages in one sentence while interacting during learning.

Code switching and code mixing are popular phenomena in our lives, many people, especially students, teachers, executives change English and Indonesian words, phrases, clauses, or sentences in their speech.⁴Then the meaning of the code is a language or variety of languages.⁵So, it can be said that people use language as a code to explain their ideas to make it easier to understand.

In the other hands, code-switching is different from code-mixing. The two codes have different concepts. Code-switching is the mixing of words, phrases and sentences from different grammars (cross-sentence subsystems). Code-switching refers to the use of two or more languages in the same conversation. Code mixing is the use of different linguistic elements such as words, phrases and clauses in the same sentence.⁶Speakers of more than one language are known for their ability to code-switch their language during communication. This occurs when bilinguals replace words or phrases from one language with words or phrases from another language.⁷For example of Code Switching, “Selamat pagi semua”, switch into English Language “Good morning all”.Example for code mixing “Aku hari ini terlihat good looking, atau tidak ?”.

The status of English as a foreign language which of course is not practiced in everyday life, makes some code mixing and changes occur during learning activities.Code mixing and code switching, have the function in teaching english, to help student with lack vocabulary. Because in teaching new languages and foreign languages, it is necessary to have regular pronunciation and use of time in everyday life, not only at school.Given the limitations that exist when learning English.

⁴Ibid, p.2

⁵Ronald Wardhaugh, *An Introduction to Sociolinguistics*, pp.86-87.

⁶DR Mabule, “What is This? Is It Code Switching, Code Mixing or Language Alternating ?”, *Journal of Educational and Social Research*, 1 (January, 2015), P.2.

⁷Elizabeth Marasigan, *Code Switching and Code Mixing in Multilingual Societies* (Singapore:University of Singapore for the SEAMO Center for Religious Languages, 1983), p.7.

English is not the language of instruction they often use. In addition to formal situations such as at school, Indonesian also has Indonesian as a unified language to use, which is why Indonesians become bilingual and even multilingual when in the process of teaching English it happens when the language changes from English to the mother tongue of teachers and students.⁸ Broughton states that a foreigner learns English to express ideas rather than emotions: for emotional expression he has a mother tongue. It is a useful general rule that intensive words and items are of secondary importance to foreign learners, which is exactly what happens.⁹ Therefore, foreign languages are considered to have the same position as subjects in school as well as homework and several tests to meet test scores. Which of course can result in not being optimal in learning English.

Code mixing and code switching are often used in the English learning process at SMKN 1 Badegan to make it easier for students to learn events even though they are learning English. In addition, because it is not the mother tongue that is often used in everyday life. The purpose of using code switching and code mixing is to make it easier for students to capture learning material in class. This is also due to the lack of vocabulary mastery and the limited time to study at school.¹⁰ Many students also think that it is just a subject which is of course the same as other subjects, only studied during school activities. This is one of the causes of code switching and code mixing in learning activities in Class 11 SMKN 1 Badegan Ponorogo.

In addition, based on the results of direct observations made by researchers on February 25 2022, while teaching English in the classroom, teachers at SMKN 1 Badegan implemented learning materials according to the majors in SMKN 1 Badegan. The

⁸Nur Sapna Harahap, "An Analysis of Code Switching Used by Teacher In Teaching English Of 12th Grade At SMAN 1 Tulang Bawang Tengah In Academic Year Of 2019/2020," (Thesis, State Islamic University Of Raden Intan, Lampung, 2020), p.5.

⁹Geoffery Broughton, et.Al. *Teaching English as Foreign Language* (2nd Ed) (New York, Routledge, 1980), p.8.

¹⁰Budi. English Teacher at SMKN 1 Badegan, *Interview*, on January 24,²⁰²², Unpublished.

teacher gradually introduces how important English will be used in the industrial world. This aims to equip students when entering the world of work later, because the basis of school is to prepare students to be ready to work after graduating from school. This program is still rare in any Vocational High School. Because Vocational High School is more about work preparation according to their respective majors. It also contains elements of using bilingualism, namely English as the target language and Indonesian as the mother tongue which helps students to gain understanding.

Based on the statement above, the researcher realizes that the existence of the mother tongue cannot be separated from English as the target language studied, this causes code switching and code mixing. The researcher considers whether the practice of code mixing and code switching carried out by teachers and students is beneficial or not in the classroom. Therefore, based on the above background, the researcher conducted a study on **“CODE SWITCHING AND CODE MIXING USED BY TEACHER IN THE ENGLISH LEARNING PROCESS IN CLASS 11 SMKN 1 BADEGAN”**

B. LIMITATION OF THE STUDY

This research is focused on several problems identified as follows:

1. The subject of this research is the English teacher of Class XI SMKN 1 Badegan Academic Year 2021/2022.
2. To limit this research problem, the researcher analyzes the reasons for the occurrence of code switching and code mixing of teacher and students in the teaching and learning process of English. The researcher looks at issues such as the types of code switching, functions, and languages involved in the code switching process carried out by teachers

C. RESEARCH PROBLEMS

1. What types of code switching and code mixing that used by teachers in the process of learning English in 11th grade of SMKN 1 BADEGAN?
2. What factors that cause the use of code switching and code mixing in the English learning process in 11th grade of SMKN 1 BADEGAN?

D. RESEARCH OBJECTIVES

The research has the following purpose :

1. To explain the types of code switching and code mixing that made by teacher in the English learning process.
2. To explain the factors causing the process of code switching and code mixing in the process of learning English.

E. SIGNIFICANCE OF THE STUDY

1. Theory

This research gives information to readers about the practice of code switching and code mixing used by teachers during English Learning Process.

2. Practical

For teachers this research is expected to add insight to teachers about the types and functions of code switching in the classroom so that after knowing this the teacher considers and tries to reduce code mixing and code switching in learning English.

For students this research is expected to be useful for students to add insight in improving vocabulary mastery in learning English.

F. ORGANIZATION OF THE STUDY

The writer organizes the process of this research report systematically. This thesis covers five chapters in which the organization of the thesis. They are:

1. Chapter I (Introduction)

Introduction is a general description of the thesis. The first chapter consists of background study, limitations and statements of the problem, objectives, significance of the study, and organization of the study.

2. Chapter II (Literature Review)

The second chapter consists of is the review of the literature. Consisting several explanations based on the title and it concludes the explanation of Sociolinguistics, Bilingualism and Multilingualism, Code, Dode-Mixing, Code-Switching, Types of Code-Mixing and Types of Code Switching.

3. Chapter III (Research Methodology)

The third chapter is a research methodology. This chapter Covering these: research design, researchers role, research setting, data source, data collection technique, data analysis technique, checking validity.

4. Chapter IV (Research Result)

The fourth chapter is research findings. This chapter consists of the research location, data description, data analysis and interpretation and discussion.

5. Chapter V (Closing)

The last chapter involves conclusion and suggestion. This chapter, the writer will conclude and give the suggestion based on her research

CHAPTER II

LITERATUR RIVIEW

Literature review discusses several definitions and theories that are used as references in research, the literature review discuss bilingualism and multilingualism, code, code mixing and code switching. Then, there is a previous study, in which discuss related previous studies that have previously conducted research in the same field.

A. THEORITICAL REVIEW

This sub-chapter discuss several research-related issues, namely bilingualism and multilingualism, code, and code mixing-code switching.

1. Bilingualism and Multilingualism

The majority of people as speakers usually use more than one code (Language) or create more than one code and need a selected code every time they choose to talk to another person.¹¹ The phenomenon of having more than one code (language) is called bilingualism or multilingualism.

To clarify the terms bilingualism or multilingualism according to Spolsky is a bilingual as 'a person who has some functional ability in both languages' and can vary from limited ability in one or more domains, to very strong of both languages.¹² According to Bloomfield, bilingualism is a situation where a speaker can use two languages at once. In other words, because members of a bilingual community differ in their capacity to master the language used in the community, they must be able to establish the conditions under which they can communicate effectively. This condition causes them to code switching and code mixing. Meanwhile, according to Myers-Scotton, bilingualism is the use of two or more languages that are sufficient for limited casual

¹¹Wardhaugh, R ., *An Introduction to Sociolinguistics* (Oxford: Basil Blackwell, 2006), p.101.

¹²Spolsky, B., *Sociolinguistics* (New York: Oxford University Press, 1998), p.45.

conversation.¹³ To clarify the terms bilingual or multilingual, Spolsky defines a bilingual as "a person who has some functional ability in both "languages" and may vary from limited ability in one or more domains, to very strong direction of both languages.¹⁴

According to Bloomfield, bilingualism is a state of being where a speaker can speak two languages. Likewise, People start to be bilingual when they are fluent in one language and can produce meaningful utterances in the language.¹⁵ There are three reasons why someone becomes bilingual, namely membership, education, and administration.

Multilingualism is society has several languages. We know that the growth of language, from monolingual, then bilingual, and finally to multilingual. This happens due to several factors, modern developments in communication technology, globalization, and developmental education make the needs of the language community change, and modern times indirectly have a contribution to change the language of society.

Sridhar said, "Multilingualism involves balance, like direction and all languages in the repertoire are rather sparse". Typically, multilinguals have a variety of different repertoire directions. Differences in competence in various languages may range from the direction of some lexical items, formulaic expressions such as greetings, and basic conversational skills to excellent direction of grammar and vocabulary and specific lists and styles.¹⁶In other words, because members of a bilingual community differ in their ability to master the language used in the community, they must be able to set the conditions under which they can communicate effectively. This condition makes them do code switching and code mixing.

2. Code

¹³Myers-scotton, C., *Multi voices : An Introduction to Bilingualism*, (Malden MA : Blackwell publisher, 2006), p.44.

¹⁴Spolsky, B., *Sociolinguistics* (New York: Oxford University Press, 1989), p.45.

¹⁵Romanie, S., *Bilingualism (second edition)*, (Oxford, UK. : basil Blackwell Ltd, 1995), p.3.

¹⁶Sridhar, *English in Indian bilingualism* (New Delhi : Manohar, 1989), p.50.

Code is a structural system in which the application of its elements has distinctive characteristics according to the background of the speaker, the relationship between the speaker and the speech partner and the existing situation.¹⁷ Thus, it can be said that actually in a code there are several language elements such as sentences, words, morphemes, and also phonemes whose use is controlled by a kind of general limitation in the form of factors outside the language or non-linguistic factors. Usually, the code is in the form of language variants that are actually used in communicating and interacting between people with one another.

The code is only a variant of that one language in a monolingual or monolingual society. As for bilingual and multilingual societies, the code can be much more complex than in monolingual societies. It is said to be more complex because in a multilingual society, there are indeed many kinds of linguistic codes or variations. Broadly speaking, it can be said that the code or language variant can be divided into three, namely dialect, speech level, and variety. Dialects can be distinguished based on geography, social, age, gender, ethnicity, and ethnicity. The speech level can be divided into respectful and disrespectful speech levels, while the variety can be divided into a variety of atmosphere, communication, and registers.¹⁸

3. Code Mixing

Code Mixing is the mixing of fragments of words, phrases, and clauses of one language in another language used. One language used in it is part of another language. A speaker, for example, in Indonesian slips a lot of his regional language, then the speaker can be said to have done code mixing. Code mixing events are motivated by the occurrence of code mixing events that occur without cause. In this code mixing, two or more codes are used together for no reason, and occurs in casual situations. In formal situations, code mixing also occurs, usually because there are no expressions that must be

¹⁷*Ibid*, p. 55.

¹⁸*Ibid*, p. 56.

used in the language that is being used.¹⁹ In Indonesian society, this case of code mixing is common. Usually in speaking Indonesian, it is mixed with elements of the regional language.

Code mixing occurs when a speaker who uses a language dominantly supports an utterance inserted with other language elements.²⁰ There are characteristics of code mixing that distinguish it from code switching.

- a. Code mixing depends on speech (language function), code mixing is not required by the situation and context of the conversation as happens in code switching.
- b. Code mixing occurs because of the casualness of the speaker and his habit of using language.
- c. Code mixing is common and is more common in informal situations.
- d. Code mixing is characterized by the scope under the clause at the highest level and the word at the lowest level.

Code mixing is another phenomenon closely related to code switching. Code mixing occurs without topic change and can involve multiple levels of language such as phonology, morphology, grammatical structure, or lexical items. Nababan states that, code mixing is a situation in another language when people mix two or more languages in an act of language or discourse without any intention in a language situation that requires mixing the language itself.²¹ Siregar stated that, code mixing is divided into two types, intra sentential mixing and extra sentential mixing. Myusken states that, there are three types of (a) Insertion, (b) Alternating, and (c) Congruent Lexicalization.²²

Ansar stated that code mixing occurs because of the reciprocal relationship between the role (speaker), the form of language and the function of the language. This

¹⁹Chaer, A., & Agustina, *Sociolinguistics: Early introduction* (Jakarta: Rhineka Cipta, 2006).

²⁰Hanifah Nabighah Kulthum, Uncle Rohmah Syamsudin, "Code Switching and Code Mixing In Efl Class At Homeschooling Khalifa" *English Language and Education Program at Indraprasta University PGRI* , 1(April-July 2021), p.28.

²¹Nababan, *PWJ Sociolinguistics*, (Jakarta: PT Gramedia Pustaka Utama. 1993).

²²Sugiantri. Y. "Code Switching and Code Mixing by The Government of Bali. Rhetoric", *Journal of Linguistics*, (Denpasar-Bali. Vol. 4 (2), 2018), p.107.

means that speakers who have certain social backgrounds tend to choose certain forms of code mixing to support certain functions.²³ There are two things that are the most behind the use of code mixing, namely the attitude background (attitudinal type) or non-linguistic and linguistic background (linguistic type). English is a foreign language that must be understood and mastered by the entire world community, including Indonesia. English is one of the languages that must be understood by students in Indonesia because English is the main subject in Indonesia. However, because in Indonesia English is not the mother tongue but is the first foreign language that must be mastered.

On the basis of these two types, the causes that encourage code mixing can be identified.

- a. Role identification: measures to identify roles are social, registral, and educational.
- b. Variety identification: this identification is determined by the language of a speaker when doing code mixing which will place him in the hierarchy of his social status.
- c. Desire to explain or interpret: this reason appears because code mixing also marks attitudes and relationships towards other people and other people's attitudes and relationships towards them.²⁴

Types of code mixing are divided into three main types:

1. Insertion (phrase)

An approach that departs from the notion of a new insertion to constraint in terms of the structural properties of some basic structure or matrix. Here the process of codemixing is understood as something borrowed. For example, where will you meet at noon?

²³Ansar, Fitrah Auliya, " Code Switching and Code Mixing in Teaching Learning Process", *English Education: Journal of Tadris English*, Vol.10, No.1, 2017, p.36-37.

²⁴*Ibid*, p. 140.

2. Substitution (clause)

Approaches that depart from alternation look at the constraints on mixing in terms of ability or language equivalence involved at the point of transition.

3. Congruent lexicalization (dialect)

The idea of congruent lexicalization underlies the study of shifting styles and dialect/standard variations rather than proper use of bilingual languages.

These three basic processes are constrained by different structural conditions and in different ways in certain bilingual settings. Overall, insertion, substitution, or congruent lexicalization has to do with the linguistic typology of the language involved. Based on the type of code mixing above, the code included in the language is in the form of pieces (words or phrases) and the code does not have a single language automatic function. Furthermore, one of these types or patterns will usually predominate, though not necessarily to the exclusion of the other patterns or types.

According to Jendra in Adi Nugroho, based on the origin of the absorption elements, code mixing can be divided into three types, namely inner code mixing (incoming code mixing), outer code mixing (exiting code mixing), and hybrid code mixing (mixing code mixing).²⁵

a. Inner Code Mixing

This type is code mixing that use elements elements of the original language or the original language in the code mixing event which is still related to the mixed language. For example :Some elements that are still related in Indonesian code mixing, such as Javanese, Sundanese and so on.

b. Outer Code Mixing

²⁵Adi Nugroho, Language and Art Faculty, Alih Kode dan Campur Kode Pada Komunikasi Guru-Siswa Di SMA Negeri 1 Wonosari Klaten, (Thesis, State University Yogyakarta, 2011), p.53

This type is code mixing that which using elements from foreign language in their code-mixing events. For example, an Indonesian speaker who in his communication insert elements from French English and etc. So the speaker has done outer code mixing

c. Hybrid Code Mixing

This type can accept any element in the code mixing event, either the original language element or the foreign language elements in the sentence or clause.

Jendra in Suandi said, "Code mixing is divided into several types, namely word, phrase and clause code mixing."²⁶The purpose of the above opinion is that code mixing found in a speech or writing can be in the form of words, phrases, and clauses. Based on some of the opinions above, it can be concluded that there are two types of Code Mixing, namely inner code mixing and outer code mixing. The two types of code mixing can be in the form of words, phrases, and clauses.

Factors causing code mixing

1. Limitation of code use

This factor occurs when speakers do not understand the equivalent of words, phrases, or clauses in the basic language they use. This limitation causes speakers to use other codes with the basic code in everyday code usage.

2. Use of more popular terms

In social life, there are certain vocabularies that are considered to have more popular equivalents.

3. The speaker and the speaker's personality.

The speaker sometimes deliberately mixes the code with certain aims and objectives, such as wanting to change the conversation situation, namely a formal

²⁶I Nengah Suandi, *Sosiolinguistik* (Yogyakarta: Graha Ilmu, 2014), p.141.

situation related to space and time, the speaker also sometimes mixes the code from one language to another because of habits and casualness.

4. Talking partners

Talking partners can be individuals or groups. With bilingual ability, the speaker first uses one language and then mixes the code using another language with his interlocutor who has the same background.

5. Place of residence and time of the discussion

6. Mode of speech

The mode of speech is the means used to speak.

7. Topics

Scientific topics use a formal variety, non-scientific topics are delivered freely and casually using a non-formal variety.

8. Functions and purposes

Language functions are expressions related to certain goals such as ordering, offering, announcing, scolding, and so on. The speaker uses language according to the desired function according to the context and situation of communicating.

9. Variety and level of speech

The choice of variety and level of speech is based on considerations of the interlocutor. These considerations indicate a stance on a particular topic or relevance to a particular situation.

10. The presence of a third speaker

This is due to the different backgrounds of the third person, so code mixing is done to neutralize the situation and at the same time respect the presence of the third person.

11. To evoke a sense of humor

Just for prestige.²⁷

4. Code Switching

In a bilingual situation, speakers sometimes change language elements or speech levels, this depends on the context and situation of the language. For example, when speaking X with person A, person B who cannot speak Y enters the language situation, then we switch to using the language understood by person B.²⁸ We call this kind of event code switching. Factors behind the occurrence of code-switching Sociolinguists have found many factors that cause code-switching. These factors are related to linguistic issues according to what Fishman stated, namely

- a) who speaks,
- b) in what language,
- c) to whom,
- d) when, and for what purpose.²⁹

From these theories, it can be concluded that code switching is the use of two languages interchangeably which is influenced by the surrounding circumstances.

1. Factors Causing Code Switching

Fishman suggests the causes of code-switching, namely, who speaks, in what language, to whom, when, and with what purpose. A speaker or speaker often performs code switching to get "advantage" or "benefit" from his actions. Code switching to obtain "advantage" is usually carried out by the speaker who in the event of speech expects the help of the interlocutor.

2. Listener or interlocutor

²⁷*Ibid*, p. 141.

²⁸Shely Nasya Putri, "Analysis of Code-Switching of Teacher's Language in Bilingual Class Learning Activities. Faculty of Letters and Education", Indonesian Technocrat University, Jalan ZA Pagar Alam 9-11, Labuhan Ratu, Bandar Lampung.

²⁹Chaer, A., & Agustina, *Sociolinguistics: Early introduction*, (Jakarta: Rhineka Cipta, 2006)

The interlocutor or interlocutor can cause code switching, for example because the speaker wants to balance the language skills of the interlocutor. In other cases, the language ability of the interlocutor is usually lacking or somewhat lacking because it may not be his first language.

3. Changes in the situation with the presence of a third person

The presence of a third person or other person who does not have the same language background as the language being used by the speaker and the interlocutor can cause code switching.

4. Changes from formal to informal or vice versa

Changes in speech situations can cause code switching events, transitions from one code to another in a speech event occur to adjust to a role, or have a specific purpose.

5. Changes in the topic of conversation

Changes in the topic of conversation can also cause code switching, the change in topics that causes a change in the situation from a formal situation to an informal situation is a double cause.³⁰

There are many other factors or variables that can cause code switching events to occur. These causes are usually closely related to speech events, namely the occurrence or ongoing linguistic interaction in a form of speech or more that involves two parties, namely the speaker and the interlocutor, with one main utterance, in time, place, and situation. certain.³¹ On the one hand, code switching usually occurs because of the initiation of the speaker. A speaker switches codes frequently for an advantage or benefit, such as a sense of commonality or familiarity.³² On the other hand, it is the interlocutor

³⁰*Ibid*, p. 108.

³¹*Ibid*, p. 47.

³²Yulianti, AI, "Mixing the Ngaju Dayak language code and Indonesian language on the Twitter chirps of teenagers in Palangkaraya", *Kandai*, 11(1), 15-28.

or interlocutor who causes code switching, for example because the person concerned wants to balance the language skills of the interlocutor.

In this case, usually the speaking ability of the interlocutor is lacking or somewhat lacking because it is not his first language. Forms and variants in code switching can also be the cause. If the interlocutor has the same language background as the speaker, then the code switching that occurs is only in the form of variant transitions (both regional and social), variety, style, or register. If the language background is different, what happens is the translation.³³Hymes in Rahardi said, "Code switching based on nature is divided into two, namely internal code switching and external code switching (external code switching)"³⁴.Internal code switching is what occurs between regional languages in a national language, between dialects in one regional language or several varieties and styles contained in a dialect. As for what is meant by external code switching is if what happens is between Indonesian and a foreign language. Internship code switching, for example, from Javanese to Indonesian.Meanwhile, external code switching, for example, from Indonesian to English. Based on the opinion above, it can be conclude that code switching has two types, there are internal code switching and external code switching.

Types of Code Switching, The results of grammatical grouping in code switching are of several types, namely:³⁵

- a. Tag code-switching (sentence code switching) Sentence code switching occurs when someone who is bilingual enters or uses short/short phrases from other or different languages at the end of the expressions he speaks.

³³Hanifah Nabighah Kulthum, Uncle Rohmah Syamsudin, "Code Switching and Code Mixing In Efl Class At Homeschooling Khalifa" *English Language and Education Program at Indraprasta University PGRI* , 1(April-July 2021), p.27.

³⁴Kunjana, R.Rahardi., *Sosiolingustik Kode dan Alih Kode* (Yogyakarta : Pustaka Pelajar Offset, 2001), p.20.

³⁵Made Iwan Indrawan Jendra, *Sociolinguistic The Study Of Societies Languages*, (Yogyakarta: Graha Ilmu, 2012), p. 75-76.

- b. Inter-sentential code-switching (inter-sentence code-switching) Inter-sentential code-switching occurs when a complete sentence in a foreign language is expressed between two sentences.
- c. Intra-sentential code-switching (intra-sentential code-switching) Intra-sentential code-switching occurs when a phrase or a clause in a foreign language is found in a sentence in the subject matter. So the writer can conclude that the shift from one language to another that is done consciously and has a cause is a code-switching event.

In this type of code switching, language changes occur in the structure of clauses or sentence boundaries, insertion with tags, exclamation marks and certain series of phrases, even changes occur to continue the speech of the previous speaker.

5. Factors of Code Switching and Code Mixing

Talking about certain topics people often prefer to talk about certain topics in one language than in another. They do this because they feel free to express their thoughts and emotions using a language the other person is also familiar with. Because not all members are familiar with one language such as Mandarin, Hokkien or other types of language, speakers sometimes confuse Indonesian with Indonesian, especially when talking about political, cultural and religious issues. They mix code to avoid misunderstanding and conflict.

The speaker in the sentence above mixes Chinese-English Indonesian. He mixed the language to avoid misunderstanding the 'wedding ceremony' in their conversation. Quoting others Code mixing for this reason occurs when the interlocutor quotes a well-known expression or utterance. Quotes are usually from public figures or famous people. The interlocutor quotes a person's words to prove that the interlocutor is a modern person, who constantly updates himself with new information.

Be firm about something if someone wants to empathize with something when communicating using a language that is not their native language, they will switch from

the second language to the first language or vice versa, whether intentional or not. It's the same as on the ParataNadaya site, when a member wants to express his empathy feelings to another member, that person will change the language from Indonesian to Pamona.

Interjection here the interlocutor uses a short exclamation that has no grammatical value. Hoffman stated that “language switching and language mixing” among bilingual or multilingual people can sometimes be indicated by interjection or sentence linking.” Repetition is used for clarification Hoffman stated that “when a bilingual wants to clarify a speech so that it will be better understood by the listener, he can sometimes use both languages that he is fluent in by saying the same utterance.”³⁶

Besides those reasons there are also a number of reasons for the code switching from one language to another by Hoffman as cited by Dias Anindya. There are seven reasons for bilinguals to switch their languages. The seven reasons are as follows:

1. Talking about a particular topic

People sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express his/her emotional feelings in a language that is not his/her everyday language. The case can be found in Singapore, in which English language is used to discuss trade or a business matter, Mandarin for international “Chinese” language, Malay as the language of the region, and Tamil as the language of one of the important ethnic groups in the republic.

2. Quoting Somebody Else

A speaker switches or mixes code to quote a famous expression, proverb or or saying of some well-know figure. The switch and mix involves just the words that the speaker is claiming the quoted person said. The switch and the mix like a set of

³⁶Hoffman , *An Introduction to Bilingualism*, (London: Longman Publisher, 1991), p.3.

quotation mark. In this research, the writer did not find the Code Mixing and Code Switching because of Quoting Somebody Else.

3. Being Emphatic about Something (Express Solidarity)

As usually, when someone who is talking using a language that is not his native language suddenly wants to be emphatic about something, he either intentionally or unintentionally, will mix or switch from his second language to his first language. Or, in the other hand, he felt more convenient to be emphatic in his second language rather than in his first language.

4. Interjection (Inserting Sentence Fillers or Sentence Connectors)

Interjection is word or expression which is inserted into a sentence to convey surprise, strong emotion, or to gain attention. The form is a short exclamation like: Dam!, Hey!, well!, look!, etc. they have no grammatical value but speaker uses them quite often and usually more in speaking than in writing. it may happen unintentionally

5. Repetition Used for Clarification

When person wants to clarify his speech so that it will be understood better by listener, he can sometimes use both of the language that he master to say in the same message. Frequently, a message in one code is repeated in the other code literally. The repetition is not only served to clarify what is said but also to amplify or emphasize a message.

6. Intention of Clarifying the Speech Content for the Interlocutor

When bilingual or multilingual person talk to another bilingual or multilingual, there will be lost of code mixing or code switching occurs. It means to make content

of his speech runs smoothly and the code repeated in the other code in somewhat modified form.

7. Expressing Group Identity

Code Switching and Code Mixing can also be used to express group identity. The way of communication of academic people in their disciplinary grouping are different with the other groups who are not the community members.

B. PREVIOUS RESEARCH REVIEW

There are several previous studies that used as comparisons and references in the implementation of future research. The first, research from Yusmita, Yusmita (2015) describes the functions and reasons of code mixing and code switching of regional languages (Kerinci, Jambi Malay, Minangkabau). This study took the subject of junior high school students with data in the form of speech. Kalangit (2016) by explaining the form and reasons for code switching in Instagram. The subject of the study was an Instagram user account. Research data in the form of photo and video captions uploaded by Instagram user accounts and analyzed with a sociolinguistic approach.

The next research was done by "Nur Sapna Harahap", entitled "Ananalysis Of Code Switching Used By TeacherIn Teaching English Of 12thgrade Atsman 1 Tulang Bawang Tengahin Academic Year Of 2019/2020". This study was a qualitative research. Based on the data analysis, it can be concluded that, the types of code-switching practice by the teacher in the process of teaching English was mainly in three types. These types were: (a) inter-sentential codeswitching (code-switching occurred between sentence or clause boundaries) times in two session, (b) intra- sentential code-switching (translation or word/phrase substitution within a sentence) 74 times practiced in two session, and (c) tag-switching (interactional fillers code-switching) 30 times in two session. The functions of teachers' code-switching fulfilled the three function. These functions were: (a) topic switch 122 times in two session, (b) affective function times in two session, and (c) repetitive function 19

times in two session³⁷ The advantages of the research conducted by the researchers are that students can understand English language skills, facilitate communication in class and to clarify something that is not understood by students when delivering lessons in class and to facilitate communication with English teachers in class and to make it easier to understand the learning delivered by language teachers.

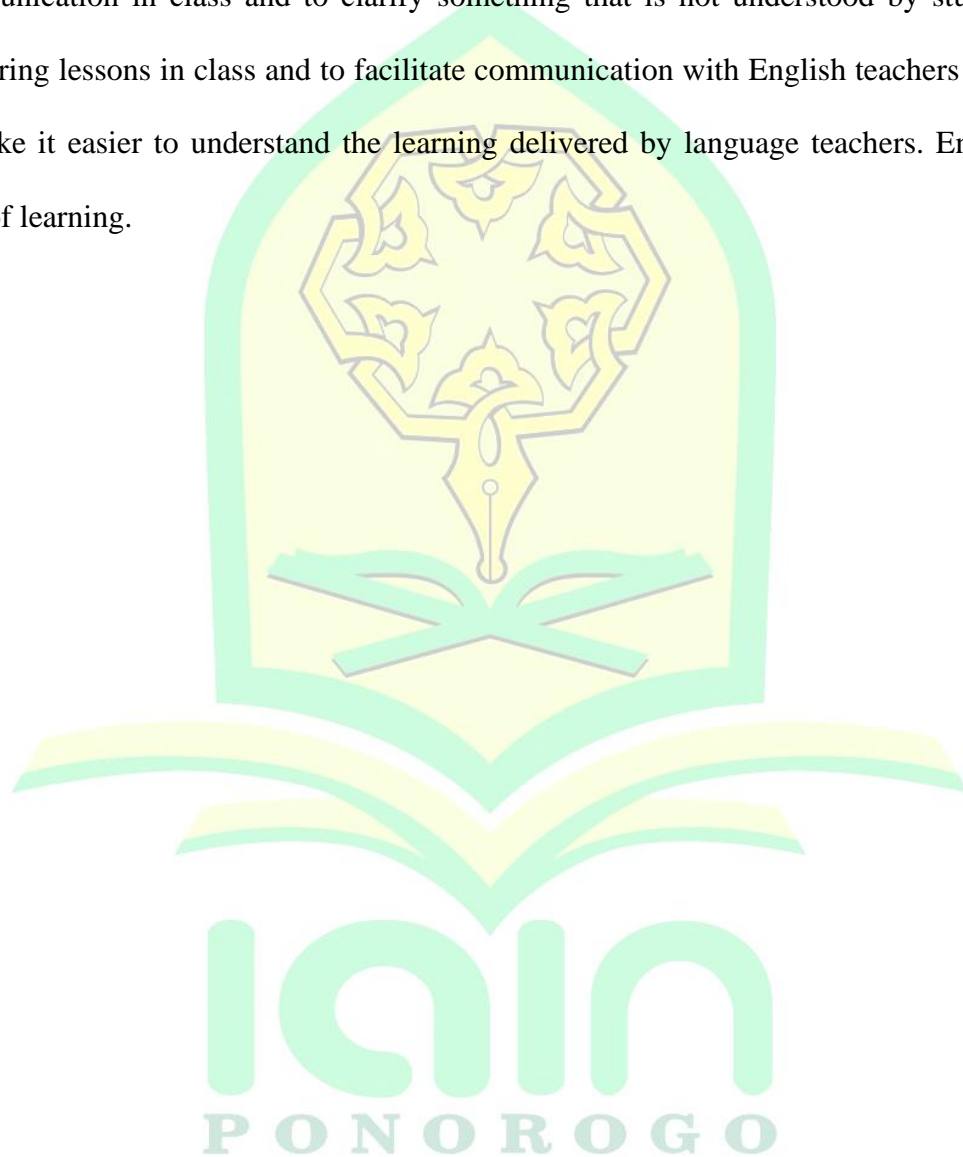
The next research was done by Salmawati entitled .”An Analysis Of Code Switching And Code Mixing in Teaching English Process at Sman 5 Pinrang”.This study was a qualitative research.Based totally at the finding of the studies, the researcher concludes the result of the research is: studies suggests that the English instructor at SMAN five Pinrang use three types of code switching and two kinds of code blending, there are the sorts of code switching turned into made through trainer within the classroom are tag code switching seventy six%, intra code switching eleven% and inter code switching 13% than the code mixing are inner code mixing 23% and outer code mixing was 77%.The element of teacher to do the code switching and code mixing inside the class due to the fact the pupil is greater recognize the cloth if their trainer give an explanation for with switch and blend her language, except that the component scenario like confined vocabulary and subject matter modifications on occasion make teacher forced to replace over and mix language.³⁸ The difference in the research above is in the research subject and also at the place of data collection, if the previous research was in high school, researchers took data in vocational high schools, and the research subjects used were also different, researchers used teachers and students as research subjects.

The research that has been done above has similarities in object with the research that the researcher wants to examine, namely about code mixing and code switching used in learning

³⁷Nur Sapna Harahap, “Ananalysis Of Code Switching Used By TeacherIn Teaching English Of 12thgrade Atsman 1 Tulang Bawang Tengahin Academic Year Of 2019/2020 ” (Thesis, Lampung : State Islamic University of Raden Intan Lampung, 2020), p.68.

³⁸Salmawati , “Analysis Of Code Switching And Code Mixing In Teaching English Process At Sman 5 Pinrang”, (Thesis, Parepare: IAIN Parepare,2020), p.63.

English. The difference in the research above is in the research subject and also at the place of data collection, if the previous research was in high school, researchers took data in vocational high schools, and the research subjects used were also different, researchers used teachers and students as research subjects. The advantages of the research conducted by the researchers are that students can understand English language skills, facilitate communication in class and to clarify something that is not understood by students when delivering lessons in class and to facilitate communication with English teachers in class and to make it easier to understand the learning delivered by language teachers. English at the time of learning.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses research design, researcher's role, research setting, data source, data collection technique, data analysis technique and findings validity.

A. DATA APPROACH DESIGN

In this research, the researcher use descriptive qualitative research. Considering the data and objectives of the researcher using qualitative and descriptive type of research to conduct this research, the data is considered qualitative because they are written and spoken forms (words) rather than numbers.

This research use field research design. Field research design is used for obtain primary data from participants directly. The Researcher use qualitative descriptive method to conduct this research. Then, the researchers would like to visit classroom, to conduct class observations and interview to and eleventh grade students SMKN 1 Badegan. The data through class observations and interview are analyzed qualitatively and the researcher tried to describe the analysis that found in this study.

B. RESEARCHER'S ROLE

Descriptive qualitative research trying to describe all the symptoms or conditions that exist, namely: the state of symptoms according to what they were at the time of the study. This section explains that the researcher a key instrument. As the instrument of this research, the researcher must be a researcher, observer and collector regarding code switching and code mixing in the English learning process of 11th grade students of SMKN 1 Badegan, the researcher tried to describe the analysis that found in this study.

C. RESEARCH SETTING

The research setting includes several part, are :

1. Research Place

Research place in this study the researcher chooses SMKN 1 Badegan as a place for the study conduct. It is located in Jl. Suyudono No. 1, Badegan, Watubonang,

Keden, Watubonang, Badegan, Ponorogo Regency, East Java. The reason the researcher chose this place was because of its strategic location with the researcher's house, and including a school with advanced facilities.

2. Research Subject

The selection of subject is based on the uniqueness of the case. In this study, the subject take is someone related to English. Because here the researcher will analyze the teacher and the students code mixing and code switching in English Learning Process, obviously the subject taken are the teacher and the students.

D. DATA AND DATA SOURCE

Normally, data are structured but does not cover any` information for using it in certain contexts. Conducting the primary data of this study, the researcher present several descriptions on every results of sources like observation, interview and documentations. Data are an important aspect in conducting qualitative descriptive research. From these data, the researcher can be got originally information about code mixing and code switching used by teacher and students in English Learning process. On this part the researcher gets the data from several sources such as Classroom Observation in other to obtain the data, the researcher uses observation by recording in this research. Interview, the researcher takes an interview in other to elicit information about the reason toward code-switching and code-mixing to get the details information of the English teacher in teaching English.

E. DATA COLLECTION TECHNIQUE

In this researchh to collection the data , the researcher use classroom observation and interview as instrument of the research.

1. Classroom Observation

In different to reap the facts, the researcher makes use of commentary with the aid of recording on this studies. remark changed into vital executed in each qualitative method.The researcher use non player commentary, in which the display, attending.

monitoring, listening cautiously to all sports and take a conclusion from the commentary end result. facts taken from observations are analyzed so one can solution the problem announcement of types of code switching and code mixing that utilized by teacher and students inside the lecture room.

This approach used to observe using language in a real situation. since the item of the have a look at became the lecturers' explanation and students feedback, recording became the first step in collecting information, the researcher facts the lecturers explanation that the researcher wants to investigate and college students comments in the course of getting to know manner. Then, the researcher transcribes the recording of the utterances to convert the records from spoken into written shape. the next step became studying. The researcher begins analyzing which utterances had been code-switching or code mixing and its feature.

2. Interview

The second was interview. The researcher takes an interview in other to elicit information about the reason toward code-switching and code-mixing to get the details information of the English teacher in teaching English.

F. DATA ANALYSIS TECHNIQUE

“In qualitative research, all investigators or researcher focus on the problems studied, guided by the conceptual or theoretical framework. Data analysis in qualitative research is often carried out simultaneously or together with data collection. Then, stated that the data analysis in this study included several steps or stages; coding, data reduction, data display, and make conclusions or interpretations. More clearly as follows:³⁹

1. Coding

In this part, the researchers do data exposure that's been acquired from observation and interviews are mixed code and over code that's been used during

³⁹Arikunto, Suharsimi, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2006), p.201.1.

the English study process. Then served in a table form, to be distinguished according to its own kind. And for the results of the later interview gathered in the way the teacher related to the use of the code of mixing and code switching then will be exposed in the form of paragraph.

2. Data Reduction

In reducing data, the researcher guided by the objectives to be achieved. In this case, data from observations are transcribed into written transcripts. Then, transcripts are identified to determine speech which is considered as a phenomenon of code switching and code mixing that does not contain code switching and code mixing. Then the researcher determines the type of code switching and code mixing, the function of switching code-mixing code and the language involved from the observation.

3. Data Display

After the data is reduced, the next step is presenting data. With the presentation of data, made more easier to understand what is happening and plan the next work based on what has been done understood. In this study, the researcher displayed data using an essay, this is the most commonly used display in qualitative research. In this study, the data that has been reduced is then described as research data containing code switching and code mixing in table form.

After the researcher transcribe the data into written and arranges them as series of teaching learning process. The researcher classifies the data which contained code switching or code mixing and each types. The data which contained code switching or code mixing as data investigation. The code mixing and code switching utterance and its types that made by teacher in learning process.

Then the researcher classified the similar types based on types in order to make more simple. The code mixing and code switching utterance based on its types that made by teacher in teaching learning process. The researcher accounts the amount of code switching and code mixing types used during the teaching English as a foreign language in the classroom.

First, the researcher calculates code switching and code mixing types found in English Learning process using formula as follow :

$$\% \text{ of CS} = \frac{\text{Frequency of CS Utterance} \times 100\%}{\text{All CS in the classroom}}$$

Secondly, the researcher calculates the percentages of each code switching and code mixing types using formula as follow :

$$\% \text{ of each types} = \frac{\text{Frequency of eac types} \times 100\%}{\text{All CS in the classroom}}$$

4. Conclusion and verifications data

After analyzing the data, the researcher draws conclusions about the practice of code switching and code mixing in the process of teaching English. It can be concluded that there are three steps in qualitative research to report the results. The first data reduction method summarized by data researcher, chose to focus on the things that purpose of the problem. The second step is to display the data described in the form of narratives and tables to make it easier to understand. The last is a picture of the conclusion that the researcher concluded the data after analyzing it.

G. Checking Validity of Finding

According to Setiyadi, triangulation is a combination of two or more methods in collecting data about the attitudes of research subjects. Because human attitudes are quite complex, the use of a single method in collecting qualitative data is often

considered insufficient.⁴⁰ This means that triangulation is used to strengthen or believe the resulting data.

1. Time triangulation, time triangulation has two forms, namely cross-sectional and longitudinal. In cross sectional, data collection is carried out at the same time with different groups but longitudinally, data collection is carried out by the same group at different times.
2. Triangulation of places. In place triangulation to make data collection more accurate, it can be done by using different places for similar data.
3. Triangulation theory. In theory triangulation, data collection is done based on different theories or by analyzing the same data with different theories.
4. Triangulation method. In method triangulation, researchers use different methods to collect similar data.
5. Researcher triangulation. In researcher triangulation, the same data collection is carried out by several people.
6. Methodological triangulation. In methodological triangulation, data is collected from the same learning process with different approaches, namely quantitative and qualitative, so that researchers collect both data from these approaches.⁴¹

In this study, researcher used triangulation methods to obtain more accurate data for analysis. In the triangulation method, the researcher uses observation and interviews to find out the data needed. Observations focused on teacher and students' code mixing and code switching practices which were intended to determine the type of code switching and code mixing, its function, and the language used in the classroom. Interviews with the English teacher of class XI TKJ 2 were conducted to

⁴⁰Ag.Bambang Setiyadi, Metode Penelitian untuk Pengajaran Bahasa Asing Pendektan Kuantitatif dan Kualitatif (Yogyakarta: Graha Ilmu, 2006) p.246

⁴¹Ibid, p.346-347

obtain data that can be used to confirm the results of the observations. Observations will be made more than once, meaning that time triangulation will be used in this study. By applying this triangulation, the researcher hopes that the results of this study are accurate because the data were collected more than once and more than one data method.



CHAPTER II

LITERATUR RIVIEW

Literature review discusses several definitions and theories that are used as references in research, the literature review discuss bilingualism and multilingualism, code, code mixing and code switching. Then, there is a previous study, in which discuss related previous studies that have previously conducted research in the same field.

A. THEORITICAL REVIEW

This sub-chapter discuss several research-related issues, namely bilingualism and multilingualism, code, and code mixing-code switching.

1. Bilingualism and Multilingualism

The majority of people as speakers usually use more than one code (Language) or create more than one code and need a selected code every time they choose to talk to another person.⁴² The phenomenon of having more than one code (language) is called bilingualism or multilingualism.

To clarify the terms bilingualism or multilingualism according to Spolsky is a bilingual as 'a person who has some functional ability in both languages' and can vary from limited ability in one or more domains, to very strong of both languages.⁴³ According to Bloomfield, bilingualism is a situation where a speaker can use two languages at once. In other words, because members of a bilingual community differ in their capacity to master the language used in the community, they must be able to establish the conditions under which they can communicate effectively. This condition causes them to code switching and code mixing. Meanwhile, according to Myers-Scotton, bilingualism is the use of two or more languages that are sufficient for limited casual

⁴²Wardhaugh, R ., *An Introduction to Sociolinguistics* (Oxford: Basil Blackwell, 2006), p.101.

⁴³Spolsky, B., *Sociolinguistics* (New York: Oxford University Press, 1998), p.45.

conversation.⁴⁴ To clarify the terms bilingual or multilingual, Spolsky defines a bilingual as "a person who has some functional ability in both "languages" and may vary from limited ability in one or more domains, to very strong direction of both languages.⁴⁵

According to Bloomfield, bilingualism is a state of being where a speaker can speak two languages. Likewise, People start to be bilingual when they are fluent in one language and can produce meaningful utterances in the language.⁴⁶ There are three reasons why someone becomes bilingual, namely membership, education, and administration.

Multilingualism is society has several languages. We know that the growth of language, from monolingual, then bilingual, and finally to multilingual. This happens due to several factors, modern developments in communication technology, globalization, and developmental education make the needs of the language community change, and modern times indirectly have a contribution to change the language of society.

Sridhar said, "Multilingualism involves balance, like direction and all languages in the repertoire are rather sparse". Typically, multilinguals have a variety of different repertoire directions. Differences in competence in various languages may range from the direction of some lexical items, formulaic expressions such as greetings, and basic conversational skills to excellent direction of grammar and vocabulary and specific lists and styles.⁴⁷In other words, because members of a bilingual community differ in their ability to master the language used in the community, they must be able to set the conditions under which they can communicate effectively. This condition makes them do code switching and code mixing.

2. Code

⁴⁴Myers-scotton, C., *Multi voices : An Introduction to Bilingualism*, (Malden MA : Blackwell publisher, 2006), p.44.

⁴⁵Spolsky, B., *Sociolinguistics* (New York: Oxford University Press, 1989), p.45.

⁴⁶Romanie, S., *Bilingualism (second edition)*, (Oxford, UK. : basil Blackwell Ltd, 1995), p.3.

⁴⁷Sridhar, *English in Indian bilingualism* (New Delhi : Manohar, 1989), p.50.

Code is a structural system in which the application of its elements has distinctive characteristics according to the background of the speaker, the relationship between the speaker and the speech partner and the existing situation.⁴⁸ Thus, it can be said that actually in a code there are several language elements such as sentences, words, morphemes, and also phonemes whose use is controlled by a kind of general limitation in the form of factors outside the language or non-linguistic factors. Usually, the code is in the form of language variants that are actually used in communicating and interacting between people with one another.

The code is only a variant of that one language in a monolingual or monolingual society. As for bilingual and multilingual societies, the code can be much more complex than in monolingual societies. It is said to be more complex because in a multilingual society, there are indeed many kinds of linguistic codes or variations. Broadly speaking, it can be said that the code or language variant can be divided into three, namely dialect, speech level, and variety. Dialects can be distinguished based on geography, social, age, gender, ethnicity, and ethnicity. The speech level can be divided into respectful and disrespectful speech levels, while the variety can be divided into a variety of atmosphere, communication, and registers.⁴⁹

3. Code Mixing

Code Mixing is the mixing of fragments of words, phrases, and clauses of one language in another language used. One language used in it is part of another language. A speaker, for example, in Indonesian slips a lot of his regional language, then the speaker can be said to have done code mixing. Code mixing events are motivated by the occurrence of code mixing events that occur without cause. In this code mixing, two or more codes are used together for no reason, and occurs in casual situations. In formal situations, code mixing also occurs, usually because there are no expressions that must be

⁴⁸*Ibid*, p. 55.

⁴⁹*Ibid*, p. 56.

used in the language that is being used.⁵⁰ In Indonesian society, this case of code mixing is common. Usually in speaking Indonesian, it is mixed with elements of the regional language.

Code mixing occurs when a speaker who uses a language dominantly supports an utterance inserted with other language elements.⁵¹ There are characteristics of code mixing that distinguish it from code switching.

- a. Code mixing depends on speech (language function), code mixing is not required by the situation and context of the conversation as happens in code switching.
- b. Code mixing occurs because of the casualness of the speaker and his habit of using language.
- c. Code mixing is common and is more common in informal situations.
- d. Code mixing is characterized by the scope under the clause at the highest level and the word at the lowest level.

Code mixing is another phenomenon closely related to code switching. Code mixing occurs without topic change and can involve multiple levels of language such as phonology, morphology, grammatical structure, or lexical items. Nababan states that, code mixing is a situation in another language when people mix two or more languages in an act of language or discourse without any intention in a language situation that requires mixing the language itself.⁵² Siregar stated that, code mixing is divided into two types, intra sentential mixing and extra sentential mixing. Myusken states that, there are three types of (a) Insertion, (b) Alternating, and (c) Congruent Lexicalization.⁵³

Ansar stated that code mixing occurs because of the reciprocal relationship between the role (speaker), the form of language and the function of the language. This

⁵⁰Chaer, A., & Agustina, *Sociolinguistics: Early introduction* (Jakarta: Rhineka Cipta, 2006).

⁵¹Hanifah Nabighah Kulthum, Uncle Rohmah Syamsudin, "Code Switching and Code Mixing In Efl Class At Homeschooling Khalifa" *English Language and Education Program at Indraprasta University PGRI* , 1(April-July 2021), p.28.

⁵²Nababan, *PWJ Sociolinguistics*, (Jakarta: PT Gramedia Pustaka Utama. 1993).

⁵³Sugiantri. Y. "Code Switching and Code Mixing by The Government of Bali. Rhetoric", *Journal of Linguistics*, (Denpasar-Bali. Vol. 4 (2), 2018), p.107.

means that speakers who have certain social backgrounds tend to choose certain forms of code mixing to support certain functions.⁵⁴ There are two things that are the most behind the use of code mixing, namely the attitude background (attitudinal type) or non-linguistic and linguistic background (linguistic type). English is a foreign language that must be understood and mastered by the entire world community, including Indonesia. English is one of the languages that must be understood by students in Indonesia because English is the main subject in Indonesia. However, because in Indonesia English is not the mother tongue but is the first foreign language that must be mastered.

On the basis of these two types, the causes that encourage code mixing can be identified.

- a. Role identification: measures to identify roles are social, registral, and educational.
- b. Variety identification: this identification is determined by the language of a speaker when doing code mixing which will place him in the hierarchy of his social status.
- c. Desire to explain or interpret: this reason appears because code mixing also marks attitudes and relationships towards other people and other people's attitudes and relationships towards them.⁵⁵

Types of code mixing are divided into three main types:

4. Insertion (phrase)

An approach that departs from the notion of a new insertion to constraint in terms of the structural properties of some basic structure or matrix. Here the process of codemixing is understood as something borrowed. For example, where will you meet at noon?

⁵⁴Ansar, Fitrah Auliya, " Code Switching and Code Mixing in Teaching Learning Process", *English Education: Journal of Tadris English*, Vol.10, No.1, 2017, p.36-37.

⁵⁵*Ibid*, p. 140.

5. Substitution (clause)

Approaches that depart from alternation look at the constraints on mixing in terms of ability or language equivalence involved at the point of transition.

6. Congruent lexicalization (dialect)

The idea of congruent lexicalization underlies the study of shifting styles and dialect/standard variations rather than proper use of bilingual languages.

These three basic processes are constrained by different structural conditions and in different ways in certain bilingual settings. Overall, insertion, substitution, or congruent lexicalization has to do with the linguistic typology of the language involved. Based on the type of code mixing above, the code included in the language is in the form of pieces (words or phrases) and the code does not have a single language automatic function. Furthermore, one of these types or patterns will usually predominate, though not necessarily to the exclusion of the other patterns or types.

According to Jendra in Adi Nugroho, based on the origin of the absorption elements, code mixing can be divided into three types, namely inner code mixing (incoming code mixing), outer code mixing (exiting code mixing), and hybrid code mixing (mixing code mixing).⁵⁶

d. Inner Code Mixing

This type is code mixing that use elements elements of the original language or the original language in the code mixing event which is still related to the mixed language. For example :Some elements that are still related in Indonesian code mixing, such as Javanese, Sundanese and so on.

e. Outer Code Mixing

⁵⁶Adi Nugroho, Language and Art Faculty, Alih Kode dan Campur Kode Pada Komunikasi Guru-Siswa Di SMA Negeri 1 Wonosari Klaten, (Thesis, State University Yogyakarta, 2011), p.53

This type is code mixing that which using elements from foreign language in their code-mixing events. For example, an Indonesian speaker who in his communication insert elements from French English and etc. So the speaker has done outer code mixing

f. Hybrid Code Mixing

This type can accept any element in the code mixing event, either the original language element or the foreign language elements in the sentence or clause.

Jendra in Suandi said, "Code mixing is divided into several types, namely word, phrase and clause code mixing."⁵⁷The purpose of the above opinion is that code mixing found in a speech or writing can be in the form of words, phrases, and clauses. Based on some of the opinions above, it can be concluded that there are two types of Code Mixing, namely inner code mixing and outer code mixing. The two types of code mixing can be in the form of words, phrases, and clauses.

Factors causing code mixing

1. Limitation of code use

This factor occurs when speakers do not understand the equivalent of words, phrases, or clauses in the basic language they use. This limitation causes speakers to use other codes with the basic code in everyday code usage.

2. Use of more popular terms

In social life, there are certain vocabularies that are considered to have more popular equivalents.

3. The speaker and the speaker's personality.

The speaker sometimes deliberately mixes the code with certain aims and objectives, such as wanting to change the conversation situation, namely a formal

⁵⁷I Nengah Suandi, *Sosiolinguistik* (Yogyakarta: Graha Ilmu, 2014), p.141.

situation related to space and time, the speaker also sometimes mixes the code from one language to another because of habits and casualness.

4. Talking partners

Talking partners can be individuals or groups. With bilingual ability, the speaker first uses one language and then mixes the code using another language with his interlocutor who has the same background.

5. Place of residence and time of the discussion

6. Mode of speech

The mode of speech is the means used to speak.

7. Topics

Scientific topics use a formal variety, non-scientific topics are delivered freely and casually using a non-formal variety.

8. Functions and purposes

Language functions are expressions related to certain goals such as ordering, offering, announcing, scolding, and so on. The speaker uses language according to the desired function according to the context and situation of communicating.

9. Variety and level of speech

The choice of variety and level of speech is based on considerations of the interlocutor. These considerations indicate a stance on a particular topic or relevance to a particular situation.

10. The presence of a third speaker

This is due to the different backgrounds of the third person, so code mixing is done to neutralize the situation and at the same time respect the presence of the third person.

11. To evoke a sense of humor

Just for prestige.⁵⁸

4. Code Switching

In a bilingual situation, speakers sometimes change language elements or speech levels, this depends on the context and situation of the language. For example, when speaking X with person A, person B who cannot speak Y enters the language situation, then we switch to using the language understood by person B.⁵⁹ We call this kind of event code switching. Factors behind the occurrence of code-switching Sociolinguists have found many factors that cause code-switching. These factors are related to linguistic issues according to what Fishman stated, namely

- a) who speaks,
- b) in what language,
- c) to whom,
- d) when, and for what purpose.⁶⁰

From these theories, it can be concluded that code switching is the use of two languages interchangeably which is influenced by the surrounding circumstances.

Factors Causing Code Switching

Fishman suggests the causes of code-switching, namely, who speaks, in what language, to whom, when, and with what purpose. A speaker or speaker often performs code switching to get "advantage" or "benefit" from his actions. Code switching to obtain "advantage" is usually carried out by the speaker who in the event of speech expects the help of the interlocutor.

1. Listener or interlocutor

⁵⁸*Ibid*, p. 141.

⁵⁹Shely Nasya Putri, "Analysis of Code-Switching of Teacher's Language in Bilingual Class Learning Activities. Faculty of Letters and Education", Indonesian Technocrat University, Jalan ZA Pagar Alam 9-11, Labuhan Ratu, Bandar Lampung.

⁶⁰Chaer, A., & Agustina, *Sociolinguistics: Early introduction*, (Jakarta: Rhineka Cipta, 2006)

The interlocutor or interlocutor can cause code switching, for example because the speaker wants to balance the language skills of the interlocutor. In other cases, the language ability of the interlocutor is usually lacking or somewhat lacking because it may not be his first language.

2. Changes in the situation with the presence of a third person

The presence of a third person or other person who does not have the same language background as the language being used by the speaker and the interlocutor can cause code switching.

3. Changes from formal to informal or vice versa

Changes in speech situations can cause code switching events, transitions from one code to another in a speech event occur to adjust to a role, or have a specific purpose.

4. Changes in the topic of conversation

Changes in the topic of conversation can also cause code switching, the change in topics that causes a change in the situation from a formal situation to an informal situation is a double cause.⁶¹

There are many other factors or variables that can cause code switching events to occur. These causes are usually closely related to speech events, namely the occurrence or ongoing linguistic interaction in a form of speech or more that involves two parties, namely the speaker and the interlocutor, with one main utterance, in time, place, and situation. certain.⁶² On the one hand, code switching usually occurs because of the initiation of the speaker. A speaker switches codes frequently for an advantage or benefit, such as a sense of commonality or familiarity.⁶³ On the other hand, it is the interlocutor

⁶¹*Ibid*, p. 108.

⁶²*Ibid*, p. 47.

⁶³Yulianti, AI, "Mixing the Ngaju Dayak language code and Indonesian language on the Twitter chirps of teenagers in Palangkaraya", *Kandai*, 11(1), 15-28.

or interlocutor who causes code switching, for example because the person concerned wants to balance the language skills of the interlocutor.

In this case, usually the speaking ability of the interlocutor is lacking or somewhat lacking because it is not his first language. Forms and variants in code switching can also be the cause. If the interlocutor has the same language background as the speaker, then the code switching that occurs is only in the form of variant transitions (both regional and social), variety, style, or register. If the language background is different, what happens is the translation.⁶⁴Hymes in Rahardi said, "Code switching based on nature is divided into two, namely internal code switching and external code switching (external code switching)"⁶⁵.Internal code switching is what occurs between regional languages in a national language, between dialects in one regional language or several varieties and styles contained in a dialect. As for what is meant by external code switching is if what happens is between Indonesian and a foreign language. Internship code switching, for example, from Javanese to Indonesian.Meanwhile, external code switching, for example, from Indonesian to English. Based on the opinion above, it can be conclude that code switching has two types, there are internal code switching and external code switching.

Types of Code Switching, The results of grammatical grouping in code switching are of several types, namely:⁶⁶

- d. Tag code-switching (sentence code switching) Sentence code switching occurs when someone who is bilingual enters or uses short/short phrases from other or different languages at the end of the expressions he speaks.

⁶⁴Hanifah Nabighah Kulthum, Uncle Rohmah Syamsudin, "Code Switching and Code Mixing In Efl Class At Homeschooling Khalifa" *English Language and Education Program at Indraprasta University PGRI* , 1(April-July 2021), p.27.

⁶⁵Kunjana, R.Rahardi., *Sosiolingustik Kode dan Alih Kode* (Yogyakarta : Pustaka Pelajar Offset, 2001), p.20.

⁶⁶Made Iwan Indrawan Jendra, *Sociolinguistic The Study Of Societies Languages*, (Yogyakarta: Graha Ilmu, 2012), p. 75-76.

- e. Inter-sentential code-switching (inter-sentence code-switching) Inter-sentential code-switching occurs when a complete sentence in a foreign language is expressed between two sentences.
- f. Intra-sentential code-switching (intra-sentential code-switching) Intra-sentential code-switching occurs when a phrase or a clause in a foreign language is found in a sentence in the subject matter. So the writer can conclude that the shift from one language to another that is done consciously and has a cause is a code-switching event.

In this type of code switching, language changes occur in the structure of clauses or sentence boundaries, insertion with tags, exclamation marks and certain series of phrases, even changes occur to continue the speech of the previous speaker.

5. Factors of Code Switching and Code Mixing

Talking about certain topics people often prefer to talk about certain topics in one language than in another. They do this because they feel free to express their thoughts and emotions using a language the other person is also familiar with. Because not all members are familiar with one language such as Mandarin, Hokkien or other types of language, speakers sometimes confuse Indonesian with Indonesian, especially when talking about political, cultural and religious issues. They mix code to avoid misunderstanding and conflict.

The speaker in the sentence above mixes Chinese-English Indonesian. He mixed the language to avoid misunderstanding the 'wedding ceremony' in their conversation. Quoting others Code mixing for this reason occurs when the interlocutor quotes a well-known expression or utterance. Quotes are usually from public figures or famous people. The interlocutor quotes a person's words to prove that the interlocutor is a modern person, who constantly updates himself with new information.

Be firm about something if someone wants to empathize with something when communicating using a language that is not their native language, they will switch from

the second language to the first language or vice versa, whether intentional or not. It's the same as on the ParataNadaya site, when a member wants to express his empathy feelings to another member, that person will change the language from Indonesian to Pamona.

Interjection here the interlocutor uses a short exclamation that has no grammatical value. Hoffman stated that “language switching and language mixing” among bilingual or multilingual people can sometimes be indicated by interjection or sentence linking.” Repetition is used for clarification Hoffman stated that “when a bilingual wants to clarify a speech so that it will be better understood by the listener, he can sometimes use both languages that he is fluent in by saying the same utterance.”⁶⁷

Besides those reasons there are also a number of reasons for the code switching from one language to another by Hoffman as cited by Dias Anindya. There are seven reasons for bilinguals to switch their languages. The seven reasons are as follows:

1. Talking about a particular topic

People sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express his/her emotional feelings in a language that is not his/her everyday language. The case can be found in Singapore, in which English language is used to discuss trade or a business matter, Mandarin for international “Chinese” language, Malay as the language of the region, and Tamil as the language of one of the important ethnic groups in the republic.

2. Quoting Somebody Else

A speaker switches or mixes code to quote a famous expression, proverb or or saying of some well-know figure. The switch and mix involves just the words that the speaker is claiming the quoted person said. The switch and the mix like a set of

⁶⁷Hoffman , *An Introduction to Bilingualism*, (London: Longman Publisher, 1991), p.3.

quotation mark. In this research, the writer did not find the Code Mixing and Code Switching because of Quoting Somebody Else.

3. Being Emphatic about Something (Express Solidarity)

As usually, when someone who is talking using a language that is not his native language suddenly wants to be emphatic about something, he either intentionally or unintentionally, will mix or switch from his second language to his first language. Or, in the other hand, he felt more convenient to be emphatic in his second language rather than in his first language.

4. Interjection (Inserting Sentence Fillers or Sentence Connectors)

Interjection is word or expression which is inserted into a sentence to convey surprise, strong emotion, or to gain attention. The form is a short exclamation like: Dam!, Hey!, well!, look!, etc. they have no grammatical value but speaker uses them quite often and usually more in speaking than in writing. it may happen unintentionally

5. Repetition Used for Clarification

When person wants to clarify his speech so that it will be understood better by listener, he can sometimes use both of the language that he master to say in the same message. Frequently, a message in one code is repeated in the other code literally. The repetition is not only served to clarify what is said but also to amplify or emphasize a message.

6. Intention of Clarifying the Speech Content for the Interlocutor

When bilingual or multilingual person talk to another bilingual or multilingual, there will be lost of code mixing or code switching occurs. It means to make content

of his speech runs smoothly and the code repeated in the other code in somewhat modified form.

7. Expressing Group Identity

Code Switching and Code Mixing can also be used to express group identity. The way of communication of academic people in their disciplinary grouping are different with the other groups who are not the community members.

B. PREVIOUS RESEARCH REVIEW

There are several previous studies that used as comparisons and references in the implementation of future research. The first, research from Yusmita, Yusmita (2015) describes the functions and reasons of code mixing and code switching of regional languages (Kerinci, Jambi Malay, Minangkabau). This study took the subject of junior high school students with data in the form of speech. Kalangit (2016) by explaining the form and reasons for code switching in Instagram. The subject of the study was an Instagram user account. Research data in the form of photo and video captions uploaded by Instagram user accounts and analyzed with a sociolinguistic approach.

The next research was done by "Nur Sapna Harahap", entitled "Ananalysis Of Code Switching Used By TeacherIn Teaching English Of 12thgrade Atsman 1 Tulang Bawang Tengahin Academic Year Of 2019/2020". This study was a qualitative research. Based on the data analysis, it can be concluded that, the types of code-switching practice by the teacher in the process of teaching English was mainly in three types. These types were: (a) inter-sentential codeswitching (code-switching occurred between sentence or clause boundaries) times in two session, (b) intra- sentential code-switching (translation or word/phrase substitution within a sentence) 74 times practiced in two session, and (c) tag-switching (interactional fillers code-switching) 30 times in two session. The functions of teachers' code-switching fulfilled the three function. These functions were: (a) topic switch 122 timesintwosession, (b) affective function times in two session, and (c) repetitive function 19

times in two session⁶⁸ The advantages of the research conducted by the researchers are that students can understand English language skills, facilitate communication in class and to clarify something that is not understood by students when delivering lessons in class and to facilitate communication with English teachers in class and to make it easier to understand the learning delivered by language teachers.

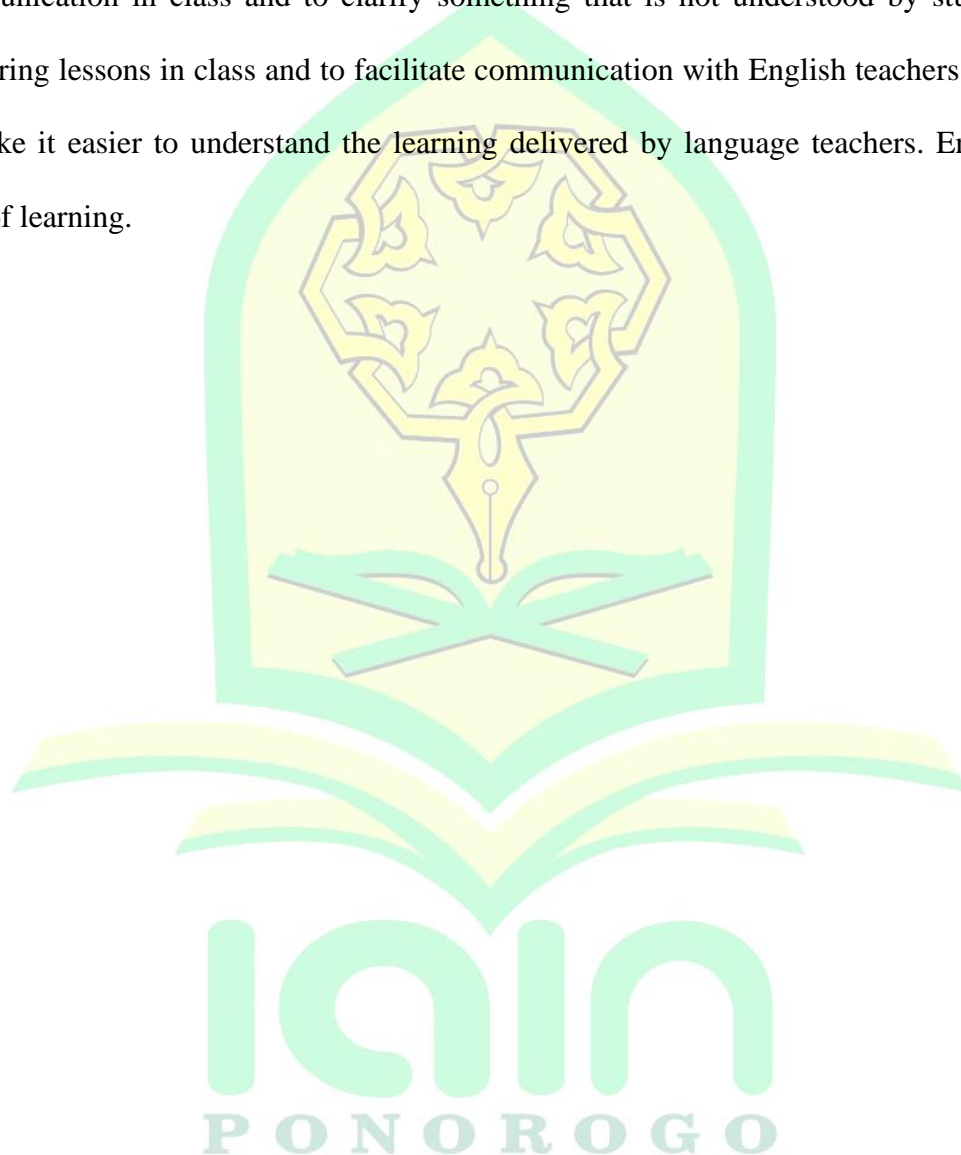
The next research was done by Salmawati entitled .”An Analysis Of Code Switching And Code Mixing in Teaching English Process at Sman 5 Pinrang”.This study was a qualitative research.Based totally at the finding of the studies, the researcher concludes the result of the research is: studies suggests that the English instructor at SMAN five Pinrang use three types of code switching and two kinds of code blending, there are the sorts of code switching turned into made through trainer within the classroom are tag code switching seventy six%, intra code switching eleven% and inter code switching 13% than the code mixing are inner code mixing 23% and outer code mixing was 77%.The element of teacher to do the code switching and code mixing inside the class due to the fact the pupil is greater recognize the cloth if their trainer give an explanation for with switch and blend her language, except that the component scenario like confined vocabulary and subject matter modifications on occasion make teacher forced to replace over and mix language.⁶⁹ The difference in the research above is in the research subject and also at the place of data collection, if the previous research was in high school, researchers took data in vocational high schools, and the research subjects used were also different, researchers used teachers and students as research subjects.

The research that has been done above has similarities in object with the research that the researcher wants to examine, namely about code mixing and code switching used in learning

⁶⁸Nur Sapna Harahap, “Ananalysis Of Code Switching Used By TeacherIn Teaching English Of 12thgrade Atsman 1 Tulang Bawang Tengahin Academic Year Of 2019/2020 ” (Thesis, Lampung : State Islamic University of Raden Intan Lampung, 2020), p.68.

⁶⁹Salmawati , “Analysis Of Code Switching And Code Mixing In Teaching English Process At Sman 5 Pinrang”, (Thesis, Parepare: IAIN Parepare,2020), p.63.

English. The difference in the research above is in the research subject and also at the place of data collection, if the previous research was in high school, researchers took data in vocational high schools, and the research subjects used were also different, researchers used teachers and students as research subjects. The advantages of the research conducted by the researchers are that students can understand English language skills, facilitate communication in class and to clarify something that is not understood by students when delivering lessons in class and to facilitate communication with English teachers in class and to make it easier to understand the learning delivered by language teachers. English at the time of learning.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses research design, researcher's role, research setting, data source, data collection technique, data analysis technique and findings validity.

A. DATA APPROACH DESIGN

In this research, the researcher use descriptive qualitative research. Considering the data and objectives of the researcher using qualitative and descriptive type of research to conduct this research, the data is considered qualitative because they are written and spoken forms (words) rather than numbers.

This research use field research design. Field research design is used for obtain primary data from participants directly. The Researcher use qualitative descriptive method to conduct this research. Then, the researchers would like to visit classroom, to conduct class observations and interview to and eleventh grade students SMKN 1 Badegan. The data through class observations and interview are analyzed qualitatively and the researcher tried to describe the analysis that found in this study.

B. RESEARCHER'S ROLE

Descriptive qualitative research trying to describe all the symptoms or conditions that exist, namely: the state of symptoms according to what they were at the time of the study. This section explains that the researcher a key instrument. As the instrument of this research, the researcher must be a researcher, observer and collector regarding code switching and code mixing in the English learning process of 11th grade students of SMKN 1 Badegan, the researcher tried to describe the analysis that found in this study.

C. RESEARCH SETTING

The research setting includes several part, are :

1. Research Place

Research place in this study the researcher chooses SMKN 1 Badegan as a place for the study conduct. It is located in Jl. Suyudono No. 1, Badegan, Watubonang,

Keden, Watubonang, Badegan, Ponorogo Regency, East Java. The reason the researcher chose this place was because of its strategic location with the researcher's house, and including a school with advanced facilities.

2. Research Subject

The selection of subject is based on the uniqueness of the case. In this study, the subject take is someone related to English. Because here the researcher will analyze the teacher and the students code mixing and code switching in English Learning Process, obviously the subject taken are the teacher and the students.

D. DATA AND DATA SOURCE

Normally, data are structured but does not cover any` information for using it in certain contexts. Conducting the primary data of this study, the researcher present several descriptions on every results of sources like observation, interview and documentations. Data are an important aspect in conducting qualitative descriptive research. From these data, the researcher can be got originally information about code mixing and code switching used by teacher and students in English Learning process. On this part the researcher gets the data from several sources such as Classroom Observation in other to obtain the data, the researcher uses observation by recording in this research. Interview, the researcher takes an interview in other to elicit information about the reason toward code-switching and code-mixing to get the details information of the English teacher in teaching English.

E. DATA COLLECTION TECHNIQUE

In this researchh to collection the data , the researcher use classroom observation and interview as instrument of the research.

1. Classroom Observation

In different to reap the facts, the researcher makes use of commentary with the aid of recording on this studies. remark changed into vital executed in each qualitative

method. The researcher uses non player commentary, in which the display, attending, monitoring, listening cautiously to all sports and take a conclusion from the commentary end result. Facts taken from observations are analyzed so one can solution the problem announcement of types of code switching and code mixing that utilized by teacher and students inside the lecture room.

This approach used to observe using language in a real situation. since the item of the have a look at became the lecturers' explanation and students feedback, recording became the first step in collecting information, the researcher facts the lecturers explanation that the researcher wants to investigate and college students comments in the course of getting to know manner. Then, the researcher transcribes the recording of the utterances to convert the records from spoken into written shape. the next step became studying. The researcher begins analyzing which utterances had been code-switching or code mixing and its feature.

2. Interview

The second was interview. The researcher takes an interview in other to elicit information about the reason toward code-switching and code-mixing to get the details information of the English teacher in teaching English.

F. DATA ANALYSIS TECHNIQUE

“In qualitative research, all investigators or researcher focus on the problems studied, guided by the conceptual or theoretical framework. Data analysis in qualitative research is often carried out simultaneously or together with data collection. Then, stated that the data analysis in this study included several steps or stages; coding, data reduction, data display, and make conclusions or interpretations. More clearly as follows:⁷⁰

1. Coding

⁷⁰Arikunto, Suharsimi, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2006), p.201.1.

In this part, the researchers do data exposure that's been acquired from observation and interviews are mixed code and over code that's been used during the English study process. Then served in a table form, to be distinguished according to its own kind. And for the results of the later interview gathered in the way the teacher related to the use of the code of mixing and code switching then will be exposed in the form of paragraph.

2. Data Reduction

In reducing data, the researcher guided by the objectives to be achieved. In this case, data from observations are transcribed into written transcripts. Then, transcripts are identified to determine speech which is considered as a phenomenon of code switching and code mixing that does not contain code switching and code mixing. Then the researcher determines the type of code switching and code mixing, the function of switching code-mixing code and the language involved from the observation.

3. Data Display

After the data is reduced, the next step is presenting data. With the presentation of data, made more easier to understand what is happening and plan the next work based on what has been done understood. In this study, the researcher displayed data using an essay, this is the most commonly used display in qualitative research. In this study, the data that has been reduced is then described as research data containing code switching and code mixing in table form.

After the researcher transcribe the data into written and arranges them as series of teaching learning process. The researcher classifies the data which contained code switching or code mixing and each types. The data which contained code switching or code mixing as data investigation. The code mixing

and code switching utterance and its types that made by teacher in learning process.

Then the researcher classified the similar types based on types in order to make more simple. The code mixing and code switching utterance based on its types that made by teacher in teaching learning process. The researcher accounts the amount of code switching and code mixing types used during the teaching English as a foreign language in the classroom.

First, the researcher calculates code switching and code mixing types found in English Learning process using formula as follow :

$$\% \text{ of CS} = \frac{\text{Frequency of CS Utterance} \times 100\%}{\text{All CS in the classroom}}$$

Secondly, the researcher calculates the percentages of each code switching and code mixing types using formula as follow :

$$\% \text{ of each types} = \frac{\text{Frequency of eac types} \times 100\%}{\text{All CS in the classroom}}$$

4. Conclusion and verifications data

After analyzing the data, the researcher draws conclusions about the practice of code switching and code mixing in the process of teaching English. It can be concluded that there are three steps in qualitative research to report the results. The first data reduction method summarized by data researcher, chose to focus on the things that purpose of the problem. The second step is to display the data described in the form of narratives and tables to make it easier to understand. The last is a picture of the conclusion that the researcher concluded the data after analyzing it.

G. Checking Validity of Finding

According to Setiyadi, triangulation is a combination of two or more methods in collecting data about the attitudes of research subjects. Because human attitudes are quite complex, the use of a single method in collecting qualitative data is often

considered insufficient.⁷¹ This means that triangulation is used to strengthen or believe the resulting data.

1. Time triangulation, time triangulation has two forms, namely cross-sectional and longitudinal. In cross sectional, data collection is carried out at the same time with different groups but longitudinally, data collection is carried out by the same group at different times.
2. Triangulation of places. In place triangulation to make data collection more accurate, it can be done by using different places for similar data.
3. Triangulation theory. In theory triangulation, data collection is done based on different theories or by analyzing the same data with different theories.
4. Triangulation method. In method triangulation, researchers use different methods to collect similar data.
5. Researcher triangulation. In researcher triangulation, the same data collection is carried out by several people.
6. Methodological triangulation. In methodological triangulation, data is collected from the same learning process with different approaches, namely quantitative and qualitative, so that researchers collect both data from these approaches.⁷²

In this study, researcher used triangulation methods to obtain more accurate data for analysis. In the triangulation method, the researcher uses observation and interviews to find out the data needed. Observations focused on teacher and students' code mixing and code switching practices which were intended to determine the type of code switching and code mixing, its function, and the language used in the classroom. Interviews with the English teacher of class XI TKJ 2 were conducted to

⁷¹Ag.Bambang Setiyadi, Metode Penelitian untuk Pengajaran Bahasa Asing Pendektan Kuantitatif dan Kualitatif (Yogyakarta: Graha Ilmu, 2006) p.246

⁷²Ibid, p.346-347

obtain data that can be used to confirm the results of the observations. Observations will be made more than once, meaning that time triangulation will be used in this study. By applying this triangulation, the researcher hopes that the results of this study are accurate because the data were collected more than once and more than one data method.



CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with data display and discussion. The results of data analysis is presented in findings part and further explanation is presented in the discussion.

A. DATA DISPLAY

In this chapter, the researcher would like to present the description of data obtained. The description of the data presented based on the instrument that the researcher involved in the research, they are follow :

1. Types of Code Switching and Code Mixing

Based on the observation that the researcher find out in research, previous, the school hands over to researcher the class XI TKJ 2 taught by Mr.Budi as English teacher especially on class XI. The researcher found some information about English teachers' code mixing and code switching in the learning process according to the object of the observation, they are as follow :

Table 4.1 The Uterence Code Switching Made by Teacher in English Learning Process.

1	Ok, Right, dibagian pengertian ya ?
2	And written by someone else , artinya di tulis oleh orang lain, gimaana ? understand ?
3	Jadi, lek teks biography iku ,yang nulis kudu orang lain, lek di tulis karo diri sendiri, namanya teks autobigraphy.
4	Ya , benar sekali, ini gambar our president , Mr.Habibi.
5	Ngga sembarang orang yaang loh ya , bisa di tulis dalam tkes biography , ok understand ?

6	Lek, not give positive impact,, belum bisa di kategorikan sebagai biography text.
7	Next, let's read bagian function of text biography !
8	Ayo , sopo iki sek bisa jawab ? arti deari educated.
9	You right, ya jadi itu fungsi dari biography text.
10	Ok, done ya, tentang functionnya
11	Di perhatikan coba, dibagian so we can get !
12	Pernah belajar kepemilikan kan ? lak an mu , lak an ku , punya ne dia cewek , nah itu pakai his/her
13	Great question, thank you . tentunya biography text memiliki karakteristik or jave several characteristic.
14	Kenudian, tentang generic structure , coba dibaca bagian generic structure !
15	Ok thank you , ya benar ada 3 generic structure.
16	Yak, report kalau kamu sering membuka di website berhubungan dengan News or information.
17	The function from factual report adalah untuk mrrmpresentasikan suatu kejadian nyata to other people.
18	Any question ? sebelum saya lanjutkan ke pembahasan selanjutnya.
19	A detailed description of person's life, artinya deskripsi yang detail terakit kehidupan seseorang.
20	Great question, thank you . tentunya biography text memiliki karakteristik or jave several characteristic.
21	Based on fact,sek ruh arti ne angkat tangan coba !
22	Now, coba ada berapakah generic structure in biography text ?

23	Biography text menerangkan tentang peristiwa tokoh, event factual report lebih banyak membahas about tempat bersejarah, like Borobudur temple and etc.
24	Seperti media social , some tools use to connect to other people, menghubungkan dengan orang lain.
25	Who is your idol ? Arhani azis ? Kalau kelas lain ada yang menyebutkan famous influencer like Sisca Kohl, Youtuber Atta Halilintar
26	For example bisa tentang gempa bumi, vulcanic eruption, animal, ataupun juga tumbuh-tumbuhan.
27	Next, is about structure from factual report, urutan saat akan membuat factual report.
28	Fungsi dan fungsi sosial is different thing, beda lo ya.
29	Now, how about fungsi dari factual report ?
30	Factual report social function nya adalah ?
31	Then, about general structure dari factual report.
32	Do you understand the meaning of structure ? faham nggak struktur itu apa ?
33	Jadi, when you will make some teks, kalian harus faham strukturnya, seperti saat akan membangun sebuah bangunan.
34	The definition from general classification adalah deskripsi umum tentang hal yang akan di tulis.
35	Seperti merk Laptop, there are between Acer and Asus jelas memiliki perbedaan.
36	Struktur dari descriptive text dan factual report hampir sama.

Table 4.2 The Uterence Code Mixing Made by Teacher in English Learning Process.

1	Bagian iku pas pengertian materinya ya ?
2	Jadi, lek teks biography iku ,yang nulis kudu orang lain, lek di tulis karo diri sendiri, namanya teks autobigraphy.
3	Sek ruh angkat tangan ! Rise your hand please ! Andi mungkin mau jawab?
4	Ya, ndak gitu no mocone .cara nya salah
5	Pernah belajar kepemilikan kan ? lak an mu , lak an ku , punya ne dia cewek , nah itu pakai his/her
6	Jadi kamu bisa membuat teks secara runtut, tidak compang-camping , tidak ngawur, bagaimana?
7	Kalau misalnya sepedah motor fungsi sosialnya ngge opo ? Buat apa?
8	O. pertama kali sampek sanaa, hawane adem, terus apalagi ?
9	Yang kamu lihat atau perhatikan pas ndek ngebel iku opo wae ? Nah itu yang akan kamu jadikan paragraf .
10	Ngga sembarang orang yaang loh ya , bisa di tulis dalam tkes biography , ok understand ?
11	Must give psitive impact for our self , memberikan dampak positif bagi hdiup kita,
12	Next, let's read bagian function of text biography !
13	Coba, sebutkan the function of biography text !
14	Yang mana ? his/her itu to ?
15	Educated itu artinya adalah memberikan pelajaran .
16	Artinya hampir sama dengan give inspiration , memberikan inspirasi

	untuk orang lain.
17	So , itu artinya jadi, kalau get artinya ? ada yang tau ?
18	Kenudian, tentang generic structure , coba dibaca bagian generic structure !
19	Biogrphahy text menerangkan tentang peristiwa tokoh, event factual report lebih banyak membahas about tempat bersejarah, like Borobudur tample and etc.
20	Apa arti dari social function ? Yo coba di jawab !
21	Seperti media social , some tolls use to connect to other peopple, menghubungkan dengan orang lain.
22	Bisa menceritakan tentang, actrees actor, atlet, ada yang punya idola ?
23	Untuk factual report , sudah sering dengar kata report mungkin ?
24	Yak, report kalau kamu sering membuka di website berhubungan dengan News or information.
26	Umumnya, factual report use to describe about nature phenomena atau fenomena alam.
27	Fungsi dan fungsi sosial is different thing, beda lo ya
28	Makanya, kemarin pernah ada pengamatan tentang sebuah pohon, fungsinya untuk give the fact or information tentang phpn itu .
29	Jadi, when you will make some teks, kalian harus faham strukturnya, seperti saat akan membangun sebuah bangunan.

Table 4.3 The Tag Code Switching Made by Teacher in English Learning Process

1	Ok, Right, dibagian pengertian ya ?
2	And written by someone else , artinya di tulis oleh orang lain, gimaana ? understand ?
3	Jadi, lek teks biography iku ,yang nulis kudu orang lain, lek di tulis karo diri sendiri, namanya teks autobiography.
4	Ya , benar sekali, ini gambar our president , Mr.Habibi.
5	Ngga sembarang orang yaang loh ya , bisa di tulis dalam tkes biography , ok understand ?
6	Lek, not give positive impact,, belum bisa di kategorikan sebagai biography text.
7	Next, let's read bagian function of text biography !
8	Ayo , sopo iki sek bisa jawab ? arti deari educated.
9	You right, ya jadi itu fungsi dari biography text.
10	Ok, done ya, tentang functionnya
11	Di perhatikan cobak, dibagian so we can get !
12	Pernah belajar kepemilikan kan ? lak an mu , lak an ku , punya ne dia cewek , nah itu pakai his/her
13	Great question, thank you . tentunya biography text memiliki karakteristik or jave several characteristic.

Table 4.4 The Uterence Intra-Sential Code Switching Made by Teacher in English Learning Process

1	Oke,Good Morning all, bagaimana kabar kalian ?
2	Sekarang , open your text material, yang kemarin saya kasih !
3	I give you all 5 minutes, untuk membaca ulang teks material yang sudah saya berikan, understand ?

4	And any question from material, yang sudah kalian baca ?
5	Coba, rise your hand please. Angkat tangan yang bisa!
6	Saya akan memberikan penjelasan, about the definition of biography text.
7	A detailed description of person's life, artinya deskripsi yang detail terkait kehidupan seseorang.
8	And written by someone else , artinya di tulis oleh orang lain, gimana ? understand ?
9	Ya , benar sekali, ini gambar our president , Mr.Habibi.
10	Ngga sembarang orang ya loh ya , bisa di tulis dalam teks biography , ok understand ?
11	Coba, sebutkan the function of biography text !
12	Yang mana ? his/her itu to ?
13	Nah, benar sekali artinya his/her untuk menyebut kepemilikan in english language.
14	Artinya hampir sama dengan give inspiration , memberikan inspirasi untuk orang lain.
15	This non fiction text jelas ya,kisah nyata.
16	Are, you finish ? Membacanya sudah.
17	Kalau I,you, They we itu letaknya di awal kalimat.
18	Any question ? sebelum saya lanjutkan ke pembahasan selanjutnya.
19	A detailed description of person's life, artinya deskripsi yang detail terkait kehidupan seseorang.
20	Great question, thank you . tentunya biography text memiliki karakteristik or have several characteristic.

Table 4.5 the uterence Inter Sentential Code Switching Made by Teacher in English Learning Process Inter Sentential Code Switching

1	Jadi , biography text written by someone else, bukan diri sendiri.
2	Sek ruh angkat tangan ! Rise your hand please ! Andi mungkin mau jawab?
3	Sekarang, Irvan Open your text material, yang bagian function of text biography !

Table 4.6 The Uterence Inner Code Mixing Made by Teacher in English Learning Process

1	Bagian iku pas pengertian materinya ya ?
2	Jadi, lek teks biography iku ,yang nulis kudu orang lain, lek di tulis karo diri sendiri, namanya teks autobiography.
3	Sek ruh angkat tangan ! Rise your hand please ! Andi mungkin mau jawab?
4	Ya, ndak gitu no mocone .cara nya salah
5	Pernah belajar kepemilikan kan ? lak an mu , lak an ku , punya ne dia cewek , nah itu pakai his/her

Table 4.7 The Uterence Outer Code Mixing Made by Teacher in English Learning Process

1	I give you all 5 minutes, untuk membaca ulang teks material yang sudah saya berikan, understand ?
2	Ok, Right, dibagian pengertian ya ?
3	A detailed description of person's life, artinya deskripsi yang detail

	terakit kehidupan seseorang.
4	And written by someone else , artinya di tulis oleh orang lain, gimaana ? understand ?
5	Ok, your welcome ,dipelajari lagi lo ya!.
6	Jadi , biography text written by someone else, bukan diri sendiri.
7	Now, look at the pitcure, ;ihat gambar ini !
8	Who is in the pitcure ? Ada yang tau ?
9	Ya , benar sekali, ini gambar our president , Mr.Habibi.
10	Ngga sembarang orang yaang loh ya , bisa di tulis dalam tkes biography , ok understand ?
11	Must give psitive impact for our self , memberikan dampak positif bagi hdiup kita,
12	Next, let's read bagian function of text biography !
13	Coba, sebutkan the function of biography text !
14	Yang mana ? his/her itu to ?
15	Educated itu artinya adalah memberikan pelajaran .

Table 4.8 The Percentage Code Switching Made by Teacher in English Learning Process.

No	Category	Frequency	Precentages
1	Code Switching	72	56%
2	Code Mixing	58	44%
Total		130	100%

The table shows that the code switching were dominated with 56% than the code mixing just 44% that happen in the classroom. Howefer, each category is

classified based on its types. The following table types of code switching and code mixing was made by teacher in the classroom.

Table 4.9 The Percentage Code Switching Made by Teacher in English Learning Process.

No	Types of Code Switching	Frequency	Percentages
1	Tag Code Switching	26	36%
2	Intra Sentential Code Switching	40	56%
3	Inter Sentential Code Switching	6	8%
Total		72	100%

Table 4.9 shows the result of types code switching that made by teacher. Tag code switching with the percentages 36% and the frequency was 26 case. Next, Intra-Sentential with 56% percentages and the frequency was 40 case in the classroom. Inter-sentential code switching with percentages 8% and frequency case in the classroom was 6 case.

Table 4.10 The Percentage Code Mixing made by teacher

No	Types of Code Mixing	Frequency	Percentages
1	Inner Code Mixing	10	17 %
2	Outer Code Mixing	48	83%
Total		58	100%

The table 4.10 shows the result of types code mixing that made by teacher in English learning process. Inner code mixing with the percentages 17 % and the frequency case made by the teacher was 10 case. Next, outer code mixing with percentages 83% and the frequency case made by teacher was 48 case.

Based on tabel shows presentages type of code mixing and code switching in the class. Like the prevoius exspoure that the code switching were dominated with 36% Tag code switching, 56% Intra-Sentential code switching and 8% Inter-Sentential code switching. Then in the code mixing were dominated by Outer Code mixing with 83% presentages and 17% Inner Code mixing.

2. Factor Cause Code Mixing and Code Switching

The purpose of the interview is to find out several factors that encourage teachers to use code mixing and code switching in the English learning process. This interview was held on June 24, 2022 and the resource person was an 11th grade English teacher at SMKN 1 Badegan. Then, from the interview the researcher get data related to the causes of using code switching and code mixing. *First*, the reason for using code switching and code mixing is because the teacher wants to clarify his speech so that it will be understood better by listener, he can sometimes use both of the language that he master to say in the same message. *Second*, students' enthusiasm will increase. Then the factors that cause code switching and code mixing are the latter because students' abilities in English are different, mainly the ability to master English vocabulary. *Third*, the students did not feel bored and comfortable, the teacher must do code switching and code mixing in delivering the topic.

B. DISCUSSION

In this chapter, the researcher would like to discuss about data obtained. The discussion of the data will be presented based on the instrument that the researcher involved in the research.

1. Types of Code Mixing and Code Switching that Made by Teacher

In this section, the researcher wants to explain about the exposure of data about code switching and code mixing in teaching the learning process at SMKN 1 Badegan. together at one time. This happens in a multilingual community which is forced to do

because there are limitations on the ability of the interlocutor as well as on the speakers themselves.

In table 4.1 there is a list of cases of using code switching in the classroom carried out by teachers during the English learning process. The following is a discussion regarding sentences that are included in code switching carried out by the teacher during the English learning process.

1. Ok, dibagian pengertian ya, right ?.

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian

2. And written by someone else, artinya di tulis oleh orang lain, gimana ? understand ?

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

3. Jadi, lek teks biography iku ,yang nulis kudu orang lain, lek di tulis karo diri sendiri, namanya teks autobigraphy

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

4. Ya , benar sekali, ini gambar our president , Mr.Habibi.

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same

conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

5. Ngga sembarang orang yaang loh ya , bisa di tulis dalam tkes biography , ok understand ?

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

6. Lek, not give positive impact,, belum bisa di kategorikan sebagai biography text.

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

7. Next, let's read bagian function of text biography !

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

8. Ayo , sopo iki sek bisa jawab ? arti dari educated.

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation And in that sentence the teacher uses 3 language variations, namely English and Indonesian as well. Javanese language.

9. You right, ya jadi itu fungsi dari biography text.

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same

conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

10. Ok, done ya, tentang functionnya

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

11. Di perhatikan cobak, dibagian so we can get !

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

12. Pernah belajar kepemilikan kan ? milikmu mu, milikku, punya dia perempuan , nah itu pakai his/her.

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

13. Great question, thank you tentunya biography text memiliki karakteristik or have several characteristic.

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

14. Kemudian, tentang generic structure ,cobadibacabagian generic structure !

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

15. Ok thank you, ya benar ada 3 generic structure.

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

16. Yak, report kalau kamu sering membuka di website berhubungan dengan News or information.

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

17. The function from factual report adalah untuk mempresentasikan suatu kejadian nyata to other people.

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

18. Any question ? sebelum saya lanjutkan ke pembahasan selanjutnya.

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

19. A detailed description of person's life, artinya deskripsi yang detail terakit kehidupan seseorang.

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

20. Great question, thank you tentunya biography text memiliki karakteristik or have several characteristic.

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

21. Based on fact, yang tau artinya angkat tangan coba !

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

22. Now, coba ada berapakah generic structure in biography text ?

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

23. Biogrpahy text menerangkan tentang peristiwa tokoh, event factual report lebih banyak membahas about tempat bersejarah, like Borobudur tample and etc.

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same

conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

24. Seperti media social, some tolls use to connect to other people, menghubungkan dengan orang lain.

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

25. Who is your idol ?Arbaniazis ? kalau kelas lain ada yang menyebutkan famous influencer like Sisca Kohl, youtuber Atta Halilintar.

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

26. For example bisa tentang gempa bumi, vulcanic eruption, animal, ataupun juga tumbuh-tumbuhan.

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

27. Next, is about structure from factual report, urutannya akan membuat factual report.

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

28. Fungsi dan fungsisosial is different thing, beda lo ya.

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

29. Now, how about fungsidari factual report ?

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

30. Factual report social function nyaadalah ?

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

31. Then, about general structure dari factual report.

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

32. Do you understand the meaning of structure ? faham nggak struktur itu apa ?

Understand

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

33. Jadi, when you will make some teks, kalian harus faham strukturnya, seperti saat akan membangun sebuah bangunan.

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

34. The defintion from general calssification adalah deskripsi umum tentang hal yang akan di tulis.

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

35. Seperti merk Laptop, there are between Acer and Asus jelas memiliki perbedaan.

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

36. Struktur dari descriptive text dan factual report hampir sama.

This sentence categorized as code switching because in the sentence use 2 languages or linguistic variations within the same utterance or during the same conversation. And in that sentence the teacher uses 2 language variations, namely English and Indonesian.

Table 4.2 contains a list of cases of using code mixing in the classroom by the teacher during the English learning process. The following is a discussion regarding sentences that are included in code mixing carried out by the teacher during the English learning process.

1. Bagian iku pas pengertian materinya ya ?

This sentence is categorized as a code mixing because, the speakers here use different linguistic elements, namely a phrase in Javanese and Indonesian in one sentence.

2. Jadi, lek teks biography iku ,yang nulis kudu orang lain, aoabila di tulis diri sendiri, namanya teks autobiography.

This sentence is categorized as a code mixing because, the speakers here use different linguistic elements, namely a phrase in Javanese, Indonesian in a word in English in one sentence.

3. Sek ruh angkat tangan ! rise your hand please !Andi mungkin mau jawab?

This sentence is categorized as a code mixing because, the speaker here use different linguistic elements, namely in the form of clauses in Indonesian, clauses in English and also sentences in Indonesian in one sentence.

4. Ya, ndak gitu no mocone .caranya salah

This sentence is categorized as a code mixing because, the speaker here use different linguistic elements, namely phrases in Javanese and Indonesian in one sentence.

5. Pernah belajar kepemilikan ? lak an mu , lak an ku , punya ne diacewek , nah itu pakai his/her

This sentence is categorized as a code mixing because, the speaker here use different linguistic elements, namely phrases in Indonesian, some the word in Javanese and an English word at the end of the sentence, on the word his/her.

6. Jadi kamu bisa membuat teks secara runtut, tidak compang-camping ,tidak ngawur, bagaimana understand all ?

This sentence is categorized as a code mixing because, the speaker here use different linguistic elements in one sentence, namely in the form of two

clauses in Indonesian, "So you can make the text coherently, not ragged" .Then the phrase in English on the word "Understand all?"

7. Kalau misalnya sepedah motor fungsi sosialnya ngge opo ? Buat apa?

This sentence is categorized as a code mixing because, the speaker here use different linguistic elements in one sentence. That is, the use of phrases in Indonesian, and 2 words in Javanese on the word "ngge opo?".

8. Pertama kali sampek sana, hawane adem, terus apa lagi ?

This sentence is categorized as a code mixing because, the speaker here use different linguistic elements in one sentence. an Indonesian greeting phrase.

9. Yang kamu lihat atau perhatikan pas ndek ngebel iku opo wae ? Nah itu yang akan kamu jadikan paragraf .

This sentence is categorized as a code mixing because, the speaker here use different linguistic elements in one sentence. Namely, the use of phrases in Indonesian, phrases in Javanese on the word "Ndek ngebel iku opo wa?". Then at the end of the sentence there is a phrase in Indonesian.

10. Ngga sembarang orang yaang loh ya ,bisa di tulis dalam teks biography , can you understand it ?

This sentence is categorized as a code mixing because, the speaker here use different linguistic elements in one sentence. biography". Then, use the phrase in English at the end of the sentence, on the word "Can you understand it ?

11. Must give psitive impact for our self , memberikan dampak positif bagi hdiup kita,

This sentence is categorized as a code mixing because, the speaker here use different linguistic elements in one sentence. Namely, the use of phrases in English at the beginning of sentences and phrases in Indonesian on the word, "Give a positive impact on our lives".

12. Next, let's read bagian function of text biography !

This sentence is categorized as a code mixing because, the speaker here use different linguistic elements in one sentence. That is the use of clauses in English on the word "Next, let's read", then insertion of words in Indonesian in in the middle of the sentence on the word "Section. And the last sentence there is the insertion of a phrase in English in the word "Function of text biography".

13. Coba, sebutkan the function of biography text !

This sentence is categorized as a code mixing because, the speaker here use different linguistic elements in one sentence. That is, the insertion of Indonesian clauses at the beginning of the sentence on the word "Try, mention" and the use of phrases in the Indonesian language. English at the end of the sentence on the word "the function of biography text".

14. Yang mana ? his/her itu to ?

This sentence is categorized as a code mixing because, the speaker here use different linguistic elements in one sentence. That is, the insertion of Indonesian phrases in the word "Which one?" then insert the word in English on the word "His/her".

15. Educated itu artinya adalah memberikan pelajaran .

This sentence is categorized as a code mixing because, the speaker here use different linguistic elements in one sentence. That is, inserting English words into the word "Educated", then using Indonesian phrases in the word " That means teaching a lesson."

16. Artinya hampir sama dengan give inspiration, memberikan inspirasi untuk orang lain.

This sentence is categorized as a code mixing because, the speaker here use different linguistic elements in one sentence. inspiration for others".

17. So, itu artinya jadi, kalau get artinya ? ada yang tau

This sentence is categorized as a code mixing because, the speaker here use different linguistic elements in one sentence. That is, the insertion of English words in the sentence crew "So" and "Get" in the middle of the sentence , then followed by the insertion of a phrase in Indonesian in the word “that means so, if it means ? anybody know ?

18. Kemudian, tentang generic structure ,coba dibaca bagian generic structure !

This sentence is categorized as a code mixing because, the speaker here use different linguistic elements in one sentence. That is, the insertion of English phrases in the word "Generic structure" and the use of Indonesian phrases in the sentence in the word "Generic structure". "try reading the generic structure section".

19. Biogrpahy text menerangkan tentang peristiwa tokoh, event factual report lebih banyak membahas about tempat bersejarah, like Borobudur tample and etc.

This sentence is categorized as a code mixing because, the speaker here use different linguistic elements in one sentence. That is, there are several insertions of English phrases such as "Biogrpahy text" "event factual report" "like Borobudur tample and etc.". Then, insert phrases in Indonesian into the words “Explaining about the events of the characters”, “to talk more about...historic places” and finally inserting English words in the middle of the sentence, on the word “About”.

20. Apa arti dari social function ? Ya coba di jawab !

This sentence is categorized as a code mixing because, the speaker here use different linguistic elements in one sentence. The insertion of the phrase in this sentence also occurs in the word "social function".

21. Seperti media social, some tolls use to connect to other people, menghubungkan dengan orang lain.

This sentence is categorized as a code mixing because, the speaker here use different linguistic elements in one sentence. other people". Then, insert a phrase in English on the word "some tolls use to connect to other people".

22. Bisa menceritakan tentang, actrees actor, atlet, ada yang punya idola ?

This sentence is categorized as a code mixing because, the speaker here use different linguistic elements in one sentence. In it there is also the insertion of a phrase in Indonesian, namely "Can tell about".

23. Untuk factual report ,sudah sering dengar kata report mungkin ?

This sentence is categorized as a code mixing because, the speakers here use different linguistic elements in one sentence. That is, the insertion of English phrases in the sentence in the word "Factual Report". Indonesian in the sentence, namely "For," "Maybe" and also the insertion of a phrase in the word "Have you heard the word often".

24. Yak, report kalau kamu sering membuka di website berhubungan dengan News or information.

This sentence is categorized as a code mixing because, the speakers here use different linguistic elements in one sentence. the phrase in Indonesian is "If you often open in...related to".

25. Umumnya, factual report use to describe about nature phenomena atau fenomena alam.

This sentence is categorized as a code mixing because, the speakers here use different linguistic elements in one sentence. That is, the insertion of phrases

in English in the sentence "Factual report use to describe about nature phenomena". , in the sentence there is also the insertion of phrases in the Indonesian language on the word "or natural phenomena".

26. Fungsi dan fungsisosial is different thing, beda lo ya

This sentence is categorized as a code mixing because, the speaker here use different linguistic elements in one sentence. is different thing", and there is also an insertion of a phrase in Indonesian, namely "beda lo ya". In the sentence there is also an insertion of the word in Indonesian, namely "Function".

27. Makanya, kemarin pernah ada pengamatan tentang sebuah pohon, fungsinya untuk give the fact or information tentang pohon itu.

This sentence is categorized as a code mixing because, the speaker here use different linguistic elements in one sentence. In that sentence there is an insertion of a phrase in English in the word "give the fact or information", then there is also a the insertion of the Indonesian phrase "yesterday there was an observation about a tree, its function is to".

28. Jadi, when you will make some teks, kalian harus faham strukturnya, seperti saat akan membangun sebuah bangunan.

This sentence is categorized as a code mixing because, the speaker here use different linguistic elements in one sentence. In that sentence there is an insertion of phrases in English, namely "when you will make some", in that sentence also there is an insertion of phrase in Indonesian, namely "you have to understand the structure, like when you are going to build a building.

In table 4.3 there is a list of cases of using tag code switching in the classroom which is carried out by the teacher during the English learning process. The following

is a discussion regarding sentences that are included in the code switching tag carried out by the teacher during the English learning process.

1. Dibagian pengertiannya, Ok right ?

This sentence is categorized as a tag code switching because, the teacher enters, short phrases in the end of the expression when he speaks in the form of “Ok right?”.

2. And written by someone else ,artinya di tulisoleh orang lain, gimaana ? understand ?

This sentence is categorized as a tag code switching because, the teacher makes the transition from Indonesian to English, namely the word “Understand” which means do you understand?.

3. Jadi, lek teks biography iku ,yang nulis kudu orang lain, lek di tulis karo diri sendiri, namanya text autobiography

This sentence is categorized as a tag code switching because, the teacher makes the transition from Indonesian to English at the end of the speech, namely the word “Text autobiography” which means biographical text.

4. Ya benar sekali, ini gambar our president , Mr.Habibi.

This sentence is categorized as a tag code switching because, the teacher makes the transition from Indonesian to English at the end of the speech, namely on the word “Our president, Mr. Habibi”, which means our president Pak Habibi.

5. Ngga sembarang orang yang ya, bisa di tulis dalam teks biography, ok understand ?

This sentence is categorized as a tag code switching because, the teacher makes the transition from Indonesian to English at the end of the speech, namely the word “Ok understand” which means how do you understand?.

6. Lek, not give positive impact, belum bisa di kategorikan sebagai biography text.

This sentence is categorized as a tag code switching because, the teacher makes the transition from Indonesian to English at the end of the speech, namely the word "Biography text" which means biographical text.

7. Selanjutnya, ayo dibaca bagian function of text biography !

This sentence is categorized as a tag code switching because, the teacher makes the transition from Indonesian to English at the end of the speech, namely the word "Function of text biography" which means the function of the biographical text.

8. Ayo, sopo iki sek bisa jawab ? arti dari educated.

This sentence is categorized as a tag code switching because, the teacher makes the transition from Indonesian to English at the end of the speech, namely the word "Educated" which means educated.

9. Ya jadi itu fungsi dari biografi teks, you right.

This sentence is categorized as a tag code switching because, the teacher makes the transition from Indonesian to English at the end of the speech, namely on the word "You right".

10. Ok, tentang functionnya done

This sentence is categorized as a tag code switching because, the teacher makes the transition from Indonesian to English at the end of the speech, namely the word "Done" which means finished.

11. Di perhatikan cobak, dibagian so we can get !

This sentence is categorized as a tag code switching because, the teacher makes the transition from Indonesian to English at the end of the utterance, namely on the word "So we can get" which means so, we can get.

12. Pernah belajar kepemilikan kan ? lak an mu, lak an ku, punya ne dia cewek , nah itu pakai his/her

This sentence is categorized as a tag code switching because, the teacher makes a transition from Indonesian to English at the end of the speech, namely the word “His/her” which means that he is a woman and he is a man.

13. Great question, thank you tentunya biography text memiliki karakteristik or have several characteristic.

This sentence is categorized as a tag code switching because, the teacher makes the transition from Indonesian to English at the end of the utterance, namely the word “Have several characteristics” which means having several characteristics.

In table 4.4 there is a list of use cases for Intra-sentential code switching in the classroom carried out by the teacher during the English learning process. The following is a discussion regarding sentences that are included in the Intra sentential code switching carried out by the teacher during the English learning process.

1. Oke, Good Morning all, bagaimana kabar kalian ?

This sentence is categorized as a intra sentential code switching because the teacher does a foreign language switch in the midst of utterance is "Good Morning all" which means good morning all.

2. Sekarang , open your text material, yang kemarin saya kasih !

This sentence is categorized as a intra sentential code switching because the teacher does the transition of a foreign language in the midst of utterance, namely "open your text material" which means open a Kalina textbook!".

3. I give you all 5 minutes, untuk membaca ulang teks material yang sudah saya berikan, understand ?

This sentence is categorized as a intra sentential code switching because, the teacher does the foreign language switch at the beginning of utterance is "I give you all 5 minutes" which means I give you all 5 minutes"

4. And any question from material, yang sudah kalian baca ?

The reason the researcher categorizes this sentence into intra sentential code switching, based on the theory from Jendra which has been discussed in chapter 2, intra sentential code switching occurs when a transition in the form of phrases and clauses is found into a foreign language in the speech of the basic language used. In this the teacher makes the transition foreign language in the middle of utterance is "any question from material".

5. Coba, rise your hand please. Angkattangan yang bisa!

This sentence is categorized as a intra sentential code switching because, the teacher makes the transition the foreign language in the middle of the utterance is "rise your hand please!", which means please raise your hand!".

6. Saya akan memberikan penjelasan, about the definiton of biography text, kepada kalian.

This sentence is categorized as a intra sentential code switching because, the teacher makes the transition a foreign language in the middle of utterance, namely "About the definiton of biography text".

7. A detailed description of person's life, artinya deskripsi yang detail terakit kehidupan seseorang.

This sentence is categorized as a intra sentential code switching because, the teacher makes the transition foreign language at the beginning of utterance is "A detailed description of person's life".

8. And written by someone else, artinya di tulis oleh orang lain, gimana ? understand ?

This sentence is categorized as a intra sentential code switching because, the teacher makes the transition foreign language at the beginning of utterance is "And written by someone else" which has the meaning written by someone else.

9. Ok, I think enough, thank you for your attention, pelajaran kita hari ini cukup sampai disini ya.

This sentence is categorized as a intra sentential code switching because, the teacher makes the transition the foreign language in the middle of utterance is "I think enough, thank you for your attention", which means I think enough, thank you for your attention.

10. Tapi kalau di sini, di factual report, general classification berisi tentang telagaanya.

This sentence is categorized as a intra sentential code switching because, the teacher makes the transition foreign language in the middle of utterance, namely "Factual Report, General classification".

11. Ada nanti kalau judulnya visting Ngebel lake dengan Ngebel Lake saja sudah beda isinya

This sentence is categorized as a intra sentential code switching because, the teacher makes a foreign language transition in the middle of utterance, namely "visting Ngebel lake with Ngebel Lake" which means visiting Ngebel Lake and Ngebel Lake.

12. Yang mana ? his/her itu to ?

This sentence is categorized as a intra sentential code switching because the teacher makes the transition The foreign language in the middle of utterance is "his/her" which means that he is male and his is female.

13. Nah, benar sekali artinya his/her in English language untuk menyebut kepemilikan.

This sentence is categorized as a intra sentential code switching because, the teacher makes the transition the foreign language in the middle of utterance is "his/her in English language".

14. Artinya hampir sama dengan give inspiration, memberikan inspirasi untuk orang lain.

This sentence is categorized as a intra sentential code switching because, the teacher makes a foreign language transition in the middle of the utterance, namely "give inspiration"

15. This non fiction text, jelas ya, kisah nyata.

This sentence is categorized as a intra sentential code switching because, the teacher makes the transition foreign language at the beginning of utterance is "This non fiction text", which has the meaning of this is a non-fiction text.

16. Are, you finish ? Membacanya sudah.

This sentence is categorized as a intra sentential code switching because, the teacher makes the transition the foreign language at the beginning of utterance is "Are, you finish" which means whether you are finished.

17. Kalau I, you, They we itu letaknya di awal kalimat.

This sentence is categorized as a intra sentential code switching because, the teacher makes the transition the foreign language in the middle of utterance is "I, you, They we".

18. Any question ? sebelum saya lanjutkan ke pembahasan selanjutnya

This sentence is categorized as a intra sentential code switching because, the teacher makes a foreign language transition at the beginning of the utterance, namely "Any question".

19. A detailed description of person's life, artinya deskripsi yang detail terakit kehidupan seseorang.

This sentence is categorized as a intra sentential code switching because, the teacher makes the transition foreign language at the beginning of utterance is "A detailed description of person's life".

20. Jadi, when you will make some teks, kalian harus faham strukturnya, seperti saat akan membangun sebuah bangunan.

This sentence is categorized as a intra sentential code switching because, the teacher makes the transition foreign language in the middle of utterance is "when you will make some text".

In table 4.5 there is a list of cases of using Inter sentential code switching in the classroom that is carried out by the teacher during the English learning process. The following is a discussion regarding sentences that are included in the Inter sentential code switching carried out by the teacher during the English learning process.

1. Jadi, biography text written by someone else, bukan diri sendiri.

This sentence is categorized as a inter sentential code switching because, in this sentence shows there is an inter sentential code switching, namely "biography text written by someone else" which is a complete sentence between the base languages.

2. Yang tau angkat tangan ! rise your hand please ! Andi mungkin mau jawab?

This sentence is categorized as a inter sentential code switching because, in this sentence shows there is an inter sentential code switching, namely "rise

your hand please" which is a complete sentence in a foreign language and is expressed between base languages.

3. Sekarang, Irvan Open your text material, yang bagian function of text biography !

This sentence is categorized as a inter sentential code switching because, in this sentence shows there is an inter sentential code switching, namely "Irvan Open your text material" which is a complete sentence in a foreign language and is expressed between base languages.

In table 4.6 there is a list of cases of using Inner code mixing in the classroom that was carried out by the teacher during the English learning process. The following is a discussion regarding sentences that are included in the Inner code mixing carried out by the teacher during the English learning process.

1. Bagian iku pas pengertian materinya ya ?

This sentence is categorized into inner code mixing because it is in accordance with the theory where in the sentence the teacher inserts a phrase in Javanese which of course is still related to the Indonesian phrase in the sentence.

2. Jadi, lekteks biography iku ,yangnulis kudu orang lain, lek di tulis karo diri sendiri, namanya teks autobiography.

This sentence is categorized into inner code mixing because it is in accordance with the theory where in the sentence the teacher inserts a phrase in Javanese which of course is still related to the Indonesian phrase in the sentence.

3. Sek ruh, angkat tangan !

This sentence is categorized into inner code mixing because it is in accordance with the theory where in the sentence the teacher inserts a phrase in Javanese which of course is still related to the Indonesian phrase in the sentence.

4. Ya, ndak gitu no mocone .caranya salah.

This sentence is categorized into inner code mixing because it is in accordance with the theory where in the sentence the teacher inserts a phrase in Javanese which of course is still related to the Indonesian phrase in the sentence.

5. Pernah belajar kepemilikan kan ? lak an mu , lak an ku , punya ne dia cewek.

This sentence is categorized into inner code mixing because it is in accordance with the theory where in the sentence the teacher inserts a phrase in Javanese which of course is still related to the Indonesian phrase in the sentence.

In table 4.7 there is a list of cases of using Outer code mixing in the classroom that was carried out by the teacher during the English learning process. The following is a discussion regarding sentences that are included in the Outer code mixing carried out by the teacher during the English learning process.

1. I give you all 5 minutes, untuk membaca ulang teks material yang sudah saya berikan, understand ?

This sentence is categorized as a outer code mixing because, this sentence uses linguistics elements from foreign languages besides the base language, in the form of a clause, namely "I give you all 5 minutes".

2. Educated itu artinya adalah memberikan pelajaran.

This sentence is categorized as a outer code mixing because, this sentence uses linguistics elements from foreign languages besides the base language, in the form of the English word "Educated".

3. A detailed description of person's life, artinya deskripsi yang detail terakit kehidupan seseorang.

This sentence is categorized as a outer code mixing because, this sentence uses linguistics elements from foreign languages besides the base language, in the

form of a phrase in English at the beginning of the sentence, namely "A detailed description of the person's life".

4. And written by someone else, artinya di tulis oleh orang lain, gimana ? understand ?

This sentence is categorized as a outer code mixing because, this sentence uses linguistics elements from foreign languages besides the base language, in the form of a phrase in English, namely "And written by someone else," and also a word, namely "Understand ?".

5. Ok, your welcome ,dipelajari lagi lo ya.

This sentence is categorized as a outer code mixing because, this sentence uses linguistics elements from foreign languages besides the base language, in the form of a phrase in English, namely "your welcome".

6. Jadi, biography text written by someone else, bukan diri sendiri.

This sentence is categorized as a outer code mixing because, this sentence uses linguistics elements from foreign languages besides the base language, in the form of a phrase in English, namely "biography text written by someone else"

7. Now, look at the pitcure, lihat gambar ini !

This sentence is categorized as a outer code mixing because, this sentence uses linguistics elements from foreign languages besides the base language, in the form of an English phrase "Look at the pitcure" and a word "Now".

8. Who is in the pitcure ? Ada yang tau ?

This sentence is categorized as a outer code mixing because, this sentence uses linguistics elements from foreign languages besides the base language, in the form of the phrase "Who is in the pitcure?"

9. Ya, benar sekali, ini gambar our president, Mr.Habibi

This sentence is categorized as a outer code mixing because, this sentence uses linguistics elements from foreign languages besides the base language, in the form of a phrase that is "Our president".

10. Ngga sembarang orang loh ya, bisa di tulis dalam teks biography, ok understand ?

This sentence is categorized as a outer code mixing because, this sentence uses linguistics elements from foreign languages besides the base language, in the form of the word "Understand?".

11. Must give psitive impact for our self, memberikan dampak positif bagi hidup kita.

This sentence is categorized as a outer code mixing because, this sentence uses linguistics elements from foreign languages besides the base language, in the form of a phrase in English, namely "Must give positive impact for our self".

12. Seperti media social , some tolls use to connect to other people, menghubungkan dengan orang lain.

This sentence is categorized as a outer code mixing because, this sentence uses linguistics elements from foreign languages besides the base language, in the form of a phrase in English, namely "Some tools use to connect to other people".

13. Coba, sebutkan the function of biography text !

This sentence is categorized as a outer code mixing because, this sentence uses linguistics elements from foreign languages besides the base language, in the form of a phrase in English, namely "The function of biography text".

14. Jadi, when you will make some teks, kalian harus faham strukturnya, seperti saat akan membangun sebuah bangunan.

This sentence is categorized as a outer code mixing because, this sentence uses linguistics elements from foreign languages besides the base language, in the form of a phrase in English, namely "when you will make some".

15. Seperti merk Laptop, there are between Acer and Asus jelas memiliki perbedaan.

This sentence is categorized as a outer code mixing because, this sentence uses linguistics elements from foreign languages besides the base language, in the form of a phrase in English, namely "there are between Acer and Asus".

Primarily based at the analysis achieved by way of the researcher, the researcher concludes the result of the research on this bankruptcy. in this examine the subjects of the observe is the English teacher who is doing the code mixing and code switching when teaching English topics within in the classroom. This research shows that the English teacher of SMKN 1 Badegan used three sorts of code switching and varieties of code mixing they're tag code switching, intra code switching, inter code switching additionally inner code mixing and outer code mixing. The teacher mixed and switched from English to Indonesian, Indonesian to English even one time the instructor inserted elements of local languages.

Within the first degree, to accumulate data, the researcher conducted observations within the English mastering class, this aimed to obtain facts and notes whilst the trainer taught inside the foremost magnificence about the lifestyles and the way the method of switching and code mixing became completed via the trainer while teaching. The researcher used non-participants. statement, where the screen is present after which monitors, listens cautiously to all sports and draws conclusions from the outcomes of the observations. right here the researcher determined conferences.

In analyzing the observational data, the researcher used table analysis to classify each type of code switching and code mixing made by the teacher, this technique was

used to observe the use of language in real situations. Because the object of the study is the teacher's explanation, recording is the first step in collecting data, the researcher records the teacher's explanation. Then, the researcher transcribes the recorded utterances to convert the data from spoken into written form. The researcher began to analyze which speech was code switching or code mixing and its function. The researcher took several steps in analyzing the data. First, the researcher transcribed the teacher's code switching and code mixing speech. He helped classify forms of code mixing or code mixing and their types.

Based on the observations, the English teacher did the process code switching and code mixing. The code switching were dominated with 56% than the code mixing just 44% that happened in the classroom. With each types tag code switching 36%, intra-sentential code switching 56%, and inter-sentential code switching just 8% where as in the types of code mixing, inner code mixing 17%, and outer code mixing 83%.

After analyzing the records and classifying the types of code switching and code mixing that the researcher intends, then the following step the researcher discusses the findings that have been investigated on this segment to reply the research questions. based on the researcher's findings, it's far clear that the speech of the English teacher indicates the styles of code switching and code mixing. The researcher determined twenty-six times the tag code switching that passed off within the English teacher inside the classroom then forty times the intra-sentential code switching observed by the researcher produced by means of the English teacher and the researcher determined six times the inter-sentential code switching. while in code mixing, the researcher observed ten times inward code mixing and at maximum forty eight times outward code switching was used by the English teacher in class XI TKJ 2 at SMKN 1 Badegan. This represent that tag code switching is more dominant than

other types in other word is types Intra-Sentential code switching is more used the teacher in the class. Than second is outer code mixing 83% that used the English teacher at SMKN 1 Badegan.

The researcher explains about the presentation of data about code switching and code mixing in teaching the learning process at SMKN 1 Badegan. Before the researcher explains the results of the study, the researcher first explains code switching and code mixing to the teacher, namely using two or more languages simultaneously at one time. This happens in a multilingual community which is forced to do because there are limitations on the ability of the interlocutor as well as on the speakers themselves.

Based on the analysis done by the researcher, the researcher concludes the result of the research in this chapter. In this study the subjects of the study is the English teacher who is doing the code switching or code mixing when teaching English subjects in the classroom. This research shows that the English teacher of SMKN 1 Badegan used three types of code switching and two types of code mixing they are tag code switching, intra code switching, inter code switching also inner code mixing and outer code mixing. The teacher switched and mixed from English to Indonesian, Indonesian to English even one time the teacher inserted elements of regional languages.

In the first stage, to collect data, the researcher conducted observations in the English learning class, this aimed to obtain data and notes when the teacher taught in the main class about the existence and how the process of switching and code mixing was carried out by the teacher while teaching. The researcher used non-participants. observation, where the monitor is present and then monitors, listens carefully to all

activities and draws conclusions from the results of the observations. Here the researcher observed in two meetings.

In analyzing the observational data, the researcher used table analysis to classify each type of code switching and code mixing made by the teacher, this technique was used to observe the use of language in real situations. Because the object of the study is the teacher's explanation, recording is the first step in collecting data, the researcher records the teacher's explanation. Then, the researcher transcribes the recorded utterances to convert the data from spoken into written form. The researcher began to analyze which speech was code switching or code mixing and its function. The researcher took several steps in analyzing the data. First, the researcher transcribed the teacher's code switching and code mixing speech. He helped classify forms of code switching or code mixing and their types.

Based on the observations, the English teacher did the process code switching and code mixing. The code switching were dominated with 56% than the code mixing just 44% that happened in the classroom. With each types tag code switching 36%, intra-sentential code switching 56%, and inter-sentential code switching just 8% where as in the types of code mixing, inner code mixing 17%, and outer code mixing 83%.

After analyzing the data and classifying the types of code switching and code mixing that the researcher intends, then the next step the researcher discusses the findings that have been investigated in this section to answer the research questions. Based on the researcher's findings, it is clear that the speech of the English teacher shows the types of code switching and code mixing. The researcher found twenty-six times the tag code switching that occurred in the English teacher in the classroom then forty times the intra-sentential code switching found by the researcher produced by the English teacher and the researcher found six times the inter-sentential code

switching. While in code mixing, the researcher found ten times inward code mixing and at most forty eight times outward code switching was used by the English teacher in class XI TKJ 2 at SMKN 1 Badegan.

This give information about Intra-Sentential code switching was more dominant than other types in code-switching or the teacher more used Intra-Sentetntial in the class. Than second is outer code mixing was more dominated in each other types od code mixing, with the precentage about 83% that used the English teacher at SMKN 1 Badegan.

2. Teacher Factor to Switch and Mixing Code in the Class

According to the English teacher "Yes, "I often do the code-switching process because of the student's own factor". The explanation of an English teacher who admitted that, he did code mixing and code switching in the classroom.

So, I alwaysuse mixed languages when teaching in class, because students reallylike it and they are more enthusiastic in learning, so it's not justIndonesian to English, I even often include regional languages in it and I don't think so. problem.⁷³

The teacher explained that when in class he not only changedEnglish to Indonesian, but he also often slipped elements of the regional language during English learning activities.

So, the reasonis that children's understanding of English is still very lacking, so inevitably, we have to mix English with Indonesianand even mix it into the local language, they still like it. And also their mastery ofvocabulary, which is not too much, is a bit difficult for me to purely use English completely in the learning process.⁷⁴

⁷³Trascript of Interview with Mr.Budi The English Teacher of Class XI TKJ 2, 24 Jun 2022

⁷⁴Trascript of Interview with Mr.Budi The English Teacher of Class XI TKJ 2, 24 Jun 2022

Based on the teacher's explanation here that the main reason for the teacher to carry out the code switching and code mixing process, he felt that students at school still did not understand English and made him inevitably have to use code switching.

Because as we also know that English itself is included in the list of subjects in the curriculum, which means that the time for delivering the material is also very limited, so to speed up the conveying of the meaning of the material properly, use code switching and code mixing.⁷⁵

From the explanation above, the answer can be obtained, that the reason for using code switching and code mixing is also because of the limited time in learning English, the duration of time which is not too long in a week makes students' understanding of the material more considered.

Students more understand the material presented because they immediately respond to the material without having to be busy looking for the real meaning if their teacher uses full English. And I think it develops students' ability to speak English because they get immediate feedback and they don't feel bored and burdened in class.⁷⁶

The status of English, which is not their mother tongue, certainly makes sense to support this interview answer, where in their daily practice they are accustomed to using Indonesian, of course it is easier for them to understand English material if they use code switching and code mixing. .

I think it's important. especially here, because it is seen from the situation of students whose understanding is still minimal in English. This is because the level of understanding is different, there are some who can, but most of them really can't be good if they want to know but if not?. We also cannot force them because of the students' interest to study in different subjects.⁷⁷

As already mentioned in the background of the research, that the status of English which is only used as a learning formality, it might make sense to support the answers to this interview, and also that the level of English proficiency of students at SMKN 1

⁷⁵Transcript of Interview with Mr.Budi The English Teacher of Class XI TKJ 2, 24 Jun 2022

⁷⁶Transcript of Interview with Mr.Budi The English Teacher of Class XI TKJ 2, 24 Jun 2022

⁷⁷Transcript of Interview with Mr.Budi The English Teacher of Class XI TKJ 2, 24 Jun 2022

Badegan is still average, so a transfer process is still needed. code and code mixing during the learning process. And it seems that students' interest in English is lacking so that the teacher cannot charge students to use full English in class.

It is more efficient to use code mixing and code switching, because in my opinion trying to make them understand the material is important, compared to using full English in class but in the end students can't get the material too, so what for.⁷⁸

In this explanation, the teacher confirms that he believes that the use of code switching and code mixing can make students understand the lesson more easily, given the limited vocabulary that students have.

In an interview with an English teacher, it was stated that the teacher often did code switching or code mixing because the existing conditions in the students were the students' understanding in English was still lacking, new problems would occur if they used full English in learning class. They may be slow to understand the material presented. The teacher assumes that the condition of students like that makes the teacher forced to do it.

In addition, the teacher also stated that not only Indonesian was included in the classroom but sometimes the teacher also inserted regional languages when explaining the material, even making students more enthusiastic and understanding the material. So the conclusion that the teacher gives in this case is that such teaching can develop students' knowledge in English because they are more comfortable understanding the teacher's explanations without the pressure they feel.

In addition, based on interviews with teachers directly, the teacher assumes that he always uses code switching and code mixing in class because it is easier for students to understand what the teacher explains when using code switching than using full

⁷⁸Transcript of Interview with Mr. Budi The English Teacher of Class XI TKJ 2, 24 Jun 2022

English. giving an explanation of the English subject matter. According to the English teacher, the use of code switching in teaching English subjects in the classroom is very important for him because he knows that the students' ability in English is limited. When the teacher uses full English in class he is worried if what the teacher explains is not understood by the students.

It is different with the reasons code mixing and code switching according to Abdul Chaer and Leonie Agustina in their book Sociolinguistics that the possibility of code mixing and code switching from one language to another comes from the speaker due to habit, the speech partner⁷⁹. The speaker wants to balance the partner's language skills, attend to three people who come from different backgrounds, change the topic of discussion and change the situation from formal situation into informal situation or informal to formal. Fishman also suggests several factors causing code switching in Aslinda and Syafyahya Linguistics that the cause of code switching occurs because of who speaks, based on language, to whom, when and to what.⁸⁰

Some of the factors that cause code mixing and code switching in the classroom that have been mentioned by the teacher are in line with Hoffman's theory regarding the factors that cause code mixing and code switching. The first reason is "Talking about certain topics". Hoffman explained that people sometimes prefer to talk about certain topics in one language rather than another. In line with the reasons expressed by the teacher where here the topic to be discussed is in the form of English material, so that students do not feel bored and comfortable, the teacher must do code switching and code mixing in delivering the topic.

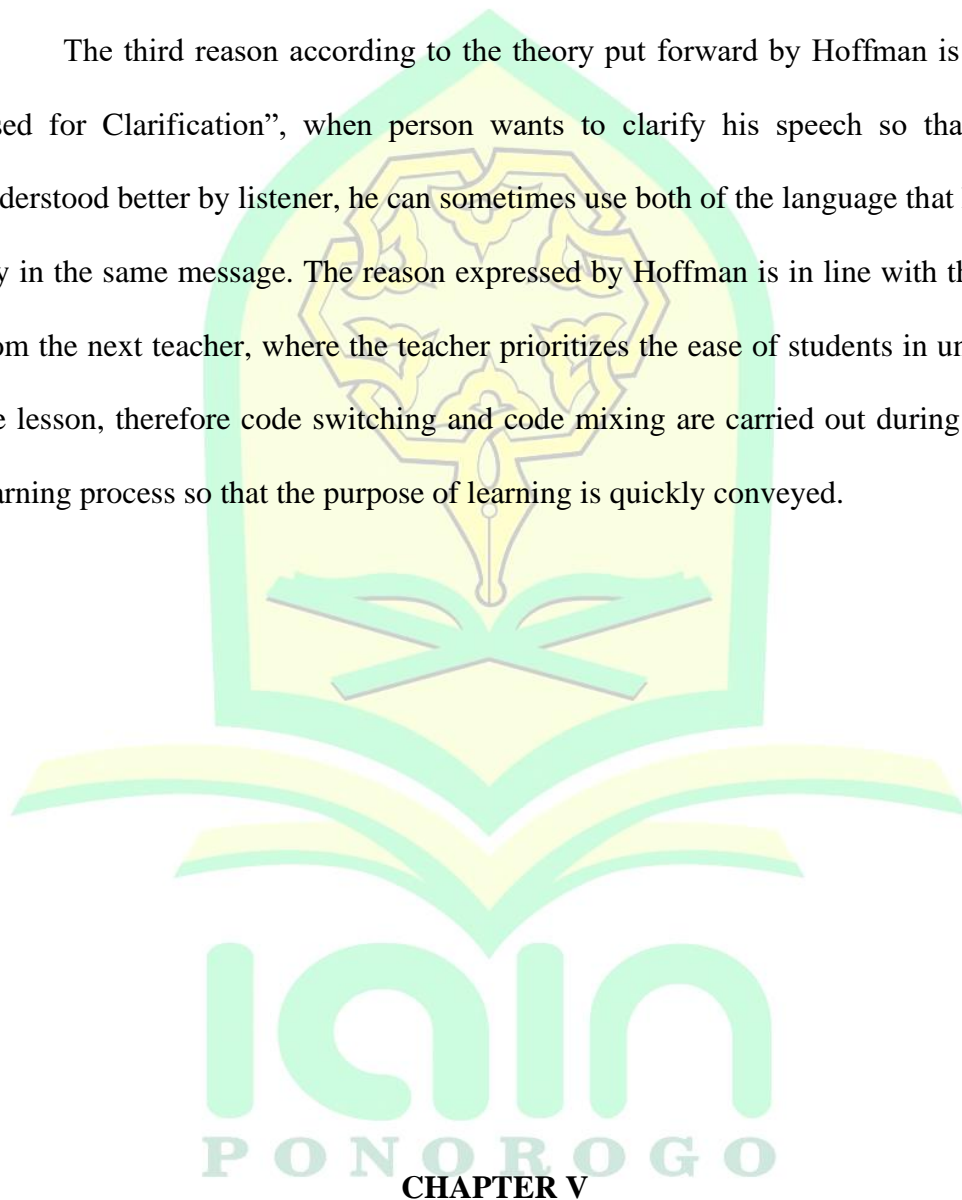
The second reason according to the theory proposed by Hoffman is "Interjection (inserting sentence connectors)", interjections are words or expressions that are inserted

⁷⁹Salmawati, "An Analysis of Code Switching and Code Mixing in Teaching English Process at SMAN 5 Pinrang"(Thesis, State Islamic Institute, 2020), p.61.

⁸⁰Aslinda Leni Syafyahya, *Pengantar Sociolinguistik*, (Bandung: PT Refika Aditama, 2007), p.108

into sentences to convey surprises, strong emotions and to attract attention. This is in line with the teacher's statement where the students more understand the material presented because they immediately respond to the material without have to be busy for the meaning in the teacher use full english language and in order to attract students' attention during English learning process.

The third reason according to the theory put forward by Hoffman is “Repetition Used for Clarification”, when person wants to clarify his speech so that it will be understood better by listener, he can sometimes use both of the language that he master to say in the same message. The reason expressed by Hoffman is in line with the statement from the next teacher, where the teacher prioritizes the ease of students in understanding the lesson, therefore code switching and code mixing are carried out during the English learning process so that the purpose of learning is quickly conveyed.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter present two parts namely conclusion and suggestion. The conclusion was based on the research finding and discussion, whereas suggestion based on the conclusion.

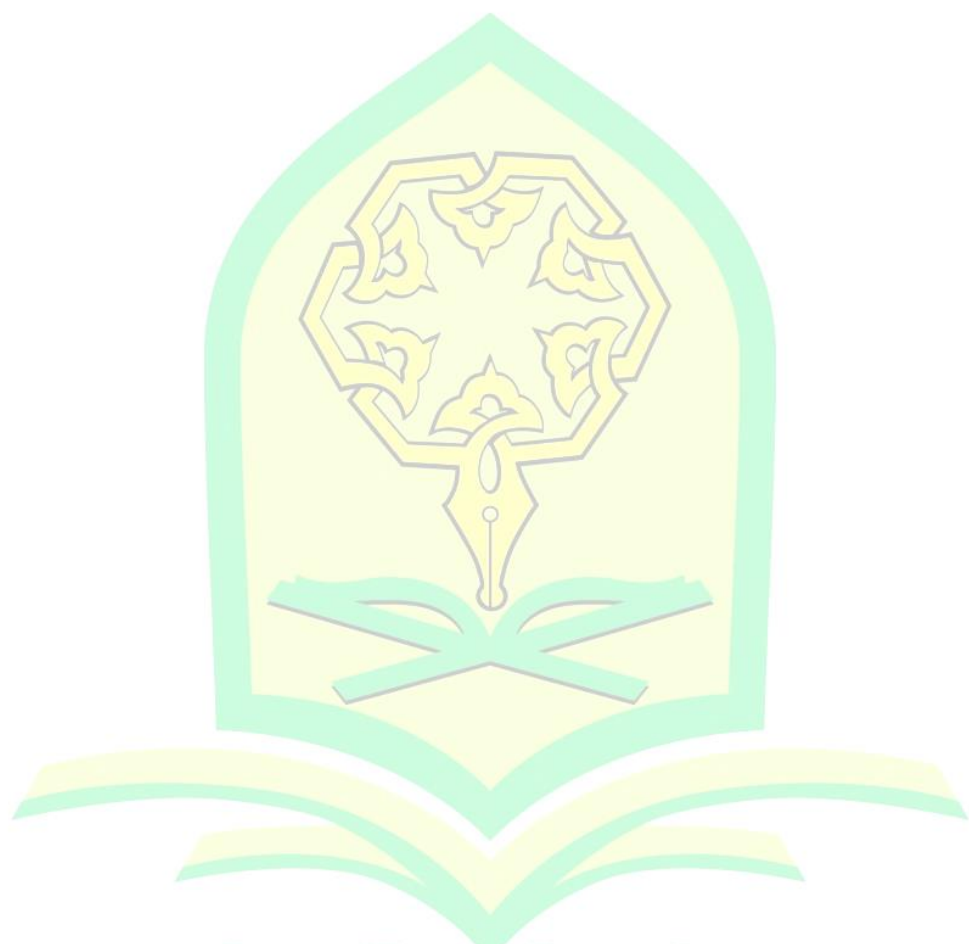
A. CONCLUSION

Based on the observations, the English teacher did the process code switching and code mixing. The code switching were dominated with 56% than the code mixing just 44% that happened in the classroom. With each types, tag code switching 36%, intra sentential code switching 56%, and inter sentential code switching just 8% whereas in the types of code mixing, inner code mixing 17%, and outer code mixing 83%.

The factors cause used code switching and code mixing in the English learning process based on Hoffman theory are, *First*, the reason for using code switching and code mixing is because the teacher wants to clarify his speech so that it will be understood better by listener, he can sometimes use both of the language that he master to say in the same message. *Second*, students' enthusiasm increase. Then the factors that cause code switching and code mixing are the latter because students' abilities in English are different, mainly the ability to master English vocabulary. *Third*, the students did not feel bored and comfortable, the teacher must do code switching and code mixing in delivering the topic.

B. SUGGESTION

1. For the teacher, the teacher still uses code switching and code mixing in the learning process. It is better if the teacher decrease the use of code switching and code mixing in classroom. So, for the teacher it is better if limits used code switching and code mixing in classroom for add motivation to student in learn about English.
2. For the students, although the students can code switch freely and were best able to convey information to their peers and teacher about English materials, the students still need to try to practice their English in order to increase their English skill.



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