



**AN ANALYSIS OF CODE MIXING USED BY ENGLISH TEACHERS IN
TEACHING LEARNING PROCESS AT MAS PAB 2 HELVETIA**

SKRIPSI

*Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic
University of North Sumatera as a Partial Fulfillment of the Requirements for the
Degree of Sarjana Pendidikan*

BY:

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

MEDAN

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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya kecuali kutipan-kutipan di dalam nya yang saya sebutkan didalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan Universitas batal saya terima.

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ABSTRACT

Dea Ivana. Registration Number : 34143011. An Analysis Of Code Mixing Used By English Teachers in Teaching Learning Process At MAS PAB 2 Helvetia. Skripsi. Undergraduate School, Department Of English Education, Faculty Of Tarbiyah And Teachers' Training, State Islamic University Of North Sumatera, Medan 2018.

Keywords : Code mixing, Reasons, Teachers, Type of code mixing.

This research aimed to know the type of code mixing, the dominant type of code mixing and the reasons why the teachers used code mixing in teaching learning process at MAS PAB 2 Helvetia. The research methodology that used in this research was descriptive qualitative method by applying naturalistic design. The subjects of this research were English teachers at MAS PAB 2 Helvetia. This research used observation and interview in collecting the data. The result showed that there were three types of code mixing that used by English teachers in teaching learning process, namely intra sentential code mixing, intra lexical code mixing and involving change of pronunciation. Intra sentential code mixing was the dominant type that used by English teachers in teaching learning process, which is 170 utterances included intra sentential code mixing, 12 utterances included intra lexical and 14 utterances included Involving change of pronunciation. While the reasons of teachers used code mixing in teaching learning process were situation and lack of vocabulary.

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Medan, October 2018

The researcher

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CHAPTER I

INTRODUCTION

A. Background of Study

Sociolinguistics discussed about language and society. Means that it was learned about the relationship between language and society. One of sociolinguistic phenomena which occur was bilingual or multilingual in society. Bilingual can be described as a person who master more than one language. In communication, one language refers to the first language that usually called by mother tongue while the second/third language refers to foreign language. Usually, they can communicate well using first language because they used that language to communicate with their family, friends, etc.

Now days, there were so many people who master more than one languages. When someone can speak up with more than one language in the same utterance it's called "code mixing". There were so many reasons why it happened. For instance, when someone said, "saya lagi ada *meeting* nih" the speaker has a reason why he mixed the words. The speaker could be just want to tell the situation at the moment because he often used bilingual in the office or even because of he wanted to show his proficiency in using many language. That's why, it was important to know the theory of code mixing in communicating because everybody would be often confronted with the phenomena of code-mixing.

In the school, it was evident that the teaching and learning process involved a lot of interaction where teachers and students produced a number of

words. Especially during English class in teaching learning process, usually teachers mixed some words in Indonesia and English languages to explain the material or even to communicate in the classroom. Sometimes, teachers said “Open your *LKS* book *halaman* thirty two”, “tolong *voice*-nya dikecilkan” in the class. Teachers have some reasons why they used it in teaching learning process. One of the reason why the teachers used it because the teachers realized that all of the students didn’t understand about English, so based on that situation teachers mixed the languages to make them more understand about that.

Based on the background above, the researcher interested to analyze the phenomena of code-mixing in the school especially in teaching learning process. The researcher would analyze what the types, the dominant type and what the reasons of teachers used code mixing in teaching learning process. So the researcher take the title of the research was “AN ANALYSIS OF CODE MIXING USED BY ENGLISH TEACHERS IN TEACHING LEARNING PROCESS AT MAS PAB 2 HELVETIA”

B. Statement of the problems

Based on the background stated previously, the problems of this study are as follows:

1. In teaching learning process, the teachers involved bilingual languages, such as English and Indonesia.
2. In teaching learning process, the teachers used code mixing to communicate with the students.
3. The teachers have some reasons used code mixing in teaching learning process.

C. Research Questions

The problems of this study can be formulated as follows:

1. What are the types of code mixing used by English teachers in teaching learning process?
2. What is the dominant type of code mixing used by English teachers in teaching learning process?
3. Why did the English teachers use code mixing in teaching learning process?

D. Purposes of the Study

According to the problems above, the purpose of this study are:

1. To find out the types of code mixing that used by English teachers in teaching learning process.
2. To find out the dominant type of code mixing that used by English teachers in teaching learning process.
3. To know the reasons of English teachers used code mixing in teaching learning process.

E. Significances of the study

The significances of this study are as follows:

- a. For English Teachers

This study was useful to give the information about code mixing and the types of code mixing that is used in teaching learning process.

- b. For School

This study was useful for school to evaluate the teacher's performance in the class.

c. For Readers

This study was useful to give knowledge in general about code mixing.

d. For Other Researcher

This result of this study was useful as reference for other researcher who wants to conduct the same study in different fields.

F. Limitation of the Study

Based on the statements of the problem, the researcher limited of study in order to make it more detail and focus. This research focused on the use of code mixing between English and Indonesia or Indonesia and English languages in teaching learning process which occurred in English class. This research is limited to discuss types of code mixing, dominant type and the reasons of English teachers used code mixing in teaching learning process at MAS PAB 2 Helvetia.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

In this chapter, the writer discussed the theories that are related with code mixing in teaching learning process. They were sociolinguistics, bilingualism, code, code mixing, types of code mixing, reason of code mixing and code mixing in teaching learning process.

1. Sociolinguistics

In society, language is needed to do communication. Sociolinguistics is a branch of linguistics that study about language and society. Sociolinguistics explores language in relation to society. This means that it is concerned with language as used for communication amongst different social groups of people in different social situations.¹

The term sociolinguistics has gained much more popularity both in the studies and in the literature discussing the subject. The following definition on the subject used sociolinguistics as the names of the fields. According Sylvia and Edmund in Jendra's book, Sociolinguistics is the study of language in relation to social factors.² According to Sharon and Caroline, The socio in "sociolinguistics indicates that we are looking at how language is used in social-context-at how it used when people interact with one another on interpersonal levels and in larger group, cultural, national, and

¹Maria Georgeiva, (2014), *Introducing Sociolinguistics*, St.Kliment Ohridski University of Sofia, P.4

²Made Iwan Indrawan Jendra, (2012), *SOCIOLINGUISTICS:The study of Societies Language*, Yogyakarta:GRAHA ILMU, P.10

international levels. In sociolinguistics, then we begin with the recognition that the language that each of us uses can be different in different situations and with different people.³ According to Janet, Sociolinguists study the relationship between language and society. They are interested in explaining why we speak differently in different social context, and they are concerned with identifying the social functions of language and the ways it is used to convey social meaning.⁴

People use language in everyday communication. According Wardaugh, “language is what members of particular society speak”⁵. Hence, language has very important role for human communication in society. In Islamic perspective, using appropriate language with the society around was explained in Q.S Ibrahim verse 4.

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلَّ اللَّهُ مَنْ يَشَاءُ
وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ ﴿٤﴾

Meaning: “ We have never sent a messenger who did not use his own people’s language to make things clear for them. But still God leaves whoever He will to stray, and guides whoever He will: He is the Almighty, the All Wise”⁶

Through that verse, it is clear that using appropriate language in a society is very important. It is because the message which is going to be

³Sharon K. Deckert and Caroline H. Vickers, (2011), *An Introduction to Sociolinguistics*, New York: Continuum International Publishing Group, P.1

⁴Janet Holmes, (2013), *An introduction to sociolinguistic, fourth edition*, New York: Routledge, P. 1

⁵ Ronald Wardaugh, (2006), *An Introduction to Sociolinguistics, fifth edition*, UK: Blackwell Publishing, P.1

⁶M. A. S Abdul Haleem, (2005), *The Qur’an*. New York: Oxford University Press, P.158

delivered will be accepted by the hearer or people in that society greatly without any misunderstandings. It has been known by people that the intention of using language is to make the idea in mind being understood by the hearer. So the hearer will not confuse to understand the language that is produced by the speaker.

Allah also said in the Qur'an Surah Al-Taha verse 43-44 about the way to communicate with others.

اَذْهَبَا إِلَىٰ فِرْعَوْنَ إِنَّهُ طَغَىٰ . فَقُولَا لَهُ قَوْلًا لَّيِّنًا لَّعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَىٰ

Meaning : *“Go both of you, to Pharaoh, for he has exceeded all bounds. Speak to him gently so that he may take heed, or show respect.”*⁷

Through that verse above, it is clear to communicate with other people, we should communicate with low intonation. It is done to make the listener enjoy to communicate with others. In addition, From Abu Hurairah, Rasulullah also said that good speech is charity. Good speech same like communicate with low intonation.

الْكَلِمَةُ الطَّيِّبَةُ صَدَقَةٌ

Meaning : *“Tutur kata yang baik adalah sedekah.”* (Good speech is charity).⁸

Sociolinguistics differs from sociology of language in that the focus of sociolinguistics is the effect of the society on the language, while the latter's focus is on the language's effect on the society.⁹ In addition, the term sociolinguistics was used more to refer to the study of language in relation to

⁷ Ibid.P.197

⁸ <https://rumaysho.com/782-lemah-lembutlah-dalam-bertutur-kata.html> (accessed on November 30th 2018)

⁹ Solihatul Hamidah Daulay, (2011), *Introduction to General Linguistics*, Medan:La-Tansa Press, P.162

society, whereas, sociology of language is used mainly to refer to the study of society in relation language.¹⁰

Based on the explanation above, it can be conclude that sociolinguistics is differ from sociology and language, where sociolinguistics focus study is language meanwhile sociology of language focus study is societies. Sociolinguistics can be defines as the study in relation between language and society which is interest in explaining why people use different language in different social context.

2. Bilingualism

Sociolinguistics is interested about phenomenon bilingual/multilingual within it. If we define bilingualism according to syllables of the word, this will simply mean: *bi-* means having two and *lingua*-derived from Latin, tongue or language. Therefore, bilingualism will literally mean “having two tongues or languages”.¹¹

There are several definition of bilingualism even though essentially same. Waode states that Bilingualism is the ability to speak two languages “the mastery of two languages”.¹² Chin and Wiggles in Didik’s book states that Bilingualism can be loosely defined as the use of two languages of the native-like control of two languages. It means that bilinguals must be able to master two languages, in which the non-native language as native-like

¹⁰Made Iwan Indrawan Jendra, (2012), *op,.cit*, P. 9

¹¹Dolores Siguezabal Rabanes and Telma Velez, (2016), *Multiple Dimensions of Bilingualism: A Theoretical overview*, Hascola Islands, P. 9

¹²Waode Hamsia, (2015), *Code Mixing and Code Switchig in Umar Kayam’s Novel Parapriayi*, Vol.15, No.1, P. 36

control.¹³ So, a bilingual should have the capacity to use more than one language as native-like competence. Didik added that bilingualism is the speakers' ability in using two languages, either in formal or informal situations.¹⁴

Rasulullah SWT has asked the people to learned another language expect Arabic Language. As he explained :

أَمَرَنِي رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَنْ أَتَعَلَّمَ السُّرْيَانِيَّةَ

Meaning : “Rasulullah Shallallahu ‘alaihi wa sallam memerintahkanku untuk mempelajari bahasa Suryani.” (Rasulullah Shallallahu ‘alaihi wa sallam asked me to learned Suryani language). [HR. At-Tirmidzi: 2639].¹⁵

Bilingualism in Indonesia language called *kedwibahasaan*. Of the terms proposed by Chaer, it is understood that bilingualism or relating to the use *kedwibahasaan* by people bilingual speakers in their daily activity. Beside bilingualism, there is multilingualism. Actually the concept of bilingualism and multilingualism is same. However, multilingualism is regarding the use of state of more than two languages by a speaker when communicating with others in turn.¹⁶

There are three reasons why someone becomes bilingual, namely membership, education and administration. The example of membership reason is the use of French by all European aristocracy to signal the

¹³Didik Santoso and Pirman Ginting, (2015), *Bilingual EDUCATION PROGRAMS*, Jakarta: KENCANA Prenadamedia Group, P.17

¹⁴*Ibid.* p.18

¹⁵<https://www.hidayatullah.com/kajian/oaseiman/read/2015/07/22/74376/haramkah-mempelajari-bahasa-asing.html> (accessed on August 31st 2018)

¹⁶Sumarsih, et al, (2014), *Code Switching and Code Mixing in Indonesia Study in Sociolinguistics*, *Journal of English Language and Literature Studies* Vol. 4, No.1, 2014, P.78

membership of the elite. The example of education and administration reason is the use of English by Indonesians, Scandinavians, Germans, and Dutches in discussing their technologies, academics, or business. In many countries and communities, bilingualism is a normal requirement for daily communication and not a sign of any particular reason.¹⁷

The competence of bilinguals has different level of the use of the languages. These different levels are categorized into several terms depending on the ability in using them. Chin and Wigglesworth in Didik's book, categories the bilinguals into several terms, as follows:

a. Balanced Bilinguals

The term balanced bilingual was first used by Lambert et al (1995) in Canada to describe individual who are fully competence in both languages. It means that a balanced bilingual someone who is approximately equally fluent in two languages across various contexts may be termed an equilingual or ambilingual.

b. Dominant Bilinguals

The term dominant bilingual refers to bilinguals who are dominant in one language. For example, a Chinese engineer who was trained in London may prefer to discuss engineering research in English despite the fact that her mother tongue is Mandarin Chinese. Another Example, a student who is dominant in Bahasa Indonesia always speak Indonesia with his friends, family, etc, meanwhile, when they visit their

¹⁷Citra Dewi and Yaya Ekalaya, (2015), *An Anlysis of Outer Code Switching and Code Mixing in Indonesia Lawyers Club*, *Literary Criticism Journal*, Vol. 2, No.1, January. 2015, P. 51

grandmother in the village which is that area dominant using local language, they should use local language while do communication.

c. Passive or Recessive Bilinguals

The term passive or recessive bilinguals refer to bilinguals who are gradually losing competence in one language, usually because of disuse. For example, in Australian context, many older Italians (as first generation) still speak Italian to their children and grandchildren. When first generation (grandparents) speak Italian, the second-(the children) or third-(grandchildren) generation Italians difficult to respond their Italian grandparents. Instead of speaking Italian, the children or grandchildren reply in English because they have passive understanding of the Italian Language. In other words, this is because Italian is gradually being replaced by English.

d. Semilinguals or Limited Bilinguals

The term semilingualism was first used by Hansegard in China and Wigglesworth, to refer to Finish-minority students in Swedan who lack proficiency in both their languages. It is because they have smaller vocabulary.

Based on explanation above, it can be conclude that Bilingualism is the speakers' ability in using two different languages in communication either in formal or informal situation. There are four categories of bilinguals, there are balanced bilingual which describe as a bilingual who fluent in two languages, dominant bilingual which describe as a bilingual whom his/her proficiency in one language is higher than the other language, passive or

recessive bilinguals which describe as a bilingual who are less competent even gradually losing competence in one language, usually because of not using it, and the last semilinguals or limited bilinguals which describe as a bilingual who lack proficiency in both their languages.

In talking about bilingual or multilingual society, one will never set aside of phenomena called code mixing and code switching. Code mixing/code switching occur when a bilingual mix/switch one language to other language in conversation.

3. Code

Code is a phenomenon in bilingual or multilingual society. People do conversation actually they send codes to their hearer. Ronald and Janet states that when two or more people communicate with each other, we call the system they use a code.¹⁸ A code may be a language or a variety or style of a language.¹⁹ In addition, Wardaugh states that it is possible to refer to language or a variety of a language as a code.²⁰ Another understanding is that Code represents all variation characterized in language, it is defined in terms of mutual intelligibility.²¹ Therefore code can be said not only as a language, but also the varieties of language.

We can say, for example, how many codes do you speak? I speak two Codes, Indonesian and English. The term code can't be separated from

¹⁸Ronlad and Janet M.Fuller, (2015), *An Introduction to Sociolinguistics, Seventh edition*, UK:Blackwell Publishing, P.3

¹⁹Fithrah Auliya Ansar, (2017), *Code Switching and Code Mixing in Teaching Learning Process. English education:Jurnal Tadris Bahasa Inggris*. Vol.10, No. 1, 2017, P. Vol.10, P.30

²⁰Ronald Wardaugh, (2006), *op..cit*, P. 88

²¹Puguh trilestari, et al, (2012), *REAL (Research in English and Applied Linguistics)*, Jakarta; Halaman Moeka and LLC Publishing, P. 426

two phenomenons namely code mixing and code switching. But in this case, the writer just focus to discuss about code mixing.

4. Code Mixing

Code mixing is a phenomenon that often occurs in Bilingual or multilingual society. Code mixing is usually used in society especially in daily life, because in society there are so many languages that can be used, such as Javanese, Bataknese, Indonesia, English, etc. Most of people in the society mix their languages with other languages by inserted a pieces of second language even sometimes they are still influences by first language.

4.1 Definition of Code Mixing

Wardough in Kun Mustain, stated that code mixing occur when conversations used both languages together to the extent that they changed from one language to the other in the course of a single utterance.²² Furthermore, Pardede in Pugh's book, states "the transfer of linguistics elements from one language into another is code mixing. In other words it is only partially transferred that those elements mix together for communication purpose."²³ The similar definition also said by John in Jendra, "In code mixing, pieces of language are used while a speaker is basically using another language".²⁴ In Addition, Myers-Scotton in Lau Su Kia states that Code mixing is the change of one language to another in the same oral or written text. It is common

²²Kun Mustain, (2011), *Switching and Mixing Code*, Jurnal Linguistik Terapan Politeknik Negeri Malang, Vol.1, No.1, Mei 2011, P. 46

²³Puguh trilestari et al. (2012)), *op.,cit*, P.426

²⁴Made Iwan Indrawan Jendra, (2012), *op.,cit*, P.79

phenomenon in the society where two or more languages are used together.²⁵

Code mixing is natural in communication as there is a natural need or interdependence among bilinguals or multilinguals. Code mixing occurs with need to play a social role in society by communicators for example use English in code-mixing to show that he is a modern like man, as seen in this following example:

Jangan ganggu saya, lagi ada *meeting* nih!

(Don't disturb me, I have meeting now!)

From the example above, the speaker of this sentence supposed to have felt a modern thought that he purposely and proudly communicates it to the listener.

In certain condition, code mixing is urgent to fill or to give another express meaningful in communication. Let us see this conversation:

A: Lagi ngapain?

B: Saya lagi me *run up*

The conversation took place in the airport. A and B are works in the airport. A asked B what b was doing. And B made a code mixing by adding English phrasal verb to his sentence, *run up*, which means to check the plane machine so that it would be ready and safe to take off. Why did B use the word run up? It is because of the absence of such

²⁵Lau Su Kia, et al, (2011), *Code Mixing of English in the Entertainment News of Chinese Newspapers in Malaysia*, *International Journal of English Linguistics*, Vol.1, No.1, March 2011, P. 4

word in Indonesia. There is no one word in Indonesia which means run up. So in this case, there is a technological need to use the word; B was forced to use it.²⁶

Considering that code mixing allows the change of code or language, it is important to know factors that can cause code mixing. Santika stated that the factors which influence the people mix the code, such as their background as like education, culture, economic, etc. Education is one of the parts of background the people mix the code. If the people have a good education so it influenced their mix code.²⁷ In addition, Nababan(1991) quoted by Waode, giving his opinion that the point characteristic of code mixing is relaxation of speaker or informal situation, if there is code mixing in its situation. It is caused there is no certain language using. So people need a word of foreign words. Sometimes people do code mixing to show up their intellectual or position.²⁸

Based on the explanation above, It could be concluded that, code mixing is changing one language into another language in sentence without change the meaning of the sentence. In this case, speaker inserted a piece of second language in first language in single utterance. For example, inserted English while speak Indonesia language. These 'pieces' of other language are often words, but they can also be phrases

²⁶Pardede H. & Kisno, 2012, *Introduction To Sociolinguistics : From general to local perspectives*, Jakarta: Halaman Moekain collaboration with LLC Publishing, P. 130

²⁷Santika Wulandari, (2016), *Indonesian-English Code Mixing in Raditya Dika's Manusia Setengah Salmon*, *Journal on English as a Foreign Language*, Vol. 6, No.1, March 2016, P. 72

²⁸Waode Hamsia, (2015), *Code Mixing and Code Switching in Umar Kayam's Novel Parapriayi*, Vol.15, No.1, Februari 2015, P. 37

or larger units. Code mixing also didn't only use in direct speech or oral language but also in written language, such as social media, magazine, etc.

4.2 Types of Code Mixing

Based on Hoffman quotes by Yogi, he clarified that there are three types of code mixing. Those are Intra-sentential code mixing, Intra-lexical code mixing and Involving change of pronunciation.²⁹

a. Intra-sentential code mixing

This kind of code mixing occurs within a phrase, a clause, or a sentence boundary, as when a Yoruba/English bilingual says, For example:

- A. *Won o* arrest a single person. (They did not arrest a single person)³⁰
- B. “*hayu* Dinner “ (Let's go Dinner).
- C. Saya tidak tahu *why she did not* datang hari ini. (I don't know why she did not come today).

In the example above, the speaker A, mix the language between Yoruba and English. It is called Intra sentential code mixing because the speaker mix the language in phrase, clause or sentence boundary, where the speaker mix “*Won o*” in his/her utterance. The speaker B, mix the language between Sundanese and English. It is called Intra-sentential code mixing because the

²⁹Yogi Setia Samsi (2016), *Code Switching and Code Mixing in Tourism Industry Toward Multilingual. Script Journal*, Vol. 1, Issue 2, October 2016, P.145

³⁰Pardede H. & Kisno, 2012, *op.cit*, P. 130

speaker mix “*hayu*” in his/her utterance. The speaker C, mix the language between Indonesia and English. It is called Intra-sentential code mixing because the speaker mix “*why she did not*” in his/her utterance.

b. Intra-lexical code mixing

This kind of code mixing which occurs within a word boundary, such as in *shoppã* (English *shop* with the Punjabi plural ending) or *kuenjoy* (English *enjoy* with the Swahili prefix *ku*, meaning ‘to’).³¹

Other example, such as “*Print-kan semua teori-nya dan salin dalam buku catatan*”. It is called intra-lexical code mixing because the speaker mix the language between English and Indonesia at the level of word such as “*Print-kan*” and “*teori-nya*”.

c. Involving Change of Pronunciation

This kind of code mixing occurs at the phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure. For instance, the word ‘strawberry’ is said to be ‘stroberi’ by Indonesia people, the word ‘telephone’ is said ‘telepon’ in Indonesia and the word ‘popular’ is said ‘populer’ in Indonesia. It may occur because many people in Indonesia often used that words in daily interaction.

³¹*Ibid*, P.131

4.3 Reason of Using Code Mixing

According to Nababan quoted by Erika, the reasons people do code-mixing are:

a. Bilingualism

It talks about the ability of someone to use two languages well. It means that in bilingual society, many people will do code mixing in their communication.

b. Situation

In relax situation or in normal situation, code mixing occurs. It's the reason why the speaker just do their habit only.

c. Prestige

The speaker wants to show their proficiency in using many language and they do code mixing as a prestige language.

d. Vocabulary

There isn't appropriate word or when there is a lack of vocabulary in one language. That's why sometimes people change the word in one language into the word in another language.³²

5. Code Mixing in Teaching Learning Process

English teachers often use code mixing in class. They commonly use English in teaching but they also commonly use other language such as Indonesia to make the explanation clearer and another reason based on their

³²Erika Sinambela et al. (2013), *Code switching and Code Mixing in Lawyers Club's Talk Show: A Live Show on TV One*. *Asia Pasific Journal of Linguistics*, Vol.6, June-December 2013, P.157

need. It is natural in teaching learning process in the classroom, it means 50% teacher use code mixing in teaching learning process.

In teaching learning process, code mixing helps students to understand the teacher's explanation, especially give the exercise, for example the short dialogue below :

Teacher : "Good morning class"

Students : "Morning miss"

Teacher : "Please open your *LKS* and look at *halaman* 42 in the task

3. Please make a dialogue about profession, minimal 10 *kalimat*"

Students : "Ok Miss. Miss! May I *nanya*?"

Teacher : "Oh yes please!"

Students : "May i *kerjakan* in *selembar kertas*? Because my book *hilang*".

Teacher : "Masya Allah, *ya sudahlah*, please do it"

Students : "Thank you miss"

Based on short dialogue above, we can see without concious, the code mixing occurs in teaching learning process between teacher and students, in cause clarify that code mixing have the big effect in teaching learning process.

B. Related Study

This research employed the previous study to make in finishing the thesis. There were five related study to suppose this thesis.

The first, related study was conducted by Khairunnisa, as a student in English Education Department Tarbiyah and Teaching Science Faculty Alauddin State Islamic University of Makassar 2016 on the title “*Code Mixing Analysis In English Teaching Learning Process At Senior High School 1 Takalar*”. The researcher found the dominant type that used in English teaching learning process was intra sentential code mixing and the reason because the students have low level in English, making joking, more relax and habit.

The second, related study was conducted by Josep Wibi Khris Setya, as a student in English Department of Language and Literature Faculty University of Salatiga 2016 on the title “*The analysis of code-mixing used in “Marmut Merah Jambu” by Raditya Dika*”. The similarities of this research are analyze some types of code mixing and the reason use it. The researcher found the dominant types that used in Marmud Merah Jambu and also the reason. It showed that, there were 88 occurrences of code mixing involving change pronunciation and the reason was that they have limited vocabularies. The difference of this research is in the subject of study.

The third, related study was conducted by Saldi Ady Saleh, as a student in English and Literature Department Adab and Humanity Faculty Alauddin State Islamic University of Makassar 2017 on the title “*An Analysis of Code-Mixing Used by Teachers of Zarindah House of Learning in the Teaching Learning Process*”. The researcher found the dominant type that used in teaching learning was intra sentential code mixing and the reason were interjection, repetition and quoting some body else.

The fourth, related study was conducted by Aunur Rofiq, as a student in English Department of Languages and Literature Faculty of Cultural Studies University Brawijaya 2013 on the title “*A Study of Code Mixing in Hitam putih Talk Show*”. The researcher found the dominant type in Hitam Putih Talk show was intra sentential code mixing

The fifth, related study was conducted by Indah Nurliana, as a student in English Department Islamic Education and Teacher Training Faculty in the State Islamic Institute of Surakarta 2017 on the title “*A Sociolinguistic Analysis of Code Mixing Between English And Indonesian Used By Students in Bilingual Program (a case study in bilingual program of the sixth semester students of IAIN Surakarta)*”. The result showed that the researcher found that the highest reason of code mixing usage by the students that they have less vocabulary.

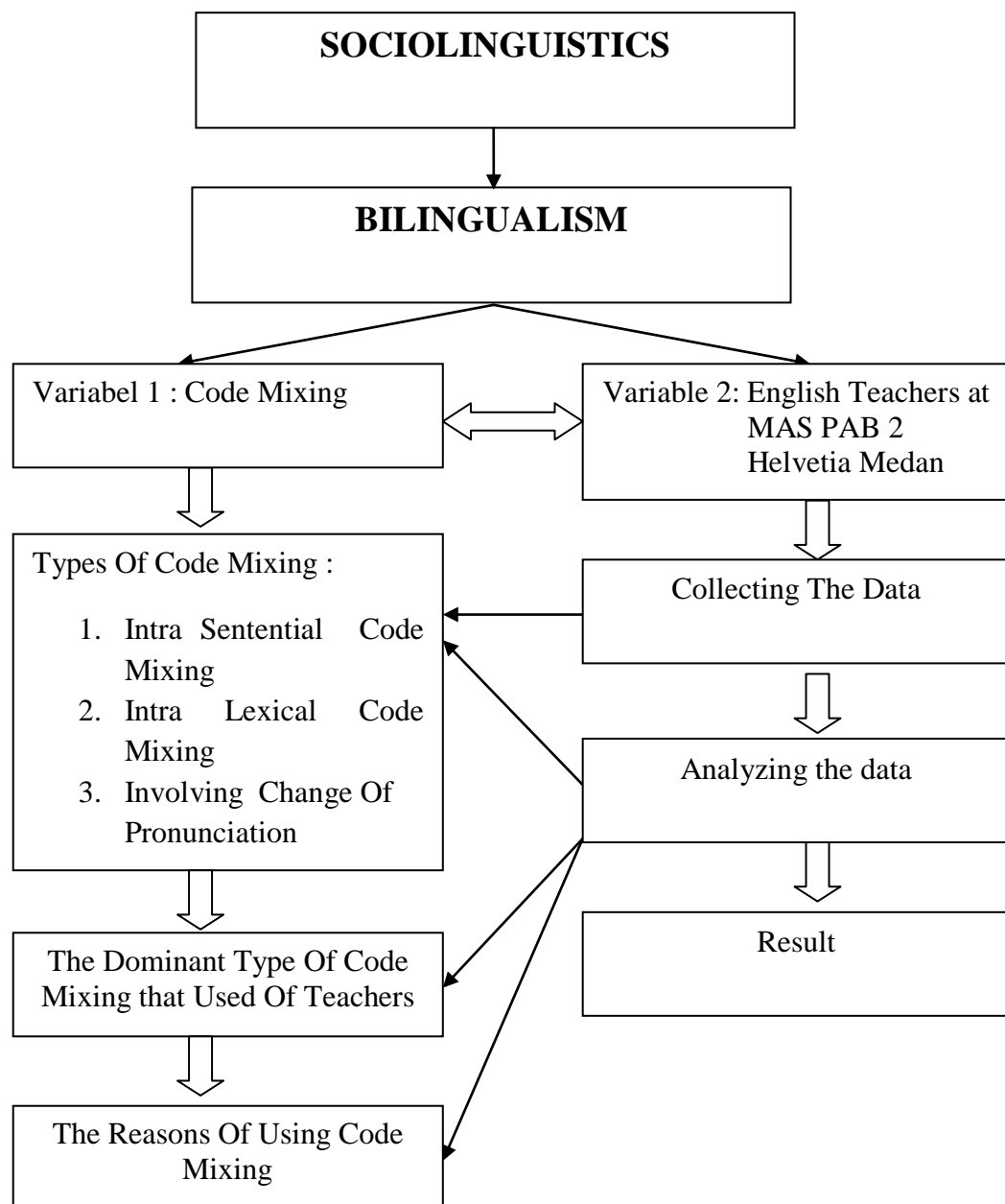
C. Conceptual Framework

Sociolinguistics is the study about language in society. One of phenomenon that happend in Sociolinguistics is Bilingualism. Bilingualism is the speakers’ ability in using two different languages in communication either in formal or informal situations. It is often occur in the society. One of phenomenon that happens in bilingual society is code mixing. Code mixing can be describe as changing one language to another language in same sentence without change the meaning. In this case the speaker inserts a piece of second language in first language in single utterance.

In teaching learning process, especially in teaching English, teachers usually use code mixing in classroom. Therefore, this study is focus to analyze teachers’ utterance of using code mixing in teaching learning process and their

reasons. There are three types of code mixing, namely intra-sentential mixing, intra-lexical mixing and involving change of pronunciation. For the reasons, there are four reasons why people do code mixing, namely bilingual, situation, prestige and vocabulary.

Figure 2.1 The Conceptual Framework



CHAPTER III

METHODOLOGY

A. Research Design

This research used descriptive qualitative as a method of the research. According to Bogdan and Taylor in Kaelan book stated that “*Penelitian kualitatif adalah sebagai prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata, catatan-catatan yang berhubungan dengan makna, nilai serta pengertian*” (Qualitative method was a research procedure that the result of descriptive data, the relationship of documentation such as purpose, value, and interpretation).³³

In this research, descriptive qualitative method was designed by applying naturalistic design. This method used in order to discover, identify, analyze, and describe the code mixing in teaching learning process. It was also known as a method to analyze the utterances of the teachers.

B. Subject of Research

The subjects of the research were English teachers at MAS PAB 2 Helvetia. The researcher used snowball sampling to choose the subject. Based on this theory, the researcher would start from one teacher to get the data, if the data not completed, it would continue to choose the other teacher.

The reason chose the teachers as subjects of the research because the researcher found that teachers used code mixing between English and Indonesian or Indonesian and English languages in teaching learning process.

³³Kaelan (2012), *Metode Penelitian Kualitatif Interdisipliner bidang Sosial, Budaya, Filsafat, Seni Agama dan Humaniora*, Yogyakarta:PRADIGMA, P. 5

C. Data Collection

To get the data, the researcher did some ways to collect the data, as following:

1. Observation

The researcher used observation non participants. In this observation, the researcher observed the subject. The observation non participants it's same with common monitoring. According to Parsudi Suparian said that "*Dalam pengamatan biasa peneliti tidak diperbolehkan terlibat dalam hubungan-hubungan emosi pelaku yang menjadi sasaran penelitian*" (In the common monitoring the researcher can't mix up in emotional relationship with object research).³⁴

2. Interview

According to Moleon "*Wawancara adalah percakapan dengan maksud tertentu, yang melibatkan dua pihak, yaitu pewawancara (interviewer) yang mengajukan pertanyaan dan terwawancara (interviewee) yang memberikan jawaban atas pertanyaan itu*" (Interview was a conversation with a specific purpose, which involved two parties, the interviewer who asked the question and interviewee who answered the questions.)³⁵

So in this case, the researcher as an interviewer would give the questions to English teachers. Meanwhile, the English teachers as interviewee would give the answers of the questions that were given by interviewer.

³⁴Satori, Djam'an and Aan Komariah (2017), *METODOLOGI PENELITIAN KUALITATIF*, Bandung:ALVABETA, P.119

³⁵Ibrahim, (2015), *Metodologi Penelitian Kualitatif*, Bandung:ALVABETA, P.88

3. Instruments of Data Collection

In qualitative research, the researcher was the key instrument.³⁶ In other words, as key instrument, the researcher ultimately would determine the overall result of research, conducted from determine focus of the research, source of the data and the data, methodology applied, understanding the data, analyzed the data and finally preparation the result of the research. While the supporting instrument were voice recorder, camera, pen, note book etc.³⁷

Therefore, to identify the research, the researcher needed supporting instruments such as voice recorder, list of questions, pen, and notebook to collect the data. Voice recorder used to record the teachers' utterance in teaching learning process and the statements of teachers interview, pen and note book used to write down the field note. So, supporting instruments is used to make the researcher easier to collect the data

To get the data, the researcher collected the data with these following steps:

- 1) The researcher observed in the classroom used voice recorder to record the teachers' utterances in teaching learning process. It was to identify the teachers used code mixing in MAS PAB 2 especially to identify the types and dominant type of code mixing that used.
- 2) The researcher collected the data observation in the classroom from teachers that occur in teaching learning process.
- 3) After observation is done, the researcher interviewed the English teachers in MAS PAB 2 to know the reasons of using code mixing.

³⁶ *Ibid*, p.134

³⁷ *Ibid*, p.135

- 4) The researcher analyzed the data of observation and interview.

D. Data Analysis

Miles and Hubberman quoted by Ibrahim, stated that there were three types of data analysis.³⁸ Three types of data analysis can be explained as follows:

1. Data Reduction

The first type of data analysis was data reduction. In this case the researcher tried to arrange the data, put them into categories and classification which suitable to the focus aspect. From this process, the researcher could ascertain which data are appropriate or not. The appropriate data are arranged systematically while inappropriate data are separated. So it aimed to ascertain, there was no inappropriate data or not relevant data.

2. Data Display

The next types of data analysis after data reduction were data display. In this step, the researcher identified the data from utterances of English teachers, put them into appropriate categories as define then displayed them in form of tables like the table below. Meanwhile the resulted of interview was done by narrative form.

Table 3.1 Types of code mixing

No	Teacher Utterance	Types of code mixing		
		Intra Sentential	Intra lexical	Involving a change of pronunciation

³⁸*Ibid.* p.109

3. Conclusion Drawing / Verifications

The last types of data analysis were conclusion drawing or verifications. After making data displayed in form of table, then the researcher would be able to make conclusion/verifications based on the focus of the research. It means after researcher got the data from data displayed in tables, the next step researcher was drawing conclusion/verifications based on the focus of the research.

E. Trustworthiness

Trustworthiness was the important part in the research. There were four characteristics of trustworthiness, they were: credibility, transferability, dependability and confirmability. In this research, would be focus on credibility and dependability.

1. Credibility

According to Djam'an and Aan Komariah “ *Kredibilitas adalah ukuran kebenaran data yang dikumpulkan, yang menggambarkan kecocokan konsep peneliti dengan hasil penelitian*”. (Credibility was a measure the truth of the data collected, which described the suitability of the researcher's concept with the result of the study).³⁹ It means, credibility or truth value involved how the researcher has established confidence in the findings based on the research design, participants (research subject) and context (observation and interview).

This research used triangulation to know credibility of data. The triangulation was checking the data from various sources in various ways and

³⁹ Satori, Djam'an and Aan Komariah, (2017), *op,.cit*, P. 165

times. In this case, the researcher focused on triangulation of sources where the researcher collected the same data from other people like students, and triangulation of techniques where the researcher compared the data from interview and observations.

2. Dependability

In qualitative research, dependability was same like reliability. All of data in this research would be check to know the data dependable. This test would be done by auditing for all of the process of research. The audit was done by adviser to audit the entire activities of the researcher in conducting the research. It means to know the data was dependable, the researcher could show the entire activities in the field.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

In this chapter, the researcher presented all the data that have been found from English teachers in teaching learning process. At MAS PAB 2 Helvetia, there were two teachers who taught English subject. The researcher came to three classes, where one teacher taught two classes and second teacher taught one class.

In findings, the researcher presented the data to answer the research questions about the types, dominant type of code mixing that used by English teachers in teaching learning process and the reasons of used it. This research used Hoffman's theory about three types of code mixing, there were intra-sentential code mixing, intra-lexical code mixing and involving change of pronunciation. Meanwhile for the reason, this research used Nababan's theory which included bilingual, situation, prestige and lack of vocabulary.

In getting the data, the researcher used observation and interview. The observation sessions were conducted from 13rd September to 19th September 2018. In the observation, the researcher used voice recorder to record the utterances of English teachers in teaching learning process. The result of observation, it was used to find out the code mixing, types of code mixing and dominant type of code mixing that used by English teachers.

The interview sessions were conducted from 13rd September to 24th September 2018. In interview sessions, the researcher interviewed the English teachers and the representative students. The researcher interviewed the English

teachers were to know the reasons of used code mixing in teaching learning process. The representative students are the sample taken by the researcher to make sure that the English teachers used code mixing in teaching learning process.

In analyzing of code mixing, the researcher used table to know the types and dominant type of code mixing that used by English teachers at MAS PAB Helvetia. For the reasons, the researcher described as form of narrative text.

1. Types of Code Mixing Used by English Teachers in Teaching Learning Process

In this case, the researcher would analyze the types of code mixing that used by English teachers. The utterances got after done the observation from 13rd September to 19th September 2018.

- a. Teacher 1 at class A : September, 13rd 2018 at 07.20-08.45 a.m
- ISCM : Intra-Sentential Code Mixing
- ILCM : Intra-Lexical Code Mixing
- ICP : Involving Change of Pronunciation

Based on the result of observation on teacher 1 at class A in September 13rd 2018, the researcher found that there were 98 utterances of teacher 1 that included code mixing. In this case, the researcher would analyze the code mixing to find out the types of code mixing that used by English teacher 1 at class A in form of table to make it clear, as bellow:

Table. 4.1 Types of Code Mixing Used by English Teacher 1 at class A

No	Teacher Utterances	Types of Code Mixing		
		ISCM	ILCM	ICP
1.	Where yang lainnya?	✓		
2.	Oke (Okay) sampai dimana study kita hari ini?	✓		✓
3.	Sampai dimana anak mam, study kita?	✓		
4.	Page berapa?	✓		
5.	Kita cek (check) sama-sama ya.			✓
6.	Yang ini collect ya tukar kesini.	✓		
7.	Yang ini collect tukar kesana.	✓		
8.	Ayo cepat, kita cek (check) bersama-sama.			✓
9.	Homework kamu, kita cek (check) bersama-sama ya.	✓		✓
10.	Ya, kamu collect tukar kesini.	✓		
11.	No, LKS, LKS book ya.	✓		
12.	Yang ini collect tukar kesini.	✓		
13.	Kita check together.	✓		
14.	Ayo, eh kamu collect . Ayo cepat!	✓		
15.	Kamu collect , kamu change disini.	✓		
16.	Kamu juga hurry up!	✓		
17.	Ayo ya I hitung ya, one .	✓		
18.	Finish atau tidak dikumpulkan ya.	✓		
19.	Heh, you kasih dia.	✓		
20.	Oke (Okay) , kita start ya.	✓		✓
21.	Bisa kita start sekarang nak?	✓		
22.	Hei anak mam , bisa kita start sekarang nak?	✓		
23.	Coba read dulu Jaka Satria.	✓		

24.	Ya, Jaka Satria read nomor six .	✓		
25.	Ya, baca dulu letter-nya .		✓	
26.	Ayo you baca yang kuat.	✓		
27.	Ayo continue Muhammad Firmansyah.	✓		
28.	Reza, kamu translate .	✓		
29.	Oke, voice kamu ya, voice-nya .	✓	✓	
30.	Coba answer nomor six Sata Fauzia.	✓		
31.	Heeh voice kamu ya.	✓		
32.	Ana, ya, kamu answer nomor six .	✓		
33.	Ya, kamu translate .	✓		
34.	The best jawabannya adalah Linda.	✓		
35.	Andrea you jawab number tujuh.	✓		
36.	Kamu read dulu terlebih dahulu.	✓		
37.	Ya, kamu translate .	✓		
38.	The best jawabannya adalah E, Juli.	✓		
39.	Ayu Komala answer nomor delapan.	✓		
40.	The best jawaban is ...	✓		
41.	Ya, kamu translate .	✓		
42.	Come on Ayu Komala, you terjemahkan .	✓		
43.	What jawaban kamu?	✓		
44.	The best jawabannya adalah A.	✓		
45.	Nomor nine Khairunnisa.	✓		
46.	The best jawabannya adalah A, Borobudur.	✓		
47.	Nomor ten Dian.	✓		
48.	Kamu translate dulu coba.	✓		
49.	The best jawabannya adalah B.	✓		
50.	Ya, you baca Evi.	✓		
51.	Ya, kamu translate .	✓		
52.	Nomor twelve Fahmi.	✓		
53.	Ya, kamu translate .	✓		

54.	Number tiga belas Gita.	✓		
55.	Ya, you terjemahkan.	✓		
56.	Nomor fourteen Ikhsan.	✓		
57.	Ya, kamu translate coba.	✓		
58.	Nomor Fiveteen Irmayani.	✓		
59.	Ya, you terjemahkan.	✓		
60.	The answer adalah October twenty eight two thousand and thirteen.	✓		
61.	Nomor sixteen the best answer is Yogyakarta.	✓		
62.	You coba see disitu .	✓		
63.	There is sebuah conversation antara Mrs. Squad and Mr. Squad.	✓		
64.	Yang become Mrs. Squad adalah Mashita.	✓		
65.	You wajahnya look at Yusral.	✓		
66.	M. Irja Salim, you menjadi Mr. Squad .	✓		
67.	Wajah you lihat-lihatan.	✓		
68.	You berbicaranya louder ya.	✓		
69.	Coba answer nomor seventeen Marwan.	✓		
70.	Jawaban yang suitable adalah A.	✓		
71.	Ismuhadi, you nomor eighteenth.	✓		
72.	Ya, kamu translate .	✓		
73.	Jawaban yang suitable adalah E.	✓		
74.	Nomor nineteen Muhajir.	✓		
75.	Ya, coba kamu translate .	✓		
76.	Jawaban yang suitable is C.	✓		
77.	Nomor the last Mhd. Ramadhan.	✓		
78.	Ya, kamu translate .	✓		
79.	Students mam, Coba kamu listen ya.	✓		
80.	You jumlahkan yang benar.	✓		
81.	Setelah itu you kalikan one hundred .	✓		

82.	You hitung jumlah the correct.	✓		
83.	Sudah, kamu understand ?	✓		
84.	Mashita pinjam red pen .	✓		
85.	You kumpulkan on your table.	✓		
86.	You letakkan on my table.	✓		
87.	Sudah, sudah all ?	✓		
88.	Hei, the boys sudah?	✓		
89.	Pakai kalkulator (calculator) kalau tidak pandai out .	✓		✓
90.	Now, kamu buat a conversation di buku latihan about up to you.	✓		
91.	Buat conversation di buku latihanmu.	✓		
92.	Kamu buat conversation, the topic terserah di buku exercise .	✓		
93.	Nurul Aini ambil your book.	✓		
94.	Khairunnisa ambil your book.	✓		
95.	Hei, anak mam .	✓		
96.	Yang name-nya dipanggil sebutkan nilainya ya.		✓	
97.	Kamu sebutnya English ya.	✓		
98.	Ya, you lanjutkan pekerjaan you itu.	✓		

b. Teacher 1 at class B : September, 13th 2018 at 08.45- 10.15

ISCM : Intra-Sentential Code Mixing

ILCM : Intra-Lexical Code Mixing

ICP : Involving Change of Pronunciation

After the researcher analyzed the code mixing of teacher 1 at class A, then the researcher continued to analyze the code mixing of English Teacher 1 at class B. Based on the result of observation on teacher 1 at

class B in September 13th 2018, the researcher found that there were 54 utterances of English teacher 1 at class B that included code mixing. After got the data from observation then the researcher would analyze the types of code mixing that used by English teacher 1 at class B in form of table to make it clear, as bellow:

Table. 4.2 Types of Code Mixing Used by English Teacher 1 at class B

No	Teacher Utterances	Types of Code Mixing		
		ISCM	ILCM	ICP
1.	PR nya ud finish?	✓		
2.	Kenapa gak finish?	✓		
3.	Laki-lakinya finish?	✓		
4.	Kita cek (check) dulu PR kamu yang page Fifty five.	✓		✓
5.	Elsa collect tukar kesini.	✓		
6.	Intan you collect tukar kesana.	✓		
7.	Rambe, kumpulkan change kesini.	✓		
8.	Oke (Okay), mam count ya, satu , two, three, four, five, six, seven.	✓		✓
9.	Siti mana students' list-nya?		✓	
10.	Rafida borrow nama-nama.	✓		
11.	Yasudahlah, sit down-lah ntah apa aja yang tau.		✓	
12.	Ya jawabannya is A.	✓		
13.	Answer yang tepat adalah B , to meet.	✓		
14.	Ya, kamu translate.	✓		
15.	Jadi answer yang tepat adalah C, to hear.	✓		
16.	Answer yang tepat adalah B , to be a students.	✓		

17.	Answer yang tepat adalah A, to take.	✓		
18.	So jawaban yang tepat is C, to know.	✓		
19.	Jawaban yang suitable adalah B, to be.	✓		
20.	Jawaban yang suitable adalah B, is.	✓		
21.	Ya kita see dari brother.	✓		
22.	Kita take dari brother.	✓		
23.	Why jawabannya are?	✓		
24.	Because Mell Gibson dan Jekichen ini merupakan jamak.	✓		
25.	Jawaban yang suitable adalah B, is.	✓		
26.	Why jawabannya is?	✓		
27.	Ya, Karena Brad only one.	✓		
28.	Jawaban yang suitable adalah B.	✓		
29.	Many women itu adalah Plural.	✓		
30.	Mangkannya dia pakai are.	✓		
31.	Many man itu dia plural atau singular?	✓		
32.	So jawabannya adalah A, aren't.	✓		
33.	Muklis read dulu lah.	✓		
34.	You continue pelajarannya page fifty six yang atasnya itu underline the best word in the brackets.	✓		
35.	The word didalam bracket ini ada dua pilihan so you pilih salah satu.	✓		
36.	You're ini singkatan from you are.	✓		
37.	Your itu menyatakan possessive	✓		
38.	Udah voice-nya kalau gak bisa dikecilkan boleh..		✓	
39.	Voice-nya di kecilkan Aditya.		✓	
40.	If you want to menjawab for example you mau jawab you're, so you underline.	✓		
41.	If you answer is you're kalau mau you	✓		

	coret, coret you are.			
42.	Kalau mau answer-nya di garis bawahin gak apa-apa.		✓	
43.	And then jawabannya you garis bawahin	✓		
44.	It tergantung the sentence.	✓		
45.	Rafida, the meaning sudah? Meaning.	✓		
46.	You must tau artinya.	✓		
47.	Bentarlah saya cek (check).			✓
48.	Kalau I bilang salah ini pilihannya kan only two.	✓		
49.	Your itu untuk possessive.	✓		
50.	Kalau you are itu dia untuk subject atau untuk orang	✓		
51.	Finish? Kita cek (check) together ya.	✓		✓
52.	Kalau mam ask you , kamu harus tau jawabannya.	✓		
53.	We continue minggu depan ya.	✓		
54.	Itu kembalikan aja, next week aja.	✓		

c. Teacher 2 at class C : September, 19th 2018 at 10.30- 11.50

ISCM : Intra-Sentential Code Mixing

ILCM : Intra-Lexical Code Mixing

ICP : Involving Change of Pronunciation

In the last observation, the researcher would analyze the code mixing of English Teacher 2 at class C. Based on the result of observation on teacher 2 at class C in September 19th 2018, the researcher found that there were 33 utterances of English teacher 2 at class C that included code mixing. After got the data from observation then the researcher would

analyze the type of code mixing that used by English teacher 2 at class C
in form of table to make it clear, as bellow:

Table. 4.3 Types of Code Mixing Used by English Teacher 2 at class C

No	Teacher Utterances	Types of Code Mixing		
		ISCM	ILCM	ICP
1.	Oke (Okay), next dari Rafli baca.	✓		✓
2.	Oke (Okay), Listen ya jangan liatin yang didepan	✓		✓
3.	Pulau jeju or Jeju Pulau?	✓		
4.	Apa ya artinya want?	✓		
5.	Ayo apa ya arti wonder of the world?	✓		
6.	Apa arti language?	✓		
7.	Summer apa? Spring apa?	✓		
8.	Kalau spring ?	✓		
9.	Kalau winter?	✓		
10.	Kalau autom?	✓		
11.	Apa ya tower ?	✓		
12.	Ayo, find out cari arti amusement.	✓		
13.	Number nine tadi lake.	✓		
14.	Sekarang lihat halaman twenty four.	✓		
15.	Cari kata yang cocok tentang teks about patung liberty.	✓		
16.	Dimana letak ink-nya?		✓	
17.	Please open your book exercise-nya.		✓	
18.	Oke (Ok), So look at the instruction-nya.		✓	✓
19.	Yang ada subject pronoun berarti i, you, they, we, she, he, it.	✓		

20.	Kalau object pronoun yang ada me, them, us.	✓		
21.	Kalau possesive adjective?	✓		
22.	Jadi suitable-nya yang mana yang cocok.		✓	
23.	Yang ada sentence buildling yang part F.	✓		
24.	So, yang number three, four, nine, ten, itu ada berapa?	✓		
25.	Kamu guess yang mana yang masuk ujian soalnya.	✓		
26.	Yang sudah selesai collect.	✓		
27.	Tiga? The boys ada huruf s-nya .	✓		
28.	Keempatnya us, she sudah.	✓		
29.	Mangakannya, kamu cek (check) sendiri.			✓
30.	Nomor 1 them berapa salahnya.	✓		
31.	Nomor 1 kan ada dua kan jadi them, them.	✓		
32.	Nomor dua them , nomor tiga it , nomor empat boleh he, she , baru us.	✓		
33.	Nomor 4 itu ada she.	✓		

2. The Dominant Type of Code Mixing Used By English Teachers in Teaching Learning Process.

After the researcher analyzed the types of code mixing that used by English teachers, then the researcher wanted to find out the type that often used on each teacher in teaching learning process. After that, it would combine to find out the dominant type of code mixing that used by English teachers in teaching learning process.

a. Teacher 1 at class A

Based on the findings before, the researcher found that teacher 1 at class A often used intra sentential code mixing in teaching learning

process. Other types that she used were involving change of pronunciation and intra lexical code mixing as the lower's number. It could be seen by table below:

Table. 4.4 The Dominant Type of Code Mixing Used by Teacher 1
at Class A

No	Types of Code Mixing	Frequency
1.	Intra Sentential Code Mixing	94
2.	Intra Lexical Code Mixing	3
3.	Involving Change of Pronunciation	6
	Total	103

b. Teacher 1 at class B

After analyzed the types of code mixing that used by teacher 1 at class B, the researcher found that the teacher often used intra sentential code mixing in teaching learning process. Meanwhile the other types that she used were intra lexical code mixing and involving change of pronunciation as the lower's number, as below:

Table. 4.5 The Dominant Type of Code Mixing Used by Teacher 1 at
class B

No	Types of Code Mixing	Frequency
1.	Intra Sentential Code Mixing	48
2.	Intra Lexical Code Mixing	5
3.	Involving Change of Pronunciation	4
	Total	57

c. Teacher 2 at class C

On the last teacher, the researcher found that teacher 2 at class C also often used intra sentential code mixing in teaching learning process. For the other types such as intra lexical and involving change of pronunciation, the researcher found the teacher used both of them in the same number. It could be seen on table below:

Table. 4.6 The Dominant Type of Code Mixing Used by Teacher 2
at Class C

No	Types of Code Mixing	Frequency
1.	Intra Sentential Code Mixing	28
2.	Intra Lexical Code Mixing	4
3.	Involving Change of Pronunciation	4
	Total	36

d. The Dominant Type Of Code Mixing Used by English Teachers in
Teaching Learning Process

Based on the result before, the researcher concluded that intra sentential code mixing was the dominant type that used by English teachers. It could be seen base on the frequency that often occurred by both of the teachers. To make it clear, the researcher used table to know the result, as below:

Table. 4.7 The Dominant Type of Code Mixing Used by English Teachers

No	Types of Code Mixing	Frequency
1.	Intra Sentential Code Mixing	170
2.	Intra Lexical Code Mixing	12
3.	Involving Change of Pronunciation	14
	Total	196

3. The Reasons of English Teachers used Code Mixing in Teaching Learning Process

Based on the result of interview session before, the researcher would analyze the reasons why both of the teachers used code mixing in teaching learning process.

a. Teacher 1

Based on the interview session with the teacher 1 about the reason of using code mixing, the researcher got the reason why the teacher used code mixing in teaching learning process. The reason was the students didn't understand what the teacher's says when explained the material so the teacher used code mixing and the students could receive it.

b. Teacher 2

Based on the interview session with the teacher 2, actually the second teacher didn't realize that she used code mixing in teaching learning process but when the researcher did observation, the researcher found that she has used code mixing. After the researcher

explained the code mixing that she used in teaching learning process, she said that she used it because to make the students understand about the material and then she found some words that has not representation with another language.

B. Discussions

In this part, the researcher explained all the data that have been found in the teaching learning process by using Hoffman's theory about the three types of code mixing. The three types of code mixing were Intra Sentential Code Mixing means code mixing occurs within a phrase, clause or a sentence boundary, Intra Lexical Code Mixing means code mixing occurs within word boundary and the last Involving Change of Pronunciation means code mixing occurs at the phonological level.

The researcher also explained the reasons of the teachers used code mixing in teaching learning process. The researcher would connect all of the result of data interview with the Nababan's theory about the reasons of using code mixing. The reasons were bilingualism, situation, proficiency and vocabulary.

1. Types of code mixing

a. Teacher 1 at class A

1. Intra Sentential Code Mixing

Data number 1, 2, 3, 4, 6, 7, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 41, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 55, 56, 57, 58, 59, 64, 67, 69, 70, 72, 73, 74, 75, 76, 77, 78, 80, 81, 83, 84, 87, 88, 89, 91, 92, 95, 97, 98 on page 31 to 34 were the mixing of English in

Indonesian utterance. It means that the teacher used Indonesian in her utterance and then she mixed English word in her utterance. For example in data number 7 when the teacher said “Yang ini *collect* tukar kesana” this utterance was in Indonesian and then the teacher mixed English word “*collect*” in the middle of utterance. Because the word that she mixed was an English word “*collect*” so it could be said the mixing of English in Indonesian utterance. It was Intra Sentential Code mixing because the mixing happened in a sentence boundary.

Next, in data number 18 when the teacher said “*Finish* atau tidak dikumpulkan ya”. This utterance was in Indonesian and the teacher mixed an English word “*finish*” at the beginning of her Indonesian utterance. The teacher mixed English word in Indonesian utterance so it could be said Intra sentential code mixing.

Another example in data number 23 when the teacher said “Coba *read* dulu Jaka Satria”. In this case, the teacher mixed English word “read” in Indonesian utterance. She mixed the English word in the middle of Indonesian utterance. It was Intra Sentential Code mixing because the mixing happened in a sentence boundary.

Data number 11, 40, 42, 54, 60, 61, 62, 63, 65, 66, 68, 71, 79, 82, 85, 86, 90, 93 and 94 on page 31 to 34 were the mixing of Indonesian in English utterance. It means that the teacher used English in her utterance and then she mixed Indonesia word in her utterance. For example in data number 60 when the teacher said

“The answer *adalah* October twenty eight two thousand and thirteen”. This utterance was in English but the teacher mixed an Indonesia word “*adalah*” in the middle of utterance. So it said the mixing of Indonesia word in English utterance. It was Intra Sentential code mixing because the mixing happened in a sentence boundary.

Other examples in data number 94 when the teacher said “Khairunnisa *ambil* your book”. Based on the utterance, the teacher mixed Indonesia word in the middle of English utterance. It was Intra sentential code mixing because the mixing happened in a sentence boundary.

2. Intra Lexical Code Mixing

Data number 25, 29 and 96 on page 32 and 34 were said Intra lexical Code mixing because the mixing occurs within word boundary. It means the teacher mixed her language by using English word then combined with Indonesian grammatical form. For example in data number 25, teacher said “Ya baca dulu *letter-nya*”. This utterance was classified as an intra lexical code mixing because the teacher added the Indonesian enclitic (*-nya*) in English word (letter). So the code mixing occurs within word boundary.

3. Involving Change of Pronunciation

Data number 2, 5, 8, 9, 20 and 89 on page 31 and 34 were Involving Change of Pronunciation because the mixing occurs at the phonological level. It means the teacher said an English word but

modified to Indonesian phonological structure. For example in data number 8, when the teacher said an English word “*Check*” that should be said /tʃɛk/ but she said “cek”. Another example when teacher said an English word “*Calculator*” that should be said /'kalkjʊleɪtə/ but she said /kalkulator/.

b. Teacher 1 at class B

1. Intra Sentential Code Mixing

Data number 1, 2, 3, 4, 5, 6, 7, 10, 12, 14, 15, 19, 20, 21, 22, 24, 25, 28, 30, 33, 35, 48, 50, 52 and 54 on page 35 to 37 were the mixing of English in Indonesian utterance. It means the teacher mixed English word when spoke Indonesian language. For example in data number 7, teacher said “Rambe, kumpulkan *change* kesini”. This utterance was Indonesian then the teacher put English word “*change*” in the middle of her utterance. It could be said Intra sentential code mixing because the mixing occurs in a sentence boundary.

Another example in data number 52 when the teacher said “ Kalau *mam ask you*, kamu harus tau jawabannya”. Based on the utterance, the teacher mixed English words when she spoke Indonesian. It was intra sentential code mixing because the mixing occurs in a clause boundary.

Data number 8, 13, 16, 17, 18, 23, 26, 27, 29, 31, 32, 34, 36, 37, 40, 41, 43, 44, 45, 46, 49, 51 and 53 on page 35 to 37 were the mixing of Indonesian in English utterance. It means that the teacher

used English in her utterance and then she mixed Indonesia word in her utterance. For example in data number 29, the teacher said “Many women itu adalah Plural”. This utterance was in English then the teacher mixed Indonesia words “itu and adalah” in her utterance. Because the words that she mixed were Indonesia words, so it could be said the mixing of Indonesia words in English utterance. It was Intra sentential code mixing because the mixing occurs in a sentence boundary.

2. Intra Lexical Code Mixing

Data number 9, 11, 38, 39 and 41 on page 35 and 36 were Intra lexical code mixing because the mixing occurs within word boundary. It means the teacher said an English word and combined with the Indonesian grammatical form. For example in data number 39 when teacher said “*voice-nya* dikecilkan Aditya”. It could be said as an intra lexical code mixing because the teacher add enclitic (*-nya*) after the English word (*voice*). So the code mixing occurs within word boundary.

3. Involving Change of Pronunciation

Data number 4, 8, 47 and 51 on page 35 and 37 were Involving Change of Pronunciation because the mixing occurs at the phonological level. It means the teacher said an English word but modified to Indonesian phonological structure. For example in data number 8 when the teacher said an English word “Okay” that should be said /əʊ'keɪ/ but she said “Oke”. Another example in data number

47 when the teacher said an English word “*Check*” that should be said /tʃɛk/ but she said “cek”.

c. Teacher 2 at class C

1. Intra Sentential Code Mixing

Data number 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 14, 15, 19, 20, 21, 23, 24, 25, 26, 27, 28, 30, 31, 32 and 33 on page 38 to 39 were the mixing of English in Indonesian utterance. It means the teachers mixed English word when she spoke Indonesia language. For example in data number 25, teacher said “Kamu *guess* yang mana yang masuk ujian soalnya”. This utterance was Indonesian then the teacher put English word “*guess*” in the middle of her utterance. It could be said Intra sentential code mixing because the mixing occurs in a sentence boundary.

Another example in data number 26 when teacher said “Yang sudah selesai *collect*”. There were two languages in this utterance. In this case, the teacher mixed English word in Indonesian utterance. So, it was intra sentential code mixing because the teachers mixed two languages in her utterance where the mixing occurs in a sentence boundary.

Data number 7, 13 and 24 were the mixing of Indonesian in English utterance. It means the teacher put Indonesia word in her English utterance. For example in data number 13 when the teacher said “ Number nine *tadi* Lake”. Based on the sentence, the teacher mixed the Indonesia word “*tadi*” in her English utterance. It was

Intra sentential code mixing because the mixing occurs in a sentence boundary.

2. Intra Lexical Code Mixing

Data number 16, 17, 18 and 22 on page 38 to 39 were Intra lexical code mixing because the mixing occurs within word boundary. It was happened because the teacher said an English word and combine with the Indonesian grammatical form. For example in data number 16, the teacher said “Dimana letak *ink-nya*”. It could be said as an intra lexical code mixing because the teacher add enclitic (*-nya*) after the English word (*ink*). So the code mixing occurs within word boundary.

3. Involving Change of Pronunciation

Data number 1, 2, 18 and 29 on page 38 to 39 were Involving Change of Pronunciation because the mixing occurs at the phonological level. It means the teacher said an English word but modified to Indonesian phonological structure. For example in data number 2 when the teacher said an English word “Okay” that should be said /əʊ'keɪ/ but she said “oke”. Another example in data number 29 when the teacher said an English word “*Check*” that should be said /tʃɛk/ but she said “cek”. It may occurred because many people in Indonesia often used that words in daily interaction.

2. The Dominant type of code mixing

The researcher has been found the result based on the data before. The result showed that intra sentential code mixing was the dominant type

that used by English teachers. There were 170 utterances that included intra sentential code mixing, 12 utterances included intra lexical and 14 utterances included involving change of pronunciation. So, it could be concluded that the teachers often used Intra sentential code mixing in teaching learning process. Intra sentential code mixing was the dominant type because based on the definition itself is the mixing occurred within phrase, clause or sentence boundary. In teaching learning process the teachers often mixed the language in sentences. The type of code mixing that often occurs in sentence was Intra sentential code mixing, that's why this type was the dominant type that used in teaching learning process.

3. Reasons of using code mixing

Based on both of the teachers' reasons before, then the researcher would combine and conclude the result by using Nababan's theory.

1. The first reason why the teachers used code mixing was the students didn't understand when the teacher used full English while explained the material and more than 60% of students could not speak English any more. Based on the reason above, It could be concluded that the reason of teachers used code mixing because of situation.
2. The last reason why the teachers used code mixing because the teachers found some words that has not representation with another languages. It means, the teachers used code mixing because they have lacked of vocabulary when spoke with English. And based on the Nababan's theory, this reason included to "lack of vocabulary".

CHAPTER V

CLOSING

A. Conclusions

Based on the findings and discussions in the previous chapter, the researcher concluded the result based on the research questions, as follows:

1. The result of this study showed that there were three types of code mixing that used by English teachers in teaching learning process. There were Intra sentential code mixing, intra lexical code mixing and involving change of pronunciation.
2. The researcher found the dominant type that used by English teachers in teaching learning process was Intra sentential code mixing. There were 170 utterances involved intra sentential code mixing, meanwhile for the intra lexical code mixing there were 12 utterances and 14 utterances included involving change of pronunciation.
3. Based on the result of interviewing, the researcher has found the teachers' reason of using code mixing. The reasons of the teachers used code mixing in teaching learning process were situation and lack of vocabulary.

B. Recommendation

In this research, the researcher gave some suggestions, as follows:

1. For English Teachers

Learned about code mixing deeply to know how the used of code mixing and what the differences among the types. So the teachers knew what the

types that often used in the classroom interaction especially in teaching learning process.

2. For Other Researcher

To the next researcher who wanted to conduct the research about code mixing, the researcher suggested to use the other theory about the types of code mixing. It could add more references about code mixing. So that the research of code mixing was not only found in one theory but also more than one.

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Appendix I

OBSERVATION SHEET

Observer : The Researcher
Observed : English Teacher 1 at class A
Day/Date : Thursday/ September, 13rd 2018
Time : at 07.20-08.45 a.m
Place : MAS PAB 2 Helvetia

No	Teacher Utterances
1.	Where yang lainnya?
2.	Oke (Okay) sampai dimana study kita hari ini?
3.	Sampai dimana anak mam, study kita?
4.	Page berapa?
5.	Kita cek (check) sama-sama ya.
6.	Yang ini collect ya tukar kesini.
7.	Yang ini collect tukar kesana.
8.	Ayo cepat, kita cek (check) bersama-sama.
9.	Homework kamu, kita cek (check) bersama-sama ya.
10.	Ya, kamu collect tukar kesini.
11.	No, LKS, LKS book ya.
12.	Yang ini collect tukar kesini.
13.	Kita check together.
14.	Ayo, eh kamu collect. Ayo cepat!
15.	Kamu collect, kamu change disini.
16.	Kamu juga hurry up!
17.	Ayo ya I hitung ya, one.

18.	Finish atau tidak dikumpulkan ya.
19.	Heh, you kasih dia.
20.	Oke (Okay), kita start ya.
21.	Bisa kita start sekarang nak?
22.	Hei anak mam, bisa kita start sekarang nak?
23.	Coba read dulu Jaka Satria.
24.	Ya, Jaka Satria read nomor six.
25.	Ya, baca dulu letter-nya.
26.	Ayo you baca yang kuat.
27.	Ayo continue Muhammad Firmansyah.
28.	Reza, kamu translate.
29.	Oke, voice kamu ya, voice-nya.
30.	Coba answer nomor six Sata Fauzia.
31.	Heeh voice kamu ya.
32.	Ana, ya, kamu answer nomor six.
33.	Ya, kamu translate.
34.	The best jawabannya adalah Linda.
35.	Andrea you jawab number tujuh.
36.	Kamu read dulu terlebih dahulu.
37.	Ya, kamu translate.
38.	The best jawabannya adalah E, Juli.
39.	Ayu Komala answer nomor delapan.
40.	The best jawaban is ...
41.	Ya, kamu translate.
42.	Come on Ayu Komala, you terjemahkan.
43.	What jawaban kamu?
44.	The best jawabannya adalah A.
45.	Nomor nine Khairunnisa.
46.	The best jawabannya adalah A, Borobudur.

47.	Nomor ten Dian.
48.	Kamu translate dulu coba.
49.	The best jawabannya adalah B.
50.	Ya, you baca Evi.
51.	Ya, kamu translate.
52.	Nomor twelve Fahmi.
53.	Ya, kamu translate.
54.	Number tiga belas Gita.
55.	Ya, you terjemahkan.
56.	Nomor fourteen Ikhsan.
57.	Ya, kamu translate coba.
58.	Nomor Fiveteen Irmayani.
59.	Ya, you terjemahkan.
60.	The answer adalah October twenty eight two thousand and thirteen.
61.	Nomor sixteen the best answer is Yogyakarta.
62.	You coba see disitu.
63.	There is sebuah conversation antara Mrs. Squad and Mr. Squad.
64.	Yang become Mrs. Squad adalah Mashita.
65.	You wajahnya look at Yusral.
66.	M. Irja Salim, you menjadi Mr. Squad .
67.	Wajah you lihat-lihatan.
68.	You berbicaranya louder ya.
69.	Coba answer nomor seventeen Marwan.
70.	Jawaban yang suitable adalah A.
71.	Ismuhadi, you nomor eighteenth.
72.	Ya, kamu translate.
73.	Jawaban yang suitable adalah E.
74.	Nomor ninethen Muhajir.
75.	Ya, coba kamu translate.
76.	Jawaban yang suitable is C.
77.	Nomor the last Mhd. Ramadhan.

78.	Ya, kamu translate.
79.	Students mam, Coba kamu listen ya.
80.	You jumlahkan yang benar.
81.	Setelah itu you kalikan one hundred.
82.	You hitung jumlah the correct.
83.	Sudah, kamu understand?
84.	Mashita pinjam red pen.
85.	You kumpulkan on your table.
86.	You letakkan on my table.
87.	Sudah, sudah all?
88.	Hei, the boys sudah?
89.	Pakai kalkulator (calculator) kalau tidak pandai out.
90.	Now, kamu buat a conversation di buku latihan about up to you.
91.	Buat conversation di buku latihanmu.
92.	Kamu buat conversation, the topic terserah di buku exercise.
93.	Nurul Aini ambil your book.
94.	Khairunnisa ambil your book.
95.	Hei, anak mam.
96.	Yang name-nya dipanggil sebutkan nilainya ya.
97.	Kamu sebutnya English ya.
98.	Ya, you lanjutkan pekerjaan you itu.

OBSERVATION SHEET

Observer : The Researcher

Observed : English Teacher 1 at class B

Day/Date : Thursday/September, 13th 2018

Time : at 08.45- 10.15

Place : MAS PAB 2 Helvetia

No	Teacher Utterances
1.	PR nya ud finish?
2.	Kenapa gak finish?
3.	Laki-lakinya finish?
4.	Kita cek (check) dulu PR kamu yang page Fifty five.
5.	Elsa collect tukar kesini.
6.	Intan you collect tukar kesana.
7.	Rambe, kumpulkan change kesini.
8.	Oke (Okay), mam count ya, satu, two, three, four, five, six, seven.
9.	Siti mana students' list-nya?
10.	Rafida borrow nama-nama.
11.	Yasudahlah, sit down-lah ntah apa aja yang tau.
12.	Ya jawabannya is A.
13.	Answer yang tepat adalah B, to meet.
14.	Ya, kamu translate.
15.	Jadi answer yang tepat adalah C, to hear.
16.	Answer yang tepat adalah B, to be a students.
17.	Answer yang tepat adalah A, to take.
18.	So jawaban yang tepat is C, to know.
19.	Jawaban yang suitable adalah B, to be.
20.	Jawaban yang suitable adalah B, is.

21.	Ya kita see dari brother.
22.	Kita take dari brother.
23.	Why jawabannya are?
24.	Because Mell Gibson dan Jekichen ini merupakan jamak.
25.	Jawaban yang suitable adalah B, is.
26.	Why jawabannya is?
27.	Ya, Karena Brad only one.
28.	Jawaban yang suitable adalah B.
29.	Many women itu adalah Plural.
30.	Mangkannya dia pakai are.
31.	Many man itu dia plural atau singular?
32.	So jawabannya adalah A, aren't.
33.	Muklis read dulu lah.
34.	You continue pelajarannya page fifty six yang atasnya itu underline the best word in the brackets.
35.	The word didalam bracket ini ada dua pilihan so you pilih salah satu.
36.	You're ini singkatan from you are.
37.	Your itu menyatakan possessive
38.	Udah voice-nya kalau gak bisa dikecilkan boleh..
39.	Voice-nya di kecilkan Aditya.
40.	If you want to menjawab for example you mau jawab you're, so you underline.
41.	If you answer is you're kalau mau you coret, coret you are.
42.	Kalau mau answer-nya di garis bawahin gak apa-apa.
43.	And then jawabannya you garis bawahin
44.	It tergantung the sentence.
45.	Rafida, the meaning sudah? Meaning.
46.	You must tau artinya.
47.	Bentarlah saya cek (check).
48.	Kalau I bilang salah ini pilihannya kan only two.
49.	Your itu untuk posessive.

50.	Kalau you are itu dia untuk subject atau untuk orang
51.	Finish? Kita cek (check) together ya.
52.	Kalau mam ask you, kamu harus tau jawabannya.
53.	We continue minggu depan ya.
54.	Itu kembalikan aja, next week aja.

OBSERVATION SHEET

Observer : The Researcher (Dea Ivana)

Observed : English Teacher 2 at class C

Day/Date : Wednesday/September, 19th 2018

Time : at 10.30- 11.50 a.m

Place : MAS PAB 2 Helvetia

No	Teacher Utterances
1.	Oke (Okay), next dari Rafli baca.
2.	Oke (Okay), Listen ya jangan liatin yang didepan
3.	Pulau jeju or Jeju Pulau?
4.	Apa ya artinya want?
5.	Ayo apa ya arti wonder of the world?
6.	Apa arti language?
7.	Summer apa? Spring apa?
8.	Kalau spring ?
9.	Kalau winter?
10.	Kalau autom?
11.	Apa ya tower ?
12.	Ayo, find out cari arti amusement.
13.	Number nine tadi lake.
14.	Sekarang lihat halaman twenty four.
15.	Cari kata yang cocok tentang teks about patung liberty.
16.	Dimana letak ink-nya?
17.	Please open your book exercise-nya.
18.	Oke (Ok), So look at the instruction-nya.

19.	Yang ada subject pronoun berarti i, you, they, we, she, he, it.
20.	Kalau object pronoun yang ada me, them, us.
21.	Kalau possessive adjective?
22.	Jadi suitable-nya yang mana yang cocok.
23.	Yang ada sentence building yang part F.
24.	So, yang number three, four, nine, ten, itu ada berapa?
25.	Kamu guess yang mana yang masuk ujian soalnya.
26.	Yang sudah selesai collect.
27.	Tiga? The boys ada huruf s-nya .
28.	Keempatnya us, she sudah.
29.	Mangakannya, kamu cek (check) sendiri.
30.	Nomor 1 them berapa salahnya.
31.	Nomor 1 kan ada dua kan jadi them, them.
32.	Nomor dua them, nomor tiga it, nomor empat boleh he, she, baru us.
33.	Nomor 4 itu ada she.

Appendix II

INTERVIEW SHEET

Interviewer : The Researcher (Dea Ivana)

Interviewed : English Teacher 1 in MAS PAB 2 Helvetia

Day/Date : Thursday / September 13rd 2018

Time : at 10.35 a.m

Place : MAS PAB 2 Helvetia

No.	List of Questions	Responds
1.	Do you know about code mixing?	Code mixing, itu percampuran dua bahasa antara bahasa inggris dan bahasa indonesia.
2.	Do you know the types of code mixing?	So far, I dont know the types of code mixing because I never study about code mixing before.
3.	Do you realize that you always mix your languages between English and Indonesian languages during teaching learning process?	Yes of course. In the social class, I always used code mixing because not all of the students understand about English. Especially for the social class. It's about 35 percent the students understand about English. And then for the eleventh grade for the social it's about maybe 15 or 10 percent who understand about English.
4.	If you realize, could you give me some examples about it!	Like before you enter to my class, you can know the example about code mixing. For example when we change our homework

		together and then i asked to my students to answer the questions, I always used code mixing. Example, kita check tugasnya sama-sama, you terjemahkan.
5.	Why you have to use code mixing in teaching learning process? Give the reason, it's because of bilingual, situation, prestige or lack of vocabulary?	<p>Acually i used the code mixing to make them understand what i said. If i used the full English maybe it's difficult to understand what i said so if i used code mixing between Indonesian and English maybe they can receive what i said.</p> <p>I used that only one and not another. I just want to make them understand what i said. But for the science class, i used full english in class because 85 percent students understand aboout English. So its easy for me to explained some material.</p> <p>But for the social class it's difficult for me to used full English because they didn't understand and i used code mixing to make them understand what i said and they can practice what i said.</p>
6.	Which one, the students more understand about the material by used code mixing or full english? Give the reason.	<p>It is depend i said before, it's depend on situation, it's depend on the students, how many students understand about English. Like I said before for the science class, this is 85% the students can understand about English so i used full English and then for the social class just 10-15% students can understand, so its difficult for me to use full English. So for the social class it's better to used code mixing.</p>

7.	Is it effective use code mixing in teaching learning process?	Ya so far i taught them, its enjoy and flexible and then they enjoy what I said and then sometimes they repeat what i said. So it's so effective.
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INTERVIEW SHEET

Interviewer : The Researcher (Dea Ivana)

Interviewed : English Teacher 2 in MAS PAB 2 Helvetia

Day/Date : Thursday/September, 20th 2018

Time : at 12.45 p.m

Place : MAS PAB 2 Helvetia

No.	List of Questions	Responds
1.	Do you know about code mixing?	Maybe little because i have forgotten the lesson.
2.	Do you know the types of code mixing?	I dont know about the types of code mixing
3.	Do you realize that you always mix your languages between English and Indonesian languages during teaching learning process?	No, I'm not realize it.
4.	If you realize, could you give me some examples about it!	-
5.	Why you have to use code mixing in teaching learning process? Give the reason, it's because of bilingual, situation, prestige or lack of vocabulary?	It is important. Actually we as English teacher we must used english but the condition of the students can't understand to speak full english.
6.	Which one, the students more understand about the material by used code mixing or full english? Give the reason.	The students more understand by using code mixing not full English.
7.	Is it effective use code mixing in teaching learning process?	Yes effective. They will increase their vocabulary.

Appendix III

INTERVIEW SHEET

Interviewer : The Researcher (Dea Ivana)

Interviewed : Student at class A

Day/Date : Wednesday/September, 13rd 2018

Time : at 12.45 p.m

Place : MAS PAB 2 Helvetia

1. Apakah kamu pernah mendengar apa itu *code mixing*?

Jawab : belum sih kak.

2. (Setelah menjelaskan tentang itu) Apakah kamu sadar bahwa guru kamu pernah menggunakan *code mixing* dalam proses belajar mengajar?

Jawab : setelah saya mendengar ini, sering sekali pun menggunakan *code mixing* itu.

3. Bisakah kamu memberikan beberapa contoh tentang *code mixing* yang digunakan gurumu?

Jawab : seperti tadi mam berkata, “Buka halaman seventeen.”

4. Pernahkah kamu mencampurkan bahasamu di dalam kelas? Berikan contohnya.

Jawab : mungkin pernah, sekali-kali seperti kata oke (okay) itu kan menggunakan bahasa inggris juga.

5. Ketika dalam proses belajar mengajar, kamu lebih paham saat gurumu mencampurkan bahasa Inggris dan bahasa Indonesia atau menggunakan bahasa Inggris sepenuhnya?

Jawab : lebih baik dengan bahasa indonesia baru bahasa inggris. Jadi ada percampuran. Pokoknya *code mixing* memang efektif digunakan.

INTERVIEW SHEET

Interviewer : The Researcher (Dea Ivana)

Interviewed : Student at class A

Day/Date : Wednesday/September, 13rd 2018

Time : at 12.55 p.m

Place : MAS PAB 2 Helvetia

1. Apakah kamu pernah mendengar apa itu *code mixing*?

Jawab : enggak

2. (Setelah menjelaskan tentang itu) Apakah kamu sadar bahwa guru kamu pernah menggunakan *code mixing* dalam proses belajar mengajar?

Jawab : sadar, iya pernah.

3. Bisakah kamu memberikan beberapa contoh tentang *code mixing* yang digunakan gurumu?

Jawab : contohnya, coba kamu *translate* dulu ke bahasa Indonesia, kamu *read* dulu ini, gitu.

4. Pernahkah kamu mencampurkan bahasamu di dalam kelas? Berikan contohnya.

Jawab : Pernah. Contohnya pinjam *handphone* mu dulu.

5. Ketika dalam proses belajar mengajar, kamu lebih paham saat gurumu mencampurkan bahasa Inggris dan bahasa Indonesia atau menggunakan bahasa Inggris sepenuhnya?

Jawab : Bahasa inggris campur bahasa Indonesia.

INTERVIEW SHEET

Interviewer : The Researcher (Dea Ivana)

Interviewed : Student at class B

Day/Date : Wednesday/September 13rd 2018

Time : at 10.20 a.m

Place : MAS PAB 2 Helvetia

1. Apakah kamu pernah mendengar apa itu *code mixing*?

Jawab : belum.

2. (Setelah menjelaskan tentang itu) Apakah kamu sadar bahwa guru kamu pernah menggunakan *code mixing* dalam proses belajar mengajar?

Jawab : sadar.

3. Bisakah kamu memberikan beberapa contoh tentang *code mixing* yang digunakan gurumu?

Jawab : contohnya kayak mam bilang, *answer* yang tepat adalah B.

4. Pernahkah kamu mencampurkan bahasamu di dalam kelas? Berikan contohnya.

Jawab : Pernah. Contohnya, *borrow* pulpen.

5. Ketika dalam proses belajar mengajar, kamu lebih paham saat gurumu mencampurkan bahasa Inggris dan bahasa Indonesia atau menggunakan bahasa Inggris sepenuhnya?

Jawab : pake bahasa inggris dan bahasa indonesia. Kalau bahasa inggris sepenuhnya kurang paham.

INTERVIEW SHEET

Interviewer : The Researcher (Dea Ivana)

Interviewed : Student at class C

Day/Date : Monday/September 24th 2018

Time : at 10.30 a.m

Place : MAS PAB 2 Helvetia

1. Apakah kamu pernah mendengar apa itu *code mixing*?

Jawab : Belum kak.

2. (Setelah menjelaskan tentang itu) Apakah kamu sadar bahwa guru kamu pernah menggunakan *code mixing* dalam proses belajar mengajar?

Jawab : Iya sadar kak.

3. Bisakah kamu memberikan beberapa contoh tentang *code mixing* yang digunakan gurumu?

Jawab : Contohnya kayak “buka buku halaman *twenty four*”.

4. Pernahkah kamu mencampurkan bahasamu di dalam kelas? Berikan contohnya.

Jawab : Pernah kak.

5. Ketika dalam proses belajar mengajar, kamu lebih paham saat gurumu mencampurkan bahasa Inggris dan bahasa Indonesia atau menggunakan bahasa Inggris sepenuhnya?

Jawab : Campurkan bahasa kak.

Appendix IV

TRANSCRIPT

A. Teacher 1 at class A, duration about one hour and twenty minutes

T : Oke prepare, siapkan.

S : Pray. Assalamu'alaikum warahmatullahi wabarakatu.

T : Waalaikumsalam warahmatullahi wabarakatuh. How are you today? Where yang lainnya? Where? Sampai dimana study kita hari ini? Sampai dimana anak mam study kita? page berapa?

S : 16 sampai 20

T : 16 until 20?

S : 6 sampai 20.

T : Oo number 6 until 20? Ya kita check sama-sama ya. Yang ini collect ya tukar kesini. Yang ini collect tukar kesana. Ayo cepat. Kita check bersama-sama. Homework kamu kita check bersama-sama ya. Ya, kamu collect tukar kesini.

S : ehh, collect. Collect.

T : No, LKS.

S : LKS ?

T : Ya, LKS. LKS book ya. Yang ini collect tukar kesini. Ayo hurry up. Kita check together. Ayo eh, kamu collect. Ayo cepat. Kamu collect kamu change disini. Eh kamu juga, hurry up!. Ayo ya. I hitung ya, one. Finish atau tidak dikumpulkan. Finish tidaknya dikumpulkan ya. Two, three, four, five, six, seven. Hurry up, hurry up ! nine, hurry up !. heh you kasih dia. Ten. Oke kita start ya. Bisa kita start sekarang nak? Heh anak mam, bisa kita start sekarang nak? Oke number six, coba read dulu Jaka Satria. Jaka Satria read nomor six. Eh, you baca dulu letter-nya.

S : read the text.

T : Ayo, you baca yang kuat.

S : (read loudly but not clear)

T : Oke thankyou. Continue Muhammad Adrian.

S : Gak dateng.

T : hah ? not come? Muhammad Rian, ayo the second paragraph ya.

S : (read the text.)

T : Oke thank you. Ayo continue Muhammad Firmansyah.

S : uuuuuu..

T : Not come? Muhammad Ramadhan. Ya.

S : (read the text)

T : Oke thank you. Nurawati.

S : gak ada

T : Ya Allah, Reza. Heh what happend? Apa?. Reza kamu translate. Kamu translate.

S : (translate the text)

T : Oke, voice kamu ya, voice-nya. Ya, Reza, continue.

S : (continue again)

T : Oke thank yu. Coba answer nomor six, Sata fauzia.

S : uuuuuu

T : eeh, voice kamu ya. Tasha.

S : uuuuu..

T : Ya Allah ya Rabbi Ya Rasulullah. Fina.

S : gak dateng

T : Zahra El.

S : Gak dateng

T : Anaki Silalahi. Ya kamu answer nomor six.

S : baca-baca. Jawabannya B.

T : Ya kamu translate. Ya you terjemahkan.

S : siapa yang menulis surat, B. Linda.

T : Who read the letter? Siapa yang menulis surat itu ? The best jawabannya adalah ya, B Linda. Andrea, where are you? Ya Andrea you jawab number tujuh. Ya kamu read dulu. Kamu read dulu terlebih dahulu.

S : read

T : Ya, kamu translate

S : siapa yang menerima surat itu ? A

T : Who receive the letter? Siapa yang menerima surat tersebut? The best jawabannya adalah E, Juli. Number delapan Ayu Komala. Where? Ayu Komala, answer nomor delapan.

S : (read the answer)

T : The best jawaban is, Ya kamu translate. com

S : ...

T : Come on Ayu Kumala. You terjemahkan.

S : (tranlate the text) .. noisy

T : Hah, apa jawabannya ?

S : A..

T : what jawaban kamu?. What does the letter tell about? Apa yang dikatakan surat tersebut? The best jawabannya adalah A. It tells about Linda' plan to holiday in Yogyakarta. Nomor nine Khairunnisa.

S : (Read the answer)

T : Ya, you translate.

S : Pernyataan berikut adalah yang dikunjungi linda di Yokyakarta, kecuali A. Borobudur.

T : The following statements are the places that Linda was to visit in Yokyakarta, except... The best Jawabannya adalah A, Borobudur. Nomor ten Dian.

S : read the answer

T : What makes Linda proud of Juli? Kamu translat dulu coba.

S : (translate it)

T : What makes Linda proud of Juli? Apa yang membuat Linda bangga kepada Juli? The best jawabannya adalah B. Juli becomes the first winner operating contest. Number eleven Evi

S : gak ada

T : Where Evi ? Ya you baca Evi. Kamu translate. When Will Linda go to Yogyakarta? Kapan Linda pergi ke Yogyakarta?

S : next month.

T : Ya, C, Next Month. Nomor twelve Fahmi.

S : not come.

T : Fahrul Ramadhan.

S : (read the text)

T : Ya kamu translate. Who is Juli? Siapa Juli? Ya Linda's Cousin. Number tiga belas Gita.

S : From the text we know that Linda , A Lives in Jakarta

T : Ya, you terjemahkan

S : Dari teks itu kami tau linda itu, A Tinggal di Jakarta

T : From the text we know that Linda, A Lives in Jakarta. Nomor fourteen Ikhsan.

S : (read the answer)

T : Ya, kamu translate coba.

S : (Translate it)

T : What is the main idea of the first paragraph? Apa ide utama dari paragraf pertama? Answer is A. Nomor fiveteen Irmayani. Ya, you terjemahkan.

S : (translate it)

T : When did Linda write the letter ? Kapan Linda menulis surat itu ? The answer adalah october twenty eight two thousand and thirteen, C. Juan Fahri.

S : gk datang mam

T : Khairunnisa.

S : read the answer

T : Ya you terjemahkan. Ya, where does Juli live ? A. In Yogyakarta. Nomor sixteen, the best Answer is In Yogyakarta. Eh you coba see disitu there is sebuah conversation antara Mrs. Squad and Mr. Squad. Yang become Mrs. Squad adalah Mashita. Mr. nya is Yusral. Where Yusral. Mashita become Mrs. Squad, Yusral become Mr. Squad.

S : Its' a great day to go

T : You wajahnya look at Yusral.

S : Its' a great day to go outside

S : (Do conversation)

T : Ok thank you. Nisa become Mrs. Squad. M. Irja Salim, you menjadi Mr. Squad. Eh wajah you lihat-lihatan.

S : (read conversation)

T : Eh you, berbicaranya louder ya.

S : (read conversation)

T : Oke Thank you. Coba answer nomor seventeen. M. Irwan, already? Marwan.

S : (read the answer)

T : What does Mrs Squad want to do that day? Jawaban yang suitable adalah A, she wants to go outside. Nomor Eighteen Firmansyah. Ismuhadi you nomor Eighteen.

S : (read the answer)

T : Ya kamu translate

S : (translate it)

T : What is Mr. Squad suggestion to his wife? Jawaban yang suitable adalah E. Nomor nineteen Muhajir.

S : (read the answer)

T : Ya kamu translate. Ayo Hurry up! What is Mr. Squad and Mrs. Squad by in he Supermarket? Jawaban yang suitable adalah C. Nomor the last Mhd. Ramadhan.

S : (read the answer)

T : Ya kamu tranlate.

S : (translate it)

T : What time the museum close? Jawaban yang suitable is D. Eh, Students mam coba kamu listen, you jumlahkan the correct one setelah itu you kalikan one hunderd setelah itu you devide fiveteen. Once more. You hitung jumlah the correct. Setelah itu you kalikan, setelah itu you devide fiveteen. Udah kamu understand?

S : ...

T : Mashita pinjam red pen. Udah? you kumpulkan on my table. Ya, you letakkan on my table.

S : kumpul miss?

T : Ya. Udah all? Heh, the boys uda? Pakai kalkulator (calculator) kalau gk pande out.

S : ..

T : Ya, dengarkan mam. Now kamu buat a conversation di buku latihan about up tou you. You buat sebuah conversation di buku latihanmu. Kamu buat a conversation, the topic terserah di buku exercise.

S : sebangku mam?

T : Up to you. Buku siapa ini? Nurul Aini ambil your book. Khairunnisa ambil you book. Hei, anak mam. Yang name-nya dipanggil sebutkan nilainya ya. Anaki..

S : 80..

T : Kamu sebutnya English ya. Ya suaranya... Gita, berapa?

S : One hundred.

T : Irja

S : Eighty seven.

T : Ya., you lanjutkan pekerjaan you itu.

B. Teacher 1 at class B, duration about one hour and one minute

T : How are you today?

S : I'm fine.

T : PR nya uda finish?

S : belum

T : Kenapa gak finish?

S : susah mam

T : Kenapa gak finish? Laki-lakinya finish? Kita check dulu PR kamu yang page fifty five. Elsa collect tukar kesini. Intan you collect tukar kesana. Rambe, kumpulkan change kesini.

S : Yang mana mam?

T : Page fifty five. Ok, mam count ya, satu, two, three, four, five, six, seven. Siti, mana students' list-nya? Sekretaris.. Mana students' list nya? Already? Sudah. Number one. Rafidah borrow nama-nama. Number one Legianto.

S : (read the answer)

T : Ya, translate Legianto. Come on Legianto. Yasudahlah, sit down-lah ntahapa aja yang tau. Mhd. Aditya, translate number one. Ayo Mhd. Aditya. We have to live soon. Kita harus segera pergi. Are you ready the best answer?

S : to go

T : Ya jawabannya is A, to go. Number two Fane.

S : (read the answer)

T : translate

S : (Translate it)

T : Hello May name is Sarah. Namaku Sarah. Halo aku senang bertemu dengan kamu. Answer yang tepat adalah B, to meet. Number three Rahmad.

S : jawabannya C mam

T : Ya, kamu translate.

S : Belum siap saya mam.

T : Why? Why Rahmad? Siti translate.

S : Lee sangat sedih ketika mendengar berita kakeknya.

T : Lee is very sad. Lee sangat sedih mendengar berita tentang kakeknya. Jadi answer yang tepat adalah C, to hear. Number four, Rambe.

S : (answer the question)

T : Leli should be proud. Answer yang tepat adalah B, to be a students. Leli harus banga sebagai pelajar. Number five, Bima.

S : Jawabannya E.

T : Ya translate.

S : setelah kecelakaan

T : After a car accident , setelah kecelakaan mobil, some people are lucky C to be alive, beruntung bisa hidup. Number six, Diah.

S : B, to touch

T : translate

S : apakah kamu takut ... ular

T : Are you afraid to touch a snake? B. To touch, apakah kamu takut menyentuh ular? The next number Eza.

S : Jawabannya B to listen.

T : Ya translate.

S : Seorang siswa tidak siap

T : The students aren't prepare the exam. Answer yang tepat adalah A, to take. Number eight Layli. Maya translate. Number eight, Maya.

S : (translate it)

T : The president was glad. Presiden merasa senang bahwa perang sudah berakhir. So jawaban yang tepat is C, to know. Number nine, Nur.

S : Orang-orang senang ... menangkap perampok, C mendengar.

T : Ya, the people are happy. Orang-orang senang mendengar polisi menangkap perampok. C to hear. Number ten, Rafida. Ya, you translate.

S : (translate it)

T : The robber isn't glad. Jawaban yang suitable adalah B, to be. Perampok tidak senang berada di penjara. The next number, Siti.

S : C, be.

T : Dinner is ready. Makan malam sudah siap. Jawaban yang suitable adalah B, is. Is your bother ready to eat? Apakah abangmu bersedia untuk makan?

S : to be nya bukan are mam?

T : Ya kita see dari brother. Kita take dari brother. Number twelve, Wulandari.

S : B, is

T : Ya, you translate.

S : saya sangat senang bertemu dengan kamu.

T : Hello my name is Arnold. Hi Arnold, We?? We, A, are. We are very please to meet you. Number thirteen, Dian.

S : Mell Gibson and Jekichen to be ... movie star. B. is

T : Mell Gibson and Jekichen, A, are proud to be movie star. Why jawabannya are? Because Mell Gibson and Jekichen ini merupakan jamak. The next number Eka.

S : Mell ... very sad. The answer A are. Mell .. sangat sedih melihat Jenifer menikah.

T : Mell is very sad to see that Jeniver got married. Jawaban yang suitable adalah B, is. Number fiveteen, Elsa.

S : C, are. Brad .. senang menikah dengan Jenifer.

T : Brad, is. Why jawabannya is? Karena Brad only one. Number sixteen, Iga.

S : Jenifer .. A.

T : ya, you translate

S : Jeniffer bersiap untuk acting.

T : Jawaban yang suitable adalah B. Next, Intan.

S : Many woman .. hapy to hear Brad got married. Artinya ya mam, Banyak wanita tidak senang .. mendengar Brad menikah. C

T : Many women, A, are. Many women itu adalah Plural. Mangkannya dia pake are. Number eighteen Kiki.

S : A

T : Ya translate.

S : Banyak pria senang mengetahui Jenifer menikah

T : Many man, itu dia plural atau singular ?

S : Plural.

T ; Ya plural. So jawabannya adalah A, aren't. Number nineteen. Rambe put on pecinya. Lisnawati.

S : (Answer the question)

T : Translate Lisnawati

S : (Translate it)

T : I, ya I am not afraid to touch a snake. The last number, Muklis.

S : B

T : Muklis, read dulu lah.

S : (read the answer)

T : Ya translate Muklis

S : (translate it)

T : Frank was, B. Eh, borrow red pen.

S : Mam, punya saya gak diperiksa mam.

T : Which one? So how many? Oke sit down. Eh you continue ya. Intan sit down. Legianto, sit down. Sudah? You continue pelajarannya page fifty six, yang atasnya itu underline the best word in the brackets. Number 1 sampai 18. Itu ada 2 pilihan. You choice, which one. The word didalam bracket ini ada dua pilihan so you pilih salah satu. Yang tidak dipilih dicoret.

S : Ini kayakmana mam?

T : You're ini singkatan from you are. Your itu menyatakan possessive. Udah voice-nya kalau gak bisa dikecilkan boleh.. Voice-nya di kecilkan Aditya. Keep quiet

S : Mam, ini dicoret kebawah atau kayakgini?

T : If you want to menjawab for example you mau jawab you're, so you underline.

S : maksdunya garis bawah aja mam?

T : If you answer is you're kalau mau you coret, coret you are. Kalau mau answer-nya di garis bawahin gak apa-apa.

S : Pilih salah satunya mam?

T : Ya choose. And then jawabannya you garis bawahin. Kiki finish?

S : mam aren't itu apa artinya mam?

T : aren't is are not.

S : Mam kata itu selalu diawali

T : It tergantung the sentence. This underline in the brackets. Jawabannya di garis bawahin. Aditya, Rafida? Rafida, the meaning uda? Meaning. You must tau artinya.

S : Mam, kayakgini mam?

T : What? Bentarlah I cek (check). Kalau I bilang salah ini pilihannya kan only two. Now you translate.

S : apa bedanya your sm you're mam?

T : Your itu untuk posessive. Kalau you are itu dia untuk subject atau untuk orang. Already the meaning? You know the meaning? Elza, Maya finish? Dian, sit down. Bima. Kiki, sit down. Elsa, sit down. Finish? Kita cek (check) together ya.

S : mam kayakgini?

T : translate ya.

S : Translatenya ditulis juga mam?

T : Kalau mam ask you, kamu harus tau jawabannya. We continue minggu depan ya.

S : Oke mam, see you. Mam kumpul?

T : Itu kembalikan aja, next week aja.

C. Teacher 2 at class C, duration about one hour and ten minutes.

Before start the study, teacher asked students to pray Duha. After that continue the study.

T : Now Open your book on page 19, halaman sembilan belas. Halaman berapa? Oke, next dari Rafli baca.

S : halaman berapa, miss?

T : Halaman 20 uda?

S : Belum miss.

T : Oke, Zaki find out the meaning of, cari arti dari, Island.

S : Pulau.

T : Pulau. Oke good. Oke, listen ya jangan liatin yang didepan. Kalau mau ikutan, kedepan. Oke, so look at the first paragraph, paragraf yang pertamanya. Do you know jeju island? Kayakmana cara bilangny?

S : Do you know Jeju Island?

T : So what the meaning of that sentence? Apa ya artinya?

S : Apakah kamu tau pulau Jeju?

T : Pulau Jeju or Jeju pulau?

S : Pulau Jeju

T : Pulau jeju. Oke, I really want to visit jeju island.

S : Saya ingin ke pulau jeju

T : Oke the meaning of want. Apa ya artinya want?

S : ingin.

T : So how to say, saya ingin makan.

S : I want to eat.

T : Saya ingin minum.

S : I want to drink

T : Ya jadi kalau, I want to visit Jeju island artinya saya ingin mengunjungi pulau Jeju. Oke, next Jeju island is one of the seven wonder of the world.

S : pulau jeju adalah satu dari ketujuh.. dunia

T : Ayo apa ya arti wonder of the world?

S : dunia

T : World, dunia. Wonder?

S : Indah

T : Indah? Wonder.

S : Perempuan.

T : Wonder?

S : keajaiban, kekaguman, keajaiban miss.

T : berarti artinya, wonder of world, tujuh keajaiban dunia. Zaki, suara. Oke next, language. Apa arti language?

S : bahasa.

T : Bahasa. Bahasanya, bahasa apa disebutnya.

S : Jeju do

T : Jeju do. Coba lihat ada berapa musim disitu?

S : empat.

T : Empat atau dua.

S : Empat.

T : There are, apa apa aja dia?

S : Summer, winter, autom,spring.

T : Winter?

S : Musim dingin.

T : Summer apa? Spring apa?

S : summer, musim panas.

T : Kalau spring ?

S : Spring , musim semi.

T : Kalau winter?

S : musim dingin

T : Kalau autom?

S : Gugur.

T : Next, Oke a the question, pertanyannya. Oke lihat yang bagian B. Satu-satu ya.
Start from zoo.

S : Kebun binatang.

T : Waterfall

S : Air terjun

T : River

S : sungai

T : Tower ? Apa ya tower ?

S : Menara.

T : Museum ?

S : museum.

T : National park ?

S : Taman nasional

T : Temple ?

S : Candi

T : Lake

S : Danau

T : Beach ?

S : Pantai.

T : Hot spring ?

S : panas.

T : air

S : panas

T : ya, undersea?

S : bawah laut.

T : Mountain?

S : Gunung

T : Ocean ? coba Zaki.

S : Lautan

T : Rock?

S : batu karang.

T : iya, batu. Ayo, find out cari arti amusement.

S : Hiburan.

T : Amusement park, taman hiburan. Ok start from number one. Rise your hand, angkat tangan. Yang tau number, nomor tujuh, seven. Uda ? number nine.

S : lake

T : Number nine, lake. Oke, number three?

S : Amusement.

T : Amusement park. Number six.

S : National park.

T : Number one, Bromo.

S : Mountain

T : Oke. Number two.

S : Hill, Museum

T : Yang lain dulu biar tau. Number five ?

S : Sea

T : number eight ?

S : Beach

T : Number nine tadi lake. Number ten ?

S : Zoo

T : Number seven ?

S : Water park, Hot spring, Hill, Under sea, Under park

T : Oke tujuh, dua, sama empat, lima, berarti empat soal. Minggu depan kita bahas. Sekarang lihat halaman twenty four. So you must find harus dicari, word, katanya dari teks yang sebelumnya.

S : Yang mana miss?

T : Twenty four, dua puluh empat. Listen! coba lihat instruksinya. Find the word that materi the text of the statue of liberty. Cari kata yang cocok tentang teks about patung liberty. Dia bisa berbentuk vertikal. Kayakmana vertikal?

S : Gini.

T : Horizontal?

S : Gini

T : Contohnya miss dapat, yang paling bawah. Dapat kan?

S : Ini miss.

T : Oke, any else ? ada lagi? Enough? Where is the ink? Dimana letak ink-nya? Kamu isi dulu ini.

S : Miss, use juga?

T : Ada di sini ? kalau gada ya gak usah. Udah segini doang? One, two, three, four, five, six seven, eight.

S : yang ini ada miss?

S : gadak

T : No. Enough? Uda itu aja? Cuma 8?

S : iya.

T : Oke, yang 8 tadi coba Ibnu, Aulia,.. Ujian bahasa inggris hari apa?

S : hari kamis ke dua

T : Kamis depan berarti ? Ok, now please open your exercise book. Who is the secretary? Siapa ini sekertarisnya?

S : Silvi

T : Oke silvi, come here. Catat yang ini, 1,2,3,4.

S : yeee, kisi-kisi..

T : Please open your book exercise-nya.

S : miss itu kisi-kisi atau apa?

T : Just write. Uda, tulis ajalah. Kalau gak mau nulis gak usa. Kayak si Ibnu gak mau nulis. 5 menit dari sekarang ya, kalau dia uda selesai miss hapus.

S : kisi-kisi miss?

T: Gak. Gak ada. Finish?

S : belum

T : Ok, so look at the instruction-nya. Fill in the blank with suitable pronoun. Kayakmana pronoun. Yang ada subject pronoun berarti i, you, they, we, she, he, it. Kalau object pronoun yang ada me, them, us. Kalau possessive adjective? My, yours ours, their, its.. Jadi suitable-nya yang mana yang cocok. If you have finish you can collect to me. And then misalnya, aulia ud selesai nih, gak dapet lagi nilai aulia ya, jangan kasi contek mereka. Apalagi sama Rasyid.

S : Ini kayak them gitu miss?

T : Iya. Oke now. Coba lihat open our book page 5, halaman 5. Yang ada sentence bulidling yang part F. So, yang number three, four, nine, ten, itu ada berapa?

S : 4

T : Three, four, nine, ten .Ya dari keempat itu ada tiga yang masuk di ujiannya. Yang bagian F nya. Itu ada 4 soalkan? Choose, pilih kira-kira. Kamu guess yang mana yang masuk ujian soalnya. Aulia have you finish?

S : No miss

T : Zaki masih sehat dibelakang? Oke, percuma kan uda tau soal gak tau jawabannya? Yang uda selesai collect. Sayifull uda selesai? Sini. Ayo waktunya tinggal ten minutes more ya, sepuluh menit lagi. Ok your time. Waktunya tinggal twelve minutes more, dua belas menit lagi. Only one ya, Cuma satu orang yang uda ngumpul. Aulia banyak jawaban yang salah.

S : Gk diisi miss

T : Kalau gak diisi bukan salah lagi namanya. Ibnu, sini dulu. Oke udah ini gak di ponten, mundur. Udah nyontek aja kau. Yaudah sinilah. Nanti buat berapa benernya, oke. Oke nomor 1 jawabanya ?

S : Them

T : nomor Dua nya

S : Them.

T : Tiga? The boys ada huruf s-nya .

S : Them.

T : Eh itu nomor dua ya ? Keempatnya us, she uda.

S : Tunggu miss

T : Miss uda bilang tadi diperiksa dulu baru di ponten sm miss. Udah balikan aja, atau uda tau kan jawabannya. Mangakannya, kamu cek (check) sendiri. Nomor 1 them berapa salahnya. Nomor 1 kan ada dua kan jadi them, them. Nomor dua them, nomor tiga it , nomor 4 boleh he,she baru us.

S : Uda tinggal ponten.

T : Nomor 2 nya mana gak ada? Nomor 4 itu ada she,,. Ok, good luck ya sama ujiannya. Jangan sampai nilai 30. Ok, see you next meeting.

Appendix V

DOCUMENTATIONS









KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Williem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
Website : www.fitk.uinsu.ac.id e.mail : fitk@uinsu.ac.id

Nomor : B-9687/ITK/ITK.V.3/PP.00.9/08/2018
Lampiran : -
Hal : Izin Riset

Medan, 30 Agustus 2018

Yth. Ka. MAS PAB 2 HELVETIA

Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah Dan Keguruan UIN Sumatera Utara Medan, adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

NAMA : DEA IVANA
T.T/Lahir : Medan, 06 Desember 1995
NIM : 34143011
Sem/Jurusan : IX / Pendidikan Bahasa Inggris

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksana Riset di MAS PAB 2 HELVETIA guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul :

"AN ANALYSIS OF CODE MIXING USED BY ENGLISH TEACHER IN TEACHING LEARNING PROCESS AT MAS PAB 2 HELVETIA"

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalam



Ah. Dekan
Ketua Jurusan PBI

Sholihatul Hamidah Dly, M.Hum
18750622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



PERKUMPULAN AMAL BAKTI
MADRASAH ALIYAH SWASTA PAB.2 HELVETIA
MAS PAB - 2 HELVETIA

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N.S.M : 131212070006

STATUS : AKREDITASI A

NOMOR : 642/BAP-SM/PROVSU/LL/X/2015

TGL. : 16 OKTOBER 2015

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SURAT KETERANGAN

Nomor : Al-2/B.1232/PAB/IX/2018

Saya yang bertanda tangan dibawah ini Kepala Madrasah Aliyah PAB – 2 Helvetia Kecamatan Labuhan Deli Kabupaten Deli Serdang dengan ini menerangkan bahwa :

a. *N a m a* : *DEA IVANA*
b. *NIM* : *34143011*
c. *T.Tgl.Lahir* : *Medan, 06 Desember 1995*
d. *Sem/Jurusan* : *IX/Pendidikan Bahasa Inggris*

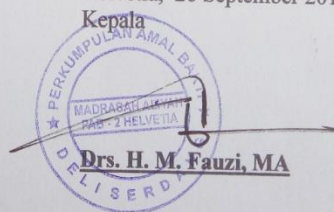
Adalah benar nama tersebut telah melaksanakan riset di Madrasah Aliyah PAB – 2 Helvetia sejak tanggal 1 September – 24 September 2018 guna mendapatkan data-data dan informasi yang berhubungan dengan skripsi yang berjudul :

“ AN ANALYSIS OF CODE MIXING USED BY ENGLISH TEACHERS IN TEACHING LEARNING PROCESS AT MAS PAB – 2 HELVETIA ”.

Demikian Surat Keterangan ini diberikan agar dapat dipergunakan dengan seperlunya.

Helvetia, 26 September 2018

Kepala



Drs. H. M. Fauzi, MA

cc. Arsip

Curriculum Vitae

A. PERSONAL

Name : DEA IVANA
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B. EDUCATIONAL BACKGROUND

1. SD Swasta Persatuan Amal Bakti (PAB) 27 Medan, graduated on 2008
2. SMP Negeri 43 Medan, graduated on 2011
3. SMA Swasta Dharmawangsa Medan, graduated on 2014
4. Student in Faculty of Tarbiyah and Teachers Training State Islamic
University of North Sumatera on 2014 to 2018