THE USE OF CODE MIXING AND CODE SWITCHING BY STUDENTS IN ENGLISH TEACHING AND LEARNING PROCESS AT SMA NEGERI 2 RANTAU SELATAN

A THESIS

Submitted to Tarbiyah Faculty of State Islamic University

North Sumatera Medan As a Partial Fulfillment of The Requirement for S1 Degree

By

EKA KHAIRANI
(34.15.4.127)

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA
MEDAN
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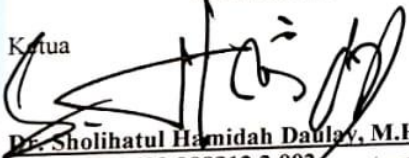**2019**

SURAT PENGESAHAN

Skripsi yang berjudul : "The Use of Code Mixing and Code Switching by Students at SMA Negeri 2 Rantau Selatan" oleh Eka Khairani, yang telah dimunaqasyakan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

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dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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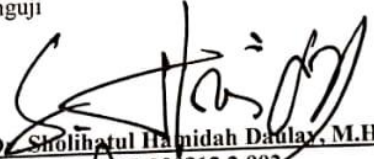
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Assalamu'alaikum Wr. Wb

        Setelah membaca, meneliti, mengoreksi dan memberi saran saran perbaikan seperlunya terhadap skripsi saudari

Nama   : Eka Khairani

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Jurusan   : Pendidikan Bahasa Inggris

Judul   : The Use of Code Mixing and Code Switching by Students in English Teaching and Learning Process at SMA Negeri 2 Rantau Selatan

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.
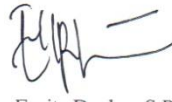
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PERNYATAAN KEASLIAN SKRIPSI

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar- benar merupakan hasil karya sendiri, kecuali kutipan- kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sebelumnya.

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

Medan, 30 September 2019

Yang membuat pernyataan

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ABTRACT

Eka Khairani. 34154127. The Use of Code Mixing and Code Switching by Students in English Teaching and Learning Process at SMA Negeri 2 Rantau Selatan. Thesis. Faculty of Tarbiyah and Teaching Training. State Islamic University of North Sumatra Medan. 2019.

The aim of this research 1) to classify the type of code mixing and code switching that used by five twelfth grade students of SMA Negeri 2 Rantau Selatan, 2) to interpret the function of code mixing and code switching that used by five twelfth grade students of SMA Negeri 2 Rantau Selatan. The data were analyzed by using descriptive qualitative method. The data were taken from the observation and interview the students. The data of type of code mixing were analyzed based on Hoffman's theory, namely intra-sentential code mixing, intra-lexical code mixing and involving a change of pronunciation. Four of five twelfth grade students of SMA Negeri 2 Rantau Selatan used three type of code mixing. Student 5 only used two types of code mixing, namely intra-sentential code mixing and involving a change of pronunciation. Five twelfth grade students were most common used intra-sentential code mixing in English learning process. The data of type of code switching were analyzed based on Poplack's theory, namely inter-sentential switching, intra-sentential switching and tag switching. Two of five twelfth grade students of SMA Negeri 2 Rantau Selatan used three type of code switching. Student 1, student 4 and student 5 only used two types of code switching, namely inter-sentential switching and intra-sentential switching. Five twelfth grade students common used inter-sentential switching in English learning process. The functions of code mixing and code switching were analyzed by Marsigan's theory, namely, quotation, addressee specification, repetition, interjection, message qualification, personalization and objectivization, and facility of expression. The most common function that usually appear in English process by five twelfth grade students of SMA Negeri 2 Rantau Selatan was facility of expression which because the students rarely use English in English process.

Keywords: *Linguistics, Sociolinguistics, Code Mixing, Code Switching, Code Mixing and Code Switching in EFL Context in Indonesia*

ACKNOWLEDGMENT

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The title of this thesis is "**The Use of Code Mixing and Code Switching Use by Students in English Teaching and Learning Process at SMA Negeri 2 Rantau Selatan**". Presented To Faculty of Tarbiyah Science And Teachers Training Submitted To Partial Fulfillment of The Requirement For The Degree Of Scholar Of English Education. The researcher realized that this thesis would never finished without love, support, guidance, advice, help and encouragement from individuals and institutions. Therefore, the researcher would like to express the deepest gratitude to:

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Overall, the researcher hopes this thesis can give a bit contribution to the language education, especially major of english, and further pedagogical research. May Allah SWT guides them always and give them all happiness through their life.

Medan, 29Oktober 2019

Eka Khairani

TABLE OF CONTENTS

Page

LIST OF TABLES

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a tool of communication. We will always need language as long as we live. There are so many languages in this world, such as Indonesian, Arabic, English, Malay, Japanese, Korean and etc. Every country not only has its own national language but also has its own local languages.

In communication, sometimes people not only use one language but also use several languages in their daily conversation. This phenomenon is much found in the country in the world, such as in Indonesia, Indonesia is one of the most linguistically and culturally diverse nations in the world. Over 550 languages are spoken throughout the archipelago and in 1945 Indonesian was selected as the official language of government, mass media, and education. Although Indonesian is rapidly becoming the first language of many Indonesians, especially in urban centers, many Indonesians still learn and speak regional languages and their dialects.[1] Which make it possible for Indonesian to speak more than one language in communication. This phenomenon is called bilingualism. Bilingualism is the speaker's ability in using two languages, either in formal or informal situations.[2]

This phenomenon also occurs in learning language in the class. Foreign language has become the compulsory subject in Indonesia. English is much used by people of different mother tongues and countries of origin as a language of contact in immediate interactions. It cause English is the world's most widely

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[1]J Sneddon, 2003, *The Indonesian Language*, Sydney: Universitys of New South Wales Press Ltd. P.63.

[2]Didik Santoso and Pirman Ginting, 2016, *Bilingual Education Programs at Junior High School*, Jakarta: Kencana, P.18.

spoken language for trade, education, business and tourism.[3] As global language, English is compulsory foreign language subjects in Indonesia.[4] In the process of learning English as a foreign language, students as receivers of knowledge, are expected to understand English. Therefore, to get what we expect, in learning English process, both student and teacher can't only use English. According to the research from Burden in 2001, shows that the use of L1 (first language) is important in learning English, especially to mention new vocabulary, give the instruction, discuss about the test, grammar, understand check, and disciplines the class.[5]

Based on the above research, we know that, in learning English as Foreign Language, the teacher and the student still need L1 (first language which most of Indonesian people use Indonesian) to get success in learning English. Thus, the teacher and the student often mix and switch their language from Indonesian to English and vice versa. These phenomena are called code switching and code mixing.

Code switching can occur in conversation between speakers' turns or within a single speaker's turn.[6] It means that code switching occurs in several sentences in a conversation. Language changes after one sentence.

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[3] Rahmah Fithriani, 2018, *Discrimination behind Nest and Nnest Dichotomy in ELT Pofesionalism* in The 1st Annual International Conference on Language and Literature, KnE Social Sciences & Humanities, P. 741

[4] Rahmah Fithriani, 2017, *Indonesian Students' Perceptions of Written Feedback in Second Language Writing (Doctoral Dissertation)*, P.27

[5] DedyPurwadi, Penggunaan L1 dalamPembelajaranBahasaInggris di Kelas, http://bangka.tribunnews.com/2012/03/06/penggunaan-l1-dalam-pembelajaran-bahasa-inggris-di-kelas (accessed on May 6th 2019, 14:44 WIB)

[6] Ronald Wardaugh, 2006, *An Introduction to Sociolinguistics*, United Kingdom: TJ International, P.101.

Code mixing generally refers to alternation between varieties, or codes within clause or phrase.[7] In the other hand, code mixing is mixing of language in the one sentence in a conversation.

Therefore, the researcher is interested in doing research about the process of phenomena in the class. The research about these phenomena had already been done in Indonesia previously, but the researcher only finds the research about one of the phenomena that occurs in the class or if there was the research about these phenomena, it will be used by university student or lecturer.

It can be concluded that, there are only a few researches about the phenomena of code mixing and code switching that is used by students in the class. Hence, here the researcher will do the research about the process of these two phenomena in the senior high school English class.

Based on the above explanation, the researcher would like to know more about the phenomena of code mixing and code switching that occur in English class learning process by the students. This study entitled "The Use of Code Mixing and Code Switching by Students in English Class at SMAN 2 Rantau Selatan". The researcher will analyze the type of code mixing and code switching used by students in the learning process. This research uses the theory of Hoffman, Poplack and Marsigan. The researcher also tries to discover the situation when students use code mixing and code switching in the process of learning.

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[7] Miriam Meyerhoff, 2006, *Introducing Sociolinguistics*, United Kingdom: Routledge, P.116.

B. Formulation of the Study

In this research, there are two formulations of study:

1. What types of code mixing and code switching are used by students in English class learning process?

2. What are the functions of code mixing and code switching in English class learning process?

C. The Objective of the Study

In this research, there are two objectives of study:

1. To find out the types of code mixing and code switching that used by students in learning process.

2. To find out the functions of code mixing and code switching in English class learning process.

D. The Significance of the Study

The researcher hopes that the results of this study will be something beneficial both in theoretical and practical.

1. Theoretical Significance

Theoretically, the result of this study may give valuable information and enrich the knowledge about code mixing and code switching used by students in English class learning process.

2. Practical Significance

Practically, this study is expected to be beneficial for:

a. For the Student

From this research, the students will get new vocabulary and know how to use code mixing and code switching in learning process which can make the student aware in using language correctly.

b. For the Teacher

From this research, the teacher will know what type of code mixing and code switching that used by students in the process of learning and will find better strategy to teach English as Foreign Language.

c. For the Further Researcher

It can be the additional references for the further researcher who wants to know more about the type of code mixing and code switching that used by student in the class.

CHAPTER II

LITERATURE RIVIEW

A. Theoretical Framework

A.1. Language

Language is used for communication.[8] In our daily life, as social creature, we always need language to communicate each other. We use language in everywhere and every time. It can be in restaurant, in school, in home, or others. And also it can be use when learning, working, playing game, or others.

In using language as a tool of communication, people not only use one language, because there are many languages in this world. People also use language based on the region that they get the language for the first time (L1). According to the research, there 7000 languages that are used by 7 billion people in the world.[9]

The statement above is suitable with the verse in the Quran from surah Ar-Rum ayah 22:

⇕Ⅱ𝄢✄◆□☺𝄢○𝄢♪☺◆③⌁◆⌲←⌸▫📁⊠⌘𝄢☠☺◆□☺⊠☺

○○ℐ◉℘⌁⌔▽⌰❻☞❀℘⌁◆□←⌁☺■📁𝄢♪⌇⌘℘⌁◆□

⌲☠→⌛𝄢♪□✿☙○↶ℐ□📖⌲⬅⌲⊿▤𝄢✿☺◆□↶ℐ□📖◆□📃□

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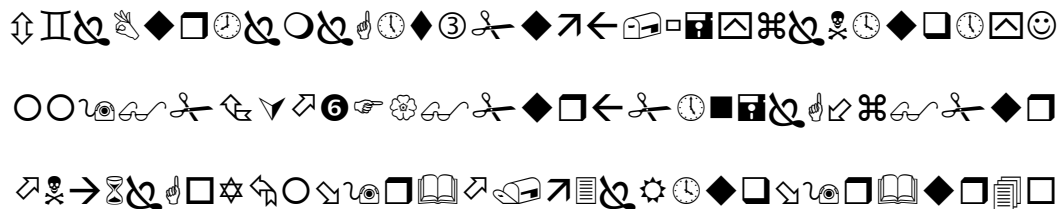
[8] H. Douglas Brown, (2000), *Principle of Language Learning and Teaching*, New York: Addison Wesley Longman Inc, P. 5

[9] ____, Terpetakan! Jumlah Bahasa di Seluruh Dunia, Di mana Posisi Indonesia?, http://portalsatu.com/read/budaya/terpetakan-jumlah-bahasa-di-seluruh-dunia-di-mana-posisi-indonesia-5960 (accessed on May 8th 2019, 14;38 WIB)

ﻭﻣﻦ ﺁﻳﺎﺗﻪ ﺧﻠﻖ ﺍﻟﺴﻤﺎﻭﺍﺕ ﻭﺍﻷﺭﺽ ﻭﺍﺧﺘﻼﻑ ﺃﻟﺴﻨﺘﻜﻢ

ﻭﺃﻟﻮﺍﻧﻜﻢ

And of His signs is the creation of the heavens and the earth, and the diversity of your languages and colors. In this are signs for those who know.[10]

From ayah above, we know that, we as human are created with different color of skin and also variation of languages. The language that we use is for keeping us in communicating each other in social life.

In the learning of language, we know the term *Linguistics*. Linguistics is the scientific study of natural language. Linguistics encompasses a number of sub-fields. An important topical division is between the study of language structure (grammar) and the study of meaning (semantic). Grammar encompasses morphology, syntax, and phonology. Other sub-disciplines of linguistics include the following: historical linguistics, sociolinguistics, psycholinguistics, neurolinguistics, language acquisition, and discourse analysis.[11]

In this research, the researcher researches about the language phenomena that occur in social life, the phenomena that are researched are code mixing and code switching which include in Sociolinguistics.

A.2. Sociolinguistics

Sociolinguistic is study about the relationship between language and society. It comes from word ―social‖ that means society and word ―linguist‖

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[10] Talal Itani, 2012, *The Quran*, Dallas: ClearQuran, P. 210

[11] Sholihatul Hamidah, 2011, *Introduction to General Linguistics*, Medan: La Tansa Press, P.1-2

that means language.[12] Which means there is connection between language and society. Because people live in society and they need each other, and use language as their tool in communication.

In another theory, sociolinguistics is the study of the effect of any and all aspects of society, including cultural norms, expectation, and context, on the way langua ge used.[13] Thus, there are many factors that is effect the way language used. Those factors also effect the variation of language in communication.

The study of language variation is concerned with social constraints determining language in its contextual environment. Code switching is the term given to the use of different varieties of language in different social situation.[14] Beside code switching, there is code mixing that also the term given to the use of different varieties of language.

A.3. Code Mixing
A.3.1. Definition of Code Mixing

The term of code-mixing refer to all cases where lexical item and grammatical features from two languages appear in one sentence. In code- mixing pieces of one language are used while a speaker is basically using another language.[15]

Code mixing is the embedding of various linguistics units such as affixes (bound morphemes), words (unbound morphemes), phrases and

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[12] Ronald Wardaugh, (1986), *An Introduction to Sociolinguistics*, Oxford: Oxford University Press, P. 13

[13] Sholihatul Hamidah, 2011, *Introduction to General Linguistics*, Medan: La Tansa Press, P.162

[14] Sholihatul Hamidah, 2011, *Introduction to General Linguistics*, Medan: La Tansa Press, P.163

[15] Pieter Muysken, 2000, *Bilingual Speech: A Typology of Code-Mixing*, Cambridge: Cambridge University Press, P.109.

clauses from a co-operative activity where hear with what they understand.[16]

In the use of code mixing, there are two lexical item and grammatical features from two languages appear in one sentence. For example, "*Aku tuh memang mau* eat durian, which is *ini bau, tapi gapapa*".

A.3.2. Type of Code Mixing

There are three types of code mixing based on syntactical patterns. Those are intra-sentential code mixing, intra-lexical code mixing, and involving a change of pronunciation.[17]

1) Intra-sentential code mixing

This kind of code mixing occurs within a phrase, a clause or a sentence boundary, for example English-Indonesian:

A : "it's okay, nanti aku telpon kamu lagi" (it's okay, I'll call you later).

B : "Semoga team work kita gak sia-sia ya." (I hope, our team work is not useless).

From the example above, the speaker A and B use Intra-sentensial code mixing, because they mix the language in a sentence boundary. The example mix 2 languages, they are Bahasa Indonesia and English.

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[16] Ayeomoni, M.O. 2006, *Code Switching and Code Mixing: Style of Language Use in Childhood in Yomba Speech Community*, Vol. 15, No. 1, p. 90-99

[17] C Hoffman, 1991, *An Introduction to Bilingualism*, New York: Roudledge Tailor and Francis Group. P.112

2) Intra-lexical code mixing

This kind of code mixing occurs within a word boundary. For example English-Indonesia:

A: jangan lupa nge-save nomor aku ya (don't forget for saving my number).

B: aku lagi meng-install ulang laptopku (I'm installing my laptop).

From the example above, the speakers A and B mix the language between English and Indonesian at the level of word, so it is called intra-lexical code mixing.

3) Involving a 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 "okay" is said "oke" or the word "actor" is said "aktor" in Indonesia.

A.4. Code Switching

A.4.1. Definition of Code Switching

Code switching is the ability to select the language according to the interlocutor, the situational context, the topic of conversation, and so forth, and to change languages within an interactional sequence in accordance with sociolinguistics rules and without violating grammatical constraint.[18]

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[18] Katja F. Cantone, 2007, *Code-Switching in Bilingual Children*, Dordrecht: Springer, P.57

Code switching is a term 'intra sentential' used for switches within the sentence, in contrast with 'inter-sentential' used for switches between sentences.[19]

Code switching is the term used to identify alternations of linguistic varieties within the same conversation. The linguistic varieties participating in code switching maybe different languages, or dialects or styles of the same language.[20]

Actually, there is no a big different between code mixing and code switching, but in code switching the speaker used to finish one sentence in one language, then turn in to another language.

A.4.2. Type of Code Switching

Many linguists such as Poplackand Appel and Muysken in Schidt, generally agree on classifying three types of code switching in their studies[21] :

1) Inter-sentential switching

The switch occurs at a clause or sentence boundary where each clause or sentence is in a different language. Occurring within the same sentence or between speaker turn.

For example:

A: Do you know, Teman Hidup?

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[19]Lesley Milroy & Pieter Muysken, 1995*One speaker, two languages: Crossdisciplinary perspectives on code-switching*, Cambridge & New York: Cambridge University Press, P.8.

[20] Carol Myers & Scotton, 1993, *Social Motivations for Codeswitching: Evidence from Africa,* Oxford: Clarendon Press. P.1-2.

[21] Katja F. Cantone, *Op. Cit*, P.58

B: Yes, I know it. Lagunya bagus banget! (Yes, I know it, that song is so amazing).

From the example above, the use of code switching occur when B speak.

2) Intra-sentential switching

Code switching occurs within a clause or sentence boundary or even word.

For example:

A: Nanti malam jangan lupa, call me! (don't forget to call me tonight!)

From the example above, the speaker A use two languages in one sentence.

3) Tag-switching

Tag switching sometimes also called as emblematic switching because the tag serve as an emblem of the bilingual character of an otherwise monolingual sentence. It switch either a tag phrase or a word, or both, from language-B to language A.

For example:

A : It's okay, hakuna matana. (it's okay, don't worry).

From the example above, the speaker A use "hakuna matana" as an emblem of "don't worry" in the sentence.

A.5. Functions of Code Mixing and Code Switching

There are six functions of code mixing and code switching according to theory of Marasigan[22]:

a. Quotation

Subjects quoted themselves and others directly or indirectly to sound more credible to the addressees. The addresses that are quoted by someone it should be in the original language, to make the addresses more incredible. For example:

"Don't worry, you can do it! Remember, *Man Jadda Wa Jada* (whoever strives shall succeed)."

b. Addressee Specification

Switching or mixing not only used to interact between the members of the speech but also to admit the language behavior include the individual preference or facility and the role relation of the members of the speech. For example:

"Finally, I can finish my task! *Terima kasih ya de, uda bantuin!*" (Thank you for your helping, de!).

From the above example, the speaker use Indonesian because of addressee specification.

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[22] E Marasigan, 1983, *Code Switching and Code Mixing in Multilingual Societies: Monograph Series*, Singapore: Singapore University Press. P.73

c. Repetition

Sometimes a message is repeated in the other code, either literally or in somewhat modified form. Repetition may serve to clarify what is said, amplify or emphasize a massage, or mark a joke. For example:

A: "Can you give me my hairbands, please!"

B: "What?"

A: "My hairbands, *pita rambutku*."

From the above conversation speaker "A" repeat the word "hairbands" in Indonesian to avoid confusion and to make speaker "B" understand.

d. Interjection

The speakers switch or mix the code to utter the interjection. And usually, the speaker use command interjection. Interjection expresses strong feeling or emotion as we have learned before. For example:

"*yaudah, biarin aja*, I don't care!" (Alright, just let it be).

From the above example, the interjection, "I don't care!" show the emotion feeling of the speaker. And it is also a command interjection.

e. Message Qualification

This function is to qualify a previous message which the speaker believed would be better understood in other language. Message qualification occurs when the topic introduce in one language, than to give a clear explanation, it will followed by an amplification or qualification in another language. For example:

"This is my new book. *Judulnya 'Sirkus Pohon' karya Andrea Hirata.* I bought it yesterday."

From the above example, the sentence is consist of two languages, the first sentence is in English as the introduce, the second sentence is in Indonesian, to make a clear explanation about the new book.

f. Personalization and Objectivization

The code contrast here seems to relate to such thing as: the degree of speaker involvement in, or distance form, a message or an addressee; whether a statement reflects personal opinion, feeling, or knowledge; whether it refers to specific instance, or whether it has the status of generally known fact. For example:

"Hi, I'm Rani from Indonesia, *dangsin-i igigileul balabnida*! (Hope you win!)"

From the above example, the speaker switch the sentence into Korean to express personal wish from Indonesian fans to Korean Idol.

g. Facility of Expression

This function is interpreted as difficulty in finding the right words at the time of speaking or writing or merely as a sign of the subject's lack of familiarity with the style. For example:

"Sometimes, when I wake up in the morning, I feel like *ada yang beda* (there is something different). Maybe it because *aku tidurnya terlalu larut ya* (I sleep late night, yesterday)."

From the above example, the sentence is in two languages. The speaker uses Indonesian because of lack of the facility in expressing the term in English.

These phenomena are also occur in the process of learning English as Foreign Language because to make student understand in delivering the subject.

A.6. Code Mixing and Code Switching in EFL Indonesia Setting

The acronym EFL stands for English as a Foreign Language and it refers to the teaching of English to students whose first language is not English. English as a foreign language indicates the teaching of English in a non–English-speaking region. EFL is learned either to pass exams as a necessary part of one's education, or for career progression while one works for an organization or business with an international focus.[23]

As a global language, English has become compulsory subject in Indonesian education. Therefore, as a foreign language, in delivering subject, the teacher and the students can't use full English to minimize misunderstanding in learning process, thus the teacher and the student mix and switch their language in learning process to make understand each other.

Many teachers of English see code-switching as a communicative strategy for with insufficient vocabulary resources, and thus as a source of concern. Teachers employ code switching strategy as a means of providing students with opportunities to communicate and enhance students

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[23] _____, *English as a Second or Foreign Language*, https://en.wikipedia.org/wiki/English_as_a_second_or_foreign_language (accessed on May 9 2019, 20:59 WIB)

understanding.[24] Trough code switching, it will help teacher easier to deliver the topic. It also will help student in getting new vocabulary.

Empirical studies have demonstrated that it is quite difficult to find classroom discourse fully in a single language, other languages understood by the speakers may be used. Thus, switching and mixing between the languages are common.[25]

Therefore, in learning English as foreign language, L1 is still needed in delivering the topic. It will really useful and minimize misunderstanding in delivering the topic. It will also help the student to get new vocabulary.

B. Related Studies

1) Khairunnisa (2016) "Code Mixing Analysis in English Teaching Learning Process at Senior High School 1 Tatkalar": there are three types of code mixing. Those are: intra-sentential code mixing, intra-lexical code mixing, and involving a change of pronunciation. there are three types of code mixing consisting of 99 utterance (data), 55 data of intra sentential code mixing, 33 of intra lexical code mixing and 11 of involving a change of pronunciation.

2) Ike Dyah Sintianingtyas (2017) "Code Switching Analysis Used By English Teacher of the Eleventh Grade Students of MAN Sukoharjo in the Academic Year of 2016/2017". From this research, the researcher find there are three types of code switching used by English teacher of

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[24] Olaunju R. Modupeola, 2013, *Code- Switching as a teaching strategy: Implication for English Language teaching and learning in a multilingual society*, Journal Of Humanities And Social Science, Volume 14, Issue 3, P. 93.

[25] M. S. Husin and Arifin K, 2011, *Code-switching and Code-mixing of English and Bahasa Malaysia in Content-Based Classrooms: Frequency and Attitudes*, The Linguistics Journal. June 2011 Volume 5 Issue 1, P.224.

the eleventh grade students of MAN Sukoharjo. The most common type which occurred in teacher's utterance is inter-sentential witching with 59 data, the second common type which occurred in teacher's utterance is intra-sentential switching with 41 data, and the least common type which occurred in teacher's utterance is tag switching 25 data.

3) Ela Kurnia (2015) "Description of Using Code Switching and Code Mixing in Conversation by the 9th Semester English Literature Students of State University of Semarang in the Academic Year 2014/2015". From this research, the researcher find Almost 95% English literature students" switched and mixed their speaking. Most of this study found 27 utterances of inter-sentential or 50% of the total utterances, 27 utterances of intra-sentential or 50% of the total utterances and 33 utterances of insertion or 55% of the total utterances.

4) Desy Sihite (2016) "Code Mixing And Code Switching Used By English Lecturers at Jambi University". From this research, the researcher find from six types of code mixing based on Suwito's theory, there are only 4 types code mixing used by the lecturers, they are the insertion of word (29), the insertion of phrase (47) and the insertion of hybrid (16), and the insertion of idiom (3). Meanwhile there are two types of code switching; they are metaphorical code switching (6) and conversational code switching (112).

The similarity of the researches above with this research is try to find the types of code switching and code mixing from the subject of the research, and the

researches discuss about code switching and code mixing. The differences of this research with previous research is the subject of the research, the theory that used by the researcher.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcherused descriptive method in a qualitative research. Descriptive method is a research method which describes systematically a situation or area of interest factually and accurately.[26] Therefore, the researcher analyzed systematically the student directly and delivered the result of the research factually and accurately.

B. Research Subject

The subject of this research was the third grade students of SMA Negeri 2 Rantau Selatan. The researcher conducted the research only in one class with the total of 5 students.

The researcher's reason of taken only one class was because the class is one of the best classes in that school. And it is also because this class is active in doing teaching learning process.

C. Technique of Collecting the Data

1. Observation

   Observation is a data collection technique that is required. The researcher went to the field to observe matters relating to space, place, actors, events, objects, time, events, goals and feelings.[27]

   The observation was conducted at classroom grade 3 of senior high school, in 4 meetings, which in the process of observation the researcher

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[26] Isaac, S., & Michael, W. B., (1987), *Handbook in Research and Evaluation for Education and the Behavioral Sciences*,San Diego: Edits Publisher, P. 42.

[27] D. Ghony & F Almansyur, 2014, *Metodologi Penelitian Kualitatif*, Yogyakarta: Ar-Ruzz Media. P.165

joined the class and observed the learning process without did any involvement in the classroom.

The researcher used audio recorder in order to get the data from the students' discussion in the learning process. The recorders have been prepared by the researcher and placed it near the students in order to get clear voice. Then, the researcher made a field note in order to get the information of the situation in the learning process.

2. Interview

The researcher did interview then recorded the audio of interview to get data directly from the students to find out the function of code mixing and code switching in the learning process at SMA Negeri 2 Rantau Selatan.

D. Technique of Analyzing the Data

This data was analyzed using qualitative descriptive methods. There are 3 steps to analyze the data, namely data reduction, data display, conclusion drawing or verification[28] :

1. Data Reduction

In data reduction step, the researcher reduced the data that have been collected. The researcher selected only the important data or the data that are relevant with the research from field note and the transcript data that have been transcribed from audio recorder. The data that have been reduced was identified by dividing it into code mixing and code switching, then put into table.

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[28]Miles, Matthew and Michael Huberman, 1994, *Qualitative Data Analysis: An Expanded Sourcebook*, United States: Library of Congress Cataloging, P.94

Code Mixing	Code Switching

Table 3.1

After put into the table, the data were classified into the type of code mixing and type of code switching used code, then put into the table as follow:

Table of Code Switching

Inter-sentential Switching (iess)	Intra-sentential Switching (iass)	Tag-switching (tag)
Total		

Table 3.2

Table of Code Mixing

Intra-sentential Code Mixing (iasm)	Intra-lexical Code Mixing (ialm)	Involving a Change of Pronunciation (inlv)
Total		

Table 3.3

After classified the data based on the type, the data put into the table based on the function of code mixing and code switching. To classify the data based on the function of code mixing and code switching, the researcher also gave the code to separate the function of code mixing and code switching as follow:

Functions Table of Code Mixing and Code Switching

Quotation (F1)	Addressee Specification (F2)	Repetition (F3)	Interjection (F4)	Message Qualification (F5)	Personalization and Objectivization (F6)	Facility of Expression (F7)
Total						

Table 3.4

2. Data Display

   In data display step, the researcher presented the data in the narrative and table form. The researcher explained the type of code mixing and code switching and also the function of code mixing and code switching in the narrative form to make the reader easier to understand

3. Conclusion Drawing or Verification

   In this the last step, the researcher concluded the result of the data analysis. In this step, the researcher calculated the total number of each type of code mixing, type of code switching and the function of code mixing and code switching and made explanation of them in narrative form.

E. Trustworthiness

   To fulfill trustworthiness, the researcher used triangulation and peer debriefing.

   1. In triangulation the researcher used data triangulation, theory triangulation, and methodological triangulation. In data triangulation, the researcher used data sources include time, space and persons which

used to compare and recheck the result of the research. In this step, the researcher compared the data that was taken from observation and interview. In theory triangulation, the researcher used multiple theories that related to the research to examine the situation or phenomenon. And the last, in methodological triangulation, the researcher used multiple methods to conduct the data, it involved field note, observation and interview.

2. In peer debriefing, the researcher asked the expert in sociolinguistics to check the result of the observation. For the expert, the researcher asked sociolinguistics lecturer.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is divided into two parts; findings and discussion. The findings presents the data result of data analysis of type of code mixing used by five students third grade of senior high school based on C. Hoffman theory and type of code switching used by five students third grade of senior high school based on Poplack theory, and also the function of code mixing and code switching used by five students third grade of senior high school based on Marasigan theory. The discussion presents the deep and detailed description of the data findings.

A. Findings

In explaining the findings, the researcher has analyzed the data based on the theory. Firstly, the researcher presents the types of code mixing and code switching. There are three types of code mixing used by the students, they are intra-sentential code mixing, intra-lexical code mixing and involving a change of pronunciation. And also there are three types of code switching, they are inter-sentential switching, intra-sentential switching, and tag switching. Secondly, the researcher presents the function of code mixing and code switching. There are seven functions of code mixing and code switching. They are quotation, addressee specification, repetition, interjection, message qualification, personalization and objectivization, and facility of expression. The data were analyzed based on the classification related to the types and the functions of code mixing and code switching in the observation and interview.

A.1. Type of Code Mixing (CM)

The researcher analyzed the types of code mixing that was found in students' utterances. Here, the total of number of the use types of code mixing:

No.	Type of CM	S1	S2	S3	S4	S5	Total
1.	Intra-sentential CM	55	23	58	54	24	214
2.	Intra-lexical CM	1	3	6	1	-	11
3.	Involving a Change of Pronunciation	5	5	3	1	1	15
Total		61	31	67	56	25	240

Table 4.1.

The table above showed the types of code mixing used by the student 1 (S1), Student 2 (S2), Student 3 (S3), Student 4 (S4), and Student 5 (S5) in the classroom in the learning English process. The classifications of intra-sentential code mixing that was used by Student 1 (S1) were 55 data, Student 2 (S2) were 23 data, Student 3 (S3) were 58, Student 4 (S4) were 54 data, and Student 5 (S5) were 24, with total 214 data. The classification of intra-lexical code mixing that was used by Student 1 (S1) were 1 datum, Student 2 (S2) were 3 data, Student 3 (S3) were 6 data, and Student 4 (S4) were 1 datum, with total 11 data. And classification of involving a change of pronunciation that was used by Student 1 (S1) were

5 data, Student 2 (S2) were 5 data, Student 3 (S3) were 3 data, Student 4 (S4) were 1 datum, and Student 5 (S5) were 1 datum, with total 15 . It can be seen that the most common type of code mixing which has been found in five students' utterances during learning process was intra-sentential code mixing and the least common type of code mixing was intra-lexical code mixing.

The following data are some example of analysis on the type of code mixing:

A.1.1. Intra-sentential Code Mixing

It happened within a phrase, a clause or a sentence boundary. The findings showed that the data of intra-sentential code mixing was most common type of code mixing that was used by five students with 214 data from all 240 data. The following are some examples of intra-sentential code mixing that was used by five students:

Itu*picture*nomor dua, Candi.

The above utterance used by Student 1 (S1). Firstly, the student 1 used Indonesian, then mixed the language with English and ended with Indonesian. The utterance was classified as intra-sentential code mixing since the student used English after a word in one sentence.They were discussing about the picture on the whiteboard. The situation was when the student told to his friend about the picture.

*Vocabulary*apa tadi?

The above utterance used by Student 1 (S1). In the utterance, the student 1 used English "vocabulary" then mixed the language with Indonesian, "apa tadi?". The utterance was classified as intra-sentential code mixing, since the student changed the language after one word and it still in one sentence. They were discussing about the list of vocabulary from the book. The situation was the students were asked to make translation of the list from the book by the teacher. In this utterance the student 1 asked his friend about the task that they have to finish.

Itu yang *asking* tadi

The above utterance used by Student 2 (S2). In the utterance, the student 2 used Indonesian "itu yang", then mixed the language with English "asking" and ended it with Indonesian "tadi". The utterance was classified as intra-sentential code mixing, since the student 2 changed the language into another language and it was still in one sentence. They were discussing about a video. The situation was the student 2 told to his friend about the answer of the question from the teacher.

Eh, tapi kalau *walk* itu berjalan aja

The above utterance used by Student 3 (S3). In the utterance, the student 3 used Indonesian "eh, tapi kalau", then

mixed the language with English "walk", and ended it with Indonesian "itu berjalan aja". The utterance was classified as intra-sentential code mixing, when the student add English in her utterance, in one sentence. They were discussing about the list of vocabulary from the book. The situation was the student 3 discussed about the synonym of a word.

Iya, aku *searching* tadi

The above utterance used by Student 4 (S4). In the utterance, the student 4, used Indonesian "iya, aku" then mixed the language with English "searching" and ended it with Indonesian "tadi". The utterance was classified as intra-sentential code mixing, because the student 4 change the language from Indonesian to English then back again to English in one sentence. They were discussing about the list of vocabulary from the book. The situation was the student 4 told her friend what she has done.

Treat ini katanya salah

The above utterance used by Student 5 (S5). In the utterance, the student 5 used English in the first sentence "treat" then mixed the language with Indonesian "ini katanya salah". The utterance was classified as intra-sentential code mixing since the student 5 change the language in one sentence, from English to Indonesian. They were discussing about the list of vocabulary from the book. The situation was

the student 5 discussed with her friend about the synonym of a word.

A.1.2. Intra-lexical Code Mixing

It happened within a word boundary. There is suffix in the word with another language. The findings showed that the data of intra-lexical code mixing that was used by five students were 11 data from all 240 data. The following are some examples of intra-lexical code mixing:

Asking-*nya*

The above utterance used by Student 1 (S1). In the utterance, the student 1, add "nya" which is suffix from Indonesian, in the end of word "asking" which is a word from English. They were discussing about a video. The situation was the student 1 discussed with his friend about the answer of the question that was given by the teacher.

Di-*translate*

The above utterance used by Student 2 (S2). In the utterance, the student 2 used prefix in Indonesian "di", and it was followed by English word "translate". It classified as intra-lexical code mixing since, the student 2 used prefix in Indonesian and word in English. They were discussing about the list of vocabulary from the book. The situation was the student 2 explained to his friend about what should they do.

Collect-kan

The above utterance used by Student 3 (S3). In the utterance, the student 3 used suffix in Indonesian "kan" and it was followed by English word "translate". It classified as intra-lexical code mixing since the student 3 used suffix in Indonesian and word in English. They were discussing about the list of vocabulary from the book. The situation was the student 3 asked her friend to collect her book to the teacher.

Gate-nya

The above utterance used by Student 3 (S3). In the utterance, the student 3 used suffix in Indonesian "nya" and it was followed by English word "gate", therefore the utterance was intra-lexical code mixing because in the utterance there is suffix in Indonesian and main word in English. They were watching the presentation. The situation was the student 3 told to her friend about the picture.

Question-nya

The above utterance used by Student 4 (S4). In the utterance, the student 4 used Indonesian suffix "nya" and use English word "question" as main word. The utterance was classified as intra-lexical code mixing because in the utterance there is suffix in Indonesian and main word in English. They were presenting the material. The situation was the student 4

discussed with her friend about the question from the audiences.

A.1.3. Involving a Change of Pronunciation

It happened at the phonological level, as when a word from a language was said in another language phonological structure. The findings showed that the data of involving a change of pronunciation that was used by five students were 15 data from all 240 data. The following are some examples of involving a change of pronunciation:

Cek

The above utterance used by Student 1 (S1). In the utterance, the student 1 said "check" in Indonesian phonological structure. Therefore, it included in involving a change of pronunciation. They were discussing about picture on the whiteboard. The situation was the student 1 asked his friend to search on Google about the picture in order to get the correct answer.

Mikrofon

The above utterance used by Student 2 (S2). In the utterance, the student 2 said "microphone" in Indonesian phonological structure, therefore it included in involving a change of pronunciation. They were discussing about picture on the whiteboard. The situation was the student 2 said to his friend about something that hold by statue of Liberty.

Table

The above utterance used by Student (S2). In the utterance, the student 2 said "table" in Indonesian phonological structure, therefore it included in involving a change of pronunciation. They were discussing about the list of vocabulary from the book. The situation was the student 2 asked his friend about the task.

Produk

The above utterance used by Student (S3). In the utterance, the student 3 said "produk" in Indonesian phonological structure, therefore it included in involving a change of pronunciation. They were discussing about the list of vocabulary from the book. The situation was the student 3 discussed with her friend about the synonym of a word.

Ok

The above utterance used by Student 5 (S5). In the utterance, the student 5 said "ok" in Indonesian phonological structure, even the word in the sentence was in English. Therefore it was classified as involving a change of word. They were discussing about a video. The situation was the student 5 agreed with her friend.

A.2. Type of Code Switching (CS)

The researcher analyzed the types of code switching that was found in students' utterances. Here, the total of number of the use types of code switching:

No.	Type of CS	S1	S2	S3	S4	S5	Total
1.	Inter-sentential switching	9	7	19	17	6	58
2.	Intra-sentential switching	4	2	7	4	2	19
3.	Tag switching	-	1	4	-	-	5
Total		13	10	30	21	8	82

Table 4.2.

The table above showed the types of code switching used by the student 1 (S1), Student 2 (S2), Student 3 (S3), Student 4 (S4), and Student 5 (S5) in the classroom in the learning English process. The classifications of inter-sentential switching that was used by Student 1 (S1) were 9 data, Student 2 (S2) were 7 data, Student 3 (S3) were 19, Student 4 (S4) were 17 data, and Student 5 (S5) were 6 data, with total 58 data. The classification of intra-sentential switching that was used by Student 1 (S1) were 4 data, Student 2 (S2) were 2 data, Student 3 (S3) were 7 data, Student 4 (S4) were 4 data and Student 5 (S5) were 2 data, with total 19 data. And classification of tag switching that was used by Student 2 (S2)

were 1 datum and Student 3 (S3) were 4 data, with total 15. It can be seen that the most common type of code switching which has been found in five students' utterances during learning process was inter-sentential switching and the least common type of code switching was tag switching.

The following data are some example of analysis on the type of code switching:

A.2.1. Inter-sentential Switching

It happened to clarify or translate the utterance from other language. The findings showed that the data of inter-sentential switching was most common type of code switching with 58 data from all 82 data. The following are some examples of inter-sentential switching:

What can we enjoy if we visit Eiffel Tower at night? *Apa yang bisa kita nikmati kalau kita mengunjungi Menara Eiffel di malam hari?*

The above utterance used by Student 1 (S1). In the utterance, the student 1 gave the question used English "What can we enjoy if we visit Eiffel Tower at night?", then asked the question again with Indonesian by saying "Apa yang bisa kita nikmati kalau kita mengunjungi Menara Eiffel di malam hari?". It was classified as inter-sentential switching since the student 1 gave the question in English then change the language into Indonesian. They were watching the presentation. The situation was the student 1 gave the question to the presenter.

Iya, if we visit Eiffel Tower at night, *Jika kita mengunjungi Menara Eiffel di malam hari*

The above utterance used by Student 1 (S1). In the utterance, the student 1 used English "if we visit Eiffel Tower at night" then changed the language into Indonesian "Jika kita mengunjungi Menara Eiffel di malam hari". It was classified as inter-sentential switching since the student 1 said the same sentence in the other language. They were watching the presentation. The situation was the student 1 gave the question to the presenter.

Your writing is ugly,*tulisanmu jelek*

The above utterance used by Student 2 (S2). In the utterance, the student 2 used English in the beginning of sentence "your writing is ugly", then switched to Indonesian with the meaning of the sentence before by saying "tulisanmu jelek". It was classified as inter-sentential switching since the student 2 change the language into Indonesian from English, with the same meaning. They were discussing about picture on the whiteboard. The situation was the student 2 mocked his friend about his friend's writing.

What is the most special thing from Miyajima Island? *Hal yang paling special dari Miyajima Island?*

The above utterance used by Student 2 (S2). In the utterance the student 2 said in English "What is the most

special thing from Miyajima Island?", then switched to Indonesian to make the presenter understand about the question by saying "Hal yang paling special dari Miyajima Island". It was classified as inter-sentential switching, since the student 2 switched the language from English to Indonesian with the same meaning. They were watching the presentation. The situation was the student 2 gave the question to the presenter.

They come to the restaurant, _datang kan ke restoran_

The above utterance used by Student 3 (S3). In the utterance, the student 3 used English in the beginning by saying "they come to the restaurant", then explained again with Indonesian by saying "datang kan ke restoran". It was classified as inter-sentential switching since the student 3 changed the language from English into Indonesian with the same meaning. They were discussing about a video. The situation was the student explained to her friend about the condition of the video.

First, take the Miyajima Ferry to save on travel costs, _pertama naik feri Miyajima untuk menghemat biaya perjalanan_.

The above utterance used by Student 4 (S4). In the utterance, the student used English in the beginning of the sentence by saying "first, take the Miyajima Ferry to save on travel costs", then switched the language into Indonesian

"pertama naik feri Miyajima untuk menghemat biaya perjalanan", which it was the meaning of the English utterance before. It was classified as inter-sentential switching since the student 4 switched the language from English into Indonesian with the same meaning. The student 4's group was presenting the material. The situation was the student 4 as a presenter was presenting the material.

The sentences are can I help you and can I get you anything to drink, *bisakah saya membantumu? Adakah yang bisa saya ambilkan untuk minumanmu?*

The above utterance used by Student 5 (S5). In the utterance, the student answered in English "the sentences are can I help you and can I get you anything to drink" then switched the language in Indonesian "bisakah saya membantumu? Adakah yang bisa saya ambilkan untuk minumanmu", which it was the meaning of the English utterance before. It was classified as inter-sentential switching since the student 5 switched the language from English into Indonesian with the same meaning. They were discussing about a video. The situation was the student 5 answered the question from the teacher.

A.2.2. Intra-sentential Switching

Intra sentential switching occurs within a sentence. The findings showed that the data of intra-sentential switching that was used by five students were 19 data from all 82 data. The following are some examples of intra-sentential switching:

Aku cari *number three*

The above utterance used by Student 1 (S1). In the utterance, the student 1, used Indonesian "aku cari", then switched the language with English "number three". The utterance was classified as intra-sentential switching, since the student started switched the language into English from Indonesian. They were discussing about questions from the book. The situation was the student 1 told to his friend that he wanted to search the answer.

You write in *sele-sele dulu*

The above utterance used by Student 3 (S3). In the utterance, the student 3 used English in the beginning by saying "you write in", then switched the language into Indonesian "sele-sele dulu". It was classified as intra-sentential switching, since the student switched the language from English into Indonesian. They were discussing about picture on the whiteboard. The situation was the student 3 asked her friend to write down in a paper first.

Hei, this is your dictionary, *makasih ya*

The above utterance used by Student 3 (S3). In the utterance, the student 3 used English in the beginning by saying "this is your dictionary", then switched the language into Indonesian "makasih ya". It was classified as intra-sentential switching, since the student switched the language from English into Indonesian. They were discussing about the vocabulary on the book. The situation was the student 3 gave her friend's dictionary.

Itu namanya *temple*

The above utterance used by Student 4 (S4). In the utterance, the student 4 used Indonesian in the beginning by saying "itu namanya", then switched the language into English "temple". It was classified as intra-sentential switching, since the student switched the language from English into Indonesian. They were discussing about the picture on the whiteboard. The situation was the student 4 discussed with her friend about the picture.

Twenty two *katanya*

The above utterance used by Student 5 (S5). In the utterance, the student 5 used English in the beginning by saying "twenty two", then switched the language into Indonesian "katanya". It was classified as intra-sentential switching, since the student switched the language from English into

Indonesian. They were discussing about the picture on the whiteboard. The situation was the student 5 told to her friend about the page of the task.

A.2.3. Tag Switching

It happened when the students inserted language tag into the utterance. The findings showed that the data of tagswitching that used by five students were5 data from all 82 data. The following are some examples of tag switching:

Pronunciation, *kan?*

The above utterance used by Student 2 (S2). In the utterance, the student 2 used tag switching when the student 2 started speak English "pronunciation", then switched the language into Indonesian language tag by saying "kan?" They were discussing about the list of vocabulary from the book. The situation was the student 2 asked his friend about the task.

Eh, borrow your dictionary, *boleh?*

The above utterance used by Student 3 (S3). In the utterance, the student 3 used an Indonesian tag "boleh?", after she spoke in English "borrow your dictionary". Therefore, the utterance was classified as tag switching. They were discussing about the list of vocabulary from the book. The situation was the student 3 asked permission to her friend.

Cozy is not like crazy, *kan?*

The above utterance used by Student 3 (S3). In the utterance the student 3 used Indonesian tag "kan?", after she spoke in English "cozy is not like crazy". Therefore the utterance was classified as tag switching. They were discussing about the list of vocabulary from the book. The situation was the student 3 made sure with her friend about the word.

We give them the question, *ya?*

The above utterance used by Student 3 (S3). In the utterance the student 3 used Indonesian tag "ya?", after she spoke in English "we give them the question". Therefore the utterance was classified as tag switching. The student 3 was watching the presentation about the material. The situation was the student 3 wanted to give the question to the presenter.

A.3. Function of Code Mixing and Code Switching

The researcher analyses the functions of code mixing and code switching found in students' utterances. There are seven function of code mixing and code switching proposed by E Marasigan have been started in Chapter II. They are Quotation, Addressee Specification, Repetition, Interjection, Message Qualification, Personalization and Objectivization, and Facility of Expression.

The following data are some example of analysis on the function of code mixing and code switching:

No.	Function of CM and CS	S1	S2	S3	S4	S5	Total
1.	Quotation	-	1	-	-	1	2
2.	Addressee Specification	12	10	7	12	5	46
3.	Repetition	17	9	21	24	8	79
4.	Interjection	-	-	4	-	-	4
5.	Message Qualification	-	1	-	-	-	1
6.	Personalization and Objectivization	-	-	1	-	-	1
7.	Facility of Expression	40	13	54	40	18	165
Total		69	34	87	76	32	298

Table 4.3

The above table showed the function of code mixing and code switching used by Student 1 (S1), Student 2 (S2), Student 3 (S3), Student 4 (S4) and Student 5 (S5) in the classroom. From the above table, the function of quotation was only used by Student 2 (S2) and Student 5 (S5) with total 1 datum for each student. The function of addressee specification was used by Student 1 (S1) were 12 data, Student 2 (S2) were 10 data, Student 3 (S3) were 7 data, Student 4 (S4) 12 data and Student 5 (S5) were 5 data. The function of repetition that was used by

Student 1 (S1) were 17 data, Student 2 (S2) were 9 data, Student 3 (S3) were 21 data, Student 4 (S4) were 24 and Student 5 (S5) were 8 data. The function of interjection was only used by Student 3 (S3) were 4 data. The function of message qualification was only used by Student 2 (S2) were 1 datum. The function of personalization and objectivization was only used by Student 3 (S3) were only one datum. And the function of facility of expression that was used by Student 1 (S1) were 40 data, Student 2 (S2) were 13 data, Student 3 (S3) were 54 data, Student 4 (S4) were 40 data and Student 5 (S5) were 18 data. It can be seen that the most common function of code mixing and code switching which has been found in students' utterance during learning process was facility of expression. It means that the student often use mix and switch the language as the facility of expression. And the least common was personalization and objectivization and message qualification.

The following data are some examples of analysis on the functions of code mixing and code switching:

A.3.1. Quotation

This function is used to draw a stretch of direct speech in other language which is different from the main narrative. The findings showed that this function was 2 data from all 298 data. The following is the example of the function of quotation of code mixing and code switching:

Iyalah, '*halo guys*' gitu

In the utterance, the student 2 quoted how to greet their friend when they want to give a question to the presenter, by saying "halo guys", then mixed the language into Indonesian "gitu" which it was like gave the example. The student 2 was watching the presentation. The situation was the student 2's group wanted to give question to the presenter

We, kan ini pertama dibilangnya, *are you ready to order*

In the utterance, the student 5 quoted the utterance of the video, by saying "pertama dibilangnya" in Indonesian, then switched the language into English to quote the video by saying "are you ready to order". The student 5 was watching the video. The situation was the student 5 discussed about the video.

A.3.2. Addressee Specification

In this case, the function of code mixing and code switching is to draw attention to the fact that the addressee is being invited to participate in the conversation. The findings showed that the data of addressee specification that was used by five students were 46 data from all 298 data. The following are some analysis of addressee specification as the function of code mixing and code switching:

Bisa, _Mam?_

The utterance can be classified as addressee specification, because the function is to draw attention to the fact that the addressee is being invited to participate in the conversation. It also can be seen from the datum the student 1 offered helping to the teacher by saying "bisa, Mam?" They were discussing about a video. The situation was the student 1 offered helping to the teacher.

Pakai Bahasa Inggris, _Mam?_

The utterance can be classified as addressee specification, because the function is to draw attention to the fact that the addressee is being invited to participate in the conversation. It also can be seen from the datum the student 1 asked the teacher about the task by saying "pakai Bahasa Inggris, Mam?" They were discussing about a video. The situation was the student 1 asked the teacher about the task.

Mam, dua aja ini kan _Mam?_

The utterance was classified as the function of addressee specification, because the function is to draw attention to the fact that the addressee is being invited to participate in the conversation. It also can be seen from the datum, the student 3 called the teacher "Mam", then asked the teacher question "dua aja ini kan Mam?" The student 3 was watching the

presentation. The situation was the student 3 told the teacher that she wanted to be presenter.

Tulis soalnya, *Mam?*

The utterance was classified as addressee specification, it was showed from the utterance that asked the teacher directly by saying "tulis soalnya, Mam?" the student 4 mixed the language into English "Mam", because it is how the student call the English teacher. They were discussing the question on the book. The situation was the student 4 asked the teacher about the task.

Kenapa, *Mam?*

The utterance was classified as the function of addressee specification, because the function is to draw attention to the fact that the addressee is being invited to participate in the conversation. It also can be seen from the datum the student 5 asked the teacher's attention by asking the teacher "kenapa Mam?" the student 5 mixed the language in Indonesian and English, the student 5 used English as the call of the teacher. They were discussing about the list of vocabulary from the book. The situation was the student 4 discussed with the teacher.

Yang mana *Mam?*

The utterance was classified as the function of addressee specification, because the function is to draw attention to the

fact that the addressee is being invited to participate in the conversation. It also can be seen from the datum the student 5 asked the teacher's attention by asking the teacher "kenapa Mam?" the student 5 mixed the language in Indonesian and English, the student 5 used English as the call of the teacher. They were discussing about the list of vocabulary from the book. The situation was the student 4 discussed with the teacher.

A.3.3. Repetition

This function is to clarify what was said or to emphasize a message. The findings showed the data of repetition that was used by five students were 79 data from all 298 data. The following are some analysis of repetition as the function of code mixing and code switching.

Iya, *foolproof itu sangat mudah*, sinonimnya easy

The utterance can be classified as repetition, it was showed from the utterance "foolproof itu sangat mudah". Firstly, the student uttered the word in English then uttered again in Indonesian with the meaning of that word. The student repeated the utterance to tell his friend about the meaning of the word. They were discussing about the list of vocabulary from the book. The situation was the student 1 was discussed with his friend about the meaning of a word.

Kita *number six,enam enam*

The utterance was classified as repetition, it was showed from the utterance "*number six,enam enam*". Firstly, the student 1 used English then followed with Indonesian, which the meaning of the utterance in English before. The student 1 used Indonesian, to clarify the number of the question with his friend. They were discussing about the picture on the whiteboard. The situation was the student 1 told his friend about the number that they wanted to answer

Kita *number six,enam enam*

The utterance was classified as repetition, it was showed from the utterance "*number six,enam enam*". Firstly, the student 1 used English then followed with Indonesian, which the meaning of the utterance in English before. The student 1 used Indonesian, to clarify the number of the question with his friend. They were discussing about the picture on the whiteboard. The situation was the student 1 told his friend about the number that they wanted to answer.

Your writing is ugly,tulisnmu jelek

The utterance was classified as repetition, it was showed from the utterance "Your writing is ugly, tulisanmu jelek". Firstly, the student 2 used English then followed with Indonesian, which the meaning of the utterance in English before. The student 2 used Indonesian, to clarify the utter in

English before, to make his friend understand about what he has been said. They were discussing about the picture on the whiteboard. The situation was the student 2 mocked his friend.

They come to the restaurant, *datang kan ke restoran*

The utterance was classified as repetition, it was showed from the utterance "They come to the restaurant" then switched the language into Indonesian to explain again by saying "datang kan ke restoran" which it was the meaning of the English utterance, to explain the condition. They were discussing about a video. The situation was the student 3 discussed about the situation of the video.

There are five things to do, if you visit Miyajima Island, *ada lima hal yang harus kamu lakukan jika mengunjungi Miyajima Island*

The utterance was classified as repetition, it was showed from the utterance "There are five things to do, if you visit Miyajima Island," then switched the language into Indonesian to clarify about the meaning by saying "ada lima hal yang harus kamu lakukan jika mengunjungi Miyajima Island" which it was the meaning of the English utterance. The student 4's group was presenting the material. The situation was the student 4 as presenter explained about the material. The student 4's group was presenting the material. The situation was the student 4 as presenter explained about the material.

The sentences are *can I help you? And can I get you anything to drink? Bisakah saya membantumu? Adakah yang bisa saya ambilkan untuk minumanmu?*

The utterance was classified as repetition, it was showed from the utterance "can I help you? And can I get you anything to drink?" Then switched the language into Indonesian to clarify the meaning by saying "Bisakah saya membantumu? Adakah yang bisa saya ambilkan untuk minumanmu?" which it was the meaning of the English utterance. They were discussing about a video. The situation was the student 5 answered the question from the teacher.

Hello, guys. My name is Asri. I will ask *what is the most special thing from Miyajima Island? Apa yang paling menarik dari Miyajima Island?*

The utterance was classified as repetition, it was showed from the utterance "what is the most special thing from Miyajima Island?" then switched the language into Indonesian to clarify the meaning by saying "Apa yang paling menarik dari Miyajima Island?" which it was the meaning of the English utterance.The student 5 was watching the material. The situation was the student 5 gave the question to the presenter.

A.3.4. Interjection

This function is to give some instructions or even ask the other to do something. The findings showed the data of interjection that

was used by only Student (S4) were 4 data from all 298 data from five students. The following are some analysis of interjection as the function of code mixing and code switching:

Eh iya, teman-teman, the answer in this book, *don't search in google, ya.*

The utterance was classified as interjection, it was showed from the utterance "don't search in Google, ya". The student 3 asked her friend to search the answer only from the book. They were discussing about the question on the book. The situation was the student 3 told to search the answer only from the book.

No! kau write in sele-sele dulu.

The utterance was classified as interjection, it was showed from the utterance "No!". The student 3 asked her friend to write the answer in the book. They were discussing about the picture on the whiteboard. The situation was the student 3 told to write the answer in the book.

A.3.5. Message Qualification

This function is to qualify a previous message which the speaker believed would be better understood in other language. The findings showed there was no the function of message qualification that was used by five students in their utterance in English learning process.

A.3.6. Personalization and Objectivization

This function is relate to such things as : the degree of speaker involvement in, or distance form, a message or an addressee; whether a statement reflects personal opinion, feeling or knowledge; whether it refers to specific instances, or whether it has the status of generally known fact. The findings showed that data of personalization and objectivization was only one datum by Student 3 (S3) from all 298 data. The following is analysis of interjection as the function of code mixing and code switching:

Hei, this is your dictionary, *makasih ya*

The utterance was classified as personalization and objectivization, it was showed in the utterance "makasih ya", the student 3 uttered it as the express of the feeling to her friend. They were discussing about the list of vocabulary from the book. The situation was the student 3 turned back the dictionary to her friend.

A.3.7. Facility of Expression

This function happened when the student was difficult in finding the right word at the time. The findings showed that this function is the most common function of code mixing and code switching, with the total of number 40 data from all 69 data. The following are some examples of the function of code mixing and code switching:

Picture one *itu*, Bali

In the utterance, the student 1 used Indonesian to show the picture toward his friend by saying "itu". At that time the student 1 couldn't find the right word to utter "itu" in English. They were discussing about the picture on the whiteboard. The situation was the student 1 discussed with his friend about the location of the picture.

Aku cari number three.

The utterance was classified as the function of facility of expression. It was showed when the student 1 said "aku cari" then switched the language into English "number three". The student 1 used Indonesian in the beginning, because he didn't know the English of that utterance, therefore he used Indonesian. They were discussing about the task on the book. The situation was the student 1 told to his friend about the number that he wanted to do.

It is *Candi* Mendut

The utterance was classified as the function of facility of expression. It was showed when the student 2 said "it is" then mixed the language into Indonesian "candi". The student 2 used Indonesian as the term of temple, because he didn't know the English of that utterance, therefore he used Indonesian. They were discussing about the picture on the whiteboard. The

situation was the student 2 told to his friend about the picture on the whiteboard.

Menghasilkan itu *verb* bukan?

The utterance was classified as facility of expression. It was showed when the student said "verb" in the English utterance, even the student used Indonesian sentence, the student mixed the language into English, because it is the term that is usually used in the English learning process. They were discussing about the list of vocabulary from the book. The situation was the student 3 discussed with her friend about a word.

What can we enjoy *apa tadi?*

The utterance was classified as facility of expression. It was showed from the utterance "apa tadi?" in Indonesian. The student 3 couldn't find the utterance in English about how to ask someone to repeat the question. The student 3's group was presenting the material. The situation was the student 3 asked her friend to repeat the question from her friend.

Ini kenapa gak kau *translate?*

The utterance was classified as facility of expression. It was showed from the utterance "translate?" in English, even the student used Indonesian sentence, the student 4 mixed the language into English, because it is the term that is usually used in the English learning process. They were discussing about the

list of vocabulary from the book. The situation was the student 4 discussed with her friend about a word.

B. Discussion

This section discusses about the findings of code mixing and code switching used by the students in English learning process. These findings were based on the problem statements that were presented by the researcher. In this research, the researcher tried to find the type of code mixing and code switching and the function of code mixing and code switching used by five twelfth grade students of SMA Negeri 2 Rantau Selatan.

B.1. Type of Code Mixing

Based on the findings about the type of code mixing used by five twelfth grade students of SMA Negeri 2 Rantau Selatan, the researcher classified the types of code mixing based on the theory of Hoffman. According to Hoffman, there are three types of code mixing, they are, intra-sentential code mixing, intra-lexical code mixing, and involving a change of pronunciation. Based on the research on August 1st 2019 until August 22nd 2019, the researcher found there are four students use three types of code mixing, they are student 1, student 2, student, 3 and student 4, while student 5 only uses two of three types code mixing, namely intra-sentential code mixing and involving a change of pronunciation. The researcher also found the most common used of type of code mixing is intra-sentential code mixing, which total 214 data from 5 students in 4 meetings. As stated before that intra-sentential code mixing occurs within

a phrase, a clause, or a sentence boundary[29]. It is appropriate with the findings that intra-sentential code mixing occurs at a phrase, a clause or a sentence boundary. These findings also found in the Khairunnisa (2016) research, that the most common used of type of code mixing was intra-sentential code mixing, but in Khairunnisa's research, the subject was teacher, and in this research the subject was students.

B.2. Type of Code Switching

Based on the finding of type of code switching used by 5 twelfth grade students of SMA Negeri 2 Rantau Selatan, the researcher classified the types of code mixing based on the theory of Poplack. According to Poplack, there are three types of code switching, they are inter-sentential switching, intra-sentential switching, and tag switching. Based on the research on August 1st 2019 until August 22nd 2019, the researcher found there are 2 students use three types of code switching, they are student 2 and student 3, while student 1, student 4 and student 5 only uses two of three types code switching, namely inter-sentential switching and tag switching. The researcher also found the most common used of type of code switching is inter-sentential switching, which total 58 data from 5 students in 4 meetings. As stated before that Inter-sentential switching occurs at a clause or sentence boundary where each clause or sentence is in different language.[30] It is appropriate with the findings that inter-sentential switching occurs at a clause or sentence boundary where each clause or

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[29] CHoffman, 1991,*An Introduction to Billingualism*, New York: Roudledge Tailor and Francis. P.112
[30] Katja F. Cantone, 2007, *Code-Switching in Billingual Children*, Dordrecht:Springer, P.57

sentence is in different language, it also occurs to clarify or translate the previous utterance. These findings also found in the Ike Dyah Sintianingtyas (2017) research, that the most common used of type of code switching was inter-sentential switching, but in Ike's research, the subject was teacher, and in this research the subject was students.

B.3. Functions of Code Mixing and Code Switching

Based on the finding of type of code switching used by 5 twelfth grade students of SMA Negeri 2 Rantau Selatan, the researcher classified the function of code mixing based on the theory of Marsigan. According to Marsigan, there are 7 functions of code mixing and code switching. They are, quotation, Addressee specification, repetition, interjection, message qualification, personalization and objectification and facility of expression. Based on the research on August 1st 2019 until August 22nd 2019, the researcher found there was no student that used all of the functions of code mixing and code switching. Only three of seven functions that happened in the class by five students, but, the most common used of the function of code mixing and code switching by 5 students was facility of expression. As stated before that facility of expression was interpreted as difficulty in finding the right words at the time of speaking or writing or merely as a sign of the subject's lack of familiarity with the style.[31] It is appropriate with the findings that students mix and switch their language for their facility, when the students didn't know how to say something in other language, it was also because students were not used to speak and discuss

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[31] E Marsigan, 1983, *Code Switching and Code Mixing in Multilingual Societies: Monographs Series*, Singapore: Singapore University Press. P.73

in English in the process of English learning. These findings also found in the Ela Kurnia (2015) research, that the most common used of function of code mixing and code switching was facility of expression with the total 50,88%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings, it could be concluded that, there was four students of 5 twelfth students of SMA Negeri 2 Rantau Selatan used three types of code mixing, namely intra-sentential code mixing, intra-lexical code mixing, and involving a change of pronunciation. Only one student used two types of code switching, namely intra-sentential code mixing and involving a change of pronunciation. And the most common used type of code mixing is intra-sentential code mixing. The students also used code switching in learning process. Only two students used three types of code switching, namely inter-sentential switching, intra-sentential sentential, and tag switching. Three other students only used two types of code switching, i.e. inter-sentential switching and intra-sentential switching. And the most common used type of code switching by five students is inter-sentential switching.

There are seven functions of code mixing and code switching according to Marsigan, i.e. quotation, addressee specification, repetition, interjection, message qualification, personalization and objectivization, and facility of expression. Based on the findings, there were only three functions that occurred in five students' utterance, namely addressee specification, repetition, and facility of expression. The most common function which occurs in students' utterance is facility of expression. It occurs mostly for facilitating the utterance of students, because they were difficult in finding the right word in other language.

B. Suggestion

Considering the conclusions above, the researcher would like to give the following suggestions:

For English teacher, the researcher suggests to more often habituate the students to speak English, because it will help the students in improving their English ability and also student's English vocabulary.

For students, especially for students of SMA Negeri 2 Rantau Selatan, the researcher suggest to always practice English wherever and whenever to improve English skill, or use code mixing or code switching to get more vocabulary.

For other researcher, the researcher suggest to conduct another research about code mixing or code switching by using different method analysis, theory, or even subject to get more accurate findings.

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APPENDIX I

Field Note

Date   :   August 1st, 2019

Topic :   Asking and Giving the Service

Class :   XII-IPS1

Time   :   7.30 am – 9.00 am

The researcher came to school of SMA Negeri 2 Rantau selatan at 7.00 am, then waiting the teacher and came to the class of XII-IPS1 together to start the lesson. Before start the lesson, the teacher prepared all of the media and asked one of the students to help her manage the in-focus. After preparation completed, the teacher started the learning process.

In opening process, the teacher greeted students in English by saying "Good Morning". After the students answer the greeting of the teacher, the teacher introduced the researcher to the students, and asked the student to cooperative. After that, the teacher reminded the students about the last material, and did a little discussion about it.

In main activity, the teacher started by showing the video about asking and giving the service to the students, then asked the students to pay attention to the video. After watched the video, the teacher asked the student to classify the utterances from video into giving or asking the service. The teacher asked the students to discuss in group that consist of six groups, which four of six groups consist of the subject of the research. The student 1 in 4th group, the student 2 and the student 5 in 5th group, the student 3 in 3rd group and the student 4 in 2nd group.

In the process of discussing, the student 3 and the student 4 were active in expressing opinions, while student 1, student 2, and student 5 mostly silent. After finished the task, the teacher asked the student to answer the question, then

translated the answer into Indonesian. Student 1, student 3, student 4, and student 5 answered the question. Student 3 and student 4 answered the question correctly without doubt, while student 1 and student 5 doubt in answering the question.

In closing activity, the teacher explained again about the topic to make the students more understand, then gave the conclusion of the material.

Field Note

Date   :   **August 9th, 2019**

Topic   :   **Imperative Sentence**

Class   :   **XII-IPS1**

Time   :   **7.30 am – 9.00 am**

The researcher came to school of SMA Negeri 2 Rantau selatan at 7.00 am, then waiting the teacher and came to the class of XII-IPS1 together to start the lesson. Before start the lesson, the teacher prepared all of the media and asked one of the students to help her manage the in-focus. After preparation completed, the teacher started the learning process.

In opening process, the teacher greeted students in English by saying "Good Morning". After the students answer the greeting of the teacher, the teacher started the lesson by showing the pictures.

In main activity the teacher showed the pictures of the famous places and asked about the name and where the picture take a place. The students still work in group. After the teacher showed the picture, the teacher asked the students to discuss about the picture in group. On that day, the students used their mobile phone to help them in searching the information of the place. After finish discuss about the picture, the teacher asked the student to show their result about the name and the place of the picture.

Student 1, student 2, student 3 and student 4 answered the question as representative of their group. As previously, the student 3 and student 4 answered the question bravely and with confidence. The student 1 initially didn't want to answer the question, but his friend forced him. After all of the groups answered the question, the teacher asked the students to do a task on the book, then answered it in front of class. Because not enough time, only several group answered the question, they are 2nd group and 3rd group, as representative, student 4 and student 3.

In closing activity, the teacher explained again about the topic, and gave the task for two weeks later.

Field Note

Date : **August 15th, 2019**

Topic : **Vocabulary**

Class : **XII-IPS1**

Time : **7.30 am – 9.00 am**

The researcher came to school of SMA Negeri 2 Rantau selatan at 7.00 am, then waiting the teacher and came to the class of XII-IPS1 together to start the lesson. Before start the lesson, the teacher prepared all of the media.

In opening process, the teacher greeted students in English by saying "Good Morning". After the students answer the greeting of the teacher, the teacher reminded about the last material, and discussed a little bit about it.

In main activity, the teacher just asked the students to search the meaning and the synonym of words from the book, it discussed in pair. After finished the task, the teacher asked to collect the task.

In closing activity, the teacher reminded again about the task that would be presented in the next meeting.

Field Note

Date : **August 22nd, 2019**

Topic : **Imperative Sentence**

Class : **XII-IPS1**

Time : **7.30 am – 9.00 am**

The researcher came to school of SMA Negeri 2 Rantau selatan at 7.00 am, then waiting the teacher and came to the class of XII-IPS1 together to start the lesson. Before start the lesson, the teacher prepared all of the media and asked one of the students to help her manage the in-focus. After preparation completed, the teacher started the learning process.

In opening process, the teacher greeted students in English by saying "Good Morning". After the students answer the greeting of the teacher, the teacher started the lesson by asking the students who wanted to be presenter.

In main activity, there were two groups as presenter, 2nd group, and 3rd group. 2nd group presented about Miyajima Island, and 3rd group presented about Paris. Student 4 and student 3 as presenter of each group.

In the process of presentation of 2nd group, student 3 and student 5 asked the question to 2nd group, they only got 2 questions. And in the process of presentation of 3rd group, student 1 and student 4 asked the question to the 3rd group, and the 3rd group got three questions.

In the closing of activity, the teacher concluded about the material, and reminded the others groups about the presentation in the next meeting.

APPENDIX II

Table of Code Mixing and Code Switching

Student 1

Code Mixing	Code Switching
Offering itu apa?	Seventeen, tujuh belas
Yang how can itu?	Discuss, diskusi
kalau asking, cemana?	Ini shopping, belanja
Pakai Bahasa Inggris, Mam?	Kita number six, enam enam
Mam, dia mau jawab, Mam	It's Bali. Itu di Bali
Iya, cepat kali, Mam	Iya, foolproof itu sangat mudah, sinonimnya easy
Ini yang agree agree itu?	Palace artinya istana kan?
Uda kelewatan Mam	What can we enjoy if we visit Eiffel Tower at night? Apa yang bisa kita nikmati kalau kita mengunjungi Menara Eiffel di malam hari?
Itu askingnya.	Iya, if we visit Eiffel Tower at night? Jika kita mengunjungi Menara Eiffel di malam hari
Ok Mam	The answer is could you please give me the salt? Ituaskingnya.
Three, Danau Toba	Aku cari number three
Itu picture nomor dua, Candi	The answer is, ini dia? Baru ke sini?
Picture one itu, Bali	Oh itu crazy ya, kek kau
In Bali? Candi Borobudur in Bali?	
Picture one, apa ini?	
Pura Ulun, in Bali	
Picture two, Borobudur in Bali, eh Jawa Tengah	

Picture three, Danau Toba in Sumatera Utara, North Sumatra	
Picture four, ini apa? Stone? Stone Hombo in Nias	
Mam, permisi ke toilet, Mam?	
Excuse me, terus?	
Oh, iya iya. I know	
Iya Mam, thank you	
Nomor two?	
This is buah-buahan, ini?	
Shopping? Tapi shopping belanja	
Eh mengunjungi festival. Festival of sound	
Translate dulu itu	
Menikmati festival suara	
Nomor three, nomor tiga	
Maksud dari nomor three	
Tapi satu-satu, Mam	
Kalau nomor two tadi?	
Mengunjungi festival	
Vocabulary apa tadi?	
Dibuku, kan Mam?	
Foolproof, sangat mudah?	
Yang stroll itu	
Verb? Apa itu?	

Searching aja	
Ini saunter? Apa saunter?	
Sinonimnya ini? Stroll?	
Ini apa persamaannya, amid ini?	
Amid, ditengah	
Hubbub? Lucu kali hubbub	
Assemble, berkumpul	
Ini cozy gak gila artinya?	
Mam ini gini ajakan Mam?	
Kami grup four Mam	
Kan pas Mam, one two three, kami four Mam	
Janganlah Mam	
Magnificient, apa magnificient itu?	
Luar biasa, amazing.	
Fifth, apa bedanya sama five?	
Oh, kalau fifth kelima gitu?	
Iya, if we visit Eiffel Tower at night? Malam malam, night malam	

Student 2

Code Mixing	Code Switching
OK Mam	Fifteen, lima belas
Itu yang asking	Your writing is ugly. Tau artinya? Your writing is ugly. Tulisnmu jelek
Can I help you tadi	Twenty five, dua puluh lima
Cepat kali, Mam	What is the most special thing from Miyajima Island? Hal yang paling special dari Miyajima Island
Pengen, Mam. Nanti kalau uda besar	Enam kita? Six?
It is Candi Mendut	Bukunya sama Mam
Kami masih sejarah Indonesia, Mam	Next, abis ini siapa?
Uda tugas banyak, Mam	Pronunciation, kan?
Seattle is the apa?	What number is ready, Ini Ren?
Itu, Bainbridge. This land is Washington take a place.	Group five, lima lima
Ditranslate, iya diartikan, baru dicari sinonimnya	
Oh kata Mam cari cara penyebutannya	
Belum, aku masih ku translatekan, nanti kucari sinonimnya	
Mam, ini nanti dibacakan?	
Ini yang produce	
Soalnya dia noun, kalo menghasilkan itu verb	
Verb, kata kerja	
Ini amid ini sinonimnya bukan between?	
Lebih cocok ke among ya?	

Iya hubbub, memang gitu	
Oke, Mam	
Iya, Mam	
Iyalah, halo guys gitu	
Orang ini six, tadi five	
Minimal berapa kata Mam	
Alah uda diganti orang itu slide nya	

Student 3

Code Mixing	Code Swutching
Pertama, cari dulu yang offering the service, coba lihat	They come to the restaurant, datang kan ke restoran
Could you itu masuk ke asking for the service	Can I get you a drink itu offer, itu menawarkan
Berarti can I get you sama how itu	Can I get you anything to drink? Bisakah saya membawakan anda minuman?
Kan ayahnya tadi pertama, yes, I like apa tadi?	Giving service in the dialogue is one: can I get you anything to drink, bisakah saya membawakan anda minuman?
Semua jawabannya yes	Namanya apa? What is the name? Where is the place?
Ok, Mam	Eh iya, teman-teman, the answer in this book,don't search in google, jangan cari di internet jawabannya yaa.
Where? Dimana?	Nomor tiga. Number three
Number… nomor dua ya.	Bentar ya, wait a minute

No! kau write in sele-sele dulu.	Amid, di sini dibuatnya ditengah
Eh iya, teman-teman, the answer in this book, don't search in google.	Bentar ya, wait
No, no, coba translate kan. Yang mana tadi?	Di tengah, berarti between atau among ya
Dari if you sampai kebawah	Five things to do if you visit Miyajima Land, lima hal yang dilakukan jika mengunjungi Miyajima Land
Sampe watching	Hello guys. My name is Amelia, I will ask "is there other island around Miyajima?" Apakah ada pulau lain di sekitar pulau Miyajima?
Tadi saya menjumpai kata the soul of Seattle. Ini. The soul of Seattle is the main for festival of sound.	Come to the Eiffel Tower at night and enjoy the beauty of the atmosphere. The lights on this Tower usually only turn on once an hour, and only five minutes. Pertama, pergi ke Eiffel Tower, datanglah ke Eiffel Tower di malam hari dan nikmati keindahan dari suasana tersebut. Lampu pada menara Eiffel itu biasanya menyala dalam sekali pada satu jam, dan hanya lima menit.
Eh, mending kamu nyarik place yang dibilang Mam tadi.	Second, visit the Louvre Museum, see the glass v pyramid in the field area, wich was once the main object in the phenomenal film 'The Da Vinci Code', starring Tom Hanks. Also see the original painting of the legendary monalisa. Yang kedua, mengunjungi Museum Louvre, lihatlah piramida kaca v di area lapangan, yang dulunya merupakan objek utama dalam film

	fenomenal 'The Da Vinci Code', yang dibintangi Tom Hanks. Lihat juga lukisan asli monalisa yang legendaris.
Bukan, no ini no	Third, visit the palace of Versailles, your eyes will be spoiled by the magnificent architecture of a combination of elements of silver, gold,paintings, velvet, and mirrors and a very beautiful garden. You must also see the 'Hall of Mirrors' ,the main gallery in the palace of Verseilles and become one of the most famous rooms in the world.yang ketiga itu, mengunjungi Istana Versailles. Jadi di sini, mata kalian akan dimanjakan oleh arsitektur megah dari kombinasi unsur-unsur perak, emas, lukisan, beludru, dan kaca-kaca dan taman yang sangat indah. Anda juga harus melihat 'Hall of Mirrors', galeri utama di istana Verseilles dan menjadi salah satu kamar paling terkenal di dunia.
Ini tadi, foolproof	Forth, visit Disneyland Paris Don't forget to sample a variety of snacks that are only found at disneyland. Yang keempat, mengunjungi Disneyland Paris, jangan lupa untuk mencicipi berbagai makanan ringan yang hanya ditemukan di Disneyland.
Ini yang foolproof	Fifth, taste hot chocolate or chocolat cold typical french coated in whipped

	cream.cicipi cokelat panas atau chocolat dingin khas Prancis yang dilapisi krim kocok.
Easy aja atau very easy?	Sixth, shopping at Flea Markets.Buy antiques in good condition. One of the highlights is the collection of clothes.Berbelanja di Flea Markets, jadi Flea Market ini pasar loak. Jadi kalian bisa beli barang antik dalam kondisi baik, salah satu yang menarik adalah koleksi pakaian.
Easy aja?	I will answer, we can enjoy the beauty of atmosphere, and we can also see light turn on at night. Kita bisa menikmati keindahan suasana, dan kita juga bisa melihat lampu menyala di malam hari.
Terus, stroll	Ha? No, no! coba translate kan. Yang mana tadi?
Ini walk sinonimnya?	You write in sele-sele dulu
Eh, tapi kalau walk itu berjalan aja	You know apa yang mau kau kerjakan?
Walk aja?	Sini liat dulu Google Translate-mu
Berarti stroll, berjalan-jalan sinonimnya walk	Berarti sinonimnya easy?
Belum, Mam	Aah it's keriuhan
Baru lagi dua, Mam	Hei, this is your dictionary, makasih ya
Iya dia noun	Kan akunya presenter
Menghasilkan itu verb bukan?	You write in sele-sele dulu, sebelum ditulis satu lembar kertas, Ok?
Iya, itu verb	Eh, borrow your dictionary, boleh?
Jadi produce itu artinya apa?	Cozy is not like crazy, kan?
Eh itu product ya	We give them the question, ya?

Product? Atau result?	
Amid ini preposition kan yu?	
Belum, wait ya	
Yang itu aku walk	
Amid, di tengah	
Yu, kau ini, di tengah, among atau between?	
Bukannya among ya?	
Hubbub, apa ini hubbub	
Noise berarti	
Margasatwa, berarti zoo?	
Itu yang place semalam	
Kau saunter?	
Yang mana ya, saunter atau walk ya	
Kau searching?	
Yu, collectkan ya	
Siap itu, kami ya Mam	
Yang gatenya banyak itu disini juga ya	
Deernya soo cute	
Tapi masih kecil, masih small dia	
Kami siap ini Mam	
Oh, berarti nothing	
Mam, kami Mam	
Five, eh apa Mam?	
Tanyaklah ada question gak?	

Searchingla	
What can we enjoy apa tadi?	
Yang light tadi kan itu dia	
Mam, dua aja ini kan Mam?	

Student 4

Code Mixing	Code Swutching
Yang can I get you a drink, itu menawarkan	Could you give us the menu, please? Bisakah kamu memberikan menunya?
Yang ditanya asking for service, yang ditanya	The answer is just one in the dialogue: could you give us the menu, please? Bisakah kamu memberikan kami menunya?
Boleh la, Mam	Iya, yes
Ini nantikan, the sentence is how can I help you sama can I get you anything to drink	Iya, Jawa Tengah, Central Java
Iya, the answer is two	Number one, if you visit Seattle, the first thing to do is feel the fresh air on your face as you sail the Bainbridge Island on a Washington State Ferry. Artinya, hal pertama yang harus dilakukan adalah rasakan udara segar di wajahmu seperti kamu sedang berlayar ke Pulau Bainbridge di Kapal Feri Washington.
Ini kan, mau order, yes. Mau dikasih garam, yes	Miyajima Island is a small island located outside the city of Hiroshima,

	there are several spots on the island that are very nice to visit. The most famous of which is the Itsukushima Shrine or giant Tori Gate in the sea that looks like a float. Jadi, Miyajima Island ini, adalah pulau kecil yand berlokasi di luar kota Hiroshima, ada beberapa tempat di pulau yang sangat menarik untuk dikunjungi. Yang paling terkenal adalah Itsukushima Shrine atau gerbang Torii raksasa di laut yang terlihat seperti mengapung.
Iya, itu masih masuk yang asking dia.	There are five things to do, if you visit Miyajima Island, ada lima hal yang harus kamu lakukan jika mengunjungi Miyajima Island
Ok Mam	First, take the Miyajima Ferry to Save on travel costs, pertama naik feri Miyajima untuk menghemat biaya perjalanan.
Picture apa? Picture satu?	To ride the JR Sanyo Line train in the direction of Iwakuni, it is recommended that you have a JR West Pass ticket. Because, you can also use this JR West Pass to take the Ferry to cross to Miyajima Island later.Untuk naik kereta JR Sanyo Line ke arah Iwakuni, kalian disarankan memiliki tiket JR West Pass. Karena,kalian juga dapat menggunakan JR West Pass ini untuk naik feri untuk menyeberang ke Pulau Miyajima nanti.
Iya, Jawa Tengah, Central Java	Second, don't forget to visit the

	Itsukushima Shrine, jangan lupa untuk mengunjungi Itsukushima Shrine.
Tau kali, Ayu uda pernah ke sana, Mam	On Miyajima Island, Itsukushima Shrine is one of the most beautiful places to visit. Although the natural conditions there can change according to the cycle, when the sea water is receding, Travel Mates can take some photos at the Torii gate that seems to be floating in the middle of the ocean.Di Pulau Miyajima ini, Kuil Itsukushima adalah salah satu tempat paling indah untuk dikunjungi. Meskipun kondisi alam di sana dapat berubah sesuai dengan siklusnya, ketika air laut surut, Travel Mates dapat mengambil beberapa foto di gerbang Tori yang sepertinya mengambang di tengah lautan.
Iyalah, kan traveller	Yang ketiga, see cute deer on the beach, melihat rusa di pantai.
Kuburan ya, Mam?	Yang keempat, climb to Mount Misen, mendaki Gunung Misen
Satu-satu, Mam?	On Mount Misen there are 3 hiking trail options. And all of them, it usually takes 1.5 to 2 hours if you want to reach the peak at normal speed. Want even faster? Just take the Ropeway which is a 10 minutes to walk from the Itsukushima Shrine. It must have arrived sooner.Di Gunung Misen ada 3

	pilihan jalur pendakian. Dan semuanya, biasanya butuh 1,5 hingga 2 jam jika Anda ingin mencapai puncak dengan kecepatan normal. Ingin lebih cepat? Ambil saja Ropeway yang berjarak 10 menit berjalan kaki dari Kuil Itsukushima. Pasti tiba lebih cepat.
Tulis soalnya, Mam?	Yang terakhir, try tasting Momiji Manju's signature snacks, Cobalah mencicipi makanan ringan khas Momiji Manju
Berarti kan katanya first thing, berarti ini ajalah yang dibuat	Momiji Manju is a kind of cake made from rice flour, filled with red bean butter. The taste is indeed delicious. Even so, along with the times, many have created Momiji Manju cakes with innovative ingredients such as fruit jam, cheese, green tea, to chocolate.Momiji Manju adalah sejenis kue yang terbuat dari tepung beras, diisi dengan mentega kacang merah. Rasanya memang enak. Meski begitu, seiring dengan perkembangan zaman, banyak yang telah membuat kue Momiji Manju dengan bahan-bahan inovatif seperti selai buah, keju, teh hijau, hingga cokelat.
Because berarti ini	Gini, the most special thing is giant Tori Gate that looks like float, gerbang Tori yang terlihat mengapung.
Dari what if	I want to ask "are there places other than those that can be visited in Paris?"

	apakah ada tempat lain dari tempat-tempat tadi yang bisa di kunjungi di Paris? Thank you
Disapa lagi, Mam?	Berarti semuanya agree kan?
Ini kenapa gak kau translate?	Itu namanya temple
Minggu depan, Mam	Buku kami sama Mam
Itu aku, easy dulu kubuat	Cocok datang ke situ, ngapain ke temple
Masih easy aja	
Walk ajalah yakan?	
Walk ajalah	
Ini produce bukan menghasilkan, kan?	
Ini n ini noun	
Iya, verb, kata benda	
Produce itu, hasil kalau ku lihat di kamus	
Iya, itu product	
Iya, result, hasil	
Prep itu? Iya, preposition, kata depan	
Aku itu in the middle	
Tapi among bisa juga sih	
Among ajalah	
Wildlife, apa ya	
Eh, hubbub sama cozy belum	
Noise lah ya	
Nyaman, comfortable nyaman juga	
Leisure, waktu luang	

Free time sama lah itu ya	
Enlightened? Apaya?	
Ini, kau aerostation?	
Tunggu, ya Mam	
Ini, yang wildlife. Fauna?	
Belum, Mam. Tunggu, Mam	
Ini, yang berejalan-jalan, stroll	
Iya, tadi dapatku saunter	
Aku lihat di google tadi saunter	
Iya, aku searching tadi	
Bentar, Mam bentar, Mam	
Mam, kami Mam	
Aku presenter	
Udah kan, dua aja questionnya?	
Gak tau aku ini palace of Versailles	

Student 5

Code Mixing	Code Swutching
Oh berarti asking for service itu yang ini?	Itu offering menawarkan, kan?
Yang how itu iya?	The sentences are can I help you and can I get you anything to drink. Artinya bisakah saya membantumu? Adakah yang bisa saya ambilkan untuk minumanmu?

Berarti yang offering itu yang can I sama	Di Jakarta, in Jakarta
Eh, can I dua-dua nya?	Oh preposition, kata depan
The sentence is eh, jadi?	Iya, kan Pulau Miyajima, Miyajima Island
Iya Mam, itu kelas dua belas	Hello, guys. My name is Asri. I will ask "what is the most special thing from Miyajima Island?" Apa yang paling menarik dari Miyajima Island?
Stroll. Apa ini stroll.	We, kan ini pertama dibilangnya, are you ready to order, mau order apa?
Kenapa, Mam?	Twenty two katanya
Yang mana, Mam?	
Oh yang dalam kurung ini di tengok juga Mam?	
Oh, berarti yang ini noun, ini verb, gitu?	
Kata Mam, diperhatikan yang di dalam kurung	
Iya, ini kan dia n ini maksudnya noun, baru v ini verb	
Itu kek yang on, in, between, gitu kan?	
Iya, berarti yang produce itu salah lah kan ki?	
Menghasilkan itu verb	
Iya, katanya verb	
Jadi apa noun nya apa?	
Yang produce	
Treat ini katanya salah	

Ini noun, kan dia n	
Ada kata Mam	
Eh, Island itu pulau kan?	
Deer itu rusa ya?	
What is terus?	
Mau nanyak Mam	

Table of Types and Function of Code Mixing and Code

Student 1

Code Mixing

No.	Intra-sentential Code Mixing (iasm)	Intra-lexical Code Mixing (ialm)	Involving a change of pronunciation (inlv)
1	Offering itu apa?F7	Asking-nya	Ok
2	Yang how can itu?F7		Cek
3	kalau asking, cemana?F7		Dialog
4	Pakai Bahasa Inggris, Mam?F2		Festival
5	Mam, dia mau jawab, Mam F2		Poin
6	Iya, cepat kali, Mam F2		
7	Ini yang agree agree itu? F7		
8	Uda kelewatan Mam F2		
9	Itu askingnya.F7		
10	Ok MamF7		
11	Three, Danau TobaF7		
12	Itu picture nomor dua, CandiF7		
13	Picture one itu, BaliF7		
14	In Bali? Candi Borobudur in Bali?F7		
15	Picture one, apa ini?F7		
16	Pura Ulun, in BaliF7		
17	Picture two, Borobudur in Bali, eh Jawa Tengah F7		
18	Picture three, Danau Toba in		

	Sumatera Utara, North Sumatra F3		
19	Picture four, ini apa? Stone? Stone Hombo in Nias F7		
20	Mam, permisi ke toilet, Mam? F2		
21	Excuse me, terus? F7		
22	Oh, iya iya. I know F7		
23	Iya Mam, thank you F7		
24	Nomor two? F7		
25	This is buah-buahan, ini? F7		
26	Shopping? Tapi shopping belanja F3		
27	Eh mengunjungi festival. Festival of sound F7		
28	Translate dulu itu F7		
29	Menikmati festival suara F7		
30	Maksud dari nomor three F7		
31	Tapi satu-satu, Mam F2		
32	Kalau nomor two tadi? F7		
33	Mengunjungi festival F7		
34	Vocabulary apa tadi? F7		
35	Dibuku, kan Mam? F2		
36	Foolproof, sangat mudah? F3		
37	Yang stroll itu F7		

38	Verb? Apa itu? F7		
39	Searching aja F7		
40	Ini saunter? Apa saunter? F7		
41	Sinonimnya ini? Stroll? F7		
42	Ini apa persamaannya, amid ini? F7		
43	Amid, ditengah F3		
44	Hubbub? Lucu kali hubbub F3		
45	Assemble, berkumpul F3		
46	Ini cozy gak gila artinya? F7		
47	Mam ini gini ajakan Mam? F2		
48	Kami grup four Mam F2		
49	Kan pas Mam, one two three, kami four Mam F2		
50	Janganlah Mam F2		
51	Magnificient, apa magnificient itu? F7		
52	Luar biasa, amazing. F3		
53	Fifth, apa bedanya sama five? F7		
54	Oh, kalau fifth kelima gitu? F7		
55	Iya, if we visit Eiffel Tower at night? Malam malam, night malam F3		

Code Switching

No.	Inter-sentential Switching (iess)	Intra-sentential Switching (iass)	Tag Switching (tag)
1	Seventeen, tujuh belasF3	Aku cari number threeF7	
2	Discuss, diskusi F3	The answer is, ini dia?F7	
3	Ini shopping, belanjaF3	Oh itu crazy ya, kek kau F7	
4	Kita number six, enam enam F3	Picture one, apa iniF7	
5	It's Bali. Itu di BaliF3		
6	Iya, foolproof itu sangat mudah, sinonimnya easy F3		
7	Palace artinya istana kan? F3		
8	What can we enjoy if we visit Eiffel Tower at night? Apa yang bisa kita nikmati kalau kita mengunjungi Menara Eiffel di malam hari? F3		
9	Iya, if we visit Eiffel Tower at night? Jika kita mengunjungi Menara Eiffel di malam hari F3		

Student 2

Code Mixing

No.	Intra-sentential Code Mixing (iasm)	Intra-lexical Code Mixing (ialm)	Involving a change of pronunciation (inlv)
1	OK MamF2	Ditranslate	Ok
2	Itu yang asking tadiF7	Translatekan	mikrofon
3	Can I help you tadiF7	Slide-nya	Respon
4	Cepat kali, MamF2		Table
5	Pengen, Mam. Nanti kalau uda besarF2		Spesial
6	It is Candi MendutF7		
7	Kami masih 105sejarah Indonesia, MamF2		
8	Uda tugas banyak, MamF2		
9	Seattle is the apa?F7		
10	Itu, Bainbridge. This land is Washington take a place F5		
11	Ditranslate, iya diartikan, baru dicari sinonimnya F3		
12	Oh kata Mam cari cara penyebutannya F7		

13	Belum, aku masih ku translatekan, nanti kucari sinonimnya F7		
14	Mam, ini nanti dibacakan? F2		
15	Ini yang produce F7		
16	Soalnya dia noun, kalo menghasilkan itu verb F7		
17	Verb, kata kerja F3		
18	Ini amid ini sinonimnya bukan between? F7		
19	Lebih cocok ke among ya? F7		
20	Iya hubbub, memang gitu F7		
21	Iyalah, halo guys gitu F1		
22	Orang ini six, tadi five F7		
23	Minimal berapa kata Mam? F2		

Code switching

No.	Inter-sentential Switching (iess)	Intra-sentential Switching (iass)	Tag Switching (tag)
1	Fifteen, lima belasF3	Bukunya sama MamF2	Pronunciation, kan?
2	Your writing is ugly. Tau artinya? Your writing is ugly.	What number is ready, ini Ren? F2	

	Tulisnmu jelek F3		
3	Twenty five, dua puluh lima F3		
4	What is the most special thing from Miyajima Island? Hal yang paling special dari Miyajima Island F3		
5	Enam kita? Six? F3		
6	Group five, lima lima F3		
7	Next, habis ini siapa? F3		

Student 3

Code Mixing

No.	Intra-sentential Code Mixing (iasm)	Intra-lexical Code Mixing (ialm)	Involving a change of pronunciation (inlv)
1	Pertama, cari dulu yang offering the service, coba lihatF7	Translate-kan	Respon
2	Could you itu masuk ke asking for the serviceF7	Translate-mu	Ok
3	Berarti can I get you sama how ituF7	Collect-kan	Produk

4	Kan ayahnya tadi pertama, yes, I like apa tadi? F5	Gate-nya	
5	Semua jawabannya yesF7	Deer-nya	
6	Ok, MamF2	Searching-lah	
7	Where? Dimana?F3		
8	Number… nomor dua ya F7		
9	No! kau write in sele-sele dulu.F4		
10	Eh iya, teman-teman, the answer in this book, don't search in google.F4		
11	No, no, coba translate kan. Yang mana tadi?F4		
12	Dari if you sampai kebawahF7		
13	Sampe watching F7		
14	Tadi saya menjumpai kata the soul of Seattle. Ini. The soul of Seattle is the main for festival of sound.F7		
15	Eh, mending kamu nyarik place yang dibilang Mam tadi. F7		
16	Bukan, no ini no F4		
17	Ini tadi, foolproof F7		

18	Ini yang foolproof F7		
19	Easy aja atau very easy? F7		
20	Easy aja? F7		
21	Terus, stroll F7		
22	Ini walk sinonimnya? F7		
23	Eh, tapi kalau walk itu berjalan aja F7		
24	Walk aja? F7		
25	Berarti stroll, berjalan-jalan sinonimnya walk F7		
26	Baru lagi dua, Mam F2		
27	Iya dia noun F7		
28	Menghasilkan itu verb bukan? F7		
29	Iya, itu verb F7		
30	Jadi produce itu artinya apa? F7		
31	Eh itu product ya F7		
32	Product? Atau result? F7		
33	Amid ini preposition kan yu? F7		
34	Belum, wait ya F7		
35	Yang itu aku walk F7		

36	Amid, di tengah F3		
37	Yu, kau ini, di tengah, among atau between? F7		
38	Bukannya among ya? F7		
39	Hubbub, apa ini hubbub F7		
40	Noise berarti F7		
41	Margasatwa, berarti zoo? F7		
42	Itu yang place semalam F7		
43	Kau saunter? F7		
44	Yang mana ya, saunter atau walk ya F7		
45	Kau searching? F7		
46	Yu, collectkan ya F7		
47	Siap itu, kami ya Mam F2		
48	Yang gatenya banyak itu disini juga ya F7		
49	Deernya soo cute F7		
50	Tapi masih kecil, masih small dia F7		
51	Kami siap ini Mam F2		
52	Oh, berarti nothing F7		
53	Mam, kami Mam F2		
54	Five, eh apa Mam? F2		

55	Tanyaklah ada question gak? F7		
56	What can we enjoy apa tadi? F7		
57	Yang light tadi kan itu dia F7		
58	Mam, dua aja ini kan Mam? F2		

Code Switching

No.	Inter-sentential Switching (iess)	Intra-sentential Switching (iass)	Tag Switching (tag)
1	They come to the restaurant, datang kan ke restoranF3	You write in sele-sele duluF7	You write in sele-sele dulu, sebelum ditulis satu lembar kertas, Ok? F7
2	Can I get you a drink itu offer, itu menawarkanF3	You know apa yang mau kau kerjakan? F7	Eh, borrow your dictionary, boleh? F7
3	Can I get you anything to drink? Bisakah saya membawakan anda minuman? F3	Sini liat dulu Google Translate-mu F7	Cozy is not like crazy, kan? F7
4	Giving service in the dialogue is one: can I get you anything to drink, bisakah saya membawakan anda	Berarti sinonimnya easy? F7	We give them the question, ya? F6

	minuman?F3		
5	Namanya apa? What is the name? Where is the place? F3	Aah it's keriuhan F7	
6	Eh iya, teman-teman, the answer in this book,don't search in google, jangan cari di internet jawabannya yaa. F3	Hei, this is your dictionary, makasih ya F6	
7	Nomor tiga. Number threeF3	Kan akunya presenter F7	
8	Bentar ya, wait a minuteF3		
9	Amid, di sini dibuatnya ditengah F3		
10	Bentar ya, wait F3		
11	Five things to do if you visit Miyajima Land, lima hal yang dilakukan jika mengunjungi Miyajima Land F3		
12	Hello guys. My name is Amelia, I will ask "is there other island around Miyajima?" Apakah ada pulau lain di sekitar pulau Miyajima? F3		
13	Come to the Eiffel Tower at night and enjoy the beauty of the atmosphere. The lights on this Tower usually only turn on once an hour, and only five minutes. Pertama, pergi ke Eiffel		

	Tower, datanglah ke Eiffel Tower di malam hari dan nikmati keindahan dari suasana tersebut. Lampu pada menara Eiffel itu biasanya menyala dalam sekali pada satu jam, dan hanya lima menit. F3		
14	Second, visit the Louvre Museum, see the glass v pyramid in the field area, wich was once the main object in the phenomenal film 'The Da Vinci Code', starring Tom Hanks. Also see the original painting of the legendary monalisa. Yang kedua, mengunjungi Museum Louvre, lihatlah piramida kaca v di area lapangan, yang dulunya merupakan objek utama dalam film fenomenal 'The Da Vinci Code', yang dibintangi Tom Hanks. Lihat juga 1lukisan asli monalisa yang legendaris.F3		
15	Third, visit the palace of Versailles, your eyes will be spoiled by the magnificent architecture of a combination of elements of silver,		

	gold,paintings, velvet, and mirrors and a very beautiful garden. You must also see the 'Hall of Mirrors' ,the main gallery in the palace of Verseilles and become one of the most famous rooms in the world.yang ketiga itu, mengunjungi Istana Versailles. Jadi di sini, mata kalian akan dimanjakan oleh arsitektur megah dari kombinasi unsur-unsur perak, emas, lukisan, beludru, dan kaca-kaca dan taman yang sangat indah. Anda juga harus melihat 'Hall of Mirrors', galeri utama di istana Verseilles dan menjadi salah satu kamar paling terkenal di dunia. F3		
16	Forth, visit Disneyland Paris Don't forget to sample a variety of snacks that are only found at disneyland. Yang keempat, mengunjungi Disneyland Paris, jangan lupa untuk mencicipi berbagai makanan ringan yang hanya ditemukan di Disneyland.F3		

No			
17	Fifth, taste hot chocolate or chocolat cold typical french coated in whipped cream.cicipi cokelat panas atau chocolat dingin khas Prancis yang dilapisi krim kocok.F3		
18	Sixth, shopping at Flea Markets.Buy antiques in good condition. One of the highlights is the collection of clothes.Berbelanja di Flea Markets, jadi Flea Market ini pasar loak. Jadi kalian bisa beli barang antik dalam kondisi baik, salah satu yang menarik adalah koleksi pakaian. F3		
19	I will answer, we can enjoy the beauty of atmosphere, and we can also see light turn on at night. Kita bisa menikmati keindahan suasana, dan kita juga bisa melihat lampu menyala di malam hari. F3		

Student 4

Code Mixing

No	Intra-sentential Code Mixing	Intra-lexical Code	Involving a change

	(iasm)	Mixing (ialm)	of pronunciation (inlv)
1	Yang can I get you a drink, itu menawarkanF7	Qustion-nya	Ok
2	Yang ditanya asking for service, yang ditanyaF3		
3	Boleh la, MamF2		
4	Ini nantikan, the sentence is how can I help you sama can I get you anything to drinkF7		
5	Iya, the answer is twoF7		
6	Ini kan, mau order, yes. Mau dikasih garam, yesF7		
7	Iya, itu masih masuk yang asking dia.F7		
8	Ok MamF7		
9	Picture apa? Picture satu?F7		
10	Iya, Jawa Tengah, Central JavaF3		
11	Tau kali, Ayu uda pernah ke sana, MamF2		
12	Iyalah, kan travellerF7		
13	Kuburan ya, Mam?F2		
14	Satu-satu, Mam?F2		

15	Tulis soalnya, Mam? F2		
16	Berarti kan katanya first thing, berarti ini ajalah yang dibuatF7		
17	Because berarti iniF7		
18	Dari what ifF7		
19	Disapa lagi, Mam?F2		
20	Minggu depan, Mam F2		
21	Itu aku, easy dulu kubuat F7		
22	Masih easy aja F7		
23	Walk ajalah yakan? F7		
24	Walk ajalah F7		
25	Ini produce bukan menghasilkan, kan? F7		
26	Ini n ini noun F7		
27	Iya, verb, kata benda F3		
28	Produce itu, hasil kalau ku lihat di kamus F7		
29	Iya, itu product F7		
30	Iya, result, hasil F7		
31	Prep itu? Iya, preposition, kata depan F3		
32	Aku itu in the middle F7		
33	Tapi among bisa juga sih F7		

34	Among ajalah F7		
35	Wildlife, apa ya F7		
36	Eh, hubbub sama cozy belum F7		
37	Noise lah ya F7		
38	Nyaman, comfortable nyaman juga F3		
39	Leisure, waktu luang F3		
40	Free time sama lah itu ya F7		
41	Enlightened? Apaya? F7		
42	Ini, kau aerostation? F7		
43	Tunggu, ya Mam F2		
44	Ini, yang wildlife. Fauna? F7		
45	Belum, Mam. Tunggu, Mam F2		
46	Ini, yang berejalan-jalan, stroll F3		
47	Iya, tadi dapatku saunter F7		
48	Aku lihat di google tadi saunter F7		
49	Iya, aku searching tadi F7		
50	Bentar, Mam bentar, Mam F2		
51	Mam, kami Mam F2		

52	Aku presenter F7		
53	Udah kan, dua aja questionnya? F7		
54	Gak tau aku ini palace of Versailles F7		

Coode Switching

No.	Inter-sentential Switching (iess)	Intra-sentential Switching (iass)	Tag Switching (tag)
1	Could you give us the menu, please? Bisakah kamu memberikan menunya?F3	Berarti semuanya agree kan? F7	
2	The answer is just one in the dialogue: could you give us the menu, please? Bisakah kamu memberikan kami menunya? F3	Itu namanya templeF7	
3	Iya, Jawa Tengah, Central JavaF3	Buku kami sama MamF2	
4	Number one, if you visit Seattle, the first thing to do is feel the fresh air on your face as you sail the Bainbridge Island on a Washington State Ferry.	Cocok datang ke situ, ngapain ke temple F7	

	Artinya, hal pertama yang harus dilakukan adalah rasakan udara segar di wajahmu seperti kamu sedang berlayar ke Pulau Bainbridge di Kapal Feri Washington.F3		
5	Miyajima Island is a small island located outside the city of Hiroshima, there are several spots on the island that are very nice to visit. The most famous of which is the Itsukushima Shrine or giant Tori Gate in the sea that looks like a float. Jadi, Miyajima Island ini, adalah pulau kecil yand berlokasi di luar kota Hiroshima, ada beberapa tempat di pulau yang sangat menarik untuk dikunjungi. Yang paling terkenal adalah Itsukushima Shrine atau gerbang Torii raksasa di laut yang terlihat seperti mengapung. F3	Ini kenapa gak kau translate?F7	

6	There are five things to do, if you visit Miyajima Island, ada lima hal yang harus kamu lakukan jika mengunjungi Miyajima Island F3		
7	First, take the Miyajima Ferry to Save on travel costs, pertama naik feri Miyajima untuk menghemat biaya perjalanan. F3		
8	To ride the JR Sanyo Line train in the direction of Iwakuni, it is recommended that you have a JR West Pass ticket. Because, you can also use this JR West Pass to take the Ferry to cross to Miyajima Island later.Untuk naik kereta JR Sanyo Line ke arah Iwakuni, kalian disarankan memiliki tiket JR West Pass. Karena,kalian juga dapat menggunakan JR West Pass ini untuk naik feri untuk menyeberang ke Pulau Miyajima nanti.F3		

9	Second, don't forget to visit the Itsukushima Shrine, jangan lupa untuk mengunjungi Itsukushima Shrine. F3		
10	On Miyajima Island, Itsukushima Shrine is one of the most beautiful places to visit. Although the natural conditions there can change according to the cycle, when the sea water is receding, Travel Mates can take some photos at the Torii gate that seems to be floating in the middle of the ocean.Di Pulau Miyajima ini, Kuil Itsukushima adalah salah satu tempat paling indah untuk dikunjungi. Meskipun kondisi alam di sana dapat berubah sesuai dengan siklusnya, ketika air laut surut, Travel Mates dapat mengambil beberapa foto di gerbang Toriyang sepertinya mengambang di tengah		

	lautan.F3		
11	Yang ketiga, see cute deer on the beach, melihat rusa di pantai. F3		
12	Yang keempat, climb to Mount Misen, mendaki Gunung Misen F3		
13	On Mount Misen there are 3 hiking trail options. And all of them, it usually takes 1.5 to 2 hours if you want to reach the peak at normal speed. Want even faster? Just take the Ropeway which is a 10 minutes to walk from the Itsukushima Shrine. It must have arrived sooner.Di Gunung Misen ada 3 pilihan jalur pendakian. Dan semuanya, biasanya butuh 1,5 hingga 2 jam jika Anda ingin mencapai puncak dengan kecepatan normal. Ingin lebih cepat? Ambil saja Ropeway		

	yang berjarak 10 menit berjalan kaki dari Kuil Itsukushima. Pasti tiba lebih cepat.F3		
14	Yang terakhir, try tasting Momiji Manju's signature snacks, Cobalah mencicipi makanan ringan khas Momiji ManjuF3		
15	Momiji Manju is a kind of cake made from rice flour, filled with red bean butter. The taste is indeed delicious. Even so, along with the times, many have created Momiji Manju cakes with innovative ingredients such as fruit jam, cheese, green tea, to chocolate.Momiji Manju adalah sejenis kue yang terbuat dari tepung beras, diisi dengan mentega kacang merah. Rasanya memang enak. Meski begitu, seiring dengan perkembangan zaman, banyak yang telah membuat kue Momiji Manju		

	dengan bahan-bahan inovatif seperti selai buah, keju, teh hijau, hingga cokelat.F3		
16	Gini, the most special thing is giant Tori Gate that looks like float, gerbang Tori yang terlihat mengapung. F3		
17	I want to ask "are there places other than those that can be visited in Paris?" apakah ada tempat lain dari tempat-tempat tadi yang bisa di kunjungi di Paris? Thank you F3		

Student 5

Code mixing

No	Intra-sentential Code Mixing (iasm)	Intra-lexical Code Mixing (ialm)	Involving a change of Pronunciation(inlv)
1	Oh berarti asking for service		Ok

	itu yang ini?F7		
2	Yang how itu iya?F7		
3	Berarti yang offering itu yang can I samaF7		
4	Eh, can I dua-dua nya? F7		
5	The sentence is eh, jadi? F7		
6	Iya Mam, itu kelas dua belas F2		
7	Stroll. Apa ini stroll. F7		
8	Kenapa, Mam? F2		
9	Yang mana, Mam? F2		
10	Oh yang dalam kurung ini di tengok juga Mam? F2		
11	Oh, berarti yang ini noun, ini verb, gitu? F7		
12	Iya, ini kan dia n ini maksudnya noun, baru v ini verb F7		
13	Itu kek yang on, in, between, gitu kan? F7		
14	Iya, berarti yang produce itu salah lah kan ki? F7		
15	Menghasilkan itu verb F7		
16	Iya, katanya verb F7		

17	Jadi apa noun nya apa? F7		
18	Yang produce F7		
19	Treat ini katanya salahF7		
20	Ini noun, kan dia n F7		
21	Eh, Island itu pulau kan? F3		
22	Deer itu rusa ya? F3		
23	What is terus? F7		
24	Mau nanyak Mam F2		

Code Switching

No.	Inter-sentential Switching (iess)	Intra-sentential Switching (iass)	Tag Switching (tag)
1	Itu offering menawarkan, kan?F3	We, kan ini pertama dibilangnya, are you ready to order F1	
2	The sentences are can I help you and can I get you anything to drink.Artinya bisakah saya membantumu? Adakah yang bisa saya ambilkan untuk minumanmu?F3	Twenty two katanyaF7	
3	Di Jakarta, in JakartaF3		

4	Oh preposition, kata depan F3		
5	Iya, kan Pulau Miyajima, Miyajima Island F3		
6	Hello, guys. My name is Asri. I will ask "what is the most special thing from Miyajima Island?" Apa yang paling menarik dari Miyajima Island? F3		

APPENDIX III

TRANSCRIPT OF INTERVIEW

Time/date: August, 23rd 2019

Place: SMA Negeri 2 Rantau Selatan

Interviewer: Eka Khairani (Researcher: R)

Interviewee: Student 1 (S1)

R : Selamat Pagi. Boleh saya wawancara sebentar?

S1: Boleh Miss

R : Dalam proses pembelajaran Bahasa Inggris, murid-murid di dalam kelas menggunakan bahasa apa?

S1: Campuran Miss. Kadang Bahasa Inggris kadang Bahasa Indonesia

R: Bagaimana cara memberikan pertanyaan kepada Guru, apakah menggunakan Bahasa Inggris, atau Bahasa Indonesia?

S1: kemarin disuruh Bahasa Inggris Miss.

R: Apakah murid-murid pernah diwajibkan menggunakan Bahasa Inggris dalam proses diskusi pada proses pembelajaran Bahasa Inggris?

S1: Enggak Miss

R: Oke, terima Kasih

Time/date: August, 23rd 2019

Place: SMA Negeri 2 Rantau Selatan

Interviewer: Eka Khairani (Researcher: R)

Interviewee: Student 2 (S2)

R : Selamat Pagi. Boleh saya wawancara sebentar?

S2: Silahkan Miss

R : Dalam proses pembelajaran Bahasa Inggris, murid-murid di dalam kelas menggunakan bahasa apa?

S2: Terserah kita Miss, mau Bahasa Indonesia bisa, mau Bahasa Inggris bisa.

R: Kalau kamu pribadi?

S2: Bahasa Indonesia Miss

R: Bagaimana cara memberikan pertanyaan kepada Guru, apakah menggunakan Bahasa Inggris, atau Bahasa Indonesia?

S2: Bahasa Indonesia Miss.

R: Apakah murid-murid pernah diwajibkan menggunakan Bahasa Inggris dalam proses diskusi pada proses pembelajaran Bahasa Inggris?

S2: Enggak Miss. Gak pernah dipaksa Miss

R: Oke, terima Kasih

S2: Sama-sama Miss

Time/date: August, 23rd 2019

Place: SMA Negeri 2 Rantau Selatan

Interviewer: Eka Khairani (Researcher: R)

Interviewee: Student 3 (S3)

R : Selamat Pagi. Boleh saya wawancara sebentar?

S3: Ok Miss

R : Dalam proses pembelajaran Bahasa Inggris, murid-murid di dalam kelas menggunakan bahasa apa?

S3: Keseringannya Bahasa Indonesia Miss. Jarang-jarang pakai Bahasa Inggris Miss, karna kan mereka banyak yang belum mampu Bahasa Inggrisnya

R: Gak pernah mencoba pakai Bahasa Inggris?

S3: pernah Miss. Tapi jarang, karena agak susah tadi Miss

R: terus kalau kesulitan dalam mengutarakannya gimana?

S3: langsung pakai Bahasa Indonesianya Miss

R: Bagaimana cara memberikan pertanyaan kepada Guru, apakah menggunakan Bahasa Inggris, atau Bahasa Indonesia?

S1: Pakai Bahasa Indonesia juga

R: Apakah murid-murid pernah diwajibkan menggunakan Bahasa Inggris dalam proses diskusi pada proses pembelajaran Bahasa Inggris?

S3: Enggak Miss.

R: Oke, terima Kasih

S3: Sama-sama Miss

Time/date: August, 23rd 2019

Place: SMA Negeri 2 Rantau Selatan

Interviewer: Eka Khairani (Researcher: R)

Interviewee: Student 4 (S4)

R : Selamat Pagi. Boleh saya wawancara sebentar?

S4: Boleh Miss

R : Dalam proses pembelajaran Bahasa Inggris, murid-murid di dalam kelas menggunakan bahasa apa?

S3: Bahasa Indonesia Miss.

R: Bagaimana cara memberikan pertanyaan kepada Guru, apakah menggunakan Bahasa Inggris, atau Bahasa Indonesia?

S1: Pakai Bahasa Indonesia juga Miss

R: Apakah murid-murid pernah diwajibkan menggunakan Bahasa Inggris dalam proses diskusi pada proses pembelajaran Bahasa Inggris?

S3: pernah disuruh Miss, cuma karena kemampuan Bahasa Inggris kami kurang, jadi dimaklumi aja.

R: tapi pasti dicoba dulu kan?

S3: Iya Miss, tapi kalau gak tau, itulah langsung ditukar Miss bahasanya.

R: Oke, terima Kasih

S3: Oke Miss

Time/date: August, 23rd 2019

Place: SMA Negeri 2 Rantau Selatan

Interviewer: Eka Khairani (Researcher: R)

Interviewee: Student 5 (S5)

R : Selamat Pagi. Boleh saya wawancara sebentar?

S5: Boleh Miss

R : Dalam proses pembelajaran Bahasa Inggris, murid-murid di dalam kelas menggunakan bahasa apa?

S5: Bahasa Indonesia

R: Gak pernah Bahasa Inggris?

S5: Jarang Miss

R: Bagaimana cara memberikan pertanyaan kepada Guru, apakah menggunakan Bahasa Inggris, atau Bahasa Indonesia?

S5: Bahasa Indonesia

R: Apakah murid-murid pernah diwajibkan menggunakan Bahasa Inggris dalam proses diskusi pada proses pembelajaran Bahasa Inggris?

S5: Enggak Miss.

R: Oke, terima Kasih

S5: Sama-sama Miss

APPENDIX IV

Documentation

1st Meeting

2nd Meeting

3rd Meeting

4th Meeting

Nomor	: B-7792/ITK/ITK.V.3/PP.00.9/07/2019	Medan, 17 Juli 2019
Lampiran	: -	
Hal	: **Izin Riset**	

Yth.Ka. SMA N 2 RANTAU SELATAN

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	: EKA KHAIRANI
T.T/Lahir	: Tanjung Morawa, 27 Oktober 1996
NIM	: 34154127
Sem/Jurusan	: VIII / Pendidikan Bahasa Inggris

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksana Riset di SMA N 2 RANTAU SELATAN guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul :

"THE USE OF CODE MIXING AND CODE SWITCHING BY STUDENS IN ENGLISH TEACHING AND LEARNING PROCESS AT SMA NEGERI 2 RANTAU SELATAN"

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

Wassalam
a.n.Dekan
Ketua Jurusan PBI

Dr. Sholihatul Hamidah Dly, M.Hum
19750622 200312 2 002

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

PEMERINTAH PROVINSI SUMATERA UTARA
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NSS : 30107070 9020   NPSN : 10205381

SURAT KETERANGAN
Nomor : 421.3 / 599 . TU / 2019

Berdasarkan Surat Universitas Islam Negeri Sumatera Utara Medan Fakultas Ilmu Tarbiyah dan Keguruan nomor : B-7792/ITK/ITK.V.3/PP.00.9/07/2019 tanggal 17 Juli 2019 tentang Izin Riset, Kepala SMA Negeri 2 Rantau Selatan dengan ini menerangkan bahwa :

N a m a	:	EKA KHAIRANI
N I M	:	34154127
Jurusan	:	Pendidikan Bahasa Inggris
Program Studi	:	S-1 / Pendidikan Bahasa Inggris
Dosen Pembimbing I	:	Rahmah Fithriani, M.Hum, Ph.D
Dosen Pembimbing II	:	Ernita Daulay, S.Pd, M.Hum

Benar mahasiswa tersebut telah melaksanakan Penelitian di SMA Negeri 2 Rantau Selatan Kabupaten Labuhanbatu Provinsi Sumatera Utara dengan judul :

"THE USE OF CODE MIXING AND CODE SWITCHING BY STUDENS IN ENGLISH TEACHING AND LEARNING PROCESS AT SMA NEGERI 2 RANTAU SELATAN "

untuk penyusunan skripsi dalam rangka memenuhi salah satu syarat memperoleh gelar Sarjana Pendidikan di Universitas Islam Negeri Sumatera Utara Medan Fakultas Ilmu Tarbiyah dan Keguruan.

Demikianlah surat keterangan ini kami perbuat untuk diketahui bersama dan dapat digunakan seperlunya.

Rantauprapat, 22 Agustus 2019
Kepala Sekolah

NIP. 19620308 199412 1 001