

**CODE MIXING IN EFL CLASSROOM AT SMPN 16
SEMARANG**

A THESIS

Submitted in Partial Fulfillment of the Requirements

For Gaining the Bachelor Degree

in English Language Education



By:

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**FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI WALISONGO**

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MOTTO

“Pendidikan tidak menjamin kita kaya, namun Pendidikan pasti membuat kita lebih bijaksana”

Khafidatul Hasanah

ABSTRACT

Title : *Code Mixing in EFL Classroom at SMPN 16 Semarang.*
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The evolution of language use followed by the trend of mixing two or more languages creates an interesting phenomenon for further discussion and research. the mixing of English and Indonesian codes is currently happening in our society today. Inevitably also in schools as the main place where the transfer of knowledge occurs. The aims of the study were to analyze the types of code-mixing that used by the teacher in EFL class at SMPN 16 Semarang, to describe the teacher's reasons for using language code-mixing in the teaching and learning process. The researcher applied descriptive qualitative research. The data was collected through observation and interviews. The participants of this study was the 9th-grade students in the EFL class. The analysis of the data showed that the teacher that there were four types of code-mixing that were used and the reason teachers teach by using a mixture of two language codes is to help students understand the material and make it easier for students to receive instructions from the teacher.

Keywords: *Bilingualism, Code-mixing, EFL Classroom*

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Semarang, 24th of June 2023

The Writer

Khafidatul Hasanah

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CHAPTER I INTRODUCTION

This section comprises of the foundation of the review, issue formulation, objectives and significance of the study, research focus, and scope of the study. Some points are describing as following below:

1.1 Background of the Study

Indonesia is a country consisting of a number of large ethnic groups, each speaking a different dialect from the local language. Impact from different languages can create groups according to their own languages. Indonesian is the official language of Indonesia. Moreover, English is utilized as a daily language or when students are in school. From high school to high school, this language is a compulsory subject to be taught making English only taught and used in schools and colleges when English is less. Students in Indonesian schools often struggle to understand the meaning, syntax, pronunciation, spelling, and aspects of English communication. Qur'an surah Ar-Rum: 22

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْأَلْوَانِكُمْ ۗ إِنَّ
فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

Among His signs are the production of the sky and the earth, differences in language and colour of your skin. Indeed, in that there are signs (of Allah's greatness) for those who have knowledge¹.

¹ <https://quran.kemenag.go.id/quran/per-ayat/surah/30?from=22&to=22>.

Accessed on 25th of June 2023 at 10.00 am.

Users who communicate in English often combine it with their native language and other languages. Then, it is referred to as code blending. At the point when lexical things and punctuation components from at least two dialects exist together in a similar expression, code-blending has taken place. On the other hand, code-mixing alludes to the "installing of different semantic units like attaches (bound morphemes) words (unbound morphemes, expressions, and conditions that members to induce what is expected, should accommodate what they hear with what they comprehend"². Code mixing refers to the phenomenon of utilizing at least two dialects or language assortments within a single conversation or discourse. It can occur in various contexts, including informal and formal settings, and is frequently impacted by variables like language capability, language background, social and cultural norms, and context of communication. In educational settings, code-mixing can be particularly normal in English as an Unknown dialect (EFL) homerooms, where learners may use their first language or other languages, they are familiar with to aid their understanding or expression in English. It can happen due to various reasons, such as limited English proficiency, lack of confidence in English, or a preference for using the first language for social or cultural reasons.

There are various reasons why code-mixing may occur. For bilingual or multilingual speakers, code-mixing may be a natural way to express their thoughts and ideas using the linguistic resources they have. It can also be influenced by social factors, such as the language preferences of

² E. G. by Bokamba (1989). Do code-mixing restrictions have a syntactic basis? 277–292 in *World English*, 8(3).

by A. M. by Mejia (2002).

the interlocutors, the setting of correspondence, and the degree of formality. Additionally, code-mixing can be a way for speakers to negotiate their character, signal their participation in a specific gathering, or convey their attitudes and emotions. In this case, code-mixing in EFL classrooms in high school may be influenced by different variables, for example, the language capability levels of understudies, their language attitudes, sociolinguistic backgrounds, and classroom interactions.³ Additionally, teachers' language use strategies, instructional goals, and beliefs about language teaching and learning may likewise assume a part in the utilization of code-blending.⁴ Teachers Language have to grasp the understudies, and the utilization of code-blending is to effectively address the language needs and challenges of their students.⁵ It is a common case for non-native EFL teachers to use code-blending as a mechanism of guidance because of a few elements, such to express the complexity of the topic and curriculum, the limited word produced by the teachers, also the poor students' basic English.

Teachers who have received training in disciplines other than language are regularly more worried about granting the subject substance to understudies, according to Ariffin & Susanti. To help students understand the material, code-mixing is frequently used. Furthermore, it is comparable

³ De Mejía, A. M. (2002). *Power, prestige, and bilingualism: International perspectives on elite bilingual education* (Vol. 35). Multilingual Matters.

⁴ Hoffman, C. (1991). *An Introduction to Bilingualism*. New York: Longman, bisa juga dilihat pada Sudaryanto. (2015). *Metode dan Aneka Teknik Analisis Bahasa: Pengantar Penelitian Wahana Kebudayaan Secara Linguistik*. Yogyakarta: Sanata Darma University Press

⁵ Sridhar, K. K., & Sridhar, S. N. (1986). Bridging the paradigm gap: Second language acquisition theory and indigenized varieties of English. *World Englishes*, 5(1), 3-14, juga bisa dilihat pada Auer, P. (1995). (1998): Code-switching in conversation. *Language, interaction and identity*.

to Muysken's assertion that one of the reasons for code blending is "referential," which shows that the explanation for code blending is the shortfall of OK terms or things in the code blend. They likewise depict the "mandate capability" that expects to incorporate or prohibit a questioner utilizing a particular code, the "expressive capability" to demonstrate personality, and the "phatic or figurative capability" for creating changes in the conversation.

Teachers can develop language teaching strategies that take into account the occurrence and functions of code-mixing, such as incorporating students' first language or local language in classroom activities.⁶ Additionally, teachers' attitudes and beliefs toward code mixing can also influence their instructional practices and interactions with students.⁷ Therefore, investigating code mixing in EFL classrooms can contribute to the development of effective language teaching strategies and pedagogical approaches.

There are various aspects of code mixing in EFL classrooms, including the types and frequency of code-mixing, functions of code-mixing, and attitudes towards code-mixing.⁸ For instance, some studies have

⁶ Canagarajah, A. S. (2006). The place of world Englishes in composition: Pluralization continued. *College composition and communication*, 586-619, bisa juga dilihat pada García, O. (2009). Emergent Bilinguals and TESOL: What's in a Name? *Tesol Quarterly*, 43(2), 322-326.

⁷ Bilgin, S. S. (2016). Code Switching in English Language Teaching (ELT) Teaching Practice in Turkey: Student Teacher Practices, Beliefs and Identity. *Educational Research and Reviews*, 11(8), 686-702.

⁸ Canagarajah, A. S. (2006). The place of world Englishes in composition: Pluralization continued. *College composition and communication*, 586-619, bisa juga dilihat pada Gardner-Chloros, P. (2009). *Code-switching*. Cambridge university press.

found that code-mixing can serve as a communication strategy for teachers to express their thoughts and ideas more effectively. Additionally, code-mixing may also reflect teachers' language identities and socialization processes.⁹

Many EFL classrooms in Indonesia are using code-mixing. This phenomenon also happens at SMPN 16 Semarang. At SMPN 16 Semarang it is more common for English teachers to use English as the main language of communication in teaching English as a second language, but this is not happening at all grade levels, they only apply it in 9th grades of SMPN 16 Semarang, on the basis that the academic standard is more difficult and the degree of vocabulary mastery is higher. When teaching and facilitating classroom engagement, English teachers at SMPN 16 Semarang encounter challenges. They encountered new jargon that the students found challenging to understand. Teachers therefore require methods to help students quickly understand the subject. Therefore, it is important to investigate how well code-switching works in schools, especially when students are interacting in English. Teachers use code-switching to obtain more specific information on the information above and to understand more about the teaching-learning process.

1.2 Research Questions

In the light of the foundation data, the specialist fosters specific examination questions as follows:

⁹ Shin, S. Y. (2010). The functions of code-switching in a Korean Sunday school. *Heritage Language Journal*, 7(1), 91-116.

1. What types of code mixing are used by the teacher in teaching English for 9th grade of SMPN 16 Semarang?
2. What are the reasons for teachers using code mixing in teaching English for 9th grade of SMPN 16 Semarang?

1.1. Research Objectives

In light of the past foundation, the scientist plans some examination questions as follows:

1. To analyze the types of code mixing used by the teacher in teaching English for the 9th grade of SMPN 16 Semarang.
2. To describe the reasons of teachers use code mixing in teaching English for 9th grade of SMPN 16 Semarang

1.2. Significance of the Study

The researcher expects this research can be useful to:

1. To assist the English instructor in presenting their topic when the instructor wants to go into greater detail regarding the lesson.
2. To increase the students' linguistic flexibility and broaden their vocabulary.
3. To assist other researchers in using this study as a source for their own research.
4. It will contribute in some ways to the reader's knowledge of code mixing in education.

1.3. Scope and Limitation of The Research

To limit the scope of the research, this study only focuses on English teachers' utterances in teaching English for 9th grades of SMPN 16 Semarang by analyzing the result of classroom observation on the 29th of May 2023. In the form of utterance transcription.

CHAPTER II

LITERATURE REVIEW

This section, talk about the hypothetical survey, the connected writing, and the calculated system.

2.1. Theoretical Review

Taking into account the point talked about in this proposition, there are a few examinations have been done connected with this subject. They are:

2.1.1. The Definition of Sociolinguistics

According to Wardaugh, sociolinguistics involves the study of how language is utilized in different parts of regular daily existence, for example conversations and interactions on social media.¹⁰ It encompasses the examination of how individuals use language in different social settings, which can provide insights into the functioning of language in social interactions, as well as how language is employed to express and construct social identity. As human beings are inherently social creatures, sociolinguistics holds significant relevance, as it explores the fundamental role of language in facilitating communication and connection among individuals.

The importance of language in communication cannot be overstated. Language serves as a medium through which people

¹⁰ Wardaugh, R. (2014). *An introduction to Sociolinguistics*. 7th Ed. Oxford: Blackwell Ltd.

share information, exchange news, express emotions, and convey thoughts and ideas. It is a tool that enables individuals to connect with others, establish relationships, and participate in social interactions. In fact, language is often considered a defining characteristic of human societies, as it allows for the transmission of culture, values, and norms from one generation to another.

Furthermore, language is not limited to verbal communication alone. In today's digital era, social media and online interactions have become integral parts of everyday life. The way individuals use language in these virtual spaces, such as through text messages, social media posts, and online comments, has also become a subject of sociolinguistic inquiry. The study of sociolinguistics provides insights into how language is used in these digital contexts, how it influences communication patterns and social interactions, and how individuals construct and express their social identity in online spaces.

Moreover, sociolinguistics recognizes that language isn't simply a device for correspondence, yet additionally a method through which individuals express and arrange their social character. Social character alludes to the parts of an individual's self-idea that are molded by their enrollment in different gatherings, for example nationality, ethnicity, gender, age, and profession. Language plays a crucial role in expressing and constructing social identity, as individuals often use language to

signal their membership in a particular social group or to convey their affiliation with a certain identity category. For example, the use of a specific dialect, accent, or code-switching between languages can reflect one's social background or cultural identity.

Furthermore, sociolinguistics recognizes that language use is influenced by social factors like social class, education, gender, and power dynamics. Language variation, including dialects, accents, and speech styles, often reflects social stratification and serves as a marker of social identity. Sociolinguists study how these social factors shape language use and contribute to the formation of social hierarchies, as well as how language is used as a tool for social negotiation and expression of power dynamics in different social contexts.

2.1.2. The Definition of Bilingualism

The examination of code-mixing is closely linked to the exploration of bilingualism and being bilingual. An individual who is bilingual possesses the skill to utilize two or more languages to communicate with others.¹¹ This aptitude can include both receptive abilities, such as reading and listening, and productive capabilities, such as speaking and writing. Bilingualism refers to the ability or willingness to be bilingual, while bilingualism refers to an individual's or a society's practice

¹¹ Aziz, Z. A., Achmad, D., & Fadlun, M. (2019). What Types of Codes are Mixed in Indonesia?: An Investigation of Code Mixing in a Magazine. *English Education Journal*, 10(2), 196-211.

of using two languages.¹² Bilingualism can manifest in an individual or a group of individuals. A community is considered to have a group of bilingual individuals when there are members who are bilingual.

The emergence of bilingualism can be traced back to the cultural contacts that occurred between two gatherings of speakers who utilize various dialects. These contacts can occur in different regions, including religion, exchange, science, legislative issues, expressions, financial matters, and social exercises, and result in common impact in the social field. These interactions between speakers from different cultural backgrounds can lead to cultural contacts that influence each other. Consequently, bilingualism arises due to the cultural contact between the two gatherings of speakers of various dialects, bringing about shared impact in the social field and cultural contact with the speaker.

The contact between speakers of different languages can result in language contact and influence the languages spoken inside a bilingual individual or a gathering. This contact can occur in various fields, such as religion, exchange, science, governmental issues, expressions, financial matters, and social exercises. During these communications, there is a shared impact in the social field, and cultural contacts may result in the use of

¹²García, O., & Wei, L. (2015). Translanguaging, bilingualism, and bilingual education. *The handbook of bilingual and multilingual education*, 223-240.

different languages by the same speaker. This can lead to the interplay between languages, counting code-exchanging and code-blending, where speakers alternate between the two languages or mix them.

Grenoble & Osipov argues that bilingualism is not a system, but rather a symptom of substitutions.¹³ It cannot be considered a characteristic feature of a language code, but rather a disclosure of language use. Bilingualism is viewed as a quality of language use, where speakers practice using two languages alternately. The substitution of one language for another is not entirely set in stone by the circumstance and conditions looked by speakers during communication.

Siregar demonstrates that the use of at least two dialects conversely by a similar speaker can prompt language contact.¹⁴ This contact event can result in changes in the language, referred to as language change. The effects of language changes can be plainly found in the vocabulary of a language when it comes into contact with another dialect. These circumstances can bring about the cooperative connection between one language and one more language in a discourse local area, where speakers are unlikely to use only one language purely without being affected

¹³Grenoble, L. A., & Osipov, B. (2023). The dynamics of bilingualism in language shift ecologies. *Linguistic Approaches to Bilingualism*, 13(1), 1-39.

¹⁴Siregar, I. (2021). Analysis of Betawi Language Interference on the Morphology of Adolescent Speech in Jakarta. *Journal of Humanities and Social Sciences Studies*, 3(8), 54-60.

by another language already existing within them. The study of these language changes and language contact events is of interest to sociolinguistics and is referred to as symptoms of code-mixing.

2.1.3. Definition of Code Mixing

In their own unique ways, many linguists have attempted to describe code-mixing. Code-mixing, according to Hudson (1996: 53), occurs when a proficient bilingual conversation with one more familiar bilingual changes the language without altering the circumstance in any way. Code-mixing, according to Tay (1989: 408), is the inserting or blending of various etymological units, like morphemes, words, expressions, and conditions from two distinct punctuation frameworks or subsystems, inside a similar sentence and discourse scenario.

According to Wardhaugh, code refers to a specific dialect or language chosen for communication between two or more parties.¹⁵ It is a framework settled upon by individuals to speak with one another, often used by bilingual or multilingual members of society. Code-mixing, as described by Brezjanovic,¹⁶ involves the use of diverse

¹⁵ Wardhaugh, R. (2014). *An introduction to Sociolinguistics*. 7th Ed. Oxford: Blackwell Ltd.

¹⁶ Brezjanovic, J. S. (2011). Analysis of code-switching and code-mixing among bilingual children: two case studies of serbian-english

language parts, like fastens, words, expressions, and sentences, to help participants grasp what is being said and make sense of what they are hearing. further explains that code-mixing is a sociolinguistic phenomenon where individuals mix languages from different areas or countries.¹⁷

Sumarsih et al. state that code-mixing occurs when language users incorporate elements from different languages into their speech, following the rules of the languages involved, in order to be understood by the intended audience.¹⁸ Code-mixing results when speakers of a language other than their mother tongue use another language in a natural way. Code-mixing, according to Muysken, is a typical and natural outcome of bilingual and multilingual language use. He describes it as the use of lexical elements and grammar traits from two different languages in the same phrase.¹⁹

In Siregar's perspective, code-blending alludes to the etymological way of behaving of a bilingual speaker who

language interaction. Department of anthropology and graduate school of wichita state university

¹⁷ Wardhaugh, R. (2014). *An introduction to Sociolinguistics*. 7th Ed. Oxford: Blackwell Ltd.

¹⁸Sumarsih, M. S., Bahri, S., & Sanjaya, D. (2014). Code switching and code mixing in Indonesia: Study in Ssociolinguistics. *English language and literature studies; Vol. 4, No. 1. Canada: Canadian Center of Science and Education*.

Muysken, P. (2000). *Bilingual speech: A typology of code-mixing*. Cambridge University Press.

imports words or expressions from one language into another. The idea of code-blending is utilized to allude to a more broad type of language contact that might incorporate instances of code-exchanging and different types of contact, with an emphasis on lexical items. However, Harya (2018) highlights that code-blending ought to be recognized from code-exchanging, presenting a different standpoint.²⁰

2.1.4. Functions of Code Mixing

Code blending serves different capabilities. These functions include quotation, specification, repetition, interjections, message qualification, personalization, objectivization, and facilitation of expression. The details of these functions are elaborated as follows:

- a. A Quotes: Quotes serve as proof that someone says facts where others should believe.
- b. Specification: it perceives individuals who interface from discourse occasions as well as recognizes that their language conduct might be something other than a question of individual inclinations or offices, yet in addition a job relationship.
- c. Repeation: It might explain what is said, stress a message, or imprint a joke.

²⁰Harya, T. D. (2018). Sociolinguistics (code: code switching and code mixing). *LENERA: Jurnal Ilmiah Kependidikan*, 11(1), 87-98.

- d. Calling words: This communicates unmistakable inclinations or feelings. The most well-known jargon is advanced by understudies at school on the grounds that teachers evaluate student performance or behavior during school.
- e. Qualification message: it is to communicate the hour of origination. It is likewise made sense of that other blended language bunches comprise of capability designs like statements, sentences, and expressions. (action word and thing supplements).
- f. Personalization and objectivization: the code here gives off an impression of being connected with various things, like the degree of commitment of the speaker and the message or beneficiary; whether the assertion indicates opinions, feelings or knowledge, specific examples or has a well-known fact status.
- g. Expression facilities; Here, individuals use code blending as an office to find the right words while expressing, composing, or simply an indication of an absence of commonality of the subject with the style they use.

All in all, the capability of code blending here is as a media for society in applying information about dialects other than their primary language. Individuals really do code blending for some

reasons, particularly to pass a message on to other people, so code mixing fills in as an extension to associate the speaker with the beneficiary so the message can be perceived by one another.

2.1.5. Types of Code Mixing

Suwito (1983, 76) classified code-mixing divided into two categories depending on language variety; they are as follows:

2.1.5.1. Inner Code-Mixing

An event is known as Inner Code Blending depends on the first or second language and all of its nuances. This happens when speakers mix components of their most memorable language and second language, when they join components of their most memorable language and second language, or when they mix it up and style (accent, dialect) to their speech. Alternation (Clause).²¹ For instance, an Indonesian girl inserts her first language (Javanese) into her second language (Bahasa Indonesia) utterance while she talking with her brother

*“kalau jadi mau pergi, **ojolali** bawain pesenanku ya le”*

(if you want to go, don't forget to bring my order, bro.)

²¹ Suwito. (1983). *Sosiolinguistik*. Surakarta: Fakultas Sastra Universitas Sebelas Maret. Hal 23.

2.1.5.2. Outer Code-Mixing

Outer code mixing happens when speakers primarily use either their first language or second language while introducing a foreign language (such as English or Arabic) into a sentence. For example: when English teacher mixes her/his first language (Indonesia) with English code when she/he gives the instruction to the students.

*“students, seminggu lagi kita akan menempuh ujian kenaikan kelas, ibu harap kalian **prepare** materi kalian dengan baik, supaya kalian bisa mengerjakan ujian dengan baik dan benar”*

(students, in a week we will be taking the class promotion exam, I hope that you will prepare your material well so that you can do the exam properly and correctly.)

According to Thelander, code-mixing can be classified into six different categories based on the structure.²²

2.1.5.3. Word Insertion

Word insertion is when a speaker incorporates a word element, whether it be from a local dialect or foreign language, into a sentence. For example:

²² Dini Navia Isna. (2015). *Code-mixing phenomenon in Ahmad Fuadi's Negeri 5 Menara*. 26-27

*Dina, kamu ngga bosan seharian hanya **scroll** tiktok aja? Ikut aku **jogging** yuk, mumpung cuaca hari ini bagus.*

2.1.5.4. Phrase Insertion

Phrase Insertation can define when a speaker incorporates a phrase from a different language into an utterance. For example:

*Ini salah satu restoran yang cukup terkenal di kota ini. Viral karena porsinya yang banyak dan harganya yang terjangkau, tapi **I don't know** kalo soal rasa, tapi sepertinya tetep **worth to try** sih.*

2.1.5.5. Insertion of Hybrid

Insertion of Hybrid happens when the speakers used two different elements of language.

2.1.5.6. Insertion of Repetition

Insertion of Repetition happens when the speakers apply another language in repetition form for their utterances.

2.1.5.7. Insertion of Idioms

Insertion of idioms happens when the speakers insert their first language in the idiom form of another language.

2.1.5.8. Insertion of Clause

When a speaker adds a clause from a foreign language element into his or her home tongue, this is known as clause insertion. A consists a subject and a verb.

2.1.6. Code Mixing in Indonesia EFL Classroom

The action of encoding inquires into with a second language, both theoretical and empirical, has focused on mixing. The first example of this phenomenon in this field occurred in the 1980s when the first interaction between students and audio devices was listened to. The first example of this phenomenon in this field occurred in the 1980s when the first interaction between students and audio devices was listened to. These academics' investigations looked at how classroom speech functioned and were linguistic in nature. These findings led to controversy over code-mixing or code-switching, with a specific emphasis on the utilization of target language versus L1 in unknown dialect schools.²³

Moradi & Chen establishes that a language class is viewed as a social group; as a result, it claims that code mixing or code redirecting is a "valid" event that occurs naturally among all social groups and can be attributed to the language class. Considering that, the fact that involving the local language in unknown dialect learning is viewed as by numerous scholars ominous for learning itself which might block the most common way of gaining the language.

²³ Moetia, M. (2018). Code mixing and code switching in the classroom interaction. *English Education Journal*, 9(2), 229-242.

Code blending happens when educators need to make the learning and showing process productive. Likewise, by doing code-blending, the client can see without any problem. As per Sarwat and Qadir Sayid, their teachers gave them advice on how and why they switched code or mixed, showing that their bias in doing so was related to what was described. Their coding strategy is related to how well they teach also, how to make it more straightforward for understudies to comprehend what they are instructing.

The code campaign phenomenon as a result occurs in a second language class or first language class. For example, during the study of English at school, English and earlier forms of language, called “mother,” are often overlooked or forgotten. Mixed codes can be used at the request of teachers or students in an EFL class. According to many teachers, one needs to have a thorough understanding of the capability of joining English with different dialects and the reasoning that suits them. This understanding will furnish language educators with a high consciousness of its utilization in homeroom talk and will plainly prompt great guidance by disposing of it or ruling its utilization during unknown dialect instructing.

The Reasons to Use Code Mixing

Hoffman classified the motivations to do code-exchanging/blending into seven places, they are as per the following:²⁴

2.1.6.1. Talking about a particular topic

Some others are sometimes more comfortable using a language on a daily basis than a specified language, because sometimes one feels more expressive in using their language on the daily basis. This can be found in Singapore, where English is used in discussing business, Mandarin becomes an international language, and Tamil is the language for an important group of countries.

2.1.6.2. Quoting somebody else

For this explanation, Hoffman likewise proposed that "individuals here and there prefer to statement a popular articulation or saying of a few notable figures".²⁵ The transition of words in the speaker's claim can be marked with quotation marks. In Indonesia, many important people come from different countries and some people are fluent in English. Later, since many Indonesians today speak well English, the famous phrase or speech can be cited in its unique language. For instance :

²⁴ Hoffman, C. (1991). *An Introduction to Bilingualism*. New York: Longman

²⁵ *ibid*

a: *Bolehkah saya tahu nama anda, Pak?* (Can I know your name, Sir?)

b: What is a name.

In this discussion, B responds to the inquiry from A with the well known saying "What is a name."

1. Being emphatic about something

Typically, at the point when an individual who communicates in a language other than his native language unexpectedly needs to be firm about something, as Hoffman expressed, "he, either deliberately or unintentionally, will blend from his second language to his most memorable language."²⁶

2. Interjection (Inserting sentence fillers or sentence connectors)

As for its reasons, Hoffman suggests that "language changes and language blending between bilingual or multilingual individuals can once in a while stamp a calling word or sentence connector. It can happen inadvertently or purposefully."²⁷

1) Indonesian-English

²⁶ *Ibid*

²⁷ *Ibid*

Gracious darling, betapa cantiknya kamu hari ini! (What a delightful you are!)

2) Spanish-English

Chicano experts bidding farewell, and in the wake of having been presented by a third speaker, talking momentarily:

a: Well, I'm glad to meet you.

b: Andale pues (O.K. Swell). And do come again. Mm?

3. Repetition used for clarification

Consequently, that's what Hoffman says "when a bilingual needs to explain his discourse so it will be better perceived by the audience, he can in some cases utilize both of the dialects, he chooses to articulate a similar discourse. (the expression is said more than once).²⁸

At the point when a bilingual individual discusses to one more bilingual as proposed by Hoffman, it was referenced that there will be parcel of code-exchanging occurring.²⁹ It implies that the substance of his discourse goes without a hitch and can be perceived by

²⁸ Hoffman, C. (1991). *An Introduction to Bilingualism*. New York: Longman

²⁹ *Ibid*

the audience, a message in one code is rehashed in the other code in some what changed structure.

4. Expressing group identity

Code-exchanging can likewise be utilized to communicate bunch characters. How scholarly correspondence in the groupings of their disciplines is plainly not quite the same as different gatherings is.

5. To soften or strengthen request or command

For Indonesian individuals, blending and changing Indonesia to English can likewise act as a solicitation, in light of the fact that isn't mother tongue, so it doesn't sound like Indonesia. However, code mixing and code redirecting can also strengthen commands, because the speaker powerful because he can use a language that not everyone can use.

6. Real lexical need

The most widely recognized justification behind bilingual/multi-lingual individuals to change or blend their dialects is because of an absence of identical vocabularies in the language. When a bilingual speaks English-Indonesia, when there is a word that they cannot speak in English, they will call it in Indonesian, and vice versa. If the language is not synchronized, then the language will be deleted or removed when spoken.

For instance, in Indonesia, the specialized points are solidly connected with English and the subjects it self can trigger a switch or blend to English - Indonesia.

As per Harya, there are a few factors that trigger people to do code-exchanging or code-blending, for example:³⁰

1. The capacity to dominate more than one language or known as bilingualism prompts the occurrence of code-blending or code redirection. The speaker changes the code when they are short in one language when trying to pronounce a specific word or phrase. They use another languages to balance terms that cannot be spoken in a language. , at the point when indonesians speak Indonesian, they once in a while change to English or their neighborhood language. On the nation, when their communicate in neighborhood language, they seldom change to unknown dialect.
2. Participant roles and relationships can influence speakers to perform code-switching or then again code-blending. It relies upon who the speaker is addressing. For this situation, code diverting and code blending generally occurs accidentally due to

³⁰ Harya, T. D. (2018). Sociolinguistics (code: code switching and code mixing). *LENTERA: Jurnal Ilmiah Kependidikan*, 11(1), 87-98.

whether or not both speakers perform code redirects and code blends.

3. Some situational viewpoints likewise become a significant impact in causing code diverting or code blending. It usually relates to the social group of participants, settings, and topics. "As indicated by Gardner (2011:65), code-exchanging is viewed as a sociolinguistic peculiarity. It is a phonetic result of language collaboration impacted by friendly circumstances in which it shows up in different ways".
4. Correspondence is intended to pass on a message. Individuals switch and blend code for a few purposes as far as conveying their messages. To start with, they do code-exchanging or code blending to statement somebody's assertion. Second, individuals switch or blend code to paraphrase discourse. The third objective is to comment on specific topics that are being discussed. Furthermore, language redirecting is also beneficial for the speaker to give ambiguous answers to his or her counterpart or known as hedging actions. Finally, they used code mixing for a specific word.
5. Some considerations connected with language perspectives (for example positive or negative

perspectives on the utilization code redirecting and code blending), the prevailing language where the speaker dominated and bilinguals feeling of safety are likewise among the elements that cause code diverts or code mixes.

a. Previous Studies

Taking into account the point talked about, there are a few examinations have been done connected with this review:

1. The study has been done by Puyan Diyanti and Hendra Heriansyah. Research in English and Education (READ). On title 'Code-Mixing: For what reason Do English Educators Use It in the Homeroom' (2021). This study was to explore the explanations behind English showing utilizing code blending at SMP N 6 Banda Aceh. The study is qualitative descriptive, and the data collection technique is through interviews with six English teachers as participants. The result of this study showed that the educators of English utilized code blending in training English to explain the discourse content for understudies, which was expected to give a more clear comprehension while making sense of learning materials so understudies didn't become befuddled about the instructor's clarifications. Furthermore, rehashing for explanation was another explanation English educator utilizes code blending in the study hall. It was directed to explain in the event that the educator's guidelines were not reasonable to

understudies. The closeness between the past review and the review that will be led is both of the examinations talk about code-blending in showing English at Middle School, and furthermore utilizing it. The review was finished by Sumarsih et.al who expressed "Code-exchanging code blending in Indonesia: a concentrate in sociolinguistics".³¹ They have examined code-blending that happens in Medan City, Siantar City, and Mandailing Natal Rule by utilizing subjective exploration strategies. Code blending that happened from their examination was only the degree of word, expression, and sentence. The substantial aftereffect of their review directed in North Sumatra, the word level is the most significant level which came to 57.3 % of the general information and followed by the expression level and sentence level which came to 40.4 % and 17.3 % separately. Also, this study presumed that the explanation individuals utilized code-changing and code-blending is because of obliviousness of the circumstance, the words in their local language, it looks cool and suitable for the exceptional time.

2. The study has been done by Nurul Maghfirah, Kaharudin, and Hariratul Jannah. Pusat Jurnal Mahasiswa Fakultas Sastra (PJMS) Universitas Muslim Indonesia (UMI). On title 'Sort of Code Mixing Used by English Teachers in Learning

³¹Sumarsih, M. S., Bahri, S., & Sanjaya, D. (2014). Code switching and code mixing in Indonesia: Study in Ssociolinguistics. *English language and literature studies; Vol. 4, No. 1. Canada: Canadian Center of Science and Education*

Process' (2022). This study is to determine of types of code mixing and teachers' perception of using code mixing in learning at SMP Kartika XX-2 Makassar. This research method was qualitative descriptive by doing observation and interview as data collection techniques. The subject of this research is English teacher at SMP Kartika XX-2 Makassar. Based on the results of observation, there are three kinds of code mixing that used by English teachers in learning, namely intra-sentential code mixing, intra-lexical and including articulation changes, While the teacher's perception that using code mixing in learning is a situation of lack of vocabulary. The similarity between previous study and the study that will be conducted are both of the studies discuss about the types of code mixing in teaching English at Junior High School, and also using qualitative method with the same of data collection technique. However, there are differences between the two. The previous study has a purpose to determine the types of code mixing used by the teachers in teaching as well as explain teacher's perception of using code mixing in teaching, while the study that will be conducted has two objectives of the study; to investigate the types of code mixing used by the teacher as well as to find out the reasons of using code mixing, by doing observation and depth-interview with some teachers. So, the next study that will be conducted will full fill

the gaps of the study that has been done by Nurul Maghfirah, Kaharudin, and Hariratul Jannah.³²

3. The study has been done by Agus Rahmat. *Al-Lisan: Jurnal Bahasa (e-Journal)*. On title 'Code Mixing in EFL Classroom: Views from English Teachers side' (2020). The objective of this study is to find out the category of code mixing in teaching English and category dominantly used by English teacher according to Muysken (2020). This study was descriptive qualitative by doing observation and audio recording as data collection technique. The participants of this study were English teachers at SMK N 1 Makassar. The result of this study showed that The English teacher of SMK Negeri 1 Makassar used all of the categories that categorized by Muysken (2000, cited in Liu, 2008: 6) in teaching English. they were: Insertion, Alternation and Congruent Lexicalization; (2) The category of code mixing dominantly used by the English teacher of SMK Negeri 1 Makassar was insertion category in teaching EFL classroom. The similarity between previous study and the study that will be conducted are both of the studies discuss about types of code mixing in teaching English. However, there are differences between the two. The previous study only has a purpose to find out the category of code mixing in EFL Classroom based on the

³² Nurul Maghfirah, dkk. 'Sort of Code Mixing Used by English Teachers in Learning process'. *Jurnal Mahasiswa Fakultas Sastra (PJMS)*, Vol. 1 No1. (2022). 52-55.

views of English teachers side by doing observation only, while the study that will be conducted has two objectives of the study; to investigate the types of code mixing used by the teacher as well as to find out the reasons of using code mixing, by doing observation and depth-interview with some teachers. So, the next study that will be conducted will full fill the gaps of the study that has been done by Agus Rahmat.

4. Another research has been done by Tawos Muhammadi et al. (2019). The title is "The Motivations behind Code-Exchanging and Educators' Discernments Toward Code-Exchanging in Malaysian Elementary Schools"; it is an unmistakable subjective strategy for his exploration. He says Code-exchanging is utilized in Johor grade schools by educators to give more explanations and clear up troublesome ideas for the understudies. Obliging low-capability students in the class is likewise utilized. The previous study only has the purpose to find out previous research only focused on the purpose of using code-switching in the classroom, while the study that will be conducted has two objectives of the study; to investigate the types of code mixing used by the teacher as well as to find out the reasons of using code mixing, by doing observation and depth-interview with some teachers. So, the next study that will be conducted will full fill the gaps of the study that has been done by Tawos Muhammadi.
5. Another research entitled "Educators' Code Blending and Code Exchanging: Bits of knowledge on Language

Obstructions in EFL Study hall" was finished by Rafqi Awlia Siddiq (2020). This subjective review centers around researching the utilization of code-blending and code-exchanging that utilized by EFL educators. There is two spotlights major on this review; the kinds of code-blending and code-exchanging utilized by the educator. The consequence of this study was that there were three sorts of code blending tracked down in educators' and understudy expressions in EFL classrooms. They were intra-sentential code-mixing, intra-lexical code-mixing, and pronunciation shifting. The study also found that there were four kinds of code-switching found in teachers' and students' utterances. Based on this study my next study has the same topic which is the using code-mixing in the EFL classroom. has a difference, namely in the research that the researchers did only focus on using code-mixing instead of code-switching, it also complements previous research, namely to find reasons why teachers use code-mixing. So, the next study that will be conducted will full fill the gaps of this study.

CHAPTER III

RESEARCH METHOD

This section report manages research configuration, research foundations, populace and the example of the exploration, research instrument, information assortment procedure and information investigation method.

a. Research Design

In subjective examination, information is introduced in words or pictures since it has a characteristic foundation as an immediate information source. Also, in quantitative exploration, information is introduced in numbers. The study uses a Qualitative Descriptive Design in which the authors use a descriptive method where the exploration attempts to portray the sorts of code-blending and code-exchanging in bilingual educating class interactions and the code-mixing and codeswitching functions used by teachers in bilingual class interaction. Arikunto explains the descriptive method as describing research is research to gather factual information based on facts when research is carried out. Descriptive research is done to obtain information about data or latest information from something. And researchers used a qualitative approach because the researchers focused on figuring out friendly peculiarities according to the viewpoint of human support in regular settings.

Barham says that a descriptive method can be defined as a problem-solving procedure under investigation, by describing the current state

of the research object based on facts that arise or as they are.³³ He suggest that qualitative research is known also with naturalistic research, the research that is or have a characteristic. It was because the research data stated in the circumstances which was natural or natural, with no change in the form symbols number. Hence, the information in this study is introduced as words, sentences or sections connected with the message that the specialists found during the exploration cycle. Thus, from the clarification over, the graphic subjective strategy is the proper technique for directing this exploration. By utilizing such strategies, the reason and ramifications of the code blending utilized by English language instructors and understudies can be known.

1.2 Subject of the Study

According to Arikunto, humans and other living things might be classified as research subjects. The topic of the study is data, and the respondents are teachers who teach English language classes in IXA and IXB.

1.3 Research Instrument

It is vital to distinguish the exploration instruments in this examination. Moreover, as per Arikunto to work with specialists, research instruments are chosen as a device for gathering information. Ary et al., expressed that the most well-known research instruments utilized in

³³Barham, A. I. (2020). Investigating the Development of Pre-Service Teachers' Problem-Solving Strategies via Problem-Solving Mathematics Classes. *European Journal of Educational Research*, 9(1), 129-141.

subjective exploration are perception sheets and interview guides. In this review, scientists utilized perceptions and meetings to accumulate information.

i. Observation Sheet

Creswell stated that observation is the primary tool for gathering current information while continuously observing people and places at the site of the study.³⁴ Moreover, Ary et al., asserted that qualitative observations rely upon story or words in depicting the setting, the ways of behaving, and the collaborations. Perception is in some section a natural cycle that permits people to gather the data about others by survey their activities and ways of behaving in their regular environmental elements. In this perception, the scientist utilized field notes to record the information. Ary et al., expressed that field note is a brief note which is composed by specialist during perception process.³⁵ The information has gathered through interest perception. The support was led for getting a few expressions from the educator in the study hall. From this the scientist recorded the expression of the instructor by utilizing a video recorder and voice recorder and a similar time the specialist filled the perception sheet by giving agenda and composed text. Before the scientist led research in the homeroom the specialist utilized guide structure beneath:

³⁴Creswell, J.W. 2012. Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed. Yogyakarta: Pustaka Belajar.

Table 3.1 Observation Sheet

Activities	Doing code mixing (√) or not (x)	Types of code mixing	Utterances
Greeting checking absent and recap			
Tell the learning objective			
Explain the material			
Discuss with student			
Conclude, reflection and assignment			

ii. Interview Guide

Meeting includes clarifying some pressing issues and setting replies from members up to gather the information. As per Bread cook and Edwards interview comprises of a few preset inquiries which are addressed to individuals who become the exploration subject.³⁶ Furthermore, Creswell expressed that interview is a period when specialists ask at least one members, clarifying pressing issues and record their responses.³⁷ The scientist executed interview as the instruments to help the record

³⁶Baker, S. E., & Edwards, R. (2012). How many qualitative interviews are enough?

³⁷Creswell, J.W. 2012. Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed. Yogyakarta: Pustaka Belajar.

investigation to gather the information about the exploration issue. Ary et al., groups interview into three sorts:³⁸

- a. Unstructured interview is a conversational type of interview in which the questions arise from the situation.
- b. Structured interview is a well preset interview that is scheduled for the specific purpose of getting certain information from the subjects.
- c. Semi structured interview is the area where questions are prepared but the interviewer may add several questions that has not been prepared yet freely during the interview process.

In this review, the specialist applied semi organized interview, in which the open inquiries empower the scientist to pose to the educators and understudies unreservedly. The specialist arranged a few inquiries to gather the information from. The meeting was led by up close and personal in casual gathering between the scientist and EFL educators and understudies. In the mean time, the device that is utilized in screening is interview guide. The analyst utilized interview manual for answer the exploration questions number two and three, the meeting guide planned for educators and understudies to get the information from the explanation of the instructors utilized code blending and the impression of instructors that pre-owned code blending in instructing growing experience.

b. Data Collection

The data were collected from the EFL teachers of third grade at SMPN 16 Semarang. The procedures of collecting data are written below:

³⁸Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education*. Cengage Learning.s

1. Observing and taking notes of the EFL class activities. The researcher used field notes in observing the class in order to gain rich information about the process of teaching and learning process in EFL Classroom that contains code-mixing communication between the teacher and students.
2. Formulating the interview guideline in order to prepare interviews with EFL teachers about the use of code-mixing in the teaching and learning process and the reasons behind it.
3. Doing interviews with the EFL teachers and students to identify the perception and motivation of using code-mixing in the teaching and learning process.
4. Collect the data gained from the observation and interview.

c. Data Analysis Technique

The data analysis technique is the process of collecting data systematically to facilitate researchers in obtaining conclusions. Conclusions will be easily obtained when the data analysis technique is correct. According to Miles & Huberman analysis consists of three activities that occur simultaneously: data reduction, data display, conclusions drawing/verification.³⁹ Regarding the three lines will be discussed further as follows:

1. Data Reduction

According to Miles & Huberman, Data reduction refer to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions.⁴⁰ As data

³⁹Miles, Mathew B., dan A. Michael Huberman. 1994. *An Expanded Sourcebook: Qualitative Data Analysis*. London: Sage Publications. Page: 23.

⁴⁰Miles, Mathew B... hlm.89

collection proceeds, further episodes of data reduction occur (writing summaries, coding, teasing out themes, making cluster, making partitions, writing memos). Data reduction is part of the analysis. With data reduction, researchers can get rid of unnecessary parts and organize data to get the final conclusions that can be drawn and verified.

2. Data Display

A display is an organized, compressed assembly of information that permits conclusion drawing and action.⁴¹ They believe that better data display is the primary means for valid qualitative analysis, which consist of various types of matrices, graphics, networks, and charts. All of it is designed to combine information that is arranged in a coherent and easily accessible form. Thus, an analyst can see what is happening, and determine whether to draw the correct conclusions or continue to carry out the analysis according to the suggestions told by the presentation as something that might be useful.

3. Conclusion Drawing/ Verification

According to Miles & Huberman, conclusion is only half of a Gemini configuration. Conclusion are also verified as the analyst proceed.⁴² When in the midst of data collection, researchers had a brief conclusion. To draw conclusions, of course, cannot be done haphazardly, it must go back to see the data to be verified. The final

⁴¹Miles, Mathew B., dan A. Michael Huberman. 1994. *An Expanded Sourcebook: Qualitative Data Analysis*. London: Sage Publications. Page: 11.

conclusions do not only occur at the time of the data collection process, but need to be verified so that they are truly accountable.

d. Data Verification

In qualitative research, there is a common technique usually used to check the trustworthiness of the data. In relation to his research, the use of trustworthiness of the data is necessary to be checked in order to reduce the researcher's opinion, prejudices, and biases about the data. To check the trustworthiness of the data the researcher used triangulation. Miles and Huberman state triangulation is one way to get the finding the first place by seeing or hearing multiple instances of it from different sources by using different methods and by squaring the data findings with others.⁴³ Furthermore, Meleong revealed that there are four kinds of triangulation techniques: (1) source triangulation, (2) methodology triangulation, (3) investigator triangulation and (4) theoretical triangulation. Triangulation was

⁴³Miles, Mathew B., dan A. Michael Huberman. 1994. *An Expanded Sourcebook: Qualitative Data Analysis*. London: Sage Publications. Page: 233.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher reports the results of code mixing experienced by the English teacher in the teaching process. In this study, the researcher discovered the types of code-mixing used by English teachers' utterances, as well as the reasons teacher uses code-mixing in teaching English. Here is the transcript of teacher and student conversations in the process of learning English for grade 9 of C classroom at SMPN 16 Semarang on May 29, 2023.

1.1. FINDINGS

The researcher's findings after using the study methodologies were presented at the beginning of this section. The outcome of the observation and the teacher interview were captured on audio. The English teacher is 38 years old, she is a Javanese woman. When teaching English materials, the teacher applied a variety of methods, including role playing, working in pairs, and explanations. She used English to discuss the content in her speaking class. She frequently mixed up the codes in order to make his explanation obvious, but because the majority of the students had limited speaking experience.

The researcher discovers the sorts of code-mixing in instructor and student utterances in the classroom after monitoring and collecting data.

1.1.1. TRANSCRIPTION

- (1) Teacher: assalamualaikum warahmatullah wabarakaatuh
- (2) Students: waalaikumsalam warahmatullaahi wabarakatuh
- (3) Teacher: ok Rafa. *Ayo* lead the prays first. **(Insertion of word)**
- (4) Rafa: attention please, before we start our lesson let's pray together.
Now, let's start to pray.
- (5) Teacher: thank you, Rafa. then let's sing our national anthem, the Indonesia Raya song, and please dian *maju kedepan* to guide the singing of the Indonesia Raya song. **(Insertion of phrase)**

(Students and teacher are singing the Indonesia Raya song)

- (6) Teacher: ok, good morning students
- (7) Students: good morning ma'am.
- (8) Teacher: how are you today?
- (9) Students: I am fine, thank you, and how about you ma'am?
- (10) Teacher: I am very well, thank you. Well, students, I want to ask you when you were little, did your parents ever read you *dongeng* or fairytale? **(Insertion of word)**
- (11) Students: pernah bu
- (12) Teacher: I think almost all of you have told many fairytales, right? Ok, Michael, what the story did you like most?
- (13) Michael: sangkuriang ma'am.
- (14) Teacher: oh Sangkuriang. That's good, and then how about you Dewi? What is fairytale *yang paling kamu gemari sejak kecil?* **(Insertion of clause)**

- (15) Dewi: kalau cerita yang internasional saya suka Cinderella bu, kalau yang di Indonesia saya suka Roro Jonggrang bu.
- (16) Teacher: I see, now do you like reading stories or watching movies?
- (17) Students: suka semua ma'am
- (18) Andre: watching movie
- (19) Teacher: *Danang kenapa lebih suka* watching movie? (**Insertion of clause**)
- (20) Danang: karena lebih seru bu, ngga ngantuk.
- (21) Teacher: ok, thank you for the answer. So *anak-anak*, the questions I asked you before **di-relate-kan** to our learning material today. So, today we will learn together about Narrative Texts. I hope you are able to compare the social function and identify the generic structures of the story. Now, please look at this and I want you to read what we are going to do today. Ok, go ahead. (**Insertion of phrase and insertion of hybrid**)
- (Students read the material displayed by the teacher on the monitor screen)**
- (22) Teacher: that's good. After doing the activities, *ibu akan menilai* your discipline, confident, and teamwork. After that, we continue to do some quizzes. Ok, are there any questions? (**Insertion of clause**)
- (23) Students: paham bu, belum ada yang mau ditanyakan.
- (24) Teacher: good. Now, *ibu akan ngeshare* worksheet to you. after this, I will play a video for you, when you watch the video, I want you to write down what information you get from the story, is it clear? (**insertion of clause, insertion of hybrid**)

(25) Students: Clear ma'am.

(Students are watching videos and working on worksheets)

(26) Teacher: students, do you enjoy the story?

(27) Students: yes ma'am

(28) Teacher: so, after you watch the movies. *Apa judul* of the story?
And can you tell me the story about? **(insertion of clause)**

(Rafa is raising his hands)

(29) Rafa: "A princess and the small golden ball"

(30) Guru: great Rafa, next how many characters in this story, Ulil? *Ada berapa karakter?* **(Insertion of clause)**

(31) Ulil: four characters ma'am

(32) Teacher: oke four characters, do you agree?

(33) Students: yes ma'am

(34) Teacher: Okay, can you mention it?

(35) Ulil: the princess, the frog, the princess's sister, and the king

(36) Teacher: excellent, Ulil. So, have you completed your worksheet, anyway?

(37) Students: belum bu

(38) Teacher: So, I will give you extra time to complete your assignments. 5 minutes *cukup?* **(Insertion of word)**

(39) Siswa: yes ma'am

(After 5 minutes)

(40) Teacher: *anak-anak*, have you finished? Okay, let's check your work. What is the title of the story? **(Insertion of phrase)**

(41) Febi: the frog Prince

- (42) Teacher: ok, do you agree, Gilang?
- (43) Galang: setuju ma'am
- (44) Teacher: then please write down the title on the board.
- (45) Teacher: *pertanyaan selanjutnya*. Who is the main character of the story? **(Insertion of phrase)**
- (46) Michael: the main character is the princess
- (47) Teacher: *Bagaimana kita tahu kalau* the princess is the main character, Michael? **(Insertion of clause)**
- (48) Michael: dari ceritanya ma'am.
- (49) Teacher: is there any other answer?
- (50) Nadia: karena ceritanya, menceritakan kehidupan the princess ma'am.
- (51) Teacher: you did a great job, Nadia, can we give applause to her?
- (52) Teacher: so, we can find the main character in a story from the name that is the earliest and most frequently mentioned in the story. Is it understandable?
- (53) Students: paham ma'am
- (54) Teacher: well, the next question is what happened *terhadap* the princess? **(Insertion of word)**
- (55) Students: the princess loved to play the golden ball.
- (56) Teacher: the next one is the complication parts. What are the problems faced by the main character in this story?
- (57) Galang: the princess played her golden ball in the garden and bounced it off on the ground. One day she bounced her ball too far away into the woods down into the old wall.

- (58) Teacher: excellent galang, *sekarang*, the last part. What did princess do to face the problem? **(Insertion of word)**
- (59) Daniel: dia meminta tolong pangeran kodok untuk mengambil bolanya yang terjatuh, lalu sebagai imbalan pangeran kodok ingin hidup bersama princess selamanya.
- (60) Teacher: can you tell us in English, please?
- (61) Daniel: she asked to the prince to get in the golden ball that fall into the old wall, for the return the prince frog want to live with the princess happily ever after.
- (62) Teacher: *mari kita beri* big applause to Daniel. Right, based on the description of the story that we have discussed together we can conclude the generic structure of the story. The first is orientation, next is complication, and the last is resolution. Now, we continue to the social function. So, what is moral of the story about a princess and the small golden ball? **(Insertion of clause)**
- (63) Febi: pelajaran yang dapat kita ambil adalah kita harus menepati janji.
- (64) Teacher: in English, please
- (65) Febi: so, the moral lesson of the story is that we have to keep our promise.
- (66) Teacher: that's very good Febi. Thank you very much. *Anak-anak*, after learning about narrative text material, we can conclude that there are three generic structure from narrative text.....And after this, I will give a quiz to check your understanding about narrative text. The time for you to work on the text is 15 minutes. **(Insertion of phrase)**

(67) Teacher: students, you have done a very good job today, so let's give us applause. Well next meeting, *kita masih akan mempelajari tentang* the language feature of the narrative text. So, I ask you to write another fairytale at home. Any questions? No? is it clear?
(Insertion of clause)

(68) Students: yes,ma'am

(69) Teacher: oke if there is no question. I think that's all today. Thank you very much for your attention, and Assalamualikum warahmatullah wabarakaatuh.

4.1 The Type of Code Mixing Used by English Teacher

According to Suwito (1985) defines there are six forms of code mixing, those are Insertion of word, insertion of phrase, insertion of hybrid, insertion of word reduplication, insertion of clause, and insertion of idiom. Insertion The researcher found there were four types of insertion, four of them as followed:

4.1.1 Insertion of word

Insertion of word is one of code-mixing comes from inserting Indonesian words into English utterances. Then, it is explained below:

Data 1

(1) Teacher: ok Rafa. *Ayo* lead the prays first.

From the teacher's utterance above, we can analyze that there is a mix of English-Indonesian. The word '*ayo*' is Indonesian, it means to invite someone to do something. In this case, the purpose of the utterance above is to invite friends to pray before

class begins. Placing the word '*ayo*' in between English expressions is called the insertion of word code-mixing.

Data 2

(10) Teacher: I am very well, thank you. Well, students, I want to ask you when you were little, did your parents ever read you *dongeng* or fairytale

The word '*dongeng*' is in the middle of an English sentence and is called the insertion of a word, so there is a mix of English-Indonesian. '*Dongeng*' has the same meaning as 'fairytale' in English. So, the purpose of the utterance above is to ask whether the students have ever read fairy tales by their parents or not.

Data 3

(38) Teacher: So, I will give you extra time to complete your assignments. 5 minutes *cukup*?

The word '*cukup*' in the last English utterance is a form of code-mixing because it inserts an Indonesian word into an English utterance. In this section, the word '*cukup*' is an adjective and has the same meaning as 'enough' in English. The aim of the utterance above is to inform that teacher gave extra time to the students in

Data 4

(54) Teacher: well, the next question is what happened *terhadap* assignment.

the princess?

The word '*terhadap*' is an Indonesian preposition that is mixed with English utterances. So, it is called code-mixing in the form of the insertion of word. The word '*terhadap*' in Indonesian has the same meaning as 'in/on/at' in English. So, the aim of the utterance above is to ask to the students about what happened to the princess in the fairy tale.

Data 5

(58) Teacher: excellent galang, *sekarang*, the last part. What did princess do to face the problem?

T

The word '*sekarang*' is an Indonesian adverb of the time which is placed in the middle of English utterance. So, it is called code-mixing by inserting Indonesian word into English utterances. The purpose of the utterance above is to inform the time when giving instruction, and as we know that the meaning of '*sekarang*' is '**now**' in English.

In this section, we can conclude that the words '*ayo, dongeng, cukup, terhadap, sekarang*' are classified as code-mixing insertion of word by inserting Indonesian word into English.

4.1.2 Insertion of Phrase

Insertion of phrase is one of code-mixing comes from inserting Indonesian phrases into English utterances. Then, it is explained below:

Data 6

(5) Teacher: thank you, Rafa. then let's sing our national anthem, the Indonesia Raya song, and please dian *maju kedepan* to guide the singing of the Indonesia Raya song.

The data is the utterance by the English teacher, the researcher found the insertion types in this utterance because she inserts the word “*maju kedepan*” that is mean ‘come forward’ in English, the speaker inserts the one phrase to other language. In this case, the phrase ‘*maju kedepan*’ is in the middle of English utterance. So, it is called code mixing in a form of insertion of phrase.

Data 7

(21) Teacher: ok, thank you for the answer. So *anak-anak*.....

T

he next data is phrase ‘*anak-anak*’ from the utterance above, that is located between English utterance, So, it is caused a code-mixing phenomenon, and then, it is called insertion of phrase code-mixing. The phrase ‘*anak-anak*’ means ‘children’ in English. But in this context, ‘*anak-anak*’ means ‘students’.

Data 8

(45) Teacher: *pertanyaan selanjutnya*. Who is the main character of

the story? (Insertion of phrase)

4.1.3 Insertion of Clause

A clause is a group of words that at least only consist of a subject and a predicate. One of the code-mixing forms is the Insertion of clause. In this case, it means mixing Indonesian clauses into English. Then, it is explained below:

Data 9

(14) Teacher: oh Sangkuriang. That's good, and then how about you Dewi? What is fairytale *yang paling kamu gemari sejak kecil?*

Based on the utterance above, we can see that there is a code-mixing phenomenon, it is a mix of English-Indonesian, the clause '*yang paling kamu gemari sejak kecil?*' is located in the middle of an English sentence, so it is called insertion of clause code-mixing. Then, the clause '*yang paling kamu gemari sejak kecil?*' is a dependent clause, so it does not have a complete idea if it does not follow by an object. The meaning of '*yang paling kamu gemari sejak kecil?*' Is 'something you like the most' in English

Data 10

(15) Teacher: *Danang kenapa lebih suka* watching movie?

The clause '*Danang kenapa lebih suka*' is a dependent clause that does not have a complete idea if it does not follow by an object. In this case, the object of this sentence was 'watching movie'. By placing '*Danang kenapa lebih suka*' between English sentence, so it is called insertion of clause of code mixing. The meaning of '*Danang kenapa lebih suka*' is 'Why does Danang prefer...' in English

Data 11

(22) Teacher: that's good. Ok. After doing the activities, *ibu akan menilai* your discipline, confident, and teamwork. After that, we continue to do some quizzes. Ok, are there any questions?

The clause '*ibu akan menilai*' consists of a subject and predicate, and it is a dependent clause, so it needs an object. In this case, the clause '*ibu akan menilai*' is a code-mixing phenomenon in the form of insertion of the clause. It is because the clause is placed in the middle of English utterance. The meaning of '*ibu akan menilai*' is 'the teacher will give the score' in this context.

Data 12

(28) Teacher: So, after you watch the movies. *Apa judul* of the *n* story? And can you tell me the story about?

menilai' is 'the teacher will give the score' in this context.

Based on the utterance above, there is a code-mixing phenomenon in the form of insertion of the clause. It is shown by the position of the clause which is in the middle of the English utterance. Then, the clause '*Apa judul*' is a dependent clause, because it is a question, so it needs an object to give a complete meaning. The meaning of '*Apa judul*' is 'what is the title' in English.

Data 13

(30) Guru: great Rafa, next how many characters in this story, Ulil?
h *Ada berapa karakter?*

clause '*ada berapa karakter*' (how many character) is a code-mixing phenomenon, and it is a form of insertion of clause code-mixing because it is mixing Indonesian clause into English. The clause '*ada berapa karakter*' is a dependent clause that comes from an interrogative sentence, so it needs an object to complete the meaning.

Data 14

(47) Teacher: *Bagaimana kita tahu kalau* the princess is the main
h character, Michael? (Insertion of clause)

clause '*Bagaimana kita tahu kalau*' (How does we knowthat...) is a dependent clause, so it needs an object to explain verb '*tahu*'. Besides that, that clause is a form of insertion of clause code

mixing, it is because there is a mixing of Indonesian clause into English.

Data 15

(62) Teacher: *mari kita beri* big applause to Daniel. Right, based on the description of the story that we have discussed together we can conclude the generic structure of the story. The first is orientation, the next is complication, and the last is resolution. Now, we continue to the social function. So, what is the moral of the story about a princess and the small golden ball?

ause '*mari kita beri*' (let's we give...) is a dependent clause, because it needs an object to explain the verb '*beri*'. So, it means the clause '*mari kita beri*' has to be followed by an object '*big applause to Daniel*' to give complete meaning. Then, the clause is located in the middle of an English utterance, so it is called as a code-mixing phenomenon in the form of insertion of clause.

Data 16

(67) Teacher: students, you have done a very good job today, so let's give us applause. Well, next meeting, *kita masih akan mempelajari tentang* the language feature of the narrative text. So, I ask you to write another fairytale at home. Any questions? No? is it clear?

on the utterance above, we can see that there is a code-mixing phenomenon, it is a mix of English-Indonesian. The clause '*kita*

masih akan mempelajari tentang' (we will still learn about...) is located between English sentences, so it is called insertion of clause code-mixing. Then, the clause '*kita masih akan mempelajari tentang?*' is a dependent clause, so it does not have a complete idea if it does not follow by an object.

4.1.4 Insertion of Hybrid

A hybrid is a combination of two elements from different languages and can produce a new meaning. So, the insertion of hybrid is a code-mixing phenomenon that occurs because of the insertion of hybrid. Then, it is explained below:

Data 17

(21) The questions I asked you before **di-relate-kan** to our learning material today. So, today we will learn together about Narrative Texts. I hope you are able to compare the social function and identify the generic structures of the story. Now, please look at this and I want you to read what we are going to do today. Ok, go ahead

Based on the utterance above, the word '**di-relate-kan**' comes from two elements from different languages; Indonesian and English. Indonesian affix *di-* and *-kan* are added to the word '*relate*' to form a new variation of meaning. In this case, the meaning of the utterance above is 'the questions I asked you before **is related** to our learning material today'.

Data 18

(24) Teacher: good. Now, *ibu akan nge-share* worksheet to you. After this, I will play a video for you, when you watch the video, I want you to write down what information you get from the story, is it clear?

word '*nge-share*' consists of elements of two languages, it is Indonesian and English, namely prefix '*nge-*', and verb '*share*' to form a new meaning

From the explanation above, the researcher found four types of insertion, those are: Insertion of word, insertion of phrase, insertion of clause, and insertion of hybrid. The frequency of the data is as follows on the table below:

Table 4.1.1

No	Type of Code Mixing	Frequency
1	Insertion of word	5
2	Insertion of phrase	3
3	Insertion of clause	8
4	Insertion of hybrid	2
	Total	18

1.1.2. The Reason of Teacher Using Code-Mixing

In this study, there were several reasons explained by Mrs. Anisah as a teacher the reason she used code-mixing in the teaching and learning process. The researcher learned the justifications for the teacher's use of code-mixing during English class, notably in the ninth grade, from conversations with the teacher.

1. In the practice of teaching English, the teacher considers using English more intensive in ninth grade, because their vocabulary mastery is more comprehensive when compared to their juniors. Since the majority of the students are at the basic level, the teacher must transition to another language so that the students may readily understand it. the teacher said that in her delivery there were some words that were difficult for students to understand because the students' vocabulary mastery was still on the basic level. so, she chose to collaborate in two languages that are English and Indonesian to make the delivery of the material clearer.
2. The teacher tries to convey the full meaning in English as a whole, but it turns out that at the end of the delivery of the material we repeat vocabulary that is less common in making concluding decisions, the two grammatical patterns are still in tenses. It is easier for students to understand if the teacher switches the language between Indonesian and English than when the teacher speaks all English.

3. Learning is improved in the classroom when there is code-mixing. The objective is to promote kids' interest in studying English. Create motivation first, and then, naturally, if the child is motivated, learning may begin. Learning materials are designed to increase children's motivation to learn English.

1.2. Research Discussion

From the data above, the researcher finds that the English teacher in SMPN 16 Semarang uses English and Indonesian in teaching learning process in the classroom, which English as a main language and Indonesian as a secondary. In this finding, the researcher finds that the teacher and students mostly use the type of insertion of clause during teaching learning process in the classroom. There are 8 data related to insertion of clause code-mixing. Moreover, the other types of code-mixing used by the teacher insertion of words code-mixing. There are 5 data of insertion of words found in this research. In occurs in different position such as initial, middle and the end of sentences. Then the researcher found 3 mixed tag data in this study. In this study, the researcher found that tag mixing occurred on several different occasions. Code mixing often occurs in natural communication. Code-mixing often occurs in natural communication. In natural communication, most people are not aware in using their language. Sometime they switch their language because they feel confused with what they want to say, sometimes they influenced the language to their mother tongue. Therefore, when the teacher speaks in the classroom, she often mixed her

languages. The teacher mixed her language in the classroom to talk about particular topic. Based on the result of the interview

CHAPTER V

CONCLUSION AND SUGGESTION

In the last chapter, the researcher presents a conclusion and gives suggestion related to data analysis and discussion result:

5.1. Conclusion

Based on the data analysis, it can be concluded that:

1. The types of code-mixing practiced by the teacher in teaching English were mainly fourth types. There are 5 utterances of insertion of word code-mixing, 3 utterances of insertion of phrase code-mixing, and 8 utterances of insertion of clause, and 2 insertion of hybrid code-mixing.
2. The reasons why the teacher used code-mixing in the teaching-learning process are code-mixing make the students more understand the material delivered by the teacher. Code-mixing makes the lesson more effective and increase the motivation of students to learn English.

5.2. Suggestion

The researcher suggestions are:

5.2.1. Teachers

code-mixing might be a useful strategy to use in low proficiency classrooms as well as in the intermediate level classroom. however, it needs to be reminded that code

switching is a tool or strategy to ensure the transfer of understandable input from teacher to student. Code-mixing should be considered as a strategy to be used as a last resort. It may not be used as a teaching method, so the teacher must supervise its use to students so as not to ruin the appropriate grammatical rules.

5.2.2. The Next Researcher

For the further researcher, this thesis hoped can be a reference for those who want to continue this research or conduct research with different method of analysis to get more accurate finding and could be the basis for starting new research with different sight.

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APPENDIX 1

INTERVIEW TRANSCRIPTION

A: apakah benar dalam pembelajaran Bahasa Inggris untuk siswa kelas IX menggunakan percampuran kode Bahasa?

B: Betul, itu dilakukan di semua kelas IX, sebenarnya ini dilakukan hamper disemua kelas di sekolah ini, akan tetapi berlaku lebih intens di kelas IX. Menyesuaikan kebutuhan akademis sekaligus dibuat agar siswa lebih familier dengan Bahasa Inggris.

A: kalau dari ibu Nur sebagai guru Bahasa Inggris, apa tujuan utama ibu mengajar dengan menggunakan percampuran dua kode Bahasa sekaligus?

Yakni Bahasa Indonesia dan Bahasa Inggris

B: kalau menurut saya pribadi sebagai guru, memang lebih nyaman mengajar Bahasa asing menggunakan Bahasa yang dipelajari, ya misal Bahasa Indonesia pake Bahasa indo, Bahasa inggris menggunakan Bahasa Inggris. Namun, lagi-lagi ini kan masih di tingkat SMP dan Bahasa inggris tetap sebagai foreign language bagi mereka, dikhawatirkan kalo kita full pake Bahasa inggris semua justru membuat materi yang kita sampaikan justru malah susah dipahami atau bahkan tidak tersampaikan. Maka dari itu mencampur kode kedua Bahasa adalah pilihan yang terbaik. Beberapa kalimat saya sampaikan full English lalu saya iringi dengan terjemah dari kalimat aslinya. Misalnya: 'student, your time is five minutes to complete the answer' lalu diulangi dalam Bahasa Indonesia 'anak-anak waktu kalian 5 menit untuk menjawab pertanyaan'. Hal ini dilakukan supaya siswa tidak lagi asing dengan kata atau kalimat dasar dalam Bahasa inggris yang mana akhirnya juga akan memudahkan mereka dalam pembelajaran dikelas maupun diluar kelas.

Selain itu dizaman yang perkembangan Bahasa sudah cukup luas ini, tanpa kita sadari kita lebih familier mengungkapkan kata dalam Bahasa inggrisnya dari pada kata asli Bahasa indonesianya, meskipun kita sedang berbincang dalam Bahasa Indonesia. misalnya saja begini ' eh aku kok ada feeling ya kita mau ujian dadakan habis ini' dibandingkan ' eh aku kok ada perasaan ya kita mau ujian dadakan hanis ini'

A: kalau dari siswa-siswa sendiri bagaimana tanggapannya bu dengan menggunakan campur kode Bahasa yang ibu terapkan?

B: ya awal-awal mereka agak susah menangkap karena masih asing di pendengaran mereka, namun karena ini konsisten dilakukan, Alhamdulillah kini mereka bisa menangkap dengan baik. Bahkan beberapa kalimat full inggris pun sekarang mereka sudah paham tanpa harus saya kasih terjemahan kalimatnya. Setelah ini tinggal bagaimana nanti anak-anak agar bisa menerapkannya juga di diri mereka.

A: kalau dari strategi pembelajaran yang ibu terapkan, apakah ada kekurangan atau kelemahan yang ibu hadapi?

B: sejauh ini sih belum ada ya, hanya saja perlunya pengawasan dan bimbingan langsung oleh guru untuk siswa melakukan code-mixing antar Bahasa, karena apabila dibiarkan tanpa ada bimbingan dikhawatirkan akan ada kesalahan penggunaan gramatikal dalam prosesnya, maka dari itu tetap harus diingatkan kepada anak-anak kapan dan bagaimana code-mixing di ucapkan.

A: jadi selanjutnya apa harapan ibu sebagai guru Bahasa Inggris dengan fenomena code-mixing ini?

B: harapan saya kedepannya semoga dengan strategi mengajar yang saya terapkan bisa memudahkan siswa dalam memahami materi yang saya sampaikan, juga bisa menerima instruksi yang saya buat dengan baik, selain itu saya juga harap anak-anak bisa lebih percaya diri berbicara dalam Bahasa asing dengan adanya code-mixing ini.

APPENDIX 2 RESEARCH DOCUMENT

LETTER OF RESEARCH STATEMENT



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: B - /Un.10.3/D.1/PP.00.9/05/2023

23 Mei 2023

Lamp :-

Hal : Mohon Izin Riset

a.n. : Khafidatul Hasanah

NIM : 1603046033

Yth.

Ibu. Purnami Subadiyah, S.Pd,M.Pd

Kepala sekolah SMPN 16 Semarang
di tempat.

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Khafidatul Hasanah

NIM : 1603046033

Alamat : Karang Mojo, Klego, Boyolali

Judul skripsi : CODE MIXING IN EFL CLASSROOM AT SMP 16 SEMARANG

Pembimbing :

1. Dra. Hj. Ma'rifatul Fadhillah

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 3 hari, mulai tanggal 23 Juni 2023 sampai dengan tanggal 26 Mei 2023

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



LETTER OF RESEARCH STATEMENT



SURAT KETERANGAN

Nomor : 070/ 212/ 2023

Yang bertanda tangan di bawah ini Kepala SMP Negeri 16 Semarang menerangkan bahwa:

Nama : Khufidatul Hasanah

NIM : 1603046033

Alamat : Karang Mojo 002/001, Klego, Boyolali

Telah melaksanakan riset di SMP Negeri 16 Semarang untuk keperluan penulisan skripsi dengan judul "CODE MIXING IN EFL CLASSROOM AT SMP 16 SEMARANG".

Adapun pelaksanaannya telah dilaksanakan pada tanggal 23 Mei 2023 s.d 29 Mei 2023.

Demikian keterangan ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.



APPENDIX 3 PHOTOGRAPH

DOCUMENTATION AFTER INTERVIEW



STUDENT RETELLING THE NARRATIVE TEXT





CURRICULUM VITAE

Name : Khafidatul Hasanah
Address : Karang Mojo, Klego, Boyolali

Place, Date of birth : Boyolali, 23rd February 1999
Gender : Female
Nationality : Indonesia
Status : Single
E-mail : khafity@gmail.com
Phone : 081215502010
Education : 1. Formal Education
Background :

- RA Raudhatul Athfal Karang Mojo
- MI Miftahul Ulum Karang Mojo
- Mts Ma'arif Andong
- MA Al Azhar Andong

2. Informal Education

- Ponpes Zumrotut Tholibin Andong (2011-2015)

Organization :
Background :

- The Chairman of IMB (Ikatan Mahasiswa Boyolali)
- The member of LPM Edukasi(2016)

Semarang, 27th of June 2023

The Researcher

Khafidatul Hasanah

