THE USE OF ENGLISH-INDONESIA CODE SWITCHING AND CODE MIXING IN TEACHING ENGLISH AS A FOREIGN LANGUAGE AT MTsN 2 KARANGANYAR IN ACADEMIC YEAR 2018/2019

THESIS

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Assalamu'alaikumWr. Wb.

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Wassalamu'alaikumWr. Wb.

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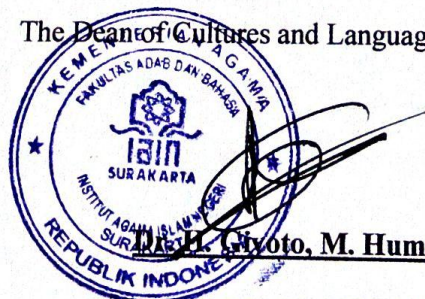
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DEDICATION

This thesis is dedicated to:

1. My beloved parent: Mr. Praptono and Mrs. Bayu Sri Budiningsih

2. My beloved sister and brother: Zulfa Fitria Amalia and Muchamad Ichlasul Amal

MOTTO

"So, verily, with difficulty, there is relief: Verily, with every difficult there is relief.

(QS. Al-Insyirah: 5-6)

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled *"The Use of English-Indonesia Code Switching and Code Mixing In Teaching English As A Foreign Language at MTs N 2 Karanganyar Academic Year 2018/2019"* is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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The researcher realizes that this thesis is far from being perfect. The researcher hopes that this thesis is useful for the other in particular and the readers in general.

Surakarta, August 28th, 2019
The Researcher,

Afifah Hidayati

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ABSTRACT

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Advisor   : Dr. Imroatus Sholikhah, M. Pd.,

Key words   : Sociolinguistics, code switching, code mixing

The objective of this research is the analysis of teachers' code switching and code mixing in teaching English as a foreign language. The objective of this research was to find out: 1) To explain and describe the types of code switching and code mixing in teaching English as a foreign language. 2) To know the functions of code switching and code mixing used in teaching English as a foreign language.

The method used in this research was descriptive qualitative research. The research does in March 2018-January 2019. The subject of the research was one teacher. The researcher conducted observations at the 7B, 7C, 7D and 7E, these classes were taught by the same teacher. The instruments to collect the data were observation and documentation. The researcher analyzed the data by using descriptive qualitative research. The trustworthiness of the research was methodological triangulation.

The result of the research showed that there are three types of code switching. The classifications of intra-sentential were 5 totals in the opening and 33 totals in the main activities. The classification inter sentential was 3 total in the opening and 19 total in main activities. The classification of tag switching 5 total in main activities. It can be seen that the most common type of code switching is inter sentential switching. There are 3 types of code mixing are. The classification of insertion 1 total in the opening and 1 total in congruent lexicalization. The classification of insertion was 23 totals in main activities, the classification of alternation was 9 totals in main activities and the classification of congruent lexicalization was 12 total in main activities. It can be concluded that the highest number of code mixing is an insertion. There are 6 functions of code switchig and mixing. The classification of addressee specification was 2 total in the opening The classification of repetition was 4 totals in the opening. The classification of personalization and objection was 2 totals in the opening. The classification of the facility of expression was 2 totals in the opening. In the main activity, the classification of the quotation was 11 totals. The classification of the addressee specification was 17 total in main activities. The classification of repetition was 12 totals in the main activities. The classification of interjection was 12 totals in main activities. The classification of personalization and objection was 22 totals in main activities. The classification of the facility of expression was 23 totals in main activities. It can be concluded that the most function is the facility of expression.

In conclusion, the dominant type of code switching is intra sentential switching, the next dominant type of code mixing is insertion and the dominant of function code switching and code mixing is personalization and objection. Suggestion to the teacher, after conducting this research, the researcher hopes that the teacher use code switching and code mixing more often because it could help the students understand and increase student's vocabulary.

ABSTRAK

Afifah Hidayati. 2019. Penggunaan Pengalihan Kode Bahasa Inggris-Indonesia dan Pencampuran Kode dalam Pengajaran Bahasa Inggris Sebagai Bahasa Asing Di MTsN 2 Karanganyar pada Tahun Akademik 2018/2019. Tesis, Pendidikan Bahasa Inggris, Fakultas Budaya dan Bahasa.
Pembimbing: Dr. Imroatus Sholikhah, M.Pd.,
Kata kunci: Sosiolinguistik, alih kode, campur kode

Tujuan dari penelitian ini adalah menganalisis alih kode guru dan pencampuran kode dalam mengajar bahasa Inggris sebagai bahasa asing. Tujuan dari penelitian ini adalah untuk mengetahui: 1) untuk menjelaskan dan menggambarkan jenis-jenis alih kode dan pencampuran kode dalam pengajaran bahasa Inggris sebagai bahasa asing. 2) Untuk mengetahui fungsi alih kode dan pencampuran kode yang digunakan dalam pengajaran bahasa Inggris sebagai bahasa asing.

Metode yang digunakan dalam penelitian ini adalah penelitian deskriptif kualitatif. Penelitian dilakukan pada bulan Maret 2018 - Januari 2019. Subjek penelitian ini adalah guru bahasa Inggris di MTs N 2 Karanganyar. Peneliti melakukan pengamatan di kelas 7B, 7C, 7D dan 7E, kelas ini diajarkan oleh guru yang sama. Instrumen untuk mengumpulkan data adalah pengamatan dan dokumentasi. Peneliti menganalisis data dengan menggunakan penelitian deskriptif kualitatif. Kepercayaan dari penelitian ini adalah triangulasi metodologi.

Hasil penelitian menunjukkan bahwa ada tiga jenis alih kode. Klasifikasi intra-sentensial terdapat 5 total dalam pembukaan dan 33 total dalam kegiatan utama. Klasifikasi antar sentensial terdapat 3 total dalam pembukaan dan 19 total dalam kegiatan utama. Klasifikasi tag switching terdapat 5 total dalam kegiatan utama. Dapat dilihat bahwa jenis alih kode yang paling umum adalah perpindahan antar sentensial. Ada 3 jenis pencampuran kode. Klasifikasi penyisipan terdapat 1 total dalam pembukaan dan 1 total dalam leksikalisasi kongruen. Klasifikasi penyisipan terdapat 23 total dalam kegiatan utama, klasifikasi pergantian terdapat 9 total dalam kegiatan utama dan klasifikasi leksikalisasi kongruen terdapat 12 total dalam kegiatan utama. Dapat disimpulkan bahwa jumlah tertinggi pencampuran kode adalah penyisipan. Ada 6 fungsi kode pengalihan dan pencampuran. Klasifikasi spesifikasi penerima terdapat 2 total dalam pembukaan Klasifikasi pengulangan terdapat 4 total dalam pembukaan. Klasifikasi personalisasi dan keberatan terdapat 2 total dalam pembukaan. Klasifikasi fasilitas ekspresi terdapat 2 total dalam pembukaan. Dalam kegiatan utama, klasifikasi kutipan terdapat 11 total. Klasifikasi spesifikasi penerima terdapat 17 total dalam kegiatan utama. Klasifikasi pengulangan terdapat 12 total dalam kegiatan utama. Klasifikasi kata seru terdapat 12 total dalam kegiatan utama. Klasifikasi personalisasi dan keberatan terdapat 22 total dalam kegiatan utama. Klasifikasi fasilitas ekspresi terdapat 23 total dalam kegiatan utama. Dapat disimpulkan bahwa fungsi yang paling adalah fasilitas ekspresi.

Kesimpulannya, tipe kode yang dominan dari alih kode adalah intra sentential , jenis kode yang dominan berikutnya dari pencampuran kode adalah penyisipan dan yang dominan dari alih kode fungsi dan pencampuran kode adalah personalisasi dan keberatan. Saran kepada guru, setelah melakukan penelitian ini, peneliti berharap bahwa guru menggunakan alih kode dan pencampuran kode lebih sering karena dapat membantu siswa memahami dan meningkatkan kosakata siswa.

CHAPTER I

INTRODUCTION

A. Background of The Study

In daily life, people use language to communicate what they want to say. In communicating they may use Indonesian, English, Javanese, Sudanese, etc. English become the most important language in the world because recently people's dependence on English for their activities including politics, business, entertainment media, and education. Therefore now English becomes an international language. As an international language, English has been divided into three broad categories: English as a Native Language (ENL), English as a second language (ESL), and English as a Foreign Language (EFL). There are two terms to describe English in the language classroom: English as a second language and English as a foreign language. In ESL classroom the students are expected to understand and communicative in the second language, they have to practice the language in natural circumstances. Whereas in EFL classrooms, the students learn the language in an environment where there is a little natural use of the language though they are expected to use the target language as the language teaching and for communication.

Language is closely related to communication. Language is a system of communication consisting of sounds, words, and grammar, or the system of communication used by people in a particular country or type of work. People use language to gain an understanding of their intention. Language is the way of communication for society. A bilingual society is formed. Bilingualism is the ability of an individual to speak two or more languages (Trudgill, 1992; 13), many sociolinguistics use the term 'bilingualism' to refer to individuals, and the term' multilingualism' for nations or society. According to Bloomfield in Liddicoat (1991),

bilingualism is a native-like control of two languages. Bilingualism is related to code switching and code mixing since all of them get in touch with two different languages. Many code switching and code mixing events occur both in Indonesia people conversation, especially in the English spoken community.

According to Trudgill (1992) is a process whereby bilingual or dialect to another within the same conversation. This is just the same as Gumperz (in Fasold, 1984: 16), that pieces of one language, which are used while a speaker is using another language are called code-switching. It means that it happens in a situation where a bilingual speaker switches one language into another language in conversational interaction. On the other hand, Wardhaugh 1992(in Alam2006) defines code mixing as the deliberate mixing of two languages without an associated topic change. From the definition above, code-switching is done by the speaker because they know that they alternate the other language because of some aspects. Meanwhile, code-mixing is done only by adding a single word and also clause because the speaker only mixes the words to make more interesting without changing the topic in the sentence or clause. The similarities of them just it the function when we use two or more languages as a variant language. But the differences are in code switching switch language event or variety of languages by the bilingual because of certain reason and consciously. While code mixing, the use of pieces of another language to one language that is needed probably, has the function and it is not considered as a wrong or deviation. In our country, a bilingual sometimes slipped a pieces of language in conversation it can be said code mixing.

Recently, many people use more than one language in communication with the people around them. As a result, people more often use many languages in one conversation; they will mix from one language to another language. This phenomenon

in mentioned by code switching and code mixing. Exactly it is not a new phenomenon in daily life when people use more than one language while they are speaking. Such as English teachers when they teach his students in the class. When their students are difficult to understand their speech, of course, they will switch or mix their language to make the students easier in understanding the material.

The researcher has conducted observation in 7B, 7C, 7D, and 7E grade at MTs N 2 Karanganyar. At this time, the process of English teaching-learning at MTs N 2 Karanganyar already implement the 2013 curriculum to achieve the learning objectives expected. The teacher stated that the students often confused if the teacher gave some materials or instruction which stated in English, the teacher should repeat the utterance to make the students understand. From the observation, the researcher found that the teachers inserted some of the Indonesian languages at the level of phrases or words in her English sentence.

For example :

T : Ok students let's look at the white board please. Ok students let's look at the board please. *Lihat papan tulis.*

S : Yes

T : Ok students, write and give underline the verb, ok sekarang *tulis dan beri garis bawah pada kata kerjanya* and look for the meaning *dan cari artinya.*

The example conducted on the first observation at 7C. When learning began, the teacher asked the students to look at the whiteboard, but the students did not understand what the teacher said and they did not pay attention to the teacher's command. Then, the teacher repeats the command and inserted the Indonesian language and the students pay attention to the whiteboard. Some students looked

drowsy because of the small teacher's voice and lack of clear material delivery. Sometimes the teacher switches and mixes the language in explaining the material because the students cannot understand if the teachers use full English. The teachers used the English language and then translate to the Indonesian language. The researcher experienced the phenomenon of code switching and code mixing for the first time of teaching English in the 7 grade of MTs N 2 Karanganyar. This phenomenon happened in teaching English.

From this problem, the researcher found that the students have a lack of vocabulary. The students did not understand what the teacher said and they did not pay attention to the teacher's explanation. Consequently, the teacher can use more than one language in teaching English; it helped students to understand the teacher's explanation. Moreover, it helped the teacher to communicate with the students. When the students understand the material which the teacher delivered, they became active during the class.

This research was about code switching ad code mixing. The researcher was interested to conduct a study on code switching and code mixing done by an English Teacher in teaching English. The researcher chose this topic because code switching and code mixing takes place on many occasions, whether in EFL or ESL. The teacher tends to switch and mix the language from English to Indonesian when he taught English. This makes the researcher feel enthusiastic to know deeply about this phenomenon. The researcher wants to know the types and the functions of using code-switching and mixing. It is important to take a look at the process, why and how this phenomenon happens in our surroundings. Therefore, the researcher is interested in conducting the research entitled "The Use Of English-Indonesia Code Switching And

Code Mixing In Teaching English As A Foreign Language At MTs N 2 Karanganyar In Academic Year 2018/2019"

B. Limitation of The Problem

In this research, the researcher limited the research in describing code switching and code mixing made by the English teacher in MTsN 2 Karanganyar in the academic year 2018/2019. The researcher limited the research in simulating to study the phenomenon of code switching and code mixing used in teaching and learning. English teacher often switches and mix several languages between Indonesia and English while teaching English.

C. Problem Formulation

Related to the background of the study above the researcher formulates this research into two questions to more focus. They are as follow:

1. What are the types of code switching and code mixing which are usually used in teaching English as a foreign language at MTsN 2 Karanganyar?
2. What are the functions of code switching or code mixing in teaching English as a foreign language at MTsN 2 Karanganyar?

D. The Objective of The Study

Based on the problems stated above, the objectives of the study are:

1. To explain and describe the types of code switching and code mixing in teaching English as a foreign language at MTsN 2 Karanganyar.
2. To know the functions of code switching and code mixing used in teaching English as a foreign language at MTsN 2 Karanganyar.

E. The Benefits of The Study

The research was intended to find the types and the functions of code switching and code mixing in teaching English foreign language.

1. Theoretical benefits

    The benefit of this research is to give more information about code switching and code mixing to enrich previous study and theory. It is also useful for the next researcher dealing with sociolinguistic analysis. The information is to understand the types and the functions of code switching and code mixing in teaching English as a foreign language.

2. Practical benefit

    a. This research can be useful for the researcher herself because it can be basic research for the researcher. The researcher will understand some knowledge after analyzing this subject.

    b. This research can be useful for students to give more understanding of language phenomena around them so that they can interact wisely.

    c. This research can be useful for the English teacher as well, to increase their understanding of the matter related to code switching and code mixing. This understanding will provide teachers with a heightened awareness of its use in classroom discourse and will lead better instruction by either eliminating it or dominating its use during the classroom activity.

F. The Definition of The Key Term

1. Sociolinguistics

   Holmes (2013:11), states that Sociolinguistics is the study of the relationship between language and society. They are interested in explaining why we speak differently in different social contexts, and they are concerned with identifying the social function of language and the ways it is used to convey social meaning.

2. Code-switching

   Likhipthongsathorn and Sappapan (2013:495) define code switching as a means of communication involving a speaker alternating between one language and another at the level of the sentence. It is to move from one code (language, dialect, or style) to another during speech for a number of reasons such, to signal solidarity, to reflect one's ethnic identity, to show off, to hide some information from a third party, to achieve better explanation of a certain concept, to converge or reduce social distance with the hearer, to diverge or increase social distance or to impress and persuade the audience.

3. Code mixing

   Mabule (2015:349) and Bokamba (as cited in Walwadkal 2011:45) define code mixing is embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from a cooperative activity where the participants.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical description

1. Sociolinguistics

Sociolinguistics is the study of the relationship between language and society. Fishman (1972:9) states that sociolinguistics as the study of the characteristics of language varieties, the characteristics of their functions, and the characteristics of their speakers as these three constantly interact, change and change one another within a speech community. Sociolinguistics is concerned with investigating the relationship between language and society with the goal being a better understanding of the structure of language and how languages function in a communication (Wardhaugh, 2006:13)

In supporting the definition above, the researcher takes the definition of sociolinguistics from Holmes (2013:11), states that "Sociolinguistics is the study of the relationship between language and society. They are interested in explaining why we speak differently in different social contexts, and they are concerned with identifying the social function of language and the ways it is used to convey social meaning". Language in society has variety and the use of language depends on the user of the language, language is used as a communication tool, to give information and opinion and to express what the speaker feels.

Based on the definition above, the researcher concludes that sociolinguistics is one field in language study that focuses on discusses the language related to society, the variety, function and the user of language.

2. **Bilingualism**

Bilingualism is an individual's ability to use more than one language variety. Bilingualism is the ability to use two languages. Trudgill (2003:24) said that bilingualism means the ability of an individual to speak two or more languages. Many countries in this world are called bilingual because they have more than one language. They also can speak more than one language.

Nowadays, bilingualism has become a common phenomenon. Social interaction always involves communication among society members by using language. While in social interaction, society members often use more than one language variety in their base language. It is done by purpose to convey what they mean in communication. This phenomenon is called the development of communication.

The using of two or more languages can be categorized into bilingual or multilingual. It happens because some people speak more than one language. Bilingualism is the practice of alternately using two languages (Weinreich, 1953). Based on Marasigan (1983:1), bilingualism is after all, primarily a linguistic term referring to the fact that linguistic has discovered significant alternations in phonology, morphology, and syntax in studying the verbal behavior of the particular population. While bilingual phenomena have certain linguistic features, the occurrences of these linguistic features themselves may have quite different social significance Gumperz, 1972 (in Marasigan1983:1).

Moreover, based on Liddicoat (1991) bilingualism is present in most countries throughout the world, in all cases of society and all age groups. Some factors such as economy, law, entertainment and trade lead a number many people to use more than one language regularly. One of the factors is the spread of foreign languages

in the world. People in some countries need to learn a foreign language to have the capability in communicating with foreign people to deal in some cooperation such as factors about.

From the statement above, it can be concluded that bilingualism has a certain linguistic feature that appropriates to learn as major goals in conversation. Bilingualism is also used by people in communication because of some factors such as education, the economy and law which forced to learn a foreign language.

According to Suandi (2014: 19) there are four types of bilingualism:

a. Balanced bilingualism, means that the ability to acquire balance language from one to another.

b. Dominant bilingualism refers to the ability to acquire one language more dominant than another language.

c. Simultaneous bilingualism refers to children who studied two languages at the same time, from childhood.

d. Successive bilingualism means that society learns two languages at the same time when he or she learns the first language.

3. **Code**

People use language as a code to communicate with others. The term 'code' is useful for speakers to get a better understanding ofothers. Speakers speak; they have to choose a particular code to express their idea or feeling. In this case, code is a particular language, dialect, style, register, or variety (Saragih, 1997:9)

Code is a system communication used in more than one language. Oladosu (2011:17) defines code as a class specific language variation, especially for the different strategies of verbal planning. In communications, a code is a rule for

converting a piece of information (for example letter, word, or phrase) into another form or representation, not necessarily of the same sort.

Meanwhile according to Liu (2006:3) code will be taken as a verbal component that can be as small as a morpheme or as comprehensive and complex as the entire system of language. When two or more people communicate with others, the system of communication that they employ can call as a code. Therefore, people are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes, sometimes in very short utterances and it means to create a code.

From those definitions of code that are given by linguists, it can be concluded that code is a system that is used in communication. Code is a particular language, style, dialect, register, variety or accent in using language when communicating with other people.

4. Code switching

Code switching is a communication that uses more than one language in conversation. Likhipthongsathorn and Sappapan (2013:495) define code switching as a means of communication involving a speaker alternating between one language and another at the level of the sentence. It is to move from one code (language, dialect, or style) to another during speech for a number of reasons such, to signal solidarity, to reflect one's ethnic identity, to show off, to hide some information from a third party, to achieve better explanation of a certain concept, to converge or reduce social distance with the hearer, to diverge or increase social distance or to impress and persuade the audience (Holmes, 2008)

Meanwhile, Gal (as cited in Wardaugh 2006:101) points out that code switching is a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their right and obligation. From the definition above it can be concluded that code switching is a communicative strategy that is used in bilingual or multilingual communities by using more than one language in conversation.

According to Alcnauerova (2013:6), code switching is a communicative strategy widespread in bilingual communities where the people can speak two languages comparably well, and they choose a code to transmit their intentions in the best way. Chaer states that code switching is used by speakers due to certain reasons and it is done consciously (1995:158)

From those definitions above it can be concluded that code switching means that a system of communication in bilingual or multilingual communities where the speakers use more than one language in their communications. Code switching can be used for self-expressions and is a way of modifying language for the sake of personal intentions and may be used to build an intimate interpersonal relationship among members of a bilingual community.

Speakers who practice code-switching have to be fluent in both languages. Namba (2005:66) states Code switching is the alternative use by bilinguals of two or more languages in the same conversation. There are some reasons why people code-switch. It correlates to social-group membership in bilingual and multilingual communities. Besides, code-switch used to establish the conversation which reflects behaviors, class, ethnicity, social situation and other social positions. Furthermore, people do code-switch to giving a name, quoting someone, marking and emphasizing group identity or solidarity, including or excluding

someone from a conversation, raising status, and showing language expertise (Grosjean, 1982).

In a bilingual or multilingual community, anyone who can speak more than one language will choose the language based on the situations or conditions. There will be a reason why a speaker changes the language to another language when speaking to a hearer. For example when there are two Indonesia people (Made and Ibnu) talking about their problem in doing their homework, and then they switch the language from Indonesia to English because of the presence of an English native speaker friend (Mattew). For example:

Made : *Pembagian* minus *Sembilan dengan tiga, bukan?*
Ibnu : *Benar, tapi 15 ini dari mana?*
Made : *Oiya ya. Aku bingung. Atau kita menggunakan rumus yang salah?*
Mattew : Hi, Made …!
Made : Eh, how are you Mat? You look more handsome. Hei Mat, this is my friend Ibnu, he is my classmate. Ibnu, this is Mattew, my cousin from America.
Ibnu : Hi Mattew, nice to meet you.
Mattew : Nice to meet you too Ibnu. Anyway, what are you talking about?
Made : *Nah, kita bisa tanya* Mattew. Hm… Mat can you help us?

From the example above, there are three speakers. There are Made, Ibnu and Mattew. Ibnu and Made are Indonesian, meanwhile, Mattew is an American. In the beginning conversation, both Made and Ibnu speak in the first language namely Indonesian, but when Mattew speaks in the first language namely Indonesian, but when Mattew comes; they switch their Indonesian language with the English language so Mattew can understand their conversation.

a. **Types of Code-switching**

Romaine in Susanto (2008:47) states that there are three types of code switching. Each of the types is discussed below.

1) Intra-sentential code switching

Intra-sentential code switching concerns language alternation that occurs within a sentence or a clause boundary. Sometimes it includes mixing within word boundaries. Since intra-sentential code switching occurs within sentence/ clause/ word boundaries/ phrase.

For example:

Translate the first paragraph, c*ukup* the first sentence and the second sentence.

Further supported by Hoffman (1991) that is the switch that occurs within a sentence. It often occurs when someone uses one language and suddenly switches to another language in a sentence.

2) Inter-sentential switching

Romaine in Susanto (2008:48) stated that inter-sentential codes switching is the switch involving movement from one language to another between sentences. This situation may also include a switch from a whole sentence or more than one sentence produced entirely in one language. Inter-sentential switching may serve to emphasize a point made in the other languages in conversation.

The following example shows inter-sentential code switching from one language to another language:

"*Ini lagu lama tahun 60 an*. It oldies but goodies, they said. *Tapi masih enak didengerin*"

It shows Indonesian bilingual switches from Indonesian to English (Indrawan,2010:76)

Further supported by (Hoffman, 1991:112) inter-sentential switching is the switch from one language into another language that occurs between sentences or speech acts.

3) Tag switching

Tag switching occurs when the speaker uses one language and gives short or tag expression with another language at the end of the utterance. This switching is not influencing the syntactic rule because of the minimal word furthermore in the end sentence. So, this switching does not break the syntactic rules. (Romaine Susanto, 2008:47).

For example:

Saya kurang paham masalahnya, you know?

The example is the Indonesian/ English tag question. We can see in the expression "you know" was showed the tag switching.

5. Code Mixing

Code mixing is the use of the elements of language such as words, phrases, into another language without changing the topic. Code mixing happens in a single sentence or utterance without breaking the grammatical rules of the first language. Mabule and Bokamba (as cited in Walwadkal 2011:45) have the same opinion in defining code mixing. Code mixing is embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from a cooperative activity where the participants, to infer what is intended, must reconcile what they hear with what they understand.

Besides Mazrani (2013:8) defines code mixing as the mixing of different varieties within a single utterance or even within a single word. It doesn't have to affect all linguistics levels. Yee (2007:1) also states that code mixing is the change

of one language to another within the same utterance or in the same oral or written text.

From the definition above, it can be concluded that code mixing refers to adding or mixing some parts of another language such as words or phrases into one language in a certain topic without break the grammatical rules of the language.

For example:

A : *Kapan jadinya pergi ke Medan*? (When will you go to Medan?)

B : *Besok* (tomorrow)

A : Jam berapa perginya? (What time do you go?)

B : *Jam 10 pagi* (10.00 a.m)

A : *Sudah* packing? *Bareng siapa perginya*?

(have you packed?)

B : *Sudah* fix *semua kok, aku akan berangkat bareng Ima, besok antar aku ke stasiunya ya* please! (All the things are fixed. I will go with Ima, can you take me to the stasiun please?)

The example above is a conversation between speaker A and speaker B. they used the Indonesian language but they mixed the English language into the Indonesia language. It can be seen from the conversation that the bold are English words (packing, fix, and please)

a. **Types of Code Mixing**

Muysken (2000: 3) defines that there is three main code mixing patterns operant in different bilingual speech communities; insertion, alternation, and congruent-lexicalization.

1) Insertion

Insertion occurs when a single constituent B (with words b from the same language) is inserted into a structure defined by language A (with words from that language). It is the insertion of material (lexical items or entire constituents) from one language into a structure from the other language. It happens when Indonesian utterances contain different words from the other language, especially English. A word is the smallest unit of languages that carries meaning and consists of one or more morphemes that are linked more or less tightly together. Insertion is also the same as matrix language that inserted suffix and prefix in Indonesia with English words and vice versa.
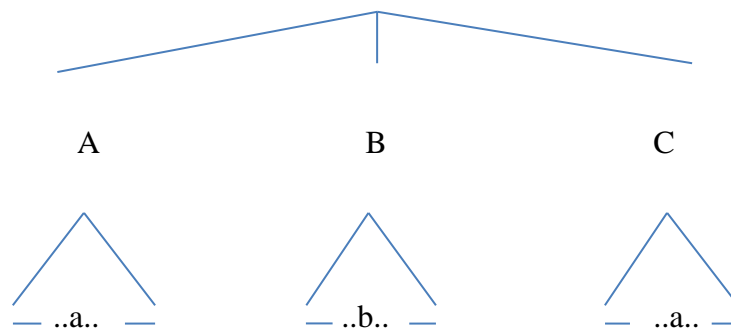
For example: *nanti kalau pas ketemu kata yang dicari di lirik saya akan* stop *lagunya.*

When the teacher asked the students to find the world in the song she used the insertion of the word. The teacher mixed the Indonesia language with the English. The evidence can be seen from the sentence *nanti kalau pas ketemu kata yang dicari di lirik saya akan* stop *lagunya..* Here the Indonesian language '*nanti kalau pas ketemu kata yang dicari di lirik saya akan*' mixed with English stop**.**

2) Alternation

According to Poplack (1980) in Muysken (2000: 4), this mixing in terms of the compatibility or equivalence of the languages involved at the switch point. In this perspective code mixing is a kind to the code switching of codes between turns or utterances. A constituent from language B (With word from that language). The language of the constituent dominating A and B is unspecified. Alternation can be described as the use of a phrase or clause inserted in the sentence.

a   b

For example: I mean, *ganti ke kalimat lain*

The sentence above occurs when the Indonesian participant talks about a paper about sentence choice that he needs to submit. He uses the expression "I mean" to introduce the rest of his utterance in his first language. In the example, there is no reason to assume that the English first segment is embedded in the Indonesian language second segment or vice versa.

3) Congruent-Lexicalization

Congruent lexicalization is material from different lexical inventories into a shared grammatical structure. As stated by Labov (1972) and Trudgill (1986) as cited in Muysken (2004: 4), the notion of congruent lexicalization underlies the study of style shifting and dialect or standard

variation. The grammatical structure is shared by languages A and B, and words from both languages a and b are inserted more or randomly.
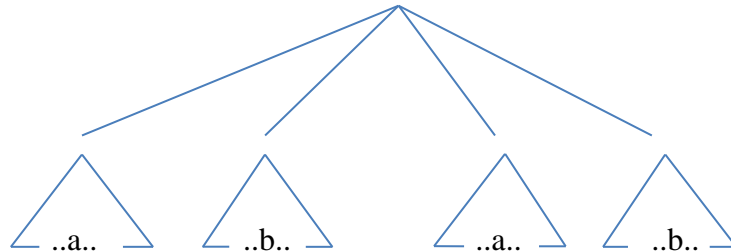
For example: software *gua buat* convert file *wav jadi* mp3, *udah* expired

In the sentence above, the participant states that the software that usually uses to convert his music file has expired. In this situation, the grammatical structure is shared by languages A and B and words from languages a and b are inserted more or randomly.

b. Functions of Code Switching and Code Mixing

Code switching and code mixing have a function in communicating . There are some functions of code switching and code mixing that be presented.

The definition of functions of code switching and code mixing is given by Marasigan (1983)

1) Quotation

Based on Marasgan (1983: 73), "subjects quoted themselves and others directly or indirectly to sound more credible to the addressees". She explained that seemingly, a quotation served as proof that what they were saying were facts that the addressees had to believe. Example of quotation:

This was extracted from written composition of a girl narrative an experience. … And while we are in the park, *sabikosakanila* "Maglarotayo (I told them, "let play")

2) Addressee specification

Marasegan (1983: 76) stated in this type of switch, it recognizes not only interacting members of the speech events but also recognizes that their language behavior may be more than merely a matter of individual preference of facility, but also role relation.

Example of addressee specification:

Hindi korinpapayaganyan (neither will let him go)
Hindi naman nag-aaral eh (he does not study his lessons)
No I'm not allowing you to go out! *Kahitsaanka pa pumunta* (even if you seek the help of other people).

The speaker used Pilipino when she told her co-teacher that she would not let her pupil leave the classroom during her teaching period.

3) Repetition

Marasigan (1983: 79) stated that sometimes a message is repeated in the other code, either literally or in a somewhat modified form. Repetition may serve to clarify what is said, amplify or emphasize a message, or mark a joke.

Example of repeated:

A : Ate Christy, you stretch your legs.
B : *Ano* (what)?
A : I said, "You stretch your legs."
B : *Ano* (what)?
C : Darling, *magtagalogka* (darling, speak tagalog).
        Ate Christy does not understand English.
A : Ah! Ate Christy, i-stretch moan legs mo.
C : (laughing) *sabiko*(I said), "you speak in Tagalog,"
        tagalog bay an (is that tagalog?
B : *Oo, sabikonamani-stretch nyaang legs nya*, ah

(yes, I told her to stretch her legs)

Based on Marasigan (1983: 79), the example above was considered as a form of repetition rather than a quotation. On the other hand, the speaker A and C quoted themselves because of the short of the span time between the original and the repeated message. The original message has been uttered by the speakers a long time ago and they are just recalling them aloud. It can be shown from the conversation that this message was that she repeated in English (you speak in Tagalog) when she felt A didn't understand about her instruction. After being instructed the speak Pilipino to be understood by B she repeated her message in Mix-mix. She repeated her message in English because of the puzzle to the researcher. She thought that B could not here her very well and so her intention in repeating her message to be hear rather than to be understood. Maybe A presumed that B could understand English and therefore, there was no need for her to repeat what she said in the other code.

4) Interjection

Marasigan (1983: 81) explained that the switch to mark an interjection may either be from the "we" to the "they" code or from the "they" to the "we" code. She added normally, the subjects used or switched to Pilipino when they utterance interjections. Interjections express strong feelings or emotional and as already explained. Pilipino expressions describe Filipino emotions very well. Indonesian also expressions describe Indonesian emotions very well.

Example of interjection:

While having lunch together, A noticed that C was about to eat banana (A's banana) for dessert.

A : Very bad! *Akinyan* (that's mine)

B : Help, *hepsaamingdalawa* (that's our)

A *: Ay, nag-bell* (hey, the bell is ringing for our

next class)!

This conversation indicated that the choice of the English interjection was influenced by setting. The using of "very good" and "very bad" among the first and the most common interjection learned by students in school since they are used by their teachers to assess their performance or behavior. The using of words "very bad" is to express her disapproval for C behavior.

5) Message qualification

The function of message qualification based on Marasigan (1983: 83) is to express the time of conception. She (1983) also explained that another large group of switches consist of qualifying constructions such as clauses, sentences and phrases (verb and noun complements)

Example of message qualification:

Two teachers were supposed to meet one day in school. Both of them claimed that they came, but for some reason they did not meet each other.

A : *Nanditoako* (I was here)

C : *Walaka ditto* (You were not here)

A : *Nanditoako* (I was here). Friday? *Nanditoako*

(I was here)

C : Not this Friday. Before All Saints Day.

Yun angusapan (That's the appointment day)

There are two teachers involved in the conversation above. They talk about when they were supposed to meet, but they did not meet at all. The speaker S inline 3 speaks in Pilipino and switches to English because she claims that the came to the place where they had to meet on Friday. Then, the speaker C answers that the day of their appointment was before All Saint's Day. Both of the speakers switch the language to English because they want to express a specific time. Another reason to switch – code under this category is to convey the speaker feeling to another (Marasigan, 1983). A speaker does switch code to express his or her feeling, as the example taken from a person who wrote about his role as a father. He said, "I don't know kung paano pa anggagawing kung pagkayod (how hard I still have to work) Marasigan 1983. At first, the speakers say 'I do not know' indifferently, and then he reveals his feeling about how hard he works to earn money for the family but that is not enough. He tells this to the readers in Pilipino to make them understand his feeling.

6) Personalization and objectification

Marasegan (1983: 85) stated that the code contrast here seems to relate to such things as the degree of speaker involvement in, or distance from, a massage 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 example is taken from the conversation between two friends that talk about the latter's friend.

A : Saansyangayon (where does she teach now)?
B : She's a scholar

A : Saan (where)

B : She's talking up her M.A

A : Ah, hindinagtuturo (so, she doesn't teach)

B : Ikaw na maging matalino

    (It takes someone intelligent to have that privilege)

The speaker B answer the two first question asked by speaker A by using the English language and switches to Pilipino when answering the last question. It is what Marasigan explains by "opinions, deduction, conclusion which are almost always personal are expressed in Pilipino. Presentation of what the speaker regards as objective facts is usually done in English". Speaker B tells the objective facts about her best friend by using English and switches to Pilipino when telling the interlocutor about her personal opinion.

7) Facility of expression

Based on Gumperz and Hernandez in Marasigan (1983: 90) not all instances of code alternation convey the meaning. Marasigan (1983) explained that the text contains several instances "where the shift… can only be interpreted as difficulty in finding the right word at the time of speaking or writing or merely as a sign of the subject's lack of familiarity with the style he is using".

Meanwhile, the following ten functions have been described in the professional literature by Malik (in Muthusamy: 2009)

a) Lack of facility

According to Malik (in Muthusamy: 2009), bilinguals or multilingual often explain as people do code switch when they cannot find an appropriate expression or vocabulary item or when the

language of conversation does not have the particular word needed to carry on the conversation smoothly.

He offers the example of *charan Sparsh* (touching feet) that does not convey the same meaning in the speaker's code as it does in Hindi the reason for switching may however be culturally conditioned. David (in Muthusamy: 2009) notes that an alien concept often has a speaker switch to the language from which the concept is borrowed. For example, the lexical item *social drinker* in English that is unacceptable in a Malay situation because of the simple fact that drinking alcohol is prohibited in Islam and the Malay- Muslim world does not have a word for it that is equivalent to its meaning in English. Hence, the phrase *social drinker is directly* borrowed and used as an instance of phrase level mixing as in the following example:

> *Saya di fahamkan bahwa OKS jarng minum, hanya seorang* social drinker (I understand that OKS seldom drinks, he is only a social drinker)

b) Lack of register

When speakers are not equally competent in two languages and when the speakers do not know the terms in two languages, then the code switching occurs. For example, college students often code switching by moving from Hindi to English. In certain occupations code switching takes place in the speech of doctors, lawyers, engineers while they interact among themselves because proper terms in Hindi or any other language other than English may not be available to them. As a result, they utilize the English terminology

that they are familiar with. Thus, one can identify a great deal of lexical code mixing.

As David (in Muthusamy: 2009) notes, it is vital for a courtroom setting in Malaysia that specific terminology is used to refer correctly to an object or a character. The use of the exact terminology or vocabulary is important in this setting when the terminology plays an important role and has the potentiality to make a major impact on life and death, freedom or imprisonment. Therefore, whichever that code is that enables the speaker to get his or her exact meaning across will be the one that is acceptable to the interactants including one where language mix occurs. The following example cited by David is to the point:

> *Ujian* alcohol *telah dijalankanya itu* breath analyzer test. *(*The alcohol test was conducted, i.e., a breath analyzer test)
> The term breath analyzer is in English rather than in the matrix

language, Bahasa Malaysia, simply because of its context- bound significance.

c) Mood on speaker

Malik (in Muthusamy: 2009) claims that usually when bilinguals are tired or angry, code switching takes places with a new dimension. This means, when the speaker is in the right state of mind, he/she can find the appropriate word or expression in the base language. Very often he/she knows exactly the word in both the languages (X and Y) but the languages Y may be more available at the point of time when the speaker has a disturbed mind. Such circumstances may create a hurdle in getting the appropriate word or

phrase in the language in which the speaker may be more proficient if he is not mentally agitated.

d) To emphasize a point

Switching is also used to emphasize a point. Gal (in Muthusamy: 2009) reports several instances in which a switch at the end of an argument not only helps to end the interaction but may serve to emphasize a point. She has taken an example from English/ German code`` switching and stressed that switching from English to German is a means of adding more force to the statement. Meanwhile, David (in Muthusamy: 2009) uses the courtroom environment to show how defending lawyers use dominant Malaysia language to start with and shift to English to emphasize an important point to the judge that the accused had not committed any crime for 10 years.

> *Sebelum OKT pernah ditangkap pada tahun 1975 dan* 1986. There has been a 10 years gap since the last offence. *Semenjak itu* OKT *telah berumah tangga, mempunyai kerja tetap dan insaf.* (Before this, OKT was caught in 1975 and 1986 … since the OKT has married and has held a steady job)

e) Habitual experience

Malik (in Muthusamy: 2009) stresses the fact that code switching often occurs in fixed phrases of greeting and parting, commands and request, invitation, expressions of gratitude and discourse markers, whereas Hoffman (in Muthusamy: 2009) reports that in Puerto Rican homes, the mother gives short commands to their children in English, such as *Don't do that…* and the rest of the mother's warning will be in Spanish. David (in Muthusamy: 2009), in

turn, cites an example of habitual mixed discourse in a Malaysian courtroom where the dominant or matrix language is Bahasa Malaysia:

> *merupakan* arrest case *atau sesama*?
> (Is this an arrest case or a summons case?)

f) Semantic significance

Malik and Gumperz (in Muthusamy: 2009), and Gumperz and Hernandez (in Muthusamy: 2009). All stress that switching at a particular moment conveys semantically significant information. It is a communicative resource that builds on participant's perception of two languages. Lexical choice conveys meaning during code switching. Gal (in Muthusamy: 2009) reinforced this view by stating that listeners interpret code switching as an indicator of the speaker's attitude, or communicative intents and emotions as code switching is a tool for conveying appropriate linguistic and social information.

By the same token, David (in Muthusamy: 2009) describes a range of speech acts like reprimands, directives, requests and warnings that are conveyed by using different intricate strategies to show the semantic significance in certain specific situations. It is not only the lawyer who code switches, but also the judge. The example below shows how a judge shifts from Malaysian, the official language at Malaysian courts, to English as a face saving gesture:

> *Kenapa kamu tidak setuju, panggilan pertama telah dijawab oleh* BG Boy *dan tentu Das mesti menanya dimanakah* BG Boy *berada? Kamu tak faham soalan, saya maksudkan ...* (Why don't you agree- boy responded to the first call and surely Dos asked where he was? You do not understand the question, I mean …)

g) To show identity with a group

Di Pietro (in Muthusamy: 2009) reports that Italian immigrants would tell a joke in English and give the punch line in Italian, not only because it was better said in Italian but also to stress the fact that they all belong to the same minority group, with shared values and experiences cited in Malik (in Muthusamy: 2009).

h) To address a different audience

Malik (in Muthusamy: 2009) states that code switching also used when the speaker intends to address people coming from various linguistics backgrounds. For example, in India the television announcer often uses Hindi as it is the national language but also switches to English. Furthermore, he often repeats the same in English for South Indians people who do not know Hindi.

Similar types of situations have also been reported in some other settings. Linguistic reinforcement often takes place even in courts, according to David (in Muthusamy: 2009) where counsel tends to speak several different interlocutors at the same time. During such occasions obviously they mix codes or switch codes according to the ethnicity of the addressee. One reason for such use of mixed languages is to address simultaneously persons from different linguistic backgrounds. Also, the speaker clearly distinguishes who he/she addresses and what should be communicated. Hence, the speaker uses part of the sentence in one language and the other part in another language. In the example below the lawyer used a mixed

discourse of English/Malay, and the part of his utterance in English is directed to the judge and the other in Malay is meant for the witness.

> Objection, *ada dua fakta di sini*. The facts of the chart sheet are clear; it is a clear indication of misinformation. *Mana satu nak jawab?*
> (Objection, there are two facts here. The facts of the chart sheet are clear; it's a clear indication of misinformation. Which one do you want to answer?)

The code switch is important as the judgment is dependent on the argument of the lawyer.

i) To attract attention

Malik (in Muthusamy: 2009) shows that in advertisements (in both, written as well as in spoken) in India, code switching is used to attract the attention of the reads/ listeners. In English newspapers when the readers come across non-English, either Hindi or any one of the other Indian languages, the reader's attention is automatically drawn to depend on the language background he/ she originates from.

6. English as a Foreign Language

There are some important contextual differences between English being a second language or a foreign language. Al Bulushy (1997) distinguishes between the two affirming that a second language is a language to be made the official language of a country, to be used as a medium of communication in such domains as government, the law courts, the media and the educational system. Getting on in such societies requires the master of the official language as early in life as possible. The second language, in this case, is seen as a complement to the person's mother tongue, or first language.

English as a foreign language, in contrast, applies when the language is made a hot recess in a country's foreign-language teaching even though it has no official status. It becomes the language in which children are most likely to be taught when they arrive at school, and the one most available to adults, who for whatever reasons, never learn it. Choosing a particular language to be a foreign language in a country depends on reason such as historical tradition, political expediency and the desire for the commercial, cultural or technical contact.

When we come to the conditions for teaching/ learning English in the classroom either as a second or a foreign language, some differences appear accordingly. Al Bulishy (1997) distinguishes between second language and foreign language learning. He argues that in a second language acquisition context, the language is spoken in the immediate environment of the learners who have good opportunities to use the language for participation in natural communication situations.

In foreign language situation, however, the language is not spoken in the immediate environment of the learner, although mass media may provide opportunities for practicing the receptive skills. Unlike the second language condition, there is little or no change for the learner to use the language in natural communication situations in a foreign language setting.

7. **Previous Study**

Related to this research, the researcher chooses some literature about the previous researcher which are relevant to the research.

One of the researchers related to code switching and code mixing study conducted by Citra Isna Norlaili (2012), entitled "*English code switching and code mixing in television advertisement and its contributions to language*

teaching". In this study, analyzed code switching and code mixing found in an Indonesian television advertisement. English code switching and code mixing are often presented on the slogan, product features and characteristics and the main message of the advertisement.

This research aims to find out the types and the reason of code switching and code mixing in an Indonesian television advertisement. This research uses descriptive qualitative research. The conclusion of the final project is there are several types of code switching and code mixing, according to Hoffman's and Scotton's theory.

Second research dealing *with* code switching conducted *by* Rachel Veni Kumalasari (2008), entitled *"A study of code switching in "Empat Mata" talk show"*. The thesis ratified in August 2008 tried to find out the code switching using in "Empat Mata" talk show. The researcher used both qualitative and quantitative approaches because, the researcher need qualitative observation with a limited number of informants, which was followed by a quantitative survey of a sample from a population.

Third research dealing with code switching conducted by Ummu Habibah (2015), entitled *"English-Indonesian code switching used in Pondok Pesantren Darul Falah Be-Songo Semarang"*. This research focuses on the analysis of code switching used by the students daily speaking in Pondok Pesantren Darul Falah. In this research, she analyzed the reason and the types of code switching used in Pondok Pesantren Darul Falah. This research used descriptive qualitative research.

The data of the research shows that the reason of code switching proposed by Hoffman and Dias opinion. They are: talking about a particular topic, quoting somebody else, being emphatic about something, interjection, repetition, intention,

expressing group identity, because of real lexical need and to exclude other people. There are three types of code switching including intra sentential switching, inter sentential switching and tag switching.

The last related research was conducted by Saldi Ady Saleh (2017), entitled "*An analysis of code mixing used by the teachers of Zaridah House of learning in teaching learning process*". This research discusses code mixing used by the teachers of Zaridah House of learning in the teaching learning process. This research aimed to find out the types of code mixing, the percentage using code mixing and reason for using code mixing on the teaching process.

The data analyzed using a qualitative method. This research focused on code mixing used by the teacher used Hoffman's theory about code mixing. The researcher concluded that there were two types of code mixing used by the teachers they were intra sentential code mixing and involving a change of pronunciation and the reason of code mixing were Quoting somebody else, interjection, repetition and lexical need.

Table . 2.1 The Table of Comparative Previous Study

No	Previous Study	Similarity	Difference
1.	English code switching and code mixing in television advertisement and its contributions to language teaching	Analyze code switching and code mixing and used descriptive qualitative research.	The object of research above is television advertisements.
2.	A study of code switching in "Empat Mata" talk show".	The case concerned code switching.	Used qualitative and quantitative. The object of the research was a talk show by Tukul Arwana in "Empat Mata" talk show.
3.	English-Indonesian code switching used in Pondok Pesantren Darul Falah Be-Songo Semarang	Used descriptive qualitative research.	The subject of this research is the students'.
1.	An analysis of code mixing used by the teachers of Zaridah House of learning in teaching learning process	Used descriptive qualitative method and the subject of this research is the English teacher.	The theory taken from Marasigan's theory.

Based on the table, the differences between previous studies. This thesis focus on the types of code switching and code mixing used by the English teacher. The theory of types code switching taken from Susanto's theory, the types of code mixing from Muysken's theory and functions of code switching and code mixing from Marasigan's theory.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design of this study is a descriptive qualitative method. It is because doing this research collects the data, makes an analysis and finally concludes. Tohirin (2012:3) state that qualitative research is research to comprehend phenomena which are experienced by the subject of research e.g behavior, perception, motivation, action and the other. The descriptive qualitative method aims to describe a place, fact and characteristic of population systematically, factually and accurately. The descriptive qualitative method employs technique seeking, collecting and analyzing data.

In this research, the researcher used the descriptive qualitative method. Based on the reason and purpose of this research, namely to find out and describe the use of English-Indonesia code switching and code mixing in teaching English as a foreign language at MTsN 2 Karanganyar.

B. Subject of the Study

The subject of this research is the teachers who teach English in MTs N 2 Karanganyar. The researcher focused to describe code switching and code mixing used by the English teachers in MTsN 2 Karanganayar. In MTs N 2 Karanganyar there are five teachers teach English. In this research, the researcher just takes one teacher who is teaching in first grade as a subject of research. The teacher name Mrs. Widyaningsih, S. Pd who teaches at the first grade. The researcher takes the teacher who teaches at the first grade because the teacher often uses code switching and code mixing in teaching learning process.

C. Setting of the Research

1. Place

This research was conducted in MTsN 2 Karanganyar that is located in Jl. RW. Monginsidi, Tegalgede, Karanganyar, Jawa Tengah. The location of this school is in the middle of Karanganyar where it can be reached by public transportation easily. This school includes seventh until nine classes. The researcher conducted observation at the 7B, 7C, 7D and 7E, these classes were taught by the same teacher

2. Time

Time of observation and research were used to take data. This research was conducted in January 2019, the time of the research was going for 1 month. The researcher conducted the first observation on Wednesday, January 23, 2019, the second observation on Thursday, January 24, 2019, the third observation on Monday, January 28, 2019 and the fourth on Tuesday, January 29, 2019.

D. Research Instrument

In qualitative research, the most important research instrument is the researcher himself with or without the help of other people. According to Moleong (1940: 4), "As the main instrument, the researcher plans the research, collect the data, analyses the data, interprets and finally reports the result of the research". In this research, the researcher himself was the main tool to get the information or data for this research.

This study conducted by the English Teachers in MTsN 2 Karanganyar while during the class activities. The data were utterances and verbal action which were relevant to their communication process (teaching-learning process). The process of

collecting the data also was used some additional instruments, recording and field notes.

E. Technique of Collecting Data

Data has a very important role in the research, because without data, the research is impossible to get the result. The technique of collecting data is the method that is used in collecting data. Moleong (2010: 8-13) stated there are three methods applied by qualitative research, namely observation and interview and documentation

In collecting the data, the researcher employs the technique as follows:

1. Observation

Observation is a data collection technique that is required. The researchers went to the filled to observe matters relating to space, place, actors, events, objects, time, events, goals and feelings (Ghony and Almansyur, 2014: 165). In this method, the researcher conducted the observation directly to the symptoms of the subject observed, whether was the observation conducted in a real situation or an artificial situation. The researcher observed the teaching teachers at MTsN 2 Karanganyar, to get the real description of using code switching and code mixing in teaching learning processes. The researcher would observe all of the process of teaching learning, starting from opening, the main activities and also closing.

2. Documentation

"…the term document to refer to material such as photographs, video, films memo, diaries, clinical case records and memorabilia of all sort that can be used as supplemental information as part of case study whose main data source is participant observation or interview." (Bogdan in Ghony&Almansyur, 2014: 199)

The technique used after observation is documentation of recording. In this research, the researcher observed verbal action, the data of this research are the

code switching and code mixing that was spoken by the English teacher in MTsN 2 Karanganyar, which has been transcribed into written form. The researcher has gotten the data of conversation by using a tape record.

F. Technique of Data Analysis

Data Analysis is a process of organizing and classifying the data into a pattern, category and basic unit of analysis to find a theme and to formulate a hypothesis as data suggest (Moleong, 2004: 248). The researcher analyzes the data based on the following step. This procedure is intended to answer the research objectives. The steps of analyzing the data in the research are as follows:

1. Listening to the utterance of the teacher. The researcher listens to the recorded in the teaching learning process.

2. Transcribing the recorded data as accurate as possible and arranges the data into written data.

3. Classifying the data based on the types of code switching, types of code mixing and the function of code switching and code mixing.

4. Giving codes for each datum. The code aims to make data identification and to be easier to analyze. Interpreting the data to answer the research problems. In this step, the researcher begins to analyze each data based on the theory of code switching and code mixing. The data which contained the type of code switching is taken from Susanto's theory, the data which contained the type of code mixing is taken from Muysken's theory and the data which contained function of code switching and code mixing is taken from Marasigan's theory

5. Concluding and giving suggestions based on the data analysis to answer the research problem.

G. The Data Coding

To facilitate the study, the researcher encodes the collected data after identifying. According to Moleong (2009:288) "Coding means giving code to each collected data in order to facilitate the researcher in investigating the data and knowing the source of the data". Coding could be found in a form of lettering, numbering, symbolling and others. In this study, the researcher used numbers. The codes which are used in data coding are as follow:

1. The numeral 01, 02, 03 … are used for the datum number. For example, 01 for the datum number one, 02 for the datum number two, etc.

2. The code based on types of code switching, these are written bellow:

   Intra : Intra sentential

   Inter : Inter sentential

   Tag : Tag switching

3. The code based on types of code mixing, there are written bellow:

   Inser : Insertion

   Alter : Alternation

   Cong : Congruent lexicalization

4. Others code were given based on the function of code switching and code mixing. These are written bellow:

   Quo : Quotation

   Add : Addressee Specification

   Rep : Repetition

   Inj : Interjection

   Mq : Message Qualification

Pao : Personalization and Objection

Foe : Facility of Expression

H. Trustworthiness of The Data

The qualitative research needs the validity of the data. Validity is defined as the degree of confidence in the data from the study conducted by researchers (Schwacit in Rustanto, 2015: 66) the researcher applied the triangulation technique to support the data credibility in getting the valid data. Triangulation is a technique that utilizes data validity checking something else.

Norman Denzin (in Hales, 2010: 14) identified four basic types of triangulation. They are data triangulation, investigator triangulation, theory triangulation and methodology triangulation

1. Data triangulation

   Data triangulation involves using multiple sources (the source is usually used by people with different roles). As an example, in the language teaching situation, the researcher might want to consult with teachers, students and administrators.

2. Investigator triangulation

   Investigator triangulation involves using multiple researchers examining the same data, this type of triangulation help to moderate and understand the researcher's biases. For example, two or more researchers might analyze the open response question of the questionnaire, write up conclusions and compare with what they were found.

3. Theory of triangulation

   The theory of triangulation involves using multiple conceptual or theoretical points of view. For example, open ended responses from interview for analyzing the error analysis of the point of view.

4. Methodological triangulation

   Methodological triangulation involves using multiple data gathering procedures. For example, the researcher might use interviews, surveys and observations to collect the data using different methods.

   Based on the statement above, triangulation means the use of several ways to know the validity of the data and to give proof about the validation. The researcher collects the data using many ways of the technique of collecting data such as fired note taking from observation, the script of recording and the result of the interview with the teacher. The researcher will compare the field note taking from observation, the script of recording and the result of the interview.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The researcher conducted the research focused on the use of English as a second language in the teaching learning process. The researcher states that data were taken from the observation through all activities during the teaching learning process.

The data are analyzed by the researcher are collected from an English teacher's utterance during the teaching learning process at the seventh grade of MTsN 2 Karanganyar. In this chapter, the researcher represents the answers to problem statement such as 1) the types of code switching and code mixing which are usually used in teaching English as a foreign language at MTsN 2 Karanganyar and 2) the functions of code switching and code mixing in teaching English as a foreign language at MTsN 2 Karanganyar. The data was a transcription from the researcher's observation on the English teaching learning process in the first grade of MTsN 2 Karanganyar.

1. Teaching Learning Process

a. Teacher 1

The first observation was done on Wednesday, January 23, 2019 at 09.00. The English teacher is Mrs. Widyaningsih, S.Pd. The students of 7C.

1) Types of Code Switching

The researcher presented the data of the research question. The first research question was related to the classification of the types of code switching used by the English teacher in teaching English to the seventh grade at MTsN 2 Karanganyar. In classifying the types of code switching, the researcher employed Susanto theory that categorized code switching

into three types. Those types are intrasentential code switching, inter sentential code switching and tag switching.

a) Opening

In the opening, before starting the lesson, the teacher said the greetings and the teacher asked the student's condition and then checked the student's attendance.

Table 4.1 Types of Code Switching in The Opening

No	Types of Code Switching	Total
1.	Intra Sentential Switching	2
2.	Inter Sentential Switching	2
3.	Tag Switching	0
Total		4

The table showed the types of code switching used by the teacher in the classroom. The most common type of code switching which has been found in teacher's utterances during the learning process was intra-sentential switching and inter sentential switching both occur 2 total. Those are the classification types of code switching which are used by an English teacher. The classification can be described as follows:

(1) Intra sentential Switching

Data 03, 04

Data 04

Alif apa itu kalimat verbal atau verbal sentence?

In the opening, the teacher asks one of the students about the last material. From the datum, it can be seen the teacher used intra sentential switching, because it involved within a sentence. Firstly, the teacher used the Indonesian sentence '*Alif apa itu kalimat verbal atau'* and then switches into English language 'verbal sentence'.

(2) Inter Sentential Switching

Data 01, 02

Data 01

Who is absent today? *Siapa yang gak masuk hari ini?*

The teacher asks the students who are not present today. The teacher used the English language at the beginning of the utterance 'Who is absent today' and repeated in the Indonesian language '*Siapa yang gak masuk hari ini?'*. The teacher repeated the utterance because the teacher wanted the students to understand.

(3) Tag Switching

The researcher did not find the data of tag switching.

b) Main Activities

On the main activities of the teacher in according to the steps in a scientific approach to teaching in the 2013 curriculum as observing, questioning, experimenting, associating and communicating.

Table 4.2 Types of Code Switching in The Main Activities

No	Learning Phrases	Intra Sentential Switching	Inter Sentential Switching	Tag Switching
1.	Observing	-	-	-
2.	Questioning	3	4	1
3.	Experimenting	2	1	-
4.	Associating	3	-	-
5.	Communicating	2	3	-
	Total	10	8	1

The table showed the types of code switching used by the teacher in the main activities. The most common type is inter sentential switching which occurs 4 total in the questioning. Those are the classification types of code switching which are used by an English teacher. The classification can be described as follows:

(1) Observing

The researcher did not find the data of types code switching in observing.

(2) Questioning

(a) Intra Sentential Switching

Data 07, 10, 16

Data 16

Rahma, is there difficult, *ada kesulitan?*

After explained the material, the teacher was rechecking the students understanding of the material. At the beginning of the utterance, and changed into Indonesian language '*ada kesulitan?'.* In this case, the teacher used intra sentential switching to make the students get the point of the teacher's utterance.

(b) Inter Sentential Switching

Data 09, 11, 13, 14

Data 13

> Number five, I am in the new building. *Saya berada di gedung baru*. Which one verbal sentence and nominal sentence?

The teacher read question number five then translate the question into the Indonesian language and asks the students which one verbal or nominal sentence. From the datum, the teacher used inter sentential switching. The teacher used the English language at the first utterance then changed to the Indonesian language by saying '*Saya berada di gedung baru'.* And then back again in the English language.

(c) Tag Switching

Data 08

> Ok, *kalau kalimat nominal?*

The teacher asks students about the nominal sentence. the teacher inserted the English language in the first utterance. The inserted 'ok' was familiar to students, so the students can easily

understand the meaning of it. the utterance included in English tag switching because inserted 'ok'.

(3) Experimenting

   (a) Intra Sentential Switching

   Data 18, 19

   Data 18

> Number two Yuliana, verbal sentence or *kalimat nominal ?*
>
> The teacher asked Yuliana to choose the verbal sentence or nominal sentence. From the datum, it can be seen the teacher used intra sentential switching, because it occurred when someone used one language and suddenly switches into another language in a sentence.

   (b) Inter Sentential Switching

   Data 17

> Ok, number one Rahma, *tolong tulis di papan tulis,* verbal sentence or nominal ?
>
> The teacher asked Rahma to do the exercise on the whiteboard. The teacher used inter sentential switching to make the students get the main point of the teacher's utterance. Because if the utterance '*tolong tulis di papan tulis'* said in English, the students will be confused and difficult to understand.

   (c) Tag Switching

> The researcher did not find the data of tag switching.

(4) Associating

    (a) Intra Sentential Switching

    Data 24, 25, 28

    Data 24

        Underline the verb, *garis bawahi kata kerjanya.*

        The teacher asks the students to underline the verb. From the data above, the teacher switched the utterance. The datum is intra sentential switching, because it occurred when someone used one language and suddenly switches into another language in a sentence.

    (b) Inter Sentential Switching

        The researcher did not find the data of inter sentential switching.

    (c) Tag Switching

        The researcher did not find the data of tag switching.

(5) Communicating

    (a) Intra Sentential Switching

    Data 31, 37

    Data 37

        Next, Zahra number five. I am in the new building, *apa artinya?*

        The teacher asked Zahra to translate the sentence. Firstly, the teacher used the English language and followed the Indonesian language in the last utterance '*apa artinya?'.* The utterance can be classified as intra sentential switching. The

teacher used the Indonesian language to wanted the students to get the point of the teacher's utterance.

(b) Inter Sentential Switching

Data 30, 33, 35

Data 33

Number two Rohmania. *Subjectnya mana?* What is mean?

The teacher asks Rohmania to do the exercise number two. The teacher used English language at the beginning of the utterance and then used the Indonesian language '*Subjectnya mana?'* then used the English language again. The utterance can be classified as inter sentential switching.

(c) Tag Switching

The researcher did not find the data of tag switching.

c) Closing

The researcher did not find the data of types code switching in the closing.

2) Types of Code Mixing

During the observation, the researcher found many data of code mixing in various types. They are insertion, alternation, and congruent-lexicalization as proposed by Musken (2000:3). After the process of data reduction, the whole data of English-Indonesian code mixing that are found by the researcher on English teaching learning process in the first grade of MTsN 2 Karanganyar.

a) Opening

The researcher did not find the data of types code mixing in the opening. .

b) Main Activities

On the main activities of the teacher in according to the steps in the scientific approach to teaching in the 2013 curriculum as observing, questioning, experimenting, associating and communicating.

Table 4.3 Types of Code Mixing in The Main Activities

No	Learning Phrases	Insertion	Alternation	Congruent lexicalization
1.	Observing	1	-	-
2.	Questioning	-	3	-
3.	Experimenting	1	-	1
4.	Associating	2	1	1
5.	Communicating	2	-	1
	Total	6	4	3

The table showed the types of code mixing used by the teacher in the main activities. The most common type of code switching which has been found in teacher's utterances during the learning process was alternation which occurs 3 total. The classification can be described as follows:

(1) Observing

(a) Insertion

Data 05

Karena waktunya sekarang, maka menggunakan kata kerja pertama atau verb.

The teacher explains the material about the simple present. The teacher mixed the utterance from the Indonesian language to the English language. the constituent 'verb' is inserted in the last sentence. The insertion makes the students to get the main point of the teacher's utterance.

(b) Alternation

The researcher did not find the data of alternation.

(c) Congruent lexicalization

The researcher did not find the data of congruent lexicalization.

(2) Questioning

(a) Insertion

The researcher did not find the data of insertion.

(b) Alternation

Data 06, 12, 15

Data 15

Rahma is there difficult, *ada kesulitan?*

After explaining, the teacher gives some exercise and the teacher asks one student 'is there difficult?'. In this sentence, the constituent from the English language 'Rahma is there difficult' is followed by a constituent from Indonesian language '*ada kesulotan?'*. In this case, the teacher repeated the utterance to make the students understand what the teacher says.

(c) Congruent Lexicalization

The researcher did not find the data of congruent lexicalization.

(3) Experimenting

(a) Insertion

Data 21

Nomer 4 ada kata kerjanya tidak? Verb *satunya mana?*

The teacher asks the student about question number four. Firstly the teacher used the Indonesian language '*Nomer 4 ada kata kerjanya tidak*?' then used word insertion 'verb' and followed by the Indonesian language again. From the explanation, it can be conclude that the teacher's utterance can be categorized into insertion.

(b) Alternation

The researcher did not find the data of alternation.

(c) Congruent Lexicalization

Data 22

No! listening *ya*, listen *berarti apa* ?

The teacher asks students the meaning of the word 'listen'. The teacher used congruent lexicalization when asks the students the meaning of the word, the teacher uses English and Indonesian language more randomly in the teacher's utterance.

The evidence can be seen from the utterance 'No! listening *ya*, listen *berarti apa*?'

(4) Associating

    (a) Insertion

    Data 26, 29

    Data 29

        Luthfi, *kata kerjanya apa?* Verb *satunya* ?

        The teacher asks Luthfi about the verb. from the datum, the teacher performed code mixing of insertion. Based on the sentence, the teacher used the Indonesian language and inserted the English word. The teacher mixed of the word 'verb' in Indonesian utterance.

    (b) Alternation

    Data 27

        Number two *ada kata kerjanya?*
        The teacher asks the question number two about verb. in this case, the teacher used alternation. The evidence can be seen from the teacher's utterance, the teacher mixed the English language 'Number two' and Indonesian language '*ada kata kerjanya?*'.

    (c) Congruent Lexicalization

    Data 23

        Ok, Aden please specific the verb, *tentukan kata kerjanya* verb *satunya*

        The teacher asks one student to underline and specific the verb. The teacher performed code mixing of congruent

lexicalization. The evidence can be seen from the utterance 'Ok, Aden please specific the verb, t*entukan kata kerjanya* verb *satunya'.* The English word 'please specific the verb and verb are classified into congruent lexicalization of word and phrase. The teacher mixed word and phrases in a sentence with the Indonesian language randomly.

(5) Communicating

(a) Insertion

Data 32, 36

Data 36

Next, Aliya *maju*. He listens music while study.

The teacher ordered one of students to come forward. In this sentence, the teacher inserted the Indonesian word '*maju'* with English language 'Next, Aliya ... He listens music while study. In this case, the teacher inserted the Indonesian word between the English language. The insertion makes the students understand what the teacher's order.

(b) Alternation

The researcher did not find the data of alternation.

(c) Congruent Lexicalization

Data 34

'She' *dia, dia laki-laki* or *perempuan*?

The teacher asks the students the meaning of the word. The teacher mixed English and Indonesian language. The English 'she and or' can be classified into an English word. It

was called congruent lexicalization because two English words were mixed with the Indonesian language randomly.

c) Closing

The researcher did not find the data of types code mixing in the closing

3) Functions of Code Switching and Code Mixing

a) Opening

In the opening, before starting the lesson, the teacher said the greetings and the teacher asked the student's condition and then checked the student's attendance.

Table 4.4 Functions of Code Switching and Code Mixing in The Opening

No	Functions of Code Switching and Code Mixing	Total
	Quotation	-
	Addressee Specification	1
	Repetition	3
	Interjection	-
	Message Qualification	-
	Personalization and Objection	-
	Facility of Expression	-
Total		4

The table showed the functions of code switching and code mixing used by the teacher in the opening. The most common type of code switching which has been found in teacher's utterances was repetition which occurs 3 total. The classification can be described as follows:

(1) Quotation

The researcher did not find the data of quotation

(2) Addressee Specification

Data 04

Alif *apa itu kalimat verbal atau* verbal sentence? Regar? Devi?

The teacher calls the name of the students to answer the question. The utterance can be classified as the addressee specification. Because the function is to draw attention to the fact that the addressee is being invited to participate in the conversation. It showed from the utterance 'Alif apa itu kalimat verbal atau verbal sentence?' the teacher asks Alif about the verbal sentence.

(3) Repetition

Data 01, 02, 03

What is verbal sentence, *apa itu kalimat verbal*?

The teacher asked the students about the verbal sentence. The utterance can be classified as repetition. It can be seen from the utterance 'What is verbal sentence, *apa itu kalimat verbal*?' Firstly, the teacher used an English sentence and then repeated it in the Indonesian language. The teacher repeated to emphasize the previous utterance and make the students get the point of the teacher's utterance.

The researcher did not find the data of interjection, message qualification, personalization and objection, and facility of expression.

b) Main Activities

On the main activities of the teacher in according to the steps in the scientific approach to teaching in the 2013 curriculum as observing, questioning, experimenting, associating and communicating.

Table 4.5 Functions of Code Switching and Code Mixing in The Main Activities.

No	Functions of Code Switching and Code Mixing	Observing	Questioning	Experimenting	Associating	Communicating
	Quotation	-	-	-	1	2
	Addressee Specification	-	2	3	3	5
	Repetition	-	2	-	2	1
	Interjection	-	-	-	-	-
	Message Qualification	-	-	-	-	-
	Personalization and Objection	1	6	1	-	-
	Facility of Expression	-	-	-	1	-
Total		1	10	4	7	8

The table showed the functions of code switching and code mixing used by the teacher in the main activities. The most common type of code switching which has been found in teacher's utterances was personalization and objection which occurs 6 total in questioning. The classification can be described as follows:

(1) Observing

(a) Personalization and Objection

Data 05

Karena waktunya sekarang, maka menggunakan kata kerja pertama atau verb. *Azmi apa itu* simple present?

The teacher explains the material about the verb. the utterance can be classified as personalization and objection, because it reflected the knowledge and the general fact. It showed from the utterance '*Karena waktunya sekarang, maka menggunakan kata kerja pertama atau* verb'.

The teacher did not find the data of quotation, addressee specification, repetition, interjection, message qualification, and facility of expression.

(2) Questioning

(a) Quotation

The teacher did not find the data of quotation.

(b) Addressee Specification

Data 15, 16

Data 15

Rahma is there difficult, *ada kesulitan?*

After explaining the material the teacher gave the question and asked Rahma is there difficult? The utterance can be classified as the addressee specification. Because the function is to draw attention that the addressee is being invited to participate in the conversation. It can be seen from the utterance 'Rahma is there difficult, *ada kesulitan?'.*

(c) Repetition

Data 09, 10

Data 09

> Ok thank you. Is there any question about nominal sentence and verbal sentence? *Ada pertanyaan tentang nominal dan verbal?*

The utterance can be classified as repetition. It showed from the utterance 'Is there any question about nominal sentence and verbal sentence? *Ada pertanyaan tentang nominal dan verbal?'.* Firstly, the teacher asked the students in the English language and then asked again in the Indonesian language with the same meaning as the previous utterance. The teacher reiterated the utterance to emphasize the meaning of the. first utterance. So, the students can get the main point easily.

(d) Interjection

The teacher did not find the data of interjection.

(e) Message Qualification

The teacher did not find the data of message qualification.

(f) Personalization and Objection

Data 06, 07, 11, 12, 13, 14

Data 06

> Simple present *menceritakan waktu sekarang*

The teacher explained the simple present. The function of the utterance is personalization and objection. Because the statement reflects to the knowledge of the teacher and also

from the general fact. It showed from the utterance 'Simple

present *menceritakan waktu sekarang'*

(g) Facility of Expression

The teacher did not find the data of facility of expression.

(3) Experimenting

(a) Quotation

The teacher did not find the data of quotation.

(b) Addressee Specification

Data 17, 18, 19

Data 17

Ok, number one *Rahma, tolong tulis di papan tulis,* verbal sentence or nominal ?

The utterance can be classified as the addressee classification. Because the function is to draw attention to the fact that the addressee is being invited to participate in the conversation. It showed from the utterance 'Ok, number one Rahma, *tolong tulis di papan tulis,* verbal sentence or nominal ?' the teacher asked one student named Rahma as the addressee to answer the question about verbal and nominal.

(c) Repetition

The teacher did not find the data of repetition.

(d) Interjection

The teacher did not find the data of interjection.

(e) Message Qualification

The teacher did not find the data of message qualification.

(f) Personalization and Objection

Data 21

No! Number four? *Kalimat verbal yang mempunyai kata kerja, nominal gak punya kata kerja.*

The teacher explained about the verbal and nominal sentences. The function of the utterance is personalization and objection. Because the statement reflects the knowledge of the teacher and also from the general fact. It showed from the utterance '*Kalimat verbal yang mempunyai kata kerja, nominal gak punya kata kerja*'.

(g) Facility of Expression

The teacher did not find the data of facility of expression.

(4)   Associating

(a) Quotation

Data 26

'Eat' *apa dalam bahasa Indonesia?*

The teacher asked the students about the meaning of the word. The datum can be classified as a function of quotation. It showed from the utterance 'Eat *apa dalam bahasa Indonesia?'*. In this case, the teacher wanted the students to get the point of the teacher's utterance.

(b) Addressee Specification

Data 23, 28, 29

Data 23

Ok, Aden please specific the verb, *tentukan kata kerjanya* verb *satunya.*

The utterance can be classified as the addressee classification. Because the function is to draw attention to the fact that the addressee is being invited to participate in the conversation. It showed from the utterance 'Ok, Aden please specific the verb,' the teacher asked one student named Aden as the addressee to specific the verb.

(c) Repetition

Data 24, 25

Data 24

Underline the verb, *garis bawahi kata kerjanya*.

The teacher asked the students to underline the verb. Firstly the teacher used the English language and then used the Indonesian language with the same meaning as the previous utterance. It showed from the utterance 'Underline the verb' then repeated in Indonesian language '*garis bawahi kata kerjanya*'. The teacher repeated the utterance to emphasize the first utterance. The reason is to clarify what the teacher said.

(d) Interjection

The teacher did not find the data of interjection.

(e) Message Qualification

The teacher did not find the data of message qualification.

(f) Personalization and Objection

The teacher did not find the data of personalization and objection.

(g) Facility of Expression

Data 27

Number two *ada kata kerjanya?*

The teacher asked the student's question number two. The insertion of 'number two' is caused by a familiar word to the students. The reason of lack facility of expression also causes the teacher to insert an English word in the teacher's utterance.

(5) Communicating

(a) Quotation

Data 32, 34

Data 34

'She' *dia, dia laki-laki* or *perempuan*?

The teacher asked the students about the meaning of the word. The utterance can be classified as a quotation. It showed from the utterance ''She' *dia, dia laki-laki* or *perempuan*?' The teacher asked the students about the meaning of the word.

(b) Addressee Specification

Data 31, 33, 35, 36, 37

Data 31

Number one Evan, translate *kedalam bahasa Indonesia. Subjectnya apa?*

The utterance can be classified as the addressee classification. Because the function is to draw attention to the fact that the addressee is being invited to participate in the conversation. It showed from the utterance 'Number one Evan, translate *kedalam bahasa Indonesia'*. The teacher asked one

student named Evan as the addressee to answer the first question.

(c) Repetition

Data 30

> Next, translate into Indonesian please. *Selanjutnya tolong terjemahkan ke bahasa Indonesia.*

The utterance can be classified as repetition. It showed from the utterance 'Next, translate into Indonesian please. *Selanjutnya tolong terjemahkan ke bahasa Indonesia'.* Firstly, the teacher asked the students to translate the sentence in the English language and then asked again in the Indonesian language with the same meaning as the previous utterance. The teacher reiterated the utterance to emphasize the meaning of the. first utterance. So, the students can get the main point easily.

The teacher did not find the data of interjection, message qualification, personalization and objection, and facility of expression.

c) Closing

The teacher did not find the data of functions code switching and code mixing in the closing.

b. Teacher 2

The second observation was done on Thursday, January 24, 2019 at 10.00. The English teacher is Mrs. Widyaningsih, S.Pd. The students of 7B .

1) Types of Code Switching

   In classifying the types of code switching, the researcher employed Susanto theory that categorized code switching into three types. Those types are intrasentential code switching, inter sentential code switching and tag switching.

   a) Opening

   In the opening, before starting the lesson, the teacher said the greetings and the teacher asked the student's condition.

   Table 4.6 Types of Code Switching in The Opening

No	Types of Code Switching	Total
2.	Intra Sentential Switching	2
2.	Inter Sentential Switching	1
3.	Tag Switching	-
Total		3

   The table showed the types of code switching used by the teacher in the classroom. The most common type of code switching which has been found in the learning process was intra-sentential switching which occurs 2 total. And the second common types are inter sentential which occurs 1 total. Those are the classification types of code switching which are used by an English teacher. The classification can be described as follows:

   (1) Intra Sentential Switching

   Data 38, 39

Data 38

> Ok, yesterday we discuss little about simple present and verb *kata kerja pertama.*

From the datum, it can be seen that the teacher used intra sentential switching, because it involved within a sentence. Firstly the teacher used an English sentence by saying 'Ok, yesterday we discuss little simple present and the verb and then switches to Indonesian language '*kata kerja pertama'.*

(2) Inter Sentential Switching

Data 40

> *Kalimat yang mempunyai kata kerja.* Rima, what is nominal sentence? *Apakah kalimatnya mempunyai kata kerja?*

The teacher asked the students about the nominal sentence. The teacher used the Indonesian language at the beginning of the utterance 'Kalimat yang mempunyai kata kerja' then change to English by saying 'what is the nominal sentence?' and used the Indonesian language again. The teacher switched the language because she wanted the students to get the point of the instruction that the teacher gave.

(3) Tag Switching

The researcher did not find the data of tag switching.

b) Main Activities

During the observation, the researcher found many data of code mixing in various types. They are insertion, alternation, and congruent-lexicalization as proposed by Musken (2000:3).

Table 4.7 Types of Code Switching in The Main Activities

No	Learning Phrases	Intra Sentential Switching	Inter Sentential Switching	Tag Switching
1.	Observing	2	-	-
2.	Questioning	3	1	1
3.	Experimenting	1	1	1
4.	Associating	3	-	-
5.	Communicating	2	-	-
	Total	11	2	2

The table showed the types of code switching used by the teacher in main activities. The most common type is inter sentential switching which occurs 3 total in the questioning and associating. The classification can be described as follows:

(1) Observing

   (a) Intra Sentential Switching

     Data 42, 43

     Data 42

      Number one, they go to the beach on weekend, *mereka pergi ke pantai pada akhir pekan.*

      The teacher read question number one and translate into the Indonesian language. From the data above, the teacher switched English to Indonesian. The data 42 is intra sentential

switching because it occurred when someone uses one language and suddenly switches into another language in a sentence.

The researcher did not find of inter sentential switching and tag switching.

(2) Questioning

(a) Intra Sentential Switching

Data 46, 47, 52

Data 52

Artinya we like to make a big sand castle?

The teacher gave the instructed to find the meaning of the sentence. From the data above, the teacher switched Indonesian '*Artinya*' to English 'we like to make a big sand castle?'. The data is intra sentential switching because it occurred when someone uses one language and suddenly switches into another language in a sentence.

(b) Inter Sentential Switching

Data 44

Ok, number one Ibrahim, number two Vegar, Number three Zulfa, number four Luthfi. *Garis bawahi kata kerjanya*. Come forward

The teacher chooses the name of the students to do the exercises on the whiteboard and underline the verb. In this sentence, the teacher repeated the sentence from English to Indonesia and used English again to get the understanding of the students.

(c) Tag Switching

Data 50

Ok, *terus kata kerjanya yang mana?*

The teacher inserted an English tag before spoke in the Indonesian language, when the teacher asks about the verb. The inserted 'Ok' was familiar students so they can easily understand the meaning of it. The utterance included in English tag switching because the inserted 'ok' is minimal syntactic restrictions and it's not violating the syntactic rules.

(3) Experimenting

(a) Intra Sentential Switching

Data 55

Underline the verb please, *apa kata kerjanya?*

From the data above, the teacher switched English to Indonesia. The teacher asks the students to underline the verb. Data 55 includes intra sentential switching because it occurred when someone uses one language and suddenly switches into another language in a sentence.

(b) Inter Sentential Switching

Data 56

Underline the verb. *Artinya apa, coba cari dikamus?*

The teacher gave the students instructions to underline the verb and to open the dictionary. The utterance can be classified as inter sentential switching because it involved a switch from one language to the other between sentences, the

teacher started the sentence in English and then followed by the Indonesian language.

(c) Tag Switching

Data 53

Ok, thank! Next Luthfi read the sentence

The teachers asked one student to read the sentence, the teacher says 'Ok, thank!' The teacher used the English language and inserted 'ok'. The inserted was familiar to students they can easily understand the meaning of it.

(4) Associating

(a) Intra Sentential Switching

Data 57, 58, 61

Data 57

Number one, please Keysa *baca kalimatnya.*

The teacher chooses one student to read the sentence. From the data above, the teacher switched English to Indonesian. The data 57 is intra sentential switching because it occurred when someone uses one language and suddenly switches into another language in a sentence.

The researcher did not find of inter sentential switching and tag switching.

(5) Communicating

(a) Intra Sentential Switching

Data 64, 65

Data 65

Underline the verb *ya garis bawah*

The teacher gave instructed to underline the verb. firstly the teacher uses the English sentence 'Underline the verb' and followed by the Indonesian language *'ya garis bawah'.* The utterance can be classified as intra sentential switching. The teacher switches the language because the teacher wanted the students to get the point of the information that the teacher gave.

The researcher did not find of inter sentential switching and tag switching.

c) Closing

When closing the teacher invited students to say *hamdallah* together.

Table 4.8 Types of Code Switching in The Closing

No	Types of Code Switching	Total
3.	Intra Sentential Switching	1
2.	Inter Sentential Switching	-
3.	Tag Switching	-
Total		1

The most common type is intra sentential switching which occur 1 total in the closing. Those are the classification types of code switching which are used by an English teacher. The classification can be described as follows:

(1) Intra Sentential Switching

Data 66

Ok students, is there any question *ada pertanyaan?*

From the datum, it can be seen that the teacher used intra sentential switching, because it involved within a sentence. Firstly the teacher used an English sentence by saying 'Ok students, is there any question' and then switches to Indonesian language '*ada pertanyaan?'.*the teacher repeated the sentence from English to Indonesian to get an understanding of the students.

(2) Inter Sentential Switching

The researcher did not find the data of inter sentential switching.

(3) Tag Switching

The researcher did not find the data of tag switching.

2) Types of Code Mixing

During the observation, the researcher found many data of code mixing in various types. They are insertion, alternation, and congruent-lexicalization as proposed by Musken (2000:3).

a) Opening

The researcher did not find the data of types code mixing in the opening.

b) Main Activities

On the main activities of the teacher in according to the steps in the scientific approach to teaching in the 2013 curriculum as

observing, questioning, experimenting, associating and communicating.

Table 4.9 Types of Code Mixing in The Main Activities

No	Learning Phrases	Insertion	Alternation	Congruent lexicalization
1.	Observing	-	-	1
2.	Questioning	3	-	-
3.	Experimenting	-	1	-
4.	Associating	2	1	-
5.	Communicating	-	-	-
	Total	5	2	1

The table showed the types of code mixing used by the teacher in the main activities. The most common type is insertion which occurs 3 total in the questioning. Those are the classification types of code switching which are used by an English teacher. The classification can be described as follows:

(1) Observing

   (a) Insertion

     The researcher did not find the data of insertion.

   (b) Alternation

     The researcher did not find the data of alternation.

   (c) Congruent Lexicalization

     Data 41

     Bukan, kalau negative ditambah not

Teacher gives question to students about negative sentence and the teacher explains the correct answer. The teacher used congruent lexicalization when explaining the correct answer. The evidence can be seen from the utterance '*Bukan, kalau* negative *ditambah* not' The teacher mixed more than one English constituent and Indonesian language in the sentence.

(2) Questioning

   (a) Insertion

     Data 45, 48, 51

     Data 51

       Artinya we like to make a big sand castle?

     The teacher asks students to translate the sentence. At the beginning of the utterance, the teacher used word insertion '*Artinya'* and then used English 'we like to make a big sand castle?'. The utterances were classified as insertion. The teacher mixes the language because the teacher wanted the students to get the point of the teacher's orders.

     The researcher did not find the data of alternation and congruent lexicalization.

(3) Experimenting

   (a) Insertion

     The researcher did not find the data of insertion.

   (b) Alternation

     Data 54

Ulangi baca! I read one book every month

The teacher asks students to repeat the reading of the sentence. The first utterance, the teacher use the Indonesian language '*Ulangi baca!'* and then used English language 'I read one book every month' The teacher used the English in the first the utterance because the student can understand what the teacher's orders. In this case, the teacher used alternation when spoke to the students.

(c) Congruent Lexicalization

The researcher did not find the data of congruent lexicalization.

(4) Associating

(a) Insertion

Data 59, 63

Data 59

Inside *itu bukan kata kerja, berarti itu kalimat nominal.*

The teacher corrects the student's answer. In this case, the teacher performed code mixing of insertion. Based on the sentence, the teacher used the Indonesian language but the teacher inserted a word of English language. The teacher mixed the word 'inside' in Indonesian utterance.

(b) Alternation

Data 60

Majalah ini this magazine

In this case, the teacher performed code mixing of an alternation. The evidence can be seen from the teacher's utterance '*Majalah ini* this magazine'. The teacher mixed English 'this magazine' and Indonesian language '*majalah ini'.* The teacher repeated the utterance to make the students get the point.

(c) Congruent Lexicalization

The researcher did not find the data of congruent lexicalization.

(5) Communicating

The researcher did not find the data of the functions of code switching and code mixing in communicating.

c) Closing

The researcher did not find the data of the functions of code switching and code mixing in the closing.

3) Function of Code Switching and Code Mixing

a) Opening

In the opening, before starting the lesson, the teacher said the greetings and the teacher asked the student's condition.

Table 4.10 Functions of Code Switching and Code Mixing in The Opening

No	Functions of Code Switching and Code Mixing	Total
	Quotation	-
	Addressee Specification	1
	Repetition	1
	Interjection	-
	Message Qualification	-
	Personalization and Objection	1
	Facility of Expression	-
Total		3

The table showed the functions of code switching and code mixing used by the teacher in the opening. The most common type are addressee specification, repetition and personalization and objection which occurs 4 total. Those are the classification functions of code switching and code mixing which are used by an English teacher. The classification can be described as follows:

(1) Quotation

The researcher did not find the data of quotation.

(2) Addressee Specification

Data 40

Kalimat yang mempunyai kata kerja. Rima, what is nominal sentence? *Apakah kalimatnya mempunyai kata kerja?*

After explaining the last material, the teacher asks one student the name Rima about the nominal sentence. The utterance can be classified as the addressee specification. Because the function is to draw attention to the fact that the addressee is being invited to participate in the conversation. It showed from the

utterance 'Rima, what is nominal sentence?' the teacher asks

Rima about the nominal sentence.

(3) Repetition

Data 38

Ok, yesterday we discuss little about simple present and verb kata kerja pertama. *Kemarin kita belajar tentang simple present dan kata kerja.*

The teacher reviews the last material. The utterance can be

classified as repetition. Firstly, the teacher used the English

language 'Ok, yesterday we discuss little about simple present

and the verb and then repeated in the Indonesian language

'*Kemarin kita belajar tentang simple present dan kata kerja*'.

The teacher repeated to emphasize the previous utterance and

make the students get the point of the teacher's utterance.

(4) Interjection

The researcher did not find the data of interjection.

(5) Message Qualification

The researcher did not find the data of message qualification.

(6) Personalization and Objection

Data 39

Kemarin kita belajar tentang simple present *dan kata kerja.*

The situation in the opening, the teacher says that the last

material is a simple present. The utterance can be categorized as

personalization and objection because it reflected the knowledge

and the general fact. It showed from the utterance '*Kemarin kita*

belajar tentang simple present *dan kata kerja*'.

(7) Facility of Expression

The researcher did not find the data of facility of expression.

b) Main Activities

On the main activities of the teacher in according to the steps in the scientific approach to teaching in the 2013 curriculum as observing, questioning, experimenting, associating and communicating.

Table 4.11 Functions of Code Switching and Code Mixing in The Main Activities.

No	Functions of Code Switching and Code Mixing	Observing	Questioning	Experimenting	Associating	Communicating
1.	Quotation	-	-	-	-	-
2.	Addressee Specification	-	1	-	1	-
3.	Repetition	2	-	-	-	1
4.	Interjection	1	4	4	1	-
5.	Message Qualification	-	-	-	-	-
6.	Personalization and Objection	-	-	-	2	-
7.	Facility of Expression	-	3	-	3	1
Total		3	8	4	7	2

The table showed the functions of code switching and code mixing used by the teacher in the main activities. The most common functions are interjection which occurs 4 total in the questioning and experimenting. The classification can be described as follows:

(1) Observation

(a) Repetition

Data 42, 43

Data 42

Number one, they go to the beach on weekend, *mereka pergi ke pantai pada akhir pekan.*

The teacher read the question and translate it into the Indonesian language. The utterance can be classified as repetition. It can be seen from the utterance 'Number one, they go to the beach on weekend, *mereka pergi ke pantai pada akhir pekan'.* Firstly the teacher used the English language and then repeated in the Indonesian language. The teacher repeated to emphasize the previous utterance and to make the students understand.

(b) Interjection

Data 41

Ok students look at the whiteboard please! Now write and *beri garis bawah pada kata kerjanya* and look for the meaning.

The teacher asked the students to look at the whiteboard and do the exercise. The word 'Ok students look at the whiteboard please!' has a function as an interjection, the teacher commands the students to look at the whiteboard.

The researcher did not find the data of quotation, addressee specification, message qualification, personalization and objection, and facility of expression

(2) Questioning

(a) Addressee Specification

Data 44

> Ok, number one Ibrahim, number two Vegar, Number three Zulfa, number four Luthfi. *Garis bawahi kata kerjanya.* Come forward

The teacher chooses students to answer the exercise on the whiteboard. The utterance can be classified as the addressee specification. Because the function is to draw attention that the addressee is being invited to participate in the conversation. It can be seen from the utterance 'Ok, number one Ibrahim, number two Vegar, Number three Zulfa, number four Luthfi'.

(b) Interjection

Data 45, 46, 47, 49

Data 45

> They go to the beach on weekend artinya? *Coba dibaca!*

The teacher gave the students a question before doing the exercise the teacher asked the students to read the sentence. The function of the utterance was interjection. The interjection is the function when the teacher gives some instruction or even ask the other to do something. It showed from the utterance '*Coba dibaca!*' the teacher asked the students to read the sentence.

(c) Facility of Expression

Data 48, 51, 52

Data 51

> *Artinya* we like to make a big sand castle?

The teacher asks the meaning of the sentence. The teacher inserted the Indonesian word in the first utterance *'artinya'* and followed by the English language 'we like to make a big sand castle?'. The insertion of the Indonesian language in the first sentence can be classified as a facility of expression. The teacher used a facility of expression to make the students get the point.

The researcher did not find the data of quotation, repetition, message qualification, and personalization and objection.

(3) Experimenting

(a) Interjection

Data 53, 54, 55, 56

Data 55

Underline the verb please, *apa kata kerjanya?*

The teacher asks the student to underline the verb. the function of the utterance is interjection. The interjection is the function when the people give some instruction or even ask the other to do something. It showed from the utterance 'Underline the verb please'. The teacher commands the students to underline the verb.

The researcher did not find the data of quotation, addressee specification, repetition, message qualification, personalization and objection, and facility of expression.

(4) Associating

 (a) Quotation

 The researcher did not find the data of quotation.

 (b) Addressee Specification

  Data 57

   Number one, please Keysa *baca kalimatnya.*

   The utterance can be classified as the addressee classification. Because the function is being invited to participate in the conversation. It showed from the utterance 'please Keysa *baca kalimatnya'*. The teacher asked one student named Keysa as the addressee to read the sentence.

 (c) Repetition

 The researcher did not find the data of repetition.

 (d) Interjection

  Data 62

   Underline the verb please. Number eight

   The teacher asks the student to do exercise number eight. The function of the utterance is interjection. The interjection is the function when the people give some instructions or even ask the other to do something. It showed from the utterance 'Underline the verb please'

 (e) Message Qualification

   The researcher did not find the data of message qualification.

(f) Personalization and Objection

Data 59, 61

Data 59

Inside *itu bukan kata kerja, berarti itu kalimat nominal.*

The function of the utterance is personalization and objection. Because the statement reflects to the knowledge of the teacher and also from the general fact. It showed from the utterance 'Inside *itu bukan kata kerja, berarti itu kalimat nominal'.* The teacher corrects the student's answer.

(g) Facility of Expression

Data 58, 60, 63

Data 58

Dia berada di rumahnya, underline the verb

The teacher asks the students to underline the verb. The insertion of 'underline the verb' is caused by a familiar word to the students. The reason of lack facility of expression also causes the teacher to insert an English word in the teacher's utterance.

(5) Communicating

(a) Quotation

The researcher did not find the data of quotation.

(b) Addressee Specification

The researcher did not find the data of addressee specification.

(c) Repetition

Data 65

Underline the verb *ya garis bawah.* Ok thank you, sit down Aliya

The utterance can be classified as repetition. It showed from the utterance 'Underline the verb *ya garis bawah'.* Firstly, the teacher asked the students to underline the verb used the English language and then used the Indonesian language with the same meaning as the previous utterance. The teacher reiterated the utterance to emphasize the meaning of the first utterance. So, the students can get the main point easily.

(d) Interjection

The researcher did not find the data of interjection.

(e) Message Qualification

The researcher did not find the data of message qualification.

(f) Personalization and Objection

The researcher did not find the data of personalization and objection.

(g) Facility of Expression

Data 64

Apa artinya? Hari ini membaca newspaper before go

The teacher asked the students about the meaning of the sentence. The utterance can be classified as a facility of expression. The insertion of '*apa artinya'.* The reason of lack facility of expression also causes the teacher to insert an Indonesian phrase in the teacher's utterance.

c) Closing

When closing the teacher invited students to say *hamdallah* together and the teacher said greeting.

Table 4.12 Functions of Code Switching and Code Mixing in The Closing

No	Functions of Code Switching and Code Mixing	Total
1.	Quotation	-
2.	Addressee Specification	-
3.	Repetition	1
4.	Interjection	-
5.	Message Qualification	-
6.	Personalization and Objection	-
7.	Facility of Expression	-
Total		1

The table showed the functions of code switching and code mixing used by the teacher in the closing. The most common function is repetition which occurs 1 total. The classification can be described as follows:

(1) Repetition

Data 66

Ok students, is there any question *ada pertanyaan?*

Before closing the lesson, the teacher asks students 'Ok students, is there any question' the teacher used the English language and then used the Indonesian language '*ada pertanyaan?'.* the teacher repeated to emphasize the previous utterance and to make the students more understand about the teacher's utterance.

The researcher did not find the data of quotation, addressee specification, interjection, message qualification, personalization and objection, and facility of expression.

c.   Teacher 3

The third observation was done on Monday, January 28, 2019 at 11.00. The English teacher is Mrs. Widyaningsih, S.Pd. The students of 7D .

1) Types of Code Switching

In classifying the types of code switching, the researcher employed Susanto theory that categorized code switching into three types. Those types are intrasentential code switching, inter sentential code switching and tag switching.

a) Opening

In the opening, before starting the lesson, teacher said the greeted to the students. After greeted, the teacher asked the student's condition and checked the student's attendance.

Table 4.13 Types of Code Switching in The Opening

No	Types of Code Switching	Total
1.	Intra Sentential Switching	1
2.	Inter Sentential Switching	-
3.	Tag Switching	-
Total		1

The table showed the types of code switching used by the teacher in the classroom. The most common type of code switching which has been found in teacher's utterances during the learning process was

intra-sentential switching which occurs 1 total. The classification can be described as follows:

(1) Intra Sentential Switching

Data 68

> I am fine to thank you. *Hari ini ada yang tidak masuk*?

> In the opening, the teacher asks students who are absent today. The teacher used the English language at the beginning of the utterance 'I am fine to thank you'. Then change to the Indonesian language by saying '*Hari ini ada yang tidak masuk*?'. The teacher switched the language because she wanted the students to get the point of the instruction that the teacher gave.

(2) Inter Sentential Switching

The researcher did not find the data of inter sentential switching.

(3) Tag Switching

The researcher did not find the data of tag switching.

b) Main Activities

On the main activities of the teacher in according to the steps in the scientific approach to teaching in the 2013 curriculum as observing, questioning, experimenting, associating and communicating.

Table 4.14 Types of Code Switching in The Main Activities

No	Learning Phrases	Intra Sentential Switching	Inter Sentential Switching	Tag Switching
1.	Observing	4	1	-
2.	Questioning	-	-	1
3.	Experimenting	3	1	-
4.	Associating	2	1	-
5.	Communicating	2	-	-
	Total	11	3	1

The table showed the functions of code switching and code mixing used by the teacher in the classroom. The most common functions of code switching and code mixing which has been found in teacher's utterances during the learning process were intra-sentential switching which occurs 3 total in observing and experimenting. The classification can be described as follows:

(1) Observing

   (a) Intra Sentential Switching

     Data 71, 72, 75, 76

     Data 71

       Perhatikan contohnya, this is my pencil and these are my pencil.

       The teacher gave an example of these and this. The utterance can be classified as intra sentential switching.

Firstly, the teacher gave the students instruction used the Indonesian language '*Perhatikan contohnya'* and then used the English language. the used of intra sentential switching in the utterance was to make the students understand the instruction of the teacher.

(b) Inter Sentential Switching

The researcher did not find the data of inter sentential switching.

(c) Tag Switching

The researcher did not find the data of tag switching.

(2) Questioning

(a) Intra Sentential Switching

The researcher did not find the data of intra sentential switching.

(b) Inter Sentential Switching

The researcher did not find the data of inter sentential switching.

(c) Tag Switching

Data 80

Now, *kalau kalimat jamak*

At the beginning of the sentence, the teacher spoke in the English and followed by English language. The teacher used the inserted 'now' to emphasize the sentence that the teacher told the students to make the students get the point of the utterance.

(3) Experimenting

    (a) Intra Sentential Switching

Data 83, 85, 92

Data 85

      Nomer satu the dress is looking good.

      The teacher read the question by saying '*Nomer satu*' then the teacher used the English language by saying 'the dress is looking good'. The utterance can be classified as intra sentential switching, because it occurred when someone uses one language and suddenly switches into another language in a sentence.

    (b) Inter Sentential Switching

Data 90

      Nomer dua, those girl are beautiful, betul apa salah?

      The utterance can be classified as inter sentential switching because it involved a switch from one language to the other between sentences, the teacher started the sentence in the Indonesian language then followed by the English language and back to use the Indonesian language.

    (c) Tag Switching

      The researcher did not find the data of tag switching.

(4) Associating

    (a) Intra Sentential Switching

Data 97, 100

Data 100

Ini gambarnya apa?' Jendela' in English?

The teacher asks students the meaning from the picture. Firstly the teacher use the Indonesian language '*Ini gambarnya apa?' Jendela''* and followed by the English language 'in English'. The teacher inserted English language in the sentence. The utterance can be classified as intra sentential switching. The teacher switches the language because the teacher wanted the students to get the point of the information that the teacher gave.

(b) Inter Sentential Switching

Data 96

Yang nomer dua gambarnya jam. What you say in English?

Firstly the teacher used the Indonesian language '*Yang nomer dua gambarnya jam'* and then used English 'What you say in English?'. The utterance can be classified as inter sentential switching because it involved a switch from one language to the other between sentences, the teacher started the sentence in the Indonesia and then followed by the English language.

(c) Tag Switching

The researcher did not find the data of tag switching.

(5) Communicating

(a) Intra Sentential Switching

Data 101, 103

Data 101

This is my book', *diubah menjadi* negative

The teacher gave an example of a positive sentence. From the data above, the teacher switched English to Indonesian. The data 101 is intra sentential switching because it occurred when someone uses one language and suddenly switches into another language in a sentence.

The researcher did not find the data of inter sentential switching and tag switching.

c) Closing

The researcher did not find the data of types code switching in the closing.

2) Types of Code Mixing

During the observation, the researcher found many data of code mixing in various types. They are insertion, alternation, and congruent-lexicalization as proposed by Musken (2000:3).

(a) Opening

In the opening, before starting the lesson, the teacher said the greeted students. After greeted, the teacher asked the student's condition and checked the student's attendance.

Table 4.15 Types of Code Mixing In The Opening

No	Types of Code Switching	Total
a)	Insertion	1
2.	Alternation	-
3.	Congruent Lexicalization	1
Total		2

The table showed the types of code mixing used by the teacher in the classroom. The most common type of code switching which has been found in teacher's utterances during the learning process at the opening was insertion which occurs 1 total. The classification can be described as follows:

(a) Insertion

Data 69

Hari ini kita review *materi yang kemaren. Kemaren materinya* that, *terus*?

Before explaining the new material, the teacher reviews the last material. Word insertion happens when the teacher inserts a word element in teachers' utterance. The teacher mixed the conversation from the Indonesia language '*Hari ini kita*' that mixed with the English language 'review'. A review is the English word inserted in the Indonesian utterance. It was to make the student clearly understand teacher instruction. This insertion makes the student pay attention and doing what the teacher says.

(b) Alternation

The researcher did not find the data of alternation.

(c) Congruent Lexicalization

Data 70

Ok, ada 4 perbedaanya. This *apa* this?

The teacher reviews the last material and asks students the differences of 'this, that, those, these'. In this situation, the

teacher used congruent-lexicalization code mixing to the students. It can be seen from the sentence 'Ok*, ada 4 perbedaanya. This apa* this*?'* in this case the teacher inserted more randomly.

b) Main Activities

On the main activities of the teacher in according to the steps in the scientific approach to teaching in the 2013 curriculum as observing, questioning, experimenting, associating and communicating.

Table 4.16 Types of Code Mixing in The Main Activities

No		Insertion	Alternation	Congruent lexicalization
1.	Observing	-	-	2
2.	Questioning	1	-	2
3.	Experimenting	4	2	1
4.	Associating	2	1	-
5.	Communicating	-	-	1
	Total	7	3	6

The table showed the types of code mixing used by the teacher in the classroom. The most common type of code mixing which has been found in teacher's utterances during the learning process was insertion which occurs 4 total in experimenting. The classification can be described as follows:

(1) Observing

(a) Insertion

The researcher did not find the data of insertion.

(b) Alternation

The researcher did not find the data of alternation.

(c) Congruent Lexicalization

Data 74, 77

Data 74

Bukan, kalau negative *ditambah* Not.

The teacher explains the negative sentence. The teacher used congruent lexicalization when explaining the material. The evidence can be seen from the utterance '*Bukan, kalau* negative *ditambah* not' The teacher mixed more than one English constituent and Indonesian language in the sentence.

(2) Questioning

(a) Insertion

Data 81, 82

Kalau interrogative?

The teacher asks about the interrogative sentence. At the beginning of the utterance, the teacher used word insertion '*Kalau*' and then used English 'interrogative?'. The utterances were classified as insertion. The teacher mixes the language because the teacher wanted the students to get the point of the teacher's orders.

(b) Alternation

The researcher did not find the data of alternation.

(c) Congruent Lexicalization

Data 78, 79

Data 78

Kalau positifnya this is my pen *diubah menjadi* negative this is not my pen, *ditambah* not

The teacher explains the use of positive and negative sentences. In this sentence, the teacher inserted more randomly Indonesian and English in a sentence. It can be seen from the sentence '*Kalau* positifnya this is my pen *diubah menjadi* negative this is not my pen, *ditambah* not'. The teacher used congruent lexicalization when explaining the material.

(3) Experimenting

   (a) Insertion

   Data 88, 89, 91, 93

   Data 88

Yang interrogative *betul atau salah?*

Firstly the teacher used the Indonesian language then used word insertion 'interrogative' and followed by the Indonesian language again. From the explanation, it can be concluded that the teacher's utterance can be categorized into insertion.

   (b) Alternation

   Data 84, 86, 87

   Data 86

Nomer satu the dress is looking good

In the first utterance, the teacher uses the Indonesian language '*Nomer satu*' and then used the English language 'the dress is looking good'. The teacher used English in the

first utterance because the student can understand what the teacher's orders. In this case, the teacher used alternation when reading the first question.

(c) Congruent Lexicalization

Data 94

> *Coba dilihat lagi bukunya. Ini harusnya* Those *dulu baru* those cat are cute, *yang bentuk gimana?*

The teacher asks students to open the book. The evidence can be seen from the utterance '*Coba dilihat lagi bukunya. Ini harusnya* Those *dulu baru* those cat are cute, *yang bentuk gimana?*'. The teacher mixed English word and phrases in a sentence with Indonesian language randomly.

(4) Associating

(a) Insertion

Data 95, 99

> *Sekarang dibukak bukunya* page 37.

The teacher asks students to open the book. In this case, the teacher performed code mixing of insertion. Based on the sentence, the teacher used the Indonesian language but the teacher inserted a word of English language. The teacher mixed of English word 'page' in Indonesian utterance.

(b) Alternation

Data 98

> What do you say in English, bed? 'Bed' *artinya apa*?

The teacher asks students about the meaning of the word. The first utterance, the teacher uses the English language 'What

do you say in English, bed? 'Bed' ' and then used the Indonesian language *'artinya apa'*. The teacher used the Indonesian language because the student can understand what the teacher's orders. In this case, the teacher used alternation when spoke to the students.

(c) Congruent Lexicalization

The researcher did not find the data of congruent lexicalization.

(5) Communicating

(a) Insertion

The researcher did not find the data of insertion.

(b) Alternation

The researcher did not find the data of alternation.

(c) Congruent Lexicalization

Data 102

Pen *nya pakek* 'S' *tidak? Diubah* negative

The teacher mixed English and Indonesian language. The English 'pen and negative' can be classified into an English word. It was called congruent lexicalization because two English words were mixed with the Indonesian language randomly.

c) Closing

The researcher did not find the data of types code mixing in the closing.

3) Function of Code Switching and Code Mixing

a) Opening

In the opening, before starting the lesson, the teacher said the greeted students. After greeted, the teacher asked the student's condition and checked the student's attendance.

Table 4.17 Functions of Code Switching and Code Mixing in The Opening

No	Functions of Code Switching and Code Mixing	Total
	Quotation	-
	Addressee Specification	-
	Repetition	-
	Interjection	-
	Message Qualification	-
	Personalization and Objection	1
	Facility of Expression	2
Total		3

The table showed the functions of code switching and code mixing used by the teacher. The most common functions of code switching and code mixing were the facility of expression which occurs 2 total. The classification can be described as follows:

(a) Personalization and Objection

Data 68

I am fine to thank you. *Hari ini ada yang tidak masuk?*

In the opening, the teacher asks students who are absent today. The function of the utterance is the objection. It showed

from the utterance 'I am fine to thank you'. The statement reflects the personal opinion and general facts.

(b) Facility of Expression

Data 69, 70

Data 69

Hari ini kita review *materi yang kemaren. Kemaren materinya* that, *terus*?

In the opening of the lesson, the teacher reviewed the last material. The insertion of 'review' is caused by a familiar word to the students. The reason of lack facility of expression also causes the teacher to insert an English word in the teacher's utterance.

The researcher did not find the data of quotation, addressee specification, repetition, interjection, and message qualification.

b) Main Activities

On the main activities of the teacher in according to the steps in the scientific approach to teaching in the 2013 curriculum as observing, questioning, experimenting, associating and communicating.

Table 4.18 Functions of Code Switching and Code Mixing in The Main Activities.

No	Functions of Code Switching and Code Mixing	Observing	Questioning	Experimenting	Associating	Communicating
	Quotation	-	-	-	3	2
	Addressee Specification	-	-	2	-	1
	Repetition	-	-	-	-	-
	Interjection	-	-	-	-	-
	Message Qualification	-	-	-	-	-
	Personalization and Objection	3	2	4	2	-
	Facility of Expression	3	3	6	1	-
Total		6	5	12	6	3

The table showed the functions of code switching and code mixing used by the teacher in the classroom. The most common type of code switching which has been found in teacher's utterances was the facility of expression which occurs 6 total in experimenting. The classification can be described as follows:

(1) Observing

   (a) Personalization and Objection

     Data 72, 74, 75

     Data 72

       Cara bedainya gimana? Kan itu sama? Kalau yang jamak pakai this *kalau yang tunggal* these.

The teacher asked the students how to distinguish this and these. The utterance can be classified as personalization and objection because it reflected the knowledge and the general fact. It showed from the utterance '*Kalau yang jamak pakai* this *kalau yang tunggal* these'.

(b) Facility of Expression

Data 71, 73, 76

Data 71

> *Perhatikan contohnya*, this is my pencil and these are my pencil.

The teacher gave an example of 'this'. Firstly the teacher used the Indonesian language '*Perhatikan contohnya*' and then followed by the English language 'this is my pencil and these are my pencil'. The insertion of Indonesian word in the first sentence can be classified as a facility of expression. The teacher used the facility of expression to make the students get the point.

The researcher did not find the data of quotation, addressee specification, repetition, interjection and message qualification.

(2) Questioning

(a) Personalization and Objection

Data 78, 79

Data 79

> *Kalau* interrogative *atau kalimat tanya,* is *nya dulu baru* this.

The teacher explains the interrogative sentence. The function of the utterance is personalization and objection. Because the statement reflects the knowledge of the teacher and also from the general fact. It showed from the utterance '*Kalau* interrogative *atau kalimat tanya,* is *nya dulu baru* this'.

The researcher did not find the data of quotation, addressee specification, repetition, interjection and message qualification.

(b) Facility of Expression

Data 80, 81, 82

Data 80

Now, *kalau kalimat jamak*

Firstly the teacher used the English language 'now*'.* And then followed by the Indonesian language '*kalau kalimat kamak'.* The insertion English language in the first of the sentence, it can be classified as a facility of expression. The teacher used the facility of expression to make the students get the point.

The researcher did not find the data of quotation, addressee specification, repetition, interjection, and message qualification.

(3) Experimenting

(a) Addressee Specification

Data 83, 84

Data 84

Sekarang kita bahas one by one.

The teacher will discuss the exercise together. The utterance can be classified as the addressee classification. Because the function is to draw attention to the fact that the addressee is being invited to participate in the conversation. It showed from the utterance '*Sekarang kita bahas* one by one'.

(b) Personalization and Objection

Data 89, 92, 93, 94

Data 89

Jadi is *dulu baru* that *dan kata bedanya.*

The function of the utterance is personalization and objection. Because the statement reflects the knowledge of the teacher and also from the general fact. It showed from the utterance '*Jadi* is *dulu baru* that *dan kata bedanya*'.

(c) Facility of Expression

Data 85, 86, 87, 88, 90, 91

Data 85

Nomer satu the dress is looking good

The teacher read question number one. The teacher gave an example of 'this'. Firstly the teacher used the Indonesian language '*Nomer satu*' and the followed by English language 'the dress is looking good'. The insertion of the Indonesian at the first sentence can be classified as a facility of expression. The teacher used the facility of expression to make the students get the point.

The researcher did not find the data of quotation, repetition, interjection, and message qualification.

(4) Associating

(a) Quotation

Data 98, 99, 100

Data 99

What do you say in English '*sepatu'?*

The teacher asks students about the meaning of shoes. The utterance can be classified as a quotation. It showed from the utterance 'What do you say in English 'sepatu'?' The teacher asked the students about the meaning of the word.

(b) Personalization and Objection

Data 96, 97

Data 96

Yang nomer dua gambarnya jam. What you say in English?

The function of the utterance is personalization and objection. Because the statement reflects the knowledge of the teacher and also from the general fact. It showed from the utterance '*Yang nomer dua gambarnya jam'.* The teacher said that the picture is a clock.

(c) Facility of Expression

Data 95

Sekarang dibukak bukunya page 37

The teacher asks students to open the book. The insertion of 'page' is caused by a familiar word to the students. The

reason of lack facility of expression also causes the teacher to insert an English word in the teacher's utterance.

The researcher did not find the data of addressee specification, repetition, interjection, and message qualification.

(5) Communicating

   (a) Quotation

   Data 101, 102

   Data 102

      Pen *nya pakek* 'S' *tidak*? *Diubah* negative

      The utterance can be classified as a quotation. It showed from the utterance 'Pen *nya pakek* 'S' *tidak*? *Diubah* negative' The teacher asked the students about the negative sentence.

   (b) Addressee Specification

   Data 103

      Ada pertanyaan? Sudah paham semua? Jangan lupa masing masing membuat 3 kalimat positive, negative and interrogative.

      The utterance can be classified as the addressee classification. Because the function is to draw attention to the fact that the addressee is being invited to participate in the conversation. It showed from the utterance '*Jangan lupa masing masing membuat 3 kalimat* positive, negative and interrogative'.

The researcher did not find the data of repetition, interjection, message qualification, personalization and objection, and facility of expression.

c) Closing

The researcher did not find the data of the function code switching and code mixing in the closing.

d. Teacher 4

The fourth observation was done on Tuesday, January 29, 2019 at 11.00. The English teacher is Mrs. Widyaningsih, S.Pd. The students of 7E .

1) Types of Code Switching

In classifying the types of code switching, the researcher employed Susanto theory that categorized code switching into three types. Those types are intrasentential code switching, inter sentential code switching and tag switching.

a) Opening

The researcher did not find the data of types code switching in the opening.

b) Main Activities

On the main activities of the teacher in according to the steps in the scientific approach to teaching in the 2013 curriculum as observing, questioning, experimenting, associating and communicating.

Table 4.19 Types of Code Switching in The Main Activities

No		Intra Sentential Switching	Inter Sentential Switching	Tag Switching
1.	Observing	-	1	-
2.	Questioning	-	-	-
3.	Experimenting	-	-	1
4.	Associating	1	2	1
5.	Communicating	-	3	-
	Total	1	6	2

The table showed the types of code switching used by the teacher in the classroom. The most common type of code switching which has been found in main activities was inter-sentential switching which occurs 3 total in communicating. The classification can be described as follows:

(1) Observing

   (a) Inter Sentential Switching

   Data 104

   Open page 32 we will correction number one until five. *Kita koreksi dulu nomer satu sampai lima*. Abid read the text.

   The teacher gave the students instruction to open the book by saying 'Open page 32 we will correction number one until five' then the teacher repeated the sentence in the Indonesian

language '*Kita koreksi dulu nomer satu sampai lima*'and used English language again. In this sentence, the teacher repeated the sentence from the English to the Indonesia and used the English again to get an understanding of the students.

The researcher did not find the data of intra sentential switching and tag switching.

(2) Questioning

The researcher did not find the data of types code switching in questioning.

(3) Associating

(a) Tag Switching

Data 108

Eh sorry, *ruang keluarga di bagian depan.*

The teacher inserted English tag before spoke in the Indonesian language. The inserted 'sorry' was familiar to students so they can easily understand the meaning of it. The utterance included in English tag switching because of the inserted 'sorry'.

The researcher did not find the data of intra sentential switching and inter sentential switching.

(4) Experimenting

(a) Intra Sentential Switching

Data 115

'Grey' *itu apa?*

The teacher asks students the meaning of the color. Firstly the teacher uses English sentence 'grey' and followed by the Indonesian language '*itu apa?*'. The utterance can be classified as intra sentential switching. The teacher switches the language because the teacher wanted the students to get the point of the information that the teacher gave.

(b) Inter Sentential Switching

Data 111, 114

Data 111

> So, choose the best answer for number one to five. *Pilihlah salah satu jawaban yang benar*. How many room from the text?

The teacher gave exercise to the students. Firstly the teacher used the English language then repeated in the Indonesian language '*Pilihlah salah satu jawaban yang benar*' and used the English language again. The utterance can be classified as inter sentential switching because it involved a switch from one language to the other between sentences, the teacher started the sentence in the Indonesia and then followed by English language.

(c) Tag Switching

Data 113

> No, B. Berada dibelakang rumah. Yang C di depan rumah.

The insertion 'No' was used by the teacher. The teacher continued the sentence in the Indonesian language to make the students got the main point. The utterance can be classified as

tag switching, because the English insertion 'No' is minimal syntactic restriction and it's not violating the syntactic rule.

(5) Communicating

    (a) Inter Sentential Switching

Data 118, 119, 120

Data 118

> Dia memiliki hidung yang mancung and usianya 7 tahun hampir sama denganku. I am very happy ketika kami bersama. Aku hampir lupa memberitahumu namanya, namanya ana.

The teacher used the Indonesian language as the beginning of the utterance. And change into English by saying 'I am very happy' then back again in the Indonesian language. The teacher switched the language because the teacher wanted the students to get the point that the teacher says. It indicated that the utterance was classified as intra sentential switching.

The researcher did not find the data of intra sentential switching and tag switching.

c) Closing

The researcher did not find the data of types code switching in the closing.

2) Types of Code Mixing

During the observation, the researcher found many data of code mixing in various types. They are insertion, alternation, and congruent-lexicalization as proposed by Musken (2000:3).

a) Opening

The researcher did not find the data of the functions of code switching and code mixing in the opening.

b) Main Activities

On the main activities of the teacher in according to the steps in the scientific approach to teaching in the 2013 curriculum as observing, questioning, experimenting, associating and communicating.

Table 4.20 Types of Code Mixing in The Main Activities

No		Insertion	Alternation	Congruent lexicalization
1.	Observing	-	-	-
2.	Questioning	2	-	-
3.	Experimenting	2	-	1
4.	Associating	1	-	-
5.	Communicating	1	-	1
	Total	6	0	2

The table showed the types of code mixing used by the teacher in the classroom. The most common type of code switching which has been found in teacher's utterances during the learning process was insertion which occurs 2 total in questioning and experimenting. The classification can be described as follows:

(1) Observing

The researcher did not find the data of types code mixing in the observing.

(2) Questioning

   (a) Insertion

Data 105, 106

Data 105

> *Ya nama saya budi, saya tinggal di Jakarta*, the house *di jalan malioboro*

At the beginning of the utterance, the teacher used the English language and in the middle of the utterance the teacher used word insertion 'the house'. The utterances were classified as insertion. The teacher mixes the language because the teacher wanted the students to get the point of the teacher's explanation.

The researcher did not find the data of alternation and congruent lexicalization.

(3) Experimenting

   (a) Insertion

Data 107, 109

Data 107

> Next, 'living room' *artinya?*

The teacher asks the student about the meaning of the living room. Firstly the teacher used the English language 'Next, 'living room' then used word insertion '*artinya*'. From the explanation, it can be concluded that the teacher's utterance can be categorized into insertion.

   (b) Alternation

The researcher did not find the data of alternation.

(c) Congruent Lexicalization

Data 110

> The last, we sitting together, *kami duduk bersama di sore hari dan saya bercerita tentang sekolah dan* many others.

The teacher performed code mixing of congruent lexicalization. The evidence can be seen from the utterance, the teacher used the English language then used the Indonesian language and then used the English language again.. The teacher mixed the sentence with the English language randomly.

(4) Associating

(a) Insertion

Data 112

> No, *ada berapa?*

The teacher asks the students the answer from the first question. In this case, the teacher performed code mixing of insertion. Based on the sentence, the teacher used the Indonesian language but the teacher inserted a word of English language. The teacher mixed of the word 'No' in Indonesian utterance.

The researcher did not find the data of alternation and congruent lexicalization.

(5) Communicating

(a) Insertion

Data 117

Dia terlalu tall, 'tall' *apa?*

The teacher asks students the meaning of tall. The teacher inserted the English language 'tall'. In this case, the teacher performed code mixing of insertion.

(b) Alternation

The researcher did not find the data of alternation.

(c) Congruent Lexicalization

Data 116

Next, aku ingin menceritakan teman baruku yang aku temui di vacation. Apa itu vacation?

The teacher read the question and asks students about the meaning of a vacation. The teacher mixed English and Indonesian language. The English 'next and vacation' can be classified into an English word. It was called congruent lexicalization because two English words were mixed with the Indonesian language randomly.

c) Closing

The researcher did not find the data of types code mixing in the closing.

3) Function of Code Switching and Code Mixing

a) Opening

The researcher did not find the data of types code mixing in the opening.

b) Main Activities

On the main activities of the teacher in according to the steps in the scientific approach to teaching in the 2013 curriculum as

observing, questioning, experimenting, associating and communicating.

Table 4.21 Functions of Code Switching and Code Mixing in The Main Activities.

No	Functions of Code Switching and Code Mixing	Observing	Questioning	Experimenting	Associating	Communicating
1.	Quotation	-	1	1	1	1
2.	Addressee Specification	-	-	-	-	-
3.	Repetition	1	-	1	1	1
4.	Interjection	-	-	2	-	-
5.	Message Qualification	-	-	-	-	-
6.	Personalization and Objection	-	-	-	1	-
7.	Facility of Expression	-	1	-	-	1
Total		1	2	4	3	3

The table showed the functions of code switching and code mixing used by the teacher in the classroom. The most common functions of code switching and code mixing which has been found were interjection which occurs 2 total in experimenting. The classification can be described as follows:

(1) Observing

   (a) Repetition

    Data 104

Open page 32 we will correction number one until five. *Kita koreksi dulu nomer satu sampai lima.*

The teacher asks students to open the book and will discuss the exercise. The utterance can be classified as repetition. It can be seen from the utterance firstly the teacher used the English language 'Open page 32 we will correction number one until five' and then repeated in the Indonesian language '*Kita koreksi dulu nomer satu sampai lima*'. The teacher repeated to emphasize the previous utterance and to make the students understand.

The researcher did not find the data of quotation, addressee specification, interjection, message qualification, personalization and objection, and facility of expression.

(2) Questioning

(a) Quotation

Data 106

'Kecil and little tree', *bahasa indonesianya apa?*

The datum was classified as a function of quotation. It showed from the utterance 'Kecil and little tree', the teacher asked the students the meaning of the sentence.

(b) Facility of Expression

Data 105

Ya nama saya budi, saya tinggal di Jakarta, the house *di jalan malioboro.*

The teacher read the English story and translate it into the Indonesian language. Firstly the teacher used the Indonesian

language '*Ya nama saya budi, saya tinggal di Jakarta, … di jalan malioboro'.* And then followed by English language 'the home'. The insertion of the English language in the middle of the sentence can be classified as a facility of expression. The teacher used the facility of expression to make the students get the point.

The researcher did not find the data of quotation, addressee specification, interjection, message qualification, personalization and objection, and facility of expression.

(3) Experimenting

(a) Quotation

Data 107

Next, 'living room' *artinya? Coba dicari dikamus*

The utterance can be classified as a quotation. It show from the utterance 'living room *artinya?* The teacher asked the students to open the dictionary to find the meaning of the sentence.

(b) Repetition

Data 110

The last, we sitting together, *kami duduk bersama di sore hari dan saya bercerita tentang sekolah dan* many others.

The teacher translates the story. Firstly the teacher used the English language and then used the Indonesian language with the same meaning as the previous utterance. It showed from the utterance 'The last, we sitting together, *kami duduk bersama di sore hari'.* The teacher repeated the utterance to

emphasize the first utterance. The reason is to clarify what the teacher said.

(c) Interjection

Data 108, 109

Ya, thats right. The living room in front of the house. Eh sorry, ruang *keluarga di bagian depan*. Next apa?

The function of the utterance is interjection. The interjection is the function when the people give some instruction or even ask the other to do something. It showed from the utterance 'Eh sorry, ruang *keluarga di bagian depan*. Next *apa?*'. The teacher commands the students to answer the next question.

The researcher did not find the data of addressee specification, message qualification, personalization and objection, and facility of expression.

(4) Associating

(a) Quotation

Data 115

'Grey' *itu apa?*

The teacher asks the meaning of grey. The datum can be classified as a function of quotation. It showed from the utterance 'grey'. In this case, the teacher wanted the students to get the point of the teacher's utterance.

(b) Repetition

Data 111, 114

Data 114

Number four does it has manggo tree? *Apakah punya pohon mangga?*

The teacher read question number four. Firstly the teacher used the English language and then used the Indonesian language with the same meaning as the previous utterance. It showed from the utterance 'Number four does it has manggo tree?' then repeated in Indonesian language '*Apakah punya pohon mangga?*' The teacher repeated the utterance to emphasize the first utterance. The reason is to clarify what the teacher said.

(c) Personalization and objection

Data 113

No, B. *Berada dibelakang rumah. Yang* C *di depan rumah.*

The function of the utterance is personalization and objection. Because the statement reflects the knowledge of the teacher. It showed from the utterance 'No, B. *Berada dibelakang rumah. Yang* C *di depan rumah*'. The teacher corrects the student's answer.

The researcher did not find the data of addressee specification, interjection, message qualification, and facility of expression.

(5) Communicating

(a) Quotation

Data 117

Dia terlalu tall, 'tall' *apa*?

The teacher asks the meaning of tall. The utterance can be classified as a quotation. It showed from the utterance '*Dia terlalu* tall, 'tall' *apa*?' The teacher asked the students about the meaning of the word.

(b) Repetition

Data 119, 120

Data 119

Who is nana best friend? *Siapa sahabat baiknya?*

The teacher asks the students the answer to the question. The utterance can be classified as repetition. It showed from the utterance. Firstly, the teacher used the English language 'Who is nana best friend?' and then asked again in the Indonesian language with the same meaning as the previous utterance '*Siapa sahabat baiknya?*'. The teacher repeated the utterance to emphasize the meaning of the. First utterance. So, the students can get the main point easily.

(c) Facility of Expression

Data 116, 118

Data 116

Next, *aku ingin menceritakan teman baruku yang aku temui di* vacation

The utterance can be classified as a facility of expression. The insertion of '*next*'. The reason for the lack facility of expression also causes the teacher to insert an English word in the teacher's utterance to make the students understand what the point of the teacher's utterance.

The researcher did not find the data of addressee specification, interjection, message qualification, and personalization and objection.

c) Closing

The researcher did not find the data of function of code switching and code mixing in the closing.

B. Discussion

Based on the research findings, the researcher discusses the finding of the research. The discussion contains the teaching learning, types of code switching and code mixing, and the function of code switching and code mixing. Based on the observation, the curriculum that is implemented in MTs N 2 Karanganyar is based on the 2013 Curriculum.

In the teaching learning process, the teacher used three step activities. The first step is opening, before starting the lesson, the teacher greetings and asked the student's condition. The second is the main activities, there are five activities namely, observing, questioning, experimenting, associating and communicating. The third is closing, the teacher closes the lesson by *hamdallah*.

This section discusses the findings of code switching and code mixing used by the English teacher during the teaching and learning process in the classroom. These finding based on the problem statement that was presented by the researcher. Firstly, the researcher tried to find the types of code switching and code mixing used by the English teacher of the eighth grade students at MTsN 2 Karanganyar. Secondly, the researcher finds the functions of code switching and code mixing used by the English teacher of the eighth grade students at MTsN 2 Karanganyar.

The result of this research that has been conducted at MTsN 2 Karanganyar, showed that are three types of code switching that exist in English teaching learning. It happened because the English teacher used more than one language to support the material. The types of the researcher found from the teacher's utterances during teaching learning process are; 1) Intra-sentential switching, 2) Inter-sentential switching, 3) Tag switching.

The researcher found that the teacher used three step activities. The total of intra sentential switching in the opening which occurs 5 total and inter sentential switching in the opening which occurs 3 total. In the opening, the most common type of code switching used by the English teacher 1 which occurs 4 types of code switching. Teacher 1 used intra sentential switching which occurs 2 total and inter sentential switching which occurs 2 total. The second common is teacher 2 which occurs 3 total, 2 total in intra sentential switching and 1 total in inter sentential switching. The last common type is teacher 3 which occurs 1 total used in intra sentential switching. It can be concluded that the teacher often used intra sentential switching.

The second step is the main activity. The researcher found that the teacher used types of code switching in main activities, there are five activities namely, observing, questioning, experimenting, associating and communicating. The most commonly used function of code switching and code mixing is teacher 1 which occurs 19 total. In the questioning, the teacher occurs 3 total of intra sentential switching, 4 totals inter sentential switching and 1 total of tag switching. In the experimenting the teacher occurs 2 total in intra sentential switching and 1 total in inter sentential switching. In associating the teacher used 3 totals of intra sentential switching and the last is communicating which occurs 2 total in intra sentential switching and 2 total in

inter sentential switching. The most commonly used types switching in teacher 1 is intra sentential switching which occurs 10 totals. (Susanto 2008:48) mentioned that intra sentential switching concerns language alternation that occurs within a sentence or a clause boundary. It is appropriate with the findings that intra sentential switching often occurred when the teacher uses one language and suddenly switches into another language in a sentence.

The next is the types of code switching in closing. The researcher found that the most commonly used types of code switching is teacher 2 which occurs 1 intra sentential switching. The teacher often used one language and suddenly switches into another language in a sentence to transfer the knowledge to students in an efficient way.

The second discussion is types of code mixing that exist in English teaching learning. It happened because the English teacher used more than one language to support the material. The types of the researcher found from the teacher's utterances during teaching learning process are; 1) Insertion, 2) Alternation, 3) Congruent lexicalization. Based on the data collected, the researcher used 44 total of code mixing from four meetings of teaching learning. The researcher found that the teacher used two step activities; opening and main activities.

In the opening, the most common types of code mixing used by the English teacher 3. The teacher used insertion and congruent lexicalization. Insertion which occurs 1 total. Insertion occurs when a single constituent B (with words b from the same language) is inserted into a structure defined by language A (with words from that language). It is the insertion of material (lexical items or entire constituents) from one language into a structure from the other language. The teacher often used the English word to makes students more familiar with English and increase vocabulary.

And then congruent lexicalization which occurs 1 total. The teacher used congruent lexicalization code mixing in the form of words, phrases and clauses randomly. These types of code mixing used by the teacher. However, congruent lexicalization more complex than the other types.

The next is the main activities, there are five activities namely, observing, questioning, experimenting, associating and communicating. The first activity is observing, the researcher found that the most common types of code mixing used by the English teacher 3 which occurs 16 totals types of code mixing. In the observing, the teacher used 2 totals of congruent lexicalization. In questioning, the teacher used 1 total of insertion and 2 total of congruent lexicalization. In the experimenting, the teacher used 4 totals of insertion, 2 totals of alternation and 1 total of congruent lexicalization. In the associating, the teacher used 2 totals of insertion and 1 total of alternation. In the last main activity is communication which occurs 1 total in congruent lexicalization. It can be concluded that the teacher often used insertion in experimenting.

The third discussion is the functions of code switching and code mixing used by the English teacher of the first grade MTs N 2 Karanganyar. The researcher classified the function of code switching and code mixing based on Marasigan theory. Marasigan (1983) stated there are seventh functions: quotation, addressee specification, repetition, interjection, message qualification, personalization and objection, and facility of expression. Based on the data collected, the researcher used 44 total of function code switching and code mixing from four meetings of teaching learning. The researcher found that the teacher used two step activities; opening and main activities.

In the opening, the most common functions of code switching and code mixing used by the English teacher 1. The teacher 1 often used repetition which occurs 3 total and addressee specification which occur1 total. The second commonly function is teacher 2 and teacher 3. Teacher 2 used 1 total of addressee specification, 1 total of repetition and 1 total of personalization and objection. Teacher 3 often used the facility of expression which occurs 2 total and 1 total of personalization of objection. From the discussion, it can be concluded that the teacher often used repetition. The teacher repeated the utterance to emphasize the meaning of the first utterance. So the students can understand what the teacher says.

The second step is the main activity. The researcher found that the teacher used types of code switching in main activities, there are five activities namely, observing, questioning, experimenting, associating and communicating. The most commonly used function of code switching and code mixing is teacher 3 which occurs 32 total. In the observing the teacher used 3 totals of personalization and objection, and 3 totals of facility of expression. In the questioning, the teacher often used the facility of expression which occurs 3 total and then the teacher used 2 total of personalization and objection. In the experimenting, the teacher most often used facility of expression which occurs 6 total. The next common function is personalization and objection which occurs 4 total. And the last addressee specification which occurs 2 total. From the definition, it can be concluded that the teacher often used the facility of expression. The teacher use the facility of expression caused the teacher used the familiar word in the teacher's utterance to make students get the point easily.

It can be concluded, that the most common types of code switching in the opening are intra sentential switching which occurs 5 total. In the main activities, the

most common types of code switching are intra sentential switching which occurs 33 total. The teacher often used intra sentential switching in observing. And in the closing, the most common type is intra sentential switching which occurs 1 total. The most common type of code mixing in the opening are insertion and congruent lexicalization, both have 2 totals. And the most common types of code mixing in the main activities are insertion which occurs 23 total. The teacher often used insertion in experimenting which occurs 9 total. The third is the most function in the opening. The most common function of code switching and code mixing is repetition which occurs 4 totals. And the most common types in the main activities are personalization and objection which occurs 25 total. The teacher often used personalization and objection in observing which occurs 8 total.

From the discussion above, the researcher believes that code switching and code mixing is unavoidable phenomena that serve many functions in the English classroom. Therefore, the use of code switching and code mixing may be useful for the students learning the process as long as the teacher has enough consideration to use it properly. The teacher used code switching and code mixing in different levels of students. It depends on the situation, topic and participant, but in reality, the teacher dominantly makes code switching. The teacher should know and understand when they should emphasize the language for the students to understand what the teacher says by code switching or code mixing. Finally, code switching and code mixing is a strategy to support the students to develop their ability in foreign language learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Dealing with the objective of this study, which is to identify the types and the function of code switching and code mixing used by the English teacher of the first grade at MTsN 2 Karanganyar. The summary based on the problem formulation as follows:

1. The types of code switching and code mixing used by the English teacher of the first grade at MTsN 2 karanganyar.

    There are three types of code switching. They are intra sentential code switching, inter sentential code switching and tag switching. The classifications of intra-sentential code switching was 3 totals in the opening, 5 totals in observing, 6 totals in questioning, 6 total in experimenting, 9 totals in associating and 6 totals in communicating. The classifications of inter-sentential code switching were 4 totals in the opening, 2 totals in observing, 5 totals in questioning, 3 totals in experimenting, 3 totals in associating and 6 totals in communicating. and the classifications of tag switching was 3 totals in questioning, 3 totals in experimenting and the last 1 total in associating. It can be seen that the most common type of code switching which has been found in teacher's utterances during the learning process was inter-sentential switching.

    During the observation, the researcher found many data of code mixing in various types. They are insertion, alternation and congruent-lexicalization. The classifications of insertion were 1 total in the opening, 1 total in observing, 5 totals in questioning, 6 totals in experimenting, 7 totals in associating and 3 totals in communicating. The classification of alternation was 5 totals in questioning, 3

totals in experimenting, 3 totals in associating. The classification of congruent lexicalization was 1 total in the opening, 4 totals in observing, 3 totals in questioning, 2 totals in experimenting, 1 total in associating and 3 totals in communicating.

2. The functions of code switching and code mixing

The functions of code switching and code mixing used by the teacher in teaching English. The classifications of quotation was 3 totals in observing, 1 total in questioning, 1 total in experimenting, 5 totals in associating and 5 totals in communicating. The classification of addressee specification with 2 totals in the opening, 3 totals in questioning, 5 totals in experimenting, 4 totals in associating and 6 totals in communicating. The classification of repetition was 5 totals in the opening, 2 totals in questioning, 1 total in experimenting, 4 totals in associating and 4 totals in communicating. The classification of interjection was 1 total in observing, 5 totals in questioning, 7 totals in experimenting and 2 totals in associating. The classification of personalization was 1 total in the opening, 4 totals in observing, 8 totals in questioning, 6 totals in experimenting and 5 totals in associating. The classification of the facility of expression was 2 totals in the opening. 3 totals in observing, 7 totals in questioning, 6 totals in experimenting, 5 totals in associating and 3 totals in communicating.

B. Suggestion

Considering the conclusions above, the researcher gives some suggestion as follow:

1. For the English teachers especially the teacher of MTsN 2 Karanganyar to use code switching and code mixing more often because it could help the students

understand and increase their vocabulary in a language and also to make students easy to understand the language.

2. For the next researcher who wants to research about code switching and code mixing in different object situation for example in daily conversation, in the discussion forum or event in social media.

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APPENDIX

1

TEACHER'S UTTERANCES TRANSCRIPT 1

Day/Date   : Wednesday, January 23, 2019

Time   : 09.00

Class   : 7C

Teacher   : Widyaningsih, S. Pd

T : Assalamualaikum wr. wb

S : Waalaikumsalam wr. wb

T : Good morning students. How are you today?

S : Good morning teacher. I am fine thank you and you?

T : Who is absent today? Siapa yang gak masuk hari ini ?

S : Danang and Andi

T : Okay, yesterday we discuss little about verbal sentence, right? Kemarin kita
     sudah membahas sedikit tentang verbal sentence

S : Yes…

T : What is verbal sentence, apa itu kalimat verbal?

S : Kalimat yang memiliki kata kerja

T : Alif apa itu kalimat verbal atau verbal sentence?

     Regar? Devi?

T : Perhatikan kalimat ini, ini merupakan kalimat yang digunakan untuk menjelaskan sesuatu yang terjadi saat ini. Karena waktunya sekarang, maka menggunakan kata kerja pertama atau verb. Azmi apa itu simple present?

S : Simple present pola kalimat yang digunakan untuk menceritakan waktu sekarang dalam bentuk sederhana

T : Rahma?

S : Pola kalimat yang digunakan untuk menceritakan waktu sekarang dengan bentuk sederhana

T : Simple present menceritakan waktu sekarang

T : Ok, kalau kalimat nominal?

S : Kalimat yang tidak mempunyai kata kerja

T : Ok thank you. Is there any question about nominal sentence and verbal sentence? Ada pertanyaan tentang nominal dan verbal?

S : No…

T : Ok students next see on the whiteboard please. Silahkan lihat di papan tulis, which one verbal sentence and nominal sentence? Mana yang kalimat verbal dan kalimat nominal? Kalian tentukan!

Kalimat verbal mempunyai kata kerja, polanya S + V1 bentuk pertama. Ok kalian tentukan.

Number one, they eat breakfast at 7 o'clock.

Second, she is the host of this event. Dia menjadi host dalam event ini.

Number three, we go to school on foot.

Number four, he listens to music while study. Jadi, belajar disambi mendengarkan music.

Number five, I am in the new building. Saya berada di gedung baru. Which one verbal sentence and nominal sentence?

Rahma is there difficult, ada kesulitan?

S : No …

T : Ok, number one Rahma, tolong tulis di papan tulis, verbal sentence or nominal ?

S : Verbal sentence

T : Number two Yuliana, verbal sentence or kalimat nominal ?

S : Nominal

T : Number 3 Hito, come on, verbal sentence or nominal sentence?

S : Nominal

T : Nominal ? Verbal ya…

Tegar number four, kalimat nominal atau kalimat verbal ?

S : Nominal

T : No! Number four?

Kalimat verbal yang mempunyai kata kerja, nominal gak punya kata kerja.Nomer 4 ada kata kerjanya tidak? Verb satunya mana?

S : While

T : No! listening ya, listen berarti apa ?

S : Apa bu artinya?

T : Coba cari di kamus

S : Mendengarkan, verbal sentence

T : Number five Andika

S : Nominal

T : Ok, Aden please specific the verb, tentukan kata kerjanya verb satunya. Underline the verb, garis bawahi kata kerjanya.

True or false betul atau salah? Rahma betulke

S : Eat

T : Eat apa dalam bahasa Indonesia?

S : Makan

T : Number two ada kata kerjanya?

S : Tidak

T : Number three Iqbal, spesifik kata kerjanya.

We itu subject, kata kerjanya ?

S : Go

T : Number four Yuma

S : Mboten enten, Voli

T : Luthfi, kata kerjanya apa? Verb satunya ?

S : Listen

T : What is mean?

S : Mendengar

T : Next, translate into Indonesian please. Selanjutnya tolong terjemahkan ke
  bahasa Indonesia.

  Number one Evan, translate kedalam bahasa Indonesia. Subjectnya apa?

S : They

T : They artinya?

S : Mereka sarapan jam 7

T : Number two Rohmania. Subjectnya mana? What is mean?

S : Dia

T : She dia, dia laki-laki or perempuan?

S : Dia perempuan

T : Dia menjadi pengisi acara pada acara ini

Number three Rahma, we go to school on foot

S : Kami pergi ke sekolah jalan kaki

T : Bahasa Inggris nya diulangi!

S : We go to school on foot

T : Next, Aliya maju. He listens music while study.

S : Dia mendengarkan music ketika belajar

T : Next, Zahra number five. I am in the new building, apa artinya?

S : Saya berada didalam gedung baru

T : Good, thank you. Is there any question?

S : No

T : Ok, I think it is enough for today. Wassalamualaikum wr. wb

S : Waalaikumsalam

APPENDIX

2

TEACHER'S UTTERANCES TRANSCRIPT 2

Day/Date   : Thursday, January 24, 2019

Time   : 10.00

Class   : 7B

Teacher   : Widyaningsih, S. Pd

T : Assalamualaikum wr. wb1

S : Waalaikumsalam wr. wb

T : Good morning students. How are you today?

S : I am fine teacher

T : Ok, yesterday we discuss little about simple present and verb kata kerja

pertama. Kemarin kita belajar tentang simple present dan kata kerja. Rahma,

what is verbal sentence?

S : Kalimat yang mempunyai kata kerja

T : Yes, kalimat yang mempunyai kata kerja. Rima, what is nominal sentence?

Apakah kalimatnya mempunyai kata kerja?

S : No

T : Ok students look at the whiteboard please! Now write and beri garis bawah

pada kata kerjanya and look for the meaning.

Number one, they go to the beach on weekend, mereka pergi ke pantai pada akhir pekan.

Number two, they enjoy the sunset, mereka menikmati matahari tenggelam.

Number three, we like to make a big sand castle.

Number four, I read one book every month.

Number five, my dog likes to play after eating. Danang number one

S : Sakit

T : Ok, number one Ibrahim, number two Vegar, Number three Zulfa, number four Luthfi

Garis bawahi kata kerjanya.

S : Go artinya apa bu?

T : Pergi

T : They go to the beach on weekend artinya? Coba dibaca!

S : They go to the beach on weekend, mereka pergi ke pantai saat akhir pekan.

T : Next, they enjoy the sunset, tolong dibaca!

S : They enjoy the sunset

T : Kata sifatnya? Ok, verb nya mana?

S : Enjoy

T : Verbal atau nominal kalau ada kata kerjanya?

S : Verbal

T : Number three, please read the text!

S : We like to make a big sand castle.

T : Ok, terus kata kerjanya yang mana?

S : Make

T : Artinya we like to make a big sand castle?

S : Kami suka membuat istana pasir yang besar

T : Ok, thank! Next Luthfi read the sentence

S : I read one book every month. Saya membaca satu buku setiap bulan

T : Ulangi baca! I read one book every month

S : I read one book every month

T : Underline the verb please, apa kata kerjanya?

S : Read

T : Thank you, next Luthfiana please read the sentence

S : My dog likes to play after eating

T : Underline the verb. Artinya apa, coba cari dikamus?

S : Anjingku bermain setelah makan

T : Ok, thank you

T : Maju dan garis bawahi kata kerjanya

   Number one, please Keysa baca kalimatnya.

S : He is inside her house

T : Repeat again

S : He is inside her house

T : Dia berada di rumahnya, underline the verb.

   Inside itu bukan kata kerja, brarti itu kalimat nominal

   Aliya read number seventh

S : This magazine

T : Apa artinya?

S : Hehehe…

T : Majalah ini this magazine

S : Majalah ini member tahu…

T : Majalah ini member tahu how to be creative

S : Bagaimana menjadi kreatif

T : Underline the verb please. Number eight

S : I am in a new office

T : I am in a new office nominal or verbal?

S : Nominal

T : Number nine

S : He inside her house

T : Nominal apa verbal?

S : Nominal

T : Number ten

S : Read a newspaper before go

T : Apa artinya? Hari ini membaca newspaper before go

S : Hari ini membaca surat kabar sebelum pergi

T : Underline the verb ya garis bawah.

   Ok thank you, sit down Aliya

   Ok students, is there any question ada pertanyaan?

S : No

T : I think it is enough for today. Say hamdalah together

S : Alhamdulillahirabbil aalamin

T : Assalamualaikum wr. wb

S : Waalaikumsalam wr. wb

APPENDIX

3

TEACHER'S UTTERANCES TRANSCRIPT 3

Day/Date : Monday, January 28, 2019

Time : 11.00

Class : 7D

Teacher : Widyaningsih, S. Pd

T : Bismillahirrahmanirrahim. Assalamualaikum wr.wb

S : Waalaikumsalam wr.wb

T : Good morning class

S : Good morning

T : How are you today?

S : I am fine thank you and you?

T : I am fine to thank you. Hari ini ada yang tidak masuk?

S : Ada 4 orang

T : Gimana masih semangat belajarnya?

S : Masih

T : Kemarin terakhir belajar apa ya?

Hari ini kita review materi yang kemaren. Kemaren materinya that, terus?

S : That, this, those, these

T : Ok, ada 4 perbedaanya. This apa this?

S : Ini

T : Kalau these

S : Ini

T : Perhatikan contohnya, this is my pencil and these are my pencil.

Cara bedainya gimana? Kan itu sama? Kalau yang jamak pakai this kalau yang tunggal these.

Sekarang kita latihan soal.Nah disini ada kalimat positif, kalimat negative and kalimat interrogative. Contohnya this is my pen, itu kalimat positif bagaimana kalau digaanti negative sentence?

S : Ditambah S

T : Bukan, kalau negative ditambah Not. This is my pen dibahasa Indonesia apa?

S : Ini pensil saya

T : Ini bolpen saya. Kalau this is not my pen

S : This is not my pen.

T : Jadi, kalau positif ke negative ditambah not. Kalau dirubah menjadi kalimat interrogative atau kalimat Tanya? Is nya dulu baru this my pen.

Kalau positifnya this is my pen diubah menjadi negative this is not my pen, ditambah not.

S : Kalau interrogative gimana?

T : Kalau interrogative atau kalimat tanya, is nya dulu baru this.

Is this my pen, kalau that negative?

S : That is not my pen

T : Kalau kalimat Tanya?

S : Is that my book?

T : Now, kalau kalimat jamak

S : These my pets

T : Kalau interrogative?

S : Those my pets?

T : Kalau kalimat tanya my jadi your

Sekarang ada yang ditanyakan?

S : Tidak

T : Ada soal nanti kalian isi ya… ada kalimat positif, negative and interrogative

Sekarang kita bahas one by one.

Nomer satu the dress is looking good. Jadi negative nya ditambah not, the
dress not looking good. Yang interrogative betul atau salah?

S : Salahnya di is

T : Harusnya apa dulu?

S : Is that dress looking good?

T : Jadi is dulu baru that dan kata bedanya.

Nomer dua, those girl are beautiful, betul apa salah?

S : Betul

T : Terus yang interrogative betul atau salah?

S : Salah

T : Salahnya di are those.

Nomer tiga, this is my pencil case betul.

Nomer empat yang negative betul atau salah?This food are not delicious

S : Betul

T : Coba dilihat lagi bukunya. Ini harusnya Those dulu baru those cat are cute ,

yang bentuk gimana?

S : Those cats are not cute

T : Ada yang bener semua? Salah satu?Salah dua?Salah tiga?Salah semua?

Sekarang dibukak bukunya page 37. Yang nomer satu jawabnya apa?

S : These

T : Yang nomer dua gambarnya jam. What you say in English?

S : Clock

T : Nomer tiga gambar lampu. Lampunya berdiri berarti standing lamp

   What do you say in English, bad? Bed artinya apa?

S : Kasur

T : What do you say in English sepatu?

S : Shoes

T : Ini gambarnya apa? Jendela in English?

S : Window

T : Nomer tujuh belas sampai empat puluh dikerjakan di kertas dan dikumpulkan.

   Tadi belajar tentang apa?

S : That, this, those, these

T : This is my book, diubah menjadi negative

S : This is not my book

T : Kalau itu bolpen saya

S : Those are my pen

T : Pen nya pakek s tidak? Diubah negative

S : Those are not my pen

T : Ada pertanyaan? Sudah paham semua? Jangan lupa masing masing membuat

    3 kalimat positive, negative and interrogative.

S : Ingeh Insyallah

T : Wassalamualaikum wr. wb

S : Waalaikumsalam wr.wb

APPENDIX

4

TEACHER'S UTTERANCES TRANSCRIPT 4

Day/Date   : Tuesday, January 29, 2019

Time   : 11.00

Class   : e

Teacher   : Widyaningsih, S. Pd

T : Bismillahirrahmanirrahim. Assalamualaikum wr.wb

S : Waalaikumsalam wr.wb

T : Good morning class

S : Good morning

T : How are you today?

S : I am fine thank you and you?

T : Open page 32 we will correction number one until five. Kita koreksi dulu
     nomer satu sampai lima. Abid read the text.

S : My name is Budi, i llive in Jakarta at Malioboro street. my house is small and
     cozy. my house has a small garden and little tree.

S : Cozy artinya apa bu?

T : Nyaman

T : Ya nama saya budi, saya tinggal di Jakarta, the house di jalan malioboro. Rumahnya tidak besar but nyaman. It's has small garden. Rumahnya mempunyai garden?

S : Small

T : Kecil and little tree, bahasa indonesianya apa?

S : Pohon yang kecil

T : Number two

S : Because it has two bedroom

T : Nex, living room artinya? Coba dicari dikamus

S : Ruang tamu

T : Ya, thats right. The living room in front of the house. Eh sorry, ruang keluarga di bagian depan. Next apa?

S : Ruang makan di bagian tengah

T : The last, we sitting together, kami duduk bersama di sore hari dan saya bercerita tentang sekolah dan many others.

So, choose the best answer for number one to five. Pilihlah salah satu jawaban yang benar.

How many room from the text? Berapa banyak?

S : Six

T : No, ada berapa?

S : Dua

T : Number two, How does look like rumah lastri? It's a big house?

S : It's a big house

T : Number three. Where is?

S : C

T : No, B. Berada dibelakang rumah. Yang C di depan rumah.

    Number four does it has manggo tree? Apakah punya pohon mangga?

S : Yes, have

T : Number five. What colour lastri house?

S : Putih

T : Grey itu apa?

S : Abu-abu

T : Pink?

S : Merah jambu

T : Next, aku ingin menceritakan teman baruku yang aku temui di vacation. Apa

    itu vacation?

S : Liburan

T : Aku bertemu saat liburan, kami kenal setelah beberapa hari tinggal di Malang. Dia terlalu tall, tall apa?

S : Tinggi

T : Dia memiliki hidung yang mancung and usianya 7 tahun hampir sama denganku. I am very happy ketika kami bersama. Aku hampir lupa memberitahumu namanya, namanya ana.

Who is nana best friend? Siapa sahabat baiknya?

S : Ana

T : Apa yang didiskripsikan Ana?

S : Usianya

T : Berapa usianya

S : 7 tahun

T : How does look like? Apakah tinggi atau jelek?

S : Tinggi

T : Kumpulkan jawaban kalian tadi didepan, taruh dimeja.

Ok, before we close lets we say Hamdalah together

S : Alhamdulillahirabil aalamin

T : Wassalamualaikum wr. Wb

S : Waalaikumsalam wr.wb

APPENDIX

5

List of the Data of Code switching and Code Mixing Types and Functions Used by English Teacher 1

No	Activities	Learning Phrases	Utterances	Code switching	Code mixing	Functions of code switching and code mixing	Number of the data
1.	Opening		T : Assalamualaikum wr. wb				
			S : Waalaikumsalam wr. wb				
			T : Good morning students. How are you today?				
			S : Good morning teacher. I am fine thank you and you?				
			T : **Who is absent today? Siapa yang gak masuk hari ini ?**	√		Repetition	01/inter/rep
			S : Danang and Andi				
			T : **Okay, yesterday we discuss little**	√		Repetition	02/inter/rep

			about verbal sentence, right? **Kemarin kita sudah membahas** **sedikit tentang verbal sentence**			
			S : Yes…			
			T : **What is verbal sentence, apa itu** **kalimat verbal?**	√	Repetition	03/intra/rep
			S : Kalimat yang memiliki kata kerja			
			T : **Alif apa itu kalimat verbal atau** **verbal sentence? Regar? Devi?**	√	Addressee Specification	04/intra/add

2.	Main Activities	1.Observing	T : Perhatikan kalimat ini, ini merupakan kalimat yang digunakan untuk menjelaskan sesuatu yang terjadi saat ini. Karena waktunya sekarang, maka menggunakan kata kerja pertama atau verb. Azmi apa itu simple present?		√	Personalization and objection	05/inser/pao
			S : Simple present pola kalimat yang digunakan untuk menceritakan waktu sekarang dalam bentuk sederhana				
			T : Rahma?				
			S : Pola kalimat yang digunakan untuk menceritakan waktu sekarang dengan bentuk sederhana				

		2.Questioning	T : **Simple present menceritakan waktu sekarang**	√	√		06/alter/pao 07/intra/pao
			T : **Ok, kalau kalimat nominal?**	√			08/tag
			S : Kalimat yang tidak mempunyai kata kerja				
			T : **Ok thank you. Is there any question about nominal sentence and verbal sentence? Ada pertanyaan tentang nominal dan verbal?**	√		Repetition	09/inter/rep
			S : No…				
			T : Ok students next see on the whiteboard please. **Silahkan lihat di papan tulis, which one verbal sentence and nominal sentence?**	√		Repetition	10/intra/rep

			Mana yang kalimat verbal dan kalimat nominal? Kalian tentukan!				
			T : Kalimat verbal mempunyai kata kerja, polanya S + V1 bentuk pertama. Ok kalian tentukan.				
			T : Number one, they eat breakfast at 7 o'clock.				
			T : **Second, she is the host of this event.** **<u>Dia menjadi host dalam event ini.</u>**	√	√	Personalization and Objection	11/inter/pao 12/alter/pao
			T : Number three, we go to school on foot.				
			T : **Number five, I am in the new building. Saya berada di gedung baru. Which one verbal sentence and nominal sentence?**	√		Personalization and Objection	13/inter/pao

				√			
			T : **Number four, he listens to music while study. Jadi, belajar disambi mendengarkan music.**	√		Personalization and Objection	14/inter/pao
			T : <u>**Rahma is there difficult, ada kesulitan?**</u>	√	√	Addressee Specification	15/alter/add 16/intra/add
			S : No…				
		3.Experimenting	T : **Ok, number one Rahma, tolong tulis di papan tulis, verbal sentence or nominal ?**	√		Addressee Specification	17/inter/add
			S : Verbal sentence				
			T : **Number two Yuliana, verbal sentence or kalimat nominal ?**	√		Addressee Specification	18/intra/add
			S : Nominal				

			T : Number 3 Hito, come on, verbal sentence or nominal sentence?				19/add
			S : Nominal				
			T : **Nominal ? Verbal ya…** **Tegar number four, kalimat** **nominal atau kalimat verbal ?**	√		Addressee Specification	20/intra/ add
			S : Nominal				
			T : No! Number four? Kalimat verbal yang mempunyai kata kerja, nominal gak punya kata kerja. Nomer 4 ada kata kerjanya tidak? Verb satunya mana?		√	Personalization and Objection	21/inser/pao
			S : While				
			T : No! listening ya, listen berarti apa ?		√	Interjection	22/cong

			S : Apa bu artinya?				
			T : Coba cari di kamus				
			S : Mendengarkan, verbal sentence				
			T : Number five Andika				
			S : Nominal				
		4.Associating	T : Ok, Aden please specific the verb, tentukan kata kerjanya verb satunya.		√	Addressee Specification	23/cong/add
			T: **Underline the verb, garis bawahi kata kerjanya.**	√		Repetition	24/intra/ rep
			T : **True or false betul atau salah?** Rahma betulke	√		Repetition	25/intra/rep
			S : Eat				
			T : 'Eat' apa dalam bahasa Indonesia?		√	Quotation	26/inser/quo
			S : Makan				

		√			T : <u>Number two ada kata kerjanya?</u>		√	Facility of Expression	27/alter/foe
					S : Tidak				
					T : **Number three Iqbal, spesifik kata kerjanya.** **We itu subject, kata kerjanya ?**	√		Addressee Specification	28/intra/add
					S : Go T : Number four Yuma				
					S : Mboten enten, Voli				
					T : <u>Luthfi, kata kerjanya apa? Verb</u> <u>satunya ?</u>		√	Addressee Specification	29/inser/add
					S : Listen				
					T : What is mean?				
					S : Mendengar				

				√			
		5.Communicating	T : **Next, translate into Indonesian please. Selanjutnya tolong terjemahkan ke bahasa Indonesia.**	√		Repetition	30/inter/rep
			T : **Number one Evan, translate kedalam bahasa Indonesia.** <u>Subjectnya apa?</u>	√	√	Addressee Specification	31/intra/add
			S : They				
			T : <u>'They' artinya?</u>		√	Quotation	32/inser/quo
			S : Mereka sarapan jam 7				
			T : **Number two Rohmania. Subjectnya mana? What is mean?**	√		Addressee Specification	33/inter/add
			S : Dia				
			T : <u>'She' dia, dia laki-laki or perempuan?</u>		√	Quotation	34/cong/quo

			S : Dia perempuan				
			T : **Dia menjadi pengisi acara pada acara ini . Number three Rahma, we go to school on foot**	√		Addressee Specification	35/inter/add
			S : Kami pergi ke sekolah jalan kaki				
			T : Bahasa Inggris nya diulangi!				
			S : We go to school on foot				
			T : <u>Next, Aliya maju. He listens music while study.</u>		√	Addressee Specification	36/inser/add
			T : Next, Zahra number five. I am in the				
			S : Dia mendengarkan music ketika belajar				
			T : Next, Zahra number five. **I am in the new building, apa artinya?**	√		Addressee Specification	37/intra/add

			S : Saya berada didalam gedung baru				
3.	Closing		T : Good, thank you. Is there any question?				
			S : No				
			T : Ok, I think it is enough for today. Wassalamualaikum wr. wb				
			S : Waalaikumsalam				

APPENDIX

6

List of the Data of Code switching and Code Mixing Types and Functions Used by English Teacher 2

No	Activities	Learning Phrases	Utterances	Code Switching	Code Mixing	Functions of code Switching and Mixing	Number of the data
1.	Opening		T : Assalamualaikum wr. Wb				
			S : Waalaikumsalam wr. Wb				
			T : Good morning students. How are you today?				
			S : I am fine teacher				
			T : **Ok, yesterday we discuss little about simple present and verb kata kerja pertama.** Kemarin kita belajar tentang simple present dan kata kerja. Rahma, what is verbal sentence?	√	√	Repetition	38/intra/rep 39/intra/pao
			S : Kalimat yang mempunyai kata kerja				
			T : **Kalimat yang mempunyai kata kerja**. **Rima, what is nominal**	√		Facility of Expression	40/inter/add

			sentence? Apakah kalimatnya mempunyai kata kerja?				
2.	Main Activities	1. Observing	T : Ok students look at the whiteboard please! Now write and beri garis bawah pada kata kerjanya and look for the meaning.		√	Interjection	41/cong/inj
			T : **Number one, they go to the beach on weekend, mereka pergi ke pantai pada akhir pekan.**	√		Repetition	42/intra/rep
			T : **Number two, they enjoy the sunset, mereka menikmati matahari tenggelam.**	√		Repetition	43/intra/rep

			T : Number three, we like to make a big sand castle. Number four, I read one book every month. Number five, my dog likes to play after eating. Danang number one				
			S : Sakit				
		2.Questioning	T : **Ok, number one Ibrahim, number two Vegar, Number three Zulfa, number four Luthfi. Garis bawahi kata kerjanya. Come forward**	√		Addressee Specification	44/inter/add
			S : Go artinya apa bu?				
			T : Pergi				
			T : <u>**They go to the beach on weekend artinya?**</u> Coba dibaca!	√	√	Interjection	45/inser/inj 46/intra/inj
			S : They go to the beach on weekend, mereka pergi ke pantai saat akhir				

			pekan.			
			T : **Next, they enjoy the sunset, tolong dibaca!**	√		Interjection	47/intra/inj
			S : They enjoy the sunset				
			T : <u>Kata sifatnya? Ok, verb nya mana?</u>		√	Facility of Expression	48/inser/foe
			S : Enjoy				
			T : Verbal atau nominal kalau ada kata kerjanya?				
			S : Verbal				
			T : <u>Number three, please read the text!</u>		√	Interjection	49/inj
			S : We like to make a big sand castle.				
			T : **Ok, terus kata kerjanya yang mana?**	√			50/tag
			S : Make				
			T : **<u>Artinya we like to make a big sand castle?</u>**	√	√	Facility of Expression	51/inser/fao 52/intra/fao
			S : Kami suka membuat istana pasir yang				

				√			
			besar				
		3. Experimenting	T : **Ok, thank! Next Luthfi read the sentence**	√		Interjection	53/tag/inj
			S : I read one book every month. Saya membaca satu buku setiap bulan				
			T : <u>Ulangi baca! I read one book every month</u>	√		Interjection	54/alter/inj
			S : I read one book every month				
			T : **Underline the verb please, apa kata kerjanya?**	√		Interjection	55/intra/inj
			S : Read				
			T : Thank you, next Luthfiana please read the sentence				
			S : My dog likes to play after eating				
			T : **Underline the verb. Artinya apa, coba cari dikamus?**	√		Personalization and objection	56/inter/inj
			S : Anjingku bermain setelah makan				
			T : Ok, thank you				

				√			
		4. Associating	T : Maju dan garis bawahi kata kerjanya. **Number one, please Keysa baca kalimatnya.**	√		Addressee Specification	57/intra/add
			S : He is inside her house				
			T: Repeat again				
			S : He is inside her house				
			T : **Dia berada di rumahnya, underline the verb.**	√		Facility of Expression	58/intra/fao
			T : Inside itu bukan kata kerja, berarti itu kalimat nominal. Aliya read number seventh		√	Personalization and Objection	59/inser/pao
			S : This magazine				
			T : Apa artinya?				
			S : Hehehe…				
			T : Majalah ini this magazine		√	Facility of Expression	60/alter/foe

			S : Majalah ini member tahu…				
			T : **Majalah ini memberi tahu how to be creative**	√		Personalization and Objection	61/intra/pao
			S : Bagaimana menjadi kreatif				
			T : Underline the verb please. Number eight			Interjection	62/inj
			S : I am in a new office				
			T : I am in a new office nominal or verbal?				
			S : Nominal				
			T : Number nine				
			S : He inside her house				
			T : Nominal apa verbal?		√	Facility of Expression	63/inser/fao

				√			
			S : Nominal				
			T : Number ten				
		5. Communicating	S : Read a newspaper before go				
			T : **Apa artinya? Hari ini membaca newspaper before go**	√		Facility of Expression	64/intra/foe
			S : Hari ini membaca surat kabar sebelum pergi				
			T : **Underline the verb ya garis bawah.** Ok thank you, sit down Aliya	√		Repetition	65/intra/rep
3.	Closing		T : **Ok students, is there any question ada pertanyaan?**	√		Repetition	66/intra/rep
			S : No				
			T : I think it is enough for today Say hamdalah together				
			S : Alhamdulillahirabbil aalamin				
			T : Assalamualaikum wr. wb				
			S : Waalaikumsalam wr. wb				

APPENDIX

7

List of the Data of Code switching and Code Mixing Types and Functions Used by English Teacher 3

No	Activities	Learning Phrases	Utterances	Code Switching	Code Mixing	Types of Code switching and Code Mixing	Number of the data
1.	Opening		T : Bismillahirrahmanirrahim. Assalamualaikum wr.wb				
			S : Waalaikumsalam wr.wb				
			T : Good morning class				
			S : Good morning				
			T : How are you today?				
			S : I am fine thank you and you?				
			T : **I am fine to thank you. Hari ini ada yang tidak masuk?**	√		Repetition	68/inter/pao
			S : Ada 4 orang				
			T : Gimana masih semangat belajarnya?				
			S : Masih				
			T : Kemarin terakhir belajar apa ya?		√	Facility of	69/inser/foe

			Hari ini kita review materi yang kemaren. Kemaren materinya that, terus?			Expression	
			S : That, this, those, these				
			T : Ok, ada 4 perbedaanya. This apa this?		√	Facility of Expression	70/cong/foe
			S : Ini				
			T : Kalau these				
			S : Ini				
2.	Main Activities	1.Observing	T : **Perhatikan contohnya, this is my pencil and these are my pencil.**	√		Facility of Expression	71/intra/foe
			T : Cara bedainya gimana? Kan itu sama? **Kalau yang jamak pakai this kalau yang tunggal these.**		√	Personalization and Objection	72/intra/pao

			T : Sekarang kita latihan soal. Nah disini ada kalimat positif, kalimat negative and kalimat interrogative. Contohnya this is my pen, itu kalimat positif bagaimana kalau diganti negative sentence?		√	Facility of Expression	73/cong/foe
			S : Ditambah S				
			T : Bukan, kalau negative ditambah Not.		√	Personalization and Objection	74/cong/pao
			T : **This is my pen dibahasa Indonesia apa?**	√			75/intra/pao
			S : Ini pensil saya				
			T : **Ini bolpen saya. Kalau this is not my pen**	√		Facility of Expression	76/intra/foe
			S : This is not my pen.				
			T : Jadi, kalau positif ke negative ditambah not. Kalau dirubah menjadi kalimat interrogative atau kalimat		√	Addressee Specification	77/cong/pao

			Tanya? Is nya dulu baru this my pen.				
		2. Questioning	T : Kalau positifnya this is my pen diubah menjadi negative this is not my pen, ditambah not		√	Personalization and Objection	78/cong/pao
			S : Kalau interrogative gimana?				
			T : Kalau interrogative atau kalimat tanya, is nya dulu baru this. Is this my pen, kalau that negative?		√	Personalization and Objection	79/cong/pao
			S : That is not my pen				
			T : Kalau kalimat Tanya?				
			S : Is that my book?				
			T : Now, kalau kalimat jamak	√		Facility of Expression	80/tag/foe
			S : These my pets				
			T : Kalau interrogative?		√	Facility of Expression	81/inser/foe
			S : Those my pets?				
			T : Kalau kalimat tanya my jadi your.		√	Facility of	82/alter/foe

			Sekarang ada yang ditanyakan?			Expression	
			S : Tidak				
		3. Experimenting	T : **Ada soal nanti kalian isi ya, ada kalimat positif, negative and interrogative.**	√			83/intra/add
			T : Sekarang kita bahas one by one.		√		84/alter/add
			T : **Nomer satu the dress is looking good.**	√	√	Facility of Expression	85/intra/foe 86/alter/foe
			T : Jadi negative nya ditambah not, the dress not looking good.		√	Facility of Expression	87/alter/foe
			T : Yang interrogative betul atau salah?		√	Facility of Expression	88/inser/foe
			S : Salahnya di is				
			T : Harusnya apa dulu?				
			S : Is that dress looking good?				
			T : Jadi is dulu baru that dan kata bedanya.		√	Personalization and Objection	89/inser/pao

				√			
			T : **Nomer dua, those girl are beautiful, betul apa salah?**	√		Facility of Expression	90/inter/foe
			S : Betul				
			T : Terus yang interrogative betul atau salah?		√	Facility of Expression	91/inser/foe
			S : Salah				
			T : **Salahnya di are those.**	√		Personalization and Objection	92/intra/pao
			T : Nomer tiga, this is my pencil case betul. Nomer empat yang negative betul atau salah? This food are not delicious		√	Personalization and Objection	93/inser/pao
			S : Betul				
			T : Coba dilihat lagi bukunya. Ini harusnya Those dulu baru those cat are cute , yang bentuk gimana?		√	Personalization and Objection	94/cong/pao
			S : Those cats are not cute				
		4. Associating	T : Sekarang dibukak bukunya page 37.		√	Facility of	95/inser/foe

			Yang nomer satu jawabnya apa?			Expression	
			S : These				
			T : **Yang nomer dua gambarnya jam. What you say in English?**	√		Personalization and Objection	96/inter/pao
			S : Clock				
			T : Nomer tiga gambar lampu. **Lampunya berdiri berarti standing lamp**	√		Personalization and Objection	97/intra/pao
			T : What do you say in English, bed? 'Bed' artinya apa?		√	Quotation	98/alter/quo
			S : Kasur				
			T : What do you say in English 'sepatu'?		√	Quotation	99/inser/quo
			S : Shoes				
			T : **Ini gambarnya apa?' Jendela' in English?**	√		Quotation	100/intra/quo
			S : Window				

		5. Communicating	T : Nomer tujuh belas sampai empat puluh dikerjakan di kertas dan dikumpulkan. Tadi belajar tentang apa?				
			S : That, this, those, these				
			T : '**This is my book', diubah menjadi negative**	√		Quotation	101/intra/quo
			S : This is not my book				
			T : Kalau itu bolpen saya				
			S : Those are my pen				
			T : Pen nya pakek 'S' tidak? Diubah negative		√	Quotation	102/cong/quo
			S : Those are not my pen				

			T : Ada pertanyaan? Sudah paham semua? **Jangan lupa masing masing membuat 3 kalimat positive, negative and interrogative.**	√		Addressee Specification	103/intra/add
3.	Closing		T : Wassalamualaikum wr. wb				
			S : Waalaikumsalam wr.wb				
			The teacher close the lesson				

APPENDIX

8

List of the Data of Code switching and Code Mixing Types and Functions Used by English Teacher 4

No	Activities	Learning Phrases	Utterances	Code Switching	Code Mixing	Functions of Code Switching and Code Mixing	Number of the data
1.	Opening		T : Bismillahirrahmanirrahim. Assalamualaikum wr.wb				
			S : Waalaikumsalam wr.wb				
			T : Good morning class				
			S : Good morning				
			T : How are you today?				
			S : I am fine thank you and you?				
2.	Main Activities	1. Observing	T : **Open page 32 we will correction number one until five. Kita koreksi dulu nomer satu sampai lima. Abid read the text.**	√		Repetition	104/inter/rep

			S : My name is Budi, i llive in Jakarta at Malioboro street. my house is small and cozy. my house has a small garden and little tree.				
		2. Questioning	S : Cozy artinya apa bu?				
			T : Nyaman				
			T : <u>Ya nama saya budi, saya tinggal di Jakarta, the house di jalan malioboro. Rumahnya tidak besar but nyaman</u>. It's has small garden. <u>Rumahnya mempunyai garden?</u>		√	Facility of Expression	105/inser/foe
			S : Small				
			T : <u>'Kecil and little tree', bahasa indonesianya apa?</u>		√	Quotation	106/inser/quo
			S : Pohon yang kecil				
		3. Experimenting	T : Number two				

			S : Because it has two bedroom				
			T : <u>Next, 'living room' artinya?</u> Coba dicari dikamus		√	Quotation	107/inser/quo
			S : Ruang tamu				
			T : Ya, thats right. The living room in front of the house. **Eh sorry, ruang keluarga di bagian depan.** <u>Next apa?</u>	√	√	Interjection	108/tag/inj 109/inser/inj
			S : Ruang makan di bagian tengah				
			T : <u>The last, we sitting together, kami duduk bersama di sore hari dan saya bercerita tentang sekolah dan many others.</u>		√	Repetition	110/cong/rep
		4. Associating	T : **So, choose the best answer for number one to five. Pilihlah salah satu jawaban yang benar. How many room from the text? Berapa banyak?**	√		Repetition	111/inter/rep

			S : Six			
			T : No, ada berapa?		√	Interjection	112/inser
			S : Dua			
			T : Number two, How does look like rumah lastri? It's a big house?			
			S : It's a big house			
			T : Number three. Where is?			
			S : C			
			T : **No, B. Berada dibelakang rumah. Yang C di depan rumah.**	√		Personalization and Objection	113/tag/pao
			T : **Number four does it has manggo tree? Apakah punya pohon mangga?**	√		Repetition	114/inter/rep
			S : Yes, have			
			T : Number five. What colour lastri house?			
			S : Putih			

				√		Quotation	115/inrta/quo
			T : 'Grey' itu apa?				
			S : Abu-abu				
			T : Pink?				
			S : Merah jambu				
		5. Communicating	T : Next, aku ingin menceritakan teman baruku yang aku temui di vacation. Apa itu vacation?		√	Facility of Expression	116/cong/foe
			S : Liburan				
			T : Aku bertemu saat liburan, kami kenal setelah beberapa hari tinggal di Malang. Dia terlalu tall, 'tall' apa?		√	Quotation	117/inser/quo
			S : Tinggi				
			T : Dia memiliki hidung yang mancung and usianya 7 tahun hampir sama denganku. I am very happy ketika kami bersama. Aku hampir lupa	√		Facility of Expression	118/intrer/foe

			memberitahumu namanya, namanya ana.				
			T : **Who is nana best friend? Siapa sahabat baiknya?**	√		Repetition	119/inter/rep
			S : Ana				
			T : Apa yang didiskripsikan Ana?				
			S : Usianya				
			T : Berapa usianya				
			S : 7 tahun				
			T : **How does look like? Apakah tinggi atau jelek?**	√		Repetition	120/inter/rep
			S : Tinggi				
			T : Kumpulkan jawaban kalian tadi didepan, taruh dimeja.				
3.	Closing		T : Ok, before we close lets we say Hamdalah together				
			S : Alhamdulillahirabil aalamin				

			T : Wassalamualaikum wr. Wb				
			S : Waalaikumsalam wr.wb				