

**THE CODE MIXING EXPRESSIONS USED BY THE TRAINERS OF EHOST  
PRIVATE ENGLISH COURSE MAKASSAR**



A THESIS

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Degree of Sarjana Humaniora in English and Literature Department  
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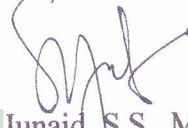
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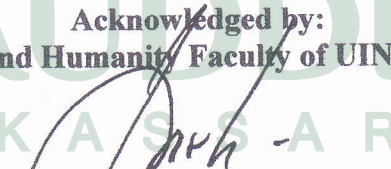


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Skripsi yang berjudul, **“The Code Mixing Expressions Used by the Trainers of Ehost Private English Course Makassar”**, yang disusun oleh Saudara Irfan, NIM: 40300106049, Mahasiswa Jurusan Bahasa dan Sastra Inggris pada Fakultas Adab dan Humaniora Universitas Islam Negeri (UIN) Alauddin Makassar, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Kamis tanggal 20 Desember 2012 M dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Humaniora dalam Ilmu Adab Jurusan Bahasa dan Sastra Inggris dengan beberapa perbaikan.

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## ABSTRACT

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This thesis studied about the code mixing expressions used by the trainers of Ehost Private English Course Makassar. The aim of this writing is to find out factors that influence and reasons that cause code mixing used by the trainers of Ehost Private English Course Makassar.

This study is a qualitative research, because the researcher observed and analyzed directly the subject of this study. The research design that used in this study is a descriptive, because it described code mixing and the phenomena of language used by the trainers of Ehost Private English Course Makassar. The samples of this research were 10 trainers of Ehost Private English Course Makassar. The researcher used total sampling in taking the sample, because the researcher thought that the numbers of trainers were small. The instruments used were observation and questionnaire as the material analysis. The researcher was also completed with recorder as the tool to collect the data.

The findings of this thesis, the researcher found out that the kinds of language mixing form used by the trainers of Ehost Private English Course Makassar are: 42 words, 13 phrases, 36 clauses and 24 sentences. By the questionnaire, the researcher found out that there are positive and negative factors that influence and reasons that cause code mixing used by the trainers of Ehost Private English Course Makassar.

The writer suggests to the next researcher to investigate factors that influence and reasons that cause code mixing which not covered in this research, investigate code mixing in different object of research, probably code mixing in songs or in any kinds of event.

M A K A S S A R

# CHAPTER I

## INTRODUCTION

### A. Background

Nowadays, there are so many people who master more than one language. Most of them are mastering two or more languages, their native language and the second language. The language which is usually mastered well by people is their mother tongue or native language. Most of them firstly used their mother tongue to communicate to their family and society. However, during their communication with other people and because of the need of understanding other people about what they mean, there is a demand for the people to master or know the other languages. This condition caused many people learn another language to make their communication effective.

People who master more than one language are called *bilingual* or *multilingual*. Hundreds of millions people in the world routinely use two or more languages in their daily lives (*multilingual*). This also happens to the Indonesian people who are multilingual. Indonesian people master at least Indonesian as national language and local language. Well-educated people usually master foreign languages, such as English, Arabic, Japanese, etc. The fact that people can use more than one language encourages them to mix code, whenever they speak. No wonder people can use more than one language at the same time (Pamungkas, 2008:1).

It is also possible for the *bilingual or multilingual* people to use more than one language in a communication even though in the same sentence. Muysken (2000:1) defines code mixing as all cases where lexical items and grammatical features from two languages appear in one sentence.

To communicate with other people, we must choose what code that will be used, because code is to indicate how familiar and friendly one and others. They usually select a particular code whenever they speak and they may switch or mix one code to another. This matter is important to be searched in linguistics because code mixing is usually used by people in varied unique situations. So, based on the explanation above, interesting code mixing used by the Trainers of Ehost Private English Course Makassar in their daily conversation is urgent to research.

This study investigates the trainers of Ehost Private English Course Makassar because they come from different cultures, backgrounds and geographies. Therefore, they have different languages and dialects in daily activities. They may to be called *multilingual*, because they not only can speak Indonesian, but they also can speak local language and English.

Certainly, Indonesian as their daily language always mixes local language and English to make conversation with each other and their students. When language communities come in contact, the result is usually the use of two or more language systems in various combinations. These different combinations can be considered code mixing, where the elements of two language systems mix together, resulting in the creation of a new system (Crystal, 1997:86).

Based on the phenomena above, the researcher is interested in doing research is entitled, “The Code Mixing Expressions Used by The Trainers of Ehost Private English Course Makassar”.

### **B. Problem Statement**

Based on the background above, the writer formulates research questions as follows:

1. What factors influence the trainers of Ehost Private English Course Makassar to use code mixing?
2. What are the reasons the trainers of Ehost Private English Course Makassar to use code mixing?

### **C. Objective of the Research**

Based on the research question above, this research has the following purposes:

1. To describe the factors influence the trainers of Ehost Private English Course Makassar to use code mixing.
2. To describe the reasons the trainers of Ehost Private English Course Makassar to use code mixing.

### **D. Significance of the Research**

It is expected that the present study can give contribution to the reader. In theoretical study can develop building knowledge about code mixing and develop linguistic study in Indonesia, in practical study it can be used by all readers to understand and know about code mixing and in the future research it can be used as

reference for those who are interested in studying code mixing by choosing other fields.

### **E. Scope of the Research**

In conducting the research, the researcher limits on the code mixing, not on the code switching, then Indonesian mix with local language and English. The researcher only analyzes the code mixing that used by the trainers of Ehost Private English Course Makassar. To make this limitation clear, the researcher focuses on the factors that influence and reasons that cause code mixing.





## CHAPTER II

### REVIEW OF RELATED LITERATURE

This study uses some theories as foundation to solve the research problems. They are theories of previous study, bilingualism, language choice and code mixing.

#### **A. Previous Study**

The writer can state that many studies on analyzing code mixing have been made by the students. For example, a thesis that has been composed by Ismail (2008) in his thesis entitled “The Analysis of Code Mixing Used in MTV AMPUH VJ (VIDEO JOCKEY). He analyzed the forms of code mixing and the social function of code mixing. The result of his analysis was that are 29 data of words which classifies into 16 data of verbs, 2 data of 3 adjectives, 9 data of conjunctions, and 4 data of adverbs; 59 data of phrases which classifies into 13 data of noun phrases, 10 data of adjective phrase, 6 data of verb phrases, 16 data of prepositional phrases, and 24 data of adverb phrases; 12 data of clauses which classifies into 5 data of main clauses and 7 data of sub clauses; and the last is sentences which are classifies into 9 data of compound-complex sentences, 8 data of statements, and 16 data of imperative sentences.

Rahayu (2001) in her thesis entitled “A study of Code Mixing Used in Dunia Bintang: A Gossip Program on SCTV”. She analyzed code mixing used by presenters and the audience of the channel. In their speech they also used Jakarta dialect into

Indonesian language, like “*ketemu lagi, saran gue, buruan, pemirsa waktunya udah abis and thank you banget, tentunya udah ada*”, etc.

Heriadi (2007) in his thesis entitled “An Analysis of Thai-English Code Mixing Used in Kullastri and Khwanrean Thai Magazine (April 2007)”. This research analyses the form of code mixing and the reasons of using code mixing in the magazine. The result of her analysis is that there are two forms of code mixing (word and phrase). The level of speech of English Thai code mixing happens in form of word and the reasons using of code mixing are need and prestige feeling.

Sainal (1999) in his thesis entitled “An Analysis on Code Mixing in the Language Used by Srimulat Performance”. He summarized that they often use the other language like Mandarin (*wo ai ni*), Indian word (*nehik*), Jakarta (*rese'*) to Indonesian.

Megawati (2004) in her thesis entitled “Code Mixing Used in Daily Newspaper”, shows that code mixing on Fajar and Tribun Timur especially English can be analyzed into noun, adjective and verb.

Those three previous researches are similar to the writer's research. What makes this research different from those previous researches are the data and data source. This research will investigate the code mixing happens within the trainers of Ehost Private English Course Makassar. The writer investigates the factors that influence and reasons that cause language mixing by the trainer of Ehost Private English Course Makassar.

## **B. Bilingualism**

There are some definitions of bilingualism. (Weinreich in Nicolopito, 2003:6) defines that bilingualism is the use of two languages alternatively by a speaker. Based on that definition, there is no level of bilingual. Weinreich's definition involves the use of three or more languages or multilingualism. However, in Weinreich's definition, the notion about bilingualism becomes wider, because he also argues that bilingualism involves the use of two different languages and two dialects or varieties of the same language.

According to (Bloomfield in Diyanta, 1997:7), bilingualism is the ability to use two languages equally well by a speaker as a native speaker who masters his language. This concept of bilingualism raises problems for many people. Because is impossible for a speaker to use a second language as well as his native language. It is also difficult to measure the criteria of using two languages equally well. Native speakers are divergent in mastering their languages. Moreover, mastery of a language involves some skills dealing with the language. The use of language by a native speaker is also divergent. It depends on the purpose and situation. Although it is simple Bloomfield's notion of bilingualism is difficult in application. Therefore, people then propose some other notions of bilingualism.

Furthermore, (Haugen in Erindawati, 1993:7) defines that knowing two or more languages is called bilingualism. It means that if people are called bilingual, it does not always mean that those people should speak or use two languages when they speak, it is enough that those people know and understand two languages.

In different manner, (Oksaar in Maskha, 2001:7) explains that bilinguals belong to individual as well as a group. The reason is that language is not limited as a tool of contact between individuals, but it is also as a tool of communication between groups; moreover, language is a tool showing the group identity.

Chaika in Elfithier (1999:7) gives a definition that bilingualism is the study of those who speak two or more languages, when and where they speak each, and the effect of one language and the others. Furthermore, Wardhaugh (1986:94-95) explains that:

*In many parts of the world it is just normal requirement of daily living that people speak several languages: perhaps one or more at home, another in village, still another from purposes of trade and yet another for contact with the outside world of wider social or political organization. These various languages are usually acquired naturally unless and consciously, and the shifts it from another are made without hesitation.*

According to some theories above, bilingualism can happen because of that factor. There are many factors of bilingualism in a society. Groesjean (1982:30) states that movement of the group for political, social, economic reason, political reason, nationalism, and cultural and educational factors cause bilingualism in society. On the other hand, Groesjean mentions that factors of bilingualism are movement of people, intermarriage and education.

One of the factors that cause someone coming to be a bilingual is educational background. For Indonesian, the language used at home is often different from the language used at school. For example, they use regional language when they are at home, while Indonesian is used at school.

### C. Language Choice

Code refers to a variety of language. It can refer to any kind of system that two or more people employ for communication (Wardhaugh, 1986:86). Many speakers sometimes even switch language, switch code or mix language.

A code may also refer to a language or variety of language. Moreover such register, style, dialect, or variety can be said as a code. Every day we choose a particular code to speak with someone else.

There are many factors that influence people to choose a certain code. (Ervin Tripp in Nicolopito, 2003:9) explains the four main factors in code choice: *First*, the setting (time and place) and the situation, such as family breakfast, a party, a lecture or a date. *Second*, the participant in the interaction: their age, sex, occupation, socioeconomic status, origin, ethnicity, and their roles in relation to one another such as employer-employee, husband-wife. *Third*, the topic (work, sport, national events), and the *fourth*, the function of interaction: request, offering information or interpretation, routines, such as greeting and apology.

The choice of language very much depends on the factor in the background situation or by personal needs or by demands of immediate situation. (Hymes in Wardaugh, 1986:238-240) mentions eight factors that can influence language choice, they are:

1. Setting and scene. Setting refers to the time and place. Scene refers to the abstract psychological setting or the cultural definition or the occasion.

2. Participants. The term participant refers to various combination of speaker-listener, addressor–addressee, or sender-receiver. They generally fill certain socially specified roles.
3. Ends. The term ends refers to the conventionally recognized and expected outcomes of an exchange as well as to the personal goals that participants seek to accomplish on particular occasion.
4. Act sequence. The term act sequence refers to the actual form and content of what is said such as the precise word used, how they are used, and relationship of what is said to the actual topic.
5. Key. The term key refers to the tone, manner, or spirit in which a particular message is conveyed: light-hearted, serious, precise, pedantic, mocking, sarcastic, pompous, and so on.
6. Instrumentalities. The term instrumentalities refer to choice of channel: oral, written, or telegraphic, and to the actual forms of speech employed, such as the language, code, dialect, or register that is chosen.
7. Norms of interaction and interpretations. The term norms of interaction and interpretation refers to the specific behaviors and proprieties that attach to speaking and also to how these may be viewed by someone who does not share them such as loudness, silence, gaze, return and so on.
8. Genre. The term genre refers to clearly demarcated types of utterance, such things as poems, proverbs, riddles, sermons, prayers, lectures, and editorials.

Finally it can be said that one chooses a language related to some factors, such as background, situation and the demanded need in the immediate situation.

#### **D. Code Mixing**

Before discussing further about what a code really is in English, the trainers should know better first code in Indonesian as stated below.

(Gleason in Arif, 2002:7) points out that a code is an arbitrary, prearranged set of signals. A language is a merely on special variety of code; and science of linguistic, only with this aspect of communication.

Whereas Wardhaugh (1986:99) states that the particular dialect or language one chooses to use on any occasion is a code, a system used for communication between two or more parties.

From two definitions above, it can be described the concepts of code covers with both linguistics and non linguistics are tool of communication. Therefore, language is one special variety of code since it is a tool of communication which verbally or linguistically used by people to communicate it.

Actually, the central interest here and one of the important things to discuss about code, so it can be more interesting namely, when it is related to community where code is used, because of it can sometimes be manifested in the change of language behavior.

Code mixing occurs when conversation take place both languages together in the extent that they change from one language to the other in the course of a single utterance. Furthermore, Wardhaugh (1986:103) explains that code mixing is two

languages used together by the conversant to the extent. They do not change from one language to the other in the course of a single utterance. It means that the speaker inserts some pieces or elements of another language while he is basically using a certain language.

Fasold (1984:180) states that code mixing is a kind of language choice where pieces of one language are used while a speaker is basically using another language. The use of one language is in another language. He asserts that using another language is only pieces of the language to be mixed with another language.

Another definition is from (Redlinger and Park in Nicolopito, 2003:12) who state that language mixing refers to the combining of elements from two languages in a single utterance.

Most speakers command several varieties of any language they speak. People then, are usually forced 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. The factor that brings the speaker to mix from one code to the other is mostly forced by their solidarity with the listener, choice of topic and perceived social and cultural distance (Wardhaugh, 1986:102).

According to Fasold (1984:181) if a speaker of English, for example, uses a foreign word or phrase in an otherwise English sentence, it might be said that he has mixed a word from the other language with English.



### *1. Factors Influencing Language Mixing*

According to (Hoffman in Apriana, 2003:38) there are some factors that can influence the occurrence of language mixing and switching, they are:

a. The content of the conversation

It is very obvious that the people feel free, and more comfortable to express their emotional feeling in a language that is not their ordinary language.

b. The formality of the conversation

The formality and the informality of a situation also determine the choice of including the mixing and the switching of those languages. The more formal the situation is, the less language mixing and switching can be found since the speaker tends to make himself as clear as possible while the use of language mixing and switching can sometimes confuse the listeners.

c. The participants

The people mix or switch their languages just because they feel that they are have quite a close relationship, those mixed and switched expressions just come unintentionally and very naturally.

d. The effectiveness of the message

The people sometimes feel that the use of one language is more effective than another.

e. The limitation of the space

The language mixing and switching found here are under the influence of the limitation of the space.

## 2. *Reasons Causing Language Mixing*

According to (Hoffman in Cakrawarti, 2001:15-16), there are a number of reasons for bilingual or multilingual person to switch or mix their languages.

Those are:

### a. Talking about a particular topic

People sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express his/her emotional feelings in a language that is not his/her everyday language.

### b. Quoting somebody else

A speaker switches code to quote a famous expression, proverb, or saying of some well-known figures. The switch involves just the words that the speaker is claiming the quoted person said. The switch like a set of quotation marks. In Indonesian, those well-known figures are mostly from some English-speaking countries. Then, because many of the Indonesian people nowadays are good in English, those famous expressions or sayings can be quoted intact in their original language.

### c. Being emphatic about something (express solidarity)

As usual, when someone who is talking using a language that is not his native language suddenly wants to be emphatic about something, he either intentionally or unintentionally, will switch from his second language to his first language. Or, on the other hand, he switches from his second language

to his first language because he feels more convenient to be emphatic in his second language rather than in his first language.

d. Interjection (inserting sentence fillers or sentence connectors)

Interjection is words or expressions, which are inserted into a sentence to convey surprise, strong emotion, or to gain attention. Interjection is a short exclamation like: Darn!, Hey!, Well!, Look!, etc. They have no grammatical value, but speaker uses them quite often, usually more in speaking than in writing. Language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector. It may happen unintentionally.

e. Repetition used for clarification

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

f. Intention of clarifying the speech content for interlocutor

When bilingual or multilingual person talks to another bilingual/multilingual, there will be lots of code switching and code mixing occurs. It means to make the content of his speech runs smoothly and can be

understood by the listener. A message in one code is repeated in the other code in somewhat modified form.

g. Expressing group identity

Code switching and code mixing can also be used to express group identity. The way of communication of academic people in their disciplinary groupings, are obviously different from the other groups. In other words, the way of communication of one community is different from the people who are out of the community.

(Saville-Troike in Cakrawarti, 2011:17) also gives some additional reasons for bilingual and multilingual person to switch or mix their languages, these are:

h. To soften or strengthen request or command

For Indonesian people, mixing and switching Indonesian into English can also function as a request because English is not their native tongue, so it does not sound as direct as Indonesian. However, code mixing and code switching can also strengthen a command since the speaker can feel more powerful than the listener because he can use a language that everybody cannot.

i. Because of real lexical need

The most common reason for bilingual/multilingual person to switch or mix their languages is due to the lack of equivalent lexicon in the languages. When an English- Indonesian bilingual has a word that is lacking in English,

he will find it easier to say it in Indonesian. And vice versa, when he has a word that is lacking in Indonesian, he will use the English term. If it put into Indonesian, the meaning will be hazy / vague, and sometime it would not be used.

- j. To exclude other people when a comment is intended for only a limited audience

Sometimes people want to communicate only to certain people or community they belong to. To avoid the other community or interference objected to their communication by people, they may try to exclude those people by using the language that no everybody knows.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Method**

Based on the purpose of the study, it described the code mixing used by the trainers of Ehost Private English Course Makassar. This study is a qualitative research, because the researcher observed and analyzed directly the subject of this study. The research design that was used in this study is a descriptive, because it described code mixing and the phenomena of language used by the trainers of Ehost Private English Course Makassar. It means that what is described in this study is the condition that existed at the time of investigation. The data was obtained from daily activities, especially the language and word as natural setting used by the trainers of Ehost Private English Course Makassar.

#### **B. Population and Sample**

##### 1. Population UNIVERSITAS ISLAM NEGERI

The population of this research was the trainers of Ehost Private English Course Makassar. The total of the trainers were 10 people.

##### 2. Sample M A K A S S A R

The samples of this research were 10 trainers of Ehost Private English Course Makassar. The researcher used total sampling in taking the sample, because the researcher thought that the numbers of trainers were small.

### C. Instrument of the Research

In this research, the writer used two kinds of research instrument as follows:

#### 1. Observation

Observation is a method of research used to obtain information or related facts and to better understand the character of the location of the research in greater detail (Nicolopito, 2003:16).

#### 2. Questionnaire

In this method researches used several informants who are considered highly controlled information regarding the required data (Nicolopito, 2003:16).

The questionnaire scored employing Likert Scale ranging from strongly agree to strongly disagree. To assess the items as follows:

Score of Likert Scale

Statement	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Favorable (+)	5	4	3	2	1
Unfavorable (-)	1	2	3	4	5

(Far Far, 2009:27)

### D. Procedure of Collecting Data

In this research, the data was obtained using observation and questionnaire. Direct observation in this study was used to observe when the trainers teach in the classroom. Observation in the classroom was done as same as total of trainers. The recording is very important in this study because without recording the writer cannot catch all words in their communication.

The writer distributed the questionnaire that have to be answered by the trainers to obtain the authentic data about factors that influence and reasons that cause code mixing.

### **E. Technique of Data Analysis**

In analyzing the data, the writer used the following steps:

1. Transcribing the conversation recorded.
2. The data questionnaire analyzed by using percentage technique as follows:

$$P = \frac{F}{N} \times 100 \%$$

Notation:

P= Percentage

F= Frequency

N= Total number of subject

(Sudjono in Jumarni, 2006:19)



## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Finding

This chapter deals with the presentation of the finding as well as the discussion on the result. Before further analyzing about factors that influence and reasons that cause code mixing according to the trainers of Ehost Private English Course Makassar responses, the writer presented briefly the findings data from recorded have been transcribed based on the conversation by every trainers since in the classroom, as follows:

##### 1. Trainer 1

- **Ok, right!** Jadi sekarang... (data: 1)  
(Ok right, so now ...)
- **Everybody open vocabulary**, semua bawa bukunya kan? (data: 2)  
(Everybody open vocabulary, everybody bring the book?)
- Kata sifat itu **adjective!** (data: 3)  
(It is adjective!)
- Digolongkan jadi 3, **everybody is excellent.** (data:4)  
(Group in three, everybody is excellent)
- Saya mau **everybody open your vocabulary!** (data:5)  
(I want to everybody open your vocabulary!)

- Kalau temannya sudah ambil, **please look for another example!** (data: 6)  
(If your friends have taken it, please look for another example!)
- **I give example**, kata-katanya adalah ... (data: 7)  
(I give example, the words are ...)
- **Two years ago**, kuenya sudah basi. (data: 8)  
(Two years ago, the cake was spoil)
- Saya menunjuk Ana, **give example!** (data: 9)  
(I appoint Ana, give example!)
- **I give time for five minutes**, jadi contohnya tidak ada yang sama. (data: 10)  
(I give time for five minutes, so there will no the same example)
- Tidak ada contoh yang sama dengan temannya, **all right!** (data: 11)  
(There are not the same examples with your friends, all right)
- **Move to the past**, contohnya apa? (data: 12)  
(Move to the past, give example!)
- **Who do you invite**, tunjuk temannya! (data: 13)  
(Who do you invite, appoint your friends!)
- **Correct first**, perbaiki punya temannya! (data: 14)  
(Correct first, correct your friend's!)
- **Sit down please**, tadi sudah ada contoh dari temannya. (data: 15)  
(Sit down please, just now there are examples from your friends)
- Bermain sedikit **games**. (data: 16)  
(Playing games)

- **Come forward**, silahkan tunjuk! (data: 17)  
(Come forward, please appoint!)
- **Listening carefully the word**, silahkan menjawab! (data: 18)  
(Listening carefully the word, answer please!)

## 2. Trainer 2

- **Please, look at your work team**, jadi ingat teman kerjanya! (data: 19)  
(Please, look at your team work, so remember each your work of team!)
- **Everybody should do**, setiap anak harus memperagakan. (data: 20)  
(Everybody should do, every student must demonstrate!)
- Sekarang saatnya kita **action!** (data: 21)  
(Now, time for action!)
- **Be kind**, boleh ga sich? (data: 22)  
(Be kind, ok?)
- **Please**, pasang hasil karya kalian di sini. (data: 23)  
(Please, put your work here)

## 3. Trainer 3

- **Only Adam**, hanya 1 saja? (data: 24)  
(Only Adam, only one?)
- **Adam is sick**, sakit. (data: 25)  
(Adam is sick, sick)
- **What did you do**, kalau tidak belajar, apa yang kalian lakukan? (data: 26)  
(What did you do, if you did not learn, what did you do?)

- **Full stop**, titik! (data: 27)

(Full stop)

#### 4. Trainer 4

- **You do it now**, gantian! (data: 28)

(You do it now, exchange!)

- Setelah saya bilang selesai, selesai ya. **Ok start now!** (data: 29)

(After I say finish, it is finish. Ok start now!)

#### 5. Trainer 5

- Misalnya, **play!** (data: 30)

(Example, play)

- Dapat dibentuk menjadi kalimat **verbal**. (data: 31)

(It could be formed to be verbal sentence)

- **For example** yang ditambah ... (data: 32)

(For example the additional ...)

- **I will ask you**, kapan ... (data: 33)

(I will ask you, when ...)

- Yang itu tadi merupakan **example!** (data: 34)

(Those are an example!)

- **So now**, kalimat nominal. (data: 35)

(So now, nominal sentence!)

- **All right**, jadi ... (data: 36)

(All right, so ...)

- Kalau kalimat nominal, **who knows the formula?** (data: 37)  
(About nominal sentence, who knows the formula?)
  - Selain kata kerja, **for example ...** (data: 38)  
(Be side verb, for example ...)
  - Kejadian sekarang, **for example ...** (data: 39)  
(Present, for example ...)
  - **Second**, untuk menyatakan sesuatu. (data: 40)  
(Second, to mention something)
  - Yang tidak dilakukan, **for example ...** (data: 41)  
(Undo, for example ...)
6. Trainer 6
- **For example**, ya bisa! (data: 42)  
(For example, it can be!)
  - **Ok next**, saya kira sudah ditahu semua artinya. (data: 43)  
(Ok next, I think everybody knows the meaning)
  - **Next**, apa lagi? (data: 44)  
(Next, what else)
  - **What is animal**, semua tahu kan? (data: 45)  
(What is animal, everybody knows?)
  - **Rise**, ya cocok! (data: 46)  
(Rise, correct!)

- Ditulis dulu di bukunya, **write first!** (data: 47)  
(Write down in your book, write first)
- Pakai **green house.** (data: 48)  
(Use green house)
- Ada di situ **“think”.** (data: 49)  
(That is “think”)
- **Number six,** apa di situ? (data: 50)  
(Number six, what?)
- Saya kira itu yang bisa dipakai, **finish?** (data: 51)  
(I think it can be used, finish?)
- **Next,** saya kira itu tadi. (data: 52)  
(Next, I think like that)
- **Ok next,** lihat lagi! (data: 53)  
(Ok next, see again!)
- **And then,** berlebihan. (data: 54)  
(And then, it is over)
- Tugasnya, **find the antonym!** (data: 55)  
(Assignment, find the antonym!)

#### 7. Trainer 7

- Anak-anakku semuanya, **we are going to ...** (data: 56)  
(All my students, we are going to ...)

- **Are you ready to practice here**, nanti saya hapus. (data: 57)  
(Are you ready to practice here, I will clean)
- Langsung praktekkan, **for example like this ...** (data: 58)  
(Direct practice, for example like this ...)
- Kalau begini **“middle”**. (data: 59)  
(Like this “middle”)
- Arahnya ke mana, **well ...** (data: 60)  
(Where is the direction, well ...)
- Silahkan anda tulis, **write your room!** (data: 61)  
(Write down please, write your room!)
- **In the middle**, ada ranjangnya. (data: 62)  
(In the middle, there is an iron bed)
- **You may tell your room**, ceritami! (data: 63)  
(You may tell your room, go on!)
- Yang penting ada penjelasan **your room**. (data: 64)  
(The important is explaining your room)
- Umpamanya, **there is ...** (data: 65)  
(For example, there is ...)
- **Ok finish?** Silahkan tulis-tulis di situ! (data: 66)  
(Ok finish, please write down!)
- **What else?** Silahkan bertanya! (data: 67)  
(What else? Ask please!)

- Apa lagi, **finish?** (data: 68)  
(What else, finish?)
  - **Ok finish?** Jadi apa yang anda tulis? (data: 69)  
(Ok finish? So what did you write?)
  - Setelah itu, **we are going to ...** (data: 70)  
(After that, we are going to ...)
  - Praktek dengan teman-temannya **later!** (data: 71)  
(Practice with your friends later)
  - Menjelaskan **before go back!** (data: 72)  
(Explain before go back)
  - Sekarang, **I need you to ...** (data: 73)  
(Now, I need you to ...)
  - Kalau sudah, langsung **exchange!** (data: 74)  
(It has finished, directly exchange!)
8. Trainer 8
- **I think, this is the first time we meet,** setelah kalian kenaikan level. (data: 75)  
(I think, this is the first time we meet, after you all up the level)
  - **Maybe tonight** kita akan mempelajari ... (data: 76)  
(Maybe tonight we will learn ...)
  - Sebelum saya mulai, **I will be ...** (data: 77)  
(Before I start, I will be ...)



- **What date is it today, 14 ya?** (data: 78)  
(What date is it today, fourteenth?)
- **Ok listen**, dengarkan namanya. (data: 79)  
(Ok listen, listen your name)
- **Well**, jadi sebenarnya ... (data:80)  
(Well, so really ...)
- Malam ini **we just reading**. (data: 81)  
(Tonight we just reading)
- **Still** dalam proses. (data: 82)  
(Still in process)
- **Because** belum ada jadwal yang pasti. (data: 83)  
(Because there is not absolutely schedule)
- **Well**, sampai di mana? (data: 84)  
(Well, until where?)
- **For the second level**, hanya ada 2. (data: 85)  
(For the second level, there are only two)
- Saya fikirnya, kalian mungkin **speaking or reading**. (data: 86)  
(I think, maybe you are speaking or reading)
- Seolah-olah kalian baru bertemu setelah sekian lama, **understood?** (data: 87)  
(Look like it is the first time to meet for a long time, understood?)

- **So**, dua-dua! (data: 88)  
(So, both of them!)
- **Please**, cari teman masing-masing! (data: 89)  
(Please look for Tour own friends)
- Saya yang bagi, Khairunisa **with** Mustika. (data: 90)  
(I divide, Khairunisa with Mustika)
- Duduk **with your couple!** (data: 91)  
(Sit down with your couple!)
- Kamu bisa bertukar pengalaman, **exchange!** (data: 92)  
(You can change experience, exchange!)

#### 9. Trainer 9

- Jadi malam ini, **we will learn.** (data: 93)  
(So tonight, we will learn)
- Kita akan belajar **about ...** (data: 94)  
(We will study about ...)
- **Noun**, ada yang sudah tahu? (data: 95)  
(Noun, has anybody known?)
- Siap, **finish?** (data: 96)  
(Already, finish?)
- **Now** 2 menit! (data: 97)  
(Now two minutes)

## 10. Trainer 10

- Yang salah akan dapat hukuman, **what a punishment?** (data: 98)  
(The uncorrect one get will punishment, what a punishment?)
- Jadi hari ini, **we will study about ...** (data: 99)  
(So today, we will study about ...)
- Ada sebuah **game.** (data: 100)  
(There is a game)
- Sekarang, apa itu **word?** (data: 101)  
(Now, what is the word?)
- **Just** kata. (data: 102)  
(Just word)
- Jika **adjective.** (data: 103)  
(If adjective)
- **The rule***nya* seperti ini! (data: 104)  
(The rule is like this!)
- Mulai dari saya **wordnya.** (data: 105)  
(The word start from me)
- **Do not cheat!** Tutup bukunya! (data: 106)  
(Do not cheat! Close your book!)
- **Before,** kita sudah belajar tentang ... (data: 107)  
(Before, we studied about ...)

- Kenapa setiap orang belajar tentang **time?** (data: 108)  
(Why everybody studied about time?)
- Nanti **you all go abroad.** (data: 109)  
(You all go abroad later)
- **The rule** yang harus kita tahu. (data: 110)  
(The rule that must be known)
- 2 contoh menjelaskan **how to use the time?** (data: 111)  
(Two examples explain how to use the time?)
- **I have picture here,** saya akan menggambarkan sesuatu di sini. (data: 112)  
(I have a picture here, I will draw something here)
- **Task one,** coba begini. (data: 113)  
(Task one, try like this)
- **I think** *adami* di situ nomornya. (data: 114)  
(I think there has been there a number)
- **Remember** bahwa seperti ini. (data: 115)  
(Remember like that)

The data questionnaire analyzed by using percentage technique into tabulating. The data of questionnaire come from responses the trainers of Ehost Private English Course Makassar as a sample in this research.

### 1. Factors that Influence the Trainers of Ehost Private English Course Makassar Use Code Mixing

**Table 1**  
**No. 1. Factor which is not Influencing Code Mixing by Habitual Uses more than One Language**

No	Classification	Frequency	Percentage
1	Strongly Agree	4	40 %
2	Agree	6	60 %
3	Disagree	0	0 %
4	Strongly Disagree	0	0 %
Total		10	100 %

The table 1 shows that factor which is not influencing code mixing by habitual uses more than one language from 10 responses. 4 Trainers or 40% strongly agree, 6 Trainers or 60% agree, nobody Trainer or 0% disagree, and nobody Trainer or 0% strongly disagree.

**Table 2**  
**No. 2. Factor Influencing Code Mixing by the Content of the Conversation**

No	Classification	Frequency	Percentage
1	Strongly Agree	1	10 %
2	Agree	9	90 %
3	Disagree	0	0 %
4	Strongly Disagree	0	0 %
Total		10	100 %

The table 2 shows that factor influencing code mixing by the content of the conversation from 10 responses. 1 Trainer or 10% strongly agree, 9 Trainers or 90% agree, nobody Trainer or 0% disagree, and nobody Trainer or 0% strongly disagree.

**Table 3**  
**No. 3. Factor which is not Influencing Code Mixing by Mastery on One Language is Limited**

No	Classification	Frequency	Percentage
1	Strongly Agree	0	0 %
2	Agree	0	0 %
3	Disagree	6	60 %
4	Strongly Disagree	4	40 %
Total		10	100 %

The table 3 shows that factor which is not influencing code mixing by mastery on one language is limited from 10 responses. Nobody Trainer or 0% strongly agree, nobody Trainer or 0% agree, 6 Trainers or 60% disagree, and 4 Trainers or 40% strongly disagree.

**Table 4**  
**No. 4. Factor Influencing Code Mixing by the Formality of the Conversation**

No	Classification	Frequency	Percentage
1	Strongly Agree	0	0 %
2	Agree	0	0 %
3	Disagree	6	60 %
4	Strongly Disagree	4	40 %
Total		10	100 %

The table 4 shows that factor influencing code mixing by the formality of the conversation from 10 responses. Nobody Trainer or 0% strongly agree, nobody Trainer or 0% agree, 6 Trainers or 60% disagree, and 4 Trainers or 40% strongly disagree.

**Table 5**  
**No. 5. Factor which is not Influencing Code Mixing by the Vocabulary is very Limited**

No	Classification	Frequency	Percentage
1	Strongly Agree	0	0 %
2	Agree	6	60 %
3	Disagree	3	30 %
4	Strongly Disagree	1	10 %
Total		10	100 %

The table 5 shows that factor which is not influencing code mixing by the vocabulary is very limited from 10 responses. Nobody Trainer or 0% strongly agree, 6 Trainers or 60% agree, 3 Trainers or 30% disagree, and 1 Trainer or 10% strongly disagree.

**Table 6**  
**No. 6. Factor Influencing Code Mixing by the Participants**

No	Classification	Frequency	Percentage
1	Strongly Agree	3	30 %
2	Agree	3	30 %
3	Disagree	4	40 %
4	Strongly Disagree	0	0 %
Total		10	100 %

The table 6 shows that factor influencing code mixing by the participants from 10 responses. 3 Trainers or 30% strongly agree, 3 Trainers or 30% agree, 4 Trainers or 40% disagree, and nobody Trainer or 0% strongly disagree.

**Table 7**  
**No. 7. Factor which is not Influencing Code Mixing by the Influence of English is very Dominant**

No	Classification	Frequency	Percentage
1	Strongly Agree	3	30 %
2	Agree	5	50 %
3	Disagree	2	20 %
4	Strongly Disagree	0	0 %
Total		10	100 %

The table 7 shows that factor which is not influencing code mixing by the influence of English is very dominant from 10 responses. 3 Trainers or 30% strongly agree, 5 Trainers or 50% agree, 2 Trainers or 20% disagree, and nobody Trainer or 0% strongly disagree.

**Table 8**  
**No. 8. Factor Influencing Code Mixing by the Effectiveness of the Message**

No	Classification	Frequency	Percentage
1	Strongly Agree	5	50 %
2	Agree	5	50 %
3	Disagree	0	0 %
4	Strongly Disagree	0	0 %
Total		10	100 %

The table 8 shows that factor influencing code mixing by the effectiveness of the message from 10 responses. 5 Trainers or 50% strongly agree, 5 Trainers or 50% agree, nobody Trainer or 0% disagree, and nobody Trainer or 0% strongly disagree.



**Table 9**  
**No. 9. Factor which is not Influencing Code Mixing by the Situation**

<b>No</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly Agree	4	40 %
2	Agree	4	40 %
3	Disagree	2	20 %
4	Strongly Disagree	0	0 %
Total		10	100 %

The table 9 shows that factor which is not influencing code mixing by the situation from 10 responses. 4 Trainers or 40% strongly agree, 4 Trainers or 40% agree, 2 Trainers or 20% disagree, and nobody Trainer or 0% strongly disagree.

**Table 10**  
**No. 10. Factor Influencing Code Mixing by the Limitation of the Space**

<b>No</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly Agree	2	20 %
2	Agree	3	30 %
3	Disagree	4	40 %
4	Strongly Disagree	1	10 %
Total		10	100 %

The table 10 shows that factor influencing code mixing by the limitation of the space from 10 responses. 2 Trainers or 20% strongly agree, 3 Trainers or 30% agree, 4 Trainers or 40% disagree, and 1 Trainer or 10% strongly disagree.

## 2. Reasons that Cause the Trainers of Ehost Private English Course Makassar Use Code Mixing

**Table 1**  
**No. 1. Reason which is not Causing Code Mixing because there are not Exactly Words for the Situation**

No	Classification	Frequency	Percentage
1	Strongly Agree	2	20 %
2	Agree	3	30 %
3	Disagree	3	30 %
4	Strongly Disagree	2	20 %
Total		10	100 %

The table 1 shows that reason which is not causing code mixing because there are not exactly words for the situation from 10 responses. 2 Trainers or 20% strongly agree, 3 Trainers or 30% agree, 3 Trainers or 30% disagree, and 2 Trainers or 20% strongly disagree.

**Table 2**  
**No. 2. Reason Causing Code Mixing by Talking about Particular Topic**

No	Classification	Frequency	Percentage
1	Strongly Agree	3	30 %
2	Agree	4	40 %
3	Disagree	3	30 %
4	Strongly Disagree	0	0 %
Total		10	100 %

The table 2 shows that reason causing code mixing by talking about particular topic from 10 responses. 3 Trainers or 30% strongly agree, 4 Trainers or 40% agree, 3 Trainers or 30% disagree, and nobody Trainer or 0% strongly disagree.

**Table 3**  
**No. 3. Reason which is not Causing Code Mixing because Difficult to Find  
 Synonymous Words in Bahasa Indonesia**

No	Classification	Frequency	Percentage
1	Strongly Agree	1	10 %
2	Agree	3	30 %
3	Disagree	4	40 %
4	Strongly Disagree	2	20 %
Total		10	100 %

The table 3 shows that reason which is not causing code mixing because difficult to find synonymous in Bahasa Indonesia from 10 responses. 1 Trainer or 10% strongly agree, 3 Trainers or 30% agree, 4 Trainers or 40% disagree, and 2 Trainers or 20% strongly disagree.

**Table 4**  
**No. 4. Reason Causing Code Mixing by the Quoting Somebody Else**

No	Classification	Frequency	Percentage
1	Strongly Agree	6	60 %
2	Agree	4	40 %
3	Disagree	0	0 %
4	Strongly Disagree	0	0 %
Total		10	100 %

The table 4 shows that reason causing code mixing by the quoting somebody else from 10 responses. 6 Trainers or 60% strongly agree, 4 Trainers or 40% agree, nobody Trainer or 0% disagree, and nobody Trainer or 0% strongly disagree.

**Table 5**  
**No. 5. Reason which is not Causing Code Mixing to Better to be Heard, Flexible and not Clumsy**

No	Classification	Frequency	Percentage
1	Strongly Agree	1	10 %
2	Agree	4	40 %
3	Disagree	3	30 %
4	Strongly Disagree	2	20 %
Total		10	100 %

The table 5 shows that reason which is not causing code mixing to Better to be heard, flexible and not clumsy from 10 responses. 1 Trainer or 10% strongly agree, 4 Trainers or 40% agree, 3 Trainers or 30% disagree, and 2 Trainers or 20% strongly disagree.

**Table 6**  
**No. 6. Reason Causing Code Mixing by Being Emphatic about Something (Express Solidarity)**

No	Classification	Frequency	Percentage
1	Strongly Agree	5	50 %
2	Agree	5	50 %
3	Disagree	0	0 %
4	Strongly Disagree	0	0 %
Total		10	100 %

The table 6 shows that reason causing code mixing by being emphatic about something (Express solidarity) from 10 responses. 5 Trainers or 50% strongly agree, 5 Trainers or 50% agree, nobody Trainer or 0% disagree, and nobody Trainer or 0% strongly disagree.

**Table 7**  
**No. 7. Reason which is not Causing Code Mixing for Self-Proudness**

<b>No</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly Agree	6	60 %
2	Agree	4	40 %
3	Disagree	0	0 %
4	Strongly Disagree	0	0 %
Total		10	100 %

The table 7 shows that reason which is not causing code mixing for self-proudness from 10 responses. 6 Trainers or 60% strongly agree, 4 Trainers or 40% agree, nobody Trainer or 0% disagree, and nobody Trainer or 0% strongly disagree.

**Table 8**  
**No. 8. Reason Causing Code Mixing by Interjection (Inserting Sentence Fillers or Sentence Connectors)**

<b>No</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly Agree	3	30 %
2	Agree	5	50 %
3	Disagree	1	10 %
4	Strongly Disagree	1	10 %
Total		10	100 %

The table 8 shows that reason causing code mixing by interjection (inserting sentence fillers or sentence connectors) from 10 responses. 3 Trainers or 30% strongly agree, 5 Trainers or 50% agree, 1 Trainer or 10% disagree, and 1 Trainer or 10% strongly disagree.

**Table 9**  
**No. 9. Reason which is not Causing Code Mixing because Plan in Advance**

No	Classification	Frequency	Percentage
1	Strongly Agree	3	30 %
2	Agree	5	50 %
3	Disagree	2	20 %
4	Strongly Disagree	0	0 %
Total		10	100 %

The table 9 shows that reason which is not causing code mixing because plan in advance from 10 responses. 3 Trainers or 30% strongly agree, 5 Trainers or 50% agree, 2 Trainers or 20% disagree, and nobody Trainer or 0% strongly disagree.

**Table 10**  
**No. 10. Reason Causing Code Mixing by Repetition Used for Clarification**

No	Classification	Frequency	Percentage
1	Strongly Agree	5	50 %
2	Agree	5	50 %
3	Disagree	0	0 %
4	Strongly Disagree	0	0 %
Total		10	100 %

The table 10 shows that reason causing code mixing by repetition used for clarification from 10 responses. 5 Trainers or 50% strongly agree, 5 Trainers or 50% agree, nobody Trainer or 0% disagree, and nobody Trainer or 0% strongly disagree.

**Table 11**  
**No. 11. Reason which is not Causing Code Mixing because Crossed in Glance**

No	Classification	Frequency	Percentage
1	Strongly Agree	5	50 %
2	Agree	5	50 %
3	Disagree	0	0 %
4	Strongly Disagree	0	0 %
Total		10	100 %

The table 11 shows that reason which is not causing code mixing because crossed in glance from 10 responses. 5 Trainers or 50% strongly agree, 5 Trainers or 50% agree, nobody Trainer or 0% disagree, and nobody Trainer or 0% strongly disagree.

**Table 12**  
**No. 12. Reason Causing Code Mixing by Intention of Clarifying the Speech Content for Interlocutor**

No	Classification	Frequency	Percentage
1	Strongly Agree	4	40 %
2	Agree	5	50 %
3	Disagree	1	10 %
4	Strongly Disagree	0	0 %
Total		10	100 %

The table 12 shows that reason causing code mixing by the intention of clarifying the speech content for Interlocutor from 10 responses. 4 Trainers or 40% strongly agree, 5 Trainers or 50% agree, 1 Trainer or 10% disagree, and nobody Trainer or 0% strongly disagree.

**Table 13**  
**No. 13. Reason which is not Causing Code Mixing because Join with Friends**

No	Classification	Frequency	Percentage
1	Strongly Agree	1	10 %
2	Agree	5	50 %
3	Disagree	3	30 %
4	Strongly Disagree	1	10 %
Total		10	100 %

The table 13 shows that reason which is not causing code mixing because join with friends from 10 responses. 1 Trainer or 10% strongly agree, 5 Trainers or 50% agree, 3 Trainers or 30% disagree, and 1 Trainer or 10% strongly disagree.

**Table 14**  
**No. 14. Reason Causing Code Mixing by Expressing Group Identity**

<b>No</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly Agree	0	0 %
2	Agree	2	20 %
3	Disagree	5	50 %
4	Strongly Disagree	3	30 %
Total		10	100 %

The table 14 shows that reason causing code mixing by expressing group identity from 10 responses. Nobody Trainer or 0% strongly agree, 2 Trainers or 20% agree, 5 Trainers or 50% disagree, and 3 Trainers or 30% strongly disagree.

**Table 15**  
**No. 15. Reason which is not Causing Code Mixing for Self-Satisfaction**

<b>No</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly Agree	2	20 %
2	Agree	5	50 %
3	Disagree	2	20 %
4	Strongly Disagree	1	10 %
Total		10	100 %

The table 15 shows that reason which is not causing code mixing for self-satisfaction from 10 responses. 2 Trainers or 20% strongly agree, 5 Trainers or 50% agree, 2 Trainers or 20% disagree, and 1 Trainer or 10% strongly disagree.

**Table 16**  
**No. 16. Reason Causing Code Mixing to Soften or Strengthen Request or Command**

<b>No</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly Agree	1	10 %
2	Agree	5	50 %
3	Disagree	3	30 %
4	Strongly Disagree	1	10 %
Total		10	100 %



The table 16 shows that reason causing code mixing to soften or strengthen request or command from 10 responses. 1 Trainer or 10% strongly agree, 5 Trainers or 50% agree, 3 Trainers or 30% disagree, and 1 Trainer or 10% strongly disagree.

**Table 17**  
**No. 17. Reason which is not Causing Code Mixing for Language Variation**

No	Classification	Frequency	Percentage
1	Strongly Agree	2	20 %
2	Agree	4	40 %
3	Disagree	3	30 %
4	Strongly Disagree	1	10 %
Total		10	100 %

The table 17 shows that reason which is not causing code mixing for language variation from 10 responses. 2 Trainers or 20% strongly agree, 4 Trainers or 40% agree, 3 Trainers or 30% disagree, and 1 Trainer or 10% strongly disagree.

**Table 18**  
**No. 18. Reason Causing Code Mixing because of Real Lexical Need**

No	Classification	Frequency	Percentage
1	Strongly Agree	4	40 %
2	Agree	5	50 %
3	Disagree	1	10 %
4	Strongly Disagree	0	0 %
Total		10	100 %

The table 18 shows that reason causing code mixing because of real lexical need from 10 responses. 4 Trainers or 40% strongly agree, 5 Trainers or 50% agree, 1 Trainer or 10% disagree, and nobody Trainer or 0% strongly disagree.

**Table 19**  
**No. 19. Reason which is not Causing Code Mixing for Self-Confidence**

<b>No</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly Agree	0	0 %
2	Agree	8	80 %
3	Disagree	2	20 %
4	Strongly Disagree	0	0 %
Total		10	100 %

The table 19 shows that reason which is not causing code mixing for self-confidence from 10 responses. Nobody Trainer or 0% strongly agree, 8 Trainers or 80% agree, 2 Trainers or 20% disagree, and nobody Trainer or 0% strongly disagree.

**Table 20**  
**No. 20. Reason Causing Code Mixing to Exclude other People when a Comment is Intended for only a Limited Audience**

<b>No</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly Agree	0	0 %
2	Agree	4	40 %
3	Disagree	6	60 %
4	Strongly Disagree	0	0 %
Total		10	100 %

The table 20 shows that reason causing code mixing to exclude other people when a comment is intended for only a limited audience from 10 responses. Nobody Trainer or 0% strongly agree, 4 Trainers or 40% agree, 6 Trainers or 60% disagree, and nobody Trainer or 0% strongly disagree.

## B. Discussion

The discussion section deals with the inter operation of the findings divided from the result factors influencing and reasons causing code mixing by the trainers of Ehost Private English Course Makasar. Before describe factors that influence and reasons that cause code mixing, the writer will discuss recorder data collected, it was found that:

### 1. Trainer 1

**(Data: 3) “Kata sifat itu adjective!”**,

It is phenomena language mixing in word form. Trainer said (*data: 3*) “*Kata sifat itu adjective!*”, in this case, the trainer uses code mixing, namely “*Kata sifat*”, it is Indonesian, and then “*adjective!*” is an English word, so the trainer combines two languages in one situation, it is called code mixing. Similiarly in example (*data: 16*) “*Bermain sedikit games*” is code mixing in word form. These data are word form.

**(Data: 8) “Two years ago, kuenya sudah basi”**,

It is phenomena language mixing in phrase form. Trainer said (*data: 8*) “*Two years ago, kuenya sudah basi*”, in this case, the trainer uses code mixing where in English “*Two years ago*”, and then combine with Indonesian at the one situation namely “*kuenya sudah basi*”, when the trainer combines two languages at the same time it is called code mixing. In this case include phrase form, because the utterance “*Two years ago*” is phrase.

**(Data: 1) “Ok right! Jadi sekarang...”,**

It is phenomena language mixing in clause form. Trainer said (*data: 1*) “*Ok right! Jadi sekarang...*”, in this case, the trainer uses code mixing where in English “*Ok right!*”, and then combine with Indonesian at the one situation namely “*Jadi sekarang...*”, when the trainer combines two languages at the same time it is called code mixing. In this case include clause form, because the utterance “*Ok right!*” is clause. Similarly in example (*data: 2, 5, 6, 9, 11, 12, 14, 15, 17 and 18*) are clause form.

**(Data: 4) “Digolongkan jadi 3, everybody is excellent”,**

It is phenomena language mixing in sentence form. Trainer said (*data: 4*) “*Digolongkan jadi 3, everybody is excellent*”, in this case, the trainer uses code mixing, namely “*Digolongkan jadi 3*”, it is Indonesian, and then “*everybody is excellent*” is English, so the trainer combines two languages in one situation, it is called code mixing. In this case, include sentence form, because the utterance “*everybody is excellent*” is sentence. Similarly in example (*data: 7, 10 and 13*) are sentence form.

Based on analysis above, the writer concludes that there are 18 language mixing data by Trainer 1.

## 2. Trainer 2

**(Data: 21) “Sekarang saatnya kita action!”,**

It is phenomena language mixing in word form. Trainer said (*data: 21*) “*Sekarang saatnya kita action!*”, in this case, the trainer uses code mixing,

namely “*Sekarang saatnya kita*”, it is Indonesian, and then “*action!*” is an English word, so the trainer combines two languages in one situation, it is called code mixing. Similarly in example (*data: 23*) “*Please, pasang hasil karya kalian di sini*” is code mixing in word form. These data are word form.

(*Data: 19*) “*Please, look at your work team, jadi ingat teman kerjanya!*”,

It is phenomena language mixing in clause form. Trainer said (*data: 19*) “*Please, look at your work team, jadi ingat teman kerjanya!*”, in this case, the trainer uses code mixing where in English “*Please, look at your work team*”, and then combine with Indonesian at the one situation namely “*jadi ingat teman kerjanya!*”, when the trainer combines two languages at the same time it is called code mixing. In this case, include clause form, because the utterance “*Please, look at your work team*” is clause. Similarly in example (*data: 20 and 22*) are clause form.

Based on analysis above, the writer concludes that there are 5 language mixing data by Trainer 2.

### 3. Trainer 3

(*Data: 24*) “*Only Adam, hanya 1 saja?*”,

It is phenomena language mixing in word form. Trainer (*data: 24*) “*Only Adam, hanya 1 saja?*”, in this case, the trainer uses code mixing where in English “*Only*”, and then combine with Indonesian at the one situation namely “*hanya 1 saja?*”, when the trainer combines two languages at the

same time it is called code mixing. In this case, include word form, because the utterance “*Only*” is word.

**(Data: 27) “Full stop, titik!”**,

It is phenomena language mixing in phrase form. Trainer said (*data: 27*) “*Full stop, titik!*”, in this case, the trainer uses code mixing where in English “*Full stop*”, and then combine with Indonesian at the one situation namely “*titik!*”, when the trainer combines two languages at the same time it is called code mixing. In this case include phrase form, because the utterance “*Full stop*” is phrase.

**(Data: 25) “Adam is sick, sakit”**,

It is phenomena language mixing in sentence form. Trainer said (*data: 25*) “*Adam is sick, sakit*”, in this case, the trainer uses code mixing where in English “*Adam is sick*”, and then combine with Indonesian at the one situation namely “*sakit*”, when the trainer combines two languages at the same time it is called code mixing. In this case, include sentence form, because the utterance “*Adam is sick*” is sentence. Similarly in example (*data: 26*) “*What did you do, kalau tidak belajar, apa yang kalian lakukan?*” is code mixing in sentence form. These data are sentence form.

Based on analysis above, the writer concludes that are 4 language mixing data by Trainer 3.

## 4. Trainer 4

**(Data: 29)** “*Setelah saya bilang selesai, selesai ya. Ok start now!*”,

It is phenomena language mixing in clause form. Trainer said (*data: 29*) “*Setelah saya bilang selesai, selesai ya. Ok start now!*”, in this case, the trainer uses code mixing, namely “*Setelah saya bilang selesai, selesai ya*”, it is Indonesian, and then “*Ok start now*” is English, so the trainer combines two languages in one situation, it is called code mixing. In this case, include clause form, because the utterance “*Ok start now*” is clause.

**(Data: 28)** “*You do it now, gantian!*”,

It is phenomena language mixing in sentence form. Trainer said (*data: 28*) “*You do it now, gantian!*”, in this case, the trainer uses code mixing where in English “*You do it now*”, and then combine with Indonesian at the one situation namely “*gantian!*”, when the trainer combines two languages at the same time it is called code mixing. In this case, include sentence form, because the utterance “*You do it now*” is sentence.

Based on analysis above, the writer concludes that there are 2 language mixing data by Trainer 4.

## 5. Trainer 5

**(Data: 30)** “*Misalnya, play!*”,

It is phenomena language mixing in word form. Trainer said (*data: 30*) “*Misalnya, play!*”, in this case, the trainer uses code mixing, namely “*Misalnya*”, it is Indonesian, and then “*play*” is an English word, so the

trainer combines two languages in one situation, it is called code mixing. In this case, include word form, because the utterance “*play*” is word. Similarly in example (*data: 31, 34 and 40*) are word form.

**(Data: 32) “For example yang ditambah...”,**

It is phenomena language mixing in phrase form. Trainer said (*data: 32*) “*For example yang ditambah...*”, in this case, the trainer uses code mixing where in English “*For example*”, and then combine with Indonesian at the one situation namely “*yang ditambah...*”, when the trainer combines two languages at the same time it is called code mixing. In this case, include phrase form, because the utterance “*For example*” is phrase. Similarly in example (*data: 35, 38, 39 and 41*) are phrase form.

**(Data: 36) “All right, jadi ...”,**

It is phenomena language mixing in clause form. Trainer said (*data: 36*) “*All right, jadi ...*”, in this case, the trainer uses code mixing where in English “*All right*”, and then combine with Indonesian at the one situation namely “*jadi ...*”, when the trainer combines two languages at the same time it is called code mixing. In this case, include clause form, because the utterance “*All right*” is clause.

**(Data: 33) “I will ask you, kapan...”,**

It is phenomena language mixing in sentence form. Trainer said (*data: 33*) “*I will ask you, kapan...*”, in this case, the trainer uses code mixing where in English “*I will ask you*”, and then combine with Indonesian at the



one situation namely “*kapan...*”, when the trainer combines two languages at the same time it is called code mixing. In this case, include sentence form, because the utterance “*I will ask you*” is sentence. Similarly in example (data: 37) “*Kalau kalimat nominal, who knows the formula?*” is code mixing in sentence form. These data are sentence form.

Based on analysis above, the writer concludes that there are 12 language mixing data by Trainer 5.

#### 6. Trainer 6

**(Data: 44) “Next, apa lagi?”**,

It is phenomena language mixing in word form. Trainer said **(Data: 44) “Next, apa lagi?”**, in this case, the trainer uses code mixing where in English “*Next*”, and then combine with Indonesian at the one situation namely “*apa lagi*”, when the trainer combines two languages at the same time it is called code mixing. In this case, include word form, because the utterance “*Next*” is word. Similarly in example (data: 46, 49, 51 and 52) are word form.

**(Data: 42) “For example, ya bisa!”**,

It is phenomena language mixing in phrase form. Trainer said (data: 42) “*For example, ya bisa!*”, in this case, the trainer uses code mixing where in English “*For example*”, and then combine with Indonesian at the one situation namely “*ya bisa!*”, when the trainer combines two languages at the same time it is called code mixing. In this case, include phrase form, because

the utterance “*For example*” is phrase. Similarly in example (*data: 48 and 50*) are phrase form.

**(Data: 43) “Ok next, saya kira sudah ditahu semua artinya”,**

It is phenomena language mixing in clause form. Trainer said (*data: 43*) “*Ok next, saya kira sudah ditahu semua artinya*”, in this case, the trainer uses code mixing where in English “*Ok next*”, and then combine with Indonesian at the one situation namely “*saya kira sudah ditahu semua artinya*” when the trainer combines two languages at the same time it is called code mixing. In this case, include clause form, because the utterance “*Ok next*” is clause. Similarly in example (*data: 47, 53, 54 and 55*) are clause form.

**(Data: 45) “What is animal, semua tahu kan?”**,

It is phenomena language mixing in sentence form. Trainer said (*data: 45*) “*What is animal, semua tahu kan?*”, in this case, the trainer uses code mixing where in English “*What is animal*”, and then combine with Indonesian at the one situation namely “*semua tahu kan?*”, when the trainer combines two languages at the same time it is called code mixing. In this case, include sentence form, because the utterance “*What is animal*” is sentence.

Based on analysis above, the writer concludes that there are 14 language mixing data by Trainer 6.

## 7. Trainer 7

**(Data: 59) “Kalau begini middle”**,

It is phenomena language mixing in word form. Trainer said (*data: 59*) “*Kalau begini middle*”, in this case, the trainer uses code mixing, namely “*Kalau begini*”, it Indonesian, and then “*middle*” is an English word, so the trainer combines two languages in one situation, it is called code mixing. In this case, include clause form, because the utterance “*middle*” is word. Similary in example (*data: 60, 68, 71 and 74*) are word form.

**(Data: 62) “In the middle, ada ranjangnya”**,

It is phenomena language mixing in phrase form. Trainer said (*data: 62*) “*In the middle, ada ranjangnya*”, in this case, the trainer uses code mixing where in English “*In the middle*”, and then combine with Indonesian at the one situation namely “*ada ranjangnya*”, when the trainer combines two languages at the same time it is called code mixing. In this case include phrase form, because the utterance “*In the middle*” is phrase.

**(Data: 58) “Langsung praktekan, for example like this...”**,

It is phenomena language mixing in clause form. Trainer said (*data: 58*) “*Langsung praktekan, for example like this...*”, in this case, the trainer uses code mixing, namely “*Langsung praktekan*”, it is Indonesian, and then “*for example like this...*” is English, so the trainer combines two languages in one situation, it is called code mixing. In this case, include clause form,

because the utterance “*for example like this...*” is clause. Similary in example (*data: 61, 64, 65, 66, 67, 69 and 72*) are clause form

**(Data: 57) “Are you ready to practice here, nanti saya hapus”,**

It is phenomena language mixing in sentence form. Trainer said (*data: 57*) “*Are you ready to practice here, nanti saya hapus*”, in this case, the trainer uses code mixing where in English “*Are you ready to practice here*”, and then combine with Indonesian at the one situation namely “*nanti saya hapus*”, when the trainer combines two languages at the same time it is called code mixing. In this case, include sentence form, because the utterance “*Are you ready to practice here*” is sentence. Similary in example (*data: 56, 63, 70 and 73*) are sentence form.

Based on analysis above, the writer concludes that there are 19 language mixing data by Trainer 7.

#### 8. Trainer 8

**(Data: 80) “Well, jadi sebenarnya...”,**

It is phenomena language mixing in word form. Trainer said (*data: 80*) “*Well, jadi sebenarnya...*”, in this case, the trainer uses code mixing where in English “*Well*”, and then combine with Indonesian at the one situation namely “*sebenarnya...*”, when the trainer combines two languages at the same time it is called code mixing. In this case, include word form, because the utterance “*Well*” word. Similiarly in example (*data: 82, 83, 84, 87, 88, 89, 90 and 92*) are code mixing in word form.

**(Data: 86) “Saya fikirnya, kalian mungkin speaking or reading”,**

It is phenomena language mixing in phrase form. Trainer said (*data: 86*) “*Saya fikirnya, kalian mungkin speaking or reading*”, in this case the trainer uses code mixing, namely “*Saya fikirnya, kalian mungkin*”, it is Indonesian, and then “*speaking or reading*” is English, so the trainer combines two languages in one situation, it is called code mixing. In this case include phrase, because the utterance “*speaking or reading*” is phrase.

**(Data: 76) “Maybe tonight kita akan memepelajari...”,**

It is phenomena language mixing in clause form. Trainer said (*data: 76*) “*Maybe tonight kita akan memepelajari...*”, in this case, the trainer uses code mixing where in English “*Maybe tonight*”, and then combine with Indonesian at the one situation namely “*kita akan memepelajari...*”, when the trainer combines two languages at the same time it is called code mixing. In this case, include clause form, because the utterance “*Maybe tonight*” is clause. Similary in example (*data: 79, 81, 85 and 91*) are clause form.

**(Data: 75) “I think, this is the first time we meet, setelah kalian kenaikan level”,**

It is phenomena language mixing in sentence form. Trainer said (*data: 75*) “*I think, this is the first time we meet, setelah kalian kenaikan level*”, in this case, the trainer uses code mixing where in English “*I think, this is the first time we meet*”, and then combine with Indonesian at the one situation namely “*setelah kalian kenaikan level*”, when the trainer combines two

languages at the same time it is called code mixing. In this case, include sentence form, because the utterance *“I think, this is the first time we meet”* is sentence. Similarly in example (*data: 77 and 78*) are sentence form.

Based on analysis above, the writer concludes that there are 18 language mixing data by Trainer 8.

#### 9. Trainer 9

**(Data: 94) “Kita akan belajar about...”**,

It is phenomena language mixing in word form. Trainer said (*data: 94*) *“Kita akan belajar about...”*, in this case, the trainer uses code mixing, namely *“Kita akan belajar”*, it is Indonesian, and then *“about...”* is an English word, so the trainer combines two languages in one situation, it is called code mixing. Similarly in example (*data: 95, 96 and 97*) are code mixing in word form.

**(Data: 93) “Jadi malam ini, we will learn”**,

It is phenomena language mixing in sentence form. Trainer said (*data: 93*) *“Jadi malam ini, we will learn”*, in this case, the trainer uses code mixing, namely *“Jadi malam ini”*, it is Indonesian, and then *“we will learn”* is English, so the trainer combines two languages in one situation, it is called code mixing. In this case, include sentence form, because the utterance *“we will learn”* is sentence.

Based on analysis above, the writer concludes that there are 5 language mixing data by Trainer 9.

## 10. Trainer 10

**(Data: 100) “Ada sebuah game”,**

It is phenomena language mixing in word form. Trainer said (*data: 100*) “*Ada sebuah game*”, in this case, the trainer uses code mixing, namely “*Ada sebuah*”, it is Indonesian, and then “*game*” is an English word, so the trainer combines two languages in one situation, it is called code mixing. Similiarly in example (*data: 101, 102, 103, 104, 105, 107, 108, 110 and 115*) are code mixing in word form.

**(Data: 113) “Task one, coba begini”,**

It is phenomena language mixing in phrase form. Trainer said (*data: 113*) “*Task one, coba begini*”, in this case, the trainer uses code mixing where in English “*Task one*”, and then combine with Indonesian at the one situation namely “*Jadi sekarang...*”, when the trainer combines two languages at the same time it is called code mixing. In this case, include phrase form, because the utterance “*Task one!*” is phrase.

**(Data: 106) “Do not cheat! Tutup bukunya!”,**

It is phenomena language mixing in clause form. Trainer said (*data: 106*) “*Do not cheat! Tutup bukunya!*”, in this case, the trainer uses code mixing where in English “*Do not cheat!*”, and then combine with Indonesian at the one situation namely “*Tutup bukunya!*”, when the trainer combines two languages at the same time it is called code mixing. In this case, include clause form, because the utterance “*Do not cheat!*” is clause. Similiarly in

example (*data: 114*) “*I think adami nomornya di situ*” is code mixing in clause form. These data are clause form.

**(Data: 98) “Yang salah akan dapat hukuman, what a pinishment?”**,

It is phenomena language mixing in sentence form. Trainer said (*data: 98*) “*Yang salah akan dapat hukuman, what a pinishment?*”, in this case, the trainer uses code mixing, namely “*Yang salah akan dapat hukuman*”, it is Indonesian, and then “*what a pinishment?*” is English, so the trainer combines two languages in one situation, it is called code mixing. In this case, include sentence form, because the utterance “*what a pinishment?*” is sentence. Similary in example (*data: 99, 109, 111 and 112*) are sentence form.

Based on analysis above, the writer concludes that there are 18 language mixing data by Trainer 10.

Based on the data analysis collected by the questionnaire it was found that:

**1. The factors that influence code mixing are:**

- a. There are 60% Trainers agree and 40% Trainers strongly agree factor which is not influencing code mixing by habitual uses more than one language.
- b. There are 90% Trainers agree and 10% Trainers strongly agree factor influencing code mixing by the content of the conversation.
- c. There are 60% Trainers disagree and 40% Trainers strongly disagree factor which is not influencing code mixing by mastery on one language is limited.



- d. There are 60% Trainers disagree and 40% Trainers strongly disagree factor influencing code mixing by the formality of the conversation.
- e. There are 60% Trainers agree, 30% Trainers disagree and 10% Trainers strongly disagree factor which is not influencing code mixing by the vocabulary is very limited.
- f. There are 40% Trainers disagree, 30% Trainers strongly agree and 30% Trainers agree factor influencing code mixing by the participants.
- g. There are 50% Trainers agree, 30% Trainers strongly agree and 20% Trainers disagree factor which is not influencing code mixing by the influence of english is very dominant.
- h. There are 50% Trainers strongly agree and 50% Trainers agree influencing code mixing by the effectiveness of the message.
- i. There are 40% Trainers strongly agree, 40% Trainers agree and 20% Trainers disagree factor which is not influencing code mixing by the situation.
- j. There are 40% Trainers disagree, 30% Trainers agree, 20% Trainers strongly agree and 10% Trainers strongly disagree factor influencing code mixing by the limitation of the space.

There are positive factors that influence code mixing, they are: 1). The content of the conversation. 2). The formality of the conversation. 3). The participants. 4). The effectiveness of the message. And 5). The limitation of the space.

There are also negative factors that influence code mixing, they are: 1). Habitual uses more than one language. 2). Mastery on one language is limited. 3). The vocabulary is very limited. 4). The influence of English is very dominant. And 5). The situation.

**2. The reasons that cause code mixing are:**

- a. There are 30% Trainers agree, 30% Trainers disagree, 20% Trainers strongly agree and 20% Trainers strongly disagree reason which is not causing code mixing because there are not exactly words for the situation.
- b. There are 40% Trainers agree, 30% Trainers strongly agree and 30% Trainers disagree reason causing code mixing by talking about particular topic.
- c. There are 40% Trainers disagree, 30% Trainers agree, 20% Trainers strongly disagree and 10% Trainers strongly agree reason which is not causing code mixing because difficult to find synonymous words in Bahasa Indonesia.
- d. There are 60% Trainers strongly agree and 40% Trainers agree reason causing code mixing by the quoting somebody else.
- e. There are 40% Trainers agree, 30% Trainers disagree, 20% Trainers strongly disagree and 10% Trainers strongly agree reason which is not causing code mixing to Better to be heard, flexible and not clumsy.
- f. There are 50% Trainers strongly agree and 50% Trainers agree reason causing code mixing by being emphatic about something (Express solidarity).

- g. There are 60% Trainers strongly agree and 40% Trainers agree reason which is not causing code mixing for self-Proudness.
- h. There are 50% Trainers agree, 30% Trainers strongly agree, 10% Trainers disagree and 10% Trainers strongly disagree reason causing code mixing by interjection (inserting sentence fillers or sentence connectors).
- i. There are 50% Trainers agree, 30% Trainers strongly agree and 20% Trainers disagree reason which is not causing code mixing because plan in advance.
- j. There are 50% Trainers strongly agree and 50% Trainers agree reason causing code mixing by repetition used for clarification.
- k. There are 50% Trainers strongly agree and 50% Trainers agree reason which is not causing code mixing because crossed in glance.
- l. There are 50% Trainers agree, 40% Trainers strongly agree and 10% Trainers disagree reason causing code mixing by intention for clarifying the speech content for interlocuter.
- m. There are 50% Trainers agree, 30% Trainers disagree, 10% Trainers strongly agree and 10% Trainers strongly disagree reason which is not causing code mixing because join with friends.
- n. There are 50% Trainers disagree, 30% Trainers strongly disagree and 20% Trainers agree reason causing code mixing by expressing group identity.
- o. There are 50% Trainers agree, 20% Trainers strongly agree, 20% Trainers disagree and 10% Trainers strongly disagree reason which is not causing code mixing for self-satisfaction.

- p. There are 50% Trainers agree, 30% Trainers disagree, 10% Trainers strongly agree and 10% Trainers strongly disagree reason causing code mixing to soften or strengthen request or command.
- q. There are 40% Trainers agree, 30% Trainers disagree, 20% Trainers strongly agree and 10% Trainers strongly disagree reason which is not causing code mixing for language variation.
- r. There are 50% Trainers agree, 40% Trainers strongly agree and 10% Trainers disagree reason causing code mixing because of real lexical need.
- s. There are 80% Trainers agree and 20% Trainers disagree reason which is not causing code mixing for self-confidence.
- t. There are 60% Trainers disagree and 40% Trainers agree reason causing code mixing to exclude other people when a comment is intended for only a limited audience.

There are positive reasons that cause code mixing, they are: 1). Talking about particular topic. 2). Quoting somebody else. 3). Being emphatic about something (express solidarity). 4). Interjection (inserting sentence fillers or sentence connectors). 5). Repetition used for clarification. 6). Intention of clarifying the speech content for interlocutor. 7). Expressing group identity. 8). To soften or strengthen request or command. 9). Because of real lexical need. And 10). To exclude other people when a comment is intended for only a limited audience.

There are also negative reasons that cause code mixing, they are: 1). There are not exactly words for the situation. 2). Difficult to find synonymous words in

Bahasa Indonesia. 3). To better to be heard, flexible and not clumsy. 4). For self-proudness. 5). Plan in advance. 6). Crossed in glance. 7). Join with friends. 8). For self-satisfaction. 9). For language variation. And 10). For Self-confidence.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Based on the investigation factors that influence and reasons that cause code mixing used by the trainers of Ehost Private English Course Makassar, the writer then concludes this writing, as follows:

1. Positive factors that influence the trainers of Ehost Private English Course Makassar used code mixing are: *First*, the effectiveness of the message. *Second*, the content of the conversation. *Third*, the participants. *Fourth*, the limitation of the space. And *Fifth*, the formality of the conversation. Negative factors that influence the trainers of Ehost Private English Course Makassar used code mixing are: *First*, mastery on one language is limited. *Second*, the vocabulary is very limited. *Third*, the situation. *Fourth*, habitual uses more than one language. And *Fifth*, the influence of English is very dominant.
2. Positive reasons that cause the trainers of Ehost Private English Course Makassar used code mixing are: *First*, quoting somebody else. *Second*, being emphatic about something (express solidarity). *Third*, repetition used for clarification. *Fourth*, Intention of clarifying the speech content for interlocutor. *Fifth*, because of real lexical need. *Sixth*, talking about particular topic. *Seventh*, interjection (inserting sentence fillers or sentence connectors). *Eighth*, to soften or strengthen request or command. *Ninth*, to exclude other

people when a comment is intended for only a limited audience. And *Tenth*, expressing group identity. Negative reasons that cause the trainers of Ehost Private English Course Makassar used code mixing are: *First*, difficult to find synonymous words in Bahasa Indonesia. *Second*, to better to be heard, flexible and not clumsy. *Third*, plan in advance. *Fourth*, there are not exactly words for the situation. *Fifth*, join with friends. *Sixth*, for self-confidence. *Seventh*, for language variation. *Eighth*, for self-satisfaction. *Ninth*, crossed in glance. And *Tenth*, for self-proudness.

## **B. Suggestion**

The writer admits that this thesis is still far from the perfectness, that is influenced by the ability and the knowledge of the writer is limited to make it more complete. So, the writer puts forward some suggestions as effort to improve the ability of people in using code mixing. The suggestions as follows:

1. The writer suggests to the next researcher to investigate factors that influence and reasons that cause code mixing which not covered in this research.
2. The writer wishes to the next researcher to investigate code mixing in different object of research, probably code mixing in songs or in any kinds of event.
3. The writer expects that all of us can take care of our national language (Bahasa Indonesia) although we are often using code mixing in our daily life to support our communication. The writer worries about the use of code mixing in arbitrary way because it can destroy our national language (Bahasa

Indonesia). To avoid that the writer suggests the application of code mixing is only when we are difficult to find the better or the right words (utterance) in Indonesian.





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# **APPENDIX**

UNIVERSITAS ISLAM NEGERI  
**ALAUDDIN**  
M A K A S S A R

## ANGKET UNTUK PENGAJAR EHOST PRIVATE ENGLISH COURSE MAKASSAR

### Keterangan

Daftar pertanyaan ini bertujuan untuk mengumpulkan data skripsi tentang faktor-faktor yang mempengaruhi dan alasan-alasan yang menyebabkan Pengajar Ehost Private English Course Makassar menggunakan campur kode (code mixing). Untuk itu, Peneliti mengharapkan anda memberikan jawaban sebagaimana mestinya.

### Petunjuk

1. Jawab pertanyaan-pertanyaan berikut dengan memberikan tanda (√) pada jawaban yang tersedia dan isilah titik-titik yang dianggap perlu
2. Pertanyaan yang kurang jelas dapat ditanyakan kepada Peneliti
3. Sebelum anda menjawab pertanyaan di bawah ini, tulislah terlebih dahulu identitas anda!

Nama : .....

Pendidikan Terakhir : .....

### **A. Pertanyaan tentang faktor-faktor yang mempengaruhi penggunaan campur kode**

NO	STATEMENTS	SS	S	TS	STS
1	Saya bercampur kode tidak dipengaruhi oleh kebiasaan menggunakan lebih dari satu bahasa				
2	Saya bercampur kode dipengaruhi oleh pembicaraan				
3	Saya bercampur kode tidak dipengaruhi oleh penguasaan salah satu bahasa yang terbatas				
4	Saya bercampur kode dipengaruhi oleh keformalan pembicaraan				
5	Saya bercampur kode tidak dipengaruhi oleh perbendaharaan kosakata yang terbatas				
6	Saya bercampur kode dipengaruhi oleh pendengar				
7	Saya bercampur kode tidak dipengaruhi oleh Bahasa Inggris sangat dominan				
8	Saya bercampur kode dipengaruhi oleh keefektifan dari pesan yang disampaikan				
9	Saya bercampur kode tidak dipengaruhi oleh situasi				
10	Saya bercampur kode dipengaruhi oleh keterbatasan waktu				



**B. Pertanyaan tentang alasan-alasan yang menyebabkan penggunaan campur kode**

NO	STATEMENTS	SS	S	TS	STS
1	Saya bercampur kode tidak karena tidak ada kata yang tepat untuk situasi tersebut				
2	Saya bercampur kode karena berbicara tentang topik tertentu				
3	Saya bercampur kode tidak karena sulit mencari padanan katanya dalam Bahasa Indonesia				
4	Saya bercampur kode karena mengutip pembicaraan orang lain				
5	Saya bercampur kode tidak karena lebih enak didengar, lebih luwes dan tidak kaku				
6	Saya bercampur kode karena mempertegas sesuatu				
7	Saya bercampur kode tidak karena ingin menimbulkan rasa bangga				
8	Saya bercampur kode karena pengisi dan penyambung kalimat				
9	Saya bercampur kode tidak karena sudah ada rencana sebelumnya				
10	Saya bercampur kode karena pengulangan digunakan untuk klarifikasi				
11	Saya bercampur kode tidak karena terlintas begitu saja				
12	Saya bercampur kode karena bermaksud untuk mengklarifikasi isi pembicaraan kepada lawan tutur				
13	Saya bercampur kode tidak karena ikut-ikutan sama teman				
14	Saya bercampur kode karena menunjukkan identitas suatu kelompok				
15	Saya bercampur kode tidak karena untuk kepuasan diri				
16	Saya bercampur kode karena memperhalus atau mempertegas permintaan atau perintah				
17	Saya bercampur kode tidak karena hanya sebagai variasi bahasa				
18	Saya bercampur kode karena kebutuhan leksikal				
19	Saya bercampur kode tidak karena untuk kebanggaan diri				
20	Saya bercampur kode karena untuk keefisienan suatu pembicaraan				

Thank You...

**PIMPINAN CV. GLOBAL MANDIRI CORPORATION (e-host)**

Lantai 11 Gedung Graha Pena  
Jln. Urip Sumiharjo Makassar

---

**SURAT KETERANGAN**

NO: .....

Yang bertanda tangan di bawah ini, Pimpinan cv. Global Mandiri Corporation (e-host) Makassar menerangkan bahwa:

N a m a : I R F A N  
Tempat/Tanggal Lahir : Ujung, 14 Februari 1989  
Pekerjaan : Mahasiswa  
A l a m a t : Minasa Upa Makassar

Berdasarkan Surat Gubernur Sulawesi-Selatan Nomor: 070.5.1/3955/Balitbangda tentang Izin/Rekomendasi Penelitian. Maka yang bersangkutan benar-benar telah melaksanakan penelitian di tempat kami yang berlangsung mulai tanggal 10 s/d 24 April 2012 dengan judul "THE CODE MIXING EXPRESSIONS USED BY THE TRAINERS OF EHOST PRIVATE ENGLISH COURSE MAKASSAR".

Demikian Surat Keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Makassar, 25 April 2012  
Pimpinan e-host

  
**Syaharuddin Hajja**



PEMERINTAH PROVINSI SULAWESI SELATAN  
**BADAN PENELITIAN DAN PENGEMBANGAN DAERAH**  
Jalan Urip Sumohardjo No. 269 Telp. 436936-436937 FAX. 436934  
**Makassar (90231)**

Makassar, 09 April 2012

Kepada

Yth. Pimpinan EHOST Makassar

di-  
Makassar

Nomor : 070.5.1/355 /Balitbangda  
Lampiran : -  
Perihal : Izin/Rekomendasi Penelitian

Berdasarkan surat Dekan Fak. Adab dan Humaniora UIN Alauddin Makassar nomor : A.1.1/TL.01/474/2012 tanggal 03 April 2012 perihal tersebut diatas, mahasiswa/peneliti dibawah ini :

Nama : **Irfan**  
Nomor Pokok : 40300106049  
Program Studi : Bahasa dan Sastra Indonesia  
Pekerjaan : Mahasiswa  
Alamat : Jl. Slt Alauddin No. 63 Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan skripsi/tesis, dengan judul :

**“THE CODE MIXING EXPRESSIONS USED BY THE TRINERS OF EHOST PRIVATE ENGLISH COURSE  
MAKASSAR”**

Yang akan dilaksanakan dari : Tgl. 10 s/d 24 April 2012

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Bupati/Walikota Cq. Kepala Bappeda/Balitbangda, apabila kegiatan dilaksanakan di Kab./Kota;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 2 (dua) eksemplar copy hasil penelitian kepada Gubernur Sulsel.Cq. Kepala Badan Penelitian dan Pengembangan Daerah Propinsi Sulawesi Selatan;
5. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut di atas.

Demikian disampaikan untuk dimaklumi dan dipergunakan seperlunya.

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3. Kepala Badan Lintas Kabupaten dan Kota Prov. Sulsel;
4. Mahasiswa yang bersangkutan;



## CURRICULUM VITAE



His sure name is Irfan, his nick name is Ippank. He was born at Ujung, South of Sulawesi on February 14<sup>th</sup>, 1989. He grows up and lives in Bone with his family, he is a Buginese. He is the fourth child of six brothers, and he does not have a sister. In 1994 no primary school in his village, so he directly entered to elementary school at SDN No 94 Ujung, in 2000 he entered in boarding school, start to junior until senior high school at Islamic Boarding School of Al-Ikhlâs Ujung-Bone for six years. Then, in 2006, he continued his study at Islamic State University, Adab and Humanity Faculty, English and Literature Department.

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