CODE MIXING USED BETWEEN STUDENT AND TEACHER INTERACTION AT THE FOURTH SEMESTER OF ENGLISH AND LITERATURE DEPARTMENT OF ADAB AND HUMANITIES FACULTY OF ALAUDDIN STATE ISLAMIC UNIVERSITY (UIN) OF MAKASSAR

Thesis

Submitted In Partial Fulfillment of the Requirements for the Degree of Sarjana Humaniora in English and Literature Department of Faculty of Adab and Humaniora of UIN Alauddin Makassar

By

A WANA NIRWANA
40300111001

ENGLISH AND LITERATURE DEPARTMENT
ADAB AND HUMANITIES FACULTY
ALAUDDIN STATE ISLAMIC UNIVERSITY
MAKASSAR
2015
MOTTO

If you try and try battle, I believe you can get what you want.

A diligent girl is more fortune than a clever girl.

Man Jadda Wajada (MJWJ)

(researcher)
PERNYATAAN KEASLIAN SKRIPSI

Dengan penuh kesadaran penulis yang bertanda tangan dibawah ini, menyatakan bahwa skripsi ini benar adalah hasil karya penulis sendiri. Jika dikemudian hari terbukti ia merupakan duplikat, tiruan, plagiat atau dibuat oleh orang lain secara keseluruhan ataupun sebagian, maka skripsi ini dan gelar yang diperoleh batal demi hukum.

Makassar, 17 August 2015

Penulis

A Wana Nirwana
40300111001
ACKNOWLEDGEMENT

All praises to Allah who has blessed, guided and given the health to the researcher during writing this thesis. Then, the researcher would like to send invocation and peace to Prophet Muhammad SAW peace be upon him, who has guided the people from the bad condition to the better life.

The researcher realizes that in writing and finishing this thesis, there are many people that have provided their suggestion, advice, help and motivation. Therefore, the researcher would like to express thanks and highest appreciation to all of them.

For the first, the greatest thanks to the rector of Alauddin State Islamic University of Makassar, Prof. Dr. H. Musafir Pabbabari, M.Si., the dean of Adab and Humanities Faculty Dr. H. Barsiannor, M.Ag., all the vices of dean of Adab and Humanities Faculty, the head and secretary of English and Literature Department, Dr. Abd. Muin, M.Hum., and Serliah Nur, S.Pd., M.Hum., M.Ed. for their support, suggestion, help and administrative support.

Secondly, the researcher’s gratitude due to her first and second supervisors, Dr. Abd. Muin, M.Hum. and Faidah Yusuf, S.S., M.Pd., for their guidance, support, advices and their precious time during writing this thesis. Furthermore, the researcher would like to express thank to her first examiners Dr. Hj. Nur Emmiyati, M.Pd. and second examiner Nasrump Marjuni, S.Pd., M.A. for their guidance, correction, support and advices. Besides, the researcher does not forget to say a lot of thanks to all the

Thirdly, the researcher gives special gratitude to her parents, A. Saiyeng and A. Nurmi who have given their loves, cares, supports and prayers in every single time. Then, the researcher gives thanks to her brother and Sisters A. Hasmaniar, A. Supriadi, A. Kiki Reskiana, A. Aulia Amanda and A. Ainum Fadilah that have motivated the researcher.

Next, the researcher gives the deep appreciation and sincere to her grandmother, uncles and aunts, A. Basri and A. Sumarni. My law sister and brother Anha and Udin, my niece and nephew Putri and A. Fausan, and my cousin A. Adzir and A. Adnan for their support and prayer.

Besides, the deepest appreciation individually and collectively thanks to students of English and Literature Department academic year 2011. Specially, to her friends in AG. 3 and 4 for the togetherness that the researcher passed in university. Furthermore, for dearest friends that always give support and help during writing this thesis, Nur Halifah, Nur Hidayat JF, Aryana Nurul Qarimah, A. Tenri Padang, Eva Rahmaniar, Anita, Ulil Inayah Mutmainnah, Nirdayana Amar, Berty, Indriani, Mukarramah, A. Dandy Arsyadi Mirdad, Kurniawan P, Baso Muammar and all the friends that cannot be mentioned one by one.
The last but not the least, the greatest thanks to Organization of Western English (OWL), Eliots Letters (EL), English Mania Meeting Club (EM2C), New Generation Club (NGC) and PMII for the experience, knowledge, brotherhood, support and advice.

Finally, may Allah reward the good that has been given to researcher. She realizes that this thesis is still far from being perfect but she has tried to do her best.

Makassar, August 17th 2015

A wana nirwana
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Pages</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>COVER PAGE</td>
</tr>
<tr>
<td>ii</td>
<td>MOTTO</td>
</tr>
<tr>
<td>iii</td>
<td>PERNYATAAN KEASLIAN SKRIPSI</td>
</tr>
<tr>
<td>iv</td>
<td>PERSETUJUAN PEMBIMBING</td>
</tr>
<tr>
<td>v</td>
<td>APPROVAL SHEET</td>
</tr>
<tr>
<td>vi</td>
<td>PENGESAHAN SKRIPSI</td>
</tr>
<tr>
<td>vii</td>
<td>ACKNOWLEDGEMENT</td>
</tr>
<tr>
<td>x</td>
<td>TABLE OF CONTENTS</td>
</tr>
<tr>
<td>xii</td>
<td>LIST OF TABLES</td>
</tr>
<tr>
<td>xv</td>
<td>ABSTRACT</td>
</tr>
<tr>
<td>1</td>
<td>CHAPTER I: INTRODUCTION</td>
</tr>
<tr>
<td></td>
<td>A. Background</td>
</tr>
<tr>
<td></td>
<td>B. Problem Statements</td>
</tr>
<tr>
<td></td>
<td>C. Objective of the Research</td>
</tr>
<tr>
<td></td>
<td>D. Significance of Research</td>
</tr>
<tr>
<td></td>
<td>E. Scope of the Research</td>
</tr>
<tr>
<td>7</td>
<td>CHAPTER II: REVIEW OF RELATED LITERATURE</td>
</tr>
<tr>
<td></td>
<td>A. Previous Findings</td>
</tr>
<tr>
<td></td>
<td>B. Some Pertinent Ideas</td>
</tr>
</tbody>
</table>

ix
LIST OF TABLES

Table 3.1 Population of the Research ................................................................. 30

Table 4.1 meeting 1 findings of the research......................................................... 31

Table 4.2 meeting 2 findings of the research......................................................... 36

Table 4.3 meeting 3 findings of the research......................................................... 36

Table 4.4 meeting 4 findings of the research......................................................... 36

Table 4.5 frequency of types of code mixing......................................................... 36
ABSTRACT

Name : A. Wana Nirwana

Reg. Number : 40300111001

Title : Code Mixing Used between Students and Teacher Interaction at the Fourth Semester of English and Literature Department of Adab and Humanities Faculty of Alauddin State Islamic University (UIN) of Makassar

Supervisor I : Abd. Muin

Supervisor II : Faidah Yusuf

This research studied about Learning English Vocabulary by using Code-Mixing at the fourth semester students at English and Literature Department of Adab and Humanities Faculty of Alauddin State Islamic University (UIN) of Makassar. The aimed of the study were to find out types of code mixing and which types was the most dominant type used by the students in classroom interaction. The researcher used a descriptive qualitative method approach in analyzing and collecting the data. Descriptive qualitative method is intended to describe everything related to the type code mixing in classroom interaction. Such as the findings and discussion in this thesis, the researcher found 101 data of code mixing in classroom interaction and the research also found three types of code mixing such as intra sentential code mixing, intra lexical code mixing and involving change of pronunciation. The types of code mixing were: 73 data (72.28%) of intra sentential code mixing, 20 data (19.80%) of intra lexical code mixing and 8 data (7.92%) of involving change of pronunciation. So, intra sentential code mixing was most dominant used by the students in classroom interaction. Based on the findings, the researcher concluded that there are 3 types of code mixing in classroom interaction. The implication of this research is to give understanding about code mixing and types of code mixing in interaction

Keywords: Learning, Vocabulary, Code Mixing
CHAPTER 1

INTRODUCTION

This chapter consisted of background, problem statement, objective, significance, and scope of the research.

A. Background

In the world, people do their activities and interactions by using language to communicate with the other people. Language is a mediator which used by people to transfer what they have in their mind to others. They use language to avoid misunderstanding and miscommunication.
Language is as a system of arbitrary vocal symbol used for human communication (Wardhaug in Brown, 1987:4). Indonesian society used bilingual and multilingual when they communicate or interact with the other, they may use code mixing in communication.

Allah SWT says in Q.S Al-Baqarah: 31 about language as knowledge:

\[
\text{وَعَلَّمَ عَامَّمَ الْأَسْمَاءَ عَلَيْهَا وَسَمَّىَ عَلَيْهِم مَا رَوْىَ عَلَيْهِمْ عَلَى الْكُلُّ اِبْلِيمَة}
\]

\[
\text{فَقَالَ} \quad \text{مَا أَيُّهَا الْأَشْهَرُ!} \quad \text{يَا أَنْبَاءُ!} \quad \text{إِنَّ كُلُّ صَنُّدِيقٍ}
\]

\[
\text{أَيُّهَا الْأَشْهَرُ!} \quad \text{يَا أَنْبَاءُ!} \quad \text{إِنَّ كُلُّ صَنُّدِيقٍ}
\]

...and taught Adam all the names (of everything), then He showed them to the angels and said “tell me the names of these if you are truthful”.

Meaning of the first about language is as “Taufiqiah”, its meaning is Allah SWT who teaches to all people about language and people can’t be able to speak and understand anything without him. After that, the people develop the language through experience and learn and Allah lead people about that. The second about one of tools for keep our world is knowledge, without knowledge the world will be shattered.

The relationship between verse and the title is in the thesis talking about language used by using two or more language as a knowledge. So that, the researcher think the language is more important to people if they want to search knowledge because language is a knowledge so if people want to communicate you must know how the language that used by the people.
Acquisition the first language occurred when the child started to speak and to talk about acquisition the second language occur when people have a learning other language and other language is called second language.

In the thesis, the researcher chose the students of English and Literature Department because writer thinks they learn the foreign language and the students sometimes will mix the native tongue and foreign language is called code mixing or bilingualism.

Bilingualism as the state of a linguistic community in which two languages are in contact with the result that two codes can be used in the same interaction and that a number of individuals are bilingual (Hamers and Blanc, 1987: 45). In addition, bilingual people usually use their own idioms for in-group communication and the common language for their interaction and communication with outsiders (Gumperz, 1971: 222). In this case, the bilinguals have a repertoire of domain-related rules of language choice (Spolsky, 1998: 46) meaning that bilinguals are able to choose which language that he is going to use.

There are three reasons why someone becomes bilingual, namely membership, education, and administration (Hoffman, 1991: 3). The example of membership reason is the use of French by all European aristocracy to signal the membership of the elite. The example of education and administration reason is the use of English by Indonesians, Scandinavians, Germans, and Dutches in discussing their technologies, academics, or business. In many countries and
communities, bilingualism is a normal requirement for daily communication and not a sign of any particular reason (Hoffman, 1991: 3).

One of the effects of using two or more languages or bilingualism is code mixing. Code mixing occurs when conversant uses two languages together to the extents that they change from one language to the other in the course of a single utterance (Wardhaugh, 1992:52).

Code mixing occurs when the conversant mixed two or more languages in a speech or in a discourse without any requirement, the relaxed of the speaker or his/her habit gets involved in that situation. The prominent characteristic in code mixing is the quality of being relaxed or informal situation. In a formal language situation, there are rarely mixed code. If there is mix code in the formal situation, it is because there is no proper expression in a language that is being used so it is necessary to use words from foreign languages. Sometimes there are also mixes the code if the speaker wants to show his knowledge or his position (Nababan, 1991:32).

Code mixing is one important element to increase vocabulary of students, especially students from English and Literature Department through speaking. Vocabulary is one element of language, when people learn a language like English; people learn the word of language (Allen 1983:149).

In addition learning English vocabulary by using code mixing is used by students to increase the student’s skill to manage the language.

B. Problem Statement
Based on the background above, the researcher had problem in the classroom interaction where the students use code mixing (Indonesia-English) when they speak to the other students. Thus, the researcher formulated the research questions as follows:

1. What types of code mixing are used by the fourth semester students at English Literature Department of UIN?
2. Which type is most dominant used by the students in the classroom interaction?

C. Objective of Research

In relating to the research question, the researcher decided some objectives of the research as follows:

1. To describe types of code mixing used by the students.
2. To describe type is most dominant used by the students in the classroom interaction.

D. Significance of Research

The researcher hoped that the result of this research will be something worthwhile both academically and practically.

1. Academically
   
a. The result of this research can be used as an additional reference for sociolinguistic study especially in code mixing study.

b. The readers are able to understand the types of code mixing.

C. The readers are able to know the purpose of code mixing.
2. Practically

The result of this research will help the students to increase the knowledge about code mixing especially to increase vocabulary.

E. Scope of Research

The research focused on Linguistics especially code mixing that limits at the analysis of 3 types of code mixing by perspective of Hoffman, namely intra lexical code mixing, intra sentential code mixing and involving a change of pronunciation at the fourth semester students in English and Literature Department of Alauddin State Islamic University of Makassar.
CHAPTER II

REVIEW OF RELATED LINGUISTICS

This chapter presented the review of related literature, which deals with some previous research findings and some pertinent ideas.

A. Previous Findings

Some researchers have conducted this kind of research, they are:

Humairah (2011) in her thesis, “Code switching and Code Mixing in English Classrooms” she analyzed by using two theories, they are Poplack and Muysken theories. She found that the Term of ‘code-mixing’ and ‘code-switching’ is an ordinary phenomenon in the area of bilingualism. These phenomena occur when bilinguals substitute a word or phrase from one language to another language. Code-mixing and code-switching are widespread phenomena in bilingual communities where the speakers use two languages in conversation.

Saputro (2013) in his thesis, “The Analysis of Indonesian-English Codes Mixing in Raditya Dika’s novel “M armut M erah Jambu” He analyzed by using Suwito’s theory. He found that code mixing is the use of two or more languages by transferring from one language into others. Based on the finding, He divide the form of code mixing there are 6 forms, namely code mixing in the form of word, phrase, repetition of word, hybrid, idiom and clause.

using Hoffman’s theory. She found that there are 6 types in code mixing and code switching, namely intra-sentential switching, inter-sentential switching, emblematic switching, intra-lexical code mixing, establishing continuity with the previous speaker, and involving a change of pronunciation.

From the three previous findings above, the research has similarities and differences from those researches. The similarity is all research analyzed about how to use two or more language in sentences.

Humairah analyzed how bilinguals mix two languages in the sentences and what the influence to mix their language when they speak. On the other hand, Saputro analyzed some forms that use, such as: word, phrase, hybrids, clause and idiom. Besides that, Cakrawati analyzed just types of code switching and code mixing that used in Novel the Teenlit Canting Cantiq By Dyan Nuranindya. While, this research focused on language change based on type of code mixing such as Intra-sentential code mixing, Intra-lexical code mixing and Involving a change of pronunciation.

B. Some Pertinent Ideas

1. Sociolinguistics

Sociolinguistics studies the relationship between language and society. It is interested in explaining why we speak differently in different social contexts, and sociolinguistics concerned with identifying the social functions of language and the ways it is used to convey social meaning (Holmes, 2001: 1).

Sociolinguistics is the study of the language function in a social context and the development of language in society (Chomsky in Romaine, 2000: 1)
stated that sociolinguistics focus on differences in the use of language in society so that an object can be the object language learning another language.

Furthermore, Fishman in Sumarsih (2014: 78) states that the interaction between these two aspects sociolinguistics is habits of the people of the usefulness of the language and the social composition of habitual action. With language clearly focused on the topic of social arrangement inherent in language habits society. So, the lessons of sociolinguistics not only on the organizational structure of the language but also on the level development use of language in society and familiarize the user language to use the language that is used in accordance with the appropriate developmental and language level of civility in society.

Moreover, Sociolinguistics is the study of the social uses of language, and the most productive studies in the four decades of sociolinguistic research have emanated from determining the social evaluation of linguistic variants. These are also the area most susceptible to scientific methods such as hypothesis-formation, logical inference, and statistical testing (Wardhaugh, 2006:11).

Besides, Fishman in Cakrawati (2011: 4) says that, ‘sociolinguistics is the study of the characteristics of language varieties, the characteristics of their functions, and the characteristics of the speaker as these three constantly interact, change and change one another within a speech community’.

Based on the definition of sociolinguistics, it can be concluded that sociolinguistics relates with analysis of using language such as the description of language pattern use, the variety of dialects, choose of language and speech speaker who are involved. And sociolinguistic gives clue in communication by
showing the language, variety language, and speech style used it someone interacts to another one.

2. **Bilingualism**

Bilingualism is dealing with mastery of two languages (Trudgill in Natsir, 2008:19). Bilingualism individual is anyone who can communicate in more than one language (Wei, 2008:3).

Mackey in sumarsih (2014: 78) stated that the practice of bilingualism is alternately from one language to another language by a speaker.

Moreover, Bilingualism is the use of two languages by a speech community (Hartman and Stork in Sunarti, 2008:7). Bilingualism as the state of linguistic community in which two languages are in contact with the result that two codes can be used in the same interaction and that a number of individuals are bilingual (Hamers and Blanc in Jumarni, 2010:8). Bilingualism is a situation where a speaker can use two languages as well (Bloomfield in Rahardi, 2001: 13).

Further, Spolsky in Cakrawati (2014: 6) defines a bilingual as “a person who has some functional ability in the second language.” This may vary from a limited ability in one or more domains, to very strong command of both languages.

Besides, Bilingualism refers to the use of two languages by individual of speech community, if a speaker is fluent in two language, they are say to be bilingual. The commonly held image of bilingual person is one brought up in such cultures where they are exposed to two languages from birth. It is not necessary
for them to be equally fluent, but they should be very competent in the second language (Harley in Muin, 2012:7).

Bilingual ability at the level of predominance that is how far a bilingual is able to use the two languages, would affect one another in using in languages. In fact, two languages possibly affect one another. It can occur when a bilingual uses second language continually in long period. When the first language is used again, both languages will be mixed automatically. A key issue is whether and how the different languages in bilingual person’s mind interact with one another (Singh, 2001:43)

A bilingual situation can produce still other effects on one or more of the languages involved. As we have just seen, it can lead to loss, e.g. language loss among immigrants. But sometimes it leads to diffusion; that is certain features spread from one language to the other (or others) as a result of the contact situation, particularly certain kinds of syntactic features. One linguistic consequence, however, is that there has been some convergence of the languages that are spoken in the village so far as syntax is concerned, but vocabulary differences have been maintained. It is vocabulary rather than syntax which now serves to distinguish the groups and the variety of multilingualism that has resulted is a special local variety which has developed in response to local needs (Wardhaugh, 2006:100).

One important characteristic of the bilingual is their ability to move between different languages: they can speak one language at a time, behaving more or less like a monolingual; or mix languages in the same sentence, clause, or
even word, resulting in a linguistic phenomenon known as code switching (Wei and Mayer, 2008:5).

In addition, bilingualism also discusses the phenomenon of code mixing and code switching; a speaker may take every effort to code mix by including a single utterance from one language although he does not actually use at language very much. The situational context will when a speaker does switching from one language to another language. Thus bilingualism reshapes not only one’s language but also the situation.

Based on the above, can be concludes that bilingualism is using two languages in the sentence that always do by the people.

3. Multilingualism

Multilingualism involving balanced, native like command of all the languages in the repertoire is rather uncommon. Typically, multilingual have varying degrees of command of the different repertoires. The differences in competence in the various languages might range from command of a few lexical items, formulaic expressions such as greetings, and rudimentary conversational skills all the way to excellent command of the grammar and vocabulary and specialized register and styles (Sridhar, 1996: 50).

Multilingualism is regarding the use of state of more than two languages by a speaker when communicating with others in turn (According Chaer & Agustina, 1995: 112).

To be bilingual or multilingual is not the aberration supposed by many (particularly, perhaps, by people in Europe and North America who speak a big
language); it is rather a normal and unremarkable necessity for the majority in the world today (Edward, 1994: 1).

Multilingualism can be defined in different ways but basically it refers to the ability to use more than two languages. Besides, Multilingualism is a norm in this community. It results from the pattern of marriage and the living arrangements consequent to marriage. Communities are multilingual and no effort is made to suppress the variety of languages that are spoken. It is actually seen as a source of strength, for it enables the speakers of the various linguistic communities to maintain contact with one another and provides a source for suitable marriage partners for those who seek them.

Multilingualism can be result of different factors; some of them are the following:

a. Historical or political movement such as imperialism.

b. Economic movements in the case of migration.

c. Increasing communications among different parts of the world and the need to be competent in languages of wider communication.

d. Social and cultural identity and the interest for maintenance and revival of minority languages.

e. Education.

f. Religion movements that result in people moving to a new country

Based on the above, the research concluded Multilingualism is using two or more language in the sentences.
4. Code

In everyday interaction, people usually choose different codes in different situation. They may choose a particular code or variety because it makes them easier to discuss a particular topic, regardless where they are speaking. When talking about work or school at home, for instance, they may use the language that is related to those fields rather than the language used in daily language communication at home.

A code is arbitrary of signals a language is merely one special variety of code, and the science of linguistics deals in its strict delimitation, only with this aspect of communication (Wolfson in Nasir, 2008:11).

Besides, term code is frequently used nowadays by the linguists as an “umbrella term for languages, dialects, styles, etc (Gardner-Chloros, 2009:11).

Moreover, a code is a system that is used by people to communicate with each other. When people want to talk each other, they have to choose a particular code to express their feeling.

Besides, according to Stockwell (2002:8-9), a code is “a symbol of nationalism that is used by people to speak or communicate in a particular language, or dialect, or register, or accent, or style on different occasions and for different purposes.”

Further, according to Wardhaugh (2010: 88), code is defined as the particular dialect or language one chooses to use on any given occasion and the communication system used between two or more parties. He asserts, “Most speakers command several varieties of any language they speak, and
Bilingualism, even multilingualism, is the norm for many people throughout the world rather than unilingualism.

Meanwhile, Poedjosoedarmo in Rahardi (2001:21-22) states that code can be defined as a speech system and the application of the language element which has specific characteristic in line with the speaker’s background, the relationship between the speaker and interlocutor and the situation. He also adds that code can be said not only as a language, but also as the varieties of a language including dialect and style.

From those opinions of the code given by many linguists above, the writer can make conclusion that a code can be said as a language. The code is a form of the language variation that is used by a society to make communication with other people.

5. Code mixing

a. Definition of Code Mixing

Someone sometimes use two or more languages, they mixed their language from one language with another language. In sociolinguistic is called code mixing. Code mixing is the use of one or more language for consistent transfer of linguistic units from one language in to another and by such mixture developing a new restricted or not so restricted code of linguistic interaction (Braj in Surya, 2007:20).

Code mixing is the use of pieces of one language by a speaker while is basically using another language (Gumperz in Sunarti, 2008:17). Pieces of language refer to words or phrases.
Moreover, according to Wardhaugh in Saputro (2013:9) code mixing is a process in which two languages used together by conversant to the extent. Speaker does not change from one language to the others in the course of a single utterance. It means that they insert some pieces or elements of another language while he is basically using a certain language.

Further, Crystal (1987:66) defines code-mixing as a linguistic behavior that “involves the transfer of linguistic elements from one language into another.”

Code-mixing as “using two languages such that a third, new code emerges, in which elements from the two languages are incorporated into a structurally definable pattern” (Maschler, 1998:125).

Furthermore, Code-mixing refers to the mixing of various linguistic units (words, phrases, clauses, and sentences) primarily from two participating grammatical systems across sentence boundaries within a speech event. In other words, code-mixing is inter-sentential and may be subject to some discourse principles. It is motivated by social and psychological factors (Bhatia and Ritchie, 1999 : 244).

Besides, Fasold in El-Saghir (2010: 3) defined code mixing as the use of the least two distinct languages together to the extent that interlocutors change from one language to the other in the course of a single utterance.

Further, Code-mixing is a symptom of language usage in which “a mixing or combination of different variations within the same clause” (According Jendra in Sumarsih, 2014: 80).
On the other hand, Code Mixing is the alternation of two languages in a single utterance. He describes the difference between Code Switching and Code Mixing affirming that whereas Code Switching occurs when the speaker switches to the second language and continues using it, Code mixing is mixing of words (According to Ardila, 2005: 70)

In addition, Code-mixing refers to “the use of one or more languages for consistent transfer of linguistic units from one language into another, and by such a language mixture developing a new restricted or not so restricted code of linguistic interaction” (Kachru in Kia, 2011: 28).

Based on the definition above, Code-mixing refers to the mixing of two or more languages or language varieties in speech.

b. Types of Code Mixing

Hoffman in Abdullah (2011:71) shows three types of code mixing based on the syntactical patterns. Those are intra-sentential mixing, intra-lexical code mixing, and involving a change of pronunciation. Each type will be described below:

1). Intra-sentential code mixing

This kind of code mixing occurs within a phrase, a clause or a sentence boundary, as when an Indonesian-English bilingual says: “anita selalu cute saat senyum” and another example “Emang kita punya creative-director yang lain?”. 
2). Intra-lexical code mixing

This kind of code mixing which occurs within a word boundary, for example: “Ame attitudenya kurang baik” and “Dari terakhir kita ketemu, kamu sekarang lebih kelihatan, lebih shiny gitu”.

3). Involving a change of pronunciation

This kind of code mixing occurs at the phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure. For instance, the word ‘strawberry’ is said to be ‘stroberi’ by Indonesian people.

c. The forms of code mixing

Suwito in saputro (2013:30-33) classifies code mixing into six kinds according to the linguistic elements that involved in code mixing as follows:

1. The insertion of words

The insertion of words here means the language unit that stands on its own, it consist of free morpheme sand bound morphemes. One common definition of a word is the following “a word is any unit of language that in writing, appears between spaces or between a space and a hyphen”. Words do not always constitute the smallest meaningful units in a language. Instead words are sometimes constructed of smaller parts. These parts are called morphemes. The examples are:

a) Tante-tante desperate berumur empat puluh tahun.

b) Catatan kita juga suka penuh dengan notes tentang cinta.
2. The insertion of phrases

A phrase is a group of two or more related words that does not
certain both as subject and a predicate. The examples are:
a) Gue sangat bangga ketika tahu bahwa casting director yang kita pake di
sini adalah salah satu casting director untuk film Lord of the Rings.
b) Gue pulang kembali ke Jakarta, dan dia bekerja di sebuah event organizer.

3. The insertion of hybrids

Hornby states that hybrid is the composed part of words (Hornby,
1995:585) it is a combination of word pieces, the combination pieces of
Indonesian word and English word. The examples are:
a) Toh, kalo date-nya gagal, paling gak gue bisa ke pinggir Taman
Lawang bawa kecrekan.
b) Gue hanya membutuhkan satu minggu untuk men-develop ide hingga
jadi ke storyline.

4. The insertion of word reduplication

Word reduplication is the repetition of some parts of the base
(which maybe the entire base) more than one word. Reduplication is a
morphological process by which the root or stem of a word, or part of it is
repeated. Reduplication is used in inflections to convoy a grammatical
function, such as plurality and intensification. Reduplication is found in a
wide range of languages and language groups, though its level of linguistic
productivity varies. Example: Kabar kita disini fine-fine aja kok.
5. The insertions of idioms

Idioms are an expression which has a meaning different from that, of the individual meaning of each of its component parts. The idiom cannot be translated literally from one language into another without some change in its meaning or connotation (Dixson, 1971).

Idiom is a phrase or sentence whose meaning is not clear from the meaning of its individual’s words and which must be learnt as a whole unit. It means that idiom creates new meaning that is different from the real meaning of each word. The examples are:

a) *By the way* makasih baget lo dah mau jadi temen gue selama ini.

b) 60 episode kemudian mereka kawin di sebuah pesta dengan *make-up* berlebihan.

6. The insertion of clause

Clause is the part of sentence that consists of subject and finite/predicate but has not expressed the complete idea (Wiratno, 2003:21). Clause is a group of word having a subject and predicate some clause are independents, so they can stand themselves as sentences or may appear within sentences as grammatically complete statement. Other clauses are dependent (subordinate) they cannot stand themselves and therefore the meaning upon the reminders of the sentences in which they appear. The examples are:

a) Oh ya? *Sounds like fun* kata gue.

b) Gue bakal jemput dan kita *have a nice dinner together*. 
CHAPTER 111
METHODOLOGY OF THE RESEARCH

This chapter deals with method of the research, population and sample, instruments of the research, procedures of collecting data and technique of data collection.

A. Method of the Research

The research method used in this research is descriptive qualitative method since it provides a systematic, factual, and accurate description of a situation of area (Issac and Michael, 1987:42). The researcher entered the class then recorded activities of student’s speaking to know how many vocabularies of students who understand after using code mixing in conversation.

B. Population and Sample

1. Population

To know more about the condition of population in composing this thesis so that for the first time the researcher explain definition of population, (Arikunto: 2006: 51) has a view that population is the total of the research subject. The population also means as objective to get and to collect the data.

The population of this research used the students of the fourth semester at English Literature Department Adab and Humanities Faculty of Islamic University Makassar and the total number of the population is 176 students where are divided into 8 groups as shown in the following table:
Population of the research

<table>
<thead>
<tr>
<th>Groups</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>AG 1</td>
<td>29</td>
</tr>
<tr>
<td>AG 2</td>
<td>24</td>
</tr>
<tr>
<td>AG 3</td>
<td>24</td>
</tr>
<tr>
<td>AG 4</td>
<td>20</td>
</tr>
<tr>
<td>AG 5</td>
<td>23</td>
</tr>
<tr>
<td>AG 6</td>
<td>18</td>
</tr>
<tr>
<td>AG 7</td>
<td>22</td>
</tr>
<tr>
<td>AG 8</td>
<td>16</td>
</tr>
<tr>
<td>Total of students</td>
<td>176</td>
</tr>
</tbody>
</table>

2. Sample

Sample is most of representatives of the population who are researched (Arikunto, 2006: 52). The researcher used purposive sampling technique. It means that the sample was taken for certain reason. The aimed was to make the study easier to be collected. The researcher focused on learning teaching process between lecturer and students of AG 5 and AG 6 in phonology and CCU class as sample in the research because based on small observation, these groups usually used code mixing than the other groups in study and learning process.

C. Instrument of the Research

Research instrument was used to obtain or collect data in order to solve problems in achieving the goals of the research study. The instrument of this research was observation sheet to get information by tape recorder.

D. Procedures of Collecting Data

The procedures of collecting data in this research as follows:

1. The researcher entered to the class.

2. The researcher observed and recorded the student’s interaction.
3. The researcher wrote down the result of the observation.

E. Technique of Data Analysis

In analyzing data, the researcher used Hoffman’s theory as follows:

1. Identifying 3 types of code mixing such as intra lexical code mixing, intra sentential code mixing and involving a change of pronunciation in classroom interaction.

2. Calculating the frequency of code mixing dominant used by the students, the writer used the following:

\[ F = \frac{F_g}{N} \times 100\% \]

Notation:

P : Percentage

Fg : Number of frequency

N : Total number of samples (Sudjana in Rahmatia, 2013 : 15)
CHAPTER IV

FINDINGS AND DISCUSSIONS

There are two sections in this chapter, namely findings and discussion. In the findings section, the researcher presented all the data that have been found in four discussion “classroom interaction group 5 and 6 at the fourth semester students in English Literature Department of Adab and Humanities Faculty of UIN Alauddin Makassar” and directly divide them into three parts by using tape recorder and note taking and explain them in the discussion.

A. Findings

In this section, the researcher presented findings to answer the research questions about three types of code mixing by Hoffman’s theory such as intra lexical code mixing, intra sentential code mixing and involving change of pronunciation which were found in classroom interaction (4 meeting). Furthermore the researcher gives D code to data/datum, S code to Respondent of students (S1 code to student 1, S2 code to student 2, S3 code to student 3, S4 code to student 4, S5 code to student 5, S6 code to student 6, S7 code to student 7, S8 code to student 8, S9 code to student 9, S10 code to student 10, S11 code to student 11, S12code to student 12, S13 code to student 13 and S14 code to student 14), T code to Respondent of lecturer (T1 code to lecturer of phonology T2 code to lecturer of CCU) and the most dominant used on types of code mixing follows:
1. Types of Code Mixing

   a. The first meeting: Academic Culture

   ISM : Intra Sentential Code Mixing : 40
   ILM : Intra Lexical Code Mixing : 8
   ICP : Involving Change of Pronunciation : 4

   Table 4.1

<table>
<thead>
<tr>
<th>No</th>
<th>Respondent</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T2</td>
<td>Ok (okay), langsung saja silahkan tampil ke depan buat kelompok yang mau presentasi. Please moderator introduce your friends in this group. Langsung saja yang presentasi. (D1)</td>
</tr>
<tr>
<td>2</td>
<td>S1</td>
<td>There is, siapa lagi namamu? (D2)</td>
</tr>
<tr>
<td>3</td>
<td>T2</td>
<td>okay, today you are going to present about academic culture. Ternyata ini di ulang journal of season. (D3)</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>silahkan please. (D4)</td>
</tr>
<tr>
<td>5</td>
<td>S4</td>
<td>Assalamualaikum, terima kasih atas waktunya, disini saya akan menjelaskan academic culture in campus university. Academic culture sendiri adalah aturan suatu budaya yang ada disuatu lembaga pendidikan. (D5)</td>
</tr>
<tr>
<td>6</td>
<td>S1</td>
<td>okay, thanks to Asfira, next Nurhikmah</td>
</tr>
<tr>
<td>7</td>
<td>S5</td>
<td>Makasih Saya akan menambahkan tentang akademik culture. Academic culture sebenarnya merupakan nilai yang baik, spirit dan juga behavior dari orang-orang yang ada dalam kampus. (D6)</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Di dalam academic culture kita sebagai aktivis didalam kampus harus mampu beradaptasi dengan lingkungan dan orang orang dikampus terlebih juga bagaimana attitude kita didalam akademik. (D7)</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Menurut saya tentang bagaimana akademik belajar dengan baik atau bagaimana academic culture belajar dengan socialnya dalam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types of Code Mixing</th>
<th>ISM</th>
<th>ILM</th>
<th>ICP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>No.</td>
<td>Paragraf</td>
<td>Bahasa Indonesia</td>
<td>Bahasa Inggris</td>
</tr>
<tr>
<td>-----</td>
<td>----------</td>
<td>-----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>10</td>
<td>26</td>
<td>Academic spirit merupakan pemikiran spiritual dari orang orang yang ada di dalamnya untuk tetap mempertahankan tujuannya untuk datang didalam lingkungan-lingkungan. (D8)</td>
<td>Academic spirit</td>
</tr>
<tr>
<td>11</td>
<td>10</td>
<td>yang terakhir the academic ethic merujuk kenorma-norma yang harus diperhatikan oleh orang-orang serta memperhatikan norma-norma yang harus diperhatikan dalam aktivitas. (D9)</td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>11</td>
<td>The academic environment consist offer and suffer environment. offer merujuk pada akademik itu berlangsung. (D10)</td>
<td>✓</td>
</tr>
<tr>
<td>13</td>
<td>12</td>
<td>suffer lebih merujuk pada humanity environmentnya yang ada didalam lingkungan tersebut. (D11)</td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>13</td>
<td>atau sering disebut aura atau atmosfir (atmosphere) akademik, menurut saya itu. (D12)</td>
<td>✓</td>
</tr>
<tr>
<td>15</td>
<td>S1</td>
<td>Thanks to Nurhikmah, next about definition characteristic of campus culture, please A Marini.</td>
<td>✓</td>
</tr>
<tr>
<td>16</td>
<td>S2</td>
<td>didalam sebuah campus culture university ini characteristic by individuality, academic future, opening, leading, variety and creativity. Yang Pertama, individuality. individuality is campus culture has its specific problem and manner of culture creation as well as the way to record the culture is performance yang artinya didalam budaya kampus itu mempunyai subjek-subjek yang khusus yang dimiliki perindividual (D13)</td>
<td>✓</td>
</tr>
<tr>
<td>17</td>
<td>S2</td>
<td>Yang kedua tentang academic future. Academic future is activititis campus on focus on teaching and scientific research on the basic specially knowledge yang didalam academic future itu karakteristik dalam budaya kampus mempunyai focus pada pelajaran dan sumber ilmu khususnya dalam ilmu pemgetahuan (D14)</td>
<td>✓</td>
</tr>
<tr>
<td>18</td>
<td>S2</td>
<td>Yang ketiga itu tentang opening, opening is part of social culture, campus culture place and reading news ideas. Didalam budaya kampus</td>
<td>✓</td>
</tr>
<tr>
<td>S1</td>
<td>itu memiliki aturan-aturan penting dalam pengetahuan. (D16)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Yang keempat itu <strong>leading</strong>, leading is the subject culture lonely the creature and undertaker cultural but also the unit strange of creating culture and cultivating culture (D17)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Yang kelima itu <strong>variety</strong>, variety is refer development the communication and integration culture and the global the variety and there is carries of campus culture. (D18)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Yang terakhir itu <strong>creativity</strong>, creativity is an internal trend of culture and result and in held new, saya kira hanya itu saja yang bisa saya jelaskan tentang budaya kampus disetiap kampus.(D19)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>S1</td>
<td>ok next Aswira.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td><strong>S3</strong> selanjutnya saya akan menjelaskan campus culture condition and restrict in academic culture atau kondisi budaya kampus, pembatasan dari <strong>academic culture.</strong> (D20)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Yang pertama <strong>restriction from people</strong>, pembatasan dari segi orangnya disini yang dapat saya simpulkan akademik memiliki atau kemampuan akademik tergantung dari <strong>academic person.</strong> (D21)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>atau akademik seseorang atau apa yang bisa dia lakukan untuk beraktivitas atau meningkatkan <strong>academic ability</strong> tergantung dari orangnya disitu untuk meningkatkan <strong>academic culture.</strong> (D22)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Yang kedua <strong>humanities environment</strong> atau lingkungan masyarakat. (D23)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Yang ketiga <strong>material condition</strong> yaitu seperti sarana sarana yang mendukung untuk mengembangkan akademik (D24)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>ech Anca <strong>constructionnya</strong> siapa??.. (D25)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>S1</td>
<td>It's about can explain, next I will open presentation if you ask pleased. Ech <strong>please</strong> ech pertanyaan. (D26)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td><strong>S8</strong> may you classify about offer and suffer environment and give example</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
| 30 | **T2** temannya bilang Cuma contohnya. Lanjut,
<table>
<thead>
<tr>
<th>S</th>
<th>Activity</th>
<th>Description</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>S5</td>
<td>kayaknya tadi Imha the academic environment kan terbagi2 suffer and offer. yang menurutku saya <strong>suffer environment</strong> yang kayak lingkungan-lingkungan yang didalamnya seperti auranya yang ada didalam kampus. (D28)</td>
<td>✓</td>
</tr>
<tr>
<td>33</td>
<td></td>
<td><strong>Suffer</strong> itu aura yang ada dalam kampus, yang abstrak kalau <strong>offerkan</strong> kaya segi infrastrukturnya. (D29)</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>34</td>
<td>T2</td>
<td>saya akan menambahkan sedikit about suffer and offer, saya langsung saja <strong>koment (comment)</strong>. biasanya saya comment terakhir tapi saya tambahkan saja. (D30)</td>
<td>✓</td>
</tr>
<tr>
<td>35</td>
<td></td>
<td>building all the things about material condition of teaching and learning process in class. Dilihat kursinya kampus 2 mahasiswa sendiri yang merusaknya, cepat patah dan providing of LCD di kampus 1, <strong>is still limitedkan</strong>?. (D31)</td>
<td>✓</td>
</tr>
<tr>
<td>36</td>
<td></td>
<td><strong>I think</strong> permasalahan LCD yang belum memadai jumlahnya. (D32)</td>
<td>✓</td>
</tr>
<tr>
<td>37</td>
<td></td>
<td>Academic culture purpose beside knowing academic culture of each country, selain mempelajari perbedaan <strong>diversity</strong> keberagaman yang ada. The most important learn academic culture to improving academic culture that has decline, sudah merosot, tahun 1997 budaya akademik mengalami kemerosotan dan diperparah pemberitaan the reason news about academic culture in Indonesia and Irak yang mengalami kemerosotan. (D33)</td>
<td>✓</td>
</tr>
<tr>
<td>38</td>
<td></td>
<td>Apa saja ukuran yang mengatakan budaya akademik Indonesia mengalami kemunduran. Yang pertama, kasus <strong>plagiarismkan</strong>?. (D34)</td>
<td>✓</td>
</tr>
<tr>
<td>39</td>
<td></td>
<td>Apa lagi sekarang baru baru ini Professor UNHAS drugs party with students in hotel, konflikkan sudah <strong>drugs</strong> sudah melakukan tindakan lain juga bersama mahasiswa nya di hotel. (D35)</td>
<td>✓</td>
</tr>
<tr>
<td>40</td>
<td></td>
<td>We need to follow the academic culture to other country, Negara Negara maju akademiknya bagus itulah tujuan kita mempelajari dan</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Sentence</td>
<td>Reference</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Ok baru-baru ini ada Professor di Bandung, every article and journal he publish actually the copy from the others adalah milik orang lain ternyata tiruan. Hasil plagiarism, padahal sudah Prof bagaimana kalau mahasiswa kerja tugas biasa saja, maybe you can access information from internet tanpa menulis sumbernya. (D36)</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>So you are lazy to read book, jadi sangat mudah menjawab pertanyaan yang dimulai dengan kata what? (D37)</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>S1 Any addition, no. ok the third question, adakah perbedaan culture. Seperti yang dijelaskan tadi seperti Malaysia dan Thailand. Perbedaannya jika nilai error langsung di DO di Indonesia ditolerir lagi.. (D39)</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>S6 contoh lain juga seperti di Kanada yang pernah mam bilang kalau di Kanada itu siswanya tidak boleh pakai deodorant ataupun parfum sedangkan di Indonesia dibebaskan.(D40)</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>T2 itu penjelasan culture shock. (D41)</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>Academic culture yang berbeda kita ambil German, universitas disana sudah bekerja sama dengan perusahaan besar misalnya BMW dan lain lain jadi mahasiswa langsung magang diperasahaan besar itu langsung menunjukkan kinerja kemudian terkenal sebagai Negara ekspor (export). (D42)</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Di Inggris menyediakan 1 tahun magang beda di Indonesia hanya 1 bulan kurang efektif. kalian lebih banyak senang-senangnya, happy fun. (D43)</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>Didesa disana lebih banyak kumpul-kumpul daripada membangun beda di Inggris langsung mengimplikasikan knowledge di dari kampus. (D44)</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>S10 ada yang kelupaan mengenai punctuality, itu di Eropa juga ketetapan waktunya kalau mereka</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Page</td>
<td>Id</td>
<td>Text</td>
<td>Answer</td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>50</td>
<td>T2</td>
<td>owh about punctuality, ketetapan waktu.</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>S10</td>
<td>dari segi <strong>spiritnya</strong> mungkin mereka lebih ekstrim spiritnya karena disana sebelum memulai kuliah mereka sudah mengatur jumlah hari kuliah, liburnya. (D46)</td>
<td>✓</td>
</tr>
<tr>
<td>52</td>
<td>T2</td>
<td>It is a reality kalau diluar guru pengajar siswanya interaksinya seperti mitra, mereka berinterkasi layaknya teman. Beda di Indonesia makanya mahasiswa Indonesia juga harus aktif jangan dosennya yang pintar sendiri. Budaya baca yang masih kurang diindonesia. Kalian masih tertarik dengan hal-hal yang berbau visual dibanding baca buku, <strong>reading is boring</strong>. Bagaimana kemudian tugas pendidik membangun kebiasaan membaca. Okay that’s enough, I think you must open section 2. (D47)</td>
<td>✓</td>
</tr>
<tr>
<td>53</td>
<td>S12</td>
<td>give an example pembatasan or restrict in campus? bagi antara tiga <strong>restrict</strong>. (D48)</td>
<td>✓</td>
</tr>
<tr>
<td>54</td>
<td>S3</td>
<td>saya akan menjawab pertanyaan puput, kita bisa menyadari kreatif anda bisa tahu diri anda kreatif or tidak. (D49)</td>
<td>✓</td>
</tr>
<tr>
<td>55</td>
<td>S13</td>
<td>boleh saya bicara sebentar, saya ingin menyanggah statement anda, jika saya tahu itu untuk pengembangan kreatif, ketika kita berorganisasi tapi banyak dosen yang melarang. (D50)</td>
<td>✓</td>
</tr>
<tr>
<td>56</td>
<td>S3</td>
<td>kita mahasiswa dan dosen itu harus ada cooperation, interaksi.. (D51)</td>
<td>✓</td>
</tr>
<tr>
<td>57</td>
<td>S13</td>
<td>bagaimana berkreasji jika banyak larangan?</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>S14</td>
<td>itulah kelemahan dari kampus yang kurang menyediakan sarana . itulah sebenarnya harus ada relation antara pihak atas dan pihak bawah. (D52)</td>
<td>✓</td>
</tr>
<tr>
<td>59</td>
<td>S1</td>
<td>jika tidak ada organisasi yang sesuai bakat anda kenali bakat anda dan buat organisasi baru. I think enough for our presentation and thank you.</td>
<td></td>
</tr>
</tbody>
</table>
b. The second meeting: stress and intonation

ISM : Intra Sentential Code Mixing : 11
ILM : Intra Lexical Code Mixing : 4
ICP : Involving Change of Pronunciation : 2

Table 4.2

<table>
<thead>
<tr>
<th>No</th>
<th>Respondent</th>
<th>Findings</th>
<th>Type of code mixing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>ISM</td>
</tr>
<tr>
<td>1</td>
<td>T1</td>
<td>okay, <strong>thanks for coming</strong>, langsung saja kematerinya. Open the video rahmat. (D1)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>S1</td>
<td>bisa di ulang <em>slidenya</em> tadi bu. (D2)</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>T1</td>
<td>okay, after you watching video, what you got from video. Apa yang didapatkan dari <em>video</em> ini. (D3)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>S2</td>
<td>tentang <strong>syllable</strong> bu. (D4)</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>T1</td>
<td>About syllable and word stress. There are symbols rules about word stress. 1 kata memiliki 1 <strong>stress</strong>. For example Perceive. (D5)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>S3</td>
<td>apa perbedaan dari kedua <strong>example</strong> itu na samaji bacanya? (D6)</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>T1</td>
<td>jika kata ini ditekan diawal itu <strong>noun</strong>. (D7)</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Sebaliknya jika katanya ditekan di akhir dia <strong>verb</strong>. (D8)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Jadi di sesuaikan dengan <strong>stressnya</strong>, jadi sudah ada gambaran sebelum memasuki materinya? (D9)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>S4</td>
<td>yes, sudah ada. (D10)</td>
<td>✓</td>
</tr>
<tr>
<td>11</td>
<td>S5</td>
<td><strong>word stress</strong> berarti dia penekanan kata, bu?? (D11)</td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>T1</td>
<td>Okay what is word stress. Word stress is speaker perceive syllable more prominent in other. What the mean?</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>S6</td>
<td>pembicara merasa beberapa <strong>syllable</strong> itu lebih dominant dari pada yang lain. (D12)</td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>T1</td>
<td>Notation primary divide into two kinds primary stress and secondary stress. Primary stress <strong>risenya</strong> ada diatas Sedangkan secondary stress risenya ada di bawah. (D13)</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Stress divided longer intonation, higher in pitch</td>
<td></td>
</tr>
</tbody>
</table>
and louder volume. Maksudnya durasinya panjang **pitchnya** tinggi dan volumenya lebih keras. saya kira adaji dibukunya. (D14)

<table>
<thead>
<tr>
<th>No</th>
<th>Respondent</th>
<th>Findings</th>
<th>Type of code mixing</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>S2</td>
<td>adaji <strong>mam</strong>. (D15)</td>
<td>✓</td>
</tr>
<tr>
<td>17</td>
<td>S9</td>
<td>Mam what is pitch?</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>T1</td>
<td><strong>pitch</strong> itu suaranya yang tinggi. (D16)</td>
<td>✓</td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>For example, <strong>impor (import)</strong> ada penekanan yang berbeda yach. I think that’s all for material word stress, kalau belum paham I repeat again dan satu kata satu stress jadi jangan salah. Thanks. (D17)</td>
<td>✓</td>
</tr>
</tbody>
</table>

c. **The third meeting: Do’s and Taboos in Japan**

- **ISM** : Intra Sentential Code Mixing : 18
- **ILM** : Intra Lexical Code Mixing : 5
- **ICP** : Involving Change of Pronunciation : 2

<table>
<thead>
<tr>
<th>No</th>
<th>Respondent</th>
<th>Findings</th>
<th>Type of code mixing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T2</td>
<td>Okay please presenter, in this meeting will give you information, memberikan kita tambahan informasi mengenai Jepang related about do’s and taboos yang ada disana. Setelah presentasi silahkan suruh temannya bertanya times up to know Japan related do and taboo hal hal yang berhubungan do and taboos yang boleh dilakukan dan pantang di jepang. I give you 40 menit to presentation, siapa yang mau membuka, <strong>introduce</strong>. (D1)</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>S2</td>
<td>assalamualaikum. Now we are from group one will be presentation about do’s and taboos Japan, I invite my friend to explain about greeting, please Dina,</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>S3</td>
<td>Okay I will try to explain about greeting in Japan. Ohayo osaimas digunakan pagi sampai jam 11 siang, konniciwa dari jam 11 siang sampai jam 5 sore, konbanwa itu digunakan setelah dimulainya malam, sayonara digunakan ketika bertemu.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>S2</td>
<td>pemateri <strong>Impor (import)</strong>. (D2)</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>S3</td>
<td>kalau ini orang Jepang tidak menyukai tidak adaji</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 4.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
<tr>
<td>----</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>
bersentuhan tangan cukup menundukkan kepala ji. Tidak ada juga kiss-kissannya, cipika cipiku. I thinks that’s all for greeting. Next (D3)

6 S4 I will explain about general protocol atau ketentuan umum di Jepang. The first is the bow is important in Japanese protocol. The bow is expression appreciation request apologize for greeting pada saat pertemuan atau perpisahan. Terus, Laughing atau tertawa dapat berarti dua yaitu stress atau malu. thanks (D4)

7 S1 I will explain about social meaning, yang pertama sebelum makan letakkan kedua tangan dan katakana itadakimas, yang kedua mengangkat mangkuk yang berada dipiring kecil supaya memudahkan untuk makan dengan sumpit. hal hal yang bisa dilakukan. Mencelupkan sebagian sushi kedalam kecap atau saus kemudian taboos di sushi dan sashimi dilarang untuk menuangkan saus terlalu banyak. (D5)

8 Do's mengisi gelas orang lain. (D6)

9 S2 Thanks to Irma, next Humairah will explain about punctuality please.

10 S5 Assalam, I will give you information about Japan specially punctuality atau ketetapan waktu, the first janji dijepang. (D7)

11 S5 Jadi jepang itu yang namanya breakfast tidak terlalu sering dilakukan. (D8)

12 The second perubahan pertemuan khususnya dibisnis. (D9)

13 jadi di Jepang ketika ingin rapat sebelumnya telah menentukan schedule, sebelum hari H. (D10)

14 seperti satu minggu sebelum schedulenya dimulai. (D11)

15 dan kebiasaan mereka mencopy hal hal yang di bahas. (D12)

16 S2 sayapi combineki Indonesia dan Jepang. Thank you humairah. (D13)

17 St Hairun Nufus will expain about conversation.

18 S4 Sedikit menambahkan. Orang Jepang sangat senang jika kalian membahas sejarah Jepang.

19 S2 that’s all our presentation if you want to ask something, please. We catatki, about do’s and
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td><strong>T2</strong></td>
<td>I have some question, saya juga punya beberapa pertanyaan.</td>
</tr>
<tr>
<td>21</td>
<td><strong>S8</strong></td>
<td>saya ingin bertanya tentang gift giving seperti yang dijelaskan anca tadi, yang mengatakan warna putih adalah simbol kematian. (D14)</td>
</tr>
<tr>
<td>22</td>
<td><strong>S2</strong></td>
<td>next, fitriah</td>
</tr>
<tr>
<td>23</td>
<td><strong>S9</strong></td>
<td>yang saya ingin tanyakan sumpit yang tidak boleh dipatahkan setelah makan</td>
</tr>
<tr>
<td>24</td>
<td><strong>S2</strong></td>
<td>kami akan menjawab pertanyaan yang ada, iya betul putih adalah simbol (symbol) kematian tapi tidak sama kayak Indonesia kalau ada bendera putih ada orang meninggal. Tidakk seperti itu maksudnya disini. (D15)</td>
</tr>
<tr>
<td>25</td>
<td><strong>S5</strong></td>
<td>yang masalah pembungkus kado dan bendera tidak boleh disamakan, disangkut pautan</td>
</tr>
<tr>
<td>26</td>
<td><strong>S2</strong></td>
<td>Clear mi toch. (D16)</td>
</tr>
<tr>
<td>27</td>
<td></td>
<td>lanjut, question Ammar tentang toleransi ketetapan waktu. (D17)</td>
</tr>
<tr>
<td>28</td>
<td><strong>S7</strong></td>
<td>bagaimana jika dikaitkan dengan minum, kalau tersedat</td>
</tr>
<tr>
<td>29</td>
<td><strong>S4</strong></td>
<td>tidak adaji tadi tentang tersedat, buang ingusji dan sendawa.,dan juga makna tentang yang menuangkan minum.</td>
</tr>
<tr>
<td>30</td>
<td><strong>T2</strong></td>
<td>menuangkan minum itu tidak wajib, what the mean about that? (D18)</td>
</tr>
<tr>
<td>31</td>
<td><strong>S2</strong></td>
<td>maknanya menuangkan minum itu, untuk menjalin keakraban, saling respectlah. (D19)</td>
</tr>
<tr>
<td>32</td>
<td><strong>T2</strong></td>
<td>kayak saling tuang air itu selalu respect menghargailah.. (D20)</td>
</tr>
<tr>
<td>33</td>
<td><strong>S2</strong></td>
<td>bagaimana saudara Ammar, pertanyaan Fitriah di jawab Irma.</td>
</tr>
<tr>
<td>34</td>
<td><strong>S1</strong></td>
<td>saya akan jawab pertanyaan Fitriah mengenai sumpit yang dipatahkan setelah makan. itu sumpit dipatahkan jikan tidak dipatahkan akan sial. Kepercayaannya.</td>
</tr>
<tr>
<td>35</td>
<td><strong>S5</strong></td>
<td>tambahan mengenai sumpit karna modernmi dikeluarganya sumpitnya tidak dipatahkanmi tetap disimpan dan hal yang taboo sekali dilarang menukar sumpit karena takutnya ada virus. (D21)</td>
</tr>
<tr>
<td>36</td>
<td><strong>S1</strong></td>
<td>ada tadi pertanyaan, kenapa harus orang lain menuangkan air kegelas karena pantang</td>
</tr>
</tbody>
</table>
menuangkan sendiri

<table>
<thead>
<tr>
<th>No</th>
<th>Respondent</th>
<th>Findings</th>
<th>Type of code mixing</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>T2</td>
<td>About age ada aturan menuangkan ke orang yang lebih tua. Okay that’s good. Yang saya pertanyaakan tentang non-verbal. (22)</td>
<td>✓</td>
</tr>
<tr>
<td>38</td>
<td>S5</td>
<td>kayaknya tidakmi mam karena berkembangmi jadi saling mengerti. (D23)</td>
<td>✓</td>
</tr>
<tr>
<td>39</td>
<td>T2</td>
<td>really, laughing bermakna stress atau tertawa. (D24)</td>
<td>✓</td>
</tr>
<tr>
<td>40</td>
<td>S5</td>
<td>orang Japan itu gampang misunderstood. (D25)</td>
<td>✓</td>
</tr>
<tr>
<td>41</td>
<td>T2</td>
<td>okay that’s good, you have good presentation. Thank you.</td>
<td></td>
</tr>
</tbody>
</table>

**d. The fourth meeting: Discussion**

ISM : Intra Sentential Code Mixing : 4

ILM : Intra Lexical Code Mixing : 3

ICP : Involving Change of Pronunciation : 0

<table>
<thead>
<tr>
<th>No</th>
<th>Respondent</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T1</td>
<td>okay deadline for you to submit the task about phonology, of the rule of assignment input or submit one jilid. Satu file dalam satu kelompok. (D1)</td>
</tr>
<tr>
<td>2</td>
<td>S1</td>
<td>adaji filenya saya. (D2)</td>
</tr>
<tr>
<td>3</td>
<td>T1</td>
<td>the first group is Rahmat. Kedua</td>
</tr>
<tr>
<td>4</td>
<td>S2</td>
<td>leadernya jhy bu, Awi. (D3)</td>
</tr>
<tr>
<td>5</td>
<td>T1</td>
<td>setiap kelompok dalam satu mind maping, chapter1 apa, chapter 2 siapa and chapter 3 judulnya apa. (D4)</td>
</tr>
<tr>
<td>6</td>
<td>T1</td>
<td>Ini fotonya ini mind mappingnya. (D5)</td>
</tr>
<tr>
<td>7</td>
<td>S3</td>
<td>tidak dilihat kemarin contohnya mam?.(D6)</td>
</tr>
<tr>
<td>8</td>
<td>T1</td>
<td>ada foto dan context, apanya yang tidak jelas. saya sudah kasi 2 minggu untuk kerja jadi saya harap jam 16:00 dikumpul di lab, yang lewat saya tidak terima lagi. Thank you. (D7)</td>
</tr>
</tbody>
</table>
2. The most dominant type of Code Mixing used in classroom interaction.

To know the frequency of type code mixing, that use formula:

\[ P = \frac{F}{N} \times 100\% \]

Table 4.5

<table>
<thead>
<tr>
<th>No</th>
<th>Types code mixing</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Intra Sentential code mixing</td>
<td>73</td>
<td>72.28%</td>
</tr>
<tr>
<td>2.</td>
<td>Intra Lexical code mixing</td>
<td>20</td>
<td>19.80%</td>
</tr>
<tr>
<td>3.</td>
<td>Involving change of pronunciation</td>
<td>8</td>
<td>7.92%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>101</td>
<td>100%</td>
</tr>
</tbody>
</table>

Percentage the most dominant use of code mixing

![PERCENTAGE Graph](image)
B. Discussions

In this part, the writer explained all the data that have been found in the classroom interaction by using Hoffman’s perspective about the three types of code mixing and code mixing itself. The three types of code mixing were *intra lexical code mixing* which meaning of code mixing occurs within a word boundary, *intra sentential code mixing* means code mixing that occurs within a phrase, a clause or a sentence boundary and *involving change of pronunciation* means code mixing that occurs at the phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure.

1. Types of Code Mixing

a. The first meeting

1) Intra Sentential Code Mixing

Datum 2 showed one type of code mixing. When the students 1 mixed or combined word “There is” in Indonesia sentence, it can be said intra sentential code mixing.

Datum 3 showed one type of code mixing. When the lecture 1 mixed or combined phrase “journal of season” in Indonesia sentence, it can be said intra sentential code mixing.

Datum 4 and 26 showed one type of code mixing. When the lecturer 1 and student 1 mixed or combined word “please” in Indonesia sentence,
it can be said intra sentential code mixing. Please is polite word to ask someone.

Datum 5, 7, 8, 20, 22 and 42 showed one type of code mixing. When the student 3, 4, 5 and lecture 2 mixed or combined phrase “Academic culture” in Indonesia sentence, it can be said intra sentential code mixing. It consists of two words, academic and culture

Datum 6, 7 and 11 showed one type of code mixing. When the student 5 mixed or combined word “behavior”, “attitude”, and “offer” in Indonesia sentence, it can be said intra sentential code mixing

Datum 9 and 10 showed one type of code mixing. When the student 5 mixed or combined phrase “Academic spirit” and “the academic ethic” in Indonesia sentence, it can be said intra sentential code mixing

Datum 14, 16, 17, 18 and 19 showed one type of code mixing. When the student 2 mixed or combined word “individuality”, “opening”, “leading”, “variety” and “creativity” in Indonesia sentence, it can be said intra sentential code mixing.

Datum 15 showed one type of code mixing. When the student 2 mixed or combined phrase “academic future” in Indonesia sentence, it can be said intra sentential code mixing. It consists of two words, academic and future.
Datum 21 showed one type of code mixing. When the student 3 mixed or combined phrase “restriction from people” and “academic person” in Indonesia sentence, it can be said intra sentential code mixing.

Datum 22, 23 and 24 showed one type of code mixing. When the student 3 mixed or combined phrase “academic ability”, “humanities environment” and “material condition” in Indonesia sentence, it can be said intra sentential code mixing.

Datum 27, 29, 33, 35, 36, 37 and 38 showed one type of code mixing. When the lecturer 2 mixed or combined word “question”, “Suffer”, “diversity”, “drugs”, “warning”, “plagiarism” and “what” in Indonesia sentence, it can be said intra sentential code mixing.

Datum 28 showed one type of code mixing. When the student 5 mixed or combined phrase “suffer environment” in Indonesia sentence, it can be said intra sentential code mixing. It consists of two words, suffer and environment.

Datum 23 showed one type of code mixing. When the lecturer 2 mixed or combined sentence “I think” in Indonesia sentence, it can be said intra sentential code mixing.
Datum 39 showed one type of code mixing. When the student 1 mixed or combined word “culture”, “error” and “DO” in Indonesia sentence, it can be said intra sentential code mixing.

Datum 40 showed one type of code mixing. When the student 6 mixed or combined word “mam” in Indonesia sentence, it can be said intra sentential code mixing.

Datum 41 and 43 showed one type of code mixing. When the lecturer 2 mixed or combined phrase “culture shock” and “happy fun” in Indonesia sentence, it can be said intra sentential code mixing.

Datum 45 showed one type of code mixing. When the student 10 mixed or combined word “punctuality” in Indonesia sentence, it can be said intra sentential code mixing.

Datum 47 showed one type of code mixing. When the lecturer 2 mixed or combined sentence “reading is boring” in Indonesia sentence, it can be said intra sentential code mixing.

Datum 48 showed one type of code mixing. When the student 12 mixed or combined word “restrict” in Indonesia sentence, it can be said intra sentential code mixing.
Datum 49 and 51 showed one type of code mixing. When the student mixed or combined word “or” and “cooperation” in Indonesia sentence, it can be said intra sentential code mixing.

Datum 50 showed one type of code mixing. When the student mixed or combined word “statement” in Indonesia sentence, it can be said intra sentential code mixing.

Datum 52 showed one type of code mixing. When the student mixed or combined word “relation” in Indonesia sentence, it can be said intra sentential code mixing.

2) Intra lexical code mixing

Datum 8 and 12 showed one type of code mixing. When the student hybrid or boundary suffixes –nya in English word “socialnya” and “humanity environmentnya”, it can be said intra lexical code mixing.

Datum 25 showed one type of code mixing. When the student hybrid or boundary suffixes –nya in English word “constructionnya”, it can be said intra lexical code mixing.

Datum 29 showed one type of code mixing. When the student hybrid or boundary suffixes –kan in English word “offerkan” it can be said intra lexical code mixing.
Datum 31 and 34 showed one type of code mixing. When the lecturer 2 hybrid or boundary suffixes –kan in English word “is still limitedkan?” and “plagiarismkan” it can be said intra lexical code mixing.

Datum 44 showed one type of code mixing. When the lecturer 2 hybrid or boundary suffixes –nya in English word “knowledgenya”, it can be said intra lexical code mixing.

Datum 46 showed one type of code mixing. When the student 10 hybrid or boundary suffixes –nya in English word “spiritnya”, it can be said intra lexical code mixing.

3) Involving change of pronunciation

Datum 1, 30 and 42 showed one type of code mixing. When the lecturer 2 used word “Ok”; “koment” and “ekspor” in sentence, it can be said involving change of pronunciation because there is change a pronunciation of word from English language to Indonesian language.

Datum 13 showed one type of code mixing. When the student 5 used words “atmosphere” in sentence, it can be said involving change of pronunciation because there is change a pronunciation of word from English language to Indonesian language.

Based on the findings, the researcher concluded that in the first meeting, the students most dominant used intra sentential code mixing (40
sentences) than intra lexical code mixing (8 sentences) and involving change of pronunciation (4 sentences) when they learn in classroom interaction.

b. The second meeting

1) Intra Sentential Code Mixing

Datum 1 showed one type of code mixing. When the lecturer 1 mixed or combined phrase “Thanks for coming” in Indonesia sentence, it can be said intra sentential code mixing.

Datum 4 and 12 showed one type of code mixing. When the student 2 and 6 mixed or combined word “syllable” in Indonesia sentence, it can be said intra sentential code mixing.

Datum 5, 7, 8 and 16 showed one type of code mixing. When the lecturer 1 mixed or combined word “stress”, “noun”, “verb”, and “pitch” in Indonesia sentence, it can be said intra sentential code mixing.

Datum 6 showed one type of code mixing. When the student 3 mixed or combined word “example” in Indonesia word, it can be said intra sentential code mixing.

Datum 10 showed one type of code mixing. When the student 4 mixed or combined word “yes” in Indonesia sentence, it can be said intra sentential code mixing.

Datum 11 showed one type of code mixing. When the student 5 mixed or combined phrase “word stress” in Indonesia sentence, it can be said intra sentential code mixing.
Datum 15 showed one type of code mixing. When the student 2 mixed or combined word “mam” in Indonesia sentence, it can be said intra sentential code mixing.

2) Intra Lexical Code Mixing

Datum 2, 8, 13 and 14 showed one type of code mixing. When the student 1 hybrid or boundary suffixes –nya in English word “slidenya”, “stressnya”, “risenya” and “pitchnya”, it can be said intra lexical code mixing.

3) Involving change of pronunciation

Datum 3 and 17 showed one type of code mixing. When the lecturer 1 used word “video” and “impor” in sentence, it can be said involving change of pronunciation because there is change a pronunciation of word from English language to Indonesian language.

Based on the findings, the researcher concluded that in the first meeting, the students most dominant used intra sentential code mixing (11 sentences) than intra lexical code mixing (4 sentences) and involving change of pronunciation (2 sentences) when they learn in classroom interaction.

c. The third meeting

1) Intra Sentential Code Mixing

Datum 1, 20 and 22 showed one type of code mixing. When the lecturer 2 mixed or combined word “introduce” “respect” and “non-
**verbal**” in Indonesia sentence, it can be said intra sentential code mixing. Introduce is how to tell about yourself.

Datum 4 and 24 showed one type of code mixing. When the student 4 and lecture 2 mixed or combined word “Laughing” in Indonesia sentence, it can be said intra sentential code mixing. Laughing is one kinds of non-verbal communication.

Datum 5 and 21 showed one type of code mixing. When the student 1 and 5 mixed or combined word “taboos” in Indonesia sentence, it can be said intra sentential code mixing.

Datum 6 showed one type of code mixing. When the student 1 mixed or combined word “Do’s” in Indonesia sentence, it can be said intra sentential code mixing.

Datum 7, 8, 9, 10, 23 and 25 showed one type of code mixing. When the student 5 mixed or combined word “the first”, “breakfast”, “the second”, “schedule”, “mam” and “misunderstood” in Indonesia sentence, it can be said intra sentential code mixing.

Datum 14 showed one type of code mixing. When the student 8 mixed or combined phrase “gift giving” in Indonesia sentence, it can be said intra sentential code mixing. It consists of two words, gift and giving.

Datum 16 and 17 showed one type of code mixing. When the student 2 mixed or combined word “clear” and “question” in Indonesia
sentence, it can be said intra sentential code mixing because there is a mixing of word in the sentence. Datum 18 showed one type of code mixing. When the Lecturer 2 mixed or combined clause “what the mean about that?” in Indonesia sentence, it can be said intra sentential code mixing.

2) Intra Lexical Code Mixing

Datum 3 showed one type of code mixing. When the student 3 hybrid or boundary suffixes –nya in English word “kiss-kissannya”, it can be said intra lexical code mixing.

Datum 11 showed one type of code mixing. When the student 5 hybrid or boundary suffixes –nya in English word “schedulenya”, it can be said intra lexical code mixing.

Datum 12 showed one type of code mixing. When the student 5 hybrid or boundary prefixes men- in English word “mencopy”, it can be said intra lexical code mixing.

Datum 13 showed one type of code mixing. When the student 2 hybrid or boundary suffixes –ki in English word “combineki”, it can be said intra lexical code mixing.

Datum 19 showed one type of code mixing. When the student 2 hybrid or boundary suffixes –lah in English word “respectlah”, it can be said intra lexical code mixing.
3) Involving change of pronunciation

Datum 2 and 15 showed one type of code mixing. When the student 2 used word “impor” and “simbol” in sentence, it can be said involving change of pronunciation because there is change a pronunciation of word from English language to Indonesian language.

Based on the findings, the researcher concluded that in the first meeting, the students most dominant used intra sentential code mixing (18 sentences) than intra lexical code mixing (5 sentences) and involving change of pronunciation (2 sentences) when they learn in classroom interaction.

d. The fourth meeting

1) Intra Sentential Code Mixing

Datum 1, 4 and 7 showed one type of code mixing. When the lecture 1 mixed or combined word “file”, “chapter” and “context” in Indonesia sentence, it can be said intra sentential code mixing.

Datum 4 showed one type of code mixing. When the lecture 1 mixed or combined phrase “mind mapping” in Indonesia sentence, it can be said intra sentential code mixing because there is a mixing of phrase such as mind maping and word such as chapter in the sentence.

Datum 6 showed one type of code mixing. When the student 3 mixed or combined word “mam” in Indonesia sentence, it can be said intra sentential code mixing.
2) Intra Lexical Code Mixing

Datum 2 showed one type of code mixing. When the student 1 hybrid or boundary suffixes –nya in English word “filenya”, it can be said intra lexical code mixing.

Datum 3 showed one type of code mixing. When the student 2 hybrid or boundary suffixes –nya in English word “Leadernya”, it can be said intra lexical code mixing.

Datum 5 showed one type of code mixing. When the lecturer 1 hybrid or boundary suffixes –nya in English word “mind mapingnya”, it can be said intra lexical code mixing.

3) Involving change of pronunciation

There is no found in the meeting in classroom interaction.

Based on the findings, the researcher concluded that in the first meeting, the students most dominant used intra sentential code mixing (4 sentences) than intra lexical code mixing (3 sentences) and involving change of pronunciation (0 sentences) when they learn in classroom interaction.

2. The most dominant type of Code Mixing used in classroom interaction

Based on the table above, the researcher concluded that Intra Sentential code mixing was the dominant types of code mixing which always used in the classroom interaction when the students discussed in the class than Involving Changing of Pronunciation and Intra Lexical code mixing, where in the discussion there were 73 sentences that used by students when they speak with
score 72.28% used intra Sentential code mixing, next intra lexical code mixing 20 words with score 19.80% and the last change of pronunciation 8 words with score 7.92%.

These data show about the students always used code mixing or mastery two languages when they speak. Its means that the students have to use two languages in the classroom interaction and the effect of code mixing is increasing vocabulary students when they hear the other students until they understand and know about meaning of word.

Moreover from the data analysis, it was found that there was the role of using the third types of code mixing perspective of Hoffman in learning English vocabulary by using code mixing at the fourth semester students in English and Literature Department of Adab and Humanities Faculty of Alauddin State Islamic University of Makassar.

From the results, sometimes the students in the class used or combined two languages when they speak to others. Based on the observation that held during four meetings and two courses, the students used the third types of code mixing, although there were the differences of using the three types of code mixing where intra sentential code mixing was most used than two other types each namely intra lexical code mixing and involving change of pronunciation.
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presented conclusion and suggestion. After finding the code mixing, the types of code mixing and analyzed them by using Hoffman’s theory about the three types of Code Mixing which found in the classroom interaction, the researcher provided some conclusions and suggestions to the readers.

A. CONCLUSIONS

After discussion all data in the previous chapter, the researcher concluded as follows:

1. There are three types of code mixing in which there are 101 sentences that used by the students in classroom interaction as follows:
   a. There are 73 sentences which are categorized as intra sentential code mixing.
   b. There are 20 sentences which are categorized as intra lexical code mixing.
   c. There are 8 sentences which are categorized as involving change of pronunciation.

2. All code mixings are expressed by using three types code mixing, which is intra sentential code mixing is most dominant used than intra lexical code mixing and involving change of pronunciation. While, intra sentential code
mixing is most dominant used by students when they speak to the other students in classroom interaction.

B. SUGGESTIONS

In order to finish the writing of this research the researcher gave some suggestions as follows:

1. For students of English and Literature department, especially Sociolinguistics subject it is hoped that by knowing the results of this study, they will know types of code mixing between English and Indonesian that used in classroom interaction and students can improve knowledge of sociolinguistic.

2. For future researchers, since this study does not involve all aspects of code mixing. It is hoped that the future researchers can include all aspects of code mixing. It is suggested for future researchers to analyze code mixing in the other point of view. Then suggestion to every reader related to the use of code mixing, people should use it appropriately because language is flexible since they can adapt the new situation.

3. For learning process this research can be as additional information of code mixing from classroom interaction. The result of this research will help the students to increase their knowledge about code mixing vocabulary.
BIBLIOGRAPHY


Rahmatia, 2013. The correlation between students' Learning Motivation and their achievement in Learning Language (A case Study on seventh semester students of English and Literature Department of Adab and Humanities Faculty of Alauddin State Islamic University (UIN). Skripsi Sarjana. Fakultas Adab and Humaniora UIN Alauddin Makassar.


Appendix 1

The first meeting

T 2: Okay, langsung saja silahkan tampil kedepan buat kelompok yang mau presentasi. Please moderator introduce your friends in this group. Langsung saja yang presentasi.

S 1: There is, siapa lagi namamu?

S 2: my name is A. MARINI

S 3: Hay, namaku Asfira, next Irma, Fitriah, Resa and Nurhikmah.

T 2: Okay, today you are going to present about academic culture. Ternyata ini diulang journal of season, silahkan please.

S 4: Assalamualaikum, terima kasih atas waktunya, disini saya akan menjelaskan academic culture in campus university. Academic culture sendiri adalah aturan suatu budaya yang ada disuatu lembaga pendidikan. Academic culture in university is many kind conclude academic spirit, academic ethic and academic environment. Campus culture of university is characteristic by individuality, opening, reading, variety and creativity. The academic culture and the construction in campus culture. The campus culture condition and restrict the development of academic culture. Strategies in academic culture and campus are as follow university shoot is mission confidence in culture and culture consciousness. Integrate culture to the process of multiculture and promote culture development and innovation.

T 2: Please don’t read the book but about your opinion

S 4: disini academic culture menjelaskan tentang pandangan bagaimana academic culture didalam universitas, itu cara pandangan terhadap academic culture, semangat akademik, etika dan lingkungan akademik didalam kampus sendiri, trima kasih.

S 1: Okay, thanks to Asfira, next Nurhikmah.

S 5: okay, thanks. Saya akan menambahkan tentang akademic culture. Academic culture sebenarnya merupakan nilai yang baik, spirit dan juga behavior dari orang-orang yang ada dalam kampus dan komponen-
komponen dari academic culture terdiri dari spirit and environment dalam kampus untuk lebih pastinya. Di dalam academic culture kita sebagai aktivis didalam kampus harus mampu beradaptasi dengan lingkungan dan orang orang dikampus terlebih juga bagaimana attitude kita didalam akademik. Attitude kita harus menunjukkan attitude baik ketika berada dalam kampus selama perkuliahan atau materi berlangsung. Trus tujuan akademik itu merupakan jawaban dari what is academic form untuk apa mempelajari akademik. Menurut saya tentang bagaimana akademik belajar dengan baik atau bagaimana academical culture belajar dengan socialnya dalam kampus. Academic spirit merupakan pemikiran spiritual dari orang orang yang ada di dalamnya untuk tetap mempertahankan tujuannya untuk dating didalam lingkungan-lingkungan, dan yang terakhir the academic ethic merujuk kenorma-norma yang harus diperhatikan oleh orang-orang serta memperhatikan norma-norma yang harus diperhatikan dalam aktivitas. The academic environment consist offer and suffer environment. offer merujuk pada akademik itu berlangsung sedangkan suffer lebih merujuk pada humanity environmentnya yang ada didalam lingkungan tersebut atau sering disebut aura atau atmosphere akademik, menurut saya itu.

S 1 : thank to Nurhikmah, next about definition characteristic of campus culture, please A Marini.

S 2 : didalam sebuah campus culture university ini characteristic by individuality, academic future, opening, leading, variety and creativity. Didalam budaya kampus mempunyai sebagai individuality dan lain-lain. Yang pertama, individuality, individuality is campus culture has its specific problem and manner of culture creation as well as the way to record the culture is performance yang artinya didalam budaya kampus itu mempunyai subjek-subjek yang khusus yang dimiliki perindividual. Yang kedua tentang academic future. Academic future is activitis campus on focus on teaching and scientific research on the basic specially knowledge yang didalam academic future itu karakteristik dalam budaya kampus mempunyai focus pada pelajaran dan sumber ilmu khususnya dalam ilmu pemgetahuan. Yang ketiga itu tentang opening, opening is part of social culture, campus culture place and reading news ideas. Didalam budaya kampus itu memiliki aturan-aturan penting dalam pengetahuan. Yang keempat itu leading, leading is the subject culture lonely the creature and undertaker cultural but also the unit strange of creating culture and cultivating culture. Yang kelima itu variety,
variety is refer development the communication and integration culture and the global the variety and there is carries of campus culture. Yang terakhir itu creativity, creativity is an internal trend of culture and result and in held new, saya kira hanya itu saja yang bias saya jelaskan tentang budaya kampus disetiap kampus.

S 1 : next, Irma Erviani

S 6 : okay, the relationship between academic culture and campus culture. Academic culture in deconstruction of campus culture, budaya akademik mempertinggi kampus. Relation multiple intellectual innovation in culture exchange in university or related to academic activity maksudnya bakat pengolahan berdasarkan riset ilmu pengetahuan kampus intellectual, inovasi dan petukaran budaya di universitas. Academic of university is high level culture which mainly purpose on the cognition of know word.

S 1 : ok next Aswira.

S 3 : selanjutnya saya akan menjelaskan campus culture condition and restrict in academic culture atau kondisi budaya kampus, pembatasan dari academic culture. Disini ada 3 aspek dari pembatasan untuk mengembangkan academic culture, yang pertama itu dari segi orangnya atau restriction from people, yang kedua restriction from humanities environment atau lingkungan masyarakat dan yang ketiga restriction from material condition atau kondisi materi. Yang pertama restriction from people, pembatasan dari segi orangnya disini yang dapat saya simpulkan akademik memiliki atau kemampuan akademik tergantung dari academic person atau akademik seseorang atau apa yang bias dia lakukan untuk beraktivitas atau meningkatkan academic ability tergantung dari orangnya disitu untuk meningkatkan academic culture. Yang kedua humanities environment atau lingkungan masyarakat, disini budaya kampus mempunyai nilai orientasi dan mempunyai pengaruh langsung dari bentuk akademik dari pandangan luar atau academic spirit. Yang ketiga material condition yaitu seperti sarana sarana yang mendukung untuk mengembangkan akademik seperti book dan lain-lain.

S 3 : ech Anca constructionnya siapa??
S 1: thanks for Asfira, next I will presentation about restriction about academic culture and campus culture. Historically the important in university include inheriting culture practice in culture and innovation culture maksudnya menurut sejarah fungsi terpenting dari universitas mewariskan budayanya, penerapan budaya dan inovasi budaya. In the sense university is realize quiet and success and instant benefit various trip for the truth. Advocate academic and honest in spiritual hamlet. As the center of building advance culture and the origin of creation new science and technology and ideology in culture. It’s about can explain, next I will open presentation if you ask pleased. Ech please ech pertanyaan.

T 2: silahkan bertanya jika ada yang perlu dipertanyakan mengenai academic culture.

S 1: ok please Sundari.

S 7: thanks for attention, I wanna ask about what the purpose of academic culture?

S 1: thanks Sundari, next Mukrimah please

S 8: may you classified about offer and suffer environment and give example:

T 2: temannya bilang Cuma contohnya. Next, yach mau question juga. Kita harus cari tahu ada tidak perbedaan academic culture disetiap bangsa, are you remember about journal about academic culture in China, okay, you are limits your question into three in the first section.

S 1: okay, the question from Mukrimah will be answered by Nurhikmah.

S 5: kayaknya tadi Imha the academic environment kan terbagi2 suffer and offer

S 8: tidakji offer.

S 5: yang menurutku saya suffer environment yang kayak lingkungan-lingkungan yang didalamnya seperti auranya yang ada didalam kampus. Kalau offer yang Nampak, jadi suffer yang tidak. Suffer itu aura yang ada dalam kampus, yang abstrak kalau offerkan kaya segi infrastrukturnya, kalau suffer kayak suasana dalam kampus.

S 1: okay, bagaimana Imha
S 8 : okay

S 1 : thanks

T 2 : saya akan menambahkan sedikit about suffer and offer, saya langsung saja comment. biasanya saya comment terakhir tapi saya tambahkan saja, material condition seperti infrastruktur, mengenai kondisi fisik kampus, the condition of classroom, building all the things about material condition of teaching and learning process in class. Dilihat kursinya kampus 2 mahasiswa sendiri yang merusaknya, cepat patah dan providing of LCD di kampus 1, is still limited kan? Masih terbatasnya so we have to wait a line, tunggu antrian, we get in learning process. I think permasalahan LCD yang belum memadai jumlahnya. What about in classroom it is necessary to be comfortable in learning by providing AC in each class. There is many students and several students don’t know AC. Sama dengan kamar mandikan, wc duduk tapi dinaiki jongkok.

S 9 : kalau saya biasa kursi duduk kupakai.

T 2 : kalau suffer condition apa saja, learning atmosphere such as presentation, discussion, situation in class. Okay please continue

S 1 : bagaimana Imha, thanks. Next, from Sundari will be answered by Asfira.

S 3 : okay saya akan menjawab pertanyaan Sundari yang mana pertanyaannya what is purpose academic culture? Disini yang saya dapat salah satu tujuannya itu dengan kita mempelajari academic culture kita dapat mengetahui perbedaan setiap Negara tentang academic culture. Ada banyak sebenarnya tujuannya. yang kedua untuk memecahkan masalah, disini bias dilihat di hal. 94 jadi tujuan sebenarnya yaitu untuk memecahkan masalah.

S 7 : kalau di bilang masalah, masalahnya apa?

S 3 : itu tadi nabilang ibu tentang lingkungan masyarakat. Lihat lingkungan kampus 1 masalahnya seperti kursinya butuh solusi. Bu addition mam. Bagaimana Sundari

T 2 : apa ada sanggahan kenapa academic culture perlu dipelajari, purpose of studing for knowing academic culture. Ada yang menambahkan maybe there is additional comment, no… because you don’t read.
S 1 : please, A Marini

S 2 : baiklah disini saya akan menambahkan sedikit dari referensi yang saya dapat tentang tujuan mempelajari academic culture, yaitu untuk mengenal dirinya lebih dalam sendiri maupun orang lain yang sebelumnya dikenal biasa saja, yang kedua mengenal perilaku sendiri maupun orang lain, yang ketiga sebagai bekal penting dalam pergaulan hidup dan yang keempat untuk memiliki penglihatan yang jelas yang mendasar serta mampu menghargai budaya yang ada disekitarannya dan ikut mengembangkan dan melestarikan budaya bangsa yang luhur nilainya. Saya kira hanya itu tambahan sedikit mengenai kenapa harus mempelajari academic culture.

T 2 : academic culture purpose beside knowing academic culture of each country, selain mempelajari perbedaan diversity keberagaman yang ada. The most important learn academic culture to improving academic culture that has decline, sudah merosot, tahun 1997 budaya akademik mengalami kemerosotan dan diperparah pemberitaan the reason news about academic culture in Indonesia and Irak yang mengalami kemerosotan. Apa saja ukuran yang mengatakan budaya akademik Indonesia mengalami kemunduran. Yang pertama, kasus plagiarism? the studs the easily copying in internet, without mention the source. Kasus apa lagi, the selling of thesis pembe?i some of students are lazy to do any research. It there is demand suplay. Kalau ada permintaan otomatis ada penyedia jasa, seandainya tidak ada yang minta dikerjakan skripsinya untuk membeli tidak ada yang menyediakan pembuatan skripsi tapi kemudian ini bisa jadi keuntungan besar di masyarakat, bayangkan berjuta-juta uang akan didapatkan untuk mengerjakan skripsi orang lain. Jadi sangat mudah sekarang mendapat gelar itu kasus juga permasalahan yang dihadapi didunia pendidikan di Indonesia. Apa lagi sekarang baru baru ini professor UNHAS drugs party with students in hotel, konflikkan sudah drugs sudah melakukan tindakan lain juga bersama mahasiswainya di hotel. Jadi ada kemerosotan yach, need improvement jadi butuh ditingkatkan, we need to follow the academic culture to other country, Negara Negara maju akademiknya bagus itulah tujuan kita mempelajari dan mencontoh mereka meminimalisir. In Thailand and Malaysia for example is a script warning for each plagiaris, jadi ada warning yang semacam sangsi yang besar untuk yang melakukan plagiaris, mereka biasanya gelanya dicabut atau dicertly DO in university kalau di Indonesia masih ditolerir masih kemudian ada kompromi dari
universitas kalau Malaysia dan Thailand langsung di DO atau dicabut
gelarnya, jadi Indonesia belum tegas tentang plagiasi. Ok baru-baru ini ada
professor di Bandung, every article and journal he publish actually the copy
from the others adalah milik orang lain ternyata tiruan. Hasil plagiasi,
padahal sudah prof bagaimana kalau mahasiswa kerja tugas biasa saja,
maybe you can access information from internet tanpa menulis sumbernya.
So you are lazy to read book, jadi sangat mudah menjawab pertanyaan yang
dimulai dengan kata what? So that’s way I make your midtest I ask you
explanation by started the question why, need explanation actually meaning
Malaysia the possible of chatting setidaknya meminimalisir kasus
plagiarism. So to learn academic culture to other country. Kita bisa
mencontoh Negara-negara maju bagaimana kemudian jerman the advantage
of technology and science in Jerman tentu tidak terlepas dari peranan
gurguruan tinggi system yang ada bagaimana kemudian learning atmosphere
in university in classroom based on research misalnya atmosphere belajar
mengajarnya berlandaskanpenelitian, so it can product expert, bias
genhasilkan ilmuan yang kompetent yang bias bersaing secara global itu
yang dibutuhkan oleh Universitas. Kemampuan untuk bersaing secara
global. Okay continue

S 1 : okay any addition, no. ok the third question, adakah perbedaan culture.
Seperti yang dijelaskan mam tadi seperti Malaysia dan Thailand.
Perbedaannya jika nilai error langsung di Do di Indonesia ditolerir lagi.

T 2 : give one example again

S 6 : contoh lain juga seperti di Kanada yang pernan mam bilang kalau di
Kanada itu siswanya tidak boleh pakai deodorant ataupun parfum sedangkan
di Indonesia dibebaskan.

T 2 : itu penjelasan culture shock, the rule in campus, bias jadi sieh sebenarnya
salah satu aturannya kalau disinikan tidak ada tapi lebih ke kesehatan,
sensitive terhadap bahan-bahan kimia yang mengganggu kesehatan jadi
dilarang. Trus ada yang tanya AG7/8 bagaimana kalau bau badannya
mengganggu. Okay academic culture yang berbeda kita ambil Jerman,
universitas disana sudah bekerja sama dengan perusahaan besar misalnya
BMW dan lain lain jadi mahasiswanya langsung magang diperusahaan besar
itu langsung menunjukkan kinerja kemudian terkenal sebagai Negara export.
Di Inggris menyediakan 1 tahun magang beda di Indonesia hanya 1 bulan

S 10 : ada yang kelupa mengenai punctuality, itu di Eropa juga ketetapan waktunya kalau mereka terlambat mereka akan sangan malu, mereka lebih baik tidak masuk daripada terlambat.

T 2 : owh about punctuality, ketetapan waktu

S 10 : dari segi spiritnya mungkin mereka lebih ekstrim spiritnya karena disana sebelum memulai kuliah mereka sudah mengaturjumlah hari kuliah, liburnya. Dari segi busananya, mereka lebih formal

T 2 : it is a reality kalau diluar guru pengajar siswanya interaksinya seperti mitra, mereka berinteraksi layaknya teman. Beda di Indonesia makanya mahasiswa Indonesia juga harus aktif jangan dosennya yang pintar sendiri. Budaya baca yang masih kurang diindonesia. Kalian masih tertiak dengan hal-hal yang berbau visual dibanding baca buku, reading is boring. Bagaimana kemudian tugas pendidik membangun kebiasaan membaca. Okay that’s enough, I think you must open section 2.

S 11 : kenapa ini buku dikatakan academic culture dikatakan level tertinggi dari kampus

S 1 :tidak adami

S 11 : saya kira Irma bisa jawab pertanyaan saya.

S 12 : give an example pembatasan or restrict in campus?

T 2 : kenapa kemudian academic culture high level. Ada lagi yang punya mid? Okay saya lanjutkan

S 1 : St Hairun Nufus silahkan.
S 12 : bagi antara tiga restrict


S 13 : boleh saya bicara sebentar, saya ingin menyangah statement anda, jika saya tahu itu untuk pengembangan kreatif, ketika kita berorganisasi tapi banyak dosen yang melarang

S 3 : okay, kita mahasiswa dan dosen itu harus ada cooperation, interaksi.

T 2 : interaksinya dalam lingkungan kampus yach nggak usah dihotel.

S 13 : bagaimana berkreasi jika banyak larangan?

S 3 : begini karena ada dibilang organisasi extra and juga intra, dosen sudah menyiapkan itu semua untuk meningkatkan kemampuan kita

S 1 : ada tambahan?

S 14 : itulah kelemahan dari kampus yang kurang menyediakan sarana. itulah sebenarnya harus ada relation antara pihak atas dan pihak bawah, tapi semua harus melihat yang perlu diperbaiki dan apa yang perlu dikurangi

S 1 : jika tidak ada organisasi yang sesuai bakat anda kenali bakat anda dan buat organisasi baru. I think enough for our presentation and thank you.

T 2 : good enough for today and I hope the next presenter will be good for today. Thanks.
Appendix 2

The second meeting

T 1 : okay, thanks for coming, langsung saja kematerinya. Open the video Rahmat.

S 1 : bisa di ulang slidenya tadi bu.

T 1 : okay, after you watching video, what you got from video. Apa yang didapatkan dari video ini.

S 2 : tentang syllable bu.

T 1 : about syllable and word stress. There are symbols rules about word stress. 1 kata memiliki 1 stress. For example Perceive.

S 3 : apa perbedaan dari kedua example itu na samaji bacanya?

T 1 : jika kata ini ditekan diawal itu noun. Sebaliknya jika katanya ditekan di akhir dia verb. Jadi di sesuaikan dengan stressnya. Jadi sudah ada gambaran sebelum memasuki materinya?

S 4 : yes, sudah ada

S 5 : word stress berarti dia penekanan kata, bu??

T 1 : right, masuk di slidenya Rahmat. Materinya semua ada dibukunya. Okay what is word stress. Word stress is speaker perceive syllable more prominent in other. What the mean?

S 6 : pembicara merasa beberapa syllable itu lebih dominant dari pada yang lain.

S 8: jadi kalau secondary stress tekanannya lemah sedangkan primary stress kuat.

T 1: ya, jadi there are two kinds such as primary stress and secondary stress. Kalau primary stress tekanannya kuat atau rise vertical mark, begitupun sebaliknya. Okay lanjut, next how to pronoun word stress, sampai disini udah mengerti, I will repeat explanation agains. Stress divide longer intonation, higher in pitch and louder volume. Maksudnya durasinya panjang pitchnya tinggi dan volumenya lebih keras. ini yang harus dingat three kinds of word stress.. saya kira adaji dibukunya.

S 2: adaji mam.

S 9: mam what is pitch?

T 1: pitch itu suaranya yang tinggi.

S 10: bisa di ulang mam?

T 1: apanya, there is example about word stress “teacher” coba pay attention, siapa yang bisa. Ela?

S 10: saya mam.

T 1: saya bede baru nalihat bukunya. Ini tanda merah jadi harus ditekan. Contoh dreamhouse dan lain lain. Next kentara yang huruf besar berarti itu yang ditekan. For example, repeat after me, desert, import ada penekanan yang berbeda yach. Coba repeat again, Rahmat.

S 4: PRE-sent. Noun. Pre-SENT verb

T 1: okay, discussion about word stress saya anggap sudah dipahami . word stress sudah selesai. Okay yang belum paham silahkan angkat tangannya and I repeat again.

S 4: itu kelas katanya berubah pada noun saja. Mam ini bagaimana bunyinya kalau diverb saja

S 8: mam, semua kata kalau diakhir itu verb?

T 1: iya, semua kata kalau diakhir verb. Dan tidak semua kelas kata yang berubah itu noun. Okay sudah clear. Next I think that’s all for material word
stress, kalau belum paham I repeat again dan satu kata satu stress jadi jangan salah. Thanks.
Appendix 3

The third meeting

T 2 : okay please presenter, in this meeting will give you information, memberikan kita tambahan informasi mengenai Jepang related about do’s and taboos yang ada disana. Setelah presentasi silahkan suruh temannya bertanya times up to know Japan related do and taboo hal hal yang berhubungan do and taboos yang boleh dilakukan dan pantang di Jepang. I give you 40 menit to presentation, siapa yang mau membuka, introduce.

S 1 : Anca.

S 2 : nggak dudukki sebenarnya kenapa hanya saya sendiri disini

S 3 : bukami dulu

S 2 : assalamualaikum. Now we are from group one will be presentation about do’s and taboos Japan, I invite my friend to explain about greeting, please Dina,

S 3 : okay I will try to explain about greeting in Japan. Ohayo osaimas digunakan pagi sampai jam 11 siang, konniciwa dari jam 11 siang sampai jam 5 sore, konbanwa itu digunakan setelah dimulainya malam, sayonara digunakan ketika bertemu

S 2 : pemateri import

T 2 : okay please import

S 3 : lama sekali bertemu baru bias digunakan sayonara tapi kalu masih mau ketemu besok bilang saja deomatasta, kalau minggu depan deomatareisu. Domi itu menunduk kalau aitatsu salam, kalau keire kalau memohonki kayak mau minta tolong, kalau yang 45 derajat saya kira minta maafki

T 2 : can you practice.

S 3 : kalau ini orang Jepang tidak menyukai tidak adaji bersentuhan tangan cukup menundukkan kepalaji. Tidak ada juga kiss-kissannya, cipika cipiku. I thinks that’s all for greeting
S 2 : thanks to Dina, next St Hairun Nufus will explain about general protocol. Okay please.

S 4 : okay I will explain about general protocol atau ketentuan umum di Jepang. The first is the bow is important in Japanese protocol. The bow is expression appreciation request apologize for greeting pada saat pertemuan atau perpisahan. Next, bow menyampaikan hormat dengan orang yang baru ditemui. Trus the second is Japanese prepare to avoid saying no, they no say, but haigh because the Japanese like a harmonies with say they always say yes. The third is blowing, it should be avoid with take a tissue or go to toilet. Caranya dia duduk kalau makan kakinya ditekukkan dari lutus sampai pergelangan kaki. Terus, Laughing atau tertawa dapat berarti dua yaitu stress atau malu, jadi laughing is impolite. The sixth, take off your shoes. Okay next.

S 2 : apalagi, thanks to Hairun Nufus, next Irma will explain about social meaning

S 1 : okay I will explain about social meaning, yang pertama sebelum makan letakkan kedua tangan dan katakana itadakimas, yang kedua mengangkat mangkuk yang berada di piring kecil supaya memudahkan untuk makan dengan sumpit. Hal hal yang dilakukan menjadi petualang dan mencoba makanan-makanan baru. Put your hand together maksudnya menaruh telapak tangan dan berkata gosikodamasita untuk menunjukkan rasa menghargai makanan, and taboos eating hal hal yang tidak boleh dilakukan ketikan makan, dilarang bersendawa dan jika makan diresto kita dianjurkan untuk mematahkan sumpit supaya tidak sial. Meniup hidung atau buang ingus lakukan ditoilet. Sushi and sashimi, tuangkan kecap and saus didalam hidangan. hal hal yang bias dilakukan. Mencelupkan sebagian sushi kedalam kecap atau saus kemudian taboos di sushi dan sashimi dilarang untuk menuangkan saus terlalu banyak karena itu dikatakan pemborosan, Chomsky, drinking. Do’s mengisi gelas orang lain and say ceers or chin chincin ketika bersulang. Tahan gelas anda ketika seseorang mengisinya jika ada sisa minuman secepatnya dihabiskan. Do’s and taboos drinking, hal-hal yang tidak boleh dalam minum, jangan minum sampai semua orang mengangkat gelas untuk bersulang, tidak menghabiskan minuman karena jika habis seseorang akan mengisinya, that’s enough.

S 2 : thanks to Irma, next Humairah will explain about punctuality please.
S 5: Assalam, I will give you information about Japan specially punctuality atau ketetapan waktu, the first janji di Jepang. Jadi Jepang itu yang namanya breaktast tidak terlalu sering dilakukan, special Tokyo people because orang orang pebisnis takut akan telat karna dijepan telat itu tidak sopan. The second perubahan pertemuan khususnya dibisnis, jadi di Jepang ketika ingin rapat sebelumnya telah menentukan schedule, sebelum hari H. seperti satu minggu sebelum schedulenya dimulai dan kebiasaan mereka mencopy hal hal yang di bahas dan mengirimnya keperusahaan. Jadi di Jepang yang namnya telat, mereka menganggap tidak sopan atau cacat karakter. Ketika mereka melakukan perjanjian mereka harus hadir sebelum janjinya, 5 menit sebelumnya. Thank you. That’s enough.


S 2: that’s all our presentation if you want to ask something, please. We catatki, about do’s and taboos

S 6: bagaimana kebijakan do’s and taboos disana?

S 2: kebijakan apa?

S 7: tentang waktu

S 2: next. silahkan

T 2: I have some question, saya juga punya beberapa pertanyaan.
S 8 : saya ingin bertanya tentang gift giving seperti yang dijelaskan Anca tadi, yang mengatakan warna putih adalah symbol kematian

T 2 : philosophical meaning

S 2 : next, Fitriah

S 9 : yang saya ingin tanyakan sumpit yang tidak boleh dipatahkan setelah makan.

S 2 : okay, kami akan menjawab pertanyaan yang ada, iya betul putih adalah symbol kematian tapi tidak sama kayak Indonesia kalau ada bendera putih ada orang meninggal. Tidak seperti itu maksudnya disini.

T 2 : apa lagi julukannya Jepang?

S 2 : matahari terbit

S 8 : untuk menghemat waktu saya terima saja

S 2 : ya tambahan Humairah

S 5 : yang masalah pembungkus kado dan bendera tidak boleh disamakan, disangkut pautkan

T 2 : there is history behind, ada sejarahnya tidak?

S 2 : bendera Jepang dulu tidak seperti itu

T 2 : memang terdapat beberapa warna yang menjadi symbol yang tidak boleh digunakan, kuning misalnya di Toraja.

S 2 : okay, clearmi toch, lanjut, question Ammar tentang toleransi ketetapan waktu. Kalau orang Jepang asli kalau telat tidak sopan tidak dipercayami tapi kalau bukan dikasiji toleransi.

S 7 : bagaimana jika dikaitkan dengan minum, kalau tersedat tidak

S 5 : tidak adaji tadi tentang tersedat, buang ingusji dan sendawa, dan juga makna tentang yang menuangkan minum.

T 2 : menuangkan minum itu tidak wajib, what the mean about that?
S 2 : maknanya menuangkan minum itu, untuk menjalin keakraban, saling respectlah

T 2 : kayak saling tuang air itu selalu respect menghargailah,

S 2 : bagaimana saudara Ammar, okay pertanyaan Fitriah di jawab Irma.

S 1 : saya akan jawab pertanyaan Fitriah mengenai sumpit yang dipatahkan setelah makan, itu sumpit dipatahkan jikan tidak dipatahkan akan sial. Kepercayaannya.

T 2 : eating by chosmky, makan gunakan sumpit. Okay what about placement Chomsky

S 5 : tambahan mengenai sumpit karna modernmi dikeluarganya sumpitnya tidak dipatahkanmi tetap disimpan dan hal yang taboo sekali dilarang menukar sumpit karena takutnya ada virus

S 8 : jadi itu sumpit hanya dipatahkan direstoran saja?

S 5 : iya dipatahkan.

S 10 : jadi direstoran tidak ada yang gunakan sumpit besi.

S 2 : ada sumpit besi, tidak dipatahkan

T 2 : is it akurat information

S 2 : kita liat informasi dari internet.

S 8 : saya pernah kerja direstoran Jepang ditrans studio tapi sumpitnya tidak dipatahkanji, disimpan.

S 2 : mungkin nggak lihat dibelakang

S 8 : na saya cuci piring disana

T 2 : Your friends maybe have addition.

S 11 : owh berarti identitas Negara bias hilang kalau dinegara lain

S 2 : masa hilang. Tidak hilang
T 2: inilah hal-hal yang harus diantisipasi ketika ke Jepang seperti tadi greeting, punctuality. Ada yang menarik dijepang gift oriented culture, budaya pemberi hadiah, kalau dijepang yang diberikan hadiah harus sadar diri. Disana itu tidak segang-segang memberi alat elektronik, pemberian berdasarkan status. Ada pernah kejadian orang Indonesia duduk ditaman kemudian datang nenek-nenek menghampiri menawarkan makanan kemudian mereka menerima dan nenek itu duduk disampingnya sambil berbincang kemudian nenek panggil makan ice cream. Da pria itu membeli ice cream sebagai ganti dari makanan yang diberikan nenek tadi.

S 2: diJepang itu cewek biasa kasi coklat kepacarnya atau temannya dan mengharap balasan dar yang diberi.

S 1: ada tadi pertanyaan, kenapa harus orang lain menuangkan air kegelas karena pantang menuangkan sendiri

S 2: tambahan, yang dijelaskan tadi tentang take and give yaitu saling menghargai.

T 2: okay about age ada aturan aturan menuangkan ke orang yang lebih tua. Okay that’s good. Yang saya pertanyakan tentang non verbal.

S 5: kayaknya tidak mam karena berkembang jadi saling mengerti

T 2: really, laughing bermakna stress atau tertawa.

S 5: orang Jepang itu gampang misunderstood.

T 2: okay that’s good, you have good presentation. Thank you.
Appendix 4

The fourth meeting

T 1: okay deadline for you to submit the task about phonology, of the rule of assignment input or submit one jilid. Satu file dalam satu kelompok.

S 1: adaji filenya saya.

T 1: the first group is Rahmat. Kedua

S 2: leadernya jhy bu, Awi.

T 1: tiga Asfira, Rahmat how about your assignment?

S 1: adajhy bu.

T 1: setiap kelompok dalam satu mind mapping. chapter 1 apa, chapter 2 siapa and chapter 3 judulnya apa. Ini fotonya ini mind mappingnya

S 3: tidak dilihat kemarin contohnya mam?

S 4: yang kita bikin mam biasa sekali

T 1: ada foto dan context.apanya yang tidak jelas, contohnya. Filenya dikumpulkan itu setiap kelompok harus dipisah

S 5: jadi bagaimanami kita nhy.

T 1: saya sudah kasi 2 minggu untuk kerja jadi saya harap jam 16:00 dikumpul di lab, yang lewat saya tidak terima lagi. Thank you.
A Wana Nirwana was born in Lembang Teko Gowa, on December 13th 1993. She is the fourth child from a couple A. Saiyeng and A. Nurmi. She graduated her elementary school in SD N Lembang Teko in 2004, then continued her education in SMP Neg. 1 west Sinjai and SMA Neg. 1 west Sinjai and graduated in 2010.

After finishing her education in senior high school, she continued her education in English and Literature Department at State Islamic University of Makassar. During her college, she spent her time to learn in classroom, organizations and course place, such as Organization of Western English (OWL), Inspiring Community (INSCOM), Eliots Letters and PMII. If you have any question due to her research paper, contact her at Wanacute13@gmail.com.