



**AN ANALYSIS OF CODE SWITCHING AND CODE MIXING
IN TEACHING ENGLISH AT SECOND GRADE STUDENTS
OF SMA FUTUHIYYAH MRANGGEN**

Final Project

Submitted in partial fulfillment of the
requirements for the degree of *Sarjana*
Pendidikan in English

By

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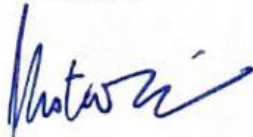
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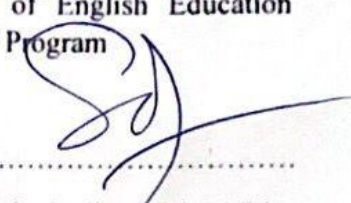
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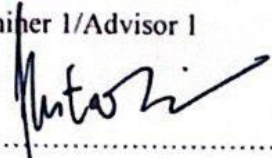
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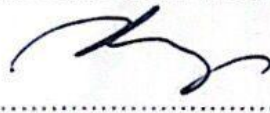
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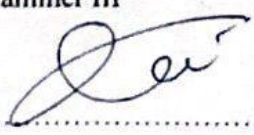
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DEDICATION

By saying thanks to Allah SWT, this final project is proudly dedicated to:

1. My beloved parents (Bp. Wartoyo) and (Ibu. Sulastri), thank you so much for your love, support, and prayer which are always given to me every time.
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3. My beloved brothers Aditya Tryantoyo, Muhammad Zaungki Maulana Ilham, and all of my family who always be my motivations.
4. All of my friends who has given their support and advices to help me in finishing this final project.
5. Everyone who spread love and pray for me.

MOTTO

If you cannot do great things, do small things in a great way 😊

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Alhamdulillah, all praises to Allah, the single power, the lord of the universe, God all mighty, for all blessings and mercies so the researcher was able to finish this final project entitled AN ANALYSIS OF CODE SWITCHING AND CODE MIXING IN TEACHING ENGLISH AT SECOND GRADE OF SMA FUTUHIYYAH MRANGGEN.

The researcher is sure that this final project would not be completed without the helps, supports, suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who helped, supported, and suggested her during the process of writing this final project. This goes to:

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

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ABSTRACT

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Keyword: *code switching and code mixing in teaching English*.

This research focuses on code switching and code mixing in the teaching and learning process at SMA Futuhiyyah Mranggen, especially for teachers. The point is to find out the types and factors of code switching and code mixing carried out by the teacher in the classroom, as well as students' perceptions of code switching and code mixing carried out by the teacher. This study aims to describe the form of code switching and code mixing in English teachers' classrooms and to determine students' perceptions of code switching and code mixing carried out by teachers. The research method used is a qualitative method. For data collection, observations were used to find the types, interviews to determine the causal factors, and questionnaires to find perceptions from students. The result showed that code mixing is the most commonly used code by teacher, accounting for 69% of the total. Students' perceptions of the existence of code switching and code mixing carried out by the teacher are very positive. The factors that make teachers do code switching and code mixing in the classroom are due to the lack of English language skills of students. So the teacher must uses code switching and code mixing to make it easier to convey the material to students.

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CHAPTER 1

INTRODUCTION

A. Background of the study

Language is a tool that is used by individuals to communicate with the others. Language is an essential tool that aids people comprehend and communicate with each other. It is true that even a language has signs, sounds, and symbols. A language's role as a means of self-expression is equally important. Since every human being need language to carry out statements in his thoughts, language has come to be seen as a person who cannot under any circumstances be detached from human existence.

Language is a way for individuals in a country to communicate verbally and in writing. Humans employ a system of sound and language to communicate. Since English is the first foreign language taught in schools, it is one of the target languages that students in such institutions are required to study. Language is a means of communication that the human race uses to engaged. English is a worldwide language, as everyone is aware. Therefore, individuals over the world should be able to speak in English.

English is becoming the primary foreign language taught in Indonesian schools. It is due to the straightforward fact that English plays a significant role in the global community. Our government believes that acquiring science and technology will be beneficial. As a result, Indonesians will develop into

intelligent, skilled individuals who are prepared to tackle both national and international development. In a country like Indonesia, it is common place to transition between languages. The phenomenon of code-switching or code mixing is widespread in bilingual or multilingual society. English is a common international language with Indonesia. People occasionally make a changeover without hesitating and frequently without giving it any consideration. Indonesia is a multilingual country. The country has a large multilingual population and many individuals speak many languages. Almost of Indonesians like switching from Indonesian to English or from English to Indonesian. In Indonesia, bilingualism and multilingualism are prevalent.

So, as previously established Indonesians do not have a difficult time breaking free from this spoken habit. That is true, it occurs because there are circumstances brought on by diverse cultures and circumstances, making the switching and blending of languages in some circumstances normal. Absolutely, this includes the school's teaching and learning processes. The primary offender in the learning process that does not call for the employment of alternately substituted languages or when there is code-switching and code-mixing in the language teaching process is some teacher.

Code mixing is subject to a variety of formal and functional restrictions, according to Abdullah (2011). The limitations of code mixing relate to sociological (context scenario), psychological (cognition, creation, and processing of the mixed code), and linguistic (interaction of two or more grammar) dimensions. The switching code is a common occurrence in our

daily lives. Many individuals switch between English and Indonesian words, phrases, clauses, and sentences in their speech, notably students, teachers, and executives. A language or variant known as code. Code mixing and code switching are distinct concepts. It alludes to the simultaneous employment of two languages in phrases or conversation. It refers to the changing of individual words, phrases, or even sentences in a speech. For instance, someone who simultaneously said "I want to eat" and "saya ingin makan." The ability to code flip between languages while communicating makes multilingual speakers easy to identify. When multilingual people use a term or phrase from one language in place of a word or phrase from another language, this happens when students don't seem to want to utilize English in class, especially during communicative exercises, it may really irritate teachers during learning activities.

In order to better understand how occurrences in the classroom arise, the researcher is interested in doing research on this topic. The research on these phenomena have already been conducted in Indonesia, but the researcher only discovers studies on one of the phenomena that is discussed in class, or if studies on these phenomena have been conducted, they are utilized by university students or lecturers. It is clear that there have been very few studies on the code switching and mixing practices utilized by students in the classroom. As a result, this research will examine how these two occurrences are processed in senior high school English classes. The researcher wants to know additional information based on the aforementioned explanation.

Based on the above explanation, the researcher would like to know more about the phenomena of code mixing and code switching that occur in English learning process. This study entitled “An Analysis of Code Switching and Code Mixing in Teaching English at second grade of SMA Futuhiyyah Mranggen Demak”. The researcher will analyze the types and factors that cause code mixing and code switching used by teacher in English learning and also the students’ perceptions on code switching and code mixing used by the teacher in English learning.

B. Statements of the Problem

Related to the background of the study above, the problems of the study are:

1. What types of code-switching and code-mixing that are used by teacher in the classroom at SMA Futuhiyyah Mranggen?
2. What are the factors that cause code-switching and code-mixing used in English learning at SMA Futuhiyyah Mranggen?
3. What are the students’ perceptions on code-switching and code-mixing used by the teacher in English learning at SMA Futuhiyyah Mranggen?

C. Objectives of the Study

Based on the statement above this research aimed to find out about:

1. To explain the types of code-switching and code-mixing that are made by teacher in the classroom at SMA Futuhiyyah Mranggen.
2. To explain the factors that cause the process of code-switching and code-mixing in English learning at SMA Futuhiyyah Mranggen.
3. To describe the students’ perception on code-switching and code-mixing

that are used by the teacher in English teaching learning process at SMA Futuhiyyah Mranggen.

D. Significances of the Study

By doing this research, the research analyzes the fact of teacher's code switching and code mixing in the classroom. It is expected that:

1. The result of this research hopefully would be valuable and useful for the researcher herself and another researcher in the next study especially for study of sociolinguistic.
2. The study will give descriptions of teacher's code-switching and code-mixing in the classroom and the possible reasons.
3. Though this research, the research is supposed to be useful as a reference in teaching English.

E. Definition of Key terms

To clarify the key terms used in this study, some definitions are put forward:

1. Analysis

Analysis can be defined as a study of the planes complex of procedure to decide the quick, the most efficient order for carrying out the procedure and it is about how to explain something in detail literary work element.

2. Code switching and code mixing

A language phenomenon where the speaker uses two or more languages in a single utterance, one language is normally more dominant and the second language is just an addition.

3. Teaching and learning process

A process that contains a series of actions of teachers and students on the basis of the reciprocal relationship that takes place in an educational situation to achieve certain goals where the interaction and relationship between teachers and students is a key for the continuity of teaching and learning process.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

The researcher has found some previous studies related to this research. That is graduating paper written by Andoni (2014) in his study entitled “An Analysis of Code Mixing used by lecturer and students in teaching and learning process of advanced speaking class in English Education Department in Muria Kudus University” in this research, the writer found some forms of code mixing, they are: form of word, phrase, clause, word reduplication, and idiom. Then, the functions of code mixing used by lecturer and students those are functions of informational, expressive, directive and phatic.

Meanwhile, Prastyawan (2012) in his study entitled “Code Mixing and Code Switching Used by Teachers in SMAN 16 Surabaya” has showed that there are two kinds of code mixing occurring in the class activity, they are: word type and phrase type and the commonly reason of the teacher used code mixing is the students did not understand well when the teacher did not mix their language (Indonesian-English) in teaching and learning process.

And then the next research is graduating paper by Sintianingtyas (2017), "Code Switching Analysis Used by English Teachers of Eleventh Grade Students at MAN Sukoharjo in the Academic Year 2016/2017," According to this study, the English teacher at MAN Sukoharjo uses three different sorts of code swapping with her students in the eleventh grade. The most frequent type

that occurred in the teacher's utterance was inter-sentential switching, which accounted for 59 data points. Intra-sentential switching, which accounted for 41 data points, was the second most frequent type, while tag switching, which accounted for 25 data points, was the least frequent.

The next research is graduating paper by Khairani (2019) in his study entitled “The Use of Code Mixing and Code Switching by Students in English Teaching and Learning Process at SMA Negeri 2 Rantau Selatan”. This study aims to classify the type of code mixing and code switching and also to interpret the function of code mixing and code switching that used by five twelfth grade students of SMA Negeri 2 Rantau Selatan. The data were analyzed by using descriptive qualitative method. The data were taken from the observation and interview the students.

The next research is graduating paper by Salmawati (2020) “An Analysis of Code Switching and Code Mixing in Teaching Learning Process at SMA Negeri 5 Pinrang.” This study aims to know the types of code switching and code mixing that made by the teacher and also the teacher factor to did code switching and code mixing in the class. The method of the research is used descriptive qualitative method. The data were taken from observation to found the types and questionnaire to found the factors.

The last is the study have conducted by Simatupang (2021) “Code Mixing Analysis in High School Students’ Conversation”. This paper aims to analyze code-mixing in Indonesian conversation among students at SMA 99 Jakarta. The data were collected through an online interview conducted using

Zoom video call instrument. The methodology used in this study was descriptive qualitative with 15 participants. And the result showed that students at SMA 99 Jakarta indeed used English mixing code in their conversation in informal Indonesian.

B. Related Theories

1. Bilingualism and Multilingualism

Most speakers occupy more than one code and require a specific code if they desire to communicate with others. Bilingualism or multilingualism, according to Cakrawarti (2011), is the phenomena of persons possessing more than one code (language). According to Asror (2009), bilingualism is the use of two languages, which might entail four skills: speaking, comprehending, writing, and reading. The capacity to utilize two languages with differing degrees of skill and in diverse circumstances, such as reading, writing, listening, and speaking, is characterized as bilingualism.

According to Purnamasari (2012), bilingualism is a feature of language usage rather than a linguistic truth. This is an expression characteristic, not a code characteristic. According Muin (2012:7), bilingualism refers to the use of two languages by individuals in the speech community; if a speaker is proficient in two languages, they are considered 'bilingual.' The stereotypical multilingual individual is raised in societies where they are exposed to two languages from infancy. It is not required for them to be equally proficient in both languages, but they should be quite good in the second.

While Abdullah (2011) claims that multilingualism can be studied both as an individual phenomenon and as a social phenomenon, issues such as how one acquires two or more languages in childhood or later how these languages are represented in the mind and how they are accessed for speaking, writing, and comprehension become central. When regarded as a sociocultural phenomenon, one is concerned with its institutional dimensions, which include issues such as the status and roles of languages in a given society, attitudes toward languages, determinants of language choice, symbolic and practical uses of languages, and correlations between language use and social factors such as ethnicity, spirituality, and category.

According to Muin (2012: 19), "multilingualism is defined as the usage of more than one language by a single individual or community." Bilingualism, according to Fishman in sociolinguistics, is the use of two languages by a speaker in conversation with another speaker where the speaker absolutely must comprehend those two languages. The first is his/her mother tongue, and the second is another language that becomes his/her second language, whereas monolinguals are communities whose members communicate in just one language on a regular basis, while according to Jendra communities that only use one language for daily communication are known as monolinguals. Then he clarifies that bilinguals do not speak only one language, but rather use two languages in their daily interactions.

According to Kim (2006), there are six factors that affect the occurrence of code mixing and code switching. The first factor is bilingualism. It shows

that the ability to speak more than one language is a basic factor of code-mixing. Without knowing and understanding another language or monolingual people cannot do code mixing. The second factor is speaker and partner to speak with. Communication is the process of expressing and sharing ideas between two or more participants, speaker needs speaking partner to communicate and code-mixing could appear if both use and understand the languages well. The next factor is social community. People live in community and it would influence people for using language mixing in the social life.

The distinction between monolingual, bilingual, and multilingual people may be explained as follows: A person is considered monolingual if they only use one language for communication. The term "bilingual" refers to someone who can communicate in two languages. And last, someone is considered to be multilingual if they can speak more than two languages.

2. Code

People typically pick different codes in various situations in daily contact. They could select for a certain code or type since it makes it simpler for them to talk about a certain subject, wherever they are speaking. According to Ayeomoni (2016), code will be interpreted as a verbal component that can be as simple and straightforward as a single morpheme or as extensive and complicated as the full linguistic system. Then, according to Asror (2009), a language or a subset of a language serves as a code. He argues that any type of system utilized by two or more speakers to communicate is

referred to as a code. While Purnamasari (2012) states that a rule for transforming a piece of information (such as a letter, word, phrase, or gesture) that is not necessarily of the same kind is a code in communication.

In a multilingual culture, the specification of uses and the language's variety determine the employment of various codes. A speaker selects several codes for various situations. A code may be described as "a method utilized for communication between two or more parties used on all occasions," according to Cakrawarti (2011). We can refer to the method of communication used by two or more persons while speaking to one another as a code. People must so typically choose a certain code anytime they desire to talk, and they may also choose to flip between other codes or combine several codes, sometimes in very brief utterances, and this means to build a code.

a) Code Mixing

1) Definition of Code Mixing

All instances of lexical items and grammatical constructions from two different languages appearing in a single phrase are referred to as code-mixing. When speaking in code, bits of one language are mixed with bits of another language. Code mixing is the embedding of numerous language units from a cooperative activity where participants hear with what they comprehend, such as affixes (bound morphemes), words (unbound morphemes), phrases, and sentences. When code mixing is used, two lexical items and grammatical elements from two different languages coexist in a single phrase. "Aku tuh memang mau eat durian, which is ini bau, but

gapapa," for instance.

2) **Type of Code Mixing**

There are three types of intervening as advances by Jendra in Adi Nugroho state in his research. The third of these were interred in the track between others as follows:

a. **Inner code-Mixing**

Inner code mixing is a code mixing which occurs because of the insertion of language element of a native or national language and its variation. It can also happen between local language and regional language.

b. **Outer code-mixing**

Outer code mixing occurs because of the insertion of language and all of its variation. Therefore, there is mixture of native or national language with foreign language.

c. **Hybrid code-mixing**

The separate types of interference can receive any element in the events of interferes, both an element of a first element is foreign language in the sentence or clauses.

In a sentence, Must be of elements (constituency) these sentences, elements is either word, phrases, or clause. Each element can be implemented it is based on category, function, or her role in the phrase. Some kind of category can be element in a sentence is nominal (noun), pronominal (noun), verbal (verb), adjective, numeral, adverbial (word description), and the task word such as preposition (front word), conjunction, and particle.

Brice and Absalom in code mixing in young bilingual child through the observation within an article “the code mixing in a young bilingual” who discussed on the intrusion of which he will have lived by children, grouped such interference which can be concrete based on syntax elements or element of a sentence. The style of interferes are distinguished by the categories of includes: nominal are subject to objects, verbal, phrase of verbal, phrase preposition. Articles and Properties.

b) Code Switching

1) Definition of Code Switching

The ability to select the language based on the interlocutor, the situational context, the topic of conversation, and so on, and to change languages within an interactional sequence in accordance with sociolinguistics rules and without violating grammatical constraints, is referred to as code switching.

In contrast to 'inter-sentential' shifts between sentences, code switching is a word used for switches inside the phrase. The phrase "code switching" refers to the interchange of linguistic variants within the same dialogue. Code switching linguistic variants may be separate languages, dialects, or styles of the same language. Actually, there is no significant difference between code mixing and code switching; nevertheless, with code switching, the speaker would finish one statement in one language before switching to another.

2) Types of Code Switching

Many linguists such as Poplack and Appel and Muysken in Schidt,

generally agree on classifying three types of code switching in their studies:

a. Inter-sentential switching

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

A: Do you know, Teman Hidup?

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

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

b. Intra-sentential switching

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

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

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

c. Tag-switching

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

For example:

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

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

3) **Functions of Code Mixing and Code Switching**

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

a. **Quotation**

Subjects directly or indirectly cited themselves and others to appear more trustworthy to the addressees. To make the addresses more amazing, the addresses that are cited should be in the original language. For example:

“Don’t worry, you can do it! Remember, Man Jadda Wa Jada (whoever strives shall succeed).”

b. **Addressee Specification**

Switching or mixing is utilized not only to interact between members of the speech, but also to accept linguistic behavior such as individual choice or facility, as well as the role relationship of the members of the speech. For example:

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

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

c. **Repetition**

Occasionally, a message is replicated in the other code, either literally or slightly changed. Repetition can be used to explain what is being stated, to enhance or highlight a message, or to signal a joke. For example:

A: “Can you give me my hairbands, please!”

B: *“What?”*

A: *“My hairbands, pita rambutku.”*

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

d. Interjection

To make the interjection, the speakers alter or mix the code. In most cases, the speaker will utilize a command interjection. As previously said, an interjection indicates a strong mood or emotion. For example:

“yaudah, biarin aja, I don’t care!” (Alright, just let it be).

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

e. Message Qualification

This function qualifies a preceding message that the speaker felt would be more easily understood in another language. When a topic is introduced in one language, it is followed by an amplification or qualification in another language to provide a clear explanation. For example:

“This is my new book. Judulnya ‘Sirkus Pohon’ karya Andrea Hirata. I bought it yesterday.”

The statement in the above example is composed of two languages: the first sentence is in English as an introduction, and the second sentence is in Indonesian to provide a clear explanation of the new book.

f. Personalization and Objectification

The code distinction here appears to be related to the degree of speaker

engagement in, or distance from, a message or an addressee; whether a statement expresses personal opinion, sentiment, or knowledge; whether it relates to a single incident, or whether it has the status of commonly known fact. For example:

“Hi, I’m Rani from Indonesia, dangsin-i igigileul balabnida! (Hope you win!)”

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

g. Facility of Expression

This function is viewed as difficulty in finding the correct words while speaking or writing, or as a symptom of the subject's unfamiliarity with the style. For example:

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

The statement in the above example is in two languages. The speaker utilizes Indonesian due to a lack of ability to express the word in English. These occurrences also occur throughout the process of studying English as a Foreign Language in order to help students grasp the subject.

4) Code Mixing and Code Switching in EFL Indonesia Setting

English as a Foreign Language, or EFL, is the abbreviation for the practice of teaching English to individuals whose first language is not English. The teaching of English in an area where the language is not spoken is known

as teaching English as a foreign language. EFL is either acquired for job advancement while working for a corporation or business with an international emphasis, or it is acquired to pass tests as a vital component of one's education.

English is now a required topic in Indonesian school since it is a language of the world. As a result, because English is a foreign language, the instructor and the pupils cannot use it exclusively while presenting the material to avoid misunderstandings. Instead, they mix and move between languages to ensure mutual comprehension.

Many English teachers regard code-switching as a communication approach for students who lack language resources, and hence as a subject of worry. Teachers use the code swapping method to provide students with chances to communicate and to improve students' knowledge. Code swapping will make it easier for the instructor to communicate the material. It will also assist students in learning new vocabulary.

Empirical research have shown that it is rare to find whole classroom conversation in a single language; other languages understood by the speakers may be employed. As a result, switching and mixing across languages is typical.

5) Conceptual Framework

English teacher teaching English uses two languages as communication tools to convey information and guarantee that students can understand it. To make it easier for the students to understand what the teacher is saying, the

teacher may code-switch or combine the two languages. The following might be considered the research's conceptual framework:

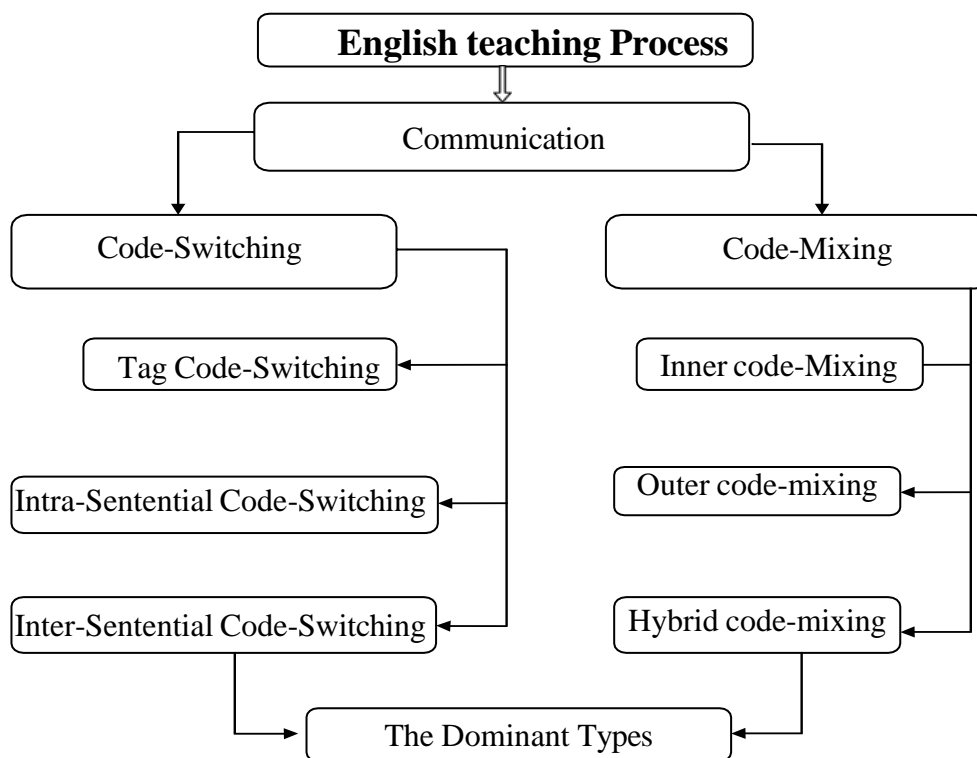


Diagram 2.1 Conceptual Framework

There is some correspondence between students and teachers during teaching and learning process, and in this section the researcher analyzes the teacher's code-switching code-mixing and categorizes each type. The teacher's code-switching and code-mixing includes tag switching, intra sentential switching, and inter sentential switching, as well as code-mixing (inner code mixing, outer code mixing, and hybrid code mixing). Following the discovery and classifications of each type from all of the teacher's utterance, the researcher calculated the percentage of the code and all kinds based on the phenomenon.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

Considering the data and the aims of the students, the researcher used qualitative and descriptive type's research. The data was considered as qualitative because it was in the form of written and spoken (words) rather than numbers. Qualitative research was a field of inquiry in its own right. It crosscuts disciplines, fields, and subject matter. According to (Moleong, 2017) descriptive qualitative research is research that intends to understand phenomena a research subject by describing it in the form of words or writing. (Creswell, 2018) also stated that qualitative methods rely on text and image data, have unique steps in data analysis, and draw on diverse design. Descriptive qualitative data usually required to describe and analyze the data that is being investigated.

This research was conducted in the field. Field research was used to collect primary data directly from individuals. This research was carried out using a qualitative and descriptive technique by the researcher. The researcher came to SMA Institut Indonesia Semarang to conduct classroom observations and questionnaires with students and also had an interview with the teacher. The data was collected from classroom observations, questionnaires, and interview would be examined qualitatively, and the researcher would attempt to summarize the findings of this study.

B. Subject of the Study

The subject of this research is the English teacher and the second grade students at SMA Futuhiyyah Mranggen. The researcher observed the classroom, interviewed the teacher, and administered several close questionnaires to the students. .

C. Roles of the Researcher

The researcher is an important part of the process in the qualitative research method. According to (Ranbir Singh Malik, 2013) that the researcher's role is to gain a holistic overview of the context under study; its logic, its instrument, its explicit and implicit rules. The researcher regarded as an instrument through the data collection and analysis.

D. Research Instrument

In collecting the data, the researcher used three kinds of instrument, namely classroom observation, interview and questionnaire.

1. Classroom Observation

In order to collect data, the researcher employed observation and recording in this investigation. Observation is required in any qualitative method. The researcher employed non-participant observation, with the monitor present. Monitoring, closely listening to all activity, and drawing conclusions based on the observations. Data from observations is analyzed to solve the issue statement of the types of code switching and code mixing that are used by teachers in the classroom.

This approach would be applied to observe the usage of language in real-life situations. Because the focus of the study is the teacher's explanation, the first stage in data collection is recording, the researcher record the teacher's explanation that the researcher wishes to analyze. The researcher next transcribes the recorded utterances in order to transfer the data from spoken to written form. The next step is to analyze. The researcher begins by determining which utterances are code-switching or code-mixing, as well as their purposes.

2. Interview

According to Borg and Gall, as cited by Latief (2015), an interview is a data collection tool that involves direct verbal interaction between people. This study's interviewer is an English teacher. The researcher conducted a semi-structured interview. Semi-structured interviews are one of the less rigorous approaches, in which researchers utilize a prepared list of questions as a guide, but have more options to ask additional questions based on feedback received during the interview.

3. Questionnaire

A questionnaire is a list that comprises a series of questions on a certain topic or area. The questions are intended to be a series of questions designed to elicit data from respondents in the form of responses. To learn more about the English teacher's teaching methods, the researcher used a questionnaire to elicit information about student's perceptions of code-switching and code-

mixing. And technique to analyze it uses the Guttman scale. The questionnaire was given to students to obtain students' perceptions toward code mixing and code switching that are used by the teacher.

E. Method of Data Analysis

The researcher carried out various data analysis processes. First, the researcher transcribes the utterances of code-switching and code-mixing of the teacher. It helps in classifying the many forms of code-switching and code-mixing. After collecting the data, it will be written down in phases as follows:

1. The researcher paid close attention to the natural teaching-learning process in the recorded data.
2. The researcher makes an accurate transcription of the record material and organizes it into a series of teaching-learning activities.

Table 3.1 The utterance made by teacher

No	Teacher's utterances
1	
2	
3	
....	

3. The researcher categorizes the different types of code-switching or code-mixing data. The data used for research includes code switching or code

mixing. The forms of code-switching or code-mixing utterances made by teachers during the teaching and learning process.

Table 3.2 Category of Code-switching and Code-mixing

No	Category Code switching/mixing	Expressions	Types
1			
2			
3			
.....			

4. Then the researcher classifies the similar types based on types in order to make them simple. The code-switching or code-mixing utterance based on its types is made by the teacher during the teaching learning process.

Table 3.3 Percentage of Code Switching

No	Types of code-switching	Frequency
1	Tag code switching	
2	Intra sentential code-switching	
3	Inter sentential code-switching	

Table 3.4 Percentage of Code Mixing

No	Types of code-mixing	frequency
1	Inner code-mixing	
2	Outer code-mixing	
3	Hybrid code-mixing	

5. Then the researcher counted the number of code-switching types used during the teaching of English as a foreign language in the classroom.

a. She calculates the code-switching and code-mixing found in teaching English in the classroom using formula as follows:

$$\% \text{ of CS} = \frac{\text{Frequency of CS Utterance} \times 100\%}{\text{All utterances in the classroom}}$$

b. She calculates the percentage of each code-switching and code-mixing types using formula as follow:

$$\% \text{ of each types} = \frac{\text{Frequency of each types of CS} \times 100\%}{\text{All CS in the classroom}}$$

Second, the data collected through the questionnaire is calculated using the traditional Guttman scale, which assigns a score of 1 to positive responses and a score of 0 to negative ones. It is then converted to a percentage and described for the agreement response, where score 1 = 1 x 100% = 100% and don't agree to be given a score 0 = 0 x 0% = 0%.

The answer “Yes” : 1

The answer “No” : 0

Convert to percentage

The answer “Yes” : $1 \times 100\% = 100\%$

The answer “No” : $0 \times 100\% = 0\%$

"Approach disagree" refers to a measurement range of 0% to 50%, whereas "Approach agree" refers to a measurement range of 50% to 100%. The findings of the survey are transferred to a distribution table so that the percentage of agreeing and disagreeing can be determined. The percentages of agreeing and disagreeing are transferred to a percentage measurement scale so that the measurement results can be shown.

And the last, the researcher collected data through an interview. The data that was received from the interview was processed using the flow model given by Miles and Huberman (Gani, 2011: 27), which is data reduction, data display, and verification.

1. Data reduction

At this stage, the information collected through interviews is chosen depending on the researcher objectives. Next, a set of classifications is made, and the information that isn't relevant to the analysis is excluded.

2. Data Display

Data display is utilized at every level to present the conclusions of the investigation. It also served as the framework for additional investigation. Display is a general term for a structured, condensed collection of data that

enables action and conclusion-making.

3. Drawing Conclusion and Verification

Drawing and verifying the conclusion was the last stage of Miles and Huberman data analysis technique. It also served as the justification for data reduction and presentation. Following the result of the previous data analysis stage, the researcher determines the result of data analysis in this final step. The researcher determines the number of each type, factors, and also perceptions of code switching and code mixing in this phase and explain them in the narrative text

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter is divided into two parts, namely findings and discussion. The findings present data from the analysis of the types and factors of code-switching and code-mixing used by teachers in learning English in the second grade of SMA Futuhiyyah Mranggen, and also students' perceptions of code switching and code mixing used by teachers during learning. The discussion presents a deep and detailed description of the data findings.

A. Findings

The researcher would like to describe the data that was acquired in this chapter. The following data descriptions will be presented according to the instrument used by the researcher for the study:

1. Finding Through Observation

Based on the observations that the researchers made in the research in class XI MIPA 2, which was taught by Miss Evi Febriana, S.Pd as an English teacher. The researchers found some information about code switching and code mixing in the learning process as the object of the research, as follows:

a. Teaching Material

The teacher has chosen and arranged the lesson plans in the textbook in accordance with the national curriculum. The subject matter is more engaging, and it is simple for the teacher to explain it to the class. English and

Indonesian were mixed with regional languages at times as the teacher discussed the content. When the book is emphasized, pupils are sometimes able to comprehend its significance and participate in both the learning process and daily life. Your skills in speaking, reading, writing, and listening are the focus of each topic.

b. Code Switching and Code Mixing was made by teacher

The teacher at the time described the subject matter in English. To make it simple for the students to comprehend the significance of the subject, the teacher combines the words. While the process was taking place, the teacher changed and combined codes. The researcher found that the code switching used by the teacher occurred 25 times, namely tag code switching 7 times, inter-sentential code switching 12 times, and intra-sentential code switching 6 times. And the researcher found that the code mixing used by the teacher was 55 times, which is the inner code switching 5 times, and the most frequently stated by the teacher is the outer code mixing 50 times during the learning process. According to their classification, the following are some examples of code switching and code mixing statements discovered by researchers:

1) Tag Code Switching

Tag code switching is a language transfer where the speaker enters a short word to emphasize the conversation, such as okay, no, yes, good, and others, in order to emphasize the sentence. For example:

“No open book! Dilarang lihat buku ya.”

The word "No" at the beginning and "ya" in behind the sentence is a short word that aims to emphasize the sentence. So, it can be classified that the sentence belongs to the type of tag code switching.

"So, please make a note. Dicatat dulu ya!"

The word "so" at the beginning and "ya" in behind the sentence is a short word that aims to emphasize the sentence. So, it can be classified that the sentence belongs to the type of tag code switching.

"It's ok! But the first is the spirit. Yang penting semangat kalian dulu"

The word "It's ok!" in the sentence is a short word that aims to emphasize the sentence. So, it can be classified that the sentence belongs to the type of tag code switching.

"Ok! I give you additional time. Miss Evi tambah 10 menit ya"

The word "ok!" at the beginning and "ya" in the behind sentence is a short word that aims to emphasize the sentence. So, it can be classified that the sentence belongs to the type of tag code switching.

"Ok! Are you happy today? Do you know what I mean? Sudah paham?"

The word "sudah paham?" in the sentence is a short word that aims to emphasize the sentence. So, it can be classified that the sentence belongs to the type of tag code switching.

From the sentences that the teacher said above, there were short words that were included in the conversation that are made by the teacher during the learning process. So, the results of the study show that this type appear 7 data out of a total of 80 data.

2) Inter-sentential code Switching

Inter-sentential code switching is a transition of clauses or sentences in one language. Inter-sentential code switching often occurs in the teaching and learning process in the classroom because teachers need to clarify or interpret what was said before. The following is an example of an inter-sentential code switching sentence that was found by the researcher at the time of observation as follows:

“Is it happen or yet? Sudah terjadi atau belum?”

“tutup LKS-nya! Close the handout!”

“What is the structure? Yok apa saja tadi struktur nya?”

“Two minutes later! Hanya tersisa dua menit”

“Any question Jahrul? Ada pertanyaan atau tidak Jahrul?”

“Already Fera? Fera sudah siap?”

“Set your sit! Diatur tempat duduknya sendiri”

“What we learn about in this meeting? Kita belajar tentang apa?”

From the sentence that the teacher said above, the teacher repeated the sentence in English-Indonesian or vice versa with the aim that students understand what was said before. The results of the data analysis show that this type of inter-sentential code switching is one types that appears quite often, as many as 12 times out of a total of 80 times.

3) Intra-Sentential Code Switching

Intra-Sentential Code Switching is a type of code switching that is done by the teacher in communicating by switching words in sentences. In other words, this type of code switching occurs in the sentences that are expressed by the teacher while carrying out the teaching and learning process in the classroom. The following examples of intra-sentential code switching:

“Conditional Sentence is Pengandaian ya”

“You can learn grammar. Nggak apa apa kok kan kita masih bisa belajar lagi”

(You can learn grammar. Its ok we can still learn more)

“Which one is the right answer? Menurut kalian kenapa?”

(Which one is the right answer? Why do you think?)

“Kalau selesai.. say done”

(If you done... say done)

“Yeah, carry is.... Apa?”

(Yeah, carry is... what?)

In these sentences, the teacher makes short expressions from one language to another at the end of his speech. This happens because one word, phrase, or clause is found in different sentences, and there is a linguistic shift called intra-sentential code switching. The results of the study show that there are five data that can be categorized as intra-sentential code switching.

4) Inner Code Mixing

Inner code mixing is a type of code mixing that absorbs elements of the original language that are still related. For example, in the case of mixing the Indonesian speech code, it includes Javanese, Sundanese, Balinese, or other regional languages. For the example:

“After Dafa and then dilanjutkan Bcc ya nduk cah ayu” (Example 1)

In the example sentence above, the word “Nduk cah ayu” is a Javanese sentence. So, it can be said that the sentence uttered by the teacher is included in the Inner Code Mixing because it absorbs elements of the regional language.

“I’m very hungry, sego pecel is very delicious.. ya ndak?” (Example 2)

In the example 2, the word “Sego Pecel” and “ya ndak?” is a Javanese sentence. So, it can be said that the sentence uttered by the teacher is included in the Inner Code Mixing because it absorbs elements of the regional language.

“Carry is not fall behind, that in Jowo kerri ketinggalan. No ya” (Example 3)

In the example 3, the word “Jowo kerri ketinggalan” is a Javanese sentence. So, it can be said that the sentence uttered by the teacher is included in the Inner Code Mixing because it absorbs elements of the regional language.

“Boleh ada will boleh ndak ya” (Example 4)

In the example 4, the word “Boleh ndak ya” is a Javanese sentence. So, it can be said that the sentence uttered by the teacher is included in the Inner Code Mixing because it absorbs elements of the regional language.

“In the middle of sentence. Kalo misal Miss Evi letakkan tidak in the middle boleh ndak?” (Example 5)

In the example 5 same like example 4 that is the word “*boleh ndak?*” is a Javanese sentence. So, it can be said that the sentence uttered by the teacher is included in the Inner Code Mixing because it absorbs elements of the regional language.

5) Outer Code Mixing

Outer code mixing is a type of code mixing that absorbs foreign languages. For example, the use of English which has the insertion of Indonesian, Dutch, Arabic and others. When the researcher made observations in the classroom, she found that outer code mixing was a type of code that was very often spoken by the teacher. There are 50 sentences of this type of code mixing, for example:

“Hai.. Good morning semuanya? How was your day?”

The words “*hai*” at the beginning and “*semuanya*” in the middle are Indonesian words. So it can be said that the sentence is included in the type of outer code switching that is a mixture of code that absorbs foreign languages, namely Indonesian and English.

“Masih ingat sama homework-nya?”

The words “*masih ingat sama*” at the beginning and “*-nya*” in behind are Indonesian words. So it can be said that the sentence is included in the type of outer code switching that is a mixture of code that absorbs foreign languages, namely Indonesian and English.

“Today kita akan telling holidays yaitu liburan”

The words *"kita akan"* at the beginning and *"yaitu liburan"* in behind are Indonesian words. So it can be said that the sentence is included in the type of outer code switching that is a mixture of code that absorbs foreign languages, namely Indonesian and English.

“Do you know apa itu if conditional sentence?”

The words *"apa itu"* in the middle are Indonesian words. So it can be said that the sentence is included in the type of outer code switching that is a mixture of code that absorbs foreign languages, namely Indonesian and English.

“Because mobile phone right now jadi media pembelajaran that is so important”

The words *"jadi media pembelajaran"* in the middle are Indonesian words. So it can be said that the sentence is included in the type of outer code switching that is a mixture of code that absorbs foreign languages, namely Indonesian and English.

“Nanti all of paper dikasih nama ya”

The words *"nanti"* at the beginning and *"dikasih nama ya"* in behind are Indonesian words. So it can be said that the sentence is included in the type of outer code switching that is a mixture of code that absorbs foreign languages, namely Indonesian and English.

“Berdasarkan based on yang tadi di tempel structure-nya apa?”

The words "*berdasarkan*" at the beginning and "*yang tadi ditempel*" in the middle and "*-nya apa*" in behind are Indonesian words. So it can be said that the sentence is included in the type of outer code switching that is a mixture of code that absorbs foreign languages, namely Indonesian and English.

c. The teacher way to give Code Switching and Code Mixing

The teacher has several ways of providing code switching and code mixing to students. When delivering the material, the teacher uses code switching and code mixing. For the example:

"Do you know apa itu if conditional sentence?"

(Outer code mixing)

"... In the middle of sentence. Kalo misal Miss Evi tidak meletakkan in the middle boleh ndak?"

(Inner Code Mixing)

"Is it happen or yet? Sudah terjadi atau belum?"

(Inter-Sentential Code Switching)

"You can learn grammar, gapapa kok kan kita masih bisa belajar"

(Intra-Sentential Code Switching)

"Oke bagus Fani Ayu! Give applause to Fani"

(Tag Code Switching)

And when students want to ask the teacher, they are also required to be able to use English even though it is mixed or using the help of Google translate. The teacher understands the existence of code switching and code mixing in the learning process because the teacher knows that students' ability to use English is very low. The teacher uses language code switching to clarify the meaning of the words spoken by the teacher. For the example:

“So, what we learn about in this meeting? Kita belajar tentang apa?”

“Set your sit! Diatur tempat duduknya sendiri”

“Already Fera? Fera sudah siap?”

“Any absent today? Hari ini ada yang absen atau tidak?”

“Any question Jahrul? Jahrul ada pertanyaan nggak?”

“Who wants to go first? Siapa yang mau maju dulu?”

The following are some examples of sentences that the researcher found that are included in code switching to clarify the meaning of the sentences that have been spoken by the teacher before. So, in this research the facts show that students understand more easily when the teacher uses code switching in explaining the material or when giving orders and questions to the students because from the observation the responses from students were positive.

d. The student’s response after giving Code Switching and Code Mixing by the teacher

At the meeting, the students' responses were positive about the material that had been explained by the teacher in doing code switching. A teacher can guide students to easily understand what the teacher says, so that it can be seen that students' interest in learning in class has a positive response. From the results of observations, students understand more easily when teachers do code switching or code mixing than when teachers use full English in teaching in class. When the teacher asked the students to do the assignment, for the example:

“Please make the group ya. Jadi, today we will discuss with group masing-masing”

“One by one. Satu satu! Go back satu go back satu. Understand?”

“Please submit to me, kumpulkan!”

“So, jangan lupa watch the video-nya ya!”

The students immediately worked without asking questions, and they enjoyed it because the teacher had explained the material clearly using language translation. By looking at the enthusiasm of students in learning English subjects using code switching and code mixing, it can be said that the existence of code switching and code mixing by the teacher makes students more interested and can improve and help their English learning process.

e. The percentage of code switching and code mixing carried out by teacher

The percentage of code switching and code mixing that are carried out

by the teacher in the teaching and learning process can be taken. Below is a table of percentages of code switching and code mixing found in teaching English in the classroom.

4.1 Percentage of Code Switching and Code Mixing

Category	Frequency
Code switching	31%
Code mixing	69%
Total	100%

The table shows the percentage of code switching and code mixing carried out by teachers in the classroom. The table shows that the code mixing is the most used by the teacher in classroom with frequency 69%. However, each category is classified by its type. The following table shows the types of code switching and code mixing carried out by the teacher in the classroom. Here are the types and percentages of code switching and code mixing:

4.2 Percentage of Code Switching

No	Types of Code Switching	Frequency
1	Tag code switching	28%
2	Intra sentential code switching	48%
3	Inter sentential code switching	24%
Total		100%

4.3 Percentage of Code Mixing

No	Types of code mixing	Frequency
1	Inner code mixing	90%
2	Outer code mixing	10%
3	Hybrid code mixing	0%
Total		100%

The percentage of each type of switching and code mixing in the class is displayed in the table. As previously mentioned, tag code switching for 28% of all code switching, whereas inter sentential code switching 48% and intra sentential code switching account for 24% of all code switching kinds, respectively. Then, outer code mixing accounted for 90% and inner code mixing for 10% of all code mixing.

2. Findings Through Interview

This interview was conducted with teachers of English subjects, in principle, to explore data about the factors that teachers carry out the code switching process, which includes: how to learn to use code switching and code mixing; what are the reasons; how students understand; and whether they can develop students' abilities. And the following are the results of interviews that have been conducted (interview with English teacher Mrs. Evi Febriana, S.Pd., October 27 at 09.36 WIB).

According to the English teacher, *"Yes, sometimes I use code switching or code mixing during the learning process."* An English teacher who said yes sometimes does code switching and code mixing in the classroom.

"The reason why I do code switching and code mixing is because English is a foreign language for us Indonesians, so I mix my languages during the learning process. Because if I use full English, there are a lot of students who don't understand and don't understand what I say because most students have limited vocabulary. Even though they are familiar with gadgets and others, there is still not much awareness of speaking English. So the ability to listen and speak in English is still very difficult, so that's what makes me mix languages."

Based on the teacher's explanation, the main reason for the teacher to carry out the processes of code switching and code mixing was that he felt that students at school still did not understand English and made him inevitably have to use code switching.

"For the response from students, it's certainly simple. They can't respond to one sentence in full English, but they actually understand, but their response is still a bit difficult. So I sometimes tell them to use Google Translate to help them pronounce the word. I wanted them to feel challenged to be able to say the words they wanted to say in English. If they search often enough, they will unconsciously add to their English vocabulary for a long time."

In this section, the teacher explains that there is a positive response from students when the teacher does language transfer. It's just that students can respond simply but still understand what the teacher is saying.

"There is definitely a difference between the ordinary class and the superior class. If I am in the superior class, I will minimize the code switching of language because the students in the superior class understand better than the ordinary class. Even in the superior class, they can ask for a complete sentence in English. And when I explain the material in full English, they understand. In contrast to regular classes, I use language switching and mixing more because of the student's limitations."

In this section, the teacher explains that there are differences between the superior class and the ordinary class in the learning process.

"As I said earlier, students often mix languages when asking me questions. I fully understand this, but I emphasize to students that they must try to be able to ask questions in full English, even if they have to use Google Translate."

In this section, the teacher explains that students often switch and mix languages when asking questions of the teacher.

3. Finding Through Questionnaire

This study uses the second data collection technique, namely a questionnaire of 24 respondents using the Guttman scale method. Respondents were given ten questions and answered by checking the answer column. The selected respondents came from class XI. MIPA II.

$$\begin{aligned}
 \text{The answer "Yes": } & 1 \times 100\% & = 100\% \\
 \text{The answer "No" : } & 0 \times 100\% & = 0\% \\
 \% \text{ Yes} & = \frac{21 \times 100\%}{24} & = 87,5\%
 \end{aligned}$$

From the results of the Guttman scale analysis, the suitability of points above 50% is 87.5%, so it can be said that students' perceptions of code switching and code mixing conducted by teachers are very useful and positive. Based on the students' answers to the questionnaire items, the average number of students who stated "Yes" was 21 students, and 3 students said "No". It can be interpreted that students feel more comfortable and find it easier to receive material from the teacher when code switching and code mixing are carried out by the teacher. In addition, in Questionnaire Number 8, there were 21 students who agreed that the process of code switching and code mixing used by the teacher could improve their English skills.

B. Discussions

1. Types of Code Switching and Code Mixing that made by teacher

The researcher wants to confirm the findings with the theories used in this study. Language or a part of language serves as a code, so Asror argues that any type of system utilized by two or more speakers to communicate is referred to as a code. Code can be classified into several types that aim to describe or convey some meaning. Therefore, based on the analysis in this research, the teacher definitely uses code to communicate with students during the learning process. There are also several types of code that are expressed by the teacher when teaching English in the classroom.

This research shows that the English teacher of SMA Futuhiyyah Mranggen uses three types of code switching and two types of code mixing, namely tag code switching, intra-sentential code switching, inter-sentential code switching, inner code mixing, and outer code mixing. The teacher switches and mixes from English to Indonesian, Indonesian to English, and even several times the teacher inserts elements of the regional language.

The first stage to collect data, researchers conducted observations made in English learning classes. This aimed to obtain data and notes when the teacher taught in the main class about the existence and how the process of code switching and code mixing was carried out by the teacher. When teaching, the researcher uses non-participant observation, in which the monitor is present. Monitor and listen carefully to all activities and draw conclusions from observations.

To analyze the observation data, the researcher used table analysis to classify each type of code switching and code mixing carried out by the teacher. This technique is used to observe the use of language in real conditions. Because the object of research is the teacher's explanation and recording is the first step in collecting data. The researcher records the teacher's explanation, which the researcher wants to investigate. Then, the researcher transcribed the recorded speech to convert the data from spoken into written form.

The researcher began to analyze which utterances were code-switching or code-mixing and their functions. The researcher took several steps in analyzing the data. First, the researcher transcribed the utterances of code switching and teacher code mixing. It helps to classify the forms of code switching or code mixing and their types based on the observations made, the English teacher carried out the process of code switching and code mixing. Code mixing are mostly used by the teacher in the classroom. With each type of tag code switching at 28%, intra-sentential code switching at 48%, and inter code switching only 24%, while in the inner code mixing type it was 10%, and the most is outer code mixing was 90%.

After analyzing the data and classifying the types of code switching and code mixing, the researcher intends to discuss the findings that have been studied in this section to answer the research questions. Based on the research findings, the explanation given by the English teacher shows the types of code switching and code mixing. The researcher found 7 times the tag code-

switching that occurred to the English teacher in the classroom, while 12 times the inter code-switching that found by the researcher who was produced by the English teacher, and the researcher also found 6 times the intra code-switching during learning process. The researcher found 5 times of inner code mixing and a maximum of 50 times of outer code switching used by English teachers in the class of SMA Futuhiyyah Mranggen. This shows that outer code mixing is more dominant than other types. In other words, this type of outer code mixing is more widely used by teachers in the classroom. This finding also found in the Salmawati research, that from the data analysis the outer code mixing is the type that more dominated in her research.

2. The factors that cause code-switching and code-mixing used by the teacher

The researcher wants to confirm the findings about factor that causes the teacher to do code switching and code mixing in learning English. There are several factors that make teachers do code switching or code mixing.

English as a foreign language is generally learned in places where the language of the community and the school isn't English. Thus, English as a foreign language is a form of language that is learned through the surrounding environment that does not use English. Based on the statement that Guderson mentioned, the main reason the teacher used code switching and code mixing was because English is a foreign language for Indonesians and they are not used to it in their environment. Therefore, the teacher used code switching and code mixing when teaching English in class.

In addition, when using full English, many students do not understand what is being said because they have a limited vocabulary. Even though they are familiar with gadgets and other things, they are not particularly aware of the importance of speaking English. So the ability to listen and speak in response to English is still very difficult, so that's why teachers mix languages.

This factor is also almost the same as according to Kim, that is one of the factors that influence the existence of code switching and code mixing is the situation. Situations that do not allow a teacher to speak full English at the time of learning because if the teacher explains in full English, it is certain that student will have difficulty accepting and understanding.

So at this time, it can be said that the situation is the factor that influences the teacher to do code switching and code mixing.

3. The students' perception on code switching and code mixing that are used by the teacher

From the responses to the questionnaire, it can be seen that the majority of students have a positive view. The finding regarding students' perceptions of code switching and code mixing used by the teacher in English teaching at the second grade of SMA Futuhiyyah Mranggen showed that most students agreed when the teacher used code mixing in English teaching. They think that using code mixing is necessary to explain complex content, define new vocabulary, practice translation, and provide instruction. If the teacher mixes her languages (Indonesian and English) to explain the content, they will learn it more easily. Therefore, it can be concluded that most students agreed that

code mixing can make the English teaching and learning process run smoothly, as evidenced by Arifin and Husin, who also stated that code mixing can promote better understanding, while Abbas and friends claimed that code mixing can make communication more effective.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two parts: conclusions and suggestions. Research findings and discussion provide the basis of conclusions, whereas conclusions form the basis of suggestions.

A. Conclusions

Based on the research findings, the researcher concludes that the research results are:

1. Research shows that English teachers at SMA Futuhiyyah Mranggen use three types of code switching and two types of code mixing. The types of code switching carried out by the teacher in the classroom were tag code switching (28%), intra code switching (48%), and inter code switching (24%). And then the types of code mixing carried out by the teacher in the classroom were inner code mixing (10%) and outer code mixing (90%)
2. The factor of the teacher doing code switching and code mixing in the classroom is important because students understand the material better if the teacher explains with code switching and code mixing. In addition, situational factors such as situations, limited vocabulary, and topic changes sometimes force teachers to switch and mix languages.

3. The students' perception on code switching and code mixing that are used by the teacher were positive and useful in the learning English.

B. Suggestions

Based on the results of this study, the researcher would like to offer some suggestions to consider as follows:

1. For English teachers, especially teachers at SMA Futuhiyyah Mranggen, should use code mixing in the teaching and learning process because it can help students understand and increase vocabulary in a language. Teachers should also speak English more continuously by adding mixing as well to motivate students to speak English. So, students will be motivated to learn English actively.
2. For students, especially students of SMA Futuhiyyah Mranggen, the researcher suggests that they always practice English wherever and whenever to improve their English skills, or use code mixing or code switching to increase vocabulary.
3. For other researchers, the researcher suggests to conduct other research on code mixing or code switching by using a different analysis methods, theories, and different subject to get more accurate research data in their research.
4. To the readers who want to take advantages in used code switching or code mixing to improve in learning english, such us the person who wants to learn many kinds of language, code switching and code mixing can be one of a good method to learn language. Especially person who

want improve their vocabulary, code switching and code mixing can enrich your vocabulary with mixing your language anytime. For instance in your daily speech, you can mix your language with the new one so that you get used to the new language that you learn.

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APPENDICES

Appendix 1. The Student's Name List

No.	Name	Class
1	Adi Ilham	XI MIPA 2
2	Akhmad Dafa Aulia Ussyafi'i	XI MIPA 2
3	Ashifa Ninda	XI MIPA 2
4	Asri Aisyah N. F	XI MIPA 2
5	Aulia Nur H.	XI MIPA 2
6	Azwar Rasyid	XI MIPA 2
7	Bunga Citra Cahyani	XI MIPA 2
8	Dany Angelina	XI MIPA 2
9	Diah Anita Firdaus	XI MIPA 2
10	Farega R. A	XI MIPA 2
11	Istianah Liaulia	XI MIPA 2
12	Lutfia M. J	XI MIPA 2
13	Mariyatul Qibtia	XI MIPA 2
14	M. Danu Wijaya	XI MIPA 2
15	M. Fatih Mafaza	XI MIPA 2
16	Muhammad Jahrul Taudhil	XI MIPA 2
17	Muhammad Salman Alfarizi	XI MIPA 2
18	Muhammad Aliya Farda Akhsani	XI MIPA 2
19	Suranti	XI MIPA 2
20	Siti Nur Kholifah	XI MIPA 2
21	Najwa Indhana Zulfa	XI MIPA 2
22	Vania Putri Oktaviani	XI MIPA 2
23	Vany Ayu Dwi Astari	XI MIPA 2
24	Vera Devina Putri	XI MIPA 2

Appendix 2. The Result of Observation

The utterance made by teacher

1	<i>Hai good morning <u>semuanya!</u> How was your day?</i>
2	<i>Any absent today? <u>Ada yg absen atau tidak?</u></i>
3	<i>Home teacher is wali <u>kelas</u>. Who is your home teacher?</i>
4	<i>Masih ingat <u>sama</u> homework <u>nya</u>?</i>
5	<i>Who wants to go first? <u>Siapa yang mau maju dulu?</u></i>
6	<i>Today <u>kita akan</u> telling about holidays <u>yaitu liburan</u></i>
7	<i>But not all students, <u>belum semuanya ya</u></i>
8	<i><u>Oke bagus</u>, tell your activity in bali at that time</i>
9	<i><u>Oke bagus</u> Fani ayu, give applause to fani!</i>
10	<i>Already fera? <u>Fera sudah siap?</u></i>
11	<i>After dafa and then <u>dilanjut</u> Bcc <u>ya nduk cah ayu</u>.</i>
12	<i>Oke anak <u>anak</u> listen to dafa!</i>
13	<i><u>Oke</u> dafa will tell about?</i>
14	<i>Dafa no text <u>ya!</u></i>
15	<i>Its ok, but the first is the spirit <u>yang penting semangat dulu ya</u>.</i>
16	<i>You can learn grammar. <u>Gapapa kok kan kita masih bisa belajar</u></i>
17	<i>Bcc <u>bagaimana?</u> Are you ready?</i>
18	<i>Where is ardha? Ayo common Ardha</i>
19	<i>Do you know <u>apa itu</u> if conditional sentence?</i>
20	<i>Ya <u>betul</u>, if <u>itu jika</u>.</i>
21	<i>Buy the car? <u>Wah sultan ya</u></i>
22	<i>Conditional sentence is <u>pengandaian ya....</u></i>

23	<i>Is it happen or yet? <u>Sudah terjadi atau belum?</u></i>
24	<i><u>Jadi</u> 90% <u>kan</u>, so <u>hampir terjadi ya</u> guys.</i>
25	<i>Any question Jahrul? <u>Ada pertanyaan atau tidak Jahrul?</u></i>
26	<i>I'm very hungry, sego pecel is very delicious.. <u>ya ndak?</u></i>
27	<i><u>Masih 1 jam ya</u> before the break.</i>
28	<i>Please make the group <u>ya</u>. <u>Jadi</u> today we will discuss with group <u>masing masing</u>.</i>
29	<i>Because mobile phone right now <u>jadi media pembelajaran</u> that so important.</i>
30	<i>Set your sit! <u>Di atur tempat duduknya sendiri</u>.</i>
31	<i><u>Siap?</u> Are you ready? 3 2 1 go.....</i>
32	<i>No open book! <u>Dilarang lihat buku ya</u>.</i>
33	<i>Random its ok. <u>Gapapa</u></i>
34	<i>Dafa close the book <u>lo ya!</u></i>
35	<i><u>Sudah?</u> Ok good</i>
36	<i><u>Tutup LKS nya!</u> Close the handout.</i>
37	<i>One by one. <u>Satu satu!</u> Go back <u>satu</u> go back <u>satu</u>. Understand?</i>
38	<i>Ok I give you additional time. Miss evi <u>tambah 10minutes</u> ya</i>
39	<i>Five minutes! <u>Cepat cepat cepat....</u></i>
40	<i>To give the group name, one for group one, two for group two <u>dan seterusnya sampai group lima ya</u></i>
41	<i><u>Nanti</u> all of the paper <u>dikasih nama ya</u>.</i>
42	<i>Ok! team Dafa <u>selesai?</u></i>
43	<i><u>Kalau selesai..</u> say done!</i>
44	<i>Ok! Dafa's group have done <u>ya</u></i>
45	<i>Don't forget to say done mam <u>kalau sudah selesai</u></i>
46	<i>Two minutes later. <u>Hanya tersisa dua menit</u></i>

47	<i>Hello! <u>Semuanya</u> still in group please.</i>
48	<i>Group 4 check group 5. <u>Nah ini silahkan di checklist ya.</u></i>
49	<i>Oke halo <u>semuanya!</u> Let's check together.</i>
50	<i>Ok, if you go backpacking <u>kamu harus memiliki tas yg baik.</u> Is that true?</i>
51	<i>Yes, carry is... <u>apa?</u></i>
52	<i>Carry its not fall behind, that in jawa <u>keri ketinggalan.</u> No <u>ya!</u></i>
53	<i>But... carry in bahasa Indonesia is <u>membawa</u></i>
54	<i><u>Jika kamu</u> should be in the sun <u>ada dibawah matahari,</u> wear proteting clothes and hat</i>
55	<i>What is the differences between cap <u>sama</u> hat? <u>Kan sama sama topi</u></i>
56	<i><u>Kalo cap itu topi yg</u> like this ...</i>
57	<i><u>Kalo hat itu the big one</u> like this <u>ya</u></i>
58	<i>Talk to your doctor <u>sebelum</u> leaving on the trip <u>atau meninggalkan perjalanan</u></i>
59	<i><u>Jika kamu mencari teman</u> for set up your tent, always look for soft <u>atau lembut</u> and flat soil</i>
60	<i>When camping, <u>ketika kamu harus menge-set api unggun</u> keep it environmentally friendly <u>atau ramah lingkungan</u></i>
61	<i>Which one is the right answer? <u>Kenapa?</u></i>
62	<i>Please submit to me, <u>kumpulkan!</u></i>
63	<i>I will announcement first <u>ya!</u> So, <u>saya umumkan terlebih dahulu</u> for the score</i>
64	<i>Applause <u>dong!</u> <u>Yang penting sudah ada effort ya</u></i>
65	<i>Now I have question to you. Today we learn about <u>apa anak anak?</u></i>
66	<i>Conditional sentence <u>adalah apa tadi?</u></i>
67	<i>What is the structure? <u>Yok jadi apa saja tadi</u> structure <u>nya</u></i>
68	<i>After if <u>terus apa?</u></i>

69	<i>Berdasarkan based on yang tadi ditempel structure nya apa?</i>
70	<i>Boleh ada will boleh ndak ya</i>
71	<i>In the middle of sentence. Kalo missal Miss Evi <u>letakkan tidak in the middle boleh ndak?</u></i>
72	<i>.. so is the structure <u>nya dibalik.</u></i>
73	<i>Not only will <u>ya.</u> You can use should <u>bisa.</u> <u>Dicontoh sudah banyak ya.</u></i>
74	<i>So please make a note, <u>dicatat dulu ya!</u></i>
75	<i>You find it! <u>Kalian mengerjakan sendiri bukan Miss Evi ya</u></i>
76	<i>And then you found the formula. <u>Kamu menemukan formula nya based on the sentence that you used tadi kan.</u></i>
77	<i>So <u>jangan lupa watch the video-nya ya!</u></i>
78	<i><u>Itu sudah masuknya type two ya. Karna if type one kan 90% akan terjadi. Kalau kamu lesti kan impossible kan ya. So, masuknya not type one ya. Bisa juga masuk ke type three</u></i>
79	<i>What we learn about in this meeting? <u>Kita belajar tentang apa.</u></i>
80	<i>Ok! Are you happy today? Do you know what I mean? <u>Sudah paham?</u></i>

Category of Code-switching and Code-mixing

No	Category code	Expression	Types
1	Code Mixing	<i>Hai good morning <u>semuanya!</u> How was your day?</i>	Outer
2	Code Switching	<i>Any absent today? <u>Ada yg absen atau tidak?</u></i>	Inter
3	Code Mixing	<i>Home teacher is wali <u>kelas.</u> Who is your home teacher?</i>	Outer
4	Code Mixing	<i>Masih ingat <u>sama homework nya?</u></i>	Outer

5	Code Switching	<i>Who wants to go first? Siapa dulu?</i>	Inter
6	Code Mixing	<i>Ok. Today we will telling about holidays <u>yaitu liburan</u></i>	Outer
7	Code Switching	<i>But not all students, <u>belum semuanya ya</u></i>	Inter
8	Code Mixing	<i><u>Oke bagus</u>, tell your activity in bali at that time</i>	Outer
9	Code Mixing	<i><u>Oke bagus</u> Fani ayu, give applause to fani!</i>	Outer
10	Code Switching	<i>Already fera? <u>Sudah siap?</u></i>	Inter
11	Code Mixing	<i>After dafa and then <u>dilanjut Bcc ya nduk cah ayu.</u></i>	Inner
12	Code Mixing	<i>Oke anak <u>anak</u> listen to dafa!</i>	Outer
13	Code Mixing	<i><u>Oke</u> dafa will tell about?</i>	Outer
14	Code Mixing	<i>Dafa no text <u>ya!</u></i>	Outer
15	Code Switching	<i>Its ok, but the first is the spirit. <u>Yang penting semangat dulu ya.</u></i>	Tag
16	Code Switching	<i>Grammar <u>bisa dipelajari kok</u>, its okay gapapa.</i>	Intra
17	Code Switching	<i>Bcc <u>bagaimana?</u> Are you ready?</i>	Inter

18	Code Mixing	<i>Where is ardha? Ayo common Ardha</i>	Outer
19	Code Mixing	<i>Do you know <u>apa itu</u> if conditional sentence?</i>	Outer
20	Code Mixing	<i>Ya <u>betul</u>, if <u>itu jika</u>.</i>	Outer
21	Code Switching	<i>Buy the car? <u>Wah sultan ya</u></i>	Intra
22	Code Switching	<i>Conditional sentence is <u>pengandaian ya....</u></i>	Intra
23	Code Switching	<i>Is it happen or yet? <u>Sudah terjadi atau belum?</u></i>	Inter
24	Code Mixing	<i><u>Jadi</u> 90% <u>kan</u>, so <u>hampir terjadi ya</u> guys.</i>	Outer
25	Code Switching	<i>Any question Jahrul? <u>Ada pertanyaan tidak?</u></i>	Inter
26	Code Mixing	<i>I'm very hungry, sego pecel is very delicious.. <u>ya ndak?</u></i>	Inner
27	Code Mixing	<i><u>Masih 1 jam ya</u> before the break.</i>	Outer
28	Code Mixing	<i>Please make the group <u>ya</u>. <u>Jadi</u> today we will discuss with group <u>masing masing</u>.</i>	Outer
29	Code Mixing	<i>Because mobile phone right now <u>jadi media pembelajaran</u> that so important.</i>	Outer
30	Code Switching	<i>Set your sit! <u>Di atur tempat duduknya sendiri</u>.</i>	Inter

31	Code Mixing	<i><u>Siap?</u> Are you ready? 3 2 1 go</i>	Outer
32	Code Switching	<i>No open book! <u>Dilarang lihat buku ya.</u></i>	Tag
33	Code Mixing	<i>Random its ok. <u>Gapapa</u></i>	Outer
34	Code Mixing	<i>Dafa close the book <u>lo ya!</u></i>	Outer
35	Code Mixing	<i><u>Sudah?</u> Ok good</i>	Outer
36	Code Switching	<i><u>Tutup LKS nya!</u> Close the handout.</i>	Inter
37	Code Mixing	<i>One by one. <u>Satu satu!</u> Go back <u>satu</u> go back <u>satu.</u> Understand?</i>	Outer
38	Code Switching	<i>Ok I give you additional time. Miss evi <u>tambah 10 menit ya</u></i>	Tag
39	Code Mixing	<i>Five minutes! <u>Cepat cepat cepat....</u></i>	Outer
40	Code Mixing	<i>To give the group name, one for group one, two for group two <u>dan seterusnya sampai group lima ya</u></i>	Outer
41	Code Mixing	<i><u>Nanti</u> all of the paper <u>dikasih nama ya.</u></i>	Outer
42	Code Mixing	<i>Ok! team Dafa <u>selesai?</u></i>	Outer
43	Code Switching	<i><u>Kalau selesai..</u> say done!</i>	Intra

44	Code Mixing	<i>Ok! Dafa's group have done <u>ya</u></i>	Outer
45	Code Mixing	<i>Don't forget to say done mam <u>kalau sudah selesai</u></i>	Outer
46	Code Switching	<i>Two minutes later. <u>Hanya tersisa dua menit</u></i>	Inter
47	Code Mixing	<i>Hello! <u>Semuanya</u> still in group please.</i>	Outer
48	Code Mixing	<i>Group 4 check group 5. <u>Nah ini silahkan di checklist ya.</u></i>	Outer
49	Code Mixing	<i>Oke halo <u>semuanya!</u> Let's check together.</i>	Outer
50	Code Mixing	<i>Ok, if you go backpacking <u>kamu harus memiliki tas yg baik.</u> Is that true?</i>	Outer
51	Code Switching	<i>Yes, carry is... <u>apa?</u></i>	Intra
52	Code Mixing	<i>Carry its not fall behind, that in jowo <u>keri ketinggalan.</u> No <u>ya!</u></i>	Inner
53	Code Mixing	<i>But... carry in bahasa Indonesia is <u>membawa</u></i>	Outer
54	Code Mixing	<i><u>Jika kamu</u> should be in the sun <u>ada dibawah matahari,</u> wear proteting clothes and hat</i>	Outer
55	Code Mixing	<i>What is the differences between cap <u>sama</u> hat? <u>Kan sama sama topi</u></i>	Outer
56	Code Mixing	<i><u>Kalo cap itu topi</u> yg like this...</i>	Outer

57	Code Mixing	<i><u>Kalo</u> hat <u>itu</u> the big one like this <u>ya</u></i>	Outer
58	Code Mixing	<i>Talk to your doctor <u>sebelum</u> leaving on the trip <u>atau</u> <u>meninggalkan</u> <u>perjalanan</u></i>	Outer
59	Code Mixing	<i><u>Jika</u> kamu mencari <u>teman</u> for set up your tent, always look for soft <u>atau</u> <u>lembut</u> and flat soil</i>	Outer
60	Code Mixing	<i>When camping, <u>ketika</u> kamu harus <u>menge-set</u> <u>api</u> <u>unggun</u> keep it environmentally friendly <u>atau</u> <u>ramah</u> <u>lingkungan</u></i>	Outer
61	Code Switching	<i>Which one is the right answer? <u>Kenapa?</u></i>	Intra
62	Code Switching	<i>Please submit to me, <u>kumpulkan!</u></i>	Tag
63	Code Switching	<i>I will announcement first <u>ya!</u> So, <u>saya</u> <u>umumkan</u> <u>terlebih</u> <u>dahulu</u> for the score</i>	Tag
64	Code Mixing	<i>Applause <u>dong!</u> <u>Yang</u> <u>penting</u> sudah ada effort <u>ya</u></i>	Outer
65	Code Mixing	<i>Now I have question to you. Today we learn about <u>apa</u> <u>anak</u> <u>anak?</u></i>	Outer
66	Code Mixing	<i>Conditional sentence <u>adalah</u> <u>apa</u> <u>tadi?</u></i>	Outer
67	Code Switching	<i>What is the structure? <u>Yok</u> <u>jadi</u> <u>apa</u> <u>saja</u> <u>tadi</u> <u>structure</u> <u>nya</u></i>	Inter
68	Code Mixing	<i>After if <u>terus</u> <u>apa?</u></i>	Outer
69	Code Mixing	<i><u>Berdasarkan</u> based on <u>yang</u> <u>tadi</u> <u>ditempel</u> <u>structure</u> <u>nya</u> <u>apa?</u></i>	Outer

70	Code Mixing	<i><u>Boleh ada will boleh ndak ya</u></i>	Inner
71	Code Mixing	<i>In the middle of sentence. <u>Kalo missal Miss Evi letakkan tidak in the middle boleh ndak?</u></i>	Inner
72	Code Mixing	<i>.. so is the structure <u>nya dibalik.</u></i>	Outer
73	Code Mixing	<i>Not only will <u>ya</u>. You can use should <u>bisa.</u> <u>Dicontoh sudah banyak ya.</u></i>	Outer
74	Code Switching	<i>So please make a note, <u>dicatat dulu ya!</u></i>	Tag
75	Code Mixing	<i>You find it! <u>Kalian mengerjakan sendiri bukan Miss Evi ya</u></i>	Outer
76	Code Mixing	<i>And then you found the formula. <u>Kamu menemukan formula nya based on the sentence that you used tadi kan.</u></i>	Outer
77	Code Mixing	<i>So please watch <u>videonya ya!</u></i>	Outer
78	Code Mixing	<i><u>Itu sudah masuknya type two ya. Karna if type one kan 90% akan terjadi. Kalau kamu lesti kan impossible kan ya. So, masuknya not type one ya. Bisa juga masuk ke type three</u></i>	Outer
79	Code Switching	<i>So, what we learn about in this meeting? <u>Kita belajar tentang apa.</u></i>	Inter
80	Code Switching	<i>Ok! Are you happy today? Do you know what I mean? <u>Sudah paham?</u></i>	Tag

Tag Code Switching

No	Utterances
1	<i>No open book! Dilarang lihat buku ya</i>
2	<i>Ok I give you additional time. Miss evi tambah 10 menit ya.</i>
3	<i>Please submit to me, <u>kumpulkan!</u></i>
4	<i>I will announcement first <u>ya!</u> So, <u>saya umumkan terlebih dahulu</u> for the score.</i>
5	<i>It's ok! But the first is the spirit. Yang penting semangat dulu ya</i>
6	<i>So please make a note, <u>dicatat dulu ya!</u></i>
7	<i>Ok! Are you happy today? Do you know what I mean? Sudah paham?</i>

. Inter Sentential Code Switching

No.	Utterances
1	<i>Any absent today? Ada yg absen atau tidak?</i>
2	<i>Who wants to go first? Siapa yang mau maju dulu?</i>
3	<i>But not all students, belum semuanya ya</i>
4	<i>Already fera? Fera sudah siap?</i>
5	<i>Is it happen or yet? Sudah terjadi atau belum?</i>
6	<i>Any question Jahrul? Ada pertanyaan tidak?</i>
7	<i>Set your sit! Di atur tempat duduknya sendiri.</i>
8	<i>Tutup LKS nya! Close the handout.</i>
9	<i>Two minutes later. Hanya tersisa dua menit</i>

10	<i>What is the structure? <u>Yok jadi apa saja tadi structure nya</u></i>
11	<i>What we learn about in this meeting? <u>Hari ini kita belajar tentang apa.</u></i>
12	<i>What one is the right answer? <u>Yg mana jawaban yg benar?</u></i>

Intra Sentential Code Switching

No.	Utterances
1	<i>Bcc bagaimana? Are you ready?</i>
2	<i>Buy the car? Wah sultan ya..</i>
3	<i>Conditional sentence is <u>pengandaian</u> ya....</i>
4	<i>Yeah, carry is.... Apa?</i>
5	<i>Which one is the right answer? Kenapa?</i>
6	<i>Kalau selesai... say done</i>

Inner Code Switching

No.	Utterances
1	<i>After Dafa and then dilanjut Bcc ya nduk cah ayu</i>
2	<i><u>I'm very hungry, sego pecel is very delicious.. ya ndak?</u></i>
3	<i>Carry its not fall behind, that in jowo <u>keri ketinggalan</u>. No ya!</i>
4	<i><u>Boleh ada</u> will <u>boleh ndak ya</u></i>
5	<i>In the middle of sentence. Kalo missal Miss Evi letakkan tidak in the middle boleh ndak?</i>

Outer Code Mixing

No	Utterances
1	Hai good morning semuanya! How was your day?
2	<i>Home teacher is wali <u>kelas</u>. Who is your home teacher?</i>
3	<i><u>Masih ingat sama</u> homework nya?</i>
4	<i>Today kita akan telling about holidays <u>yaitu liburan</u></i>
5	<i>Ok, if you go backpacking kamu harus memiliki tas yg baik. Is that true?</i>
6	<i><u>Jika kamu</u> should be in the sun <u>ada dibawah matahari</u>, wear proteting clothes and hat</i>
7	<i>Where is ardha? Ayo common Ardha</i>
8	<i>Do you know <u>apa itu</u> if conditional sentence?</i>
9	<i>Ya <u>betul</u>, if <u>itu jika</u>.</i>
10	<i><u>Jadi 90% kan</u>, so <u>hampir terjadi ya</u> guys.</i>
11	<i>Talk to your doctor <u>sebelum</u> leaving on the trip <u>atau meninggalkan perjalanan</u></i>
12	<i><u>Masih 1 jam ya</u> before the break.</i>
13	<i>Please make the group <u>ya</u>. <u>Jadi</u> today we will discussed with group <u>masing masing</u>.</i>
14	<i>Because mobile phone right now <u>jadi media pembelajaran</u> that so important.</i>

15	<i>To give the group name, one for group one, two for group two <u>dan seterusnya sampai group lima ya</u></i>
16	<i><u>Nanti</u> all of the paper <u>dikasih nama ya.</u></i>
17	<i><u>Jika kamu mencari teman</u> for set up your tent, always look for soft <u>atau lembut</u> and flat soil</i>
18	<i>Don't forget to say done mam kalau sudah selesai</i>
19	<i>Hello! <u>Semuanya</u> still in group please.</i>
20	<i>Group 4 check group 5. <u>Nah ini silahkan di checklist ya.</u></i>
21	<i>And then you found the formula. Kamu menemukan formula nya based on the sentence that you used tadi kan.</i>
22	<i>When camping, ketika kamu harus mence-set api unggun keep it environmentally friendly atau ramah lingkungan</i>
23	<i>But... carry in bahasa Indonesia is <u>membawa</u></i>
24	<i>What is the differences between cap <u>sama</u> hat? <u>Kan sama sama topi</u></i>
25	<i><u>Kalo cap itu topi</u> yg like this...</i>
26	<i><u>Kalo hat itu</u> the big one like this <u>ya</u></i>
27	<i>Now I have question to you. Today we learn about <u>apa anak anak?</u></i>
28	<i>Conditional sentence <u>adalah apa tadi?</u></i>
29	<i>After if <u>terus apa?</u></i>

30	<i>Berdasarkan based on yang tadi ditempel structure nya apa?</i>
31	<i>One by one. Satu satu! Go back satu go back satu. Understand?</i>
32	<i>.. so is the structure nya dibalik.</i>
33	<i>Not only will ya. You can use should bisa. Dicontoh sudah banyak ya.</i>
34	<i>So jangan lupa watch the video-nya ya!</i>
35	<i>Itu sudah masuknya type two ya. Karna if type one kan 90% akan terjadi. Kalau kamu lesti kan impossible kan ya. So, masuknya not type one ya. Bisa juga masuk ke type three</i>
36	<i>Oke bagus, tell your activity in bali at that time</i>
37	<i>Oke bagus Fani ayu, give applause to fani!</i>
38	<i>Oke anak anak listen to dafa!</i>
39	<i>Oke dafa will tell about?</i>
40	<i>Dafa no text ya!</i>
41	<i>Siap? Are you ready? 3 2 1 go.....</i>
42	<i>Random its ok. Gapapa</i>
43	<i>Dafa close the book lo ya!</i>
44	<i>Sudah? Ok good</i>
45	<i>Five minutes! Cepat cepat cepat....</i>
46	<i>Ok! team Dafa selesai?</i>
47	<i>Ok! Dafa's group have done ya</i>
48	<i>Oke halo semuanya! Let's check together.</i>

49	<i>Applause dong! Yang penting sudah ada effort ya</i>
50	<i>You find it! Kalian mengerjakan sendiri bukan Miss Evi ya</i>

Appendix. 3 The Result of Interview

R = Researcher

T = Teacher

R : Good Morning Miss Evi. How are you Miss?

T : I'm good Alhamdulillah.

R : May I ask for a minute to do an interview with you Miss?

T : Ya!! Of course.

R : Thank you Miss, I would like to ask some questions regarding code switching and mixing in teaching English Miss.

T : Ok please.

R : What is the dominant language you use when teaching in class? Do you use code switching and code mixing?

T : Yes, sometimes I use code switching or code mixing during the learning process.

R : Is there any reason why you mixed language using code switching and code mixing during the learning process?

T : The reason why I do code switching and code mixing is because English is a foreign language for us Indonesians, so I mix my languages during the learning process. Because if I use full English, there are a lot of students who don't understand and don't understand what I say because

most students have limited vocabulary. Even though they are familiar with gadgets and others, there is still not much awareness of speaking English. So the ability to listen and speak in English is still very difficult, so that's what makes me mix languages.

R : Do students' respond when you mixed language in class?

T : For the response from students, it's certainly simple. They can't respond to one sentence in full English, but they actually understand, but their response is still a bit difficult. So I sometimes tell them to use Google Translate to help them pronounce the word. I wanted them to feel challenged to be able to say the words they wanted to say in English. If they search often enough, they will unconsciously add to their English vocabulary for a long time.

R : Is there any differences response between the regular class and the ordinary class?

T : There is definitely a difference between the ordinary class and the superior class. If I am in the superior class, I will minimize the code switching of language because the students in the superior class understand better than the ordinary class. Even in the superior class, they can ask for a complete sentence in English. And when I explain the material in full English, they understand. In contrast to regular classes, I use language switching and mixing more because of the student's limitations.

R : When students' ask you questions, what language do they usually use?

T : As I said earlier, students often mix languages when asking me questions. I fully understand this, but I emphasize to students that they must try to be able to ask questions in full English, even if they have to use Google Translate.

R : Ok, thank u so much Miss Evi for your time.

F : My pleasure

Appendix 4. The Result of Questionnaire

No	Item Statements	(%) Answer Yes	(%) Answer No
1	<i>Siswa merasa kesulitan dalam menerima materi dari guru bahasa inggris.</i>	4	20
2	<i>Guru bahasa inggris anda sering melakukan alih dan campur bahasa dalam mengajar.</i>	23	1
3	<i>Siswa merasa nyaman belajar di kelas ketika guru bahasa inggris melakukan alih dan campur bahasa di dalam mengajar.</i>	23	1
4	<i>Siswa menyukai apabila guru bahasa inggris melakukan proses alih dan campur bahasa di dalam kelas.</i>	24	0
5	<i>Selama guru bahasa inggris melakukan proses alih dan campur bahasa membuat siswa lebih mengerti dalam memahami materi.</i>	24	0
6	<i>Guru bahasa inggris melakukan alih bahasa apabila adanya perubahan topic pembicaraan.</i>	21	3
7	<i>Guru bahasa inggris membiarkan muridnya melakukan campur bahasa di dalam kelas selama mengajar.</i>	23	1
8	<i>Melakukan proses alih dan campur bahasa membuat siswa lebih meningkatkan bahasa inggris siswa.</i>	21	3

9	<i>Ketika belajar bahasa inggris, melakukan alih dan campur bahasa di dalam kelas penting untuk di lakukan.</i>	23	1
10	<i>Siswa lebih menyukai apabila guru bahasa inggris melakukan campur bahasa dari pada memakai bahasa inggris penuh di dalam kelas</i>	24	0
Total		210	30
Average		21	3

The answer "Yes" : $1 \times 100\%$ = 100%

The answer "No" : $0 \times 100\%$ = 0%

% Yes = $\frac{21 \times 100\%}{24}$ = 87,5%

24

Appendix 5. Surat ijin penelitian



UNIVERSITAS PGRI SEMARANG

FAKULTAS PENDIDIKAN BAHASA DAN SENI

Program Studi :

- Pendidikan Bahasa dan Sastra Indonesia
- Pendidikan Bahasa Inggris
- Pendidikan Bahasa dan Sastra Daerah

Alamat :

Jalan Gajah Raya Nomor 40
Telepon (024) 8316377 – Faksimile (024) 8448217
Semarang - 50125

Nomor : 121/IP/FPBS/X/2022

Semarang, 18 Oktober 2022

Lampiran : 1 (satu) berkas

Perihal : **Permohonan izin penelitian**

Yth. Kepala SMA Futuhiyyah
di Mranggen

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a : Bernanda Febriani Tryantoyo

N P M : 18420068

Fak. / Program Studi : FPBS / Pend. Bahasa Inggris

akan mengadakan penelitian dengan judul :

An Analysis Of Code Switching And Code Mixing In Teaching English At
Second Grade Students Of SMA Futuhiyyah Mranggen

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan
memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.



Dekan,

Dr. Asropah, M.Pd.
NPP 936601104

Appendix 6. Surat Keterangan Melakukan Penelitian



**YAYASAN PONDOK PESANTREN FUTUHIYYAH
SMA FUTUHIYYAH MRANGGEN
" TERAKREDITASI A "
NOMOR : 1347/BAN-SM/SK/2021 NPSN : 20319324**

Alamat Kampus I : Jl. Suburan Tengah RT. 06 RW. 02 Mranggen Demak Jawa Tengah 59567 Telp. (024) 6710041
Kampus II : Jl. Raya Mranggen No. 89 Mranggen Demak Jawa Tengah 59567 Telp. (024) 76744781
email : sma_futuhiyyah@yahoo.com website : www.smafutuhiyyah.sch.id

SURAT KETERANGAN

Nomor : KT.225/Ed.4/XI/2022

Yang bertanda tangan di bawah ini;

Nama : Subhan Sulistiyo, S. Pd. M. Si
Jabatan : Kepala SMA Futuhiyyah
Alamat : Pucang Adi RT. 5 RW. 28 Perum Pucang Gading Mranggen Demak

Menerangkan dengan sesungguhnya bahwa:

Nama : Bernanda Febriani Tryantoyo
NPM : 18420068
Program Studi : Pend. Bahasa Inggris
Fakultas : FPBS

Telah melaksanakan penelitian di SMA Futuhiyyah Mranggen pada Hari Kamis tanggal 27 Oktober 2022 dengan judul penelitian " **An Analysis Of Code Switching And Code Mixing In Teaching English At Second Grade Students Of SMA Futuhiyyah Mranggen** "

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Mranggen, 27 Oktober 2022



Kepala sekolah

Subhan Sulistiyo, S. Pd. M. Si

Appendix 7. Documents of Research







Appendix 8. Kartu Bimbingan

1 of 1



KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Bernanda Febriani Tryantoyo
 NPM : 18420068
 FAKULTAS/PRODI : FPBS/Pendidikan Bahasa Inggris
 DOSEN PEMBIMBING I : Drs. Siti Lestari, M.Pd
 DOSEN PEMBIMBING II : Dr. Dyah Nugrahani, S.Pd., M.Hum.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING I
1	16 September 2022	Revisi judul	<i>[Signature]</i>
2	19 September 2022	Judul disetujui	<i>[Signature]</i>
3	21 September 2022	Revisi proposal	<i>[Signature]</i>
4	27 September 2022	Perbaiki prob. Statement	<i>[Signature]</i>
5	30 September 2022	Proposal disetujui	<i>[Signature]</i>
6	3 Oktober 2022	Instrument perlu diperbaiki	<i>[Signature]</i>
7	7 Oktober 2022	Revisi Isi Instrument	<i>[Signature]</i>
8	10 Oktober 2022	Instrument siap di aplikasikan.	<i>[Signature]</i>
9	1 November 2022	Konsultasikan lengkap	<i>[Signature]</i>
10	8 November 2022	Siap diujikan	<i>[Signature]</i>



KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Bernanda Febriani Tryantoyo
 NPM : 18420068
 FAKULTAS/PRODI : FPBS/Pendidikan Bahasa Inggris
 DOSEN PEMBIMBING I : Dr. Siti Lestari, M.Pd
 DOSEN PEMBIMBING II : Dr. Dyah Nugrahani, S.Pd., M.Hum.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING II
1	5 Okt 2022	Revisi - proposal	
2	10/10 2022	Revisi - methodology	
3	12/10 2022	Bibliography	
4	12/10 2022 09.42	ACC proposal	
5	2/11 2022	Revisi	
6	7/11 2022	Revisi	
7	9/11 2022 09.00 WIB	Revisi	
8	9/11 2022 11.25	Siap diujikan	
9			
10			

Appendix 9. Berita Acara



YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI
UNIVERSITAS PGRI SEMARANG
Kampus : Jalan Sidodadi Timur Nomor 24 Semarang Indonesia. Telp. (024) 8448217, 8316377
Faks. (024)8448217 Website: www.upgris.ac.id

BERITA ACARA UJIAN SKRIPSI

Pada hari ini Jumat 18 November 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.
Jabatan : Ketua
2. Nama : Dr. Jafar Sodik, S.Pd, M.Pd.
Jabatan : Sekretaris
3. Nama : Dra Siti Lestari, M.Pd
Jabatan : Anggota (Penguji I)
4. Nama : Dr. Dyah Nugrahani, S.Pd., M.Hum.
Jabatan : Anggota (Penguji II)
5. Nama : Dr. Dias Andris Susanto, M.Pd
Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama	: Bernanda Febriani Triantoyo	Fakultas	: FPBS
N.P.M	: 18420068	Program Studi	: Pendidikan Bahasa Inggris
		Program Pendidikan	: Strata 1

Judul Skripsi :

AN ANALYSIS OF CODE SWITCHING AND CODE MIXING IN TEACHING ENGLISH AT SECOND GRADE STUDENTS OF SMA FUTUHIYAH MRANGGEN

Nilai :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua

Dr. Asropah, M.Pd.

Sekretaris,

Dr. Jafar Sodik, S.Pd, M.Pd.

Penguji I,

Dra Siti Lestari, M.Pd

Penguji II,

Dr. Dyah Nugrahani, S.Pd., M.Hum.

Penguji III,

Dr. Dias Andris Susanto, M.Pd

