CODE SWITCHING AND CODE MIXING AS A BRIDGE IN SPEAKING AMONG FIRST YEAR STUDENTS AT MTS AL-AMIN MOJOKERTO

THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of

Sarjana Pendidikan Islam (S.Pd.I.) in Teaching English

By:

NAILA FALAHIYA

NIM D05208110

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH

STATE INSTITUTE FOR ISLAMIC STUDIES

SUNAN AMPEL

SURABAYA

2012

APPROVAL SHEET

This thesis by Naila Falahiya entitled Code Switching and Code Mixing as a Bridge in Speaking Among First Year Students at MTs Al-Amin Mojokerto has been approved by the thesis advisors and could be proposed to fulfill the requirement of graduated degree in English Teaching of Tarbiyah Faculty State of Islamic Studies Surabaya.

Surabaya, August 07 , 2012

Advisor I

Dra. Irma Soraya, M.Pd.
NIP: 196709301993032004

Advisor II

Rakhmawati , M.Pd.
NIP:197803172009122002

APPROVAL SHEET

This thesis by NAILA FALAHIYA entitled CODE SWITCHING AND CODE MIXING AS A BRIDGE IN SPEAKING AMONG FIRST YEAR STUDENTS AT MTS AL-AMIN MOJOKERTO has been examined on August 01, 2012 and approved by the board of examiners.

Dean,

Dr. H. Nur Hamim, M.Ag.
NIP. 196203121991031002

The board of examiner
Chair,

Dra. Irma Soraya, M.Pd.
NIP. 196709301993032004

Secretary,

Rakhmawati, M.Pd.
NIP. 197803172009122002

Examiner I,

Arbaiyah Ys, MA
NIP.196405031991032002

Examiner II,

Prof. Arif Furqon, MA, Ph.D
NIP.150094096

ABSTRACT

Falahiya, Naila. 2012. *Code Switching and Code Mixing as a Bridge in Speaking Among First Year Students at MTs Al-Amin Mojokerto.* A Thesis. English Education Department, Faculty of Tarbiyah, State Institute for Islamic Studies Sunan Ampel Surabaya. Advisors: Dra. Irma Soraya, M.Pd, Rakhmawati, M.Pd.

Key Words: Code switching, code mixing, bridge and response.

This study is the result of the observation to answer the question of: what forms of code switching and code mixing which are used by the first year students of MTs Al-Amin, and what is the first year students' response toward using code switching and code mixing at their speaking during English learning.

This thesis is conducted by the writer because she knows that in this modern era, there are many bilingual schools in Indonesia. These schools require their students to speak English and Arabic at their daily life. For the first year students, sometime this requirement becomes their burden because they still have limited vocabularies of target language. Sometime they switch or mix their target language into another language. So, from this study, the writer hopes that this study can give a contribution in sociolinguistics studies and additional knowledge in teaching speaking English.

The data is arranged by doing observation and giving questionnaire. And the data is analyzed by describing the data (descriptive qualitative). The numbers of the percentage of questionnaires are analyzed descriptively.

From the research, the writer finds there are four forms of code switching. They are code switching in the form of clause, sentence, tag and exclamation. And two forms of code mixing, they are code mixing in the form of word and phrase. Besides that, she finds that the using of code switching and code mixing in the students' speaking get a good response from students. They still need to use some code switching and code mixing as equivalence, as floor-holding, as reiteration and as conflict control.

The writer concludes that code switching and code mixing are useful for students, especially for the first year students as beginner in the language learner. They have to avoid their scariness to convey their opinion. They have to avoid the feel of burdened by allowing them to speak English by using some code switching and code mixing. They have to learn to speak English a lot till they can speak English fluently. So, from this study, the writer hopes that the

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

English teacher also keep encourage their students to be more active first before they are capable to use language fluently by allowing them to use some code switching and code mixing at their speaking.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

TABLE OF CONTENTS

Cover
Approval Sheet
Motto
Acknowledgement i
Dedication Sheet ii
Preface iii
Table of Content v
List of Appendixes vii
Abstract viii

CHAPTER I INTRODUCTION
A. Background of the Study 1
B. Statement of the Problem 7
C. Objectives of the Study 8
D. Significance of the Study 8
E. Scope and Limitation of the Study 9
F. Definition of Key Terms 10
G. Research Report writing Organization 13

CHAPTER II REVIEW OF RELATED LITERATURE
A. Speaking Ability 14
B. Bilingualism and Multilingualism 18
C. Code Switching 24
D. Code Mixing 27
E. Code Switching and Code Mixing in Language Classroom 30
F. Previous Study 34

CHAPTER III RESEARCH METHOD
A. Research Design 38
B. Setting of the Study 39
C. Data and Source of Data 40
D. Data Collection Technique 41
E. Research Instrument 43
F. Data Analysis Technique 44

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION
A. Research Findings 47
B. Discussion 67
CHAPTER V CONCLUSION AND SUGGESTION
A. Conclusion 72
B. Suggestion 73

REFERENCES

APPENDIXES

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

LIST OF APPENDIXES

Appendix 1 Forms of Code Switching and Code Mixing

Appendix 2 Forms of Code Mixing

Appendix 3 Transcript of students' utterances

Appendix 4 Result of Questionnaire

Appendix 5 Questionnaire

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

PDF-XChange Viewer Click to buy NOW! www.docu-track.com
PDF-XChange Viewer Click to buy NOW! www.docu-track.com

CHAPTER I

INTRODUCTION

A. Background of the Study

In English learning, there are four skills that should be mastered. They are: speaking, listening, reading, and writing. Speaking is a skill of English learning that has purposes to produce utterance, word, etc in oral communication. It is suitable with the definition of speaking which is from Tanner and Green, that is; "speaking ability is an activity to produce utterances in oral communication"[1].

Based on the writer's view, in speaking activity, there are speaker and hearer. Someone who speaks is called speaker, and the hearer is someone who hears the speaking. Someone who has good speaking ability usually convey their message to the hearer easily. The hearer can get a point of the speaker's want.

It is difficult to speak fluently and make others understand if the speaker is not confident to speak. The speaker should have the braveness and self confidence when he or she speaks with others to convey his or her opinion. The speaker also should avoid the scariness about what he or she wants to convey so he or she can be easier to deliver the message to others fluently and

[1] Rosie Tanner - Chaterin Green . *Tasks for Teacher Education, Coursebook.* (UK: Addisson Wesley Longman, 1998), 87.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

PDF-XChange Viewer Click to buy NOW! www.docu-track.com
PDF-XChange Viewer Click to buy NOW! www.docu-track.com

meaningfully. No matter way of the speaker takes to make the hearer get the point and avoid misunderstanding. Even though he or she has to ignore good structure of speaking or switch and mix one language to another language.

This case is also found on English students who have language background that can speak and understand more than one language. Students who know and speak more than one language can be called bilingualism and multilingualism. Like Nababan says that the habitual action of using two different languages to interact with other people is called bilingualism[2]. And "the term multilingualism can refer to either the language use or the competence of an individual or to the language situation in an entire nation or society"[3].

If their school gives a policy to speak English especially at English learning, it can cause a new problem. Those students, especially for the beginner, if they do not have braveness and self confidence to speak and convey their opinion or ask some questions for teacher, they will get nothing. They also do not have good speaking ability if they do not practice a lot. Like Broughton et al say that good students in listening and understanding are not absolutely

[2] P.W.J. Nababan, *Sosiolinguistik: Suatu Pengantar*, (Jakarta: PT Gramedia, 1986), 27.
[3] Michael Clyne - Florian Coulmas. (Eds.), *"Multilingualism", The Handbook of Sociolinguistics* (Blackwell Publishing, Blackwell Reference Online, 1998), 205.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

PDF-XChange Viewer Click to buy NOW! www.docu-track.com
PDF-XChange Viewer Click to buy NOW! www.docu-track.com

had speaking well because they have different ear. They have to try in the productive skill[4].

From this situation, may be code switching and code mixing are used by students which are bilingual and multilingual, because code switching and code mixing are common thing that happen of bilingual and multilingual community. Code switching and code mixing generally happen in the communication.

"Code switching is the situation in which people change the language depending on the condition and need to use the language"[5]. And code mixing is "a variety with extensive code switching used by bilingual to talk to each other"[6]. Both of them are common situation which happens in the bilingual and multilingual people.

Code switching and code mixing are common phenomenon in the bilingual and multilingual community. There are some studies which choose code switching and code mixing as their topic. But, those studies analyze code switching and code mixing which are used by the people who have already had a good ability to speak their native language and target language with their own reasons. For example, she found the previous study which choose English

[4] Geoffrey Broughton – Christopher Brumfit – Roger Flavell – Peter Hill and Anita Pincas, *Teaching English as a Foreign Language*, (London and New York: Routledge, 2003), 76.

[5] Steven Brown – Salvatore Attardo, *Understanding Language Structure, Interaction, and Variation: An Introduction to Applied Linguistics and Sociolinguistics for Nonspecislist*, (United States of America: The University of Michigan Press 2000), 84.

[6] Bernard Spolsky - H.G. Widdowson (Ed), *Sociolinguistics*, (New York: Oxford University Press), 124.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

PDF-XChange Viewer Click to buy NOW! www.docu-track.com
PDF-XChange Viewer Click to buy NOW! www.docu-track.com

teacher as a subject of the study. It is Alfiyah Nur Fariekhah's study entitled Code Switching and Code Mixing Used by Teachers in SMPN 40 Surabaya. She analyzed code switching and code mixing used by master of English. This English teacher is someone who has already had a good understanding about target language and native language.

And there is other researcher who tends to not pay attention toward using code switching and code mixing used by the beginners of language learning. Although, basically those beginners tend to not understand both of native language and target language well. It is because of using code switching or code mixing becomes controversy between experts. Penny says that one of the ways to solve the speaking problems is keep listener to use target language[7]. Like Siti Fauziyah Az-Zahroh's study entitled A Study of Code Switching in the Bilingual Situation of English Department of Adab Faculty IAIN Sunan Ampel Surabaya. She described the way code switching is used by the lecturers and language style which showed in the code switching phenomenon.

In this study, the writer focuses on code switching and code mixing which are used by bilingual and multilingual students. There are some reasons for her to choose this topic because she found the previous studies which use code switching and code mixing as their topic. But most of them were analyzing in the literary work and social life. For example, Anang

[7] Penny Ur – Marion Williams and Tony Wright (Eds.), *A Course in Language Teaching*, (UK: Cambridge University Press, 2009), 121.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

PDF-XChange Viewer Click to buy NOW! www.docu-track.com
PDF-XChange Viewer Click to buy NOW! www.docu-track.com

Syahrin Najib's study entitled Code Switching and Code Mixing in Indonesian Movie *Arisan*. In his research, she found the analyzing of code switching and code mixing form, and the reason of using code switching and code mixing which are used by people in that movie.

The writer thinks that it is interesting to analyze the using of code switching and code mixing for bilingual and multilingual students in English learning as a bridge to ease their speaking. One of the reasons is because of those students have various understanding of language and they still need to use code switching and code mixing. She wants to describe the using of code switching and code mixing used by the beginner of English learner. She wants to find the forms of code switching and code mixing which are used by the first year students of MTs Al-Amin Mojokerto.

She wants to know the students' response toward using code switching and code mixing to ease their speaking during English learning. She also wants to know the function of students' code switching and code mixing in their speaking. Like Eva says that "the students also are not always aware of the reasons for code switching as well as its functions and outcomes. Although they may unconsciously perform code switching, it clearly serves some functions either beneficial or not"[8].

[8] Eva Nikmatul Rabbianty, *"Okara, Jurnal Bahasa dan Sastra: Code Switching as a Bridge of Missunderstanding (writer) in Your English Classroom"*. Okara, Vol. II, 4th Year, November 2009, 221.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

PDF-XChange Viewer Click to buy NOW! www.docu-track.com
PDF-XChange Viewer Click to buy NOW! www.docu-track.com

Even though there are many schools that have bilingual and multilingual students, but most of them do not acquire their students to speak English at English learning. Based on this consideration, the writer chooses the first year students of MTs Al-Amin Mojokerto as a subject of the study because in her opinion, they still appear to feel the difficulty to speak English in the English learning. They usually still use some code switching or code mixing at their speaking. It is when they communicate with their teacher or their friends in the class activity during English learning.

Further, according to Mr. Saiful as an English teacher of the first year students at MTs Al-Amin Mojokerto, the most difficult skill to be taught is a speaking skill. He says that we need to use more attractive way to build students' motivation to speak English more actively. It is because there are many students still do not have great English vocabulary[9]. Basically, MTs Al-Amin Mojokerto is a school that requires their students to speak English and Arabic in their daily life.

That school divides their students into two classes of each grade in different locations. They are male class which is located on the RA. Basuni Street, number 18, Sooko, Mojokerto. And female class which is located on the Surodinawan Street, Prajurit Kulon, Mojokerto.

[9] The interview with Mr. Saiful Bahri as an English teacher who teaches English for the first year students at MTs Al-Amin Mojokerto when the writer asking his help to permit her doing observation.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

PDF-XChange Viewer Click to buy NOW! www.docu-track.com
PDF-XChange Viewer Click to buy NOW! www.docu-track.com

Those students should be able to speak English, especially on English learning. But, the first year students are freshmen who have to adapt with their new environment. So, the using of switched and mixed language is still allowed by teacher for the beginner.

Through background of the study above, the writer wants to analyze descriptively about the using of code switching and code mixing for the first year students at MTs Al-Amin Mojokerto to ease their speaking. She wants to describe the forms of code switching and code mixing which are used by the first year students at MTs Al-Amin Mojokerto.

The subject of this study is the first year students of MTs Al-Amin Mojokerto. So, the writer also wants to know their own response toward using code switching and code mixing at their speaking. This response includes their opinion about using code switching and code mixing, and when they feel need to use some code switching and code mixing at their speaking.

B. Research Problems

Based on background of the study above, the writer tries to formulate the appropriate statement of the problem as follow:

1. What forms of code switching and code mixing which are used by the first year students at MTs Al-Amin?
2. What is the first year students' response toward using code switching and code mixing at their speaking during English learning?

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

PDF-XChange Viewer Click to buy NOW! www.docu-track.com

C. Objectives of the Study

In accordance with the statement of the problem above, the writer formulates the objective of this study as follow:

1. To know the forms of code switching and code mixing which are used by the first year students of MTs Al-Amin.
2. To know the first year students' response toward using code switching and code mixing at their speaking during English learning.

D. Significance of the Study

The significances of this study are:

1. Theoretical benefit

   The writer hopes this study can give a contribution in Sociolinguistics, especially in the educational linguistics.

2. Practical benefit

   a. For the writer

      This study can enrich the writer's knowledge of Sociolinguistics.

   b. For English teacher

      This study can be a additional knowledge to understand about students' background and to encourage them to learn English joyfully.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

PDF-XChange Viewer Click to buy NOW! www.docu-track.com

c. For students

Through this study, the writer hopes that students practice to speak English more. So, they can speak English fluently and correctly.

E. Scope and Limitation of the Study

Scope and limitation is absolutely needed to be formulated in order to focus on the problems which will be researched. It also gives benefit for the reader. It is to ease understanding about the result of the research. In this study, the scope is formulated as follow:

1. The writer uses Hoffman and Holmes's theory about the forms of code switching and code mixing. The forms of code switching which are used by the first year students of MTs Al-Amin Mojokerto are: code switching in the form of clause, code switching in the form of sentence, code switching in the form of tag, and code switching in the form of exclamation.
2. The writer uses Chaer and Agustina's theory about the forms of code mixing. The forms of code mixing which are used by the first year students of MTs Al-Amin Mojokerto are: code mixing in the form of word and code mixing in the form of phrase.
3. The writer uses theory of Eva about the functions of students' code switching and code mixing in the classroom.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

PDF-XChange Viewer Click to buy NOW! www.docu-track.com

And the limitation in this study can be stated as follow:

1. Code switching and code mixing which are used by the first year students of MTs Al-Amin Mojokerto in academic year 2012/2013 as a bridge in their speaking during English learning.
2. The students' response in this study is described based on percentage of questionnaire about the students' opinion about the using of code switching and code mixing to ease their speaking during English learning. From the questionnaire, she also gets the data about the function of students' code switching and code mixing at their speaking.
3. This study is conducted at the first year students of MTs Al-Amin Mojokerto in academic year 2012/2013. The writer chooses the female class only to do the observation because this school is in the Islamic boarding area. And giving questionnaire to either male class or female class.

F. Definition of Key Terms

There are some key terms that are mentioned in this study, such as code switching, code mixing, etc. These terms are given in order to writer don't discuss anything include in this study and for reader to avoid misinterpretation in understanding this study. Those terms are presented as follows:

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

PDF-XChange Viewer Click to buy NOW! www.docu-track.com
PDF-XChange Viewer Click to buy NOW! www.docu-track.com

1. Code switching

According to Nababan, code switching is the situation in which people change the language depending on the condition and need to use the language[10].

According to Spolsky, the changing from language to language in the midst of an utterance can be called code switching[11].

Code switching in this study means a common phenomenon in bilingual and multilingual community which happens because of either replacing one clause of one language that has grammatical structure into another language or because of the changing of the language depending on the condition and need to use the language situation, and it occurs at first year students of MTs Al-Amin Mojokerto during English learning as an alternation at their speaking.

2. Code mixing

According to Spolsky, code mixing means a variety with extensive code switching used by bilingual to talk to each other[12].

The intended code mixing in this study is a common phenomenon of bilingual and multilingual community which occurs by insertion one word or one phrase from other language, and it occurs at first year students of MTs

[10] P.W.J. Nababan, *Sosiolinguistik: Suatu Pengantar*… 31.
[11] Bernard Spolsky - H.G. Widdowson (Ed), *Sociolinguistics* … 121.
[12] Ibid. 124.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

PDF-XChange Viewer Click to buy NOW! www.docu-track.com

Al-Amin Mojokerto during English learning as an alternation at their speaking.

3. Response

In Longman, response is "something that is done as a reaction to something that has happened or been said"[13].

Response in this study means students' reaction toward using code switching and code mixing to ease their speaking during English learning.

So, the intended meaning of code switching and code mixing as a bridge in speaking among first year students is a way to ease students' speaking during English learning by using some code switching and code mixing to make students have better response. It is to speak English more. Beside that, code switching and code mixing are needed by the first year students to avoid misunderstanding between them and others while communication, conveying opinion or asking question during English learning.

G. Research Report Writing Organization

This study consists of five chapters. Chapter I Introduction includes: Background of the Study, Statement of the Problem, Objectives of the Study, Significance of the study, Scope and Limitation, Definition of Key Terms and Research Report Writing Organization.

[13] *Longman, Advanced American Dictionary*, (UK: Pearson Longman, 2008), 839-840.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

PDF-XChange Viewer Click to buy NOW! www.docu-track.com
PDF-XChange Viewer Click to buy NOW! www.docu-track.com

Chapter II consists of various theories based on the topic to help to answer the statements of the problems such as Speaking Ability, Bilingualism and Multilingualism, Code Switching and Code Mixing and Previous Studies. The method and technique to collection the data are stated in chapter III. Chapter IV consists of the research findings and the discussion includes: presenting and analyzing data about code switching and code mixing used by the first year students at MTs Al-Amin Mojokerto to ease their speaking. And chapter V is the last chapter which consists of conclusion and suggestion of the study.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer wants to present some related concepts dealing with this study. She hopes that these concepts will help her to solve the problems which have mentioned in the statement of the problem. Here, she will try to clarify some concepts concern at speaking ability, bilingualism and multilingualism, and also code switching and code mixing.

A. Speaking Ability

1. Definition of Speaking Ability

As a human being, we need to communicate with others. We want to convey our opinion, our message to the others. To do this, we need to have a good speaking ability. It is important thing to make the hearer understand and get the meaning or message correctly. So, there is no misunderstanding between speaker and hearer.

Speaking ability is "an activity to produce utterances in oral communication"[14]. It is one of the ways to convey our thought. Like Chenfield says that "speaking is the oldest and most universal way for human being to

[14] Rosie Tanner – Chaterin Green, *Tasks for Teacher Education* ...73.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

express their thoughts and feeling by producing utterances in oral communication with two or more people"[16].

According to Hebert, "speaking is a basic human activity trough when communication with language is carried out"[17]. It means that as human being, when we communicate with others, we absolutely use the appropriate language that can be understood by the others.

In language learning, usually we feel be easier to speak the language that we learn than the other way. Agustin says that "naturally speaking, people learn spoken language first before they learn written version"[18]. It is more difficult to write correctly with correct grammar and sentence structure than speak, even though there is no fluency and correct grammar.

2. Speaking in Middle School

Middle school students need speaking activities. It is because through these activities, they can get an arrangement, such as various presentations and performances which will be needed for them when they are in the high school or beyond. They need the activity to build their knowledge and skill, improve their confidence to speak in the front of audience[19].

---

[16] Chenfield, *Teaching Language Art Creatively*, (New York: Harcourt. Brace, Jovanovich Inc., 1978), 13.

[17] Herbert Mound Eve Dark, *Psychology and Language,* (New York: Harcourt Brace Jovanovich, 1977), 3.

[18] Helena Agustin I. R., *Standart Kompetensi Filosofis-Teoritis Pendidikan Bahasa Inggris*, (Jakarta: Dediknas, 2004), 42.

[19] http://www.ehow.com/info_8297384_speaking-skills-ctivitiesmiddleschool.html, (accessed on July 2, 2012).

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

"The importance of learning English is well known. But in real life, because of speaking training is not enough, most of junior high school graduates, but the spoken pronunciation is inaccurate and not fluent"[20].

In Indonesia, middle school students commonly are students who still do not have great experience and practice for speaking English. This happen because when they were elementary students, most of them are not accustomed to speak English. So, they often face the problems when speaking English.

According to Khairuddin, factors of the difficulties in speaking:

a. Difficult to convey opinion orally.
b. Limited vocabulary, so students are difficult to speak fluently
c. Limited knowledge of right grammar
d. Limited pronunciation, so the students are difficult to speak correctly
e. The lack of braveness to speak English because they are afraid to do wrongness[21].

3. Strategies in Learning Speaking

Fulcher as cited Hanunah says that there are some strategies to decrease the lack of knowledge of the language. They are:

---

[20] http://www.ehow.com/info_8297384_speaking-skills-ctivitiesmiddleschool.html, (accessed on July 2, 2012).

[21] http://www.scribd.com/doc/24472985/PENILAIAN-SPEAKING-Kemampuan-Berbicara-speaking-Dan-Menulis-Writing-Dalam-Pelajaran, (accessed on July 3, 2012)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

a. Overgeneralization/morphological creativity

When learners need to use lexical items or expressions but they do not master them. Usually they will replace their own knowledge of a language into those items or expression.

b. Paraphrase

If there is a learner who cannot remember vocabulary quickly, he or she can use a paraphrase of a lexical item which has a similar meaning for the curtain word. He or she can give explanation or description of the unknown word.

c. Cooperative strategies

The learners who are difficult to communicate directly with the listener, they can get a help from the listener by asking listener's understanding about the learners said, asking the listener to give feedback, or asking the listener about unknown word.

d. Non-linguistic strategies

The learners can use some gesture or mime, or point to object in their environs to get a language or help when they communicate.

e. Word coinage

This strategy is a making a new word for the learners, because they do not have a correct vocabulary.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

f. Restructuring

This strategy is used by the learners when they have already said something and be aware that their speaking is not able to understand by the listener. They will speak again and convey the same message by easy words.

g. Code switching

The learners can change the word or phrase of one language into another language when they speak, but the listener does not understand the meaning.

h. Approximation

It is principal strategy of lexical understanding. The learners can replace an unknown word with the more common word.

i. Using mime or gesture

The learners can use a physical motion, such as mime or gesture, to express the meaning of curtain word[22].

B. Bilingualism and Multilingualism

In this modern era, bilingualism and multilingualism are common phenomenon in the world. Many countries in this world are called bilingual and

---

[22] Hanunah, *Thesis S1: Students' Strategies In Overcoming Speaking Problems In Speaking Class Of Second Semester At English Department Of Tarbiyah Faculty Iain Sunan Ampel Surabaya,* (Surabaya: State Institute for Islamic Sunan Ampel, 2009), 26-29.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

multilingual because they have more one language. They also have ability to speak more than one language.

Indonesia is one of the countries in the world that have many bilingual and multilingual people. This happens because of there are various ethnics and language in Indonesia. Most of Indonesian people have ability either to speak and understand two languages, or even more. They understand one language of their ethnic as their mother language (native language or first language) and also Indonesian language as their second language. Moreover, there are people that can speak and understand more than two languages though there are some Indonesian people who have ability to speak and understand one language only because they are closed society. Because they never been touched by others.

In the bilingual and multilingual community, they use more than one language to communicate with their community. Arthur says that "all societies are multilingual on an interaction basis as the members of the society use more than one language in their day to day interaction"[23].

1. Definition of Bilingualism

Mackey in Beardsmore as cited by Azizah gives definition of bilingualism as "the alternate use of two or more languages by the same individual. While another experts give definitions of bilingualism as follow:

---

[23] Arthur Yap, *Language Eduaction in Multilingual Societies*, (Singapore: Singapore University Press), 29.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

a. Fishman says that bilingualism is the ability to engage in communication in more than one language.
b. Weinreich defines bilingualism as can use two languages alternatively.
c. Haugen gives definition of bilingualism as can produce meaningful sentences in L2[24]".

Nababan says that bilingualism is the habitual action of using two languages to interact with others[25]. It means that the using of two languages to communicate with others at daily life can be called bilingualism. This ability of using of two languages usually occurs because of someone' habitual and his surrounding that using more than one language.

Spolsky defines bilingual as "a person who has some functional ability in a second language"[26]. Further, Skutnabb-Kangas in Azizah gives definition as follow:

> "A bilingual speaker is someone who is able to function in two (or more) languages, either in monolingual or bilingual communities, in accordance with the social cultural made of an individual's communicative and cognitive competence by these communities or by the individual herself, at the same level as native speakers, and who is

[24] Siti Azizah, "*Okara, Jurnal Bahasa dan Sastra: Bilingualism and Its Implications for Language Teaching and Learning*", Okara, Vol. I, 4th Year, May 2009, 128.
[25] P.W.J. Nababan, *Sosiolinguistik: Suatu Pengantar*... 27.
[26] Bernard Spolsky - H.G. Widdowson (Ed), *Sociolinguistics*.. 121.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

able positively to identify with both (or all) language group (and cultures) or parts of them[27]".

It is different with Susanto's definition in Azizah. He says that "bilingualism is interpreted as a high level of competence in two languages, but not necessarily equal or near equal competence"[28]. It means that someone can be called bilingual either if he or she has ability of understanding both of native language and target language equal well, or he or she does not have equal good understanding of native language and target language.

This is suitable with Saunders's opinion in Spolsky. He says that "for some people, a bilingual is a person with equal control of two languages, for others, it is someone with full control of one and limited control of a second[29]". The bilingual has different degree of bilingualism. This degree can be assessed in the four skills of listening comprehension, speaking, reading comprehension and writing.

Through the theory above, perfect bilingualism or balanced bilingualism is rare. Balanced bilingualism is "very strong (almost equal) command of two languages[30]". Only little people who can master both first language and second language well. This happen because of the opportunity

---

[27] Siti Azizah, "*Okara, Jurnal Bahasa dan Sastra: Bilingualism and Its Implications for Language Teaching and Learning*"... 128.
[28] Siti Azizah, "*Okara, Jurnal Bahasa dan Sastra: Bilingualism and Its Implications for Language Teaching and Learning*"... 128.
[29] Bernard Spolsky - H.G. Widdowson (Ed), *Sociolinguistics*... 96.
[30] Bernard Spolsky - H.G. Widdowson (Ed), *Sociolinguistics*... 96.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

to use first language is bigger than second language. Or, if there is someone that lives so long around communities that use second language at their speaking, it causes his first language is less.

But, there is some bilingual and multilingual people have good understanding of two or more languages but at different language domain. Like Chaer and Agustina say that there are many bilinguals who have equal good understanding of two languages, but it is on the different language domain[30].

2. Definition of Multilingualism

Even though there is some expert that simply defines multilingualism to mean the same as bilingualism, it is having more than two languages. But some experts give definition of multilingualism itself. Like Clyne says that "the term multilingualism can refer to either the language use or the competence of an individual or to the language situation in an entire nation or society[31]".

Multilingualism can be defined as an ability of an individual to speak more than two languages. "Multilingualism is the act of using, or promoting the use of, multiple languages, either by an individual speaker or

---

[30] Abdul Chaer – Leonie Agustina, *Sosiolinguistik: Perkenalan Awal*, (Jakarta: PT. Rineka Cipta, 1995), 115

[31] Michael Clyne - Florian Coulmas. (Eds.), "*Multilingualism*", *The Handbook of Sociolinguistics* (Blackwell Publishing, Blackwell Reference Online, 1998), 205.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

by a community of speakers. Multilingual speakers outnumber monolingual speakers in the world's population"[33].

Same with bilingualism, there is rare perfect multilingual or balanced multilingual who have equal good understanding of more than two languages. It happens because of most multilingual have best understanding in the native language than other languages.

3. Bilingualism and Multilingualism in Language Learning

Now days, bilingualism and multilingualism are common phenomenon in this world. This phenomenon not only can we face in the society, but also in language learning classroom. This happens because there are many bilingual and multilingual students who have ability and understand more than two languages because of their environment and society in their live place. So, there are many schools, especially in Indonesia, who have many bilingual and multilingual students.

Bilingual and multilingual students are students have different background language. It includes their fluency, competence and understanding of a language. Because of this matter, Azizah says that it is needed to give appropriate strategies in bilingual classroom, such as concurrent approach, preview-review and alternate language approach[34].

---

[33] http://en.wikipedia.org/wiki/Multilingualism, accessed on March 22, 2012.

[34] Siti Azizah, "*Okara, Jurnal Bahasa dan Sastra: Bilingualism and Its Implications for Language Teaching and Learning*"... 130-131.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

C. Code Switching

In bilingualism and multilingualism, code switching and code mixing often occur. Especially in Indonesia which has many bilingual and multilingual people, code switching and code mixing are the common phenomenon. Some of the reasons to use code switching and code mixing are like the explanation above, it is rare to able to be perfect bilingual and multilingual which have understanding native language and target language well. Besides that, there are some words of a language that uneasy to replace in other language.

1. Definition of Code Switching

There are some language experts give the definition of code switching. According to Attardo, "code switching is the term occurs between different languages, dialect or styles within one sentence or adjacency pair"[35]. Nababan says that code switching is the situation in which people change the language depending on the condition and need to use the language[36].

Hymes as cited in Chaer and Agustina, "code switching has become a common term for alternate us of two or more languages, varieties of language or event speech styles". It is different with Appel's definition, code switching is the changing of using language because of the changed situation[37].

---

[35] Steven Brown – Salvatore Attardo, *Understanding Language Structure, Interaction, and Variation: An Introduction to Applied Linguistics and Sociolinguistics for Nonspecislist...* 84.
[36] P.W.J. Nababan, *Sosiolinguistik: Suatu Pengantar...* 31.
[37] Abdul Chaer – Leonie Agustina, *Sosiolinguistik: Perkenalan Awal...* 141-142.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

"Code switching can occur between different languages, dialects or styles within one sentence or adjacency pair"[38]. According to Thelander in Chaer and Agustina, if there is changing from one clause of language into another clause of another language, this phenomenon can be called code switching[39]. If there is a replacing in a clause of a language to a clause in other language, it can be called code switching.

2. Form of Code Switching

According to Hoffman[40] and Holmes, the forms of code switching are:

a. Code switching in the form of clause, where each clause is in one language or other. This code switching occurs when someone changes the language in the form of clause. Clause is "a group of words which contains a subject and a verb"[41]. The example of this code switching as when an adult Spanish-English bilingual says:

"Tenia zapatos *blancos, un poco,* they were off-white, you know."

---

[38] Steven Brown – Salvatore Attardo, *Understanding Language Structure, Interaction, and Variation: An Introduction to Applied Linguistics and Sociolinguistics for Nonspecislist...* 84.
[39] Abdul Chaer – Leonie Agustina, *Sosiolinguistik: Perkenalan Awal...* 152.
[40] Charlotte Hoffman, *"An Introduction to Bilingualism"*, (New York: Longman, 1991), 112
[41] A.S. Hornby," *Oxford Advance Learner's Dictionary"*, (Oxford: Oxford University Press, 1995), 204.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

b. Code switching in the form of sentence

Sentence is "a group of words that usually contains a subject and a verb, expresses a complete idea, or ask a question, and that, when written in English, begins with a capital letter and ends with a period"[42].

Wardaugh gives example of this code switching[43]:

Estaba training para pelar.

(He was training to fight).

c. Code switching in the form of tag

Tag means "a word or phrase which is used to describe a person, group or thing, but which is often unfair or not correct"[44].

Romaine gives some example of tag switching: I mean, unconsciously, you know.

The example like when a Panjabi/English says: "*It's a nice day, hana?*" "hana*?*" in the sentence above means "isn't it". It is an example of code switching in the form of tag.

d. Code switching in the form of exclamation

Hornby states that "exclamation is short sound (s) or word (s), which expresses sudden surprise, pain, etc"[45]. The example is when an adult Spanish-American English says:

---

[42] *Longman, Advanced American Dictionary*...1438.
[43] *Ronald* Wardaugh, *An Introduction to Sociolinguistic,* (New York: Blackwell, 1992),108.
[44] *Longman, Advanced American Dictionary*... 1617.
[45] A.S. Hornby, *Oxford Advance Learner's Dictionary*... 204.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

"...Oh! *Ay!* It was embarrassing! It was very nice, though, but I was embarrassed!"

"Oh! Ay!" is the example of code switching in the form of exclamation because this shows surprise.

D. Code Mixing

1. Definition of Code Mixing

Beside code switching, code mixing also often occurs in the bilingual and multilingual society. "Code mixing is the insertion a word, phrase or clause from another language. If someone uses a word or phrase for another language he conducts code mixing"[46].

"Code mixing occurs when the speaker combines their code randomly or may be because of insufficiency, while the code switching is properly in meaning of the codes"[47]. Further, Wardaugh says that code mixing occurs when conversant use both languages together to the extent that they change from one language to the other in the course of a single utterance[48]. It means that code mixing occurs in a single utterance or even sentence.

Fasold also gives explanation of code mixing as someone who uses one word or one phrase from one language[49]. And according to Hudson, "code mixing occurs when a fluent bilingual talking to another fluent bilingual

---

[46] A.S. Hornby, *Oxford Advance Learner's Dictionary*...154.
[47] Janet Holmes, *An Introduction to Sociolinguistics*, (London: Longman, 1992), 50.
[48] Ronald Wardaugh, *An Introduction to Sociolinguistic,* (New York: Blackwell, 1992), 106.
[49] Abdul Chaer – Leonie Agustina, *Sosiolinguistik: Perkenalan Awal*... 152.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

changes language without any change at all in the situation"[50]. In addition, Nababan[51] says that code mixing is found mainly in informal interactions. In formal situation, the speaker tends to mix it because there is no exact idiom in that language, so it is necessary to use words or idioms from other language.

Actually, it is difficult to differentiate between code switching and code mixing. Like Hill and Hill in Chaer state that there is no hope to differentiate between code switching and code mixing.[52]But there is also similarity between code switching and code mixing, it is both of them use two or more languages, or two variants of language.

But, Fasold in Chaer tries to differentiate between code switching and code mixing by giving grammatical criteria. Code mixing happens if someone uses one word or one phrase of one language. But, if there is one clause that has grammatical structure of one language and other clause is made from grammatical structure of other language, this can be called code switching[53].

Fasold in Chaer and Agustina gives the example which is cited from Velma (1976:158) which consist of Hindi and English:

Vinod: *mai to kuhungaa ki yah one of the*

(I will say that this is one of the)

---

[50] R. A. Hudson, *Cambridge Textbook in Linguistics: Sociolinguistics*, (New York: Cambridge University Press, 2001). 78.
[51] P.W.J. Nababan, *Sosiolinguistik: Suatu Pengantar*... 33.
[52] Abdul Chaer – Leonie Agustina, *Sosiolinguistik: Perkenalan Awal*... 151.
[53] Abdul Chaer – Leonie Agustina, *Sosiolinguistik: Perkenalan Awal*... 151.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

best novels of the year is

Mira: That's right. It is decidedly one of the best novel of the year

Although the second clause of Vinod's saying (which means this is one of the best novels of the year is) almost consist of English words, but that caluse is a clause of Hindi because that clause is started with pronoun *yah*, and there is word *mai* in the last clause (even though that word is in the front of clause, but that word in grammatical Hindi as a last clause). So, code switching occurs when Mira said. This can be called code switching because it occurs in the one discourse, even though the speaker is different[54].

Fasold in Chaer and Agustina also give example which is cited from Labov (1971: 457):

Y cuando estoy con gonte me borrocha porque me siento

(*and* when I am with someone I drunk because I feel)

Mas happy, mas free, you know, *pero si yo estoy con mucha*

(happier, more free, you know, but I am with many)

Gente yo no estoy, you know, high, more or less

(someone I am not, you know, high, more or less)

I *couldn't* get along with anybody[55].

[54] Abdul Chaer – Leonie Agustina, *Sosiolinguistik: Perkenalan Awal...* 151.
[55] Abdul Chaer – Leonie Agustina, *Sosiolinguistik: Perkenalan Awal...* 151.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The example above consists of code mixing in the form of word: happy, free and high. There is also code mixing in the form of phrase: more or less. The mixing is between Spanish and English.

2. Form of Code Mixing

According to Chaer and Agustina, the forms of code mixing are:

a. Code mixing in the form of word

Word is a sound or a letter that has particular meaning. The example of this code mixing is "*mas* happy, ... *pero si yo estoy con mucha*".

The mixed language of this example is the word "happy".

b. Code mixing in the form of phrase

Phrase is "a group of words that are often used together and that have a special meaning"[56]. The example is "*gente yo no estoy,* ....., more or less".

The "more or less" In the example above is code switching in the form of phrase.

E. Code Switching and Code Mixing in Language Classroom

Code switching and code mixing also often occur at the bilingual school. Even though the school requires the students to speak with certain language (in this case, it can be called target language), but code switching

[56] *Longman, Advanced American Dictionary...* 1185.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

and code mixing almost cannot be avoided. For example, sometime teacher uses code switching and code mixing in order to transfer the necessary knowledge for the students for clarity. He or she switches target language to native language in order to clarify the meaning.

Usually code switching and code mixing are not only used by teacher, but also the students. Like Eva says that "although the students may unconsciously perform code switching, it clearly serves some functions either beneficial or not". According to her, the functions of students' code switching are:

1. As equivalence

   It gives opportunity for students to continue speaking because of the incompetence students about target language by replacing certain lexical of target language incompetence into lexical item of equivalent first language.

2. As floor-holding

   It gives students an opportunity to avoid gaps in communication when they are lack of fluency in target language. They cannot use appropriate target language structure or lexicon. But, this alternation may be claimed as negative effect on learning a target language, since it may result in loss of fluency in long term.

3. As reiteration

   Students replace the message from target language into first language because that message is not understood by others. It is suitable with

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Eldridge's statement in Eva, "messages are reinforced, emphasized, or clarified where the message has already been transmitted in one code, but not understood".

4. As conflict control

   The meaning of conflict here is that either students want to avoid misunderstanding, or to utter words indirectly for specific purpose. So, code switching is used by them to transfer the intended meaning[57].

To support the existence of code switching and code mixing in language classroom, Cook (1991) in Skiba say that "code switching may be integrated into the activities used for the teaching of a second language". Cook gives a description as follow:

> "The Institute of Linguistics' examinations in Languages for International Communication test as one which utilises code switching. At beginners level, students may use the second language for obtaining information from material such as a travel brochure or a phone message to answer comprehension questions in the first language. At advanced stages, the student may be required to research a topic and provide a report in the first language. This approach is one which uses code switching as a foundation for the development of a second language learner who can stand between the two languages and use

[57] Eva Nikmatul Rabbianty, "*Okara, Jurnal Bahasa dan Sastra: Code Switching as a Bridge of Missunderstanding (writer) in Your English Classroom*"... 221-222.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

whichever is most appropriate to the situation rather than becoming an imitation native speaker"[58].

The most important thing in learning English, especially in speaking activity is how students have the encouragement to speak in the class during learning English. Like Ludo says that "language development at school involves not only the elaboration of a grammatical system, but also the ability to use language as an instrument for learning. and the ability to use language appropriately in varying contexts"[59].

The theories above are used by the writer to help her solve the questions in the statement of the problem. Theory about the form of code switching and code mixing is used by her to answer the first question of statement of the problems. It is about the forms of code switching and code mixing which are used by the first year students of MTs Al-Amin Mojokerto.

Besides that, theory about the functions of students' code switching is used by her as a support to answer the second number of statement of the problems. She wants to know the first year students of MTs Al-Amin Mojokorto's response toward using code switching. She wants to know the students response by recognizing the students' opinion about using code

---

[58] Richard Skiba, *Code Switching as a Countenance of Language Interference*. The Internet TESL Journal (http://iteslj.org/Articles/Skiba-Code Switching.html, accessed on May 20, 2012)

[59] Ludo Verhoeven - Florian Coulmas. (Eds.), "*Sociolinguistics and Education*", *The Handbook of Sociolinguistics,* (Blackwell Publishing, Blackwell Reference Online, 1998), 274.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

switching and code mixing to ease their speaking, and when they need to use code switching and code mixing in their speaking.

F. Previous Study

In order to avoid unnecessarily replication, the writer previewed studies which had a correlation with this study. The first previous study was *Analis Campur Kode pada Mahasiswa Jurusan Manjemen Perhotelan dan Manjemen Akademi Pariwisata* (AKPAR) Medan by Booni Tauhid. The difference were in his study, he described how code switching and code mixing occur, the most dominant factors of using code switching and code mixing, and the types of the code switching and code mixing often occur during learning process. But, in the writer's study, she described the forms of code switching and code mixing, and the students' response toward using code switching and code mixing in their speaking.

The next study is a Runeela Jalal' study entitled A Suggestion to Use Code Switching as an L1 Resource in the Students' Written Work: A Pedagogical Strategy. In her study, she described the way to fill the gap by suggesting the use of bi-directional translation methods in conjunction with accept ability judgment tasks in order to instruct students in identifying how and when code switching should be used as an L1 resource.

The differences were in her study, she wanted to compared the significant difference in the acceptance rates of highlighted code switched Urdu

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

items in the English articles in pre and post instruction stages of the study and also compared the difference in the number of attempts for Urdu code-switched items by the students in the pre and post instruction stages of the study. In the writer's study, she described the form of code switching and code mixing from students' utterances and to know their response toward using code switching and code mixing to ease their speaking during English learning. The other difference is Runeela analyzed code switching occur in written material, while the writer analyzed code switching and code mixing from students' utterance in their English speaking.

Another previous study is A Study of Code Switching Used in Some Cepu Families' Conversation by Siti Himatul Khasanah. In her research, she wants to find out the patterns of code switching and factors of making code switching commonly used in Some Cepu families' conversation.

The similarity between her study and the writer's study is both of them want to analyze the pattern or form of code switching. The difference is in her study, she analyzes the conversation which consists of code switching of various languages. There are Sundanese, Javanese, Arabic, Indonesian, Maduranese, and also English. But, in the writer's study, she just analyzes code switching which consist of Javanese, Indonesian, and also Arabic.

The writer also finds Ifa Devi Safitri's study entitled Code Switching in Indonesian Pop Songs. In her study, she describes code switching found in Indonesian pop songs composed by some Indonesian pop song composers. She

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

describes what types of code switching and what are the reasons why the composers switch the language in their songs.

The similarity between her study and the writer's study is both of them want to describe the benefits of using code switching. The differences are in her study, she describes types of code switching, and the writer's study does not include that. In her study, she analyzes code switching only, but in the writer's study, she wants to analyze both of code switching and code mixing.

From previous studies above, the writer finds that code switching and code mixing are the common phenomenon which occurs in our environment. After she reads some previous studies above, she wants to know the interesting things if code switching and code mixing are used by English students because speaking English for some beginners occasionally is a scary thing even though they are suggested to speak English more than other language.

From the writer's experience, code switching and code mixing almost cannot be avoided. For example, when she does PPL II in second year students of MA Bilingual Krian, the students sometime still need code switching and code mixing to transfer their intended message. Moreover, as long as she studies in Education English Department of IAIN Sunan Ampel Surabaya, she often find that there are either some students or lecturer that still use code switching and code mixing during lecturing process.

So, in this research, she wants to analyze code switching and code mixing which are used by the first year students of MTs Al-Amin Mojokerto

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

by describing the form of code switching and code mixing and describing their response toward using code switching and code mixing at their speaking during English learning and the function of their code switching and code mixing.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER III

RESEARCH METHOD

This chapter presents the method of obtaining and analyzing the data of the study. It covers the research design, setting of the study, data and source of data, instrument of the study, data collection technique and data analysis technique.

A. Research Design

This study can be classified into qualitative research. Qualitative research has aim to describe students' utterances spoken. This study used descriptive method. Like Dani says that descriptive method is a way to solve the problem will be researched by describing the subject or object's situation of research (people, institution, society) based on the facts[59].

The writer used this method because she wants to describe the phenomenon of code switching and code mixing as a bridge in students' speaking. She wants to describe the form of code switching and code mixing, also students' response toward using code switching and code mixing at their speaking.

---

[59] Dani Bina M, "*Deskriptif Kualitatif*", (http://deskriptif-kualitatif-dani-blog.htm, accessed on May 16, 2012)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

This study is clarified descriptive because the writer wants to clarify the students' utterances and students' opinion to know the forms of code switching and code mixing, their response toward using code switching and code mixing, also the students' functions of code switching and code mixing based on the theories which were stated in the previous chapter.

The writer wants to analyze the phenomenon of code switching and code mixing from its quality. She analyzed it by qualitative research because the data are in the form of words, phrase, and sentence. Some numbers as percentages of the result of questionnaire in this study will be analyzed descriptively.

B. Setting of the Study

The writer chose the first year students of MTs Al-Amin Mojokerto as a subject of her study. That school divides their students into two classes in two different locations. The male class was located on RA. Basuni Street, number 18, Sooko, Mojokerto. And the female class on the Surodinawan Street, Prajurit Kulon, Mojokerto. There were 18 female students, and 21 male students of the first year students at MTs Al-Amin Mojokerto.

The writer decided to choose the first year students of MTs Al-Amin Mojokerto as a subject of the study because of some factors. They still appear to feel difficulty to speak English in the English learning. Basically, MTs Al-Amin Mojokerto is a school that requires their students to speak English and

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Arabic in their daily life. Beside that, those students should be able to speak English, especially on English learning. But, the first year students were freshmen who have to adapt with their new environment. This school divides their students into two classes in two different locations: male class and female class. The writer chose the female class to do observation because this school in the Islamic boarding area.She distributed the questionnaire to both of male class and female class.

C. Data and Source of Data

The data needed of this study were taken from the students' result of observation and questionnaire. Direct observation is used to observe the object by using all senses to know the object's activity[60]. The data of observation and writer's note which consisted of students' utterances were used to answer the question number 1 about the forms of code switching and code mixing which are used by the first year students. Besides that, Arikunto also says that through questionnaire, we can get the information or report from the respondents about their self, or everything which they know[61]. The data of students' result of questionnaire were used to answer the question number 2 about students' response toward using code switching and code mixing at their speaking.

---

[60] Prof. Dr. Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta: PT. Rineka Cipta, 2006), 156.
[61] Prof. Dr. Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* ... 151.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Arikunto[62] says that there are "three kinds of source of the data; they are person, place and paper". In this study, the writer took a person as the source of data. The source of the data was the first year students of MTs Al-Amin Mojokerto, in academic year 2012/2013.

D. Data Collection Technique

To collect the data, the writer used two techniques. She did passive participant observation in the female class. Like Senapiah in Sugiyono says that in participant observation, the researcher observes what people do, listen to what they say, and participates in their activities. It is passive participant because the researcher comes to place will be observed, but she does not participate in that activity[63].

The observation was done three times. She observed the class in the three meetings. It was from 12th, 15th till 17 July 2012. When she did observation, she recorded students' utterance. She also wrote a note about students' utterances when they interact with English teacher, or when they should do conversation with their friends. From the voice recorded and her note, she collected data to answer the statement of the problems number 1 about the forms of code switching and code mixing which are used by the first year students of MTs Al-Amin Mojokerto. She did observation three times.

---

[62] Prof. Dr. Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek ...* 129.
[63] Prof. Dr. Sugiyono, *Memahami Penelitian Kulaitatif*, (Bandung: Alfabeta, 2010), 64.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Besides doing observation, she also gave questionnaire for the first year students of MTs Al-Amin Mojokerto. Nasution says that questionnaire is used to collect any information about the fact which is known by respondent, or about opinion or attitude[64]. Through giving questionnaire, she wants to collect the data to answer statement of the problems number 2 about students' response and students' function of code switching and code mixing.

She gave questionnaire at the last day of observation, on July 17th, 2012. She watched the students when they were asked to fill the questionnaire. She watched them when they were asked to fill the questionnaire to avoid their understanding about the meaning of items of questionnaire that they do not understand. So, the students can ask her if they do not understand about the meaning of items of questionnaire.

From the questionnaire, she knew the students' opinion and their response toward using code switching and code mixing to ease their speaking. From this questionnaire, she knew the most function of code switching and code mixing used by them also.

After doing observation and giving questionnaire, she transcribed and classified utterances which consist of code switching and code mixing that occurs during English learning. She also analyzed the result of questionnaire. After collecting the data, the writer analyzed that data to answer the statement of the problem in this study.

---

[64] Prof. Dr. Nasution, M.A., *Metode Research: Penelitian Ilmiah*, (Jakarta: Bumi Aksara, 2006), 133.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

E. Research Instrument

For collecting data, the instrument is very important. Suharsimi Arikunto says that to collect the data, it can be done by using test, questionnaire, picture recorded and voice recorded, and observation[65]. In this research, the writer used voice recorded, observation, and questionnaire as an instrument to collect the data. She also prepared the blank note to be filled by the researcher with the students' utterances during English learning. It was used to prevent missing some students' utterances because they do not speak loudly or not clear.

The questionnaire were used to gather the real information relating with the students' response toward using code switching and code mixing at their speaking during English learning. From the questionnaire, the researcher also got the data about the students' function of code switching and code mixing. The questionnaire consisted of 24 numbers of items. The aspect which being measured in the questionnaires were:

Table 1: Indicators of Questionnaire

No.	Indicators	Number of Items[66]	Total
1	The students' motivation in learning English	1, 2, 3	3

[65] Prof. Dr. Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek....* 128.
[66] The number/item of questionnaires for students.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2	The students' interest to speak English	4, 5, 6, 7, 8, 9	6
3	The student's response toward using code switching and code mixing at their speaking	10, 11, 12, 13, 14	5
4	The forms of code switching and code mixing which are often used by students	15, 16, 17, 18, 19, 20	6
5	The functions of code switching and code mixing which often used by students	21, 22, 23, 24	4

F. Data Analysis Technique

After collecting the data through observation and giving questionnaire, the writer analyzed and described the data to be clearer. This study will be analyzed descriptively by doing the following steps:

1. Transcribing

   Transcribing was the first step after collecting data formed voice recorded and note of students' utterances. The writer transcribed the students' utterances which consist of code switching and code mixing in the form of dialogue. (See appendix 3).

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2. Classifying

The next step was classifying. The writer classified the utterances which consist of code switching and code mixing into forms of code switching and code mixing. She made table which consists of: 1)form of code switching, 2)form of code mixing. (See appendix 1 and 2).

3. Analyzing

Analyzing was the last step. The writer analyzed the data that have gotten from previous steps to answer the statements of the problem. They were forms of code switching and code mixing, and the students' response toward using code switching and code mixing to ease (as a bridge) their speaking. She analyzed the data either from observation or questionnaire descriptively. She used the formula as stated below to know the result of questionnaire[68]:

$$\mathbf{P = \frac{F}{N} x100\%}$$

P= The percentage of students' response

F= The number of frequency of the respondents answer

N= The number of respondents

[68] Prof. Dr. Nasution, M.A., *Metode Research: Penelitian Ilmiah*... 134.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The format and the table can be seen below:

Table 2: Table of Questionnaire Result (Percentage)

No.	Items of Questions	Answer			
		A	B	C	D

Explanation of answer:

A: Like so much, excited (fun), pay attention so much, very extremely capable, wish so much, very active, so confident, most over.

B: Like, so so, pay attention, wish, capable, active, confident, often.

C: Less like, bored, less pay attention, less wish, less active, less confident, ever.

D: Dislike, scary, do not pay attention, incapable, do not wish, not confident, never, not active.

After collecting the data from questionnaire, the writer analyzed them by concluding the most answers which were chosen by students.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consists of research findings and discussion. This chapter will focus on analyzing the data which have been collected. It includes: forms of code switching and code mixing, students' response of using code switching and code mixing, and students' function of code switching and code mixing.

A. Research Findings

1. Forms of Code Switching and Code Mixing Which Are Used by the First Year Students

The source of the data of this study was taken randomly from July 12th and 15th, also July 17th, 2012. The data were taken from class activity and questionnaire. The first data were got by the writer from doing observation from July 12th and 15th, also July 17th, 2012. The data was needed to answer the statement of the problems, number 1. When she did observation, she just watched the learning process and did not do an action. She made a note of students' utterances to avoid missing utterances because of some students sometime do not speak loudly and clearly. So, this observation can be called passive participant observation. It was participant observation because she came to the class and joined in the class activity.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

After doing observation, she wrote down the students' utterances and transcribed it on the paper. The data were transcribed in the form of dialogue between the students and English teacher, or between student and student during English learning which consisting of the utterances (See appendix 3). Then, the data were classified into table which consist of the form of code switching and code mixing. These are the result of observation and the writer's note:

a. The Forms of Code Switching

In this study, the writer found the forms of code switching which were used by the first year students of MTs Al-Amin Mojokerto as a bridge in their speaking during English learning. In this study, she found that there were four forms of code switching which occur in English learning. They were code switching in the form of clause, sentence, tag, and exclamation.

There were 20 cases of code switching which are used by the first year students of MTs Al-Amin Mojokerto at their speaking during English learning. Two (2) cases of using code switching in the form of clause, 15 cases of using code switching in the form of sentence, 2 cases of using code switching in the form of tag and 1 case only of using code switching in the form of exclamation. (See appendix 1).

(i) Code Switching in the Form of Clause

Code switching in the form of clause is the changing of one clause of one language into one clause of another language. Clause is "a group of words

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

which contains a subject and a verb"[69]. Here are the examples of code switching and code mixing in the form of clause:

T: Why?
(14) S: Difficult sir. *Apalagi di sini harus bicara bahasa Inggris,* and I do not can speak good English.
(Difficult sir. Moreover, we have to speak English here, and I cannot speak Englishwell)

The italic words at the dialogue above were the example of code switching in the form of clause. It was the utterance from one student of the first year students of MTs Al-Amin Mojokerto. This dialogue occurred when the teacher greeted the students before starting the lesson. This was code switching in the form of clause because this utterance consists of subject and verb. The student switched one clause of native language into target language. It was switching a clause of Indonesian into clause of English. This utterance was also separated by the comma.

Another example of code switching in the form of clause as follow:

T: Yes, what's matter? Come one, speak up.
(17) S: *Di sini yang line 5*, giving commandnya ada please, *tapi yang atas tidak ada.*
(Here in the line 5, there is word 'please' in giving command, but there is no one in the previous line).
T: The word please is used to ask more respectfully. To be more polite. Any other question?

This dialogue consists of student's utterance and teacher's utterances. The student wants to know the difference between giving command by the

[69] A.S. Hornby," *Oxford Advance Learner's Dictionary"*, (Oxford: Oxford University Press, 1995), 204

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

word please and not. She does not use full English at her asking but using one clause of native language. It is switching two clauses of Indonesian language into English.

(ii) Code Switching in the Form of Sentence

In this study, the writer found 15 cases of using code switching in the form of sentence. Sentence is "a group of words that usually contains a subject and a verb, expresses a complete idea, or ask a question, and that, when written in English, begins with a capital letter and ends with a period"[69]. The examples are as follow:

T: Ok. Let me introduce myself. My name is Saiful Bahri. You may call me Mr. Saiful. I live in Mojosari.
(1) S: Mr. Sai? *Dipanggil begitu saja,* mister? Cool.
(Mr. Sai? May I just call you like that, mister. Cool)

This dialogue occurred at the first meeting. The teacher introduced herself to the students. One of the students wanted to show her greeting. This student's utterance was one of the examples of code switching in the form of sentence. Although the sentence was separated by comma, but this was not a clause because it had already had last intonation.

S: In Indonesia, mister ya?
T: Ok
(3) S: *Kalau saya di MI saya dulu diajar bahasa Inggris yang sering hanya diterangkan atau disuruh mengerjakan.*
(When I'm on the Elementary school, I just taught English by giving explanation or asking to do assignment)

---

[69] *Longman, Advanced American Dictionary...* 1438.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The dialogue above was about teacher who asks their students if they have already had a habitation to speak English in the Elementary School. One of students wanted to convey her opinion. She used target language first to ask teacher's attention. Then she preferred to use native language to convey her opinion. So, this utterance can be classified into code switching in the form of sentence because she changed the situation after and before she conveyed her opinion. This utterance also consisted of subject and verb.

Other example was:

S: *Maaf ustad,* I'm not understand
(I'm sorry sir, I'm not understand)
T: *Jadi kamu belum memiliki kesempatan untuk berbicara bahasa Inggris saat pelajaran atau di luar pelajaran?*
(So, don't you have a chance to speak English during English learning or beyond?)
(4) S: Yes sir, *karena guru saya tidak menggunakan bahasa Inggris dulu.*
(Yes sir, because my teacher did not use English)

The student switched her utterance from English into sentence of Indonesian language. Even though the sentence was not separated by full stop, but this utterance can be called sentence because it has subject and verb, and has complete thought.

Another example of code switching in the form of sentence was:

(5) S: Ustad, I'm not, can not to speak English lancar gitu. *Terus, apakah nanti saya tetap harus bicara bahasa Inggris?*
(Sir, I'm not, cannot to speak English fluently. So, am I have to speak English?)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

This is code switching in the form of sentence because the student switches her sentence of target language into sentence of native language. It is Indonesian language. This is same with the example:

(6) S: Tidak bawa, sir. *Jadwalnya ganti, saya lupa.*
(I do not bring it, sir. Because the schedule was changed, I forget)

Although the student switched her sentence from one word of language, it was *sir.* But she switched her utterance into one sentence of native language. Actually, the condition required the students to speak English. This reason also occured at the example of code switching in the follow:

(7) S: Mister, *kamus saya seperti ini.*
(Mister, my dictionary is like this.)
(10) S: *Artinya apa*, mister, too itu?
(What's the meaning?)
(12) S: Perkenalan *tentang apa,* sir?
(What is introduction about, sir?)
(13) S: About we. *Seperti yang tadi ya* ustad?
(About us. Is like the last time sir?)
(15) S: Bingung *dia,* sir.
(She was confused, sir)

Other examples of code switching in the form of sentence are:

(9) S: The difference antara how are you and how do you do. *Kalau artinya sama, apakah ada bedanya ustad?*
(The difference between how are you and how do you do. *If the meaning is same, is there any difference?)*
(16) S: Use tanda seru. *Saya tidak tahu bahasa Inggrisnya tanda seru,* sir.
(Use interjection mark. I do not know the meaning of interjection mark in English, sir)

These dialogues consisted of code switching in the form of sentence. The student switched her first sentence of target language into a sentence of native language.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

(11) S: Not understand, sir. *Pake Indonesia saja,* mister.

(Not understand, sir. Just use English, mister.)

This was the last example of code switching in the form of sentence. This was sentence because there is subject and verb, even though the subject was not directly written, but this sentence had subject of you. This sentence can be called imperative sentence.

(iii) Code Switching in the Form of Tag

The third form code switching was code switching in the form of tag. Romaine gives some example of tag switching: I mean, unconsciously, you know. In this study, the writer found two cases of using code switching in the form of tag. It was as follow:

(8) S: It's ok *ya*, sir?
(It's ok, isn't it? Sir.)
T: Actually it's ok. But you better bring the John M. Echols's dictionary.

This is example of code switching in the form of tag. The word *ya* in this sentence has similar meaning with *isn't it?* in English. Even though there is question mark in the last sentence, but actually it does not need an answer. The teacher's utterance is just for give her motivation.

It is also similar with the example follows:

(18) S: Terserah, *kan,* mister?
(It's up to me, isn't it? Mister?)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The word *kan* in this utterance is tag because it means isn't it in English. Isn't it in the English is a tag question which actually does not need any answer

(iv) Code switching in the Form of Exclamation

The last form of code switching is code switching in the form of exclamation. Hornby states that "exclamation is short sound (s) or word (s), which expresses sudden surprise, pain, etc"[70].In this study, the writer also found 1 case only of using code switching in the form exclamation. The example as follow:

(2) S: *O iya,* belum bisa sir.

(O yes, do not capable yet, sir)

The utterance *O iya* is the example of exclamation which shows surprise.

b. The Forms of Code Mixing

Beside code switching, the writer also found that code mixing sometime was used by the first year students of MTs Al-Amin Mojokerto during English learning. There were two forms of code mixing. They were code mixing in the form of word, and code mixing in the form of phrase.

There were 51 cases of code mixing which are used by the first year students of MTs Al-Amin Mojokerto at their speaking during English learning.

---

[70] A.S. Hornby, *Oxford Advance Learner's Dictionary*... 204

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

There were 28 cases of using code mixing in the form of word, and 23 cases of using code mixing in the form of phrase. (See appendix 2).

(i) Code Mixing in the Form of Word

Code mixing in the form of word is the insertion of word in one language into another language. Here are the examples of code mixing in the form of word:

(1) S: *Belum*, mister. Not yet....
(Not yet, mister. Not yet....)
(2) S: *Sudah,* mister.
(Have done, mister)

These utterances were the example of code mixing in the form of word because the student just inserts one word of her utterance. She inserted the word *belum*, and *sudah* of native language on her utterance (she should use target language). In this study, the writer found 2 others example of code switching in the form of word by using word *belum* (see appendix 2).

It was also same with the example below:

(4) S: *Ya. Tapi*, difficult.
(Yes. But, it is difficult)
(12) S: *Tapi*, we do not can borrow the book from library.
(But, we cannot borrow the book from library)

These students inserted one word of native language in their utterances in the form of conjunction *tapi.* The word *tapi* means 'but' in the English. In the student's utterance number 4, there was also inserting the word *ya* in her utterance.

Other examples of code mixing in the form of word were:

(6) S: *Ini,* sir.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

(This, sir)

(19) S: Artinya apa, mister, too *itu*?
(What's the meaning of too, sir?)

(26) S: Not, *itu* sir, *aneh*?

(Not, that is strange, sir?)

(41) S: *Itu,* sir..
(That, sir...)

In these students' utterances which speak on target language, they insert one word of native language in the form of determiner. It is '*ini*' and '*itu*' which means this and that in the English.

The next examples of code mixing in the form of word are:

(5) S: *Susah,* ustad.
(difficult, sir)

(8) S: *Maaf,* ustad, I'm not understand.
(I'm sorry, sir. I'm not understand)

(9) S: *Ustad*, I'm not, can not to speak English lancar gitu.
(Sir, I cannot speak English well)

(11) S: *Yang* TU itu, *ustad?*
(Is that the one who administration staff, sir?)

(13) S: Itu *ustad*, katanya bukunya banyak yang belum selesai disamai.
(That, sir, she said that many books did not finish yet to be covered)

(17) S: How do you do, *ustad.*
(How do you do, sir)

(35) S: *Ya ustad,* forget.
(Yes sir, forget)

These utterances consisted of code mixing in the form of word. The students inserted one word of Arabic language in their utterances of English language or Indonesian language. They inserted the word *ustad* in their utterances. This word refers to the English teacher. They used this word as a replacement of the word sir or mister in English because they more often used

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

the word ustad to call their teacher. So, sometime they unconsciously use this word to call their English teacher.

The following utterances were also the examples of code mixing in the form of word.

(14) S: *Menyapa*, sir.
(Greeting, sir)
(18) S: The difference *antara* how are you and how do you do.
(The difference between how are you and how do you do)
(20) S: *Juga*.Yes, *juga*.
(Also. Yes, also)
(22) S: *Capek*, sir.
(Tired, sir)
(37) S: Book, pencil. *Dompet.* Money. *Foto,* sir
(Book, pencil, wallet, money, photo, sir)
(42) S: *Terserah*, kan, mister?
(It's up to me, isn't it, mister?)
(45) S: Yes. *Na'am.*
(Yes. Yes)
(46) S: No, *kurang* sir.
(No, less sir)
(47) S: Not yet sir. *Susah.*
(Not yet sir. Difficult)
(50) S: *Ya* sir, have done *dia,* sir.
(Yes sir, she has done, sir)

From these utterances, the writer found that the students insert one word of Indonesian language into their utterances of target language or English.

The last example of code mixing in the form of word which was used by the first year students of MTs Al-Amin Mojokerto is:

(24) S: *Delapan belas*. Ehm, eighteen, sir.

Even though this utterance consisted of two words, but this utterance was not classified into the code mixing in the form of phrase. The word *delapan belas*

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

in this utterance was the compound word because of the word *belas* in this utterance cannot have own meaning.

(ii) Code Mixing in the Form of Phrase

The next form of code mixing was code mixing in the form of phrase. It was the insertion a phrase of one language into another language. Phrase is "a group of words that are often used together and that have a special meaning"[71]. Some examples of code mixing in the form of phrase were:

(3) S: O iya, *belum bisa* sir.
(O yes, not yet sir)
(10) S: Ustad, I'm not, can not to speak English *lancar gitu.*
(Sir, Im'not, canot to speak Emglish lancar gitu.)
(15) S: *Tidak bawa*, sir. Jadwalnya ganti, saya lupa.
(I do not bring it, sir. The schedule was changed, I forget.)
(23) S: *Terlalu sedikit*, sir. *Tidak kerasa.*
(Too little, sir. No sense.)
(30) S: Repeat, sir. *Tidak jelas.*
(Repeat, sir. Unclear)
(31) S: *Yang itu* sir, this is Fida?
(That is, sir, this is Fida?)
(32) S: No, *sudah capek,* mister.
(No, I was tired, mister)
(44) S: *Ngerjakan lagi*, ustad?
(Work again, sir?)
(49) S: *Di depan,* sir?
(In the front, sir?)
(51) S: *Waktunya habis* sir, time is up.
(Time is up)
(34) S: Introduction *diri sendiri* dan stranger.
(Introduction about ourself and stranger)
36) S: Mister, evening and night *itu sama*?
(Mister, is evening and night same?)
(38) S: Use *tanda seru.* Saya tidak tahu bahasa Inggrisnya tanda seru, sir.

---

[71] *Longman, Advanced American Dictionary...* 1185

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

(Use interjection mark. I do not know the meaning of interjection mark in English)

(39) S: *Tidak tahu. Belum tahu,* sir
(I do not know. I do not know yet, sir)

(40) S : *Apa itu,* sir?
(What's that sir?)

These students' utterances were the examples of code mixing in the form of phrase because they inserted one phrase which consists of two words of native language or Indonesian language in their English utterance as target language. These combination words can be called phrase because they consisted of two words, and each word has the own meaning. These combinations of words made the new meaning.

Other examples of code mixing in the form of clause were as follow:

(16) S: *Yang jualan buku-buku bekas itu*, sir?
(Someone who sells the used books, sir?)

(21) S: Yes, sir. *Istirahat sebentar* ya, mister.
(Yes, sir. Let's break for a while, mister)

(25) S: About we. *Seperti yang tadi* ya ustad?
)anout us. Is it like the last, sir?)

(28) S: *8 lebih 20,* sir.
(8 pass 20, sir)

(29) S: Mr. How to say *jam 8 lebih 20* in English?
(Mister, how to say 8 pass 2o minutes in English?)

(33) S: *Tidak bosan kok*, ustad.
(I'm not bored, sir)

These utterances consisted of code mixing in the form of phrase because of the students insert one phrase of native language which consists of the combination of three words. They inserted one phrase of other language when they speak with English. These combinations of word were not called clause because of there are no subject and verb.

The next example of code mixing in the form of phrase was:

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

(7) S: *Sedikit-sedikit*, mister.

(Little, sir)

This student's utterance can be classified into code mixing in the form of phrase because of this phrase consists of two repetition words. And this phrase had own meaning. It meant little by little in English.

The last example of code mixing in the form of phrase was:

(43) S: *Insyaalaah*, sir.

(Allah Willing, sir)

In this utterance, the student inserted one phrase of Arabic language into her utterance of target language or English language. This phrase meant Allah Willing.

2. The Students' Response toward Using Code Switching and Code Mixing at Their Speaking

The second data related to the research question number two which discusses about the students' response of using code switching and code mixing at their speaking was taken from giving questionnaire for students. From this questionnaire, the writer also got the data about the function of using code switching and code mixing for the first year students during English learning.

Here are the responses or reaction of the first year students of MTs Al-Amin Mojokerto about using code switching and code mixing to ease their speaking during English learning which are conveyed by them by giving their opinion or answer through the questionnaire. The data were collected from the

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

result of questionnaire which has been given by the writer for the first year students of MTs Al-Amin Mojokerto. She distributed the questionnaire on July 17, 2012.

The questionnaire consists of 24 numbers of items. The first indicator for the questions number 1 to 3 was dealing with the students' motivation in learning English. In this first part, the writer found that most of the students said that they like English. It could be seen from the percentages (see appendix 4); 38,5% students like English so much as a compulsory subject, 71,8%students like English, 15,4% students less like toward English learning, and none of them does not like English. They like English because according to them, English is an excited subject. There are 76,9% students think that English is fun, 17,9% students think English was so so, 5,1% students think English was scary, and none students feel bored about English learning. They pay attention so much to the teacher (58,97%), 41% of them pay attention to the teacher, and there is no students who do not pay attention to the teacher.

The second indicator for the questions number 4 to 9 was dealing about students' interest to speak English. They like speaking skill of learning English (35,9%), 7,7% of students who do not like speaking skill. They like speaking skill even though their speaking skill is still less (56,4%), 5,1% of students aware that they have very good speaking skill. The students who aware that they have good speaking abilities feel easier to speak than write. Like Agustin says that "naturally speaking, people learn spoken language first before

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

they learn written version"[72]. But, even though their speaking skill is still less, the most of them want to have a good speaking ability so much (56%). 43,6% of them want to have a good speaking ability. And there is no students who do not want to master speaking skill.

Most of them aware that they still rather active to speak or convey the opinion during English learning (76,9%). Most of them still have less confidence to speak English in the front of audience (53,8%). There is 20,5% of students who still do not have confidence to speak English. Only 7,7% of students who have great confidence to speak English during English learning.

These students often face difficulties to speak English (64%). There are no students who never face difficulties to speak English. This result is suitable with Khairudin's opinion, he said that the middle school often face difficulties in speaking, such as limited vocabulary and limited pronunciation[73]. Even though they feel difficult to speak English, they like school that requires them to speak English during English learning so much (17,9%). 71,8% of students like it. And 5,1% of students who rather do not like and do not like it.

The third indicators of questions number 10 to 15 was dealing about students' response toward using code switching and code mixing at their speaking. They rather like (43,6%) and do not like (46,2%) if their English teacher does not admit them to do code switching and code mixing at their

---

[72] Helena Agustin I. R., *Standart Kompetensi Filosofis-Teoritis Pendidikan Bahasa Inggris*... 42.

[73] http://www.scribd.com/doc/24472985/PENILAIAN-SPEAKING-Kemampuan-Berbicara-speaking-Dan-Menulis-Writing-Dalam-Pelajaran, (accessed on July 3, 2012).

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

speaking during English learning. There is no student who like so much if their English teacher does not admit them to use some code switching and code mixing.

In other word, they like so much if they are admitted by their teacher to do code switching and code mixing during English learning (51,3%). And there is no students who do not like so much if their English does not do that. They believe that they active to speak English during English learning if their teacher allows them to use code switching or code mixing in their speaking (76,9%). 17,9% of them become very active if their teacher does that. There is no student who still does not active to try to speak English if their teacher does that. It shows that the theory of Fulcher about code switching and code mixing can be a strategy in learning speaking.

They aware that they most over use code switching or code mixing in their speaking (30,8%). Most of them (48,7%) often use code switching and code mixing in their speaking. There is no students who never do code switching and code mixing.

The fourth indicator of questions number 15 to 20 was dealing about the forms of code switching and code mixing which are often used by them. Like Hoffman said that there are four forms of code switching. They are code switching in the form of clause, sentence, tag and exclamation[74]. Most of them

[74] Charlotte Hoffman, *"An Introduction to Bilingualism"*... 112.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

ever switch their language in the form of tag in their speaking (51,3%). The 7,7% of students who never use code switching in the form of tag. Besides that, they most over do code switching in the form of clause (43,6%). 46,15% often use code switching in the form of clause. There is no students who never use code switching in this form.

According to Chaer and Agustina, there are two forms of code mixing. They are code mixing in the form of word and phrase. And the first year students of MTs Al-Amin Mojokerto also mixed their speaking into other language in the form of word. There were 53,8% students most over mix their speaking in the form of word. 41,02% students often did this code mixing. only 5,1% students ever mix their speaking in the word, and there is no students who never use this code mixing.

From the research, the writer also found that 30,8% students most over mixed their speaking into another language in the form of phrase. 20,51% often, 58,7% students used code mixing in the form of phrase. And no students never use code mixing in this form.

They also often use code switching in the form of exclamation in their speaking (35,9%). They often switch their language into another language in the form of sentence (48,7%). There is no students who never switches their language with other language in the form of sentence.

The last indicator of questions number 21 to 24 was dealing with the functions of code switching and code mixing which often used by students.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Like Eva says that there are four functions of students' code switching and code mixing[75]. They are as equivalence, as floor-holding, as reiteration, and as conflict control. In this study, the writer found that each the first year students of MTs Al-Amin Mojokerto had different and various function of using code switching and code mixing, such as equivalence and reiteration. Here, she will analyze each function of students' code switching based on their opinion as a result of questionnaire.

a. As Equivalence

The first function of students' code switching and code mixing is as equivalence. The most of the first year students of MTs Al-Amin Mojokerto often use code switching and code mixing when they do not know the certain word of target language (48,7%). The 33,3% of them most over to use code switching in this condition. There is 17,9% of students who ever use code switching at their speaking in this situation. And there is no students who never switch or mix their language into another language in this situation. (See appendix 4). They use code switching and code mixing to replace their unknown word of target language by switching or mixing other language.

b. As Floor-holding

The first year students of MTs Al-Amin Mojokerto most over use code switching or code mixing in their speaking when they do not know the correct

---

[75] Eva Nikmatul Rabbianty, "*Okara, Jurnal Bahasa dan Sastra: Code Switching as a Bridge of Missunderstanding (writer) in Your English Classroom*"... 221-222.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

grammar of lexicon or structure of English as the target language (41,02%). The 30,8% of them often switch or mix their language at their speaking in this situation. There are students ever switch and code mix their language in this situation (23,1%). And there are 5,1% of students who never use code switching and code mixing in this condition. (See appendix 4). The students prefer to use code switching and code mixing because their incompetence of the good grammar of target language.

c. As Reiteration

Most of the first year students of MTs Al-Amin Mojokerto most over to use code switching or code mixing when they feel that the audience or listener still do not understand their message (48,7%). So, they use code switching and code mixing to help them to understand their message and get their message. There is 38,5% of students often using code switching and code mixing in this situation. And there is 12,8% of students who ever switch or mix their language into another language because of this condition. There is no students who never use code switching and code mixing at their speaking in this situation. (See appendix 4). They use code switching and code mixing to make the listener easier to understand their speaking. They help listener to get the message correctly.

d. As conflict control

The last finding is about the next function of code switching and code mixing for the first year students of MTs Al-Amin Mojokerto. The last function

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

of students' code switching and code mixing is as conflict control. They use code switching and code mixing to prevent their listener become confused and they do not get the students' message correctly.

Most of the first year students often use code switching and code mixing when they avoid misunderstanding between them and their listener (64%). The 25,6% of them most over use code switching and code mixing at their speaking in this situation. The 7,7% of them ever use code switching and code mixing at their speaking in this situation. The 2,6% of them never use code switching and code mixing at their English speaking because of this situation. (See appendix 4).

B. Discussion

In this part of chapter, the writer discusses the research findings of the study that have been described earlier. It was related to the theories in chapter II. She makes a general conclusion of the research findings above.

The subject of this study was the first year students of MTs Al-Amin Mojokerto. The topic was about code switching and code mixing which are used by the first year students at MTs Al-Amin Mojokerto. It is used as a bridge in their speaking during English learning.

In the language classroom, code switching and code mixing are phenomenon which often occurs in the English learning. This phenomenon can

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

be used by English teacher, also can be used by students. Though, they have their own reason to use code switching and code mixing at their speaking.

1. Forms of Code Switching and Code Mixing

The first statement of the problem was about the forms of code switching and code mixing which occur during English learning. In order to answer the question, code switching and code mixing were divided based on its form.

a. Forms of Code Switching

There were 20 cases of code switching which are used by the first year students of MTs Al-Amin Mojokerto at their speaking during English learning. Two (2) cases of using code switching in the form of clause, 15 cases of using code switching in the form of sentence, 2 cases of using code switching in the form of tag and 1 case only of using code switching in the form of exclamation.

In English learning, the students usually use some code switching and code mixing at their speaking to interact with their teacher, or to their friend during English learning. The students use code switching in the form of clause, sentence, tag and exclamation to ease their English speaking. They use some code switching to make the listener understand what they said.

b. Forms of Code Mixing

As mentioned in earlier discussion, Fasold as cited Chaer proposed his idea about the form of code mixing based on their grammatical pattern. They were word and phrase. In this study, there were 51 cases of code mixing which

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

are used by the first year students at MTs Al-Amin Mojokerto at their speaking during English learning. There were 28 cases of using code mixing in the form of word, and 23 cases of using code mixing in the form of phrase.

Beside code switching, the students also use some code mixing in their English speaking. Code mixing is the phenomenon which happens more in the English learning at the first year students of MTs Al-Amin Mojokerto than code switching (see appendix 2). Because their most interaction to the teacher is answering question. They mix their language when they answer the question from teacher. And most of them need short answer. So, code mixing more happens than code switching.

2. Students' Response of Using Code Switching and Code Mixing

From the theory on chapter II, the writer knew that code switching and code mixing cannot be avoided in the English learning. Code switching and code mixing are needed by people who want to communicate or interact with others during English learning. It is not only needed by English teacher, but also English learner or students because they are still beginner in learning English.

From the result of questionnaire above, the writer found that students like English as a compulsory subject. They like speaking skill even though they do not have good speaking ability. They feel easier to speak English when the students are allowed to do some code switching or code mixing. They believe that they will be more active when they can use some code switching and code

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

mixing at their speaking. It can be seen from the result of questionnaire. (See appendix 4).

The bilingual schools that require their students to speak English are reputed by the students as away to increase their speaking skill. They can get a challenge to be active speaker of English language. Not only in the written text, but also in the oral action. The school can give students an advantage. It is to practice English little by little by their interaction with teacher or students.

The students aware that they need code switching and code mixing at their speaking to interact with their teacher. They often use code switching in the form of clause, sentence, tag, and exclamation. They also often using code mixing in the form of word and phrase (See appendix 4).

The using of code switching and code mixing are needed by them to ease their speaking. They like if the students are allowed to use some code switching and code mixing at their speaking because they are beginner of English learner. They still have limited vocabularies. They want to become more active in the class if their teacher admits them to use code switching and code mixing.

From the research findings above, the writer found that each student has her/his own reason to use some code switching and code mixing. The functions of students' code switching and code mixing are:

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

a. As equivalence

When the students speak English, then they can continue to their speaking because they do not know the appropriate word to use, they prefer to switch or mix their target language into another language. (See appendix 4).

b. As floor-holding

The students will use code switching and code mixing when they do not know the correct grammar of target language. It is common happen because of each language has different grammar. So, the students sometime use a clause or sentence of their language into their target language. (See appendix 4).

c. As reiteration

The next function is when the students feel that the listener still do not understand what they mean. They switch or mix their language into another language to make the listener easier to get the meaning. (See appendix 4).

d. As conflict control

The last function is when they need to use code switching or code mixing to avoid misunderstanding between them and the listener. It can be because of they feel difficult to convey the message. The message has ambiguity meaning. (See appendix 4).

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion in the chapter IV, it can be concluded that code switching and code mixing were a phenomenon which often occur in the school which have many bilingual and multilingual students. Code switching and code mixing often occur at their speaking during English learning.

1. In answering the question number one about the forms of code switching and code mixing which are used by the first year students at MTs Al-Amin Mojokerto, the writer concludes that there are four forms of code switching. They are code switching in the form of clause, sentence, tag, and exclamation. Most of the first year students of MTs Al-Amin Mojokerto use code switching in the form of sentence. And most of them prefer use code mixing in the form of word than use code mixing in the phrase.
2. In answering the question number 2 about the students' response of using code switching and code mixing at their speaking, the writer concludes that although there are some people who do not agree of using code switching and code mixing for students because they are worried that their students do not more practice to speak English. But, the writer concludes that the first year students of MTs Al-Amin Mojokerto give a good response toward using code switching and code mixing at their speaking because they feel get a

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

help in learning speaking English. They do not feel burdened because they have to speak English at their beginning to speak English. According to them, code switching and code mixing have functions as equivalence, as floor-holding, as reiteration and as conflict control.

B. Suggestion

Considering explanation above, the writer expects that this study is able to enrich sociolinguistics studies, especially of sociolinguistics and education about code switching and code mixing in the language classroom. The writer hopes that this study is able to give some information in understanding about code switching and code mixing.

From this study, the writer suggest for:

1. Students: They have to practice to speak a lot until they have good speaking ability and they do not need to use some codes switching and codes mixing in their speaking anymore.
2. English teachers: they keep encourage their students to speak English first by using various way to make them do not scary to speak English. They keep give students' confidence and enjoyment to learn speaking English by allowing them to use code switching and code mixing.
3. Other researchers: they can analyze more about code switching and code mixing which are used by students in different view.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

REFERENCES

Arikunto, Prof. Dr. Suharsimi. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta, 2006.

Azizah, Siti. "*Okara, Jurnal Bahasa dan Sastra: Bilingualism and Its Implications for Language Teaching and Learning"*, Okara, Vol. I, 4th Year, May 2009.

Bina M., Dani. "*Deskriptif Kualitatif*", (http://deskriptif-kualitatif-dani-blog.htm, accessed on May 16, 2012).

Broughton, Geoffrey et al. *English as a Foreign Language*. London and New York: Routledge, 2003.

Brown, Steven – Salvatore Attardo, *Understanding Language Structure, Interaction, and Variation: An Introduction to Applied Linguistics and Sociolinguistics for Nonspecislist*, United States of America: The University of Michigan Press 2000.

Chaer, Abdul and Leoni Agustina. *Sosiolinguistik: Perkenalan Awal*. Jakarta: PT. Rineka Cipta, 1995.

Coulmas, Florian. *The Handbook of Sociolinguistics.* Blackwell Publishing, Blackwell Reference Online, 1998.

Fauziyah Az-Zahroh, Siti. *A Study of Code Switching in the Bilingual Situation of English Department of Adab Faculty IAIN Sunan Ampel Surabaya.* Surabaya: State Institute for Islamic Studies Sunan Ampel, 2004.

Hanunah. *Thesis S1: Students' Strategies In Overcoming Speaking Problems In Speaking Class Of Second Semester At English Department Of Tarbiyah Faculty Iain Sunan Ampel Surabaya.* Surabaya: State Institute for Islamic Sunan Ampel, 2009.

Himatul Khasanah, Siti. *A Study of Code Switching Used in Some Cepu Families' Conversation.* Surabaya: State Institute for Islamic Studies Sunan Ampel, 2004.

Hoffman, Charlotte . *An Introduction to Bilingualism.* New York: Longman, 1991.

Holmes, Janet. *An Introduction to Sociolinguistics* London: Longman, 1992.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Hornby, A.S. *Oxford Advance Learner's Dictionary.* Oxford: Oxford University Press, 1995.

http://en.wikipedia.org/wiki/Multilingualism, accessed on March 22, 2012.

http://www.ehow.com/info_8297384_speaking-skills-ctivitiesmiddleschool.html, (accessed on July 2, 2012).

http://www.scribd.com/doc/24472985/PENILAIAN-SPEAKING-Kemampuan-Berbicara-speaking-Dan-Menulis-Writing-Dalam-Pelajaran, (accessed on July 3, 2012).

Hudson, R. A. *Cambridge Textbook in Linguistics: Sociolinguistics*, New York: Cambridge University Press, 2001.

Longman, Advanced American Dictionary. UK: Pearson Longman, 2008.

M.A., Prof. Dr. Nasution, *Metode Research: Penelitian Ilmiah*. Jakarta: Bumi Aksara, 2006.

Nababan, P.W.J. *Sosiolinguistik: Suatu Pengantar*. Jakarta: PT Gramedia, 1986.

Nazir Ph. D, Moh. *Metode Penelitian* Jakarta: Ghalia Indonesia, 1988.

Nikmatul Rabbianty, Eva. *"Okara, Jurnal Bahasa dan Sastra: Code Switching as a Bridge of Missunderstanding (writer) in Your English Classroom"*. Okara, Vol. II, 4th Year, November 2009.

Nur Fariekhah R., Alfiyah. *Code Switching and Code Mixing Used by Teachers in SMPN 40 Surabaya*. Surabaya: State Institute for Islamic Studies Sunan Ampel, 2011.

Oxford Learner's Pocket Dictionary, New York: Oxford University Press, 2005.

Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif Kualiatatif dan R&D*, Bandung: Alfabeta, 2009.

Skiba, Richard. *Code Switching as a Countenance of Language Interference*. The Internet TESL Journal (http://iteslj.org/Articles/Skiba-Code Switching.html, accessed on May 20, 2012)

Spolsky, Bernard - H.G. Widdowson (Ed). *Sociolinguistics*. New York: Oxford University Press.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Syahrin Najib, Anang. *Code Switching and Code Mixing in Indonesian Movie 'Arisan'*. Surabaya: State University of Surabaya, 2008.

Ur, Penny – Marion Williams and Tony Wright (Eds.). *A Course in Language Teaching*. UK: Cambridge University Press, 2009.

Wardaugh, Ronald. *An Introduction to Sociolinguistics.* New York: Blackwell, 1992.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id