

**TEACHER'S AND STUDENTS' ATTITUDES TOWARDS CODE-  
MIXING AND CODE-SWITCHING AT ENGLISH INTENSIVE  
PROGRAM IN UIN SUNAN AMPEL SURABAYA**

**THESIS**

Submitted in partial fulfillment of requirement for the degree of Sarjana  
Pendidikan (S.Pd) in Teaching English



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## ABSTRACT

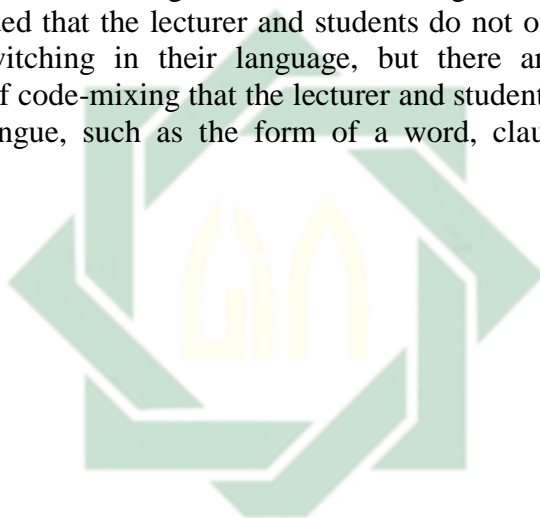
Suro, Moh, 2021, Lecturers' and Student's Attitudes Towards Code-Mixing and Code-Switching at English Intensive Program In UIN Sunan Ampel Surabaya. A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisor: Drs. Muhtarom M.Ed. Gred. Dip. Tesol & Rizka Safriyani. M. Pd.

Key Word: Lecturers' and Student's Attitude, Code-Mixing, Code-Switching

Code is a symbol of communication used by people in particular language, dialogue, register or style in different moment and purpose which is divided into two forms; code-mixing and code-switching. In this study, there are two research questions about what are the lecturers' and students' attitudes towards code-mixing and code-switching by the lecturer during English lesson at English Intensive Program in UIN Sunan Ampel Surabaya and how do lecturer and students use code-mixing and code-switching during English lesson at English Intensive Program in UIN Sunan Ampel Surabaya.

The purposes of this study are to discover the lecturers' and students' attitudes toward code-mixing and code-switching by the lecturer during the English lesson. This study used some instruments: observation, questionnaire, and interview; the questionnaire consists of a close-ended question, and an interview consists of an open-ended question. The findings showed that the

lecturer in basic class has a positive and the lecturer in advance class has a negative attitude towards code-mixing and code-switching during English lessons. For the finding on students' attitudes toward code-mixing and code-switching from advance classes A and B and basic classes A and B, most students have a positive attitude towards code-mixing and code-switching. The writer concluded that the lecturer and students do not often use code-switching in their language, but there are three forms of code-mixing that the lecturer and students use in their language, such as the form of a word, clause, and phrase.



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## ABSTRAK

Suro, Moh, 2020, Lecturers' and Student's Attitudes Towards Code-Mixing and Code-Switching at English Intensive Program In UIN Sunan Ampel Surabaya. A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisor : Drs. Muhtarom M.Ed. Gred. Dip. Tesol & Rizka Safriyani. M. Pd.

Key Word : Lecturers' and Student's Attitude, CodeMixing, Code-Switching

Kode merupakan symbol komunikasi yang digunakan oleh orang tertentu saat berdialog, pernyataan, gaya diwaktu dan tujuan yang berbeda. Kode dibagi menjadi dua bentuk yaitu campur-kode dan alih-kode, Terdapat dua rumusan masalah dalam penulisan ini yaitu, Apa sikap dosen dan mahasiswa terhadap campur-kode and alih-kode dan Bagaimana mereka menggunakan itu ketika pembelajaran bahasa Inggris berlangsung.

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana sikap dosen dan mahasiswa terhadap campur-kode dan alih-kode ini selama proses pembelajaran bahasa inggris dan bagaimana mereka menggunakan campur-kode dan alih-kode selama pelajaran bahasa inggris. Peneliti menggunakan beberapa instrumen yaitu observasi, quesioner, dan wawancara yang mana quesioner tersebut menggunakan jenis pertanyaan yang tertutup, sedangkan untuk wawancara menggunakan jenis pertanyaan yang terbuka dan lebih dekat. Hasil penelitian



menunjukkan bahwa dosen di kelas advance memiliki sikap yang negatif terhadap campur-kode dan alih-kode selama pembelajaran bahasa inggris berlangsung. Tetapi di kelas basic, dosen memiliki sifat yang positif terhadap kode mixing dan kode switching selama pembelajaran bahasa inggris berlangsung. Hasil penelitian tentang sikap mahasiswa terhadap adanya kode mixing dan kodeswitching, dari kelas advance dan basic sebagian besar dari mahasiswa memiliki sikap positif terhadap campur-kode and alih-kode. Dapat disimpulkan bahwa dosen dan mahasiswa tidak selalu menggunakan kode peralihan, tetapi ada tiga bentuk dari kode percampuran yang sering digunakan oleh dosen dan mahasiswa dalam pembelajaran bahasa Inggris seperti kata, klausa, dan frasa.



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# CHAPTER I

## INTRODUCTION

This chapter shows about the introduction of this research and explain about the area of this research such as background, research questions, objective of study, significance of study, scope and limitation, and definition key term.

### A. Background of Study

Now day, many people in the world could speak more than one language. They use the language as the tool of communication. Most of people use their native language or their first language to speak with their family and their communities. But when they talk to someone or other people in society, they should speak more than one language to achieve the mean of the communication. Because of that condition, they should learn language other than their first language to make their mastery in other language is more effective.

People who could talk more than one language are called bilingual/multilingual. Bilingual and multilingual have the same meaning. According the Scotton, bilingualism is a term of speaking more than one language, mother tongue or first language is one of language that make them become bilingual<sup>1</sup>. He means that, one of the factors which make person be bilingual or could speak more than one language is their mother tongue or their first language. Knapp and Atos said that multilingual is when person specifying the case in involving more than two languages. They mean that multilingual is the person who

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<sup>1</sup>Myers-Scotton, C, 2006: An Introduction to Bilingualism, united kingdom, Blackwell.

could talk more than two languages, they are could their first language, second or third language<sup>2</sup>.

People who learn about language actually were familiar with a code. Yuliana in her journal said that, code is a symbol of communication which used by people in a particular language a dialect, a register, an accent or a style in different moment and for different purpose<sup>3</sup>. Code is divided into two forms; they are code-mixing and code-switching. There are so many definitions about code mixing and code switching, as like Auer and Li Wei said they said that code mixing is a way speaking to show the substantial amount of Morphosyntactic and lexical material from at least two difference languages. And code switching is the use of two languages within the same conversation. They mean that code mixing is the use of phrase or word within one conversation and code switching is not<sup>4</sup>.

Code-mixing and code-switching are common phenomenon that actually occur in school, which involves students to teacher, teacher to students or students to students. For example: when teaching and learning process of English study may be the teacher would explain the material use his native language then English. If the teacher or the school gives a regulation to students to speak in their target language especially at English learning, it will cause new problem for those students, especially for the beginner, because it would cause miss understanding in every explanation and also may be some students or beginner would get noting, because almost students have problem with

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<sup>2</sup> Auer P and Wei L, 2017: multilingualism and multilingualism communication , New York, deutsche nationalisbibliothek.

<sup>3</sup> Nana Yuliana, A melia Rosa Luziana, Pininto Sarwendah., 2015: code-mixing and code-switching of indonesian celebrities: Acomparative study ... P. 48

<sup>4</sup> Auer P and Wei L, 2017: multilingualism and multilingualism communication , New York, deutsche nationalisbibliothek.

their self-confident and their braveness, they will feel afraid if those students want to convey their opinion and ask some questions.

The code that the teacher used actually aimed to achieve the comprehension about the subject of the material. Like Broughton and friends said that, a good student may be in listening and understanding and they would not have the same skill in speaking because they have difference understanding. The student has to training in the productive skill<sup>5</sup>. That is like what the researcher said above that people will choose the codes depend on the situation and the topic to achieve the understanding. From that case may be some students who bilingual and multilingual choose to do code mixing and code switching in their speaking. in general code mixing and code switching are common phenomenon which happened in bilingual and multilingual community.

From the description above the writer feels interested to study about the students' and teacher's attitude toward code mixing and code switching at English intensive program in UIN Sunan Ampel Surabaya. He wants to find out the use of code-mixing and code switching by the teacher and students during English lesson and to find out students' attitudes towards code mixing and code switching by teacher. The subject of this study is students at English intensive program. The writer choose English intensive program as the subject of this research because in previous studies which had discussed the same topic just focusing to the students attitude but do not involve the teacher and UIN sunan ampel Surabaya specially at English department had (A) accreditation which mean it has good quality and English intensive program (IBI) is a part of English department, so the lecture potentially focus to use target language to achieve the goal of the program and make the students became ready to next stage.

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<sup>5</sup> Broughton G, Brumfit C, Flavell R, Hill P and pincas A, 2013: Teaching English as Foreign Language, London and New York, Routledge & Kegan Paul Ltd, 76.



To increase the knowledge, the researcher reviews some previous studies that already conducted which have correlation in the title of study. Samar Rukh and friends conducted research with title “students' attitudes towards teachers code mixing/ code switching to L1 and its influence on their L2 learning: A case of business students in Sargodha. Her research is focuses on attitudes of business students to teacher' code mixing/ code switching to L1 and its influence to their L2 learning. This study used qualitative research design to adhere the research question of this study and use close-ended questionnaire to get data. From the result of the research, he found code switching/code mixing is a common phenomenon in BCRW lecturers of business students that 97% of the participants agreed to it. And about the opinion of code mixing/code switching, all the participants agreed that they use both English and urdu during their BCRW lectures<sup>6</sup>.

The second previous study was conducted Abdullah A. Alenezi studied about “students' attitude towards using code switching as a medium of instruction in the collage of health science: an exploratory study”. This study which investigates students’ language attitudes towards Arabic and english code switching as a medium of instruction during a science class of human development for occupational therapy in the allied health science collage in kuwait University. This study used both qualitative and qualitative research approaches research to obtain accurate outcomes and sufficient information from the respondents. The final data analyzed using percentages to measure the difference in the performance in the attitude of the participants<sup>7</sup>.

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<sup>6</sup>Samar Rukh, Nargis Saleem, Hafiz Gulam Mustafa Javeed, Nasir Mehmood, 2012: Students’ attitudes towards teachers’ code mixing/code switching to L1 and its influence on their L2 learning: a case of business students in Sargodha.

<sup>7</sup> Abdullah A. Aleneze, 2010: Students’ language attitude towards using code switching as a medium of instruction in the collage of health science: an exploratory study.

The third study by Amira Henni that discussed about “students' attitudes towards the use of code switching in Algerian EFL classrooms”. This study aims to investigating students' attitudes towards the occurrence of code switching in the Algerian EFL classrooms. This study used quantitative design to answer the research questions of the study and used close-ended questionnaire to collect data quantitatively<sup>8</sup>.

The Fourth is study by Amna Naveed discussed about university students' attitudes towards code-switching. This study is to investigate university students' attitudes towards code switching during English class. To get the data the she used quantitative research design and use questionnaire to answer the research question<sup>9</sup>.

This research will be a bit different from the previous research because this research will focus on analyzing the codes use by lecture and students during English class and students’ and teacher’s attitude toward codes mixing and code switching by teacher at English intensive program at 2<sup>th</sup> semester. Therefore, the researcher took a topic with the title is “students’ and lecture's attitudes towards code mixing and code switching at English intensive program”.

## **B. Research Question**

Based on the background of study, the problems of the research are formulated as follows:

1. What are the lectures’ and students’ attitudes towards code-mixing and code-switching by teacher during English lesson?

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<sup>8</sup> Amira HEnnni, 2017: Students’ attitudes towards the use of code switching in Algerian Efl classroom, universite Freres Mentouri.

<sup>9</sup> Amna Naveed. 2014: University students’ attitudes towards code switching, comsat university Islamabad.

2. How do lecture and students use code mixing and code switching during English lesson?

### **C. Objective of the Study**

Considering the research questions which were being asked before, the objectives of the study are:

1. To discover the lectures' and students' attitudes toward code-mixing and code-switching by teacher during English lesson.
2. To know code-mixing and code-switching use by teacher and students during English lesson.

### **D. Significance of Study**

The result of this research is expectedly beneficial for education department, especially for students and lectures who teaching Language learning.

1. For the lectures, the result of this study can be used to know the students' attitude towards code mixing and code-switching use in English lesson.
2. For the students: after read this study, might be useful for the next researcher who have similar research and want to do the same research in same place field and it can be their reference.

### **E. Scope and Limitation**

The scope of this research is the use code mixing and code switching by teacher and students during English lesson and students' and teacher's attitudes towards code mixing and code switching. The research limit the focus of the research as follow:

1. The participants of this research are these 2<sup>th</sup> semester students at English intensive program class in English education department, UIN Sunan Ampel Surabaya.
2. The limitation of this research is to know code mixing and code-switching use by teacher and students during English class activity and discover those students' and the teacher's attitudes towards code mixing and code switching which use during explaining material, asking and answering section.

## **F. Definition Key Terms**

To make the reader easier to understand and make the reader do not misinterpretation in his research, the researcher defines some key terms as follows such as attitude, code mixing and code switching.

### **1. Attitude**

According to Jowell he said that an attitude is a psychological view of a particular object or behavior with degree of favor or disfavor. Attitude defined as being the specific to an object behavior while belief more generic<sup>10</sup>. If someone has good feeling about an object so they will also have good behavior about the object or if they like or dislike about something they show that their behavior will not agree or disagree.

### **2. Code Switching**

According to Pateda, he said that code switching is a conversation that switched from first topic to other topic<sup>11</sup>. Bandia also said that, code switching is two languages that implies in some

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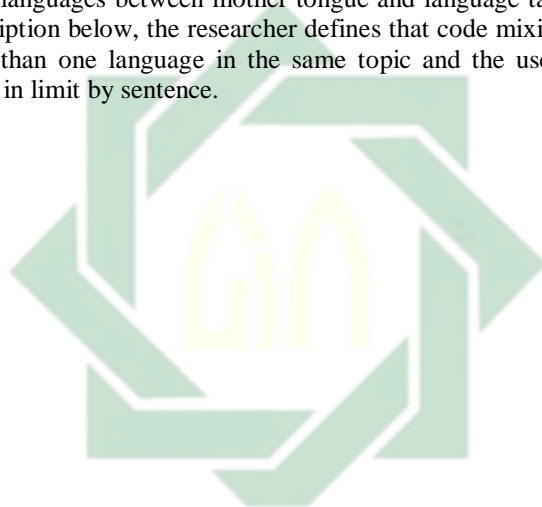
<sup>10</sup> Roger Jowell, 2005: Understanding and measuring attitude.

<sup>11</sup> Dr. Mansoer Pateda, 1987: Sosiolingistik, Bandung, angkasa. 83

competence<sup>12</sup>. From the description below the researcher defines that code switching is the use of different language in conversation in the same situation.

### 3. Code Mixing

According to Yuliana and friends, Code mixing is when people mix two languages between mother tongue and language target<sup>13</sup>. From the description below, the researcher defines that code mixing is the use of more than one language in the same topic and the use of code in speaking in limit by sentence.



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<sup>12</sup> Paul Bandia, 1996: Code mixing and code switching in African creative writing: some insights from translation study. Association canadienne de traductologie. 139

<sup>13</sup> Nana Yuliana, Amelia Rosa Luziana, Pininto Sarwendah., code-mixing and code-switching of Indonesian celebrities: A comparative study., P 48

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter the researcher will explain about some theories that use in this study and also explain you about some previous studies to support this research

#### A. Theoretical Framework

The theory used in Data analysis:

##### 1. Attitude

Attitude could change every aspect of people's life, include their education. Teacher and Students' attitudes towards code mixing and code switching determine their attitude on English learning process. According to Culbertson he said that in psychological attitude involves three things. The first is an attitude object which means such an object it is not always physical but can also be abstract. The second is a set of belief that the object is either good or bad. The third is a tendency which means like evaluating something through degree of favor/disfavor<sup>14</sup>. For example, people with favorable attitudes toward president will vote to keep him in office. Delamater and Ward state that attitude is the most studied topics in social psychology which involve three aspects such as affect, cognition, behavior and psychological tendency that express by evaluating a particular entity with some degree of favor and disfavor. The object of attitude could be everything including physically or abstract such as people, group, and idea<sup>15</sup>.

According to McLoad state that an attitude is an association of beliefs, feeling, and behavior tendency toward objects, groups, ideas, event and symbols. The aspect of the attitude divided into three stages such as affective component which involve about person's feeling or emotion about the attitude object which

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<sup>14</sup> Hugh M. Culbertson, what is attitude, Ohio University

<sup>15</sup> John Delamater, Amanda Ward, 2002: Handbook of Social Psychology, USA, Springer...P 320

include physically and abstract such as idea, people or group. For example, “I am scared of scorpion” For the example we can know that the word “scared” shown about person feeling about the scorpion. The second is Cognitive component. This attitude involves person’s belief or knowledge about attitude object. For example, “I belief scorpion is poisonous” as we can see the subject is belief or known that the scorpion is poisonous. And the third is behavioral or conative component, this is the way of attitude influence people or person to act or behave. For example, “I will run and screaming if I see the scorpion”. For the example we can see that the behavior of the subject will run and scream if seeing the scorpion<sup>16</sup>. This theory will be used in this research because from all the theories above this theory covers all of aspect as commonly.

## 2. Attitude Measurement

According to McLeod, attitude measurement can divide into two basic categories: Direct Measurement and Indirect Measurement<sup>17</sup>.

### a. Direct Measurement

Direct measurement use two elements to measure the attitude: likert scale and semantic differential. Likert scale is used to measure the object’s opinion of the research.

#### i. Example of likert scale:

Agreement	Frequency
<ul style="list-style-type: none"> <li>• Strongly agree</li> <li>• Agree</li> <li>• Undecided</li> <li>• Disagree</li> <li>• Strongly disagree</li> </ul>	<ul style="list-style-type: none"> <li>• Very frequently</li> <li>• Frequently</li> <li>• Occasionally</li> <li>• Rarely</li> <li>• Never</li> </ul>

<sup>16</sup> Saul McLeod, 2018: Attitude and Behavior, [simplepsychology.org/attitude.html...p1/3](http://simplepsychology.org/attitude.html...p1/3)

<sup>17</sup> Saul McLeod, 2009, attitude measurement. P 1-5

Importance	Likelihood
<ul style="list-style-type: none"> <li>• Very important</li> <li>• Important</li> <li>• Moderately important</li> <li>• Of little important</li> <li>• Unimportant</li> </ul>	<ul style="list-style-type: none"> <li>• Almost always true</li> <li>• Usually true</li> <li>• Occasionally true</li> <li>• Usually not true</li> <li>• Almost never true</li> </ul>

ii. Semantic differential

Semantic differential technique use three dimension to reveal the information: the first is Evolution that concerned person thought (positive think or negative think). The second is Potency. It's concerned with how powerful the topic is for the person (cruel, kind, strong and weak). Using the information we can see if a person feeling toward an object is consistent with their behavior.

b. Indirect measurement

In direct measurement uses a projective technique, in direct method typically use projective test which involve presenting a person with an ambiguous or incomplete stimulus (picture or word).

### 3. Code

According to Wardhaugh code is refer to any kind of system that two or more people employ for communication<sup>18</sup>. Code is a system of word, letters, numbers of symbols that represent a message or record information secretly or in shorter form<sup>19</sup>. Yuliana said that, code is a symbol of communication which used by people in a particular language a dialect, a register, an accent or a style in different moment and for

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<sup>18</sup> Ronald Wardhaugh, 2006: Introduction to sociolinguistics, Blackwell. P 88

<sup>19</sup> Oxford University, 2008: Oxford Learner's Pocket Dictionary, ...p79



different purpose<sup>20</sup>. In sociolinguistics, code is divided into two terms are called code-switching and code-mixing. Code-switching and code mixing have a lot of similarity, it is like Chaer and Agustina, Code-switching and code-mixing is the common phenomenon that actually occur to bilingual people, so it make them difficult to differentiated<sup>21</sup>.

#### 4. Code Switching

Wardhaugh said that code switching can occur in conversation between speakers' turn or within a single speaker's turn<sup>22</sup>. It means that code switching can be used by people in on conversation or the code can occur just for of person. Hidayat cited in Trudgill that code switching is the process where bilingual speaker switches between one language and another within the same conversation<sup>23</sup>. Bullock and Toribio state that for the bilingual or monolingual the language change in know as style shifting, it means that bilingual not only use one language but two, many bilingual will exploit this ability and alternate between in unchanged setting whinthing the same utterance<sup>24</sup>. Chaer and agustina said that, code-switching occur because of the situation<sup>25</sup>. It means that the

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<sup>20</sup> Nana Yuliana, A melia Rosa Luziana, Pininto Sarwendah., code-mixing and code-switching of indonesian celebrities: Acomparative study ... P. 48

<sup>21</sup> Abdul Chaer and Leonie Agustina, 1995: Sosiolinguistik: pengenalan awal,...p.151

<sup>22</sup> Ronald Wardhaugh, 2006: Introduction to sociolinguistics,...P 101

<sup>23</sup> Taufiq Anwar Hidayat, the use of code switching and code mixing as a variety language in pojok kampung news jawa pos tv, uin sunan ampel Surabaya.

<sup>24</sup> Barbara E. Bullock and Almeida Jaqueline Toribio, 2009: Linguistic Code-Switching, United State, Cambrage, new york, p 2

<sup>25</sup> Abdul Chaer and Leonie Agustina, sosiolinguistik: pengenalan awal,...p 140

situation is reflect the people who bilingual or multilingual to do code-switching because of the situation. To make easier to understand about code-switching Chaer and Agustina give an illustration below<sup>26</sup>. It is about three students they called Nanang, Ujang and Togar. Nanang and Ujang are from Periangan, fifteen minutes before lesson begin they have already in class. Both engage in conversation by using sundanese language, it their first language. Sometime they mix their language using Indonesian language if the topic is about lesson. While Nanang and Ujang still in conversation, Togas is come in. Togas is one of their friend form Tapanuli, of course Togar cannot speak sundanese as Ujang and Nanang.

Togar is greeting Nanang and Ujang using Indonesian language. Then, shortly they engage in conversation using Indonesian language. Soon of to it the other students come into the class and the class becomes so noisy and the topic of the conversation is erratically by using Indonesian language. When the lecture comes into the class, the class become so clam, and all the students are ready to learn. Then, the teaching and learning process running well and using the Indonesian formal language.

All the process of teaching and learning in their class use Indonesian formal language. After the class ended and the lecture leave the class, the class become noisy again and the students use erratically language.

Chaer and agustina said that “code-switching has become a common term of alternate us of two or more language varieties of language, even speech styles”. From the illustration above is about the Sundanese to Indonesian language. As we can see that Nanang and Ujang use sundanese in their conversation because sundanese is their first language aor their mother tongue. When Togar come in and take conversation with them, Ujang and Nanang change their language conversation because they know that Togas cannot speak using sundanese. The changing language phenomenon that Ujang, Nanang and

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<sup>26</sup> Ibid 140-141

Togar have practiced is called code-switching. Pateda said that code switching occur there is a new stimulus<sup>27</sup>.

## 5. Code-Mixing

Wardhaugh states that code switching and code mixing have the same definition which both can occur in speakers' turn or within a single speaker's turn. In a letter code mixing can occur between sentences or single sentence. Code mixing is also can arise from individual that should deal with the situation that requires them to mix the language<sup>28</sup>. From the statement below wardhaugh said that code mixing is a phenomenon that can occur in conversation. Other resource taken form Hill and Hill as cited in Chaer and Agustina said that there was no hope to distinguish cod switching from code mixiing<sup>29</sup>.muysken also state in his book that he use he code mixing and code switching in all case where the lexical items and grammatical appear in one sentence, but the most use code, is code switching because it is use refer to succession speech<sup>30</sup>.

## 6. From of Code Switching and Code Mixing

### 1. Form of code Switching

According to Hudson code switching is divided into two kinds of code switching. The first is situational code switching and the second is metaphorical code switching. Situational code switching occurs when the language changes because of the situation but when the language determines the situation is called metaphorical code-switching<sup>31</sup>.

<sup>27</sup> Dr. Mansoer Pateda, 1987: *Sosiolinguistik*, angkasa, Gorontalo . P 85

<sup>28</sup> Ronald Wardhaugh, 2006: *Introduction to sociolinguistics*... P 101

<sup>29</sup> Abdul Chaer and Leonie Agustina, 1995: *Sosiolinguistik: pengenalan awal*,...p.151

<sup>30</sup> Pieter Muysken, 2000: *Bilingual Speech*, University Press, Cambridge, United Kingdom. P 1

<sup>31</sup> R.A Hudson, 1996: *Sociolinguistics*, Newyork, Cambridge university press. p 51-52

## 2. From of Code Mixing

According to Hudson, code mixing is a few of word. That mean like insertion of symbolize in language of sentence. The code mixing is also limited by the sentence.<sup>32</sup> From the explanation above code mixing is limited by a sentence which means, code mixing can be a form of word and phrase. Ayeomoni said that the feature of code mixing actually occur such as affixes (bound morphemes), words (unbound morphemes), phrase and clause<sup>33</sup>.

From those theories above, the theory that will be used in analyzing the finding of the research, the writer will use theory from Ronald Wardhaugh because in his theory is cover all of the aspect code.

### B. Previous Study

The first previous study was conducted by Rukh and friend discussed about “students' attitudes towards teachers code mixing/ code switching to L1 and its influence on their L2 learning: A case of business students in Sargodha”. This study used quantitative as well as qualitative design. Quantitative used close-ended questionnaire and qualitative used open-ended questionnaire. he found code switching/code mixing is a common phenomenon in BCRW lecturers of business students that 97% of the participants agreed to it. And about the opinion of code mixing/code switching, all the participants agreed that they use both English and urdu during their BCRW lectures<sup>34</sup>.

The second previous study was conducted by Alenezi. He did research about “students’ language attitude toward using code switching

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<sup>32</sup> Ibid. 53-54

<sup>33</sup> Ayeomoni, 2006: Code mixing and code switching: style of language use in childhood in yoruba speech community. P 91

<sup>34</sup> Samar Rukh, Nargis Saleem, Hafiz Gulam Mustafa Javeed, Nasir Mehmood, 2012: Students’ attitudes towards teachers’ code mixing/code switching to L1 and its influence on their L2 learning: a case of business students in Sargodha.

as a medium of instruction in the college of Health science: an exploratory research”. This study used qualitative research design. The result of this study, the students preference to used code switching than using one language as medium of instruction and they agreed that using code switching is beneficial to make their course easy to understand<sup>35</sup>.

The third previous study was conducted by Henni. She discussed about “students’ attitude toward the use of code switching in Algerian EFL classrooms. This research used quantitative research method. The finding of this study, through the data the majority of student agreed the teacher using code switching in classroom.

The last previous study was conducted by Amna Naveed. It discussed about “university students’ attitudes toward code switching”. She used quantitative research design and used questionnaire to answer the research question. The result of this study, based on the data, the students have positive attitude about the used of code in classroom. They agreed that using urdu in classroom help the to express idea that couldn’t express in English<sup>36</sup>.



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<sup>35</sup> Abdullah A. Aleneze, 2010: Students’ language attitude towards using code switching as a medium of instruction in the collage of health science: an exploratory study.

<sup>36</sup> Amna Naveed, 2014: University students’ attitudes towards code switching, comsat university Islamabad.



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participant are 99, lectures and students of 2<sup>th</sup> semester students at English intensive program, which 1 lecture of English intensive program in 2<sup>th</sup> semester at advance A, and B class, 1 lecture of English intensive program in 2<sup>th</sup> semester at basic A, and B class, 21 students from 2<sup>th</sup> semester students at English intensive program at advance A class, 22 students of 2<sup>th</sup> semester students at English intensive program at advance B class, 25 students of 2<sup>th</sup> semester students at English intensive program basic A class, and 29 students of 2<sup>th</sup> semester students at English intensive program. In this research, the researcher was taken four (4) classes of English intensive program because the researcher want to know the comparasion between advance A and B class, basic A and basic B.

#### **D. Research Procedure**

In this research the researcher was observed the students' speaking activity. The researcher came into the class and taken a record to got data how do those students and teacher apply codes in their speaking. After collected the data from recoding their speaking activity, the writer distributed questionnaire to students to got information about the students' attitudes towards code mixing and code switching by teacher during English class and the researcher interviewed to teacher about teacher's attitudes towards code switching and code mixing used by teacher during English class.

#### **E. Data And Sources Of Data**

The data was taken from is from students' and teacher's utterances, students' questionnaire and teacher interview. The first source of the data is the transcription of code-mixing and code switching use by students and teacher. The second source of the data was from the result of some students' questionnaire about students' and teacher's attitudes towards code mixing and code switching by teacher during English class. And the last data is from the teacher interview about students' and teacher's attitudes towards code mixing and code switching by teacher during English class.

## **F. Instrument**

The researcher was chosen three instruments in collectedd all the data, the researcher used observation, questionnaire and interview to got the data about students and teacher utterances and students' and teacher's attitudes towards code mixing and code switching at English Intensive program.

## **G. Data Collection Technique**

### **1. Observation**

The first collection technique the researcher used was observation. The observation conducted by observed the utterances from teacher and students in class room. The researcher asked permission to the teacher to joined the class. During teaching and learning process, then, the researcher recorded the student's and teacher speaking activity. To anticipate some unclear students' and teacher utterances the researcher taken some notes to make the researcher easy to got the goal of research.

### **2. Questionnaire**

The second technique the research used was questionnaire, The questionnaire contains some questions about student's attitudes towards code mixing and cod switching by teacher during English class. And the researcher used the result of the questionnaire to analyzed students' attitudes towards code mixing and code switching by teacher at English intensive program. The questionnaire does after class.

### **c. Interview**

The researcher was interviewed the teacher of English Intensive Class's to got the data about the teacher attitudes towards code-mixing and code-switching used by the teacher during English lesson. This interview was conducted after class.



## **H. Data Analysis Technique**

After collected data, the researcher analyzed the data used qualitative research. To analyzed the data, according to Creswell, qualitative defined into some steps. They are: prepared and organizing the data, explored and coding the data based describing findings and forming themes, representing and reporting findings, interpreting the meaning of the findings, and validating the accuracy of the findings<sup>38</sup>. The descriptions below are the steps to analyzed the data:

### **1. Organize Data**

In this step, the researcher is was colleted the data from the result of the observation, questionnaire and interview. The researcher make a group for the data based on the type of the data and the last from organized data, the researcher sorted the data based on the research questions.

### **2. Transcribe Data**

The second step is transcribing data. After the researcher grouped the data and sorts the data from observation recording, the researcher needs to transcribed all the data to find out the type of code the students' and teacher's use in their speaking, students' and teacher's attitudes towards code switching and code switching and answer the research questions of the research.

### **3. Describing and developing themes from the data**

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<sup>38</sup> Creswell, 2012: Educational Research (Planning, Conducting and Evaluating Quantitative and Qualitative Research), phoenix color corp, USA. P 236

After the researcher was code the data the next step in described and developing the theme. This process of described all what the researcher got during the observation, questionnaire, interview and developing the theme or broad categories of ideas from the data

#### 4. Interrelating Data

In this step, the researcher was analyzed the data and makes the data connected with the RQ1 and RQ2. The data are from the result of observation questionnaire and interview.

#### 5. Interpreting and Representing

In this step the writer interpreted those participant's answered into percentage. The writer used formula to count the percentages of participants' answer. The formula that the writer used to count the percentages is:

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

P= the percentage of participants' answer

F= the number of participant answer

N= the number of participants

After the writer found the percentage of the participant answer, the writer divided the percentage into three categories based the theory which use in this research. The categories are: cognitive, affective and behavior.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter was explained about the analyzed of research. The analysis is about the answered of interview that have been answered by those teachers in English intensive program and the analyzed of questionnaire that have been answered by 2th students' of advance classes and basic classes at intensive programe of UIN Sunan Ampel Surabaya

#### **A. RESEARCH FINDINGS ON TEACHERS' ATTITUDES TOWARD CODE-MIXING AND CODE-SWITCHING AT ENGLISH INTENSIVE PROGRAM.**

To find out those teachers' attitude toward code-mixing and code switching at English intensive program, the researcher distributed close ended iterview which include about the used of code-mixing and code-switching at English intesinsive program. The researcher distributed 6 interview questions and the researcher transcribed result of those interview.

##### **a. Research finding iterview from teacher in English intesinve advance class**

1. Well. At first, i did not think that was really helping because i do believe that when you want to teach your students English mean you have to try as much as possible speaking in English so in order to give them kinda like the knowledge to the get use the knowledge but know have teach for quite some time in basic level students actually this one is best way for them to kinda like produce the language, i mean like they can speak or they can write because if i do not allow them to code mixing and code switching eeee they will be,,, you know very afraid to

even speak and write because they do not know what to say but afraid because they cannot ask the teacher about using a code mixing and code switching so probably yeahh if they are already reach much higher level that they getting use to speaking English everyday that will be look better.

2. Eeee because this is the second language in Indonesia so we cannot deny the situation, we cannot like avoid because most of our students they even have learn to other languages from the local one so this is will be very difficult to as the to directly to jump into English. As long as to try to minimize code mixing and code switching then i will be fine.

3. Actually every day i teach in my L2 which is English because i try to like minimize the level or make it much simpler because sometime it does not work because my student keep staring on me blankly like "what the h\*ll what are you talking to me miss" i means so they keep staring at me even though i have already simple languages like simple one simple sentences but they still do not understand and i need to try that but i try to avoid that because i keep using that means sometime some students they believe that my teacher can use both of the language or mostly in the first language and then i can also do that so is not problem.

4. Somehow yes. Because even tough i try to explaining like difficult word, for example. It is so easy to just giving ee the explanation in English actually but then even tough i have to explain that using the gestures using the language but they still do not understand what i means sometime directly i need to give them the translation, i know it's not good but ones again there are a lot location that kinda like force teacher to switch our language in order to make the need of the students because we just want to give the best for them in order to gain on that meeting.

5. First, i will i always say all the instruction in English. By the end of instruction specially with exam i will give vocation to ask in that vocation they can ask whether they really understand what they will to do or sometime i ask them to retell i means what they should do or do

not do during the exam so actually i can prefer that because the instruction will be very needed but if the do not. Understand that will be dangerous because ones again most of the objective of people who study language is to get language proficiency skill which is proof by proficiency certificate. I am sure if they do not understand the simple instruction they will very dangerous when they take the real test because they do not know what to do then how they deal with the exam. Actually it Is helping but not every time, do not use that every time.

6. I think i will go to the first one that the situation determine to use code mixing and code switching and code mixing because when i see my students do not understand what i said and i use simple language but still do not get it even tough i give the illustration and bring it to the reality but they do not get it because may be we have difference background and experience to understand excepting the situation and contexts so yeah i will use that but not because i will use code then the situation will be like that. No, because English learner i would make them familiar with the language. So we can use that but when we need that not because we start the situation to be lookedohhh they will need that in this activity and the other. No. The situation will determine you will use that both code. In my experience.

Base on the transcription above, the teacher who teach in advance class said that using code-mixing and code switching in english intensive program is not good because in english intensive program english laguage is the language goal. so she maximise of the using second language rather than first language.

- b. Research finding iterview from teacher in English intesive basic class.
1. I think using code mixing and code switching is helpful for me to teach them because I can deliver material and yes, I agree
  2. I do not think so it will be comfortable for them to use code mixing and code switching because it will take time for them to do code mixing and code switching

3. I prefer to use first language in class room
4. I think code mixing and code switching help me in delivering material because the students can understand the vocabulary that I deliver to them then they can use the vocabulary in their daily life
5. I don't really agree to use code mixing and code switching in exam instruction because I afraid that the students will confuse and take time for them to understand the instruction, so I choose first language or Indonesian language to deliver the exam instruction
6. it depends on the situation, weather I use code mixing and code switching. I have to know the situation because the material if the material is easy I will second language if the material difficult I will use first language. So I agree for the first one that situation determine the language.

Baso on the transcription above, according to the teacher who teach english in English intensive program the using of code-mixing and code-switching is helpful for him because code-mixing and code-switching can make the students fell easy to undertand the teacher's explanation.

## **B. RESEARCH FINDINGS ON STUDENTS' ATTITUDES TOWARD CODE-MIXING AND CODE-SWITCHING AT ENGLISH INTESIVE PROGRAM**

To find out the students' attitude toward code-mixig and code-switching, the researcher distributed the questionnaire to 40 students at English intesive program of faculty of education and teacher training UIN Sunan Ampel Surabaya. Those 40 students are taken from different classes. 10 studets are from advance A class, 10 students are from advance B class, 10 students are from basic A class, and 10 students are from B class. Those questionnaire which distributed by the reseracher is

divided into 3 spect of attitude. They are cognitife, affective, and behaviour.

a. Research finding from advance A class in affective aspect

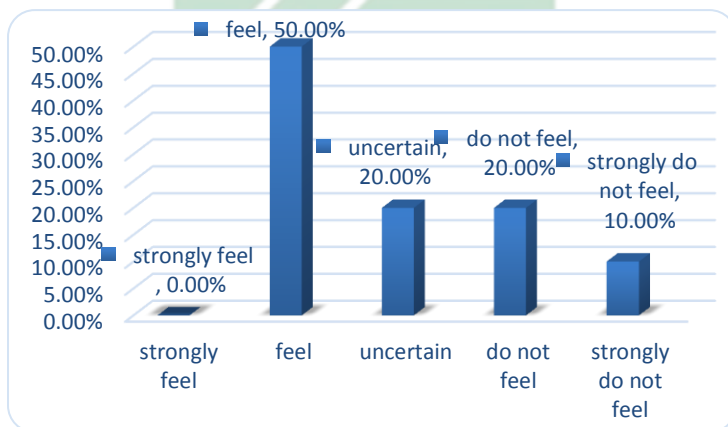


Chart 4.1 Q1. I feel cheerful if my teacher uses language code mixing/switching in English class

Based on chart 4.1, 0,00% students strongly feel if the teacher used language code mixing/switching in English class. 50,00% students feel if the teacher used language code mixing/switching in English class. 20,00% students uncertain if the teacher used language code mixing/switching in English class. 20,00% students also do not feel if the teacher used language code mixing/switching in English class. 10,00% students strongly do not feel if the teacher used language code mixing/switching in English class.

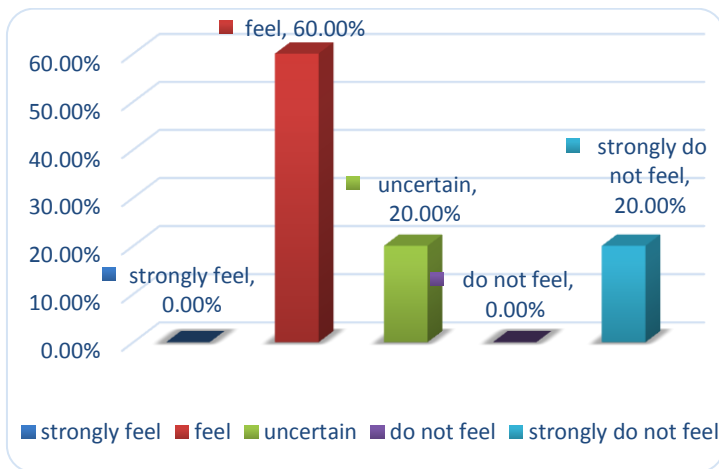


Chart 4.2 Q2. I like if the teacher uses code mixing/switching in explain material.

Base on chart 4.2, none of the students strongly feel if the teacher used code mixing/switching in explain material. 60,00% students feel if the teacher uses code mixing/switching in explained material. 20,00% students uncertain if the teacher used code mixing/switching in explain material. None of students do not feel if the teacher uses code mixing/switching in explain material. 20,00% students strongly do not feel if the teacher used code mixing/switching in explained material.



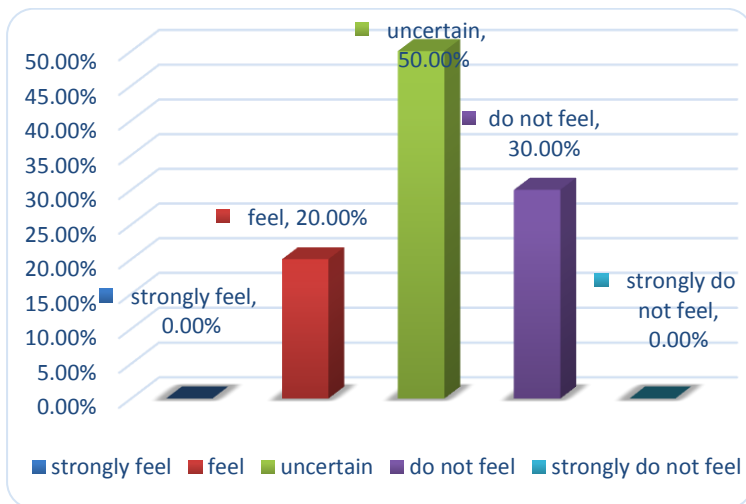


Chart 4.3 Q3. I feel comfortable if the teacher uses code mixing and code switching in exam instruction.

Base on chart 4.3, 0,00% of students strongly feel comfortable if the teacher used code mixing and code switching in exam instruction. 20,00% of students feel comfortable if the teacher used code mixing and code switching in exam instruction. 50,00% of students uncertain if the teacher used code mixing and code switching in exam instruction. 30,00% of students do not feel comfortable if the teacher used code mixing and code switching in exam instruction. 0,00% of students strongly do not feel comfortable if the teacher uses code mixing and code switching in exam instruction.

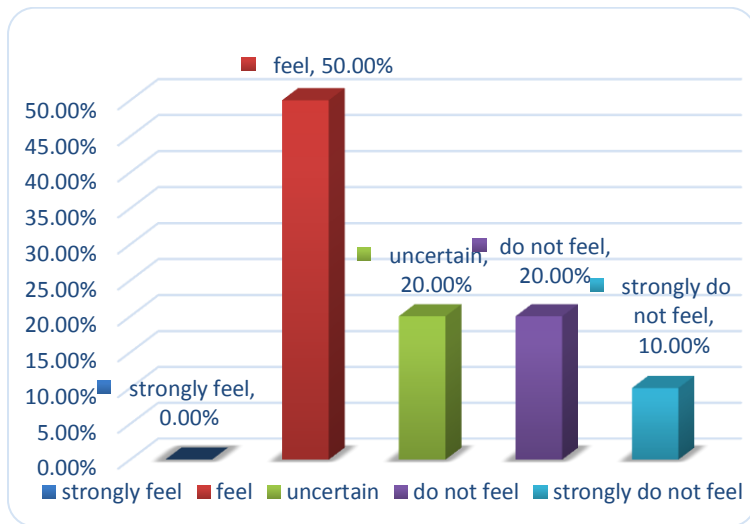


Chart 4.4 Q4. I feel happy in class if my classmate and my teacher use code-mixing and code switching in teaching and learning process.

Based on chart 4.4, none of students strongly feel happy in class if my classmate and my teacher used code mixing and code switching in teaching and learning process. 50,00% of students feel happy in class if my classmate and my teacher used code mixing and code switching in teaching and learning process. 20,00% of students uncertain if my classmate and my teacher use code mixing and code switching in teaching and learning process. 20,00% of students do not feel happy in class if my classmate and my teacher used code mixing and code switching in teaching and learning process. 10,00% of students strongly do not feel happy in class if my classmate and my teacher used code mixing and code switching in teaching and learning process.

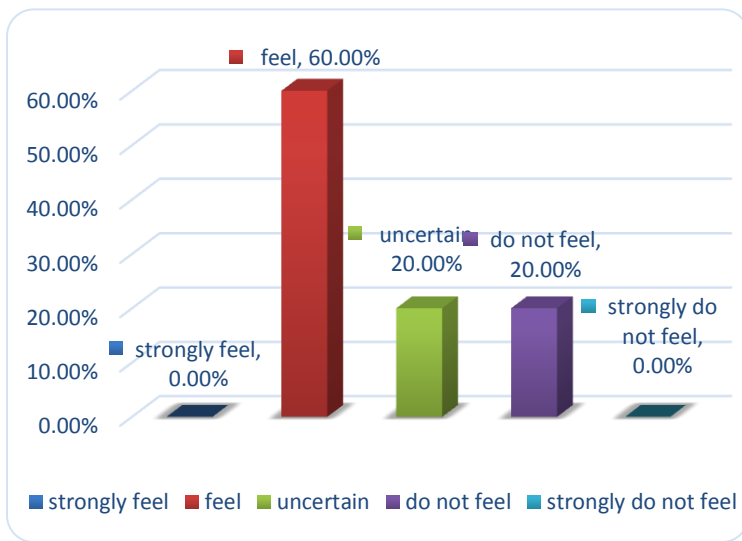


Chart 4.5 Q5. I feel more confident if I use code mixing and code switching in English class.

Based on chart 4.5, none of students strongly feel more confident if I used code mixing and code switching in English class. 60,00% of students feel more confident if I used code mixing and code switching in English class. 20,00% of students uncertain if I used code mixing and code switching in English class. 20,00% of students do not feel more confident if I used code mixing and code switching in English class. And none of students strongly do not feel more confident if I used code mixing and code switching in English class.

b. Research finding from advance A class in Cognitive aspect

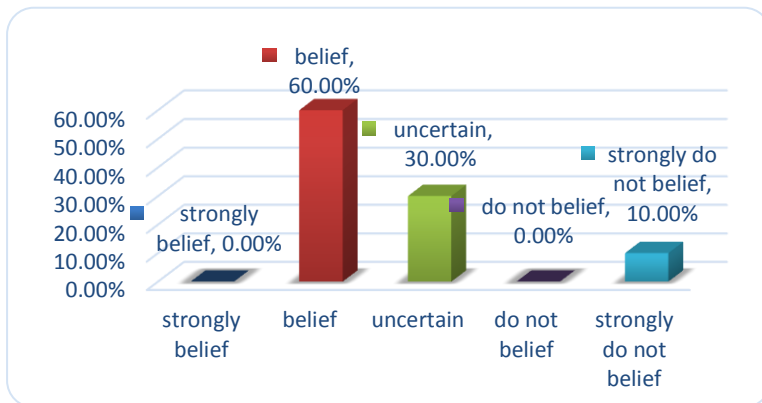


Chart 4.6 Q6. Code mixing and code switching can improve my speaking skill.

Base on chart 4.6, 0,00% of students strongly belief code mixing and code switching can improvedd my speaking skill. 60,00% of students belief code mixing and code switching can improved my speaking skill. 30,00% of students uncertain code mixing and code switching can improved my speaking skill. 0,00% of students strongly belief code mixing and code switching can improved my speaking skill. 10,00% of students strongly do not belief code mixing and code switching can improved my speaking skill.

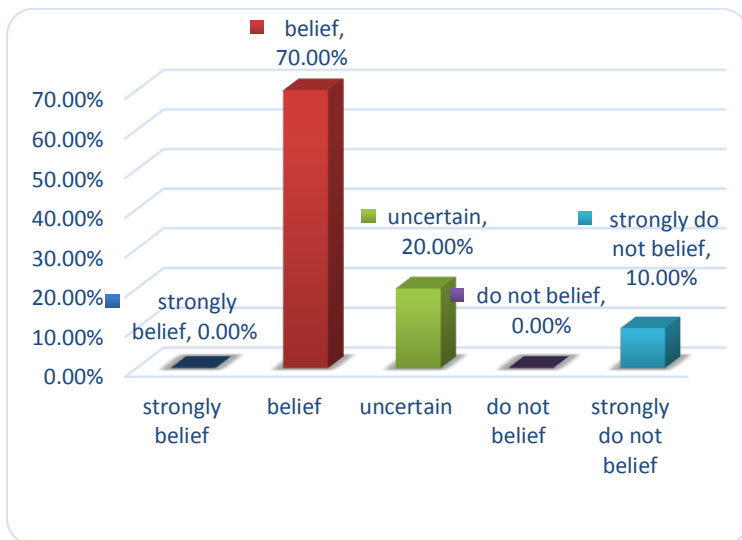


Chart 4,7 Q7. I am mostly understand the teacher explanation if the teacher use code mixing/switching language.

Based on chart 4.7, 0,00% strongly belief students mostly understand the teacher explanation if the teacher used code mixing/switching language.70,00% belief students mostly understand the teacher explanation if the teacher used code mixing/switching language. 20,00% uncertain students mostly understand the teacher explanation if the teacher used code mixing/switching language. 0,00% do not belief students mostly understand the teacher explanation if the teacher used code mixing/switching language.10,00% strongly do not belief students mostly understand the teacher explanation if the teacher used code mixing/switching language.

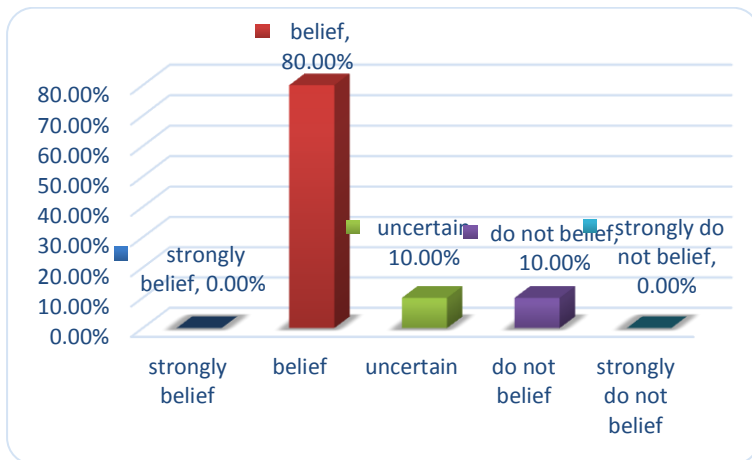


Chart 4.8 Q8. Code mixing and code switching are influence toward my understanding material

Based on chart 4.8, none of students strongly belief Code mixing and code switching are influenced toward my understanding material. 80,00% students belief Code mixing and code switching are influenced toward my understanding material. 10,00% students uncertain Code mixing and code switching are influenced toward my understanding material. 10,00% students do not belief Code mixing and code switching are influenced toward my understanding material, and 0,00% students strongly do not belief Code mixing and code switching are influenced toward my understanding material.

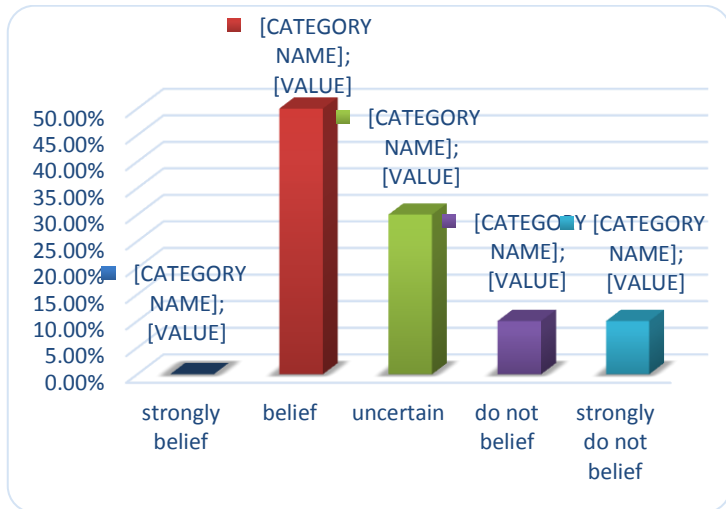


Chart 4.9 Q9. Code mixing and code switching can improve my mental confidence in English class.

Based on chart 4.9, none of the students strongly believe that code mixing and code switching can improve my mental confidence in English class. 50.00% of students believe that code mixing and code switching can improve my mental confidence in English class. 30.00% of students are uncertain about code mixing and code switching improving my mental confidence in English class. 10.00% of students do not believe that code mixing and code switching can improve my mental confidence in English class. 10.00% of students strongly do not believe that code mixing and code switching can improve my mental confidence in English class.

- c. Research finding from advance A class in behavior aspect

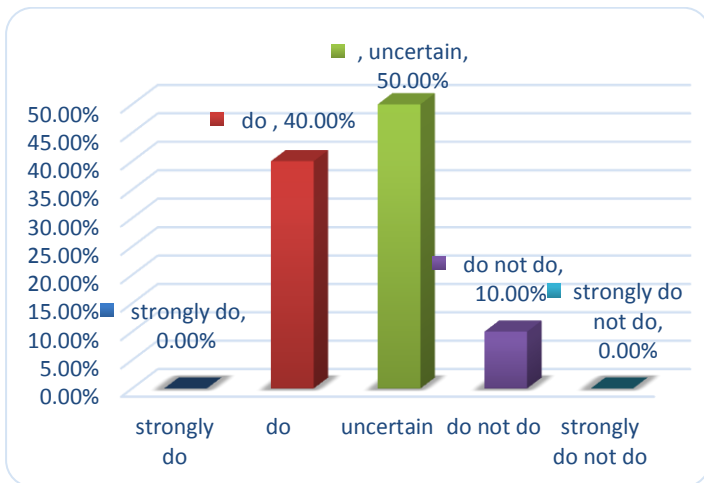


Chart 4.10 Q10. I speak English and my first language in class activity

Based on chart 4.10, none students strongly do speak English and their first language in class activity. 40,00% students do speak English and their first language in class activity. 50,00% students uncertain speak English and my first language in class activity. 10,00% students do not speak English and their first language in class activity. And none students strongly do not student speak English and their first language in class activity.



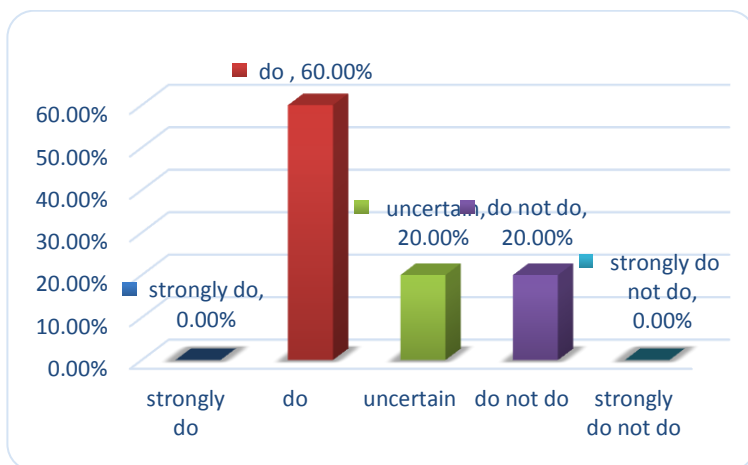


Chart 4.11 Q11. I do code mixing and code switching to make my teacher understand what I say

Base on chart 4.11, none of students strongly did code mixing and code switching to make their teacher understand what they said. 60,00% of students do code mixing and code switching to make their teacher understand what they said. 20,00% of students uncertain code mixing and code switching to make their teacher understand what they said. 20,00% of students do not do code mixing and code switching to make their teacher understand what they said. And none of students strongly do not do code mixing and code switching to make their teacher understand what they said.

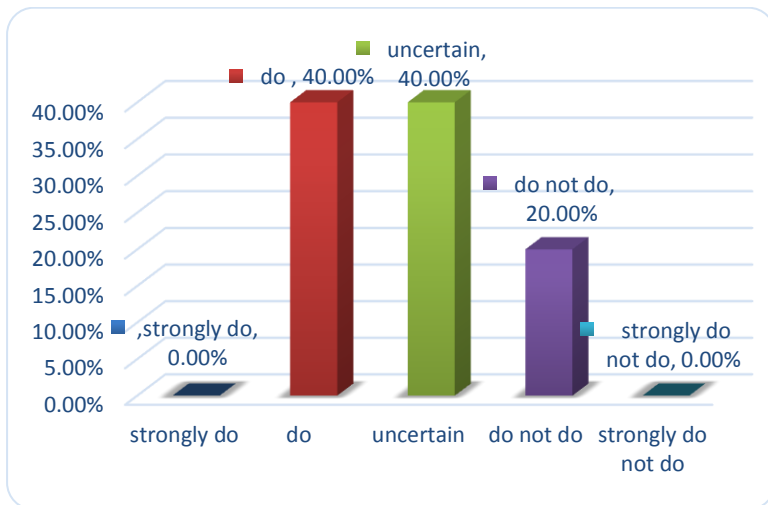


Chart 4.12 Q12. I get confuse if I do not do code mixing and switching in my language in English class.

Based on chart 4.12, none of students strogly do confused if they do not do code mixing and switching in their language in English class. 40,00% of students do confused if they do not do code mixing and switching in their language in English class. 40,00% none of students uncertain if they do not do code mixing and switching in their language in English class. 20,00% of students do not do confused if they do not do code mixing and switching in their language in English class. none of students strogly do not do confused if they do not do code mixing and switching in their language in English class.

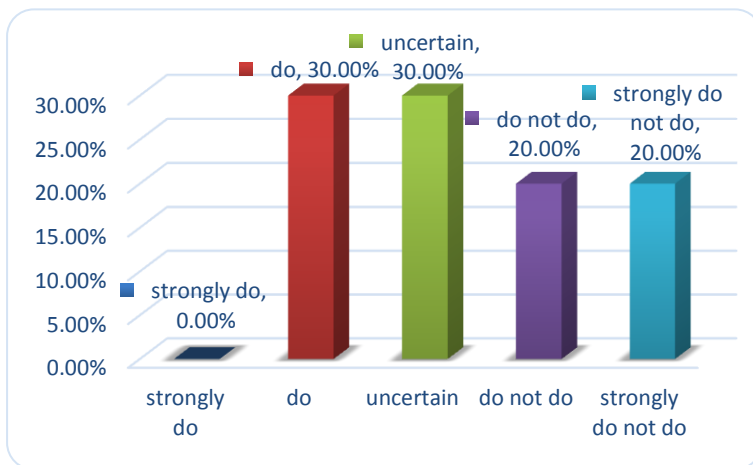


Chart 4.13 Q13. I do mixing and switching my language to improve my speaking skill

Based on chart 4.13, none of students strongly do mixing and switching their language to improved their speaking skill. 30,00% of students do mixing and switching their language to improved their speaking skill. 30,00% of students uncertain do mixing and switching their language to improved their speaking skill. 20,00% of students do not do mixing and switching their language to improved their speaking skill. 20,00% of students strongly do not do mixing and switching their language to improved their speaking skill.

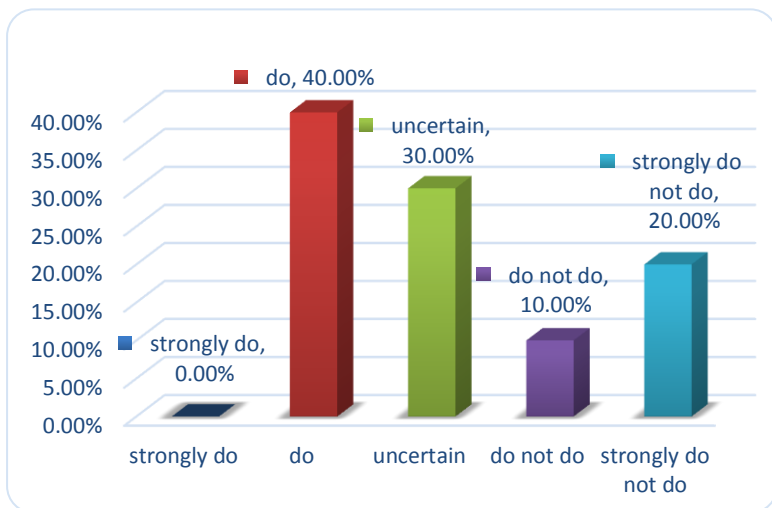


Chart 4.14 Q14. I use code mixing and code switching to avoid misunderstanding.

Based on chart 4.14, none of students strongly used code mixing and code switching to avoid misunderstanding. 40,00% of students use code mixing and code switching to avoid misunderstanding. 30,00% of students uncertain use code mixing and code switching to avoid misunderstanding. 10,00% of students do not use code mixing and code switching to avoid misunderstanding. 20,00% of students strongly do not use code mixing and code switching to avoid misunderstanding.

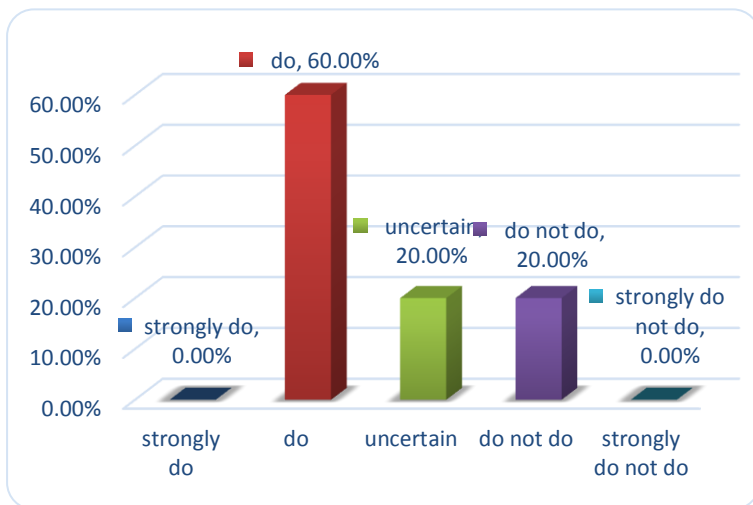


Chart 4.15 Q15. I do code mixing and code switching to make me flow in conversation.

Based on chart 4.15, none of students strongly did code mixing and code switching to make them flow in conversation. 60,00% of students do code mixing and code switching to make them flow in conversation. 20,00% of students uncertain do code mixing and code switching to make them flow in conversation. 20,00% of students do not do code mixing and code switching to make them flow in conversation. None of students strongly do not do code mixing and code switching to make them flow in conversation.

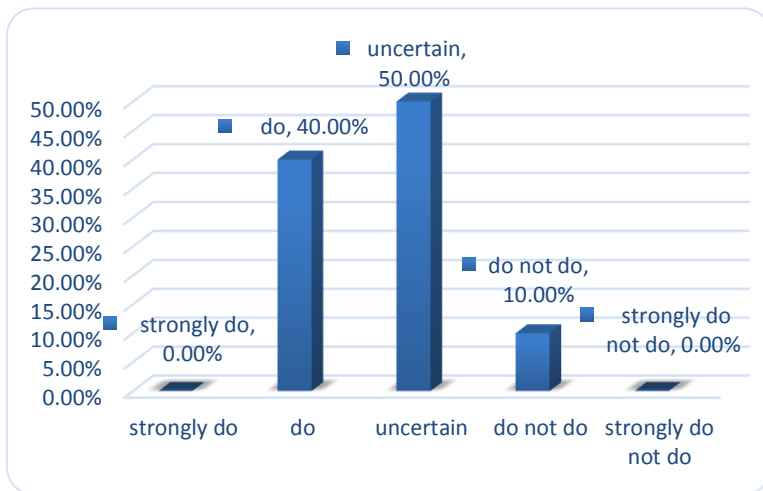


Chart 4.16 Q16. I do code mixing and code switching in asking question.

Based on chart 4.16, none of students strongly do code mixing and code switching in asking question. 40,00% of students do code mixing and code switching in asking question. 50,00% of students uncertain do code mixing and code switching in asking question. 10,00% of students do not do code mixing and code switching in asking question. None of students strongly do not do code mixing and code switching in asking question.

a. Research finding from advance B class in affective aspect

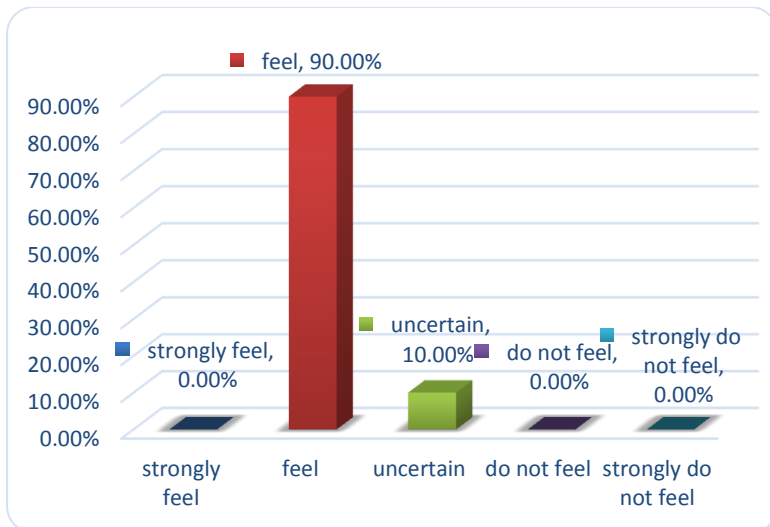


Chart 4.1 Q1. I feel cheerful if my teacher uses language code mixing/switching in English class.

Based on chart 4.1 Q1, none of students strongly feel cheerful if their teacher used language code mixing/switching in English class. 90,00% of students feel cheerful if their teacher used language code mixing/switching in English class. 10,00% of students uncertain if their teacher uses language code mixing/switching in English class. none of students do not feel cheerful if their teacher used language code mixing/switching in English class. None of students strongly do not feel cheerful if their teacher used language code mixing/switching in English class.

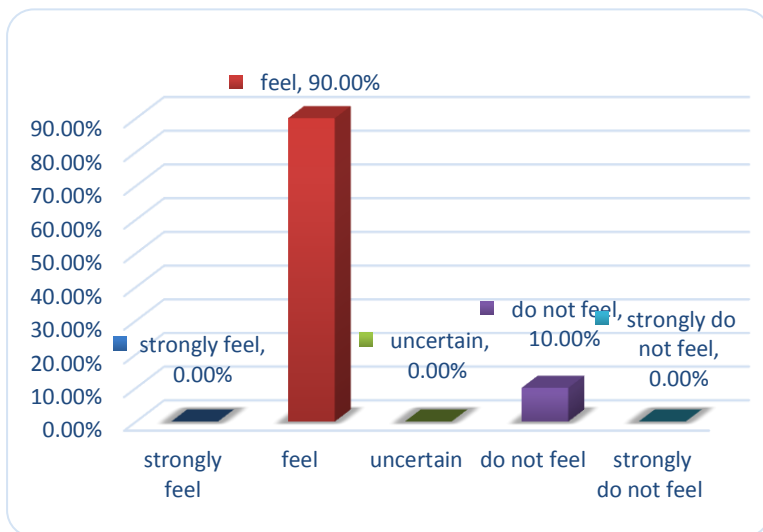


Chart 4.2 Q2. I like if the teacher uses code mixing/switching in explain material

Based on chart 4.2, none of the students strongly feel if the teacher used code mixing/switching in explained material. 90,00% students feel if the teacher uses code mixing/switching in explained material. None of students uncertain if the teacher used code mixing/switching in explain material. 10,00% of students do not feel if the teacher used code mixing/switching in explained material. None of students strongly do not feel if the teacher used code mixing/switching in explained material.



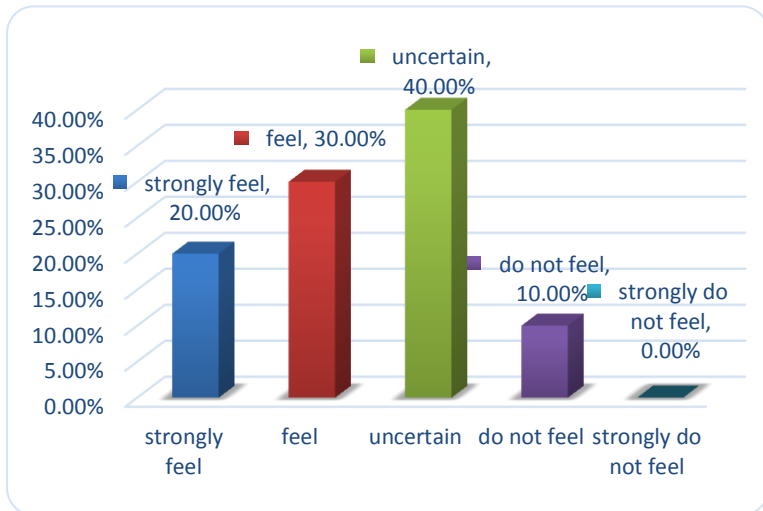


Chart 4.3 Q3. I feel comfortable if the teacher uses code mixing and code switching in exam instruction.

Based on chart 4.3, 20,00% of students strongly feel comfortable if the teacher used code mixing and code switching in exam instruction. 30,00% of students feel comfortable if the teacher used code mixing and code switching in exam instruction. 40,00% of students uncertain if the teacher used code mixing and code switching in exam instruction. 10,00% of students do not feel comfortable if the teacher used code mixing and code switching in exam instruction. 0,00% of students strongly do not feel comfortable if the teacher used code mixing and code switching in exam instruction.

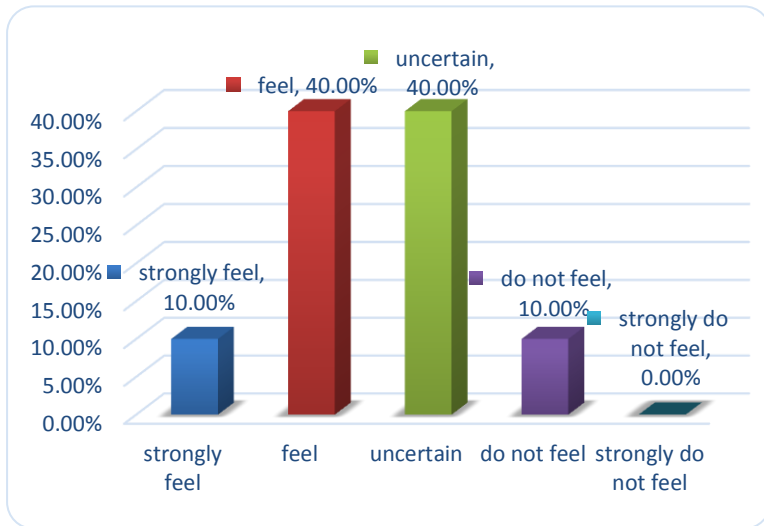


Chart 4.4 Q4. I feel happy in class if my classmate and my teacher use code-mixing and code switching in teaching and learning process.

Based on chart 4.4, 10,00% of students strongly feel happy in class if my classmate and my teacher used code mixing and code switching in teaching and learning process. 40,00% of students feel happy in class if my classmate and my teacher used code mixing and code switching in teaching and learning process. 40,00% of students uncertain if my classmate and my teacher used code mixing and code switching in teaching and learning process. 10,00% of students do not feel happy in class if my classmate and my teacher used code mixing and code switching in teaching and learning process. None of students strongly do not feel happy in class if my classmate and my teacher used code mixing and code switching in teaching and learning process.

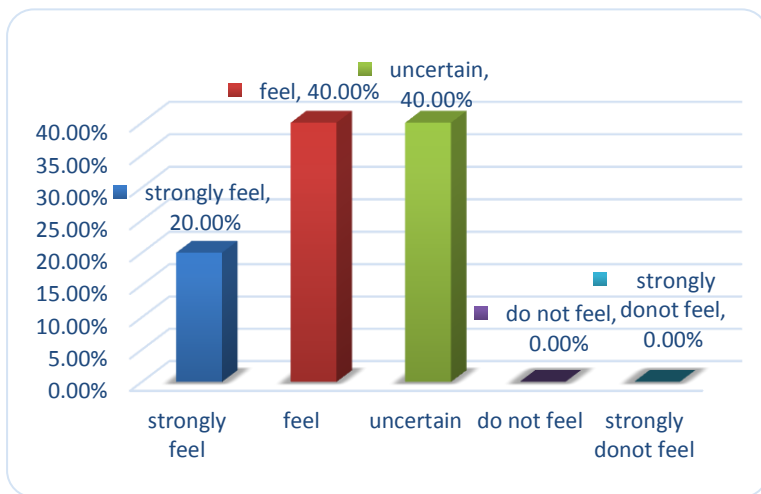


Chart 4.5 Q5. I feel more confident if I use code mixing and code switching in English class.

Based on chart 4.5, 20,00% of students strongly feel more confident if I used code mixing and code switching in English class. 40,00% of students feel more confident if I used code mixing and code switching in English class. 40,00% of students uncertain if I used code mixing and code switching in English class. None of students do not feel more confident if I used code mixing and code switching in English class. And none of students strongly do not feel more confident if I used code mixing and code switching in English class.

b. Research finding from advance B class in cognitive aspect

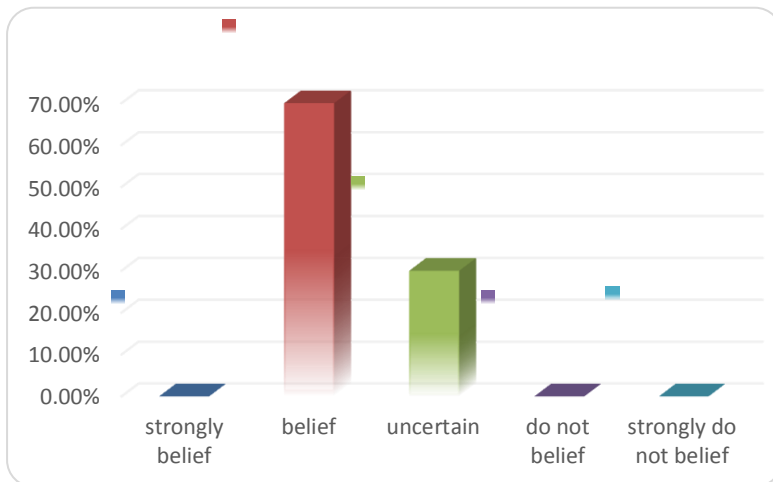


Chart 4.6 Q6. Code mixing and code switching can improve my speaking skill.

Based on chart 4.6, 0,00% of students strongly belief code mixing and code switching can improved my speaking skill. 70,00% of students belief code mixing and code switching can improved my speaking skill. 30,00% of students uncertain code mixing and code switching can improve my speaking skill. 0,00% of students strongly belief code mixing and code switching can improved my speaking skill. 0,00% of students strongly do not belief code mixing and code switching can improved my speaking skill.

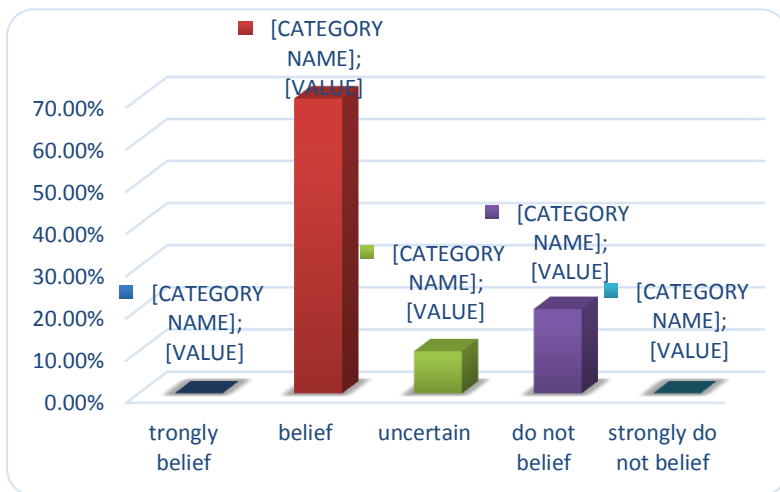


Chart 4.7 Q7. I am mostly understand the teacher explanation if the teacher use code mixing/switching language.

Based on chart 4.7, 0,00% strongly belief students mostly understand the teacher explanation if the teacher used code mixing/switching language.70,00% belief students mostly understand the teacher explanation if the teacher used code mixing/switching language. 10,00% uncertain students mostly understand the teacher explanation if the teacher used code mixing/switching language. 20,00% do not belief students mostly understand the teacher explanation if the teacher use code mixing/switching language. 0,00% strongly do not belief students mostly understand the teacher explanation if the teacher used code mixing/switching language.

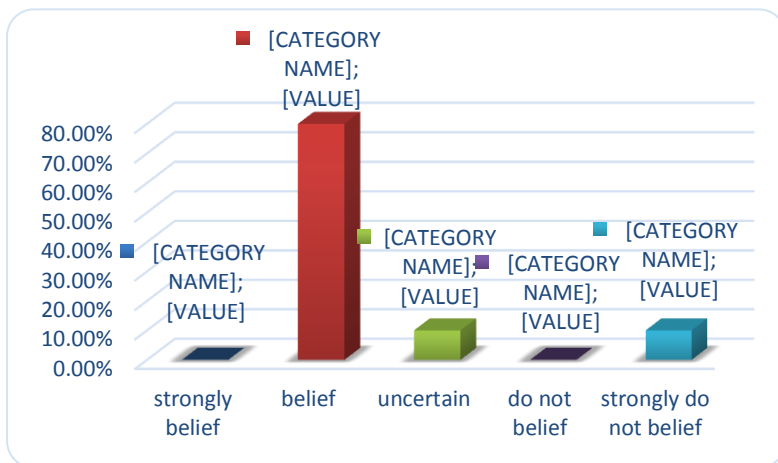


Chart 4.8 Q8. Code mixing and code switching are influence toward my understanding material

Base on chart 4.8, none of students strongly belief Code mixing and code switching are influenced toward my understanding material. 80,00% students belief Code mixing and code switching are influence toward my understanding material. 10,00% students uncertain Code mixing and code switching are influenced toward my understanding material. 0,00% students do not belief Code mixing and code switching are influence toward my understanding material, and 10,00% students strongly do not belief Code mixing and code switching are influence toward my understanding material.

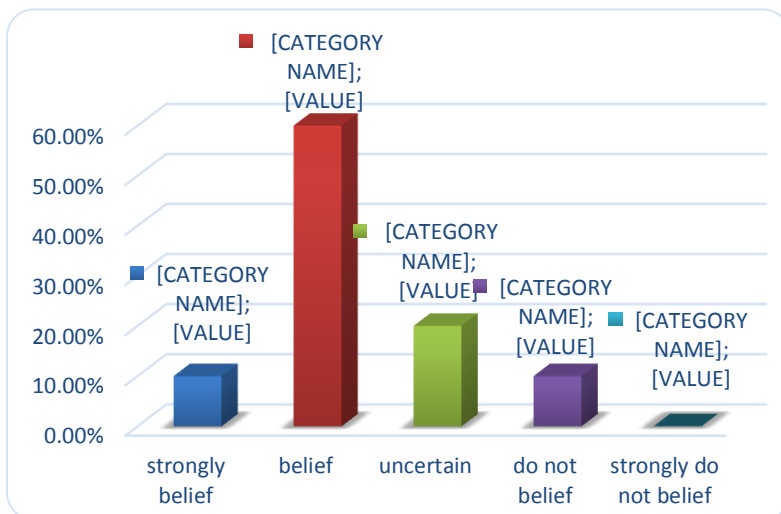


Chart 4.9 Q9. Code mixing and code switching can improve my mental confidence in English class.

Based on chart 4.9, 10,00% of students strongly belief Code mixing and code switching can improved my mental confidence in English class. 60,00% students belief Code mixing and code switching can improve my mental confidence in English class. 20,00% students uncertain Code mixing and code switching can improved my mental confidence in English class. 10,00% students do not belief Code mixing and code switching can improved my mental confidence in English class. None students strongly do not belief Code mixing and code switching can improved my mental confidence in English class.

d. Research finding from advance B class in behavior aspect

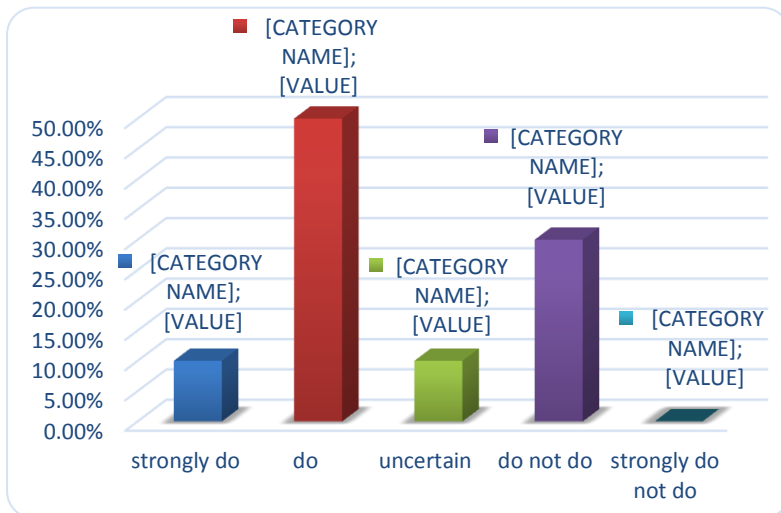


Chart 4.10 Q10. I speak English and my first language in class activity

Based on chart 4.10, 10,00% students strongly do speak English and their first language in class activity. 50,00% students do speak English and their first language in class activity. 10,00% students uncertain speak English and my first language in class activity. 30,00% students do not speak English and their first language in class activity. And none of students strongly do not student speak English and their first language in class activity.



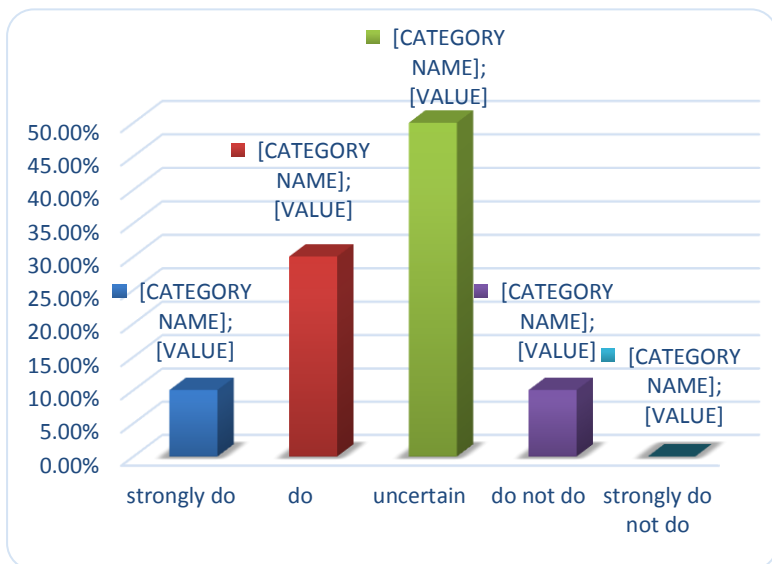


Chart 4.11 Q11. I do code mixing and code switching to make my teacher understand what I say

Based on chart 4.11, 10,00% of students strongly do code mixing and code switching to make their teacher understand what they say. 30,00% of students do code mixing and code switching to make their teacher understand what they say. 50,00% of students uncertain code mixing and code switching to make their teacher understand what they say. 10,00% of students do not do code mixing and code switching to make their teacher understand what they say. And none of students strongly do not do code mixing and code switching to make their teacher understand what they say.

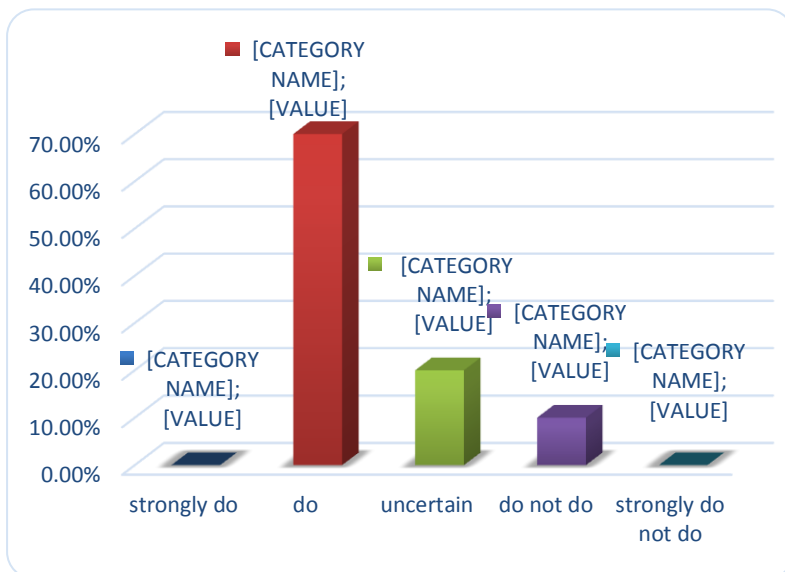


Chart 4.12 Q12. I get confuse if I do not do code mixing and switching in my language in English class.

Based on chart 4.12, none of students strogly do confused if they do not do code mixing and switching in their language in English class. 70,00% of students do confused if they do not do code mixing and switching in their language in English class. 20,00% none of students uncertain if they do not do code mixing and switching in their language in English class. 10,00% of students do not do confuse if they do not do code mixing and switching in their language in English class. none of students strogly do not do confused if they do not do code mixing and switching in their language in English class.

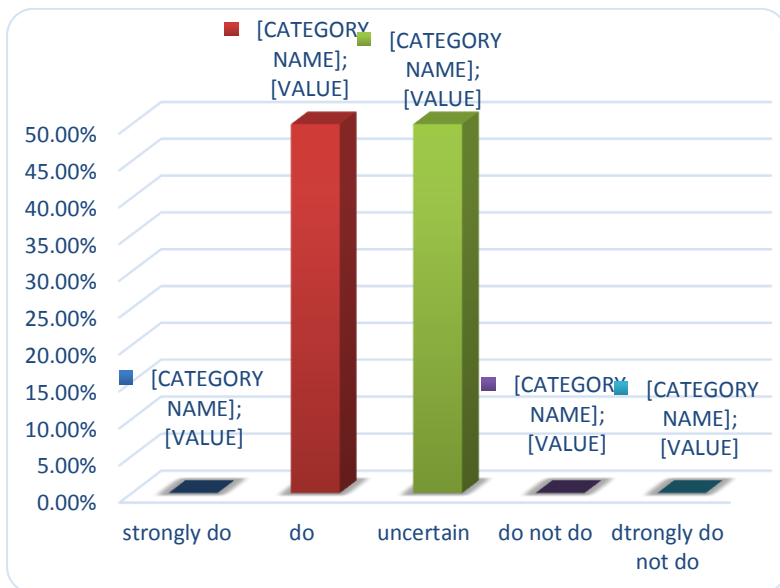


Chart 4.13 Q13. I do mixing and switching my language to improve my speaking skill

Base on chart 4.13, none of students strongly do mixing and switching their language to improved their speaking skill. 50,00% of students do mixing and switching their language to improved their speaking skill. 50,00% of students uncertain do mixing and switching their language to improved their speaking skill. None of students do not do mixing and switching their language to improve their speaking skill. None of students strongly do not do mixing and switching their language to improved their speaking skill.

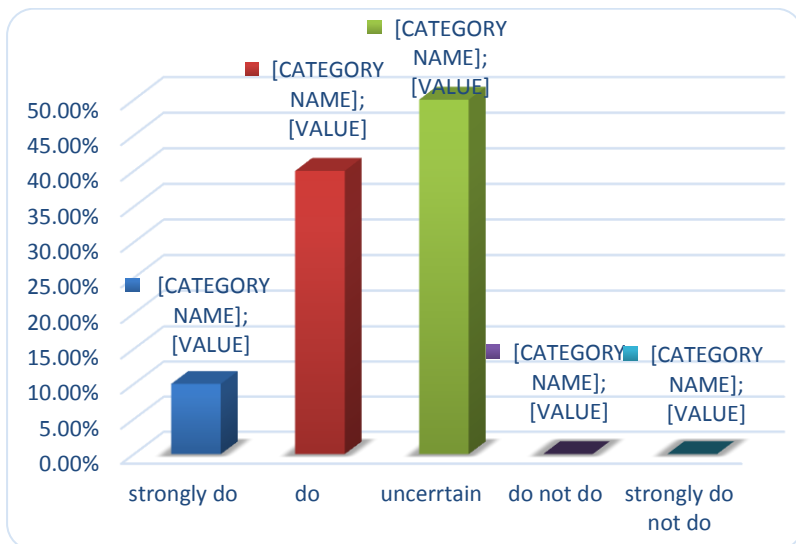


Chart 4.14 Q14. I use code mixing and code switching to avoid misunderstanding.

Based on chart 4.14, 10,00% of students strogly used code mixing and code switching to avoided misunderstanding. 40,00% of studets used code mixing and code switching to avoid misunderstanding. 50,00% of studets uncertain used code mixing and code switching to avoid misunderstanding. None of studets do not use code mixing and code switching to avoid misunderstanding. None of studets strongly do not use code mixing and code switching to avoided misunderstanding.

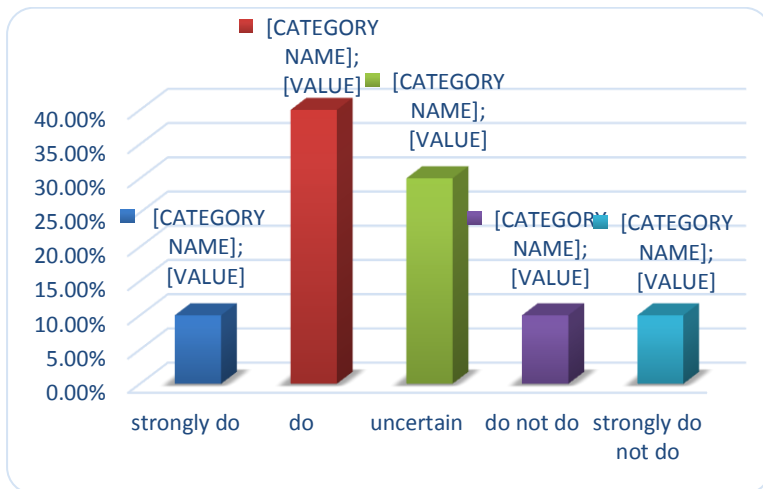


Chart 4.15 Q15. I do code mixing and code switching to make me flow in conversation.

Based on chart 4.15, 10,00% of students strongly do code mixing and code switching to make them flow in conversation. 40,00% of students do code mixing and code switching to make them flow in conversation. 30,00% of students uncertain do code mixing and code switching to make them flow in conversation. 10,00% of students do not do code mixing and code switching to make them flow in conversation. 10,00% of students strongly do not do code mixing and code switching to make them flow in conversation.

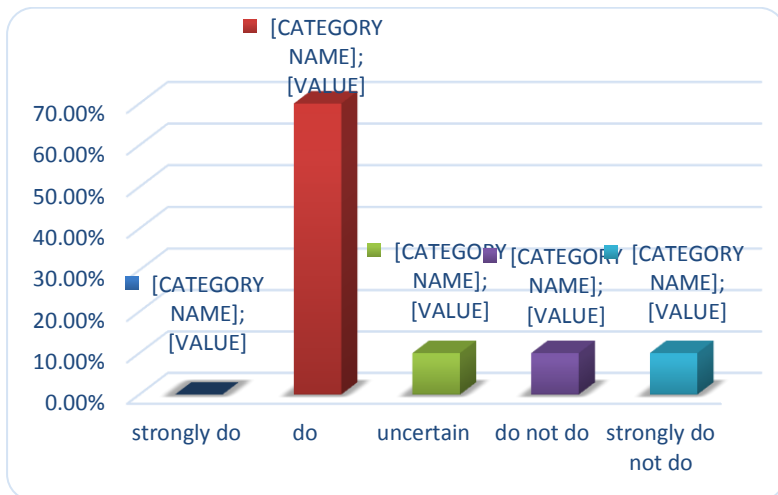


Chart 4.16 Q16. I do code mixing and code switching in asking question.

Based on chart 4.16, none of students strongly do code mixing and code switching in asking question. 70,00% of students do code mixing and code switching in asking question. 10,00% of students uncertain do code mixing and code switching in asking question. 10,00% of students do not do code mixing and code switching in asking question. 10,00% of students strongly do not do code mixing and code switching in asking question.

a. Research finding from basic A class in affective aspect

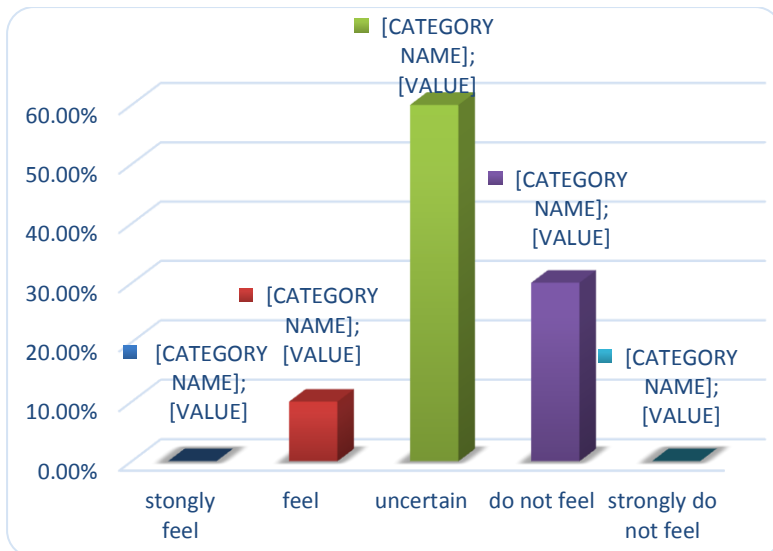


Chart 4.1 Q1. I feel cheerful if my teacher uses language code mixing/switching in English class.

Based on chart 4.1 Q1, none of students strongly feel cheerful if their teacher used language code mixing/switching in English class. 10,00% of students feel cheerful if their teacher used language code mixing/switching in English class. 60,00% of students uncertain if their teacher used language code mixing/switching in English class. 30,00% of students do not feel cheerful if their teacher used language code mixing/switching in English class. None of students strongly do not feel cheerful if their teacher used language code mixing/switching in English class.

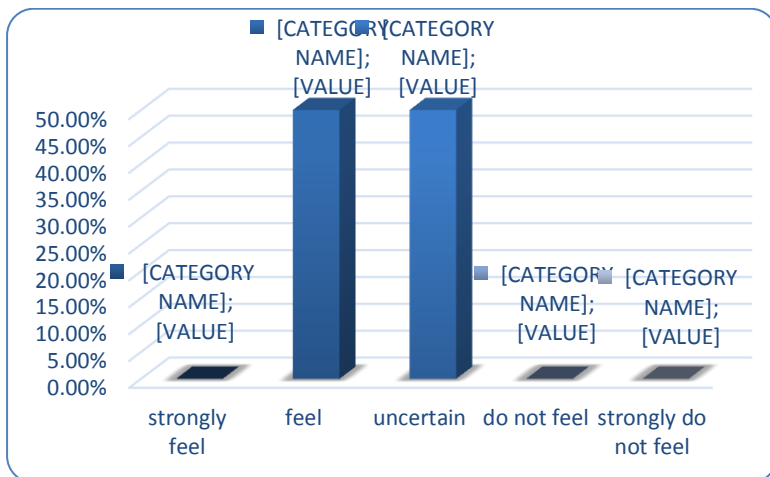


Chart 4.2 Q2. I like if the teacher used code mixing/switching in explained material

Base on chart 4.2, none of the students strongly feel if the teacher used code mixing/switching in explain material. 50,00% students feel if the teacher used code mixing/switching in explained material. 50,00% of students uncertain if the teacher used code mixing/switching in explain material. None of students do not feel if the teacher used code mixing/switching in explain material. None of students strongly do not feel if the teacher used code mixing/switching in explained material.



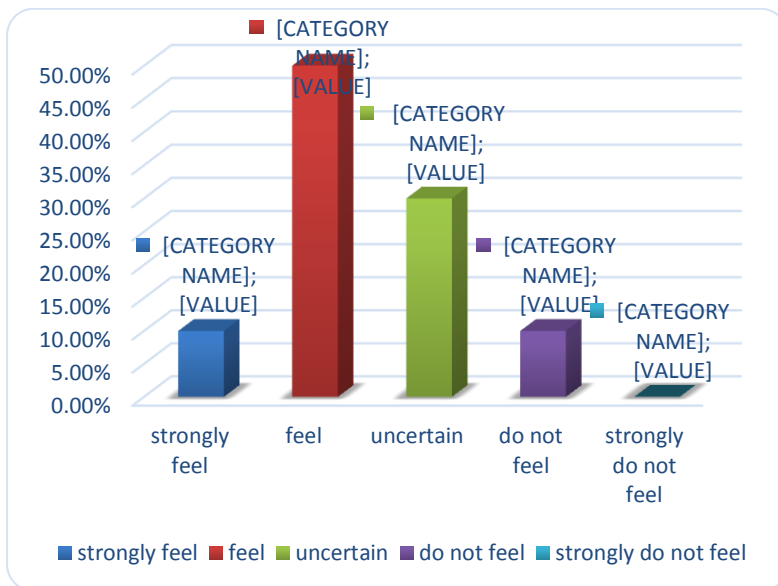


Chart 4.3 Q3. I feel comfortable if the teacher uses code mixing and code switching in exam instruction.

Based on chart 4.3, 10,00% of students strongly feel comfortable if the teacher used code mixing and code switching in exam instruction. 50,00% of students feel comfortable if the teacher used code mixing and code switching in exam instruction. 30,00% of students uncertain if the teacher used code mixing and code switching in exam instruction. 10,00% of students do not feel comfortable if the teacher used code mixing and code switching in exam instruction. 0,00% of students strongly do not feel comfortable if the teacher used code mixing and code switching in exam instruction.

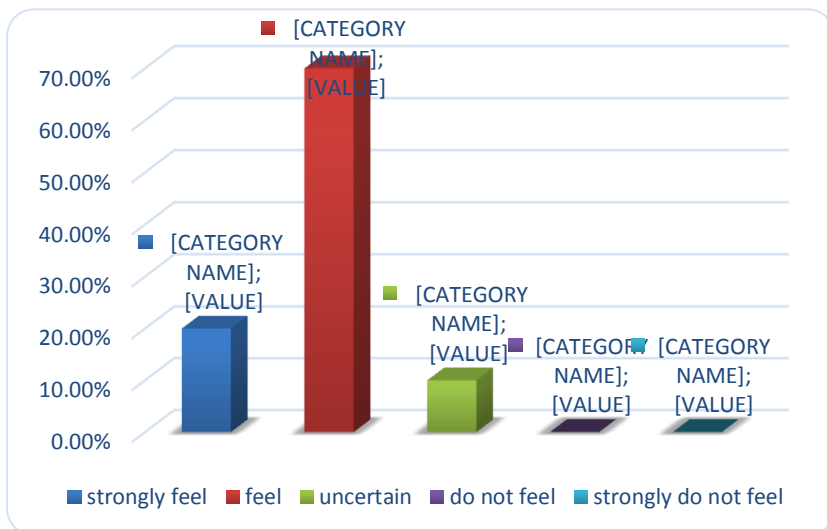


Chart 4.4 Q4. I feel happy in class if my classmate and my teacher use code-mixing and code switching in teaching and learning process.

Based on chart 4.4, 20,00% of students strongly feel happy in class if my classmate and my teacher used code mixing and code switching in teaching and learning process. 70,00% of students feel happy in class if my classmate and my teacher used code mixing and code switching in teaching and learning process. 10,00% of students uncertain if my classmate and my teacher used code mixing and code switching in teaching and learning process. None of students do not feel happy in class if my classmate and my teacher used code mixing and code switching in teaching and learning process. None of students strongly do not feel happy in class if my classmate and my teacher used code mixing and code switching in teaching and learning process.

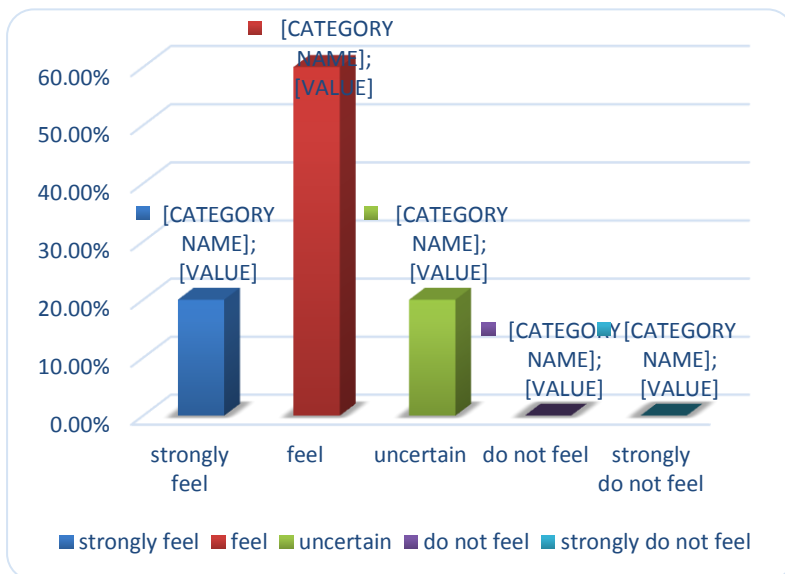


Chart 4.5 Q5. I feel more confident if I use code mixing and code switching in English class.

Based on chart 4.5, 20,00% of students strongly feel more confident if I used code mixing and code switching in English class. 60,00% of students feel more confident if I used code mixing and code switching in English class. 20,00% of students uncertain if I used code mixing and code switching in English class. None of students do not feel more confident if I used code mixing and code switching in English class. And none of students strongly do not feel more confident if I used code mixing and code switching in English class.

b. Research finding from basic A class in cognitive aspect

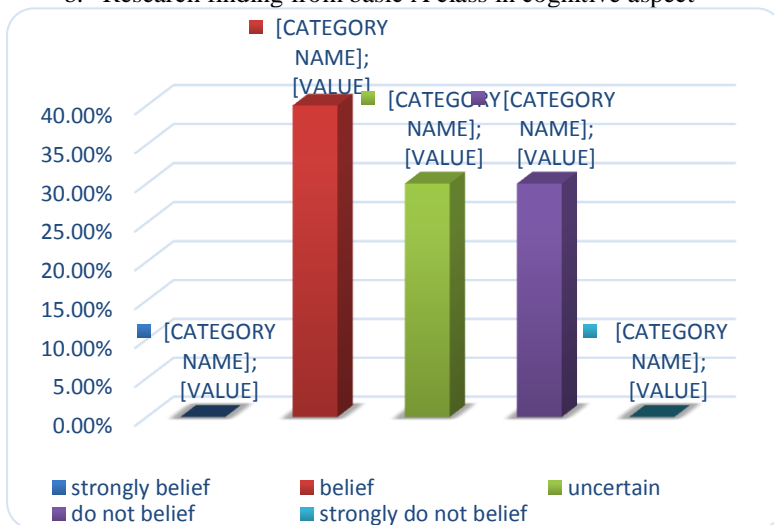


Chart 4.6 Q6. Code mixing and code switching can improve my speaking skill.

Based on chart 4.6, 0,00% of students strongly belief code mixing and code switching can improved my speaking skill. 40,00% of students belief code mixing and code switching can improved my speaking skill. 30,00% of students uncertain code mixing and code switching can improved my speaking skill. 30,00% of students strongly belief code mixing and code switching can improved my speaking skill. 0,00% of students strongly do not belief code mixing and code switching can improved my speaking skill.

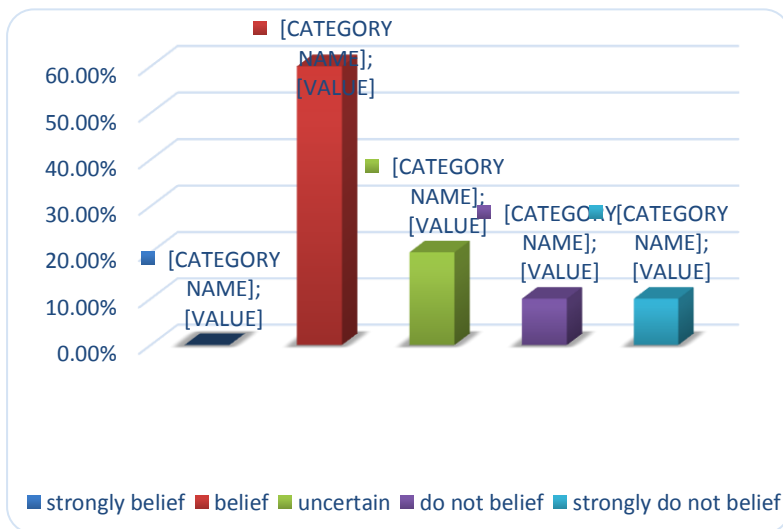


Chart 4,7 Q7. I am mostly understand the teacher explanation if the teacher used code mixing/switching language.

Base on chart 4.7, 0,00% strongly belief students mostly understand the teacher explanation if the teacher used code mixing/switching language.60,00% belief students mostly understand the teacher explanation if the teacher used code mixing/switching language. 20,00% uncertain students mostly understand the teacher explanation if the teacher used code mixing/switching language. 10,00% do not belief students mostly understand the teacher explanation if the teacher used code mixing/switching language. 10,00% strongly do not belief students mostly understand the teacher explanation if the teacher used code mixing/switching language.

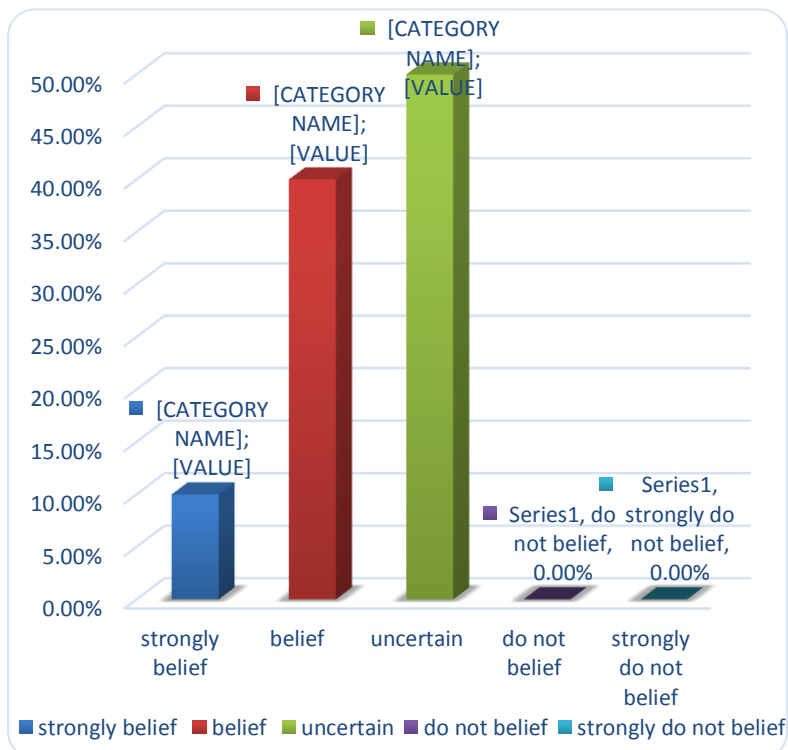


Chart 4.8 Q8. Code mixing and code switching are influence toward my understanding material

Based on chart 4.8, 10,00% of students strongly belief Code mixing and code switching are influenced toward my understanding material. 40,00% students belief Code mixing and code switching are influence toward my understanding material. 50,00% students uncertain Code mixing and code switching are influenced toward my understanding material. 0,00% students do not belief Code mixing and code switching are influenced toward my understanding material, and

0,00% students strongly do not believe Code mixing and code switching are influenced toward my understanding material.

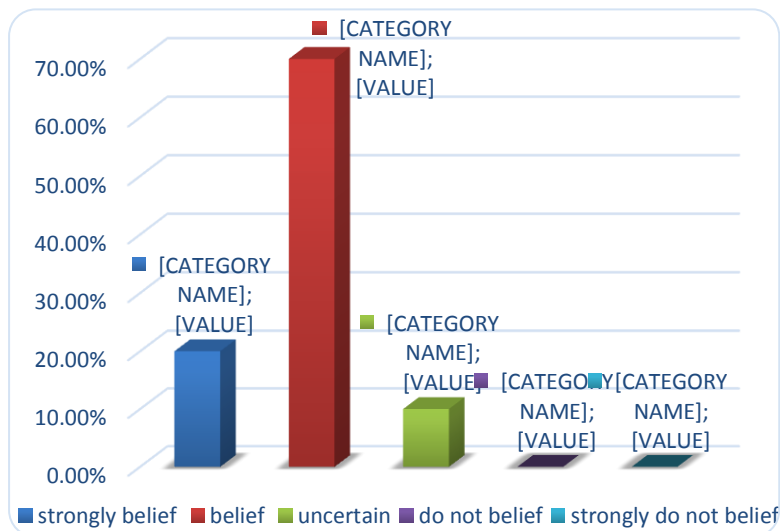


Chart 4.9 Q9. Code mixing and code switching can improve my mental confident in English class.

Base on chart 4.9, 20,00% of students strongly belief Code mixing and code switching can improved my mental confident in English class. 70,00% students belief Code mixing and code switching can improved my mental confident in English class. 10,00% students uncertain Code mixing and code switching can improved my mental confident in English class. None students do not belief Code mixing and code switching can improved my mental confident in English class. None students strongly do not belief Code mixing and code switching can improved my mental confident in English class.

c. Research finding from basic A class in behavior aspect

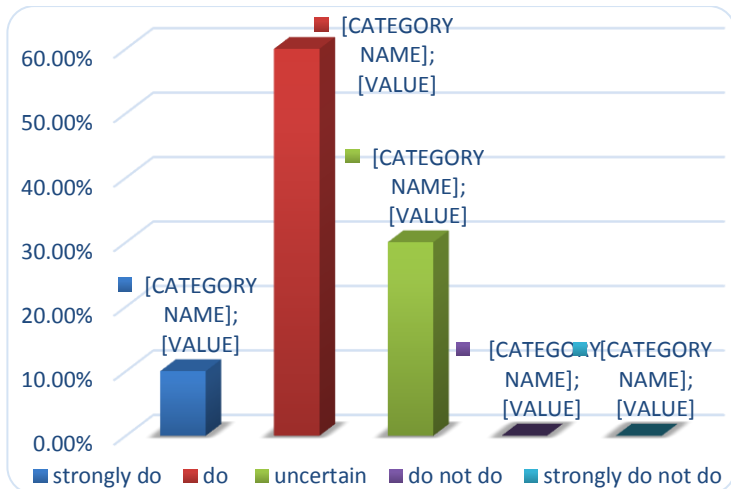


Chart 4.10 Q10. I speak English and my first language in class activity

Based on chart 4.10, 10,00% students strongly do speak English and their first language in class activity. 60,00% students do speak English and their first language in class activity. 30,00% students uncertain speak English and my first language in class activity. None students do not speak English and their first language in class activity. And none of students strongly do not student speak English and their first language in class activity



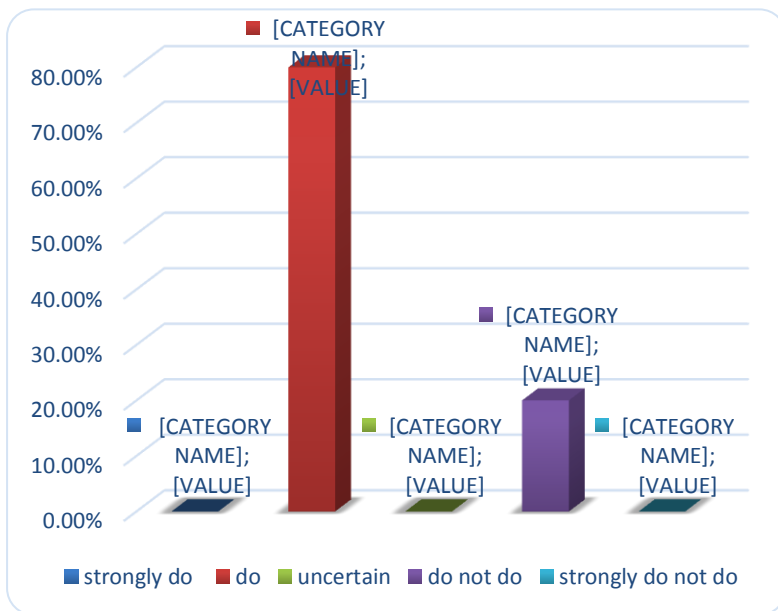


Chart 4.11 Q11. I do code mixing and code switching to make my teacher understand what I say

Based on chart 4.11, none of students strongly do code mixing and code switching to make their teacher understand what they said. 80,00% of students do code mixing and code switching to make their teacher understand what they said. None of students uncertain code mixing and code switching to make their teacher understand what they said. 20,00% of students do not do code mixing and code switching to make their teacher understand what they said. And none of students strongly do not do code mixing and code switching to make their teacher understand what they said.

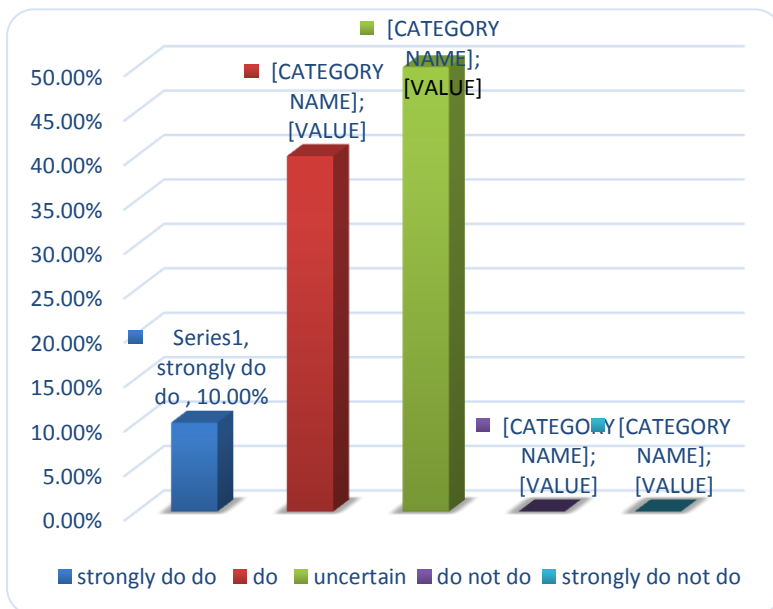


Chart 4.12 Q12. I get confuse if I do not do code mixing and switching in my language in English class.

Based on chart 4.12, 10,00% of students strogly do confuse if they do not do code mixing and switching in their language in English class. 40,00% of students do confused if they do not do code mixing and switching in their language in English class. 50,00% none of students uncertain if they do not do code mixing and switching in their language in English class. None of students do not do confused if they do not do code mixing and switching in their language in English class. none of students strogly do not do confused if they do not do code mixing and switching in their language in English class.

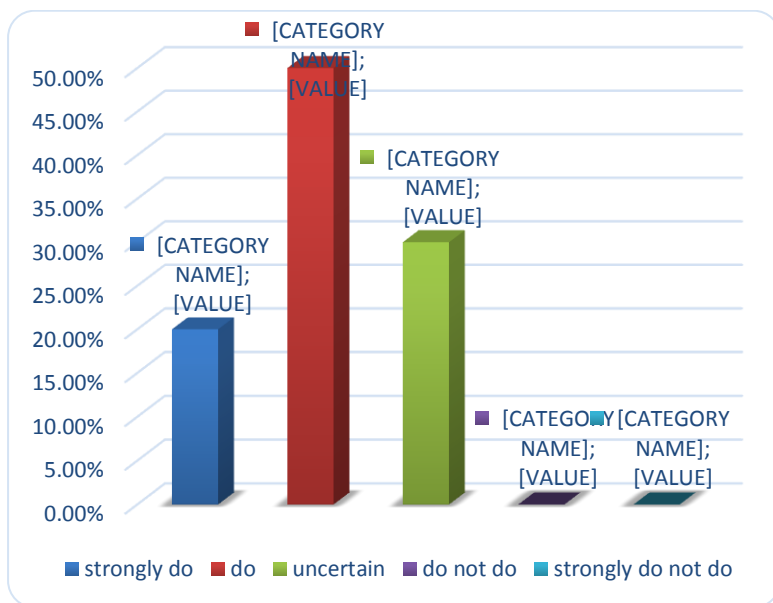


Chart 4.13 Q13. I do mixing and switching my language to improve my speaking skill

Based on chart 4.13, 20,00% of students strongly do mixing and switching their language to improved their speaking skill. 50,00% of students do mixing and switching their language to improved their speaking skill. 30,00% of students uncertain do mixing and switching their language to improved their speaking skill. None of students do not do mixing and switching their language to improved their speaking skill. None of students strongly do not do mixing and switching their language to improved their speaking skill.

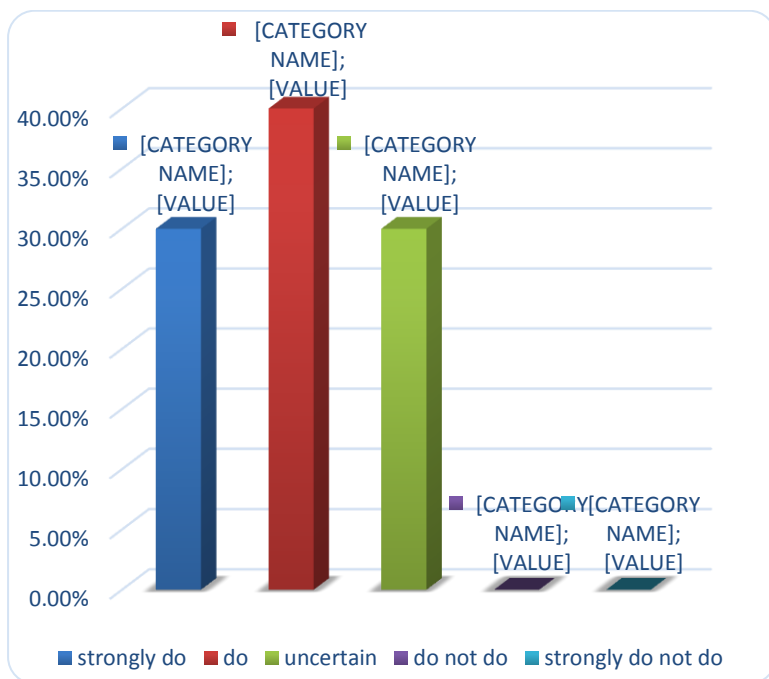


Chart 4.14 Q14. I use code mixing and code switching to avoid misunderstanding.

Base on chart 4.14, 30,00% of students strogly used code mixing and code switching to avoided misunderstanding. 40,00% of studets used code mixing and code switching to avoided misunderstanding. 30,00% of studets uncertain used code mixing and code switching to avoided misunderstanding. None of studets do not used code mixing and code switching to avoided misunderstanding. None of studets strongly do not use code mixing and code switching to avoided misunderstanding.

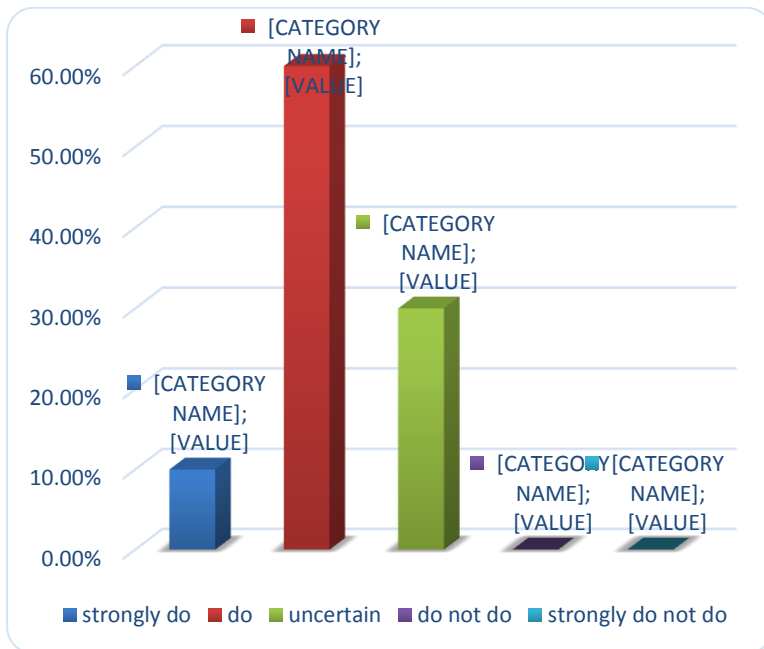


Chart 4.15 Q15. I do code mixing and code switching to make me flow in conversation.

Based on chart 4.15, 10,00% of students strongly do code mixing and code switching to make them flow in conversation. 60,00% of students do code mixing and code switching to make them flow in conversation. 30,00% of students uncertain do code mixing and code switching to make them flow in conversation. 0,00% of students do not do code mixing and code switching to make them flow in conversation. 0,00% of students strongly do not do code mixing and code switching to make them flow in conversation.

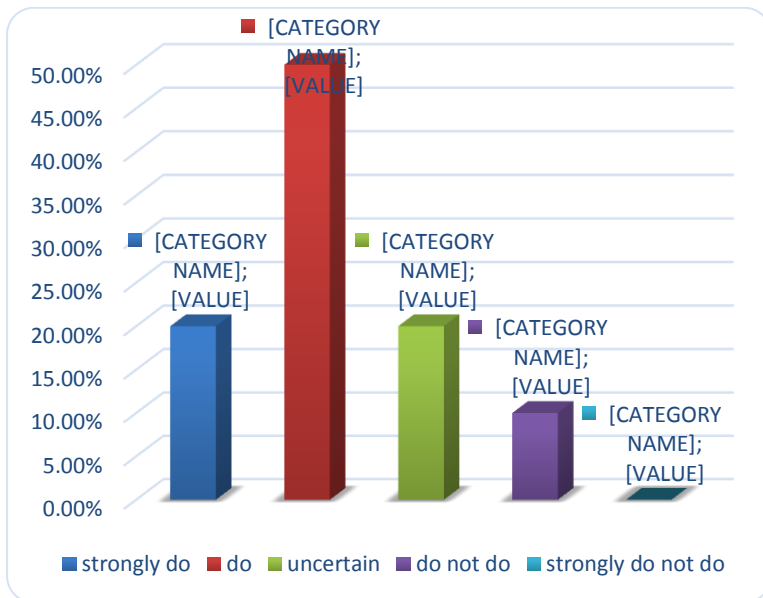


Chart 4.16 Q16. I do code mixing and code switching in asking question.

Based on chart 4.16, 20,00% of students strongly do code mixing and code switching in asking question. 50,00% of students do code mixing and code switching in asking question. 20,00% of students uncertain do code mixing and code switching in asking question. 10,00% of students do not do code mixing and code switching in asking question. 0,00% of students strongly do not do code mixing and code switching in asking question.

a. Research finding from basic B class in affective aspect

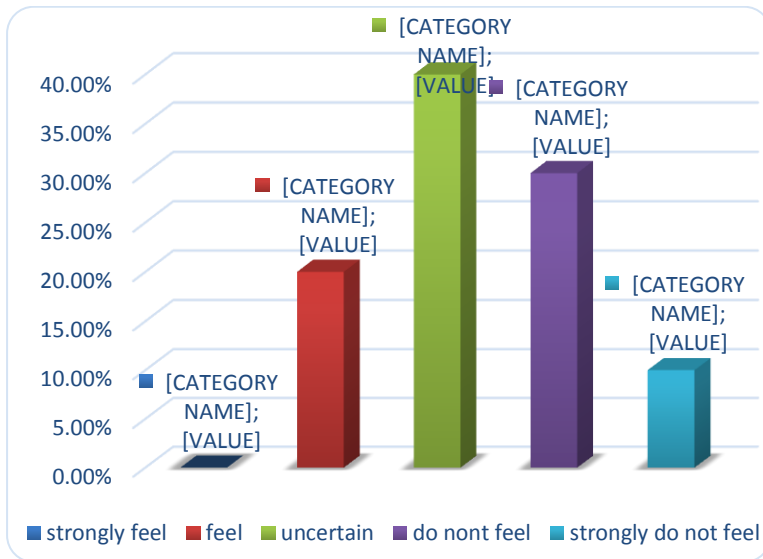


Chart 4.1 Q1. I feel cheerful if my teacher uses language code mixing/switching in English class.

Based on chart 4.1 Q1, none of students strongly feel cheerful if their teacher used language code mixing/switching in English class. 20,00% of students feel cheerful if their teacher used language code mixing/switching in English class. 40,00% of students uncertain if their teacher used language code mixing/switching in English class. 30,00% of students do not feel cheerful if their teacher used language code mixing/switching in English class. 10,00% of students strongly do not feel cheerful if their teacher used language code mixing/switching in English class.

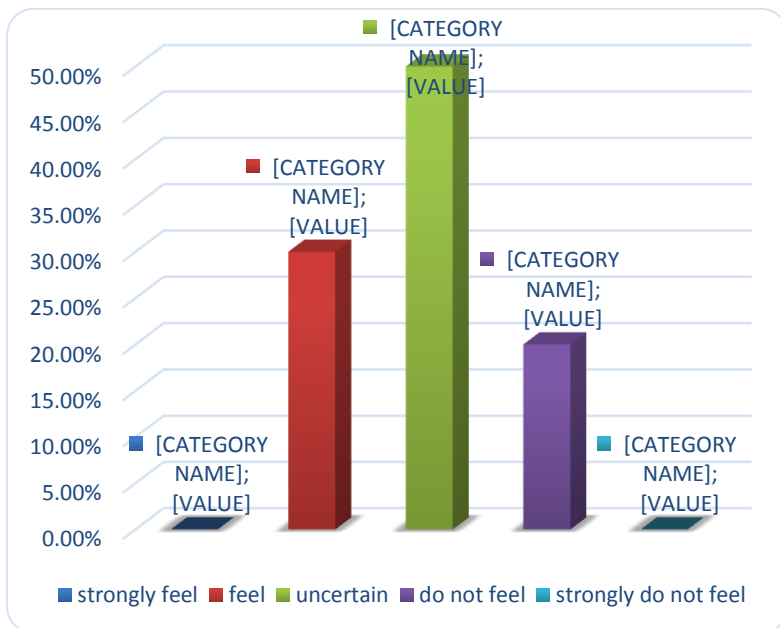


Chart 4.2 Q2. I like if the teacher uses code mixing/switching in explain material

Based on chart 4.2, none of the students strongly feel if the teacher used code mixing/switching in explained material. 30,00% students feel if the teacher used code mixing/switching in explained material. 50,00% of students uncertain if the teacher used code mixing/switching in explained material. 20,00% of students do not feel if the teacher used code mixing/switching in explained material. None of students strongly do not feel if the teacher used code mixing/switching in explained material.



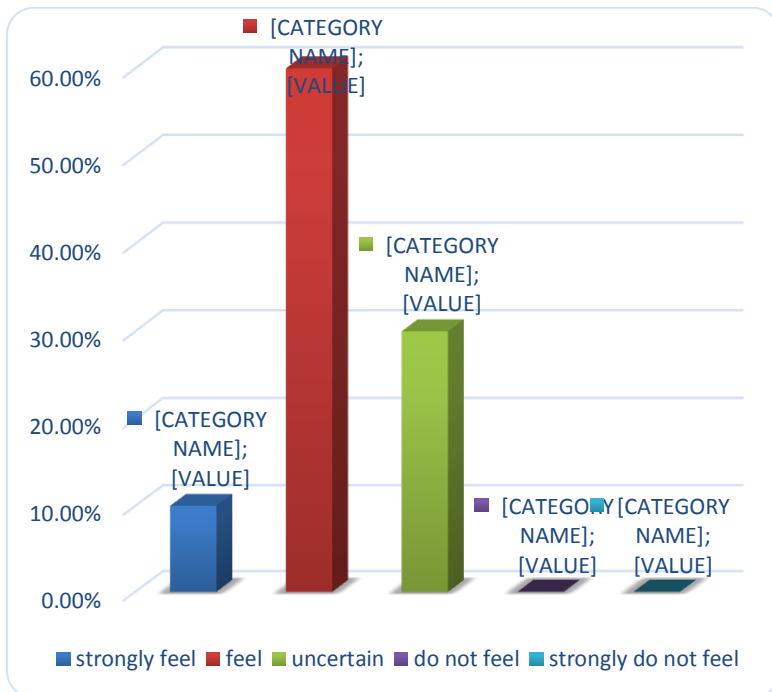


Chart 4.3 Q3. I feel comfortable if the teacher uses code mixing and code switching in exam instruction.

Based on chart 4.3, 10,00% of students strongly feel comfortable if the teacher used code mixing and code switching in exam instruction. 60,00% of students feel comfortable if the teacher used code mixing and code switching in exam instruction. 30,00% of students uncertain if the teacher used code mixing and code switching in exam instruction. None of students do not feel comfortable if the teacher used code mixing and code switching in exam instruction. None of students strongly do not feel comfortable if the teacher used code mixing and code switching in exam instruction.

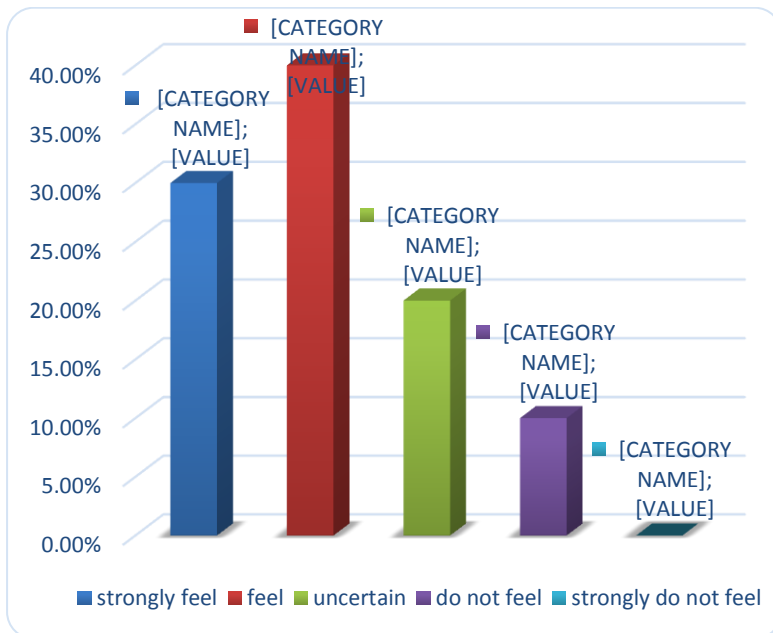


Chart 4.4 Q4. I feel happy in clas if my classmate and my teacher use code-mixing and code switching in teaching and learning process.

Based on chart 4.4, 30,00% of students strongly feel happy in class if my classmate and my teacher used code mixing and code switching in teaching and learning process. 40,00% of students feel happy in class if my classmate and my teacher used code mixing and code switching in teaching and learning process. 20,00% of students uncertain if my classmate and my teacher used code mixing and code switching in teaching and learning process. 10,00% of students do not feel happy in class if my classmate and my teacher used code mixing and code switching in teaching and learning process. None of students strongly do not feel happy in class if my classmate and my teacher used code mixing and code switching in teaching and learning process.

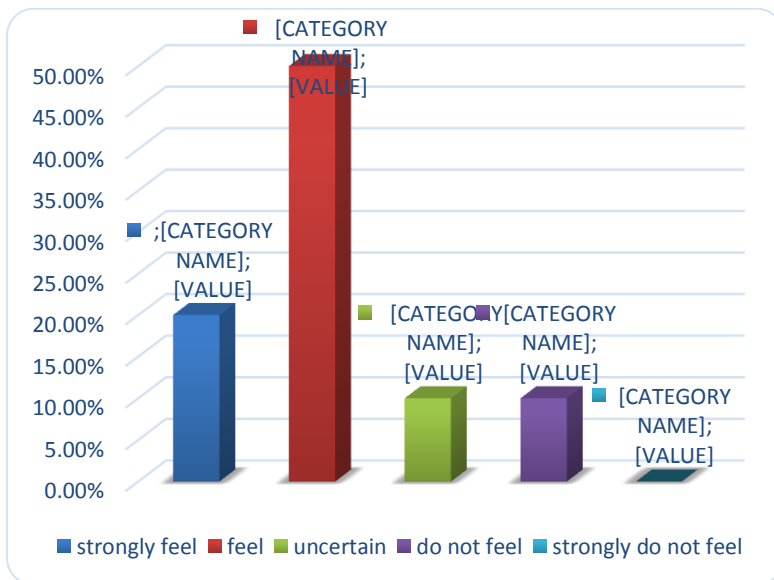


Chart 4.5 Q5. I feel more confident if I use code mixing and code switching in English class.

Based on chart 4.5, 20,00% of students strongly feel more confident if I used code mixing and code switching in English class. 50,00% of students feel more confident if I used code mixing and code switching in English class. 10,00% of students uncertain if I used code mixing and code switching in English class. 10,00% of students do not feel more confident if I used code mixing and code switching in English class. And none of students strongly do not feel more confident if I used code mixing and code switching in English class.

b. Research finding from basic B class in cognitive aspect

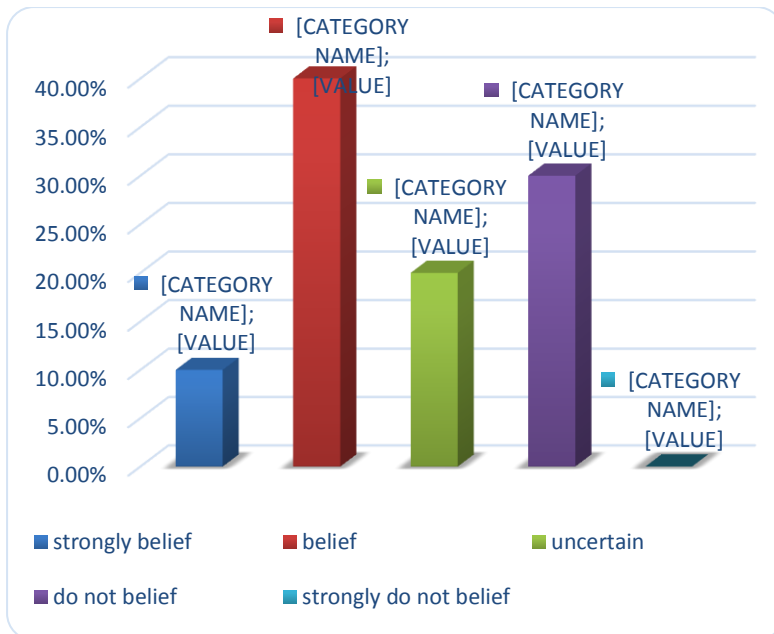


Chart 4.6 Q6. Code mixing and code switching can improve my speaking skill.

Based on chart 4.6, 10,00% of students strongly belief code mixing and code switching can improved my speaking skill. 40,00% of students belief code mixing and code switching can improved my speaking skill. 20,00% of students uncertain code mixing and code switching can improved my speaking skill. 30,00% of students strongly belief code mixing and code switching can improved my speaking skill. 0,00% of students strongly do not belief code mixing and code switching can improved my speaking skill.

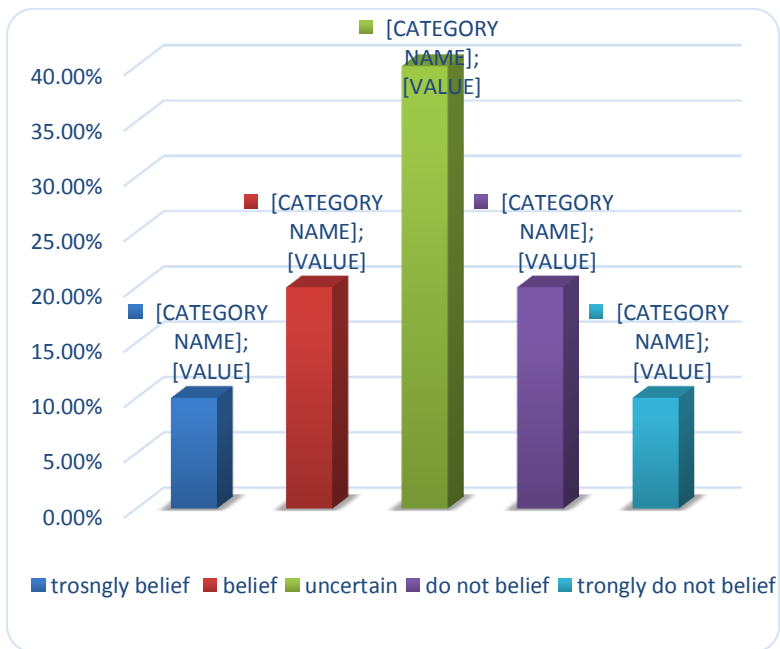


Chart 4,7 Q7. I am mostly understand the teacher explanation if the teacher use code mixing/switching language.

Based on chart 4.7, 10,00% strongly belief students mostly understand the teacher explanation if the teacher used code mixing/switching language. 20,00% belief students mostly understand the teacher explanation if the teacher used code mixing/switching language. 40,00% uncertain students mostly understand the teacher explanation if the teacher used code mixing/switching language. 20,00% do not belief students mostly understand the teacher explanation if the teacher used code mixing/switching language. 10,00% strongly do not belief students mostly understand the teacher explanation if the teacher used code mixing/switching language.

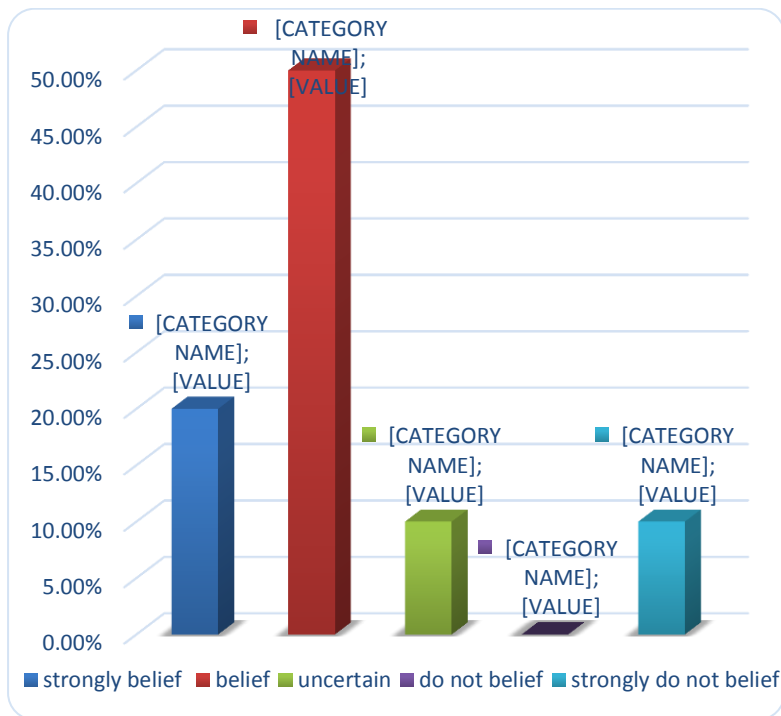


Chart 4.8 Q8. Code mixing and code switching are influence toward my understanding material

Based on chart 4.8, 20,00% of students strongly belief Code mixing and code switching are influence toward my understanding material. 50,00% students belief Code mixing and code switching are influenced toward my understanding material. 10,00% students uncertain Code mixing and code switching are influenced toward my understanding material. 0,00% students do not belief Code mixing and code switching are influenced toward my understanding material, and 10,00% students strongly do not belief Code mixing and code switching are influenced toward my understanding material.

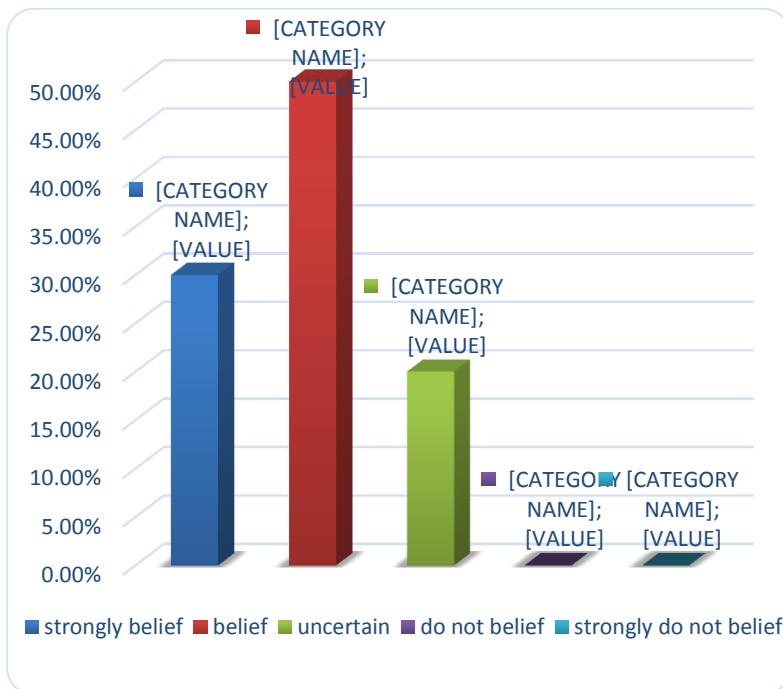


Chart 4.9 Q9. Code mixing and code switching can improve my mental confident in English class.

Based on chart 4.9, 30,00% of students strongly belief Code mixing and code switching can improved my mental confident in English class. 50,00% students belief Code mixing and code switching can improved my mental confident in English class. 20,00% students uncertain Code mixing and code switching can improved my mental confident in English class. None students do not belief Code mixing and code switching can improved my mental confident in English class. None students strongly do not belief Code mixing and code switching can improved my mental confident in English class.

c. Research finding from basic B class in behavior aspect

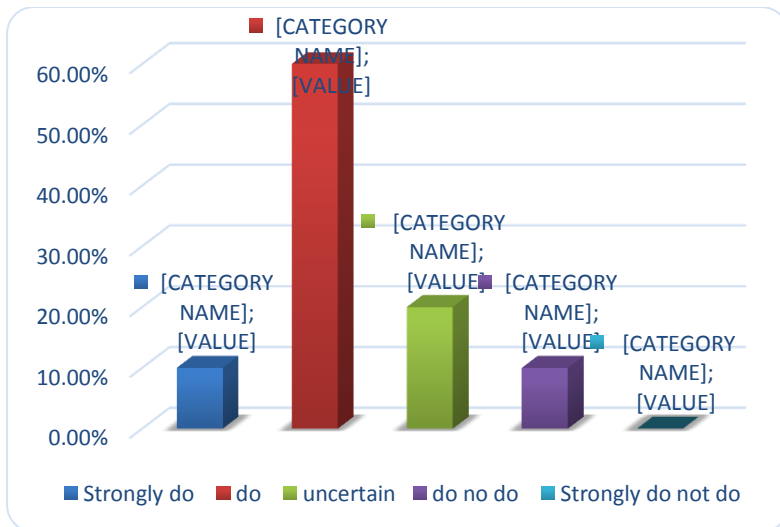


Chart 4.10 Q10. I speak English and my first language in class activity

Based on chart 4.10, 10,00% students strongly do speak English and their first language in class activity. 60,00% students do speak English and their first language in class activity. 20,00% students uncertain speak English and my first language in class activity. 10,00% students do not speak English and their first language in class activity. And none of students strongly do not student speak English and their first language in class activity.



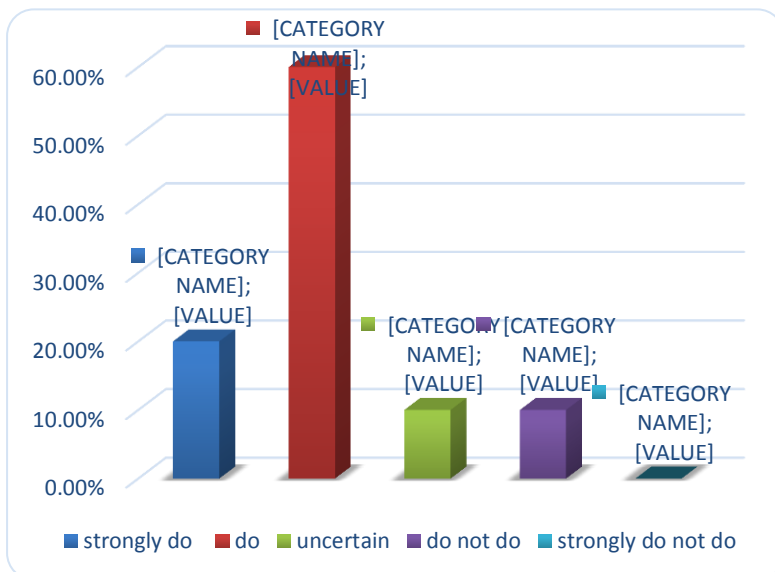


Chart 4.11 Q11. I do code mixing and code switching to make my teacher understand what I say

Based on chart 4.11, 20,00% of students strongly do code mixing and code switching to make their teacher understand what they said. 60,00% of students do code mixing and code switching to make their teacher understand what they said. 10,00% of students uncertain code mixing and code switching to make their teacher understand what they said. 10,00% of students do not do code mixing and code switching to make their teacher understand what they said. And none of students strongly do not do code mixing and code switching to make their teacher understand what they said.

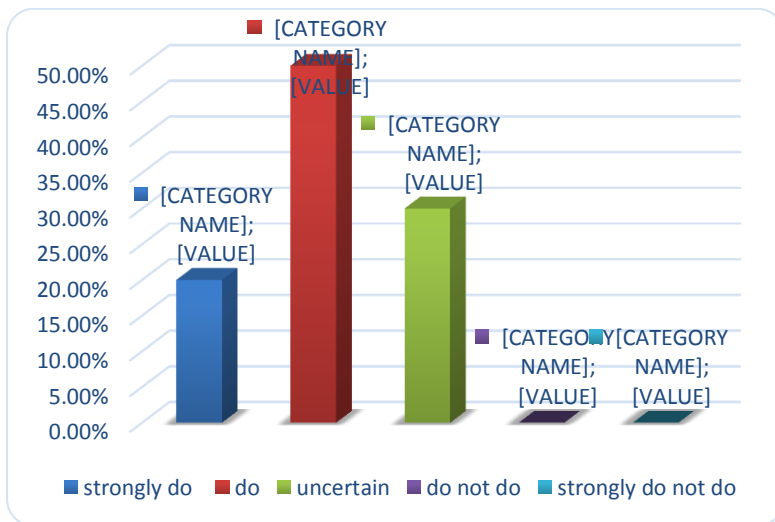


Chart 4.12 Q12. I get confuse if I do not do code mixing and switching in my language in English class.

Based on chart 4.12, 20,00% of students strogly do confused if they do not do code mixing and switching in their language in English class. 50,00% of students confused if they do not do code mixing and switching in their language in English class. 30,00% none of students uncertain if they do not do code mixing and switching in their language in English class. None of students do not do confused if they do not do code mixing and switching in their language in English class. none of students strogly do not do confused if they do not do code mixing and switching in their language in English class.

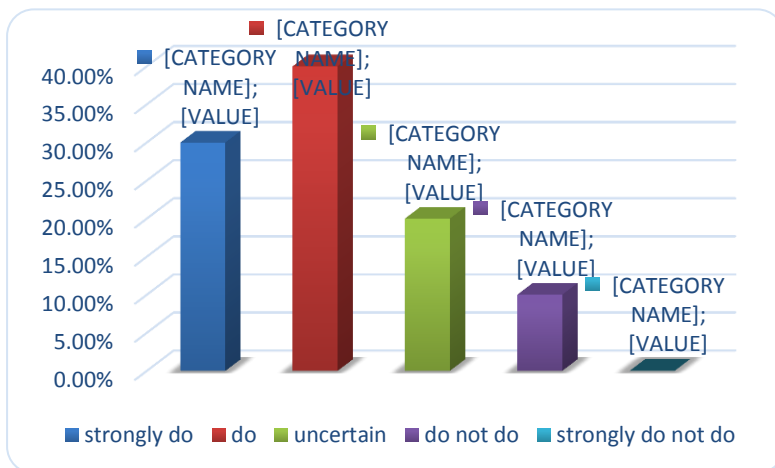


Chart 4.13 Q13. I do mixing and switching my language to improve my speaking skill

Based on chart 4.13, 30,00% of students strongly do mixing and switching their language to improved their speaking skill. 40,00% of students do mixing and switching their language to improved their speaking skill. 20,00% of students uncertain do mixing and switching their language to improved their speaking skill. 10,00% of students do not do mixing and switching their language to improved their speaking skill. None of students strongly do not do mixing and switching their language to improved their speaking skill.

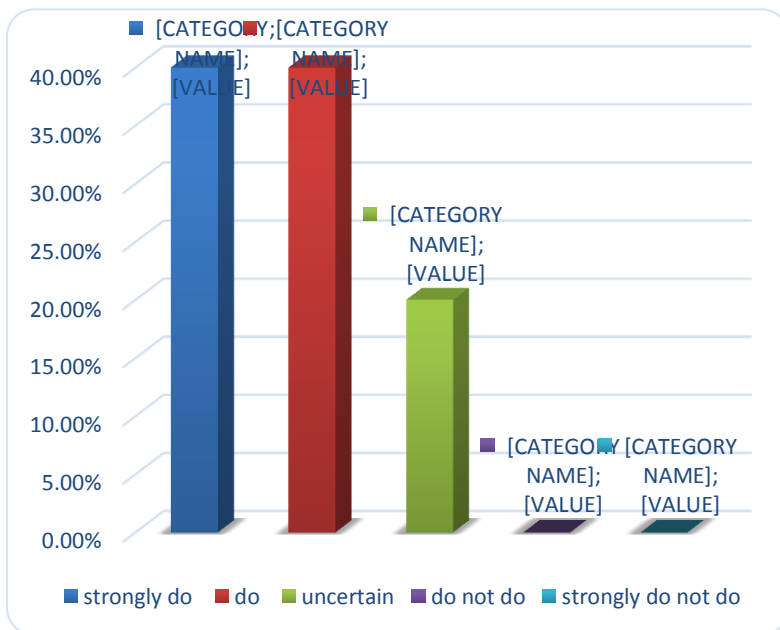


Chart 4.14 Q14. I use code mixing and code switching to avoid misunderstanding.

Based on chart 4.14, 40,00% of students strongly used code mixing and code switching to avoid misunderstanding. 40,00% of students use code mixing and code switching to avoid misunderstanding. 20,00% of students uncertain used code mixing and code switching to avoid misunderstanding. None of students do not use code mixing and code switching to avoid misunderstanding. None of students strongly do not use code mixing and code switching to avoid misunderstanding.

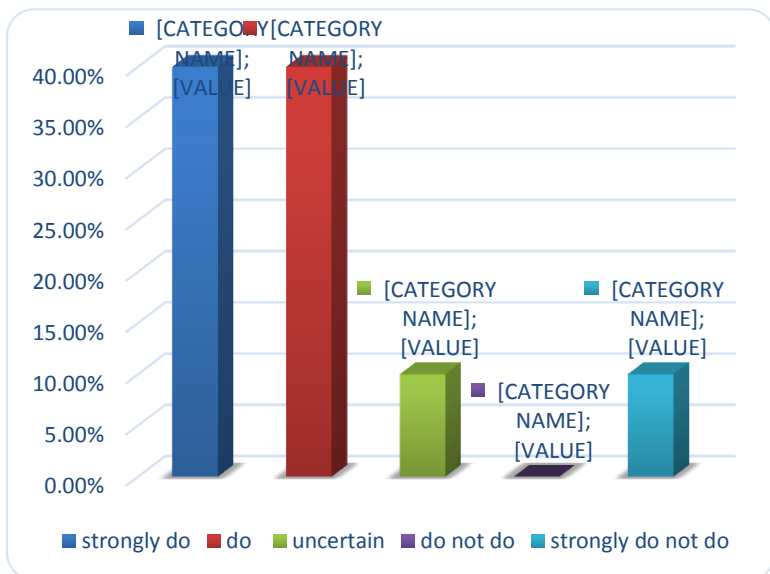


Chart 4.15 Q15. I do code mixing and code switching to make me flow in conversation.

Based on chart 4.15, 40,00% of students strongly do code mixing and code switching to make them flow in conversation. 40,00% of students do code mixing and code switching to make them flow in conversation. 10,00% of students uncertain do code mixing and code switching to make them flow in conversation. 0,00% of students do not do code mixing and code switching to make them flow in conversation. 10,00% of students strongly do not do code mixing and code switching to make them flow in conversation.

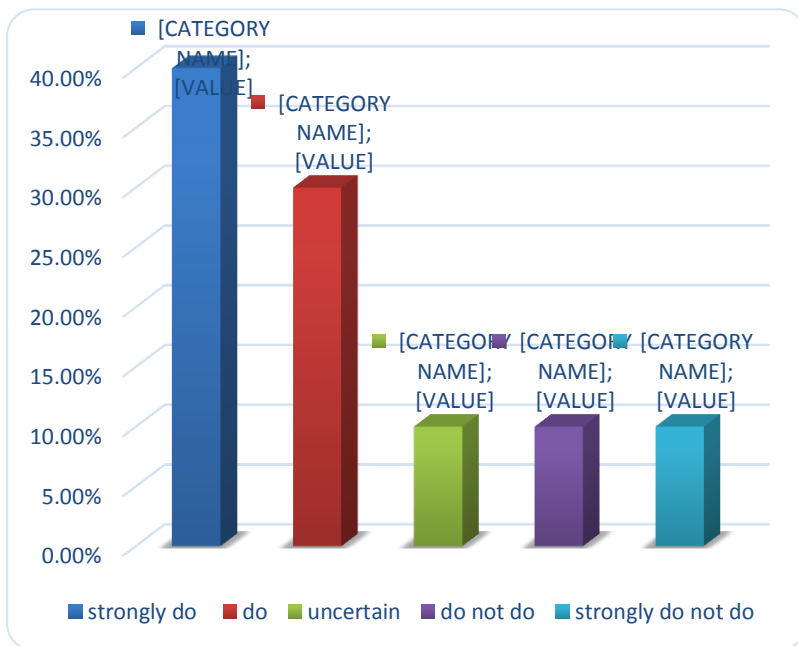


Chart 4.16 Q16. I do code mixing and code switching in asking question.

Based on chart 4.16, 40,00% of students strongly do code mixing and code switching in asking question. 30,00% of students do code mixing and code switching in asking question. 10,00% of students uncertain do code mixing and code switching in asking question. 10,00% of students do not do code mixing and code switching in asking question. 10,00% of students strongly do not do code mixing and code switching in asking question.

### **C. RESEARCH FINDING ON THE USE OF CODE SWITCHING AND CODE MIXING BY TEACHER AND STUDENTS DURING ENGLISH LESSON.**

This source of data was taken from intensive classes. They are taken from advance class A and B and then second source data is taken from basic class A and B. this data is needed to answer the statement of problem no. 1 when he did the observation, the writer just come into the class and take the record of teaching and learning process and do not do any action. The writer also took a note from students' utterance to avoided missing utterance because sometime students do not talk loudly and clearly. So participant are called passive participant. After did observation, the writer write down the teacher and students' utterance on paper.. After that the writer attempt to find out code switching and code mixing that the teacher and students used during class activity. These are the result of observation.

#### **A. Form of code switching and code mixing use by teacher and students during English lesson in advance class A.**

From the result of transcription of teacher and students utterance in advance class A, the writer found 29(twenty eight) of code switching, 22(twenty three) of code mixing (form phrase), 19(nineteen) of code mixing (form of clauses) and 14(fourteen) of code mixing (form of word). But in this class the most active in class is the teacher and the teacher speak a lot in teaching the students.

##### **a. Form of code switching**

In this study the writer found 28(twenty eight) of code switching that the teacher and the students used during class activity. Here are the examples as follow.

T: So who disagree with this statement? Foreign students never experience culture shock. *Gk ada? Gk ada ya. Pertanyaan ngomong sama lantai.* Ok let's go on this. Do you ever see foreign students in our University?

S: Yes. Arabic

This dialogue is when the teacher asked question but the students are slowly to respond the teacher and then the teacher switch the language to assert her statement. The teacher utterance is one of the examples of code switching.

S: Because we cannot live there. Because we can get lose there.

T: Ohh you get lose ya. *Terus km ngerti nggak jalannya himana. Terus ini tempatnya dimana?* Gk ngerti. Alright, mostly we need other. I mean, open yours to other to make a friend.

The dialogue above is the teacher and students utterance when the teacher asked question to the students. So the teacher used her first language to asked students opinion. The teacher utterance can clarified as code switching because the teacher switch her first language use in class into first language because of the situation.

T: Alright, mostly we need other. I mean, open yours to other to make a friend. Especially the local. Because you need every one there. Gk mungkin kalian. *Aku mau beli bakso, aku gk peduli, ada sendwich aku pokonya mau bakso. Kita budayakn lidah dulu la ya sebelum ke Australia ya. Meskipun nasi disana gampang nyarinya. Kalo misalkan lidah saya hanya pecel gitu ya. Ya silahkan kalian bawa pecel kesana ya. Yang akaan disita oleh pihak imigrasi.* Who ever come to another country? Who ever visit another country in this class?

S: No No.

The dialogue above, teacher used her first langue to explained what going to happen if the students go abroad. Before the teacher changed the language, the teacher used English but because of the situation, the teacher used her first language to make the students easily got the point. The language that the teacher used to give example to students is called code switching.



T: Ow yah. Why do you think it spend your money?

S: Because it's spends money.

T.: *Ohh mungkin karna kita kesana aja udah mgabsisin duit ya apalagi kita belajar gitu kan ya.* That's your point. Gitu ya. Ya ya because it's really expensive and westing money. Do you wanna say thay way? *Bener maksud anda begitu?*

The sentence that teacher used is included in code switching is when the teacher switches the language into Indonesian language. The teacher used her first language to clarified the student answer.

T: Also it is good *tapi sebenrnya IN itu constitution yang tidak cocok kan here itu sudah menyebutkan IN disini.* The same. Let's study here, let's study there. Do you have any difficult word that you do not understand?

S: No miss

The dialogue above is about teacher and students utterance. the teacher explained the used of IN in Indonesia, before that the teacher used English in every explanation but because of the situation, the teacher used her first language to make the students easy to understand.

#### b. **The form of code mixing**

Just not only code switching that the writer found in teacher and students conversation in English lesson but the writer also found code mixing. There were three form of code mixing. They were code mixing of word, code mixing of clause and code mixing of phrase. The writer found 13(thirteen) code mixing form of word, 19(nineteen) code mixing form of clause, and 25(twenty five) code mixing in form of phrase.

i. **code mixing in form of word**

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

T: Actually you are being very surprised with the new culture in the new experiences. Karena kita bilang asing. Students *asing*. mahasiswa asing. Do you agree about your statements?

S: I agree about this statement

The dialogue above is the teacher's explanation about Indonesian response when meet with foreign students. In her explanation she used word *asing* to clarified the meaning of foreign in Indonesia.

S: I agree about this statement

T: For example there is foreign who comes to Indonesia and they see our culture such as kita salm kepada orang tua kita. *Nah* it is called culture shock. So something difference of your culture.

The example above is the students and teacher utterance during English lesson. The italic word is included in code mixing of word because the teacher use word *Nah*. This word in English is called (yes). It means (nah(yes), it is called culture shock).

T: It is one of example, you feel like it is not my culture even though here you know *cipika cipiki* you know kissing cheek but in indonesia it is did the same gender or muslim. But in outside of indonesia one and one seperti nose with nose, so actually a moral of culture i can say society in the...

The sentence above is the teacher utterance. The teacher used Indonesian slang (cipika cipiki). The teacher insert the code mixing of word to explain kissing cheek.

T: Settle means when you go to another place then you need to adapt means settle. I want to study abroad. Emm bule tinggal disana itu means settle.

S: *Beradaptasi* miss

The conversation above is the teacher and these students utterance. The italic word in students respond in included in code mixing in form of word.

## ii. Code mixing in form of clause

The insertion of code mixing in form of clause is almost same with code mixing of word but in this type the teacher and the students insert clause in their speaking. Here are the examples of code mixing in form of clause.

T. This week you have to finish your second unit because we are going to end this. If you keep delaying finishing your unit means there will be additional week. *Kalau semakin lama kalian mendelay* means you are going to really finish it lebaran ya.

The example above is one of the teacher's utterance, the teacher insert code mixing in form of clause in her speaking to emphasize that the students should finish their unit, if not they will have the additional week to finish the unit.

T: *kalian kan ada* final test for regular class after the holiday right so means we have to finish that before because IBI or intensive course is really important. You can count it now how many weeks are left? we have ten minutes and we have meet to ciera test we still have final, so you can help to mind os thing , onece you delay one unit so you delay the other, silahkan meratapi.

The sentence above is the advanced of previous sentence that the teacher also insert code mixing in form of clause. The italic word is included of code mixing in form of clause.

T: You must need to go there. *enggak miss takut* corona virus. May after semester break you can to go Singapore, Malaysia. You can go Timor-Leste ya. Ngapain di Timor-Leste ya. Next I want to divide you inti one-thirteen ya. Berarti empat empat ya alright, three

S: Counting. One- three

The sentence, the writer found code mixing form of clause that the teacher insert the clause *enggak miss takut* in her sentence because of the situation.

T: There is some body bring board marker?

S. No miss

T: Ok now you discuss it with your friends. *Jangan pakek hati ya*. Say something to your friends. Sekali lagi ya gk ada come in there ya. Adanya come there, come here. Let's go in here ya. *Itu pemborosan kata* that's too much. Without(in here). Tidak ada IN

In this section the writer found code mixing in form of clause that the teacher used. The teacher insert the clause *jangan pakek hati ya* to make sure the students should discuss by speak orally not by feeling.

### iii. Code mixing in form of phrase

The next form of code mixing is code mixing in form of phrase. It is the insertion group of word that often used together and it's has special meaning. Here are the examples of code mixing in form of phrase.

T: i only hear to remind you if you do not go my page one who will *oh ngak mau mengerjakan, oo tidak ada TM*

In that part of paragraph is the teacher utterance that used in class, that main language used in the class is English as the target language. The italic word is the insertion of clause because the teacher used her first language in form of phrase in her speaking.

T: Please consider like something , i can consider as long as you have a reasonable reason but if you do not just because your lazy you do not permit yourself once you become university permit to study and do research and do serve *karena kalian bukan anak sma lagi ya yang disuapin lagi ya.*

In this next sentence is almost same with the previous sentence. The teacher did code mixing in form phrase by inset her first language in speaking. As we known that language the language used in the class is English as the target language. The italic word is the example of code mixing in form of phrase.

T: I will say it before you finish ths class we are going to useyou moble phone today and play this but before that let me ask you several question. My duty is so smple just put your handout *jadi ngak usah di tulis ya itu diketik ya.* If you agree with my statement just rise your right hand if you disagree just rise your left hand. do not your both of your hand, *kasihan yang sebelah,* so do not rise both your hand and...

In this section the teacher did twice insertion of code mixing in form of phrase. As we can see in the italic word, the teacher insert phrase in form of her first language.

### **B. Form of code switching and code mixing use by teacher and students during English lesson in advance class B**

From the result of transcription of teacher and students utterance in advance class B, the writer found 58(fifty eight) of code switching, 26(twenty six) of code mixing (form phrase), 21(twenty one) of code mixing (form of clauses) and 16(sixteen) of code mixing (form

of word). But in this class the most active in class is the teacher and the teacher speak a lot in teaching the students.

#### a. Form of code switching

In advance class B the writer found 58(fifty eight) code switching that the teacher did during the lesson. Here are the example of code switching did by the teacher. The writer gave you part by part of sentence/ paragraph to clarify code switching that the teacher did during English lesson.

T: my first statement: you should make sure your English is good enough before you go abroad. Agree or disagree? you should make sure your English is good enough before you go abroad. *yang tangannya gak naik saya suruh* forward. Gak menarik ya. Oohh ones again, agree or disagree?

S: Agree.

From the paragraph above the writer found the language switch that did by the teacher when she explained the material. The italic sentence is the sentence that the teacher switched in form of her first language. It's called code switching because the language that used in class is English as the language target but the teacher used her first language in complete word as a sentence.

T: *Ada yang agreenya pakek telunjuk.* Alright. So, why do you agree that your english is needed, why? If you want to go to makkah do you think english is useful? That's why you can disagree. *Ok saya maunya ke Korean, korea gak pakek bahasa inggris kebanyakan, ok mungkin selain yang terdidik ya* maybe some collages student or professional there mostly they speak Korean. Do you need english if you want to go abroad? *Kita gak Cuma ngomongin pergi ke inggris, Australia.* Going

abroad means you go everywhere. Maybe you want to go India, you need Hindi. What do you think?

S: English language is the first language. There are a lot language in the world that many people in the world speak English.

From the conversation above, the teacher switched the language three times in her speaking. As we can see the italic sentences in form of her language is included in code-switching.

T: we have no money, *gk punya duit tapi go abroad gimana yah*

S: *kita gk punya duit buat bayar translate*

T: oh we have no money to pay translator, It's agree or disagree that will be a common phenomenon.

The conversation above is the conversation the teacher and the students in class. The student used her first language. Before the student turn to speak in her first language, she used the target language because in that class the main language is English.

#### **b. The form of code mixing**

In this stage writer found in teacher's and students' conversation in English lesson but the writer also found code mixing. There were three form of code mixing. They were code mixing of word, code mixing of clause and code mixing of phrase. The writer found 16(sixteen) code mixing form of word, 21(twenty one) code mixing form of clause, and 27(twenty seven) code mixing in form of phrase.

##### **i. Code mixing in form of word**

Code mixing in form of word is the insertion of other language in speaking in one topic, the language insertion dependon the situation, whether the speaker insert the word in her target language or in her first language. Incidentally, in this advance class B the teacher obligated the all students to used the target language during English lesson. Here are

the examples of code mixing in form of word that use by teacher and students during English lesson.

S: no. I disagree

T: *oh yah*. Why do you disagree then ok? Why do you think that English is not really willing for?

S: because, there is a translator

The text above is the conversation between the teacher and the students during lesson. The teacher inserted the word *oh yah* in her speaking. The word yah in English can translate as OK/YES. So the insertion the word is called code mixing in form of word.

S: from hindi

T: rahmat, dia marah marah ya kalo dia diubah

S: *siapa* miss?

In these next utterances the writer found code mixing that did by the student. As we can see, the students responds the teacher by inserted his first language in his speaking. The word *siapa* if translated into their target language become WHO that means siapa.

S: Because I think

T: I think *apa*? Seleranya paling sekitaran itu

T: when we get scholarship I think we still need money

In this example is almost same with the previous example but in this case the doer is the teacher who insert her first language into her target language. As we can see the italic word above, if that word translated into the language that used in the class it is become WHAT.

## ii. Code mixing in form of clause



The insertion of code mixing in form of clause is almost same with code mixing of word but in this type the teacher and the students insert clause in their speaking. The clause is group of word that consists of a subject and verb. Here are the examples of code mixing in form of clause.

S: we have no money

T: oohh we have no money, *gk punya duit tapi* go abroad gimana yah

S: *kita gk punya duit buat bayar* translate

From the conversation above as we can see there are two italic words, they are included in code mixing. The teacher used her first language in her explanation and the student answer the teacher by inserted the code mixing in her language.

S: and we will eee make new people

T: oh alright. You need to make new people and maybe their life style is totally difference from what we have. Ok. The last one, *sebelum kita masuk ke*.

The next example above the writer found code mixing in form of clause did by teacher. The italic word is kind of code mixing in form of clause that the teacher was inserted the clause in her speaking.

.T: *kalo dibagi eee*. Let's divide into three groups, count one until three. And make a circle, I will send you the file after this. Ok ok come on move to your group. Make it fast

S: aku ngareng kene lo enak

T: ayo ngumpul sama temen2nya. Make it fast

From the text above we can see there is italic word that used by the teacher in her language. That italic word is include in code mixing in form of clause, that clause is commonly call as if clause.

T: If I say move you may move ok. Dan *umpamanya saya minta lia selanjutnya* and then you stand up and say your opinion about the passage ok. Or maybe you do not get the passage I only understand one word, share it. Ok so who will be the first one to talk about the passage. Oh ok rahmat. How about here? Eeh kok nunjuk ya, saya bilang maunya gitu ya. You or farid?

S: farid

The next example above is the conversation between teacher and student. As we can see from the teacher utterance, the teacher used code in form of clause to explained her instruction to student.

### iii. **Code mixing in form of phrase**

The next form of code mixing is code mixing in form of phrase. It is the insertion group of word that often used together and it's has special meaning. Here are the examples of code mixing in form of phrase.

T: I think it's so easy and you cannot rise both of your hands. *itu berarti anda menyerah.* means you give up with this statement. I do not ask you to do that ok. I will read the statement and then you rise your right hand if you are agree and left hand if you are disagree. You know what I mean?

S: yes.

The example above, we can see there are italic words. The italic words are included in code mixing in form of phrase. The teacher inserted the phrase to clarify the instruction.

T: Put your phone away mean I cannot see your phone on the table, save it save it. Put on your pocket put in your bag. Kalo

saya bilang throw your phone *baru kalian buang*. So we are going to a small group next you are going to share what you read and you will get another point of view from your friend ok. Apakah ada bedanya dari ketiga passage itu dan kesamaannya apa ok? So karna ada 22 ini agak ganjil berarti kita bikin 7 aja ada 1 yang lebih ya ada satu yang 4 orang. Say one, one until seven.

S: students is counting

T: so please get together with your group. Berdiri ya tolong

From the conversation above the writer found the teacher did mixing the language by inserted the phrase in her first language. She used that code to clarify her instruction and make the students understand about what she said.

T: I know that *farid mengandung virus*. I am so sorry farid just joking. Alright you may start it now

S: student's discussion

T: are you done with your discussion?

S: done

The last example about code mixing in form of phrase, the writer found code mixing in form of phrase in teacher speaking. As we can see the italic words, that's word are called code mixing in form of phrase.

### **C. Form of code switching and code mixing use by teacher and students during English lesson in basic class A**

From the result of transcription of teacher and students utterance in basic class A, the writer found 16(sixteen) of code switching, 24(four three) of code mixing form of phrase, 1(one) of code mixing form of clauses and 38(thirty three) of code mixing form of word. But in this class the most active in class is the teacher and the teacher speak a lot in teaching the students and the main language used is their first language.

a. **Form of code switching**

In basic class A the writer found 16(fourteen) code switching that the teacher and students did during the lesson. Here are the example of code switching did by the teacher and students. The writer gave you part by part of sentence/ paragraph to clarified code switching that the teacher and students did during English lesson.

T: gak ada yang nanyak lagi?

S: belum, nanyti saja sir.

T: ok ini yang pertama jadi langsung ini ya jadi tidak ada latihan dulu. 1 orang silahkan. Saya kasi waktu 2 menit ya 2 menit silahkan diperlihatkan semuanya 2 menit *discuss the answer discuss the explanation and discuss the point* yak 2menit *discuss the answer discuss the explanation and discuss the point. Which one is incorrect* yang mana yang salah {}. One minute one minute lagi.

From the text conversation between the students and the teacher, the writer found some code swathing that did by the teacher. As we can see the italic word the teacher did three times of code switching in his language.

S: Yang salah yang A disinikan yang tanyaitu( soal) kan yang pertma itu bukan pasten kalo pasten kan s+v2 kalodi sini itu gk pakek s jadi salah kalo pakek s.

T: *Spell the word hit.* Dieja hurufnya apa aja.

S: H I T S

The next example here the writer found one code switching that used by teacher. Look at to the italic words, before the teacher use his target language he use his first language. That imperative sentence is called code switching.

T: Ok kelompok 2 siapkan jawabannya. Stand up. Siapa yang mau ngasi penjelasan.

S. Dari kelompok kami yang salah yang B karna harus pakek to.

T: *Please spell the words*

S. W A N T

The example above is same with the previous example the teacher used code switching in his speaking. Look at to the italic word.

S: Jadimenurut kami itu jawaban yang B itu salah. Itu menggunakan.... Yang betulis itu menggunakan wanted. Ada ed nya.

T: *Please spell words wanted!* Dieja silahkan!

S: W A N T E D

The example above is same with the previous example. The doer here is the teacher who switched the language.

#### b. **The form of code mixing**

In this stage writer found in teacher's and students' conversation in English lesson but the writer also found code mixing. There were three form of code mixing. They were code mixing of word,

code mixing of clause and code mixing of phrase. In English intensive basic class A the writer found 38(thirty eight) code mixing form of word, 6(six) code mixing form of clause, and 24(twenty four) code mixing in form of phrase.

i. **Code mixing in form of word**

Code mixing in form of word is the insertion of other language in speaking in one topic, the language insertion depend on the situation, whether the speaker insert the word in her target language or in her first language. Incidentally, in this basic class A the teacher does not emphasize the all students to used the target language during English lesson. Here are the examples of code mixing in form of word that used by teacher and students during English lesson.

B. jadi ada 10 kalimat ya jadi ada 10x permainan ya jadi nanti apa yang menjawab itu kasi ke 1 orang saja, misalkan kalian diskusi nanti siapa bagian yang menjawab gitu jadi gk boleh jadi orang yang sama. Sudah siap? Suah siap? Gk ada yang nanyak lagi

S. siap

B. gak ada yang nanyak lagi?

S. belum, nanyi saja *sir*.

From the conversation above the writer found code mixing that did by the students. As we can see to the italic word it's included in code mixing in form of word.

T: Ok kelompok selanjutnya? Ok good silahkan duduk. Kelompok 2 silahkan *Standup*.

S: Ya kalo ini yang salah itu A. Karna pakek s. Kalo v2 itu harusnya gk pakek

The next example here is the conversation between the teacher and the student. the language used in this class in their first language but

in this case the teacher inserted word English in his speaking while the language used in the class in his first language.

S: Jawabannya sama yang E. Jadi watch itu kan verb 3, yang bener itu verb two.

T: Sekarang dieja dulu.

S: *WATCHED*

T: ok betul ya silahkan duduk. Jadi jawabannya harusnya pakek ed ya. Jadi poinnya tambah 100. Ok tepuk tangan untuk semuanya. Ok *next*. Gk ada yang ditanyakan lagi sampek disini?

S: Belum

In this case the insertion other language in speaking is did by both of teacher and students whom the student said *watched* in her speaking and the teacher insert word *next* in his speaking meanwhile the main language used in the class is their first language.

S: ini yang salah yang A. Disini gk sudah ada verb 2 jadi did mewakili veb2nya.

T: Jadi pembetulannya?

S: Where did you go last week?

T: Ok. Apa jawabannya kira2. Where did you go last week. Ok *good* 100. Tepuk tangan buat semuanya

The last example from the text conversation above, the writer found one code that inserted by the teacher in his speaking. Look to the italic word, the main language he used is his first language but probably he inserted on word in form of his second language, that word is called code mixing in form of word.

## ii. Code mixing in form of clause

The insertion of code mixing in form of clause is almost same with code mixing of word but in this type the teacher and the students insert clause in their speaking. The clause is group of word that consists of a subject and verb. Here are the examples of code mixing in form of clause.

T: ok betul ya silahkan duduk. Jadi jawabannya harusnya pakek ED ya. Jadi poinnya tambah 100. Ok tepuk tangan untuk semuanya. Ok next. Gk ada yang ditanyakan lagi sampek disini?

S: Belum

T: Yak. Silahkan soal keempat ok. No cellphone. Dua menit. Ok one minute. Ok sudah. *Start from group* satu. Berapa point?

From the example above the writer found an insertion of clause that did by the teacher. The italic words is kind of code mixing in form of clause.

### iii. Code mixing in form of phrase

The next form of code mixing is code mixing in form of phrase. It is the insertion group of word that often used together and it's has special meaning. Here are the examples of code mixing in form of phrase.

S: Belum. Nanti ada sir.

T: Jadi kita mulai yang pertama ini ya. Jadi langsung ini ya. Jadi tidak ada latihan dulu. 1 orang saya kasi waktu 2 menit. ya 2 menit. Diperlihatkan semuanya 2 menit. Silahkan discuss the answer and discus the point. Which one is incorect. Yang salah dimana. *One minute*. Satu menit lagi ok time is up. Ok. Yak saya mulai dari kelompok yang pertama dulu.

S: Itu kelompok yang pertama dulu.



The example of code mixing in form of phrase, in the conversation between the teacher and the student the teacher inserted phrase in his language. The italic words from the text above are one of phrase. Although there are many form of English words in the conversation but that's all do not include in code mixing in form of phrase.

S: Dari kelompok kami yang salah yang B karna harus pakek TO.

T: Please spell the words

S: W A N T

T: Ok silahkan *group one*

S: Jadimenurut kami itu jawaban yang B itu salah. Itu menggunakan.... Yang betulis itu menggunakan wanted. Ada ed nya.

The next example is almost same with the previous example, in his case the doer is the teacher whom inserted phrase in his language, as the writer explained before, the main language in Indonesia.

T: Yak. Silahkan soal keempat ok. *No cellphone*. Dua menit. Ok *one minute*. Ok sudah. Start from group satu. Berapa point?

S: 100

T: One hundred. Pleas group two stand up. Group one stand up. Silahkan bersama2.

From the conversation above the writer found two insertion of code mixing in form of phrase. The teacher inserted two phrases in her speaking, look to the italic words above.

#### **D. Form of code switching and code mixing use by teacher and students during English lesson in basic class B**

From the result of transcription of teacher and students utterance in basic class B, the writer found 18(eighteen) of code switching, 11(ten) of code mixing form of phrase, 5(five) of code mixing form of clauses and 40(forty) of code mixing form of word. But in this class the most active in class is the teacher and the main language used in this class is their first language.

#### a. **Form of code switching**

In basic class B the writer found 18(eighteen) code switching that the teacher and students did during the lesson. Here are the example of code switching did by the teacher and students. The writer gave you part by part of sentence/ paragraph to clarified code switching that the teacher and students did during English lesson.

T: pabrik ya. Eeh ya jadi ini mengumumkan kepada pekerja pabrik. Manufacture pekerja pabrik. Jadi eeh nomer 1, siapa? Diah, silahkan dibaca soalnya, soal dan jawabannya juga.

S: *who is advertisement written for?*

T: jawabannya langsung. jadi nomer 1 jawabanya C correct kah?

S: iya

The first example about code switching here did by the teacher while he gave an exam. As we know the language used in this class in their first language. But because of the situation the students switch their language into the language their language target.

T: jadi nomer 1 jawabannya sudah jelas ya{ soal }dituliskan untuk para pekerja pabrik ya ok. Nomer 2 apri

S: How many countries are mentioned?

T: yak how many countries? Gimana bacanya

The example above is same with the previous example which the students switch their language because of the situation.

S: berlangganan

T: yak, berlangganan ya. Jadi langganan tentang apa kira2. Sesuai dengan isi yang di youtube ya. Jurnal ya , *subscribe to journal that recently recieved the editorial excellence award from the society of industrial designers.* jadi tentang jurnal ya terus habis itu siapa yang ingin berlangganan kira2? Ok, anne kwok. Ok nomer 1 eeee silahkan rohma. Dibaca

The third example is different from the previous example. As we can see from the example before the teacher switch his language he used his first language to ake the student easy to understand about teacher explanation.

T: *why did anne kwok complete this form*

B: *why did anne kwok complete this form?* jadi tujuannya adalah untuk to receive journal jadi dia ngisi form supaya dia dapat langganan untuk dapat jurnalnya juga. Ok sapai disini ada yang diatanyakan? Ok number one D. nomer 2 wati silahkan

From the example above the writer found two languages switching that did by the teacher and the students. Look at to the italic sentences that did by the teacher and student that sentence are called code switching.

#### b. **The form of code mixing**

In this stage writer found in teacher's and students' conversation in English lesson but the writer also found code mixing. There were three form of code mixing. They were code mixing of word,

code mixing of clause and code mixing of phrase. In English intensive basic class B the writer found 40(forty) code mixing form of word, 5(five) code mixing form of clause, and 10(ten) code mixing in form of phrase.

i. **Code mixing in form of word**

Code mixing in form of word is the insertion of other language in speaking in one topic, the language insertion depend on the situation, whether the speaker insert the word in her target language or in her first language. Incidentally, in this basic class B the teacher does not emphasize the all students to used the target language during English lesson. Here are the examples of code mixing in form of word that used by teacher and students during English lesson.

T: ok semuanya hari ini kita akan melanjutkan pelajaran kemarin tentang *promotion* ya. Ok silahkan kalian gunakan hp kalian nanti saya akan mengirimkan *file* digroup ya.

T: ok silahkan dibuka ya. Sudah didownload?

S: sudah

These words in italics are the example of code mixing in form of word. The teacher inserted the words “promotion” and “file” in his speaking. Here are the same example of code mixing in form of word

T: ok, yang pertama eee yak *advertisement*, apa *advertisement*?

S: iklan

T: iklan, iklan ya. Bahasa arabnya juga sama ya iklan, very variable

S: iya ta

Still in form of word that the teacher inserted in his language “advertisement” as the matter of discussion in class while the main

language used in the class in their first language. And here are the same example which the teacher inserted word in other language.

B: ok. Jadi iklan ya *advertisement* jadi ee ya pokonya kotak gitu ya macem2 ada gambarnya juga. *Manufactures*, apa itu *manufactures*? Apa? Hah hah apa?

S: tempat memproduksi sesuatu

The italic words are kind of code mixing that inserted in teacher speaking.

## ii. Code mixing in form of clause

The insertion of code mixing in form of clause is almost same with code mixing of word but in this type the teacher and the students insert clause in their speaking. The clause is group of word that consists of a subject and verb. Here are the examples of code mixing in form of clause.

T: ok, berapa kira2? "*full cover price per issue*" disitu yang gimana? Berarti berapa? A, B atau C jawabannya?

S: B

T: B, five, jadi kan disitu apakah B jawabannya?

From the example above the writer found the insertion of clause that did by the teacher. The italic words are kind of clause which is the word contain subject and verb, other example about code mixing in form of clause which did by teacher and students in their speaking.

S: *the megazine comes*

T: ok diulang lagi. *The megazine comes* setahun sekali

These utterances are student and teacher utterance. There are two clauses that they used in their speaking but the clauses are same each other. The students used the target language in responded the teacher and the teacher replaced the clause that the student used. The last example about code mixing in form of clause is follow.

T: report, report apa berarti? Bentuknya berupa laporan. laporan tentang apa kira2 itu? Ok *in October, market on-line acquired peptel* jadi tentang software, *international software companies. Nomer 1amro*

The example above is same with the previous example but it's difference utterance and the doer is the teacher who inserted the clause in his speaking

### iii. Code mixing in form of phrase

The next form of code mixing is code mixing in form of phrase. It is the insertion group of word that often used together and it's has special meaning. Here are the examples of code mixing in form of phrase.

T: iklan, iklan ya. Bahasa arabnya juga sama ya iklan, *very variable*

S: iya ta

From the example above, the teacher utterance is the example of phrase because the teacher inserted word *very variable* in his speaking while in the class in used native language or Indonesian language.

T: why did anne kwok complete this form? jadi tujuannya adalah untuk *to receive journal* jadi dia ngisi form supaya dia dapat langganan untuk dapat jurnalnya juga. Ok sapa di sini ada yang dianyakan? Ok *number one* D. nomer 2 wati silahkan.

Another example about the insertion of phrase above is taken from teacher utterance. The teacher seen did twice in inserting the phrase *to receive journal* and *number one*, these group of word are called phrase which included in form of code mixing.

Other examples of code mixing in form of phrase are as follow:

T: ok diulang lagi. The megazine comes setahun sekali

S: *one month*

In this case above the doer is the student whom inserted another language in his speaking. The group of words that those students used included in code mixing in form of phrase.

T: nah itu kan fouty nine itu kan punyaanya si markel ya *not for peptel* ya to pay \$5 million up front for peptel and as much as \$5million more over the next few year. Jadi ibaratanya kalo yang pertama nah si markel ini ngasi si peptel ngasi Dpnyadulu \$5million sisanya nanti jika ada pencapayannya gitu jadi \$5million and \$5million jadi jawabannya yang c ya \$5million. Ok sampai disini ada yang ditanyakan?ok next number 2listya

In the next utterance here, the writer found one insertion of phrase in teacher utterances. As we can see the italic word, the teacher inserted group of word *not for peptel* which are these group of word are kind of code mixing in form of phrase.

## B. Discussion

### a. Teacher' attitude toward code mixing and code switching during English lesson at advance class

As mentioned earlier, Mc Load stated about attitude is an association of beliefs, feeling, and behavior tendency toward objects, groups, ideas, event and symbol. And aspect of the attitude divided into

three stages such as affective component which involved about person's feeling or emotion about the attitude object which included physically and abstract such as idea, people or group.<sup>39</sup> And for the attitude measurement M.c Load stated that there are two kinds of measurements that use for attitude. They are: direct measurement and indirect measurement.<sup>40</sup>

Base on the result of the interview, the finding in the field about teacher's attitude toward code mixing and code switching at English intensive class. The teacher in advance class do not really agreed about used code mixing and code switching in class, although in explained the material, gave instruction, and gave exam. because according to her, used code mixing and code switching is not really helped if the teacher wanted to teach them English but in other side, she cannot denied the situation that she should mixing and switching her language to make them feel easy to understand her speaking. So, in her class, she really minimizes the used of code mixing and code switching of native language in class. It is in line with an article which conducted by Ali Rahimi. In his journal he interviewed twenty teachers and one of the founding, there was teacher showed that the teacher used code in her speaking if the students really difficult to understand and saving time to students translate the difficult word and do not stopping them by code switching.<sup>41</sup>

#### **b. Teacher' attitude toward code mixing and code switching during English lesson at basic class**

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<sup>39</sup> Saul McLoad, 2018: *attitude and behavior*, [simplepsychology.org/attitude.html](http://simplepsychology.org/attitude.html)...p1/3

<sup>40</sup> Saul McLoad, 2009, *attitude measurement*. P 1-5

<sup>41</sup> Rahimi A, 2013, *EFL teachers' attitude toward code switching: a Turkish setting*. VIT Univesity. P 11



As the researcher mentioned in the previous discussion about an attitude which stated by Mc Load that an attitude is an association of beliefs, feeling, and behavior tendency toward objects, groups, ideas, event and symbol. And aspect of the attitude divided into three stages such as affective component which involve about person's feeling or emotion about the attitude object which include physically and abstract such as idea, people or group. And for the attitude measurement M.c Load stated that there are two kinds of measurements that used for attitude. They are: direct measurement and indirect measurement.

For the result of the interview, the teacher in English intensive at basic class stated that code mixing and code switching is helped for him in delivering material, giving instruction, and giving exam but he used both codes are depend on the situation whether he should used the second language or not. If the material was easy, he was used the second language but if the material was difficult, he will used his native language. His state is in line with the article that conducted by Ali Rahimi. In his journal he found that there is a female teacher stated that she used code in time to time because she thought that it was helpful for her to express her feeling, to increasing students L2, to clarified the meaning and to avoided mis-understanding.<sup>42</sup>

#### **c. Students' attitude toward code mixing and code switching during English lesson**

This chapter discussed about the result finding about students' attitude toward code mixing and code switching. This discussion related to the theory of attitude that devided into three aspects. They are: affective aspect, cognitive aspect, and behavior aspect. So, based on the attitude theory above, this discussion devided in three aspects: affective, cognitive and behavior.

#### **d. Students' attitude toward code mixing and code switching during English lesson**

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<sup>42</sup> Rahimi A, 2013, *EFL teachers' attitude toward code switching: a Turkish setting*. VIT University. P 10

This chapter discussed about the result finding about students' attitude toward code mixing and code switching. This discussion related to the theory of attitude that divided into three aspects. They are: affective aspect, cognitive aspect, and behavior aspect. So, Base on the attitude theory above, this discussion divided in three aspects: affective, cognitive and behavior.

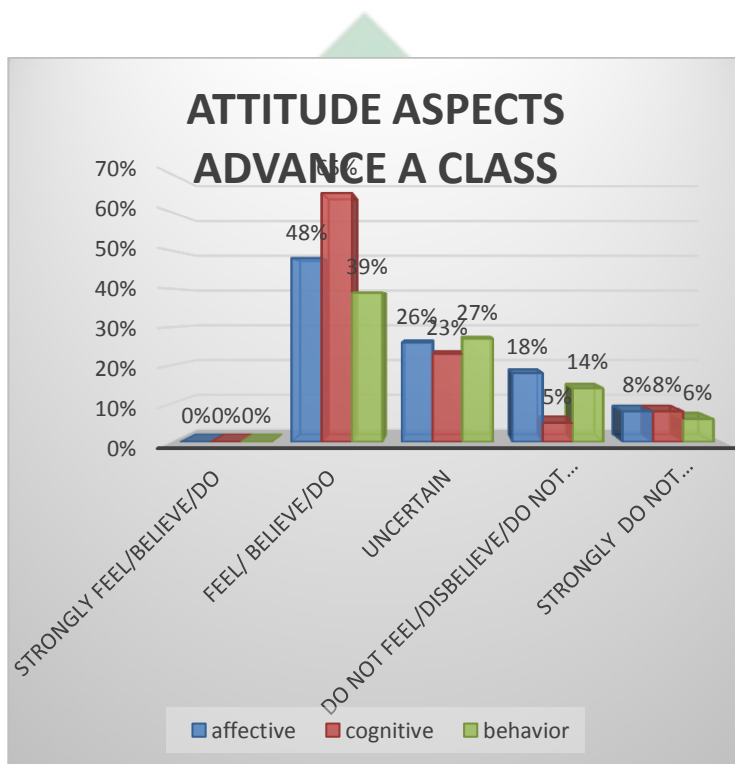


Chart 4.17 Attitude aspects

The chart 4.17 is presented about the all percentages of students' attitude towards code mixing and code switching from three aspects that included affective aspects, cognitive aspects, and behavior

aspects. As we can see from the chart 4.18 the affective aspect is symbolized by blue color, cognitive aspect is symbolized by red color, and behavior aspects is symbolize by green color.

From the chart 4.17 it can conclude that the students in advance class A have positive attitude about code mixing and code switching at English intensive class. It can be seen from the affective aspects that there are 48% students feel happy, cheerful, like, and feel comfortable of used code mixing and code switching at English intensive class. According to McLeod this involves a person's feelings / emotions about something.<sup>43</sup> For the cognitive aspect in the chart 4.18 most of the students chosen believe answered about the code mixing and code switching at English intensive class. it can be seen from the chart there are 65% students choosen believe answered, those students believe that code mixing and code switching which used in class have the positive effect to their learning process. And from the behavior aspects there are 39% students chose do answered in behavior aspect, because the mostly the students feel good and belief that code mixing and code switching have positive affect, then the students choosen to do code mixing and code switching in their English language. it in line with the journal that conducted by Amna Naveed, her journal that titled University students towards code-switching, she found that the students expressed positive attitude about the used of English by their self and their teacher.<sup>44</sup>

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<sup>43</sup> Saul McLeod, 2018: Attitude and Behavior, [simplepsychology.org/attitude.html](http://simplepsychology.org/attitude.html)... p 1

<sup>44</sup> Amna Naveed. 2014: University students' attitudes towards code switching, comsat university Islamabad.

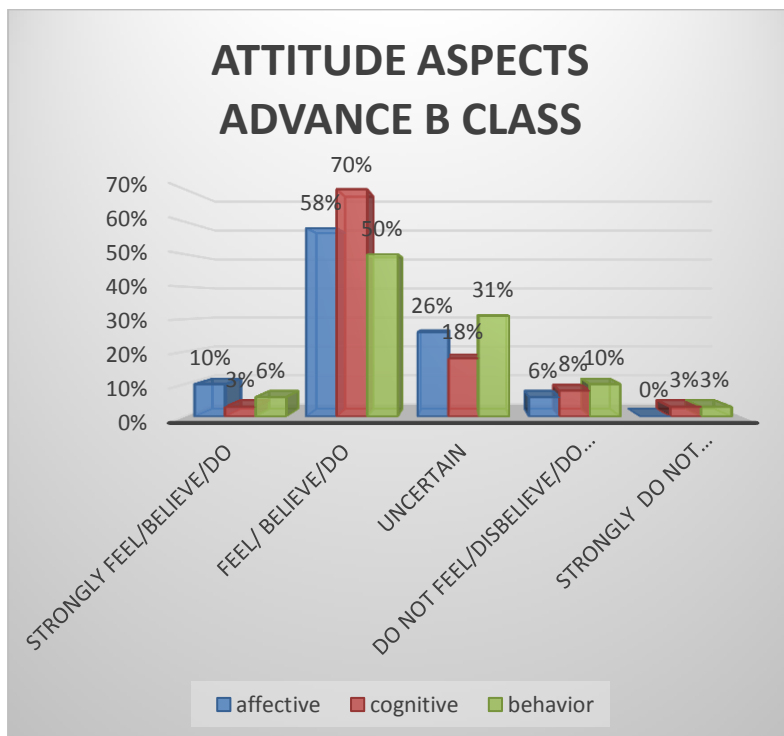
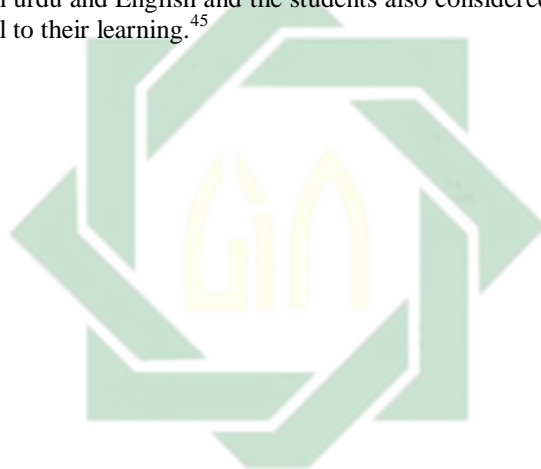


Chart 4.18 Attitude aspects

The chart 4.18 was presented about the all percentage of students' attitudes toward code mixing and code switching from three aspects that included affective aspects, cognitive aspects, and behavior aspects. As we can see from the chart 4.18 the affective aspect is symbolized by blue color, cognitive aspect is symbolized by red color, and behavior aspects is symbolized by green color. In this discussion is almost same with the first discussion because this subject has same class

but difference grade. From the chart 4.18 it can conclude that most of students in advance class A have positive attitude about the used of code mixing and code switching by themselves and their teacher. it can approve from the chart that there 58% students choosen feel answered in affective aspect, 70% students choose believe answered in cognitive aspect, and 50% of the students choose do answered in behavior aspect. This result is in line with journal that wrote by Samar Rukh and friends, the result their study show that those students are prefer the teacher to used both urdu and English and the students also considered that urdu is beneficial to their learning.<sup>45</sup>



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<sup>45</sup> Samar Rukh, Nargis Saleem, Hafiz Gulam Mustafa Javeed, Nasir Mehmood, 2012: Students' attitudes towards teachers' code mixing/code switching to L1 and its influence on their L2 learning: a case of business students in Sargodha

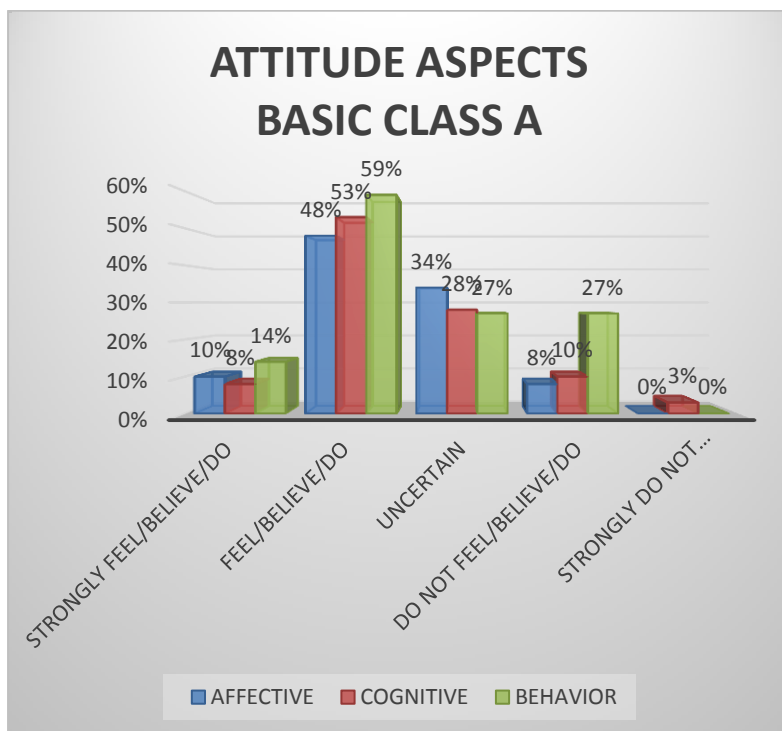


Chart 4.19 Attitude aspects

The chart 4.19 was presented about the all percentages of students' attitude towards code mixing and code switching from three aspects that included affective aspects, cognitive aspects, and behavior aspects. As we can see from the chart 4.19 the affective aspect is symbolized by blue color, cognitive aspect is symbolized by red color, and behavior aspects is symbolize by green color.

From the chart above, it can conclude that most of students in basic class A have positive attitude towards code mixing and code switching at English intensive class. It can proved by the result of the finding that shown by the chart 4.19 that 48% students choose feel

answered in affective aspects, it is represented that students' feeling about code mixing and code switching that occur at English intensive class. For the cognitive aspect, most of students have positive aspects about code mixing and code switching. It is shown from the chart 4.19 that 53% students choose believe answered in cognitive aspects. It is represented those students' trust that code mixing and code switching have positive effect to their learning process like; it can improv their English skill, make the students easy to understand their friends and teacher's speaking. And for the behavior aspect, there are 59% of students choose do answered, because the students have positive attitude in affective and cognitive aspect, it might cause the students do code mixing and code switching in some purpose such as like; to make the teacher easy to their speaking, to make them do not confuse while they communicating to their friend or teacher and to make them avoided the miss understanding. This result is in line with journal that conducted by Abdullah A. lenezi, the result of his journal stated that students strongly used one language in class is more beneficial to them and code switching is avoided any confused in teaching instruction.<sup>46</sup>



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<sup>46</sup> Abdullah A. Aleneze, 2010: Students' language attitude towards using code switching as a medium of instruction in the collage of health science: an exploratory study.

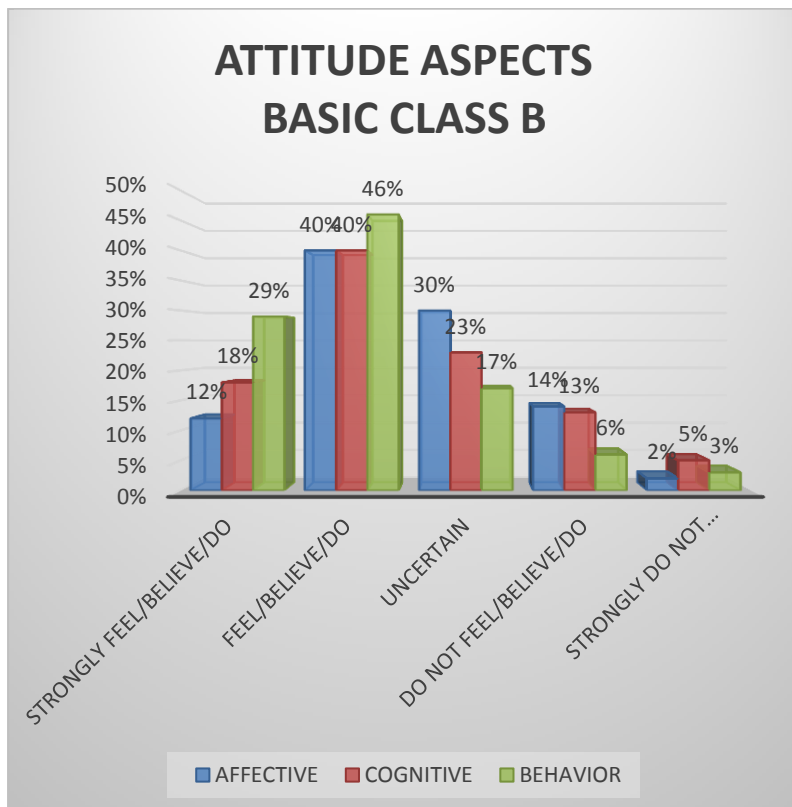


Chart 4.20 Attitude aspects

The chart 4.20 was presented about the all percentage of students' attitudes toward code mixing and code switching from three aspects that include affective aspects, cognitive aspects, and behavior aspects. As we can see from the chart 4.20 the affective aspect is symbolized by blue color, cognitive aspect is symbolized by red color, and behavior aspects is symbolized by green color. In this discussion is almost same with the first discussion because this subject has same class but difference grade. From the chart 420 it can conclude that most of



students in basic class B have positive attitude about the used of code mixing and code switching by themselves and their teacher. it can prove by the chart that there 40% students choose feel answered in affective aspect, 40% students choose believe answered in cognitive aspect, and 46 % of the students choose did answered in behavior aspect. This result is in line with journal that written by Samar Rukh and friends, the result their studied showed that those students are prefer the teacher to used both urdu and English and the students also consider that urdu is beneficial to their learning.<sup>47</sup>

### **3. Code mixing and Code switching used by teacher and students at English intensive program**

In this part of chapter, the writer was discussed the result finding that has been considered in the earlier discussion about code mixing and code switching used by teacher during English lesson in English intensive at advance A, B class and basic class A, B. According to the first statement problem, the question is how do teacher and students used code mixing and code switching during English lesson.

#### **1. Form of code mixing and code-switching use by teacher at English intensive class A.**

The result of transcription of teacher and students' utterance in advance class A, the writer found 29(twentyeight) of code switching, 22(twentythree) of code mixing (form phrase), 19(nineteen) of code mixing (form of clauses) and 14(fourteen) of code mixing (form of word). The number of code mixing and code switching that used by teacher it might be because the teacher obligates the students to used their second language rather than their native language. According to the finding, we cannot denied that code mixing and code switching can

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<sup>47</sup> Samar Rukh, Nargis Saleem, Hafiz Gulam Mustafa Javeed, Nasir Mehmood, 2012: Students' attitudes towards teachers' code mixing/code switching to L1 and its influence on their L2 learning: a case of business students in Sargodha

occur in our speaking. It is in line with Wardhaugh that the code is any kind of system that two or more people employ for communication.<sup>48</sup> Chaer and Agustina, they stated that code mixing and code switching are the common phenomenon that actually occur to the bilingual people.<sup>49</sup>

## **2. Form of code mixing and code-switching use by teacher at English intensive class B.**

The finding from transcription of teacher and students utterance in advance class B, the writer found 58(fifty eight) of code switching, 26(twenty six) of code mixing (form phrase), 21(twenty one) of code mixing (form of clauses) and 16(sixteen) of code mixing (form of word). The amount of code switching and form of code mixing that the teacher and students do might be influenced by the teacher obligation to used the second language rather than native language during English class because this class has the same teacher with class A. as the discussion earlier code mixing and code switching actually occur to the multilingual and bilingual people. It is in line with Wardhaugh statement that code switching can occur in conversation between speaker's turn or within a single speaker's turn.<sup>50</sup>

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<sup>48</sup> Ronald Wardhaugh, 2006: Introduction to sociolinguistics, Blackwell. P 88

<sup>49</sup> Abdul Chaer and Leonie Agustina, 1995: Sociolinguistik: perkenalan awal,...p.151

<sup>50</sup> Ibid...p 101

### **3. Form of code switching and code mixing use by teacher and students during English lesson in basic class A**

Based on the finding, the writer found 16(sixteen) of code switching, 24(four three) of code mixing form of phrase, 1(one) of code mixing form of clauses and 38(thirty three) of code mixing form of word. In basic class A the main language use in Indonesia but some time used English at certain moment, it is might be because the teacher is not emphasized the students to use English in class, the used code mixing and code switching occur in their speaking. It is in line with Wardhaugh statement that code mixing and code switching can occur in speaker's turn or within a single speaker's turn.

### **4. Form of code switching and code mixing use by teacher and students during English lesson in basic class B**

From the finding in basic class B, the writer found 18(eighteen) of code switching, 11(ten) of code mixing form of phrase, 5(five) of code mixing form of clauses and 40(forty) of code mixing form of word. This class has the same teacher like basic class A, so in this class the main language used is Indonesia. The amount of used code mixing and code switching might be because of the teacher's obligation and students' level, code mixing and code switching occur in teacher and students. Wardhaugh statement that code mixing and code switching can occur in speaker's turn or within a single speaker's turn.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter the writer presented about summarized of the research finding and suggestion. In section explained the main point of discussion of the research and suggestion for lecture and further research.

#### A. Conclusion

1. In answered the question number one about lectures' and students' attitudes toward code- mixing and code-switching. Result of the study showed that the lecture in advance class has negative attitude towards code mixing and code switching during English lesson. The lecture gave her opinion in answered the direct interview. The lecture gave the negative attitude because of some reason like, code mixing and code switching are not really help her in teaching English because she thought that if the lecture want to teach the students about the language, the lecture should maximize of using the target language and minimize of using their target language. the lecture also stated that code mixing and code switching is not worst if use in language class because as we know that English is our language target so it is sometime help her to clarified her explanation to avoided misunderstanding. For the result of finding in basic class the lecture's positive attitude towards code mixing and code-switching. The teachers have positive attitude because of some reason, the level of students' grade he taught is basic class so, the main language he used in class is their first language to vaoided misunderstanding and make the students easy to aderstand the teacher instruction.

For the result of finding on students' attitudes toward code mixing and code switching from advance class A and B and from basic class A and B most of students have positive attitude towards code mixing and code swithcing from three aspects like affective aspect which explained about

students feeling, cognitive aspect that explained about students believe, and behavior which expainde about students act of used code mixing and switching.

2. In answering the question number twon about how do lecture and students use code mixing and code switching during English lesson at intensive class in UIN Sunan Ampel Surabaya. The writer concluded that the lecture and students do not really often in use of code switching in their language but the writer concluded that there three form of code mixing that the lecture and students use in their langue they are in form of word, clause, phrase.

### **B. Suggestion**

Related to the result of the research, the writer gavesome suggestion for the reader and hope this research will give information in understading about code mixing and code switching.

1. Stundents: they should practice used their target language, never care about the rule just talked until you forget how to mixing and switching language.
2. Lectures: based on the result of the study, it is shown that most of students have positive attitude for code mixing and code switching because they are really help them to understand easily so the lecture. And somerime mixing and switching the language can make students more confidents and enjoyed the class
3. Other researcher: they can analyze more about the used of code mixing and code switching in difference view.

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