CODE-MIXING AND CODE-SWITCHING USED BY TEACHERS AND STUDENTS IN ENGLISH AREA OF LATEE (EAL) AT ANNUQAYAH LATEE ISLAMIC BOARDING SCHOOL

THESIS

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STUDENTS IN ENGLISH AREA OF LATEE (EAL) AT ANNUQAYAH LATEE
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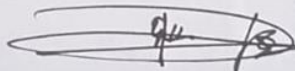Surabaya, 2022

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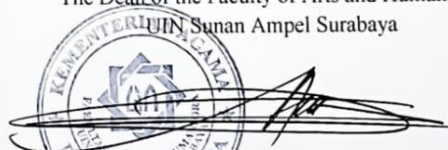**Murni Fidiyanti,MA**
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ABSTRACT

Al-faramadhi, M. N. N (2022). *Code-Mixing and Code-Switching Used by Teacher and Students in English Area of Latee (EAL) at Annuqayah Latee Islamic Boarding School.* English Department, Faculty of Arts and Humanities, UIN Sunan Ampel Surabaya. Advisor: Dr. H. Mohammad Kurjum, M.Ag

Keywords: Code-Mixing, Code-Switching, English Area of Latee (EAL)

This thesis analyzed Code-Mixing and Code-Switching Used by Teacher and Students in English Area of Latee (EAL) at Annuqayah Latee Islamic Boarding School, which EAL has five classes. There are two problems to be solved in this research, they are (1) what are forms of code-mixing used by teachers and students during English lesson in English Area of Latee at Annuqayah Latee Islamic Boarding School; (2) what are forms of code-switching used by teachers and students during English lesson in English Area of Latee at Annuqayah Latee Islamic Boarding School.

This research used descriptive-qualitative approach to the use of sistematis descriptive of the cases analyzed. The descriptive research was applied to analized Code-Mixing and Code-Switching Used by Teacher and Students in English Area of Latee (EAL) at Annuqayah Latee Islamic Boarding School. To conduct this research, the researcher used two instruments, they are field notes and recording. Next, the transcript data classified to be analyzed according to the code-switching and code-mixing theory that researcher used. Finally, the researcher described the forms of code-switching and code-mixing the teacher and students used.

The result showed that the researcher found forms of code-switching and code-mixing, Such as code-switching, it's self, code-mixing of word, clause, and phrase. The five classes, Speaking, Listening, Reading, Translation, and TOEFL preparation are positive toward code-switching and code-mixing usage.

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ABSTRACT

Al-faramadhi, M. N. N (2022). *Code-Mixing and Code-Switching Used by Teacher and Students in English Area of Latee (EAL) at Annuqayah Latee Islamic Boarding School.* English Department, Faculty of Arts and Humanities, UIN Sunan Ampel Surabaya. Advisor: Dr. H. Mohammad Kurjum, M.Ag

Keywords: Code-Mixing, Code-Switching, English Area of Latee (EAL).

Tesis ini menganalisis Campur Kode dan Alih Kode yang Digunakan oleh Guru dan Siswa di English Area of Latee (EAL) di Pesantren Annuqayah Latee, yang EAL memiliki lima kelas. Ada dua masalah yang akan dipecahkan dalam penelitian ini, yaitu (1) Apa bentuk-bentuk code-mixing yang digunakan oleh guru dan siswa selama pelajaran bahasa Inggris di English Area of Latee di Pesantren Annuqayah Latee; (2) apa bentuk-bentuk code-switching yang digunakan oleh guru dan siswa selama pelajaran bahasa Inggris di English Area of Latee di Pesantren Annuqayah Latee.

Penelitian ini menggunakan pendekatan deskriptif-kualitatif dengan menggunakan deskriptif sistematis terhadap kasus-kasus yang dianalisis. Penelitian deskriptif diterapkan untuk menganalisis Campur Kode dan Alih Kode yang Digunakan oleh Guru dan Siswa di English Area of Latee (EAL) di Pesantren Annuqayah Latee. Untuk melakukan penelitian ini, peneliti menggunakan dua instrumen yaitu catatan lapangan dan rekaman. Selanjutnya, transkrip data diklasifikasikan untuk dianalisis sesuai dengan teori alih kode dan campur kode yang digunakan peneliti. Terakhir, peneliti mendeskripsikan bentuk-bentuk alih kode dan campur kode yang digunakan guru dan siswa.

Hasil penelitian menunjukkan bahwa peneliti menemukan bentuk-bentuk code-switching and code-mixing dalam kata, klausa, dan frasa. Adapun Lima kelas EAL ialah kelas Speaking, Listening, Reading, Translation, and TOEFL preparation positif terhadap penggunaan alih kode dan campur kode.

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CHAPTER I
INTRODUCTION

In this chapter, it contained background of the study, prolem of the study, significant of the study, scope and limitation, and definition of key terms to be discussed.

1.1 Background of The Study

Communication's tool used by many people to get closser with other people day by day is called language (Brown 1987, p.4). People need the language to fulfill a social needs. To get better life in social, people should know language more than one. People who able to speak more than one languages called Bilingual or multilingual. According to Myers-Scotton (2006), the term of people who speak more than one language is called bilingualism. It is depends on the native or first language. Scotton suggested that the mother tongue is what makes people bilingual and multilingual. People who specify when they include more than one language are also called multilingual, such as English to Indonesian or Indonesian to English.

As we know that English is being international language since long time ago. Many people study English in school, course, university, even Islamic boarding school also has English to learn. Studying other languages could increase our knowladge sources, having better career or even for comunication with entire world.

In studying language, people will be familiar with a code. As Yuliana (2005) said that, "A communication's symbol in a dialect, a register, a specific language, an accent or a style in different moment and for different purpose which used by people is called code". There are two types of code. They are code mixing and code switching. According to Auer and Li Wei (2017), "the way of speaking to show a large amount of morphosyntactic and lexical material from at least two different languages is called as a code-mixing used where two different languages used in the same conversation is called as code-switching used and code mixing refers to the use of phrases or words in conversation that do not involve code-switching".

Code-mixing and code-switching often occur where it could be teacher to student, student to student, even teacher to teacher, such as when teaching and English learning. Teachers prefer to explain material to students in their native language rather than in

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English. It is difficult when the teacher explains everything in English because it creates new problems for students, especially beginners, who end up misunderstanding every teacher's explanation. When most students have self-confidence problems, they feel insecure about expressing their questions or opinions.

Teachers used codes to really ensure that students get a clear understanding of the subject. As noted by Broughton et al. (2013, p.76), a student who is able to listen and understand may not have the same speaking skills because their comprehension is different. Students must practice productive skills. As the researcher said above, depending on the situation and topic, people use codes to get a clear understanding.

To broaden this study, the researcher explored several previous studies that had been conducted by other researcher that showed a correlation with the research. Rukh has condected study about code-switching and code mixing The attitudes of business students regarding teacher code-mixing/code-switching in L1 and impact on their L2 learning was as the study focus. To conduct this study, the researcher used a qualitative research design to answer the research questions of this study and used a closed questionnaire to obtain information. The results showed that Code-Switching and Code-mixing was a common phenomenon among BCRW faculty and business students with 97 percent of participants agreeing. In the founding about code mixing/code switching, all participants agreed English and Urdu to be used to their BCRW lectures.

Amorim also analyzed students-students interaction during a group-work speaking activity had code switching to cover some of reasons. In her study, she used descriptive methode. She found the reason why students did code-switching in their conversation. In 2013, Jamsidhi also conducted study about code mixing and switching. He determined about the effect of mother tongue usage in an EFL classroom.

In last year at 2019, Khairani conducted study about code-mixing and switching where her study focesed on code-mixing and code switching used by student in English class at SMAN 2 Rantau Selatan. The researcher used Hoffman, Poplack, and Marsigan theory. She found many students did both codes in English learning. most of code happened in metaphorical where the code happend because the topic changed and the bilingual wanted to emphesized some topic. At 2010, "The Analyzing of Code switching and code mixing in the song of Baby don't cry by Namie Amuro" ever conducted by Aprilia. She conducted the study to analyzed the types of code- switching and code mixing in song correlated positively with the educational individuals attainment. In her study, she found the song created by Namie Amuro suprisely also contained code-mixing and switching.

However, the previous studies was about code-switching and code-mixing above indicated that the study of codes interest to invistigate code-switching and code-mixing used by the scholars in language learning. The researcher found that only a few have been conducted in invistigating code-switching used by teacher and student in english learning. So in this research, to fill the gap, the researcher was interested in studying of code switching and code mixing used by teacher and students in English Area of Latee (EAL) consist of 5 classes at Annuqayah Latee Islamic Boarding school. The 5 classes in EAL are Speaking Class, Listening Class, Reading Class, and TOEFL Preparation which are as the subject of this research.

Annuqayah is semi-modern Boarding School located at Guluk-Guluk, Sumenep, Madura. Besides that, English Area of Latee is one of the best English local located at Latee, Annuqayah Boarding School. Latee, itself, is one of district of Annuqayah Boarding Scholl. The researcher has choosed 5 classes at English Area of Latee as the subject of this research to fill the gap. In conducted previous studies, code switching and code mixing

used at different institutionsas the focus of their research but they did not involve code switching and code mixing used by teacher and stuednts at Annuqayah Latee Islamic boarding school especially in English Area of Latee (EAL). The reason why the researcher choosed EAL because EAL is one of the best english local at Annuqayah Latee boarding school and the lecture potentially focused to create a best students or santries and make the them ready to go to the next stage by using their target language.

Therefore, the title that the researcher conducted for this research is "Code-Mixing And Code-Switching Used by Teacher and Students in English Area of Latee (Eal) at Annuqayah Latee Islamic Boarding School".

1.2 Problem of The Study

The probblem of study are formulated for this research as follows:

1. What forms of code-mixing are used by teachers and students during English lesson in English Area of Latee?

2. What forms of code-switching are used by teachers and students during English lesson in English Area of Latee?

1.3 Significance of Study

This research is expected to contribute to the field of linguistics,especially in sosiolinguistic subjects. This research also expectedly convey and explain code-mixing and code-switching used by teacher and students in English local, named Anglish Area of Latee at Annuayah Islamic Boarding School. From the results, the researcher expects that this research can lead to the invention of new findings related to the Code-Mixing and Code-Switching analysis as a guide for future studies. Code-mixing and Code-Switching

are a way to analyze bilingual people phenomenom. Last but not least, through this research, the researcher hopes that the readers to enhace understanding of codes especially to the form of Code-Mixing and Code-Switching that stated by Wardhaugh. Finally, this study may be useful in the development of sociolinguistic study in which the focus of the study is Code-Mixing and Code-Switching.

1.4 Scope and Limitation

In this research, Code-Mixing and Code-Switching Used by Teacher and Students in English Area of Latee (EAL) at Annuqayah Latee Islamic Boarding School is limitation of this research. It is because EAL is the best English local at Annuqayah Islamic Boarding School is as the scope and limitation of this research. While the researcher discribing the attitude and code-switching and code-mixing's forms towards english learning, the researcher used attitude theory to conduct this research because the researcher infer if it is asuitable theory for this study.

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1.5 Definition of Key Terms

To facilitate readers' in understanding and avoid misinterpretation by readers in this research, the key terms was divined by researcher into attitude, code-switching and code-mixing and English Area of Latee as follows.

a. Code-Switching

Code-switching is a conversation that switched a phrase or senstence as first topic to other topic.

b. Code-Mixing

Code-mixing is the use of different word in the same topic limited by sentence.

c. English Area of Latee (EAL)

English Area of Latee (EAL) is english local located in Annuqayah Latee Islamic Boarding

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CHAPTER II
REVIEW OF LITERATURE

The chapter focused on explaining the theory related to this reaserch.

2.1 Code

Code in sociolinguistic is a term word, letters, or numbers that discribe in a variety of languages. Wardhaugh (2006) stated about a code that is a variants of any system , words, numbers, and symbols that two or more people use for communication. People probly speak using symbol as code in a particular dialect or style of language for various purposes, Yuliana (p.48). In sociolinguistics, there are two terms in code. They are code-switching and code-mixing. There are lot of similarity between code-mixing and code-switching. As like what Chaer and Agustina (1995, p.151) said the typical occurrence that actually affects bilingual individuals is a code-switching and code-mixing.

2.1.1 Code Switching

In this globalization era, many people have more than one languages. It makes them use code-switching in their comuication. Wardhaugh (2006, p.101) said that Code-switching may occur during a discourse between speakers' turns or during a single speaker's turn. It indicates that persons in conversation can employ code switching, or the code can occur only for one person. Hidayat cited in Trudgill that Code switching is the process in which a bilingual moves from one language to another within the same discussion. It same as what Chaer and Agustina (1995, p.140) stated, code-switching used by billingual coused by the situation. It means, because of the situation people who bilingual or multilingual reflectly do code-switching. They also said, "code-switching" has become a

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frequent phrase for the alternation of two or more language types, including speaking styles". Besides that, Pateda (1987, p.85) stated, because a new stimulus happened, code switching occured. As what aslinda and syafyahya (2007) stated that code switching as language switching due to a change in context. There are two types of code switching: internal code switching and external code switching. An internal code switch occurs between the languages themselves. For example, the Madura language switches to Indonesian. And external code switching occurs between the language itself and the foreign language. For example, the Java language switches to English and the Indonesian language switches to English.

For the example "I will explain the material about code switching and code mixing. *Bisa dibuka bukanya, halaman 3*". This example is external code switching because the utterence inserts two different countries' language where the italic has meaning "you can open the book, page 3". For the internal "lessoh ngantos gurunah abit. Mending pulang aja". The utterence inserts internal code-switching where it has meaning in english "I am tired waiting the teacher. Its better go home".

There are a number of possible reasons for switching from one language to another, and this will be considered, as presented by (Crystal: 1987); The first is the idea that speakers who cannot express themselves in one language switch to another to make up for the shortfall. As a result, the speaker may be induced to speak in another language for some time. This type of chord switching often occurs when the speaker is upset, tired, or distracted for some reason. Secondly, Switching codes often happens when you want to show solidarity with a particular social group. Trust is established between the speaker and the listener when the listener responds with a similar switch. This type of switching can also be used to exclude people who do not speak a second language from the conversation. An example of

such a situation is her two people speaking a language other than English in the elevator. Others in the elevator who do not speak the same language are excluded from the conversation, providing some comfort among the speakers knowing that not everyone in the elevator is listening to them.

There are three factor why people use code-switching, stated setyaningsih (2006). They are social, cultural, and individual factor. In social factor, people who do code-switching caused by five aspects. Such as participant, is people who take a part in particular activity. Second is by topic of conversation. People sometimes do not realize that they do code-switching when they as bilingual are enjoy the topic of the conversation. So when that people face a forgeted word, they will use code-swwitching to keep the conversation. The third is by situation. It is when people are in formal or informal situation. Bilingual often consider in speaking the second anguage when they are in different situation. The forth is by domain. domain is about social situations wich are typically conrained by a common set of behavior rules where usually there are limitation on it. the last is setting of conversation.

2.1.2 Code Mixing

Code-mixing will not be strange on bilingual. Wardhaugh stated that the definition of code switching and code mixing is a same which speakers' turn or within a single speaker's turn occurred by both of them. In a letter, both of sentences or single sentence could be occurred in code mixingwhere it is also able to arise the deal individually with the situation that requires them to mix the language.

2.2.3 Forms of Code-Switching and Code-Mixing

This part contained about the forms of code-mixing and code-switching.

1. Form of Code-Switching

    According to Hudson, code-switching devided into two forms. The first is situational code-switching where it occured when bilingual changed language caused by the situation and the second is metaphoricall code switching. It is when language changed or switched into other languages because the topic changes (Wardhaugh, 1986: 103). This code switching occurs when the speaker feels that with a few words or sentences spoken in another language, he can emphasize what he wants so that he will get the attention of his listeners.

2. Form of Code-Mixing

    According to Hudson (1996, p.51-52), a few of word that insert in language of sentence and limited by the sentence is called as code-mixing. From the explanation above about code mixing is limited by a sentence and codermixing can be a form of word, clause or phrase. Ayeomoni (2006, p.91) said that the forms of code mixing, affixes (bound morphemes), words (unbound morphemes), phrase and clause actually occurred in conversation activity. For the example like: I need someone to listen *kesedihanku*. "kesedihanku" in that sentence is code-mixing of word. The second is code-mixing of clause and the third is code-mixing of phrase. These two types are almost same with the first type. The differences are only about inserting diferent word, clause, or phrase into other languages.

Finally, the researcher felt proper to use the theory from Ronald Wardhaugh because in his theory covers all of the aspect of codes that support this thesis to be conducted.

2.2 English Area of Latee (EAL) at Annuqayah Latee Islamic Boarding School

Annuqayah Islamic Boarding School was founded at 1887 by K.H Muhammad Syarqawi. Today, it has 21 districts where they are led by one different priest each, including Latee. Latee, its self, is one of favorite district in Annuqayah Islamic Boarding School where it was founded at 1923. Nowaday, It is led by former rector of UIN Sunan Ampel, Surabaya, Abd. A'la. Annuqayah Latee Islamic Boarding School focuses on learning and developing a classical book. However, in this era Annuqayah Latee has been having a various intitutions focus on modern intelegency such as *Tahfidzul Quran* institution, Arabic Local (*Darul-Lughah*), *Lajtimah Falaqiyah,* English Local (English Area of Latee).

Focusly, English Area of Latee, EAL is the name of English local located at Annuqayah Latee Islamic Boarding School. It is be founded at 2009 by Taqiyuddin. where since that time, many students of Annuqayah Latee Islamic Boarding School study English. Inside of the program, the up to date, Eal has 5 classes, it consists of Speaking Class, Listening Class, Reading Class, Translation Class, and the last and the new class is TOEFL Preperation Class. EAL has for about a hundred sudents in all classes. By having a hundred students in a year, EAL always delegetes the student in every compotitions.

CHAPTER III

RESEARCH METHODS

3.1   Research Design

To conduct this research, the researcher used descriptive-qualitative method for collecting the data of code-mixing and code-switching used by teacher and students in English Area of Latee (EAL) at Annuqayah Latee Islamic Boarding School. As Creswell stated in his book, "Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research" that qualitative methods rely on text, image data and requires educating readers as to the intent of qualitative research, do mentioning specific designs, carefully reflecting on the role the researcher plays in the study, drawing from an ever-expanding list of types of data sources, recording data using specific protocols, analyzing the information through multiple steps of analysis, and mentioning approaches for documenting the accuracy or validity of the collected data (Creswell, 2012).

3.2   Data Sources

The data of this research was taken from students' and teacher's utterances that recorded in five classes of English Area of Latee local (EAL). They are Speaking, Listening, Reading, Translation and TOEFL preparation class. The recorded utterence wes transcribed into sentences by researcher. After that, the transcription wes interlated to the focus of the study, the code-mixing and code-switching.

3.3   Research Instrument

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There were two choosen instruments to collect the data. They were recording and field notes. The researcher came to the class and asking permission to do recording to the teacher to get the data of code-mixing and code-switching used by teacher and students in that class. While recording, the researcher also wrote down what teacher did in teaching learning process in to field notes.

3.4 Data Collection Techniques

1. Recording

The first data collection technique was recording. To collection the data by recording, the researcher used his mobile phone, vivo y83. The researcher recorded the teacher and students during English teaching and learning after asking permission. The researcher did not involve the teaching and learning process but just as researcher that recorded from back seat.

2. Field notes

The second technique was field notes. In this step, the researcher came into class and wrote techer and students activitis in English teaching and learning procces at classrom into field notes after the researcher switched o the recording.

3.5 Data Analysis

The next step was the researcher used descriptive-qualitative research to collect the data. In another hand, to analyze the data, based on Creswell (p.436), he stated that descriptive-qualitative has some steps. The first was preparing and organizing the data. After preparing and collecting the data, the researcher explored and coded on data base. The next was describing the findings and forming themes. And last was validating the

accuracy of the findings. The descriptions below were the steps that researcher used to analyze the data:

1. Organize Data

   In this discussion, the result of the observation, questionnaire and interview collected as data by researcher. After that, the data based on the types was grouped by the researcher. And the last was organizing data. The researcher sorted the data from text and recording based on the research questions.

2. Transcribe Data

   To analyze the type of code that the students' and teacher's used in their speaking, the researcher transcribed all the data, code-mixing and code-switching used by students' and teacher to answer the research questions.

3. Interrelating Data

   In this point, the result of observation questionnaire and interview that as the data analyzed and interlated by the researcher into RQ1 and RQ2.

CHAPTER IV

FINDING AND DISCUSSION

After the researcher serving Chapter II that consisted of review of literature, Chapter III consisted of research method, researcher tried to expand about analyzing toward student and teacher in English Area of Latee at Annuqayah Islamic Boarding School, Guluk-Guluk, Sumenep based on questionnaire and interview addressed to them.

4.1 Research Finding

During the researcher observation in the classroom, the researcher found many examples of code mixing and code switching used by the teachers and students in teaching and learning process. In this research, the researcher classified the finding into two parts. They are code mixing in the form of word and code mixing in the form of phrase. While code switching in the form of the terms of interlanguage (English to Indonesian and Indonesian to English) and in terms of the form of the language used (formal and informal language) and also the factors influencing the use of code mixing and code switching in the classroom interaction by the English teachers.

4.1.1 Research Finding On Code-Switching and Code-Mixing Used By Teacher and Students during English Lesson.

This data sources were taken from 5 (five) classes of EAL. They are Speaking, Listening, Reading, Translation, TOAFL preparation class. The data was used to answer the first and second research of problem. In the observation process, the researcher came in to class and record the teaching and learning process. While doing a record, to avoid a missing utterance, the researcher also took a note from students' utterance because sometimes what the students speak is not loud and clear. Teacher and student in discussion

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above are called passive participant. After doing observation, the researcher wrote down the teacher and students' utterance on paper. After that, the researcher attempted to find out code switching and code mixing that the teacher and students used during English learning activity. The points below are the result of observation.

4.1.2 Form of Code-Switching and Code-Mixing Used by Teacher and Student During English Lesson in Speaking Class.

From the transcription as data result of teacher and students in speaking class, the researcher found 18 (eighteen) codes-switching, 15 (fifteen) codes-mixing (as phrase form), 12 (twelve) codes-mixing (as clause form), 8 (eight) codes-mixing (as word form). In conversation transcription below, the researcher wrote (T) as teacher and (S) as Student.

1. Form of Code-Switching

In this point, the researcher found 18 (eighteen) codes-switching that teacher and students used during class activity. The three transcripts below are the example:

T: Good morning, Students. Today, we will discuss about present continuous tense. Open your book. *Buka bukunya!*
S: Ok, sir.

The conversation above about teacher ordered student to open their book in present continuous tense. Because the students responded slowly to the teacher order, the teacher switched "*open your book* "to "*buka bukunya*" to assert his statement. The conversation above was one of Code-Switching used by teacher in speaking class. This code-switching was as metaphorical code-switching. The researcher analyzed that the teacher wanted to emphesize teacher instruction.

T: "is there any question about present continuous?

S: Sir, *bedanya* I eat rice *dengan* I am eating rice *apa? Itu kan sama sama sedang berlanngsung!"*

The conversation above is about student do Code-Switching to ask question. The student did Code-Switching to get easier in conveying his question.

T: "it depends on the context of your conversation, guys. *Begini*, I eat rice *itu present tense yang masuk dalam kebiasaan umum. Dua duanya bias dibenarkan namun tergantung konteks nya. Jika kalian ditanya* what are you doing, *maka "sedangnya" yang ditekankan. Jadi, jawabannya* I am eating rice. *Beda lagi kalau ditanya* what do you do, *jawabnya* I eat rice. Is it clear?"
S: yes, sir.

The conversation above is about teacher responded his student's question. The teacher's explanation is included as Code-Switching. The teacher used Code-switching in explaining the material because of the situation.

2. Form of Code-Mixing

It is not only code-switching the researcher found in conversation of teacher and student in English learning but also researcher founded code mixing. Code-Mixing has three forms; they are Code-Mixing of word, clause, and Phrase. The researcher found 15 (fifteen) codes-mixing (as phrase form), 12 (twelve) codes-mixing (as clause form), 8 (eight) codes-mixing (as word form).

2.1 Code-mixing of word

Code-mixing of word is insertion of word from one language to other language in the same topic. The transcripts below are the example:

T: In this section, I have a practice program. You can choose your partner by yourself. Udin *sama* Roni.

S: Roni does not want, sir.

The conversation above showed the usage of code-mixing of word. "sama" said by teacher is "with" in english. The teacher used code-mixing in ordering student to gether with other student.

S: roni *maunya sama* Rian, sir.

T: gak boleh, Rian must be with Rijal.

The conversation above showed that student and teacher was the same at using code-mixing of word. The student used code-mixing to his teacher to say that his freind did not want to gether with him. The teacher refused it by saying "gak boleh"; it means that "no". The teacher used code-mixing to emphasize to his students that they must obey to him.

S: haha. You are with me.

S: *ya sudahlah*, come on.

The conversation above showed students interaction in inviting his freind to be his parter. His freinds, Roni, answered Udin invitation by using code-mixing of word. It is "ya sudahlah" where in English is "Ok".

2.2 Code-mixing of clause

The code-mixing of clause is little bit different with code-mixing of word. In this type, the code-mixing that teacher or students used is a clause. They insert language as a clause to another language as a clause also. The transcripts below are the example:

T: answer the question in blackboard. *Jika sudah selesai*, submit it to your
class leader!
S: how if do not finish, sir?
T: you can not go out of this room.
S: eh, I think work on home sir. hahah

The conversation above is code-mixing of clause done by teacher. The teacher utterence "jika sudah selesai" in English is "if finished". Sometimes, the use of code is caused by their behavior in mixing a language.

S1: parah, don't always talk guys *kalau mau cepet selesai*.
The conversation above, the *italic* clause of Indonesian, is as code-mixing
of clause used by student. In that case, the student reminded his freind not to
always talk if they want to finish the tasks soon.

S2: how if like this, ron? I do not know *kalau masalah passive nih*.

S1: move to other first. *Tak bantu nanti* if i finish mine.

The conversation above, the italic clause of Indonesian, is as code-mixing of clause used by students. In that case, the first student asked to his freind about material he did not know. The second student responded his freind by mixing his clause also. The first

utterence, "kalau masalah passive nih", means "if about passive" in english. The second

utterence, "Tak bantu nanti", means "I will help" in English.

> T: ok, stop. Because the time is up, *Kita lanjut lagi besok*.
> S: yeaaa, ok sir.
> T: we can clause this program by reciting prayer together.

The conversation above is about closing the progam done by teacher because

teacher thought the learning program time was up. "..., kita lanjut lagi besok" in english is

"..., we can continue tomorrow". This cases caused by the situational.

2.3 Code-mixing of phrase

In this point, the used of code-mixing is by inserting a phrase of different language

to conversation at the same topic. The transcripts below are the example:

> S1: in my opinion, motorbike is the best transportation bacause we can ride
> more flexible than other transportations.
> S2: no no no, motorbike is bad. Car is better.
> S1: no, car is hard. *Ribet kalau macet*.
> S2: alah, but car has good safety. *Motor rawan kecelakaan hahaha*

The conversation above containes code-mixing of phrase used byfirst and second

students.the conversation showed that they had a practice season. The utterence of first

student, "ribet kalau macet", means "(car) is more complicated" in English

> S1: I do not agree if you say singa laut hewan lincah. You can watch in
> television, Singa laut slowly walk in beach.
> S2: lah. I mean in the sea, not in the beach.
> S1: it's different.

S2: so that, I just say singa laut hewan lincah. Actually, i still want to say in the sea haha.

The conversation above was about code-mixing of phrase used by first student and the second student. The first and second student said "singa laut hewan lincah". It means "sea lion, the agile animal" in English. In this example, the use of code-mxing of phrase was spoken because they did not know the English of "singa laut hewan lincah". The student chosed skiping the topic and continue the conversation.

S1: how many days we will be graduated from speaking class, ya din?
S2: two weeks left, din. *ngomong 10 menit dengan lancar*. Why?
S1: nothing. Just asking hahah.
S2: siah, you ready?
S1: Ready ga ready, harus ready ya kan haha

T: heeeeeey, using grammar!!

The italic uttarrence above is about the usage of code-mixing of phrase by second student in answering his freind question. "ngomong 10 menit dengan lancar" in english is "speaking English in ten minutes fluently".

S1: cong, you finished your homework?
S2: wich one?
S1: *percakapan make future tense lo*
S2: oh finish. You?
S1: no. Help me ya

The italic utterence that the first student used is a type of code-mixing of phrase. He said "percakapan make future tense lo" to his freind. It means "conversation using

future tense" in English. The student used code-mixing in his conversation to tell his freind about the homework he did not finish yet clearly.

4.1.3 Form of code switching and code mixing use by teacher and students during English lesson in Listening Class.

From the transcription as data result of teacher and students in listening class, the researcher found 2 (two) codes-switching, 1 (one) codes-mixing (as phrase form), 5 (five) codes-mixing (as clause form), 10 (eight) codes-mixing (as word form). In conversation transcription below, the researcher will write (T) as teacher and (S) as Student.

1. Form of Code-Switching

In this point, the researcher found 2 (two) codes-switching that teacher and students used during class activity. The three transcripts below are the example:

S1: Ri, ari. I can go to the apa ya?

S2: Yang francesco?

S1: yes.

S2: to the theatre on Friday.

S1: *gimana tulisannya teate*r?

S2: T H E A T R E (spelling)

The conversation above is about student had a listening program. First student asked using code-switching to the second student. "gimana tulisannya", it means "how to write a theatre". The student used code-switching because of his cognitive.

S1: you said you want to follow me to ganding's market, Ber.

S2: Of course, I will. Leter, after dzuhur.

S1: you have said it to me yesterday. You did it again today. *Kalau sekiranya gak mau, bilang aja. Aku mau ngajak temen aja nanti.*

The conversation above is the used of code-switching by student. The first student italic utterence "kalau sekiranya gak mau, bilang aja. Aku mau ngajak temen aja nanti" is the code-switching the student used. The mean of that utterence in English is "if you do not want, just say it. I will be with my other freind.

2. Form of Code-Mixing

It is not only code-switching the researcher found in conversation of teacher and student in English learning but also researcher founded code mixing. Code-Mixing has three forms; they are Code-Mixing of word, clause, and phrase. The researcher found 1 (one) codes-mixing (as phrase form), 5 (five) codes-mixing (as clause form), 10 (eight) codes-mixing (as word form). In conversation transcription below, the researcher will write (T) as teacher and (S) as Student.

2.1 Code-mixing of word

Code-mixing of word is insertion of word from one language to other language in the same topic. The transcripts below are the example:

S1: Ri, ari. I can go to the *apa ya*?

S2: *yang* francesco?

S1: yes

In the conversation above, the fitst and second student used code-mixing of word. The code-mixing is the italic words, "apa ya?" and "yang". The code-mixing happened when students had a listening program and one of student did not hear enough the part of conversation about.

S1: let's just submit it.don't take long time, guys. it is not examination.

S2: finished? *Sek lun*, i've left last sentence.

S1: No. cepetan, I am hungry, hid. I am gonna go to canteen.

S2: just go first. I will go after.

S3: wait me, lid. I finished too.

The conversation above is about student had finished the assignment of listening class, writing the conversation from audio. Second student responded the first student inviting. In the second student utterence contained a code-mixing of word, "sek lun". It has meaning "wait" in English.

S: where will you go, sir?

T: *kelas karantina, bentar kok*. Just finish your duty!

Here, the conversation above is the used of code-mixing of word. "kelas karantina" and "bentar kok" was the teacher reponse to student question. The utterences are classified

as code-mixing of word where they has meaning "quarantine class" and "just a moment" in English.

2.2 Code-mixing of clause

The code-mixing of clause is little bit different with code-mixing of word. In this type, the code-mixing that teacher or students used is a clause. They insert language as a clause to other languages as a clause also. The transcripts below are the example:

T: Today, we will have a training of listening. You could play the audio, yang forum diskusi online. ___Eh yang changing plans aja.

S: ok, sir.

T: Then, you should write on one paper and give it your name. *Kumpulkan diatas lemari saya*, if you finish it!

S: Where will you go, sir?

T: Kelas karantina, bentar kok. Just finish your duty!

The conversation above has utterence used a code-mixing of clause. The utterence is the italic one, "kumpulkan diatas lemari saya". It has meaning "submit it on my cupboard" in English. Code-mixing of word above was used by teacher to instruct the student to put the finished work on his cupboard.

S1: gampang ini mah*, ada di google semua.*

S2: the difficult is bringing the phone, mat. *Kalau gak dilarang,* sudah dari dulu gua bawa.

S1: hahaha. So that, I say so.

In this part, the researcher found the use of code-mixing of clause in students conversation. "ada digoogle semua" and "kalau gak dilarang", the clause has meaning "it is there in google" and "if we are not prohibited".

2.3 Code-mixing of phrase

In this type, code-mixing of phrase is the used of code-mixing by inserting a phrase of different language to conversation at the same topic. The transcripts below are the example:

T: Today, we will have a training of listening. You could play the audio, yang *forum diskusi online*. ___Eh yang changing plans aja.

S: ok, sir.

In listening class, the researcher found only one utterence in using code-mixing of phrase. The utterence was spoken by teacher. it is "forum diskusi online". Teacher use that code because the teacher seems forgetful about the right tittle of audio.

4.1.4 Form of code switching and code mixing use by teacher and students during English lesson in Reading Class.

From the transcription as data result of teacher and students in reading class, the researcher found 12 (twelve) codes-switching, 17 (seventeen) codes-mixing (as phrase

form), 12 (twelve) codes-mixing (as clause form), 21 (twentyone) codes-mixing (as word form). In conversation transcription below, the researcher will write (T) as teacher and (S) as Student.

1. Form of Code-Switching

In this point, the researcher found 12 (twelve) codes-switching that teacher and students used during class activity. The three transcripts below are the example:

S1: Sir, I don't understand the differences between proper nouns and concrete nouns

S2: sama, *saya juga tidak ngerti, sir*.

T: ok i'll repeat it sambil buka bukunya, ya.

The conversation above is about the second student used code-switching to explain to his teacher that he did not understand the material. The code-switching utterence is "saya juga tidak ngerti, sir" where it means "I also do not understand, sir" in English.

S1: Sir, as long as I study English abroad, I think there is only one noun.

T: haha.. iya, *noun memang cuma satu.*

S1: you said it has differences, sir!

T: Yes, it is. *Noun itu cuma satu dan yang satu itu bermacam macam jenisnya.*

The conversation above is about student asked the material. The student did not understand clearly about parts of Noun. The teacher used code-switching to get easier explaination for his students. The code-switching that the teacher used were "noun memang cuma satu" and "Noun itu cuma satu dan yang satu itu bermacam macam

jenisnya" where the meaning are "noun is ust one" and "noun is just one and the one has many kinds"

> T: Baik semuanya. Sebelum kita menaikkan pelajaran. Bapak akan melakukan review terlebih dahulu
>
> S1: play game aja, sir
>
> S2: yes sir, be free first, sir. Kan materinya sudah tinggal dikit, jadi ngegame aja dulu, sir.
>
> T: baiklah. Sekarang kita akan main game. Tap syaratnya kalian harus lulus dulu tes review bapak.
>
> All S: yaah pak, sama aja boong

The conversation above was about teacher that used code-switching to order students to raise the lesson. The code switching used by teacher to make the point tacher meaned is easier to be understood by student. That code switching's use applied by student also because it was started by the teacher first.

2. Form of Code-Mixing

It is not only code-switching the researcher found in conversation of teacher and student in English learning but also researcher founded code mixing. Code-Mixing has three forms; they are Code-Mixing of word, clause, and Phrase. The researcher found 17 (seventeen) codes-mixing (as phrase form), 12 (twelve) codes-mixing (as clause form), 21 (twentyone) codes-mixing (as word form)

2.1. Code-mixing of word

Code-mixing of word is insertion of word from one language to other language in the same topic. The transcripts below are the example:

S1: do you get the answer no. 3, Dan?

S2: about comparative *itu ya*?

S1: *iya*. Did you finish it?

S2: of course bro

The italic word above is the use of code mixing used by student. The use of code mixing, its self, happened because the habit of student in their daily activity.

T: open chapter 8. B and C are duty for tomorrow. The A, you can submit it before dzuhur. We will finish the class faster because I have business.

S: Ok, sir. *Yang* compound noun *ya*, sir?

T: *Iya,* sir.

The italic word above is the use of code mixing of word done by teacher and student. The word "yang" and "ya" is question tax in Indonesia. The English of it is "it is the compound noun, isn't it?"

T: after the explanation from *pao* group, the other group should ask them.

S: *siaaap*.

S2: ok, any question?

S3: what is difference of gerund and participle, rid?

The conversation contained italic word as the code mixing usage. "Pao" is the name of group that has meaning "mango" and "siap" was used by student to answer the order of their teacher that has same meaning as "ok".

2.2 Code-mixing of clause

The code-mixing of clause is little bit different with code-mixing of word. In this type, the code-mixing that teacher or students used is code-mixing of a clause. They inserted language as a clause to another languages as a clause also. The transcripts below are the example:

S1: sama, saya juga tidak ngerti dari tadi masalah *yang gerund itu*, sir.

T: ok i'll repeat it. Write in your book not to be forgotten any more.

The italic words above are the example of code mixing of clause used by student. "gerund itu" is code mixing of clause that used by student telling a point that student did not understand enough.

T: gerund is a verb *yang ditambahkan ing di akhir katanya*. Gerund juga bisa berfungsi sebagai subject atau objek.

S: gerund itu yang dipakai di present continuous ya, sir?

T: bukan. Contoh gerund itu reading book, speaking class dan lain lain. kalau continuous, verb-ing nya tetap sebagai verb, bukan naoun.

The italic conversation above, yang ditambahkan ing di akhir katanya is the use of code mixing of clause. The use of code mixing, its self, is because the teacher want to explain the material to the student clearly.

2.3. Code-mixing of phrase

In this type, it is the used of code-mixing by inserting a phrase in different language to conversation at the same topic. The transcripts below are the example:

S1: we will know grup terbaik siapa, bro? Temon group just answer three questions correctly. Pao group just one hahaha.

S2: so, you think your group will be the best group? How many question your group answered the question?

S1: empat soal hahaha.

S2: *Cuma lebih satu poin*?

S1: although the just a half, we still win.

The conversation above contained code mixing of phrases. "Cuma lebih satu poin", it is the use of code-mixing of phrase done by the second student in that conversation. It has meaning "just one more point". "empat soal" is second utterance that contain code-mixing of phrase. The meaning of that utterance is "four questions".

4.1.5 Form of code switching and code mixing used by teacher and students during English lesson in Translation Class.

From the transcription as data result of teacher and students in translation class, the researcher found 18 (eighteen) codes-switchings, 15 (fifteen) codes-mixings (as phrase form), 12 (twelve) codes-mixings (as clause form), 8 (eight) codes-mixings (as word form). In conversation transcription below, the researcher will write (T) as teacher and (S) as Student.

1. Form of Code-Switching

In this point, the researcher found 18 (eighteen) codes-switching that teacher and students used during class activity. The three transcripts below are the example:

S1: what chapter Mr. Imun give us, guys?

S2: 12, Las. Emang kamu selesai?

S1: No. Maybe later i will finish it.

The conversation above contains code-switching used. The utterence of the code is "emang kamu selesai?" this utterence used by second student in answering his freind question instantly where it has meaning "did you finish it?"

S1: by the way, is our duty translating poem?

S2: yes, i dont understand sih. Nanti kita rembukan ya den.

S1: ok, invite roni ya later! Dia banyak ngerti sajak sajak puisi dan juga
Bakal lebih gampang kalau ngerti bahasa bahasa puisi.

The conversation showed two students having conversation. Two of them use code-switching in their conversation. The first utterence, "nanti kita rembukan ya", has meaning "we team up later" and the second "Dia banyak ngerti sajak sajak puisi dan juga Bakal lebih gampang kalau ngerti bahasa bahasa puisi" has a meaning "he understands a lot poetry rhymes and it will be easier if we understand the languages of poem"

2. Form of Code-Mixing

It is not only code-switching the researcher found in conversation of teacher and student in English learning but also researcher founded code mixing. Code-Mixing has three forms; they are Code-Mixing of word, clause, and Phrase. The researcher found 15 (fifteen) codes-mixing (as phrase form), 12 (twelve) codes-mixing (as clause form), 8 (eight) codes-mixing (as word form).

2.1. Code-mixing of word

Code-mixing of word is insertion of word from one language to other language in the same topic. The transcripts below are the example:

S1: *puisinya* "a red, red rose"?

S2: *iya.*

S1: did you get the poem? I dont yet.

S2: later, i will download when i am in scholl.

The conversation above consisted code-mixing of word, "puisinya" and "iya", signed by italic word. The meaning of the code-mixing that happened because of their behavior are "the poem" and "yes".

2.2 Code-mixing of clause

The code-mixing of clause is little bit different with code-mixing of word. In this type, the code-mixing that teacher or students used is a clause. They insert language as a clause to another languages as a clause also. The transcripts below are the example:

S3: what is the poem?

S2: mawar merah.

S3: oh,"a red, red rose"? Anyone wants entrusting? Later, *saya print nanti di* E-Latee.

S1: *aku nitip,* the money later, bos.

The italic word "saya print nanti di..." and aku nitip" in the conversation above are the used of code-mixing. They have meaning as "i will print it at..." and "I entrust..."

2.2. Code-mixing of phrase

Code-Mixing of phrase is the used of code-mixing by inserting a phrase of different language to conversation at the same topic. The transcripts below are the example:

S3: what is the poem?

S2: *mawar merah*.

S3: oh,"a red, red rose"? anyone wants entrust? Later, saya print nanti di my E-Latee.

S1: aku nitip, bos.

The italic utterence in the conversation above "mawar merah" is the used of code-micing of phrase done by second student. The student used code-mixing of phrase is to make his freind understand.

4.1.6 Form of code switching and code mixing use by teacher and students during English lesson in TOAFL Preparation Class.

From the transcription as data result of teacher and students in TOEFL preparation class, the researcher found 2 (two) codes-switching, 3 (one) codes-mixing (as phrase form), 4 (five) codes-mixing (as clause form), 8 (eight) codes-mixing (as word form). In conversation transcription below, the researcher will write (T) as teacher and (S) as Student.

1.   Form of Code-Switching

In this point, the researcher found 2 (two) codes-switching that teacher and students used during class activity. The three transcripts below are:

T: *sekarang kita akan melakukan uji coba Tes TOEFL.* Bar, please take paper in my cupboard. Kertas print an.

S1: oke, sir.

S2: *Sir, berapa jam nanti ujiannya*?

T: maybe, it will spend for about one and half hours. At 17:35 PM, you can submit it to me.

S4: kalau belum selesai, how sir?

T: just submit it. Selesai tidak selesai, submit. Later, the rule will be like that.

S1:whatever the exam , sir.?

T: there are about listening, grammar. Gitu aja. Gampang

The italice utterence were the used of code-switching done by teacher and student in the class. The conversation is about teacher gived simulation of TOEFL test. The code switching are "*sekarang kita akan melakukan uji coba Tes TOEFL*" and "*Sir, berapa jam nanti ujiannya*?" The meaning of those code-switching are "today, we will have TOEFL test" and how long the exam later?"

2.   Form of Code-Mixing

It is not only code-switching the researcher found in conversation of teacher and student in English learning but also researcher founded code mixing. Code-Mixing has three forms; they are Code-Mixing of word, clause, and Phrase. The researcher found 3 (one) codes-mixing (as phrase form), 4 (five) codes-mixing (as clause form), 8 (eight) codes-mixing (as word form).

2.1. Code-mixing of word

Code-mixing of word is insertion of word from one language to other language in the same topic. The transcripts below are the example:

T: Just submit it. Selesai tidak selesai, submit. Later, the rule will be like that.

S1: Whatever the exam , sir.?

T: There are about listening, grammar. *Gitu aja. Gampang*

2.2. Code-mixing of clause

The code-mixing of clause is little bit different with code-mixing of word. In this type, the code-mixing that teacher or students used was code-mixing of clause. They insert language as a clause to another languages as a clause also. The transcripts below are the example:

T: just submit it. *Selesai tidak selesai,* submit. Later, the rule will be like that.

S1: whatever are the exam, sir?

The italic utterence above is code-mixing of clause use. "selesai tidak selesai" has meaning "finish nor not finish". It is used because teacher wants emphasize what he means to his student.

2.3. Code-mixing of phrase

In this part, the used of code-mixing is by inserting a phrase of different language to conversation at the same topic. The transcripts below are the example:

T: sekarang kita akan melakukan uji coba Tes TOEFL. Bar, please take paper in my cupboard, *Kertas print an*.

S1: oke, sir.

The italic uttarance above is code-mixing of phrase use. "kertas print an" has meaning "the printed paper". ". It is used because teacher wants emphasize what he means to his student.

3.2   **Discussion**

3.2.1   **Code switching and code mixing used by teacher and students at English Area of Latee (EAL)**

In this point, the researcher has discussed the result finding that has been discussed in previous discussion accorded to the second research problem, how do teacher and student of English Area of Latee at Annuqayah Latee Islamic Boarding School used code-switching and code-mixing.

1.   Form of code switching and code mixing used by teacher and student in Speaking Class

From the transcription as data result of teacher and students in speaking class, the researcher found 18 (eighteen) codes-switchings, 15 (fifteen) codes-mixings (as phrase form), 12 (twelve) codes-mixings (as clause form), 8 (eight) codes-mixings (as word form). In conversation transcription below, the researcher write (T) as teacher and (S) as Student

2. Form of code switching and code mixing used by teacher and student in Listening Class

From the transcription as data result of teacher and students in listening class, the researcher found 2 (two) codes-switching, 1 (one) codes-mixing (as phrase form), 5 (five) codes-mixing (as clause form), 10 (eight) codes-mixing (as word form). In conversation transcription below, the researcher will write (T) as teacher and (S) as Student.

3. Form of code switching and code mixing used by teacher and student in Reading Class

From the transcription as data result of teacher and students in reading class, the researcher found 12 (twelve) codes-switching, 17 (seventeen) codes-mixing (as phrase form), 12 (twelve) codes-mixing (as clause form), 21 (twentyone) codes-mixing (as word form). In conversation transcription below, the researcher will write (T) as teacher and (S) as Student.

4. Form of code switching and code mixing used by teacher and student in Translation class

From the transcription as data result of teacher and students in listening class, the researcher found 18 (eighteen) codes-switchings, 15 (fifteen) codes-mixings (as phrase form), 12 (twelve) codes-mixings (as clause form), 8 (eight) codes-mixings (as word form). In conversation transcription below, the researcher will write (T) as teacher and (S) as Student.

5. Form of code switching and code mixing used by teacher and student in TOEFL Preparation Class

From the transcription as data result of teacher and students in TOEFL preparation class, the researcher found 2 (two) codes-switching, 3 (one) codes-mixing (as phrase form), 4 (five) codes-mixing (as clause form), 8 (eight) codes-mixing (as word form). In conversation transcription below, the researcher will write (T) as teacher and (S) as Student.

CHAPTER V

CONCLUSION AND DISCUSSION

This chapter contains conclusion of the research and suggestion for the further researcher who wish to choose code-switching and code-mixing for expand and study different research topic.

5.1 Conclusion

In this part, the researcher concluded introduction, review of literature, research methode, and finding and discussion. This research discussed about Code-Mixing and Code-Switching Used by Teacher and Students in English Area of Latee (EAL) at Annuqayah Latee Islamic Boarding School. The research conducted descriptive-qualitative methode to get the data. In order to answer the first research question, what are forms of code-mixing used by teachers and students during English lesson in English Area of Latee at Annuqayah Latee Islamic Boarding School and the second research question, what are forms of code-mixing used by teachers and students during English lesson in English Area of Latee at Annuqayah Latee Islamic Boarding School, the researcher recorded English teaching and learning process and wrote it into field notes. The recording transcribed and orgenized into group of code-switching and code-mixing to be analyzed easily by the reseacher.

In order answer the second research question, what are forms of code-switching used by teachers and students in English Area of Latee at Annuqayah Latee Islamic Boarding School and what are forms of code-mixing used by teachers and students in English Area of Latee at Annuqayah Latee Islamic

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Boarding School, the researcher concluded that teachers and students did code-switching and-code-mixing in English lesson by three forms, they are word, phrase, and clause form and three factor impacted to the use of code-switching and mixing. They are social, cultural, and individual factot.

5.2 Suggestion

Based on the findings and conclusions, the researcher would like to contribute some suggestion for English teacher, students and the other researchers. The hoped teacher and students could be wise toward code switching and code-mixing use because the use of it could affect process of mastering English. Hopefully, this research can help and provide information and references for the next research who wants conduct study about code-switching and code-mixing.

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