

**AN ANALYSIS OF CODE MIXING IN SPEAKING CLASS AT THIRD
SEMESTER OF ENGLISH DEPARTMENT**

(A Descriptive Study at Makassar Muhammadiyah University)



A Thesis

Submitted as the Fulfillment to Accomplish Bachelor of Education
Degree at Teacher Training and Education Faculty Makassar
Muhammadiyah University

By:

Muti'a M

1053555 18 13

**ENGLISH EDUCATION
TEACHER TRAINING AND EDUCATION FACULTY
MAKASSAR MUHAMMADIYAH UNIVERSITY**

2017

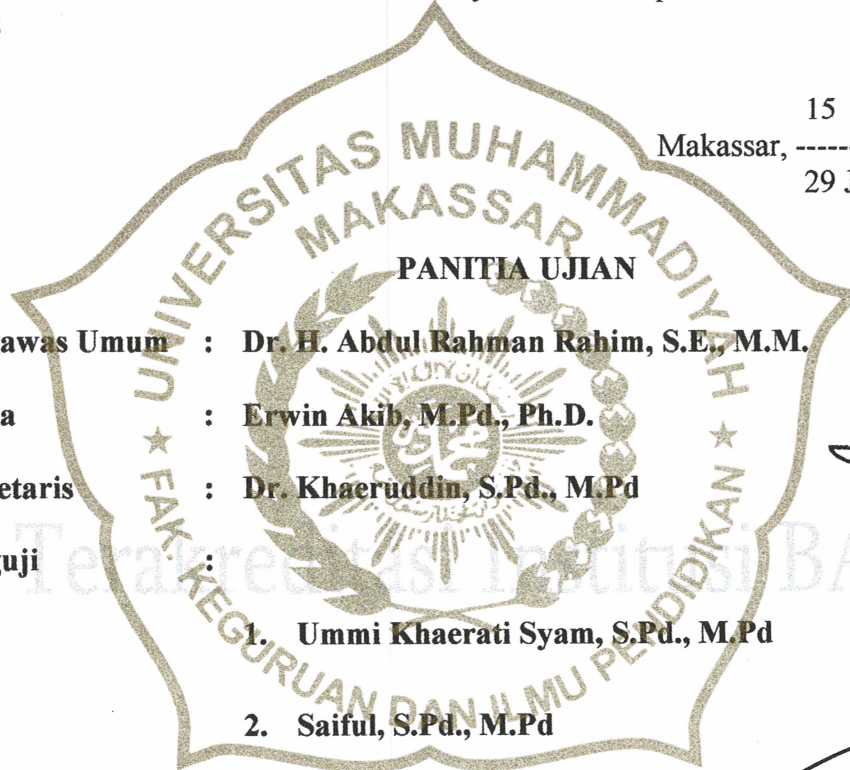


**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

LEMBAR PENGESAHAN

Skripsi atas nama **Muti'a M.**, NIM **10535 5518 13** diterima dan disahkan oleh Panitia Ujian Skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **018 Tahun 1439 H/ 2018 M**, Sebagai salah satu syarat guna memperoleh Gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Senin tanggal **12 Februari 2018**

15 Februari 2018 M
Makassar, -----
29 Jumadil Awal 1439 H



PANITIA UJIAN

- Pengawas Umum** : **Dr. H. Abdul Rahman Rahim, S.E., M.M.** (.....)
- Ketua** : **Erwin Akib, M.Pd., Ph.D.** (.....)
- Sekretaris** : **Dr. Khaeruddin, S.Pd., M.Pd** (.....)
- Penguji** :
1. **Umami Khaerati Syam, S.Pd., M.Pd** (.....)
 2. **Saiful, S.Pd., M.Pd** (.....)
 3. **Awalia Azis, S.Pd., M.Pd** (.....)
 4. **Farisha Andi Baso, S.Pd., M.Pd** (.....)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D.
NBM: 860 934



**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

APPROVAL SHEET

Title : **An Analysis of Code Mixing in Speaking Class at Third Semester of English Department (A Descriptive Study at Makassar Muhammadiyah University)**

Name : **Muti'a M.**

Reg.Number : 10535 5518 13

Program : English Education Department Strata 1 (S1)

Faculty : Faculty of Teacher Training and Education

Makassar, 15 Februari 2018

Approved by:

Consultant I

Consultant II

Ummi Khaerati Syam, S.Pd.,M.Pd.

Saiful, S.Pd.,M.Pd

Dean of FKIP
Makassar Muhammadiyah University

Head of English
Education Department

Erwin Akib, M.Pd., Ph.D.
NBM: 860 934

Ummi Khaerati Syam, S.Pd.,M.Pd.
NBM: 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Name : MUTI' A M.
 Reg. Number : 10535 5518 13
 Jurusan Pendidikan Bahasa Inggris
 Title : An Analysis of Code Mixing in Speaking Class at Third Semester of English Department (A Descriptive Study at Makassar Muhammadiyah University)
 Consultan I : Ummi Khaerati Syam, S.Pd., M.Pd.

Day/ Date	Chapter	Note	Signature
28/11/2017	III	Research instrument more theories of code-mixing finding & discussion appendices	[Signature]
30/11/2017		Data transcript from interview	[Signature]
1/12/2017	IV	findings need more explanation Abstract	[Signature]
12/12/2017	V	Discussion & conclusion & suggestion	[Signature]

Makassar, November 2017

Approved by:
 Head of English Education Department



Ummi Khaerati Syam, S.Pd., M.Pd
 NBM. 977 807





بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

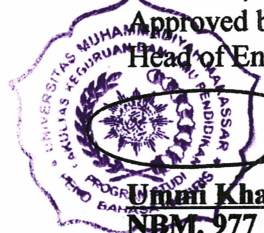
COUNSELLING SHEET

Name : MUTPA M.
Reg. Number : 10535 5518 13
Jurusan Pendidikan Bahasa Inggris
Title : **An Analysis of Code Mixing in Speaking Class at Third Semester of English Department (A Descriptive Sociolinguistic Study at Makassar Muhamamdiyah University)**
Consultant I : Ummi Khaerati Syam, S.Pd., M.Pd.

Day/ Date	Chapter	Note	Signature
05/12/2017		Accepted.	

Makassar, Desember 2017

Approved by:
Head of English Education Department



Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

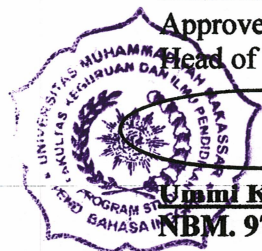
Name : MUTI' A M.
 Reg. Number : 10535 5518 13
 Jurusan Pendidikan Bahasa Inggris
 Title : An Analysis of Code Mixing in Speaking Class at Third Semester of English Department (A Descriptive Study at Makassar Muhammadiyah University)
 Consultan II : Saiful, S.Pd., M.Pd.

Day/ Date	Chapter	Note	Signature
27/12/2017		prepare the round	
		use some the space.	
		Put the Compans of the Proving reason to your discussion	

Makassar, November 2017

Approved by:

Head of English Education Department



Ujini Khaerati Syam, S.Pd., M.Pd
 NBM. 977 807





**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Sultan Alauddin No. 259 Makassar no. 259 Telp. (0411) 86672 Makassar 90221

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : **Muti'a M**

Nim : **1053 55518 13**

Jurusan : **Pendidikan Bahasa Inggris**

Judul Skripsi : *An Analysis of Code Mixing in Speaking Class at Third Semester of English Department (A Descriptive study at Makassar Muhammadiyah University)*

Dengan ini menyatakan bahwa:

Skripsi yang saya ajukan di depan TIM Penguji adalah *ASLI hasil karya saya sendiri, bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.*

Demikian pernyataan ini saya buat dengan sebenarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, Januari 2018

Yang membuat pernyataan

Muti'a M



**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Sultan Alauddin No. 259 Makassar no. 259 Telp. (0411) 86672 Makassar 90221

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : **Muti'a M**
Nim : **1053 55518 13**
Jurusan : **Pendidikan Bahasa Inggris**
Judul Skripsi : ***An Analysis of Code Mixing in Speaking Class at Third Semester of English Department (A Descriptive study at Makassar Muhammadiyah University)***

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari *penyusunan proposal* sampai selesainya skripsi ini, saya akan *menyusun sendiri skripsi saya* (tidak dibuatkan oleh siapapun).
2. Dalam penyusunan skripsi saya akan selalu melakukan konsultasi dengan pembimbing, yang telah ditetapkan oleh pimpinan fakultas.
3. Saya tidak akan melakukan *penjiplakan* (Plagiat) dalam menyusun skripsi saya.
4. Apa bila saya melanggar perjanjian saya seperti butir 1, 2, dan 3, maka saya bersedia menerima sanksi sesuai aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Januari 2018
Yang membuat perjanjian

Muti'a M



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar no. 259 Telp. (0411) 86672 Makassar 90221

Terakreditasi Institusi BAN-PT

"...So when you have finished (with your immediate task), still strive hard, (then toil)..." (Surah Inshirah; 7)

MOTTO

"The True Purpose Of Education Is To Make Minds, Not Careers."

Anonym.

Be useful wherever you are!

ABSTRACT

MUTI'A M. 2017. An Analysis of Code Mixing in Speaking Class at Third Semester of English Department. A thesis of English Department. the Faculty of Teacher Training and Education. Makassar Muhammadiyah University. Supervised by Ummi Khaerati Syam and Saiful.

English in Indonesia use as a foreign language, even in speaking class of English department, the students commonly mix the codes. This study is to find out what was the mainly kinds of word and sentences that always mixed by the students in speaking class at third semester of English Department of FKIP Unismuh Makassar.

This study aimed at describing the form of code mixing and the dominant factor of code mixing that was used at the third semester students of English Department of Unismuh Makassar. The respondents of this research were about 20 students. The researcher applied descriptive qualitative research. To collect the data, the researcher used recording and interview as instruments.

The result of the data analysis showed that most of the English students used some kinds of code mixing, there were code mixing form conjunction word, dependent clause, and expression. Based on the result of students' answer by doing interview, it was found that the dominant factor to use code mixing on students' conversation because they have less vocabulary.

Based on the researcher found that between recorded data and answered of interview that some students still have less vocabulary. Students' inability to find an appropriate word or expression in one language made them changed to word or phrase from one to another language in same condition most of form that found in recorded data was code mixing in the form of word, it means they still had less listed of word to express because they had less vocabulary.

Keywords: Descriptive qualitative, Code mixing, kinds of word, , dominant factors, speaking class.

ABSTRAK

MUTI'A M. 2017. Analisis penggunaan *Code Mixing* dalam kelas *Speaking* pada Semester Tiga Jurusan Bahasa Inggris. Sebuah Penelitian Deskriptif di Universitas Muhammadiyah Makassar. Dibimbing oleh Ummi Khaeraty Syam dan Saiful.

Di Indonesia, bahasa Inggris digunakan sebagai bahasa asing, bahkan di dalam kelas *speaking* di jurusan Bahasa Inggris pun, mahasiswa pada umumnya memadukan bahasa. Penelitian ini adalah untuk mengetahui kata-kata dan kalimat apa saja yang umumnya yang selalu dipadukan oleh mahasiswa dalam kelas *speaking* di semester tiga jurusan Bahasa Inggris, FKIP Unismuh Makassar.

Penelitian ini mencakup penjelasan tentang bentuk *Code Mixing* dan faktor penyebab penggunaannya oleh mahasiswa semester tiga jurusan Bahasa Inggris, FKIP Unismuh Makassar. Responden penelitian terdiri dari sekitar 20 mahasiswa. Peneliti menggunakan pendekatan penelitian deskriptif kualitatif. Peneliti menggunakan rekaman dan wawancara sebagai instrument pengumpulan data.

Hasil analisis menunjukkan bahwa kebanyakan mahasiswa bahasa Inggris menggunakan beberapa bentuk *code mixing* yaitu bentuk kata konjungsi, klausa bebas, dan ekspresi. Berdasarkan hasil wawancara mahasiswa, ditemukan bahwa faktor dominan penggunaan *code mixing* dalam percakapan mahasiswa adalah karena mereka kekurangan perbendaharaan kosa kata.

Berdasarkan temuan peneliti baik melalui rekaman maupun jawaban wawancara beberapa mahasiswa masih kurang memiliki perbendaharaan kosa kata bahasa Inggris. Kemampuan mereka untuk menemukan sebuah kata yang tepat dan sesuai dalam bahasa Inggris yang masih belum memadai membuat mereka harus mengubah atau memadukan bahasanya dengan bahasa Indonesia atau bahasa local.

Kata Kunci: Deskriptif kualitatif, *Code mixing*, jenis-jenis kata, faktor dominan, kelas *speaking*.

ACKNOWLEDGMENT



In the name of Allah, the most gracious and merciful, the lord of universe. Because of Him, the writer could finish this thesis as one of the requirement for Sarjana Pendidikan at English Department of Teacher Training and Education Faculty of Makassar Muhammadiyah University in 2017. Secondly, peace and salutation always be given to our prophet Muhammad Saw who has guided us into educational era.

However, this success would not be achieved without those supports, guidance, advice, help, and encouragement from individual and institution, and I somehow realize that an appropriate moment for me to deepest gratitude for:

- a. Dr. H. Abdul. Rahman Rahim, SE., M.M. the Rector of Makassar Muhammadiyah University for His advices during the researcher study at the University.
- b. Erwin Akib, S.Pd., M.Pd., Ph.D. The Dean of Teacher Training and Education Faculty of Makassar Muhammadiyah University for all advices and motivation.
- c. Umami Khaerati Syam, S.Pd., M.Pd. the Head of English Education Department of FKIP Makassar Muhammadiyah University, who gave valuable authorities and suggestion in doing this thesis.
- d. My greatest thanks are due to my first consultant, Ismail Sangkala, S.Pd., M.Pd. and also my second consultant, Saiful, S.Pd., M.Pd.

who have given their valuable time and patience, to support assistance and guidance to finish this thesis.

- e. Special gratitude and deepest thanks for my beloved parents, Abd. Munir M and Jumasia who always ready to give sacrifice and pray for my success also for my brothers (Jafar, Nawir, Kahar, and Zakkir) and my the one and only sister (Rahma).
- f. All students at the third semester of English department of Makassar Muhammadiyah University who sacrificed their time and activitis for being the subject of this research.
- g. My deepest thanks for all friends in Class D 2013 (DAMN1), Dini, Eka, Dhillia, Firda, Hery, Calu', Uga, Adi, Fitri Haris, Fitri Hamka, Acha, Aml, Hijrah, and whose names coul not be mentioned one by one.
- h. Special thanks for all "Teman Ngopi" (Wawan, Fajrul, Wahyu, Arif, Abang, Bakri, Fikar, Dadang, Maryam, Ana, Niswah, Yurna, Mirda, Raisita, Amma, Cime and Mita)
- i. A lot of thank for my best seniors, Fajar Akbar, Nur Iffah Salmi Akbar, And Athifah Zulkifli) for their helps.
- j. Special for all PC IMM Kota Makassar and all cadres of Pikom IMM FKIP. Thanks for all special time, support, friendship, and togetherness.

Finally, by reciting Alhamdulillah Robbil ‘Alamin, the researcher could finish his research successfully according to the target of time and also target of the research. Hopefully, there is nothing left or forgotten anymore to do. Aamiin.

Billaahi fii Sabilil Haq, Fastabiqul Khirat

Makassar, December 2017

MUTPA M

LIST OF CONTENTS

HALAMAN JUDUL.....	I
APPROVAL SHEET.....	II
COUNSELING SHEET.....	III
CONTROL CARD.....	V
SURAT PERNYATAAN.....	VI
SURAT PERJANJIAN.....	VII
ACKNOWLEDGEMENT.....	VIII
ABSTRACT.....	IX
LIST OF CONTENTS.....	X
LIST OF TABLE.....	XI
LIST OF FIGURE.....	XII

CHAPTER I INTRODUCTION

A. Background of Study.....	1
B. Problem Statement.....	4
C. Objective of research.....	5
D. Significance of research.....	5
E. Scope of the research.....	5

CHAPTER II REVIEW OF RELATED LITERATURE

A. Some Previous Related Research Findings.....	6
B. Definition of Code Mixing.....	8
C. Elements of Code Mixing.....	8

CHAPTER III RESEARCH METHOD

A. Research Design.....	19
B. Informants / Respondents	19
C. Research Instrument.....	19
D. Data Collection Method.....	20
E. Data Analysis.....	20

CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings.....22
B. Discussion33

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....37
B. Suggestions38

BIBLIOGRAPHY.....
APPENDICES.....
CURRICULUM VITAE.....

CHAPTER I

INTRODUCTION

A. Background

Language played an important role in the human life. Language was required by people to fulfill their need as an individual creature. Through language, people can express their ideas, mind, feeling, desire, and emotion to another or can get information from other. Language has a social function as a tool to make a connection between human beings. Language can be expressed through spoken, written, and also gesture (Hilda, 2014).

In spoken form, language was used as media by speaker to deliver messages paid information to the listener/audience. When receiving a message, the listener or audience pays attentions to other thing which is related to the speaker. The listener or audience paid attention to speakers' voice and gesture in order to obtain the meaning intended to be delivered so as to both speaker and listener will not misunderstand in communicating. While in written form, language used must be clearly conveyed so as to avoid misunderstanding between writer and reader was one way communication (wardhaugh, 2007).

The different of their style in speaking depends on social context like the people around them. In monolingual society, the people only use one code/language to communication with others but the people in the bilingual society or multilingual, they would use two or more codes in communicating with others.

Indonesia is one of developing countries that have many cultures in which it has many tribes in Indonesia such as Javanese, Batakese, Bugisnese, Makassarnese, etc. every tribe in Indonesia has a role to manage the community inside it. Automatically this influences all aspects in Indonesia, one of which is language. Indonesian peoples are social beings who are always committed to a certain group of people. They live together and form a social community or society. They as members of society, interact with one another in many fields. One of the primary means used in the interaction is language.

In Indonesia, people sometimes use more than one language to communicate. They are Indonesian as national language, regional language like Javanese, Sudanese, Maduranese, Bugisnese, Makassarnese etc. (mother tongue) and also English as International language. Many Indonesians use English for many purposes such as business, job, relationship and education.

Every region in Indonesia has a language to communicate among the people inside it to get a certain goal, and to communicate with the people among their region, they use a national language (Bahasa). That is why the people have to master more than one language to communicate or interact with the others among their region. For that reason, they want to master it.

Because of these habits, it will make people become bilingualism or multilingualism. Fishman (1975) says “Bilingualism is using two languages or two language codes. In sociolinguistics term, bilingualism is using two languages by a person in his/her activities by turns”. Chaer and Agustina (2004) stated that “Multilingualism is a condition when people use more than two languages to

interact with other people by turns”. It means that bilingualism or multilingualism focused in the interaction of peoples who are used two languages to interact one another in a conversation.

In multilingual community, speaker tends to mix from one code to the others, in which commonly called as code mixing. According to Nababan in Udoro (2008) code mixing happens when the speakers mix two or more languages in such speech act or discourse without any force to do mixing code.

Based on Nababan statement (2007) bilingualism is people’s habit of using two languages in communicating with others. The process of using and mixing two or more languages are called as code mixing in conversation. The speaker would use two languages based on their need, either the situation or the purpose of communication itself.

There are some factors that influence people in using code mixing, such as the speaker uses another language to soften aim the teachers and students at school, parents and children at home, politicians and constituents, leaders and people, celebrity and fans, and many more.

Related to the language usage at school, the students use Bahasa as the main language and English as a study program. In communication, sometimes they take part of English into Bahasa, or Bahasa into English, the phenomenon shows that there is a “chaos” in using language.

The description above also happens in Speaking Class at third semester of English Department students Makassar Muhammadiyah University, based on my experience and pre-observation that I have done during my study, sometimes the

lecturers use code-mixing when they were explain some materials or communicate with the students in speaking class. Whereas language is about habitual action, the more the students use or listen English, the more they will understand English fluently, so it will be better if the lecturer try to use full English, especially in speaking class. But however, the lecturers actually have their reason about the use of code-mixing in speaking class and this research will try to find out that.

B. Problem Statements

Based on the explanation of reason for choosing topic, the research problems as follows:

1. What form of code mixing mainly used in speaking class of the third semester students of English Department of FKIP Unismuh Makassar?
2. What sentences or words mainly code mixed by the students in speaking class at third semester of English Department of FKIP Unismuh Makassar?
3. What factors dominant of those influence the occurrence of code mixing students of third semester of English Department of FKIP Unismuh Makassar?

C. Objective of the Research

The objective of the research are to find out:

1. The form of code mixing mainly used in speaking class at third semester students of English Department of FKIP Unismuh Makassar.

2. The sentences or words mainly code mixed by the students in speaking class at third semester of English Department of FKIP Unismuh Makassar.
3. The dominant factors influencing the use of code mixing used by student of third semester of English Department of FKIP Unismuh Makassar.

D. The Significance of the Research

The significance of the research are practically, this research can be contributed as: additional reference for teachers in teaching process about code mixing phenomenon and also additional information in sociolinguistic field especially about code mixing. Alternative for students in gaining valuable knowledge in learning about code mixing. Theoretically, this research can be contributed as: an alternative or reference to another researchers or readers in enlarging information and knowledge in sociolinguistics field especially about code mixing.

E. Scope of the Research

Based on the background and problem statements, the researcher focused on the problem statement and objectives, the researcher was discussed about the English utterances mixed by Indonesian language which were expressed by the third semester of students of English Department of FKIP Unismuh Makassar academic year 2017/2018. The focused of investigation was the form of code mixing they used such as: the situation, habitual language and vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Related Research Findings

Many researchers had done studied on code mixing that used in the oral or written language in learning English some of them were as follows:

Mulyani (2005) in her thesis about *Code Mixing of the Judges Comments and Host Utterance on Five Episodes of Workshop Round in Indonesian Idol Singing Competition Season 6* found that the utterance's of judges and also host of Indonesian Idol in their speaking use code mixing. Either in presenting or giving comments to the competitors. She also analyzed about the word classes, phrases and the factors that influence people mix code in their utterance.

Taufiqurrahmah (2004) in her research titled "*A study of English and Indonesian Code Mixing by the Lecturers of structure at the first year Students of English Department in Muhammadiyah University of Malang*" concluded that code mixing is also used by the lecturers when they deliver the subject matters in the class. Beside analyzing the form of code mixing that are used by the lecturers, she also analyzed about the factors behind using code mixing such as, backgraound of the lecturer's language, the topic of conversation influence of the lecturer's purpose in teaching.

Mediyanthi (2012) in her research about *A Descriptive Study of Code Mixing in Social Networking (Facebook)* analyzed that in using facebook, someone will finds many differences among all people around the world, such as

culture, ethnic, and also the language. Because of these reasons, someone will create an interesting mix of language and it is very often used unconsciously.

Saputro (2013) in his graduating paper about the Analysis of Indonesian-English Code Mixing Used in “Marmut Merah Jambu” Novel found that code mixing also used in the written language such as novel or journal. He took one novel that has comedy genre and as an illustration the author presents a little bits sentence which describes the reality of language used in which afterward the reality of language use can be categorized as code mixing.

Related to some research findings above, there were some differences and also similarity with this research. The similarity between those researches and this research is the same purpose to analyzing the use of code mixing.

B. Definition of Code Mixing

The discussion of mixed code starts from the opinion of some experts. The opinion of some experts can be described as follows. Sumarsono (2002) stated that “interfering code slip occurs when speakers of other language elements while wearing a particular language”.

Jendra (2000) added that “a person who mixed code has a specific background, namely the interdependence of language contact and language (language dependency), and there are elements of other languages in a language elements while wearing a particular language”

Futher Jendra (2000) gave the characteristics of mixed code is as follows:

1. Mix the code is not required by the situation and the context of the conversation as the phenomenon of code switching, but it depends on conversation (language function)
2. Mix the code happens because your relaxation and habit in language.

C. Kinds of code mixing based on the use

a) Code-mixing as code-switching

Some linguists use the terms code-mixing and code-switching more or less interchangeably. Especially in formal studies of syntax, morphology, etc., both terms are used to refer to utterances that draw from elements of two or more grammatical systems. These studies are often interested in the alignment of elements from distinct systems, or on constraints that limit switching.

While many linguists have worked to describe the difference between code-switching and borrowing of words or phrases, the term code-mixing may be used to encompass both types of language behavior.

b) Code-mixing in language acquisition

In studies of bilingual language acquisition, *code-mixing* refers to a developmental stage during which children mix elements of more than one language. Nearly all bilingual children go through a period in which they move from one language to another without apparent discrimination. This differs from code-switching, which is understood as the socially and grammatically appropriate use of multiple varieties.

Beginning at the babbling stage, young children in bilingual or multilingual environments produce utterances that combine elements of both (or all) of their developing languages. Some linguists suggest that this code-mixing reflects a lack of control or ability to differentiate the languages. Others argue that it is a product of limited vocabulary; very young children may know a word in one language but not in another. More recent studies argue that this early code-mixing is a demonstration of a developing ability to code-switch in socially appropriate ways.

For young bilingual children, code-mixing may be dependent on the linguistic context, cognitive task demands, and interlocutor. Code-mixing may also function to fill gaps in their lexical knowledge. Some forms of code-mixing by young children may indicate risk for language impairment.

c) **Code-mixing in psychology and psycholinguistics**

In psychology and in psycholinguistics the label *code-mixing* is used in theories that draw on studies of language alternation or code-switching to describe the cognitive structures underlying bilingualism. During the 1950s and 1960s, psychologists and linguists treated bilingual speakers as, in Grosjean's term, "two monolinguals in one person." This "fractional view" supposed that a bilingual speaker carried two separate mental grammars that were more or less identical to the mental grammars of monolinguals and that were ideally kept separate and used separately. Studies since the 1970s, however, have shown that bilinguals regularly combine elements from "separate" languages. These findings have led to studies of code-mixing in psychology and psycholinguistics.

Sridhar and Sridhar define code-mixing as "the transition from using linguistic units (words, phrases, clauses, etc.) of one language to using those of another within a single sentence." They note that this is distinct from code-switching in that it occurs in a single sentence (sometimes known as *intrasentential switching*) and in that it does not fulfill the pragmatic or discourse-oriented functions described by sociolinguists. The practice of code-mixing, which draws from competence in two languages at the same time suggests that these competences are not stored or processed separately. Code-mixing among bilinguals is therefore studied in order to explore the mental structures underlying language abilities.

d) Code-mixing in sociolinguistics

While linguists who are primarily interested in the structure or form of code-mixing may have relatively little interest to separate code-mixing from code-switching, some sociolinguists have gone to great lengths to differentiate the two phenomena. For these scholars, code-switching is associated with particular pragmatic effects, discourse functions, or associations with group identity. In this tradition, the terms *code-mixing* or *language alternation* are used to describe more stable situations in which multiple languages are used without such pragmatic effects.

Sociolinguistics is the study of interdisciplinary work on the problems of language in relation to social issues (Suwito, 2001). Appel in Suwito (2001) stated that sociolinguistics is the study of language and language use in relation to society and culture. Other opinion from Holmes (1992) said Sociolinguistics is

concerned with the relationship between language and the context in which it is used.

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

As Holmes stated there are three important social factors in code mixing – participants (relation, status, ethnicity, etc), setting (time and place), and topic (work, sport, national events, etc). But, Holmes adding that there is other social factors that very influenced in code choice, there is the function or goal in interactions (greetings, thanks, and apologizes).

A part of linguistics which studies about the relationship between society and language is called sociolinguistics. As Hudson (1996) says, he defines sociolinguistics as “the study of language in relation to society”. Adding by Holmes (2001) says “sociolinguists study the relationship between language and society”. It means that the peoples who study about the relationship between language and society are called as sociolinguists. Then he said that “sociolinguistics is concerned with the relationship between language and the context in which it used”. It means that sociolinguistics occurs when there are relationship present between language and the context in which it used, because the way people talk is influenced by the social context in which they are talking, who can hear them, where they are talking, and how their feeling.

Globalization era has a big impact in making English, as an international language to communicate with people in foreign countries, become more well-liked. There is no doubt that most Indonesian people communicate with two or more languages in one utterance.

In Indonesia, people sometimes use more than one language to communicate. They are Indonesian as national language, regional language like Javanese, Sudanese, Maduranese, etc. (mother tongue) and also English as International language. Many Indonesians use English for many purposes such as business, job, relationship and education. For that reason, they want to master it. Because of these habits, it will make people become bilingualism or multilingualism. Fishman (1975) says “Bilingualism is using two languages or two language codes. In sociolinguistics term, bilingualism is using two languages by a person in his/her activities by turns”. Chaer and Agustina (2004) stated that “Multilingualism is a condition when people use more than two languages to interact with other people by turns”. It means that bilingualism or multilingualism focused in the interaction of peoples who are used two languages to interact one another in a conversation.

According to Wardhaugh (1986) *Code mixing* is a process in which two languages used together by conversant to the extent. Speaker does not change from one language to the others in the course of a single utterance. It means that they insert some pieces or elements of another language while he is basically using a certain language. However, Wardhaugh (1986) has different opinion dealing with the use of code mixing. He assumes that code mixing requires conversant to have a

sophisticated knowledge of both languages and also to be actually aware of community norms. Those norms require that both languages used by the conversant can show their familiarity or solidarity. In order to make their partners understand the message conveyed easily, certain bilingual will use certain words to express their feelings.

Mixing may occur for a number of reasons, the most important of which can be summarized, as Hoffman (2003) describes as follows:

1. If an item has been acquired in one language but not yet in the other, the child may use the one device available to express a certain lexical or grammatical meaning.
2. If an item is temporarily unavailable, the subject is likely to resort to an equivalent from in other language.
3. If an item is more complex, or less salient, in one language, the young bilingual may make to use of the corresponding one from other.
4. If the child is exposed to mixed input(s) he will often respond with mixed production.

In addition, Redlinger and Park (1995) state that code mixing is the contribution of words or phrases or larger units. It means that they mix their word, phrase, clause, and sentences from native language to second language.

So this study concludes that code-mixing is a contribution of words or phrases or larger units. It means that they mix their words, phrases, clauses, and sentences from native language to second language. It is often unintentional and is often in word level. You probably say or hear someone saying something like “ga cuman

event-event apa yang bakalan happening di weekend ini.” (note that “event, happening and weekend” is the English word inserted in the Indonesian utterance).

In Wardhaugh (1986) shows that ‘equating in this instance code mixing with language, we can describe two kind of code-mixing’. They are situational code-mixing and conversational.

Situational code-mixing occurs when conversant use both languages together to the extent that they change from one language to the other in the course of a single utterance. What we observe is that one variety is used in a certain set of situations and another in an entirely different set. However the changeover from one to the other may be instantaneous or spontaneous related with the topic being discussed. In other hand, a study of Malay-English bilinguals (Abdullah, 1979), it was noted that the following factors were decisive in determining whether “foreign” elements appeared in one of the languages available: whether the personal repertoires of the interlocutors were equal or not; the setting or the locate, since formal or informal situations tend to encourage linguistic purism; the topic which determined whether certain subjects were better handled in one language rather than the other.

Adding by Soewito (1983), he divides code mixing in two kinds. They are *Inner code mixing* shown, if the speaker inserts the elements of his own language into national language, the elements of dialect into his own language, or elements of varieties and style into his dialect. Code mixing and the elements of a regional language show that the speaker has a regional language in tuff, or want to

show his regional language characteristic. And the other is *outer code mixing*, for example, the elements of Holland code switching inserted in Indonesian language. It shows that the speaker belonging to the old century, students and special man/women. In doing code mixing with the English language can give the impression that the speaker is a modern, educated and has good relationship in society. Code mixing with elements of Arabic impresses that the speaker Islamic, obedient, or a devout person.

Code mixing has some form; 1) word insertion (in fixation), 2) phrase insertion, 3) clause insertion, 4) expression/ idiom insertion, and 5) baster insertion (combining of original and foreign language).

Muysken (2000) explained more that code mixing is typically divided into three main types – insertion (word or phrase), alternation (clause) and congruent lexicalization (dialect)- and the most common occurrence of code mixing variants in society is insertional code mixing. Muysken in Daucher (2005) suggested that there are three main patterns of intra-sentential code mixing which may be found in bilingual speech community – insertion, alternation, and congruent lexicalization. In another hand, the types of code mixing are:

Insertion Code mixing. Insertion of material (lexical items or entire constituents) from one language into a structure of the other languages. Here is the examples: “jangan suka nge-**judge** gitu dong. orang kan beda-beda” (note that “judge” is the English word inserted in the Indonesian utterance).

Alternation Code mixing. Alternation between structures from languages. Swahili-English by Poplack in Douchar (2005) examples: *Why make Carol sentarse atrás*

pa' que everybody has to move pa' que se salga? (Why make Carol sit in the back so that everybody has to move for her to get out?).

Congruent Lexicalization. Congruent lexicalization of material from different lexical inventories into a shared grammatical structure. Example by B. Van Den Bogaerde & A.E. Baker (2006) in Netherlands language: Gee mi een kiss (Give me a kiss).

Forms of Code Mixing:

- a) *Morphemes.* According to O'grady, Dobrovolsky, and Katamba (1993) "Morpheme is the smallest unit of language that carries information about meaning and functions".
- b) *Words.* According to Kusumawardhani, Prabowo and Prastikawati, words can be divided into two categories or two basic classes: (1) function words or closed class words (2) Content words or open class word.
- c) *Phrase* is a group of words doesn't have subject or verb.
- d) *Clauses.* According to Azar (1993:238) "clause is a group of words containing a subject and a verb".

After know about the definitons above, we will discuss about the finding in this research.

This observation is about the code mixing that can be used while someone take a conversation with other people or while they just speak or convey something. In this case, the lecturers that using the code-mixing when they are in speaking class.

Hudson (1980) said that another way in which different varieties may become mixed with each other is through the process of *borrowing*. It is obvious

what is meant by “borrowing” when an item is taken over lock, stock and barrel from one variety into another, e.g. when the name of a French dish like *boeuf bourguignon* is borrowed for use as an English term, complete with its French pronunciation. English speakers who know that the item is a part of the foreign language simply reclassify the item by changing its social description from “French” to “English”.

CHAPTER III

RESEARCH METHOD

In this chapter, the writer presents research design, subject of research, data and data source, data collecting method, research instrument, and data analysis.

A. Research Design

Concerning the research problems and objectives, the researcher used descriptive qualitative method in this research that result the descriptive data, the written and oral words from observing people or behavior. The aimed of descriptive qualitative method to describe a place, fact, and characteristic of population systematically, factually, accurately. Descriptive qualitative method employs technique of seeking, collecting, and analyzing data. Collecting, analyzing, and interpreting data, and finally drawing a conclusion only applies the collected data not for a generalization.

B. Informants / Respondents

The informants or respondents of this research are students at third semester of English departments, twenty seven students of the academic year will be the representative of all class.

C. Research Instrument

In order to make the analysis easier the researcher needed to use the instruments of research. The sourced of data are lecturers and students of the third semester of English Department of FKIP Unismuh Makassar. The researcher

choose to use recorder and interview.

D. Data Collection Method

1. Interview

The researcher use face to face interview and open question to know about the use of code mixing in their conversation in speaking class

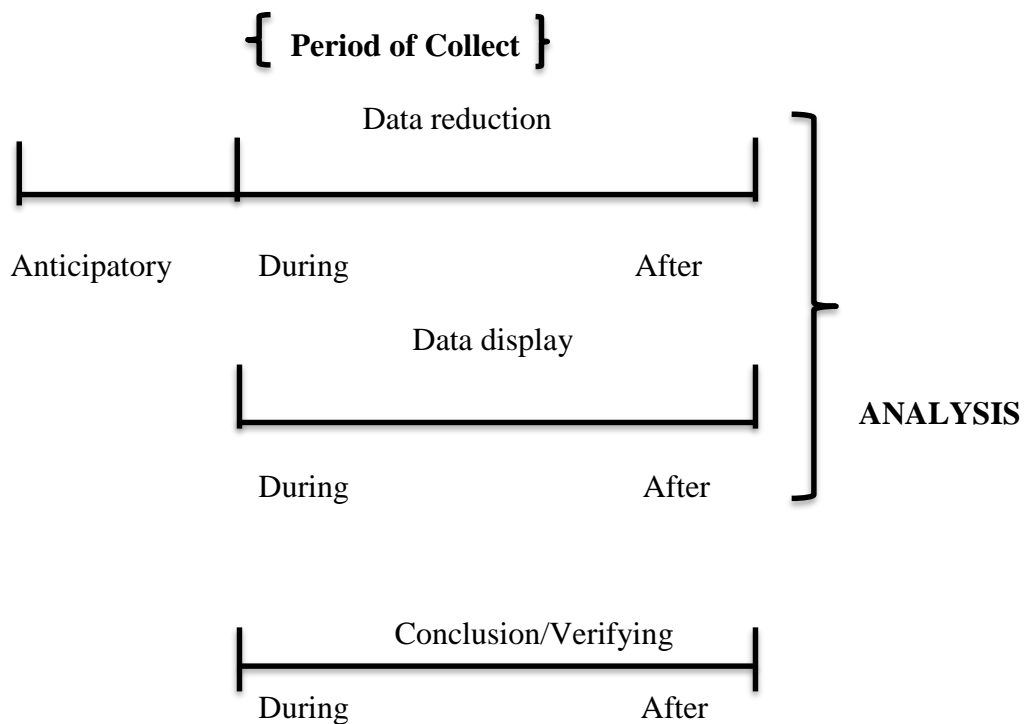
2. Observation

The researcher will observe and then record the students conversation during speaking class and then make a transcript of the record result.

E. Data Analysis

According to Sugiono (2016), this research will use data reduction to analyze the data, the steps of analysis showed as follows:

Steps of Analysis



The researcher made a data reduction from the collected data before display the result analysis. Then, the researcher made a conclusion based on the data displayed.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the writer is going to analyze the data of code mixing, after identifying the English-Indonesian code mixing used at the third semester students of English Department of FKIP Unismuh Makassar and the dominant factor that was most influenced the students in using code mixing. Firstly, the researcher classified the data based on the form e.g. words (include single word and compound word), phrase, hybrids, reduplication word, clause and idiom.

A. Research Findings

1. Observation

The researcher used covert observation to observe the social situation to found out the forms of code mixing that were used by the students when they spoke and also found out the sentence mainly use in code mixing at third semester of English Department of FKIP Unismuh Makassar. The results of the observation were:

First observation, November 14, 2017

Situation: Self Introduction

Students	Transcript
Arliana	<p>1. Assalaamu ‘alaykum warahmatullaahi wabarakaatuh</p> <p><i>Let me introduce my self, my name is Arliana, just call me Arli. I am from Takalar, I choose English as my major here because I want to improve my English skill, when I was at Senior high school I cukup sulit (felt difficult) to understand English. And my teacher menyarankan saya (suggested Me) to choose English if I continue my study at university. I think enough. Thank U for your attention, Assalaamu alaykum warahmatullahi wabarakaatuh.</i></p>
Nurmahaerani	<p>2. Assalaamu ‘alaykum warahmatullahi wabarakaatuh</p> <p><i>Good morning every body, I am going to introduce my self again for you all... I am Nurmahaerani, you always call me Eny, I am from Bone. I choose English Department, because I love it so much, itu saja (just it).</i></p>
Muhaikal	<p>3. Janganmi salam lagi dih Kak? (should I give</p>

	<p><i>greeting also Miss?)</i></p> <p><i>Ok, Hi every body... I am Muhaikal from Majene, the reason of why I choose English as my major in Unismuh is, sebenarnya ini adalah (actually it was) my second choice guys, waktu saya mendaftar (when I recognized), I choose Akuntansi as the first choice. But now I try to love it as my choice, and it works for me. Thank you, assalaamu ‘alaykum...</i></p>
<p>Syahruni Rahmadani</p>	<p>4. <i>Saya juga nda usah salam deh... (I don't need to give a greeting)</i></p> <p><i>My name is Syahruni Rahmadani, my beloved friends always call me Uni, I am from Luwu, Palopo. I am here, stay with you in English department because I like to studying English so much, sama seperti Eni tadi (just the same what Eni Said before) Thank you.</i></p>
<p>Hardwiyanti</p>	<p>5. <i>Assalaamu ‘alaykum warahmatullaahi wabarakatuh.</i></p> <p><i>Hallo friend... my name is Hardwytanti, you can call me Tanti, I come from Pinrang. I choose</i></p>

<p>Andi Nur Resky</p>	<p><i>English because English is an International language. Thank you.</i></p> <p>6. <i>Good morning guys, my name is Andi Nur Reski, my nick name is Kiki, apa lagi? Oiya, saya dari, eh (what else? Yach) I am from Maros. The reason of why I choose English Department. eeeee... because I want to be fluent in English. Thank you</i></p>
<p>Jusrida Jabbar</p>	<p>7. <i>Assalamu 'alaykum...</i></p> <p><i>My name is Jusrida Jabbar, you can call me Jusri, I choose English department and bertahan(survive) until now because English is keren (cool) and I like it.</i></p>

Second observation, November 14, 2017

Situation: learning process

Transcript	Correct Sentences
01;17: "Mam, kalau misalkan we forgot the term..."	(Mam, what about we forgot the term...)
03;11: "related to your observation, apakah all of the tittle..."	(related to your observation, is all of the tittle...)
04;00: "ok, maksud saya , if we do..."	(ok, what I mean is if we do...)
04;56: "is the tip can guarantee bahwa students' ability..."	(is the tip can guarantee that students' ability...)
05;26: " gini loh , when we present..."	(I think) , when we present...)
06;02: " baik Mam, thank you for the...."	(alright) Mam, thank you for the...)
08;09: " tapi Mam, if we reflect..."	(Mam, but if we reflect...)
09;54: " iyye' Mam"	(yes) Mam)
10;32: " masa Mam?"	(really) Mam?)
10;50: " deh... "	(oh...)

Third observation, November 21, 2017

Situation: Discussion

Transcript	Correct sentences
02;21: “if we start from this material misalkan... ”	(if we start from this material for example...)
02;30: “ tapi tadi you said if the student...”	(but as before you said if the student...)
03;45: “what about misalkan the...”	(what about if the...)
05;00: “ gini... we said that...”	(I mean... we said that...)
06;24: “ nah, itulah mengapa we prefer to...”	(So, that’s why we prefer to...)
07;13: “they apply the method supaya their future...”	(they apply the method to their future...)
08;31: “ supaya , if we choose...”	(So, if we choose...)
14;21: “the end of this fiksi is...”	(the end of this fiction is...)
15;28: “ peningkatan imagination skill...”	(imagination skill improvement ...)
16;00: “It is a risk dari our choice...”	(It is a risk of our choice...)
17;29: “Why do you so confused by this tugas? ..”	(Why do you so confused by this task? ..)
20;00: “It can be changed by our tulisan... ”	(It can be changed by our writing...)

22;12: “ <i>depend on kepala sekolah</i> ”	(<i>depend on headmaster</i>)
22;40: “ <i>Let’s talking about processnya..</i> ”	(<i>Let’s talking about the process..</i>)
23;28: “ <i>She was diblack list by the production house</i> ”	(<i>She was blacklisted by the production house</i>)
25:00: “ <i>we are semester tiga now...</i> ”	(<i>we are third semester now...</i>)
25;10: “ <i>Kalau saja dia serius, his dream will come true..</i> ”	(<i>if He is serious, his dream will come true.</i>)

For the easier of classified the code mixing forms that used to use by the students of third semester of English Department in speaking class, the researcher had made a data reduction to find out only the form of code mixing that used to use by the students, and the forms showed by the table below:

Situation	Words	Kinds
introduction	1. <i>Assalaamu ‘alaykum warahmatullaahi wabarakaatuh</i>	Greeting
	2. <i>cukup sulit (felt difficult)</i>	Adverbial

	3. <i>menyarankan saya</i> <i>(suggested Me)</i>	Dependent clause
	4. <i>itu saja. (just it).</i>	Interjection
	5. <i>Janganmi salam lagi dih</i> <i>Kak? (should I give</i> <i>greeting also Miss?)</i>	Interjection
	6. <i>Sama seperti Eni tadi</i> <i>(just the same what Eni</i> <i>Said before)</i>	Dependent clause
	7. <i>sebenarnya ini adalah</i> <i>(actually it was)</i>	Dependent clause
	8. <i>waktu saya mendaftar</i> <i>(when I recognized)</i>	Dependent clause
	8. <i>Saya juga nda usah salam</i> <i>deh...(I don't need to give</i> <i>a greeting)</i>	Dependent clause
	9. <i>Apa lagi? Oiya, saya dari,</i> <i>eh (what else? Yach)</i>	Expression
	10. <i>Bertahan (survive)</i>	verb
	11. <i>Keren (cool)</i>	Adjective

<p>Learning Process</p>	<ol style="list-style-type: none"> 1. <i>kalau misalkan (about)</i> 2. <i>apakah (is)</i> 3. <i>maksud saya (I mean)</i> 4. <i>bahwa (that)</i> 5. <i>gini loh (I mean)</i> 6. <i>baik (alright)</i> 7. <i>Tapi (but)</i> 8. <i>iyye' (yes)</i> 9. <i>masa (really?)</i> 10. <i>deh... (ow)</i> 	<p>Conjunction To be Dependent clause Conjunction Expression Expression Conjunction Expression Expression Expression</p>
<p>Discussion</p>	<ol style="list-style-type: none"> 1. <i>misalkan... (for example)</i> 2. <i>tapi tadi (but as before)</i> 3. <i>misalkan (if)</i> 4. <i>gini... (I mean)</i> 5. <i>nah, itulah mengapa (that's why)</i> 6. <i>supaya (So)</i> 7. <i>fiksi (fiction)</i> 8. <i>peningkatan (Improvement)</i> 	<p>Dependent clause Dependent clause Preposition Dependent clause Dependent clause Conjunction Noun Adverbial</p>

	9. <i>dari</i> (From)	Preposition
	10. <i>tugas</i> (task)	Noun
	11. <i>kepala</i> <i>sekolah</i> (Headmaster)	Pronoun
	12. <i>processnya</i> (the <i>Process</i>)	Article
	13. <i>diblacklist</i> (blacklisted)	Passive
	14. <i>tiga</i> (three)	Noun
	15. <i>Kalau saja dia serius... (if</i> <i>He is serious)</i>	Dependent clause

Kinds of words accumulation

No	Kinds of word	Total
1	Dependent clause	11
2	Noun	3
3	Passive	1
4	Article	1
5	Pronoun	1
6	Preposition	2
7	Conjunction	4
8	Adverbial	2

9	Expression	6
10	Adjective	1
11	Verb	1
12	Greeting	1

Based on the observation result, the researcher found that most of types of code mixing in used their utterance were the words inserted in the middle and the last of each mixed utterance. Code mixing mainly used in dependent clause, preposition, and expression forms, sometimes the noun, interjection, passive word, article, and other kinds also used by the students in their speaking class.

In observation the researcher found out that there was a sentence always said by almost of all of the students every time they begun an introduction, discussion, or during the learning process, it was "*Assalaamu alaykum*".

2. Interview

In interview section, researcher try to made a semi structured interview with twenty seven (27) included 26 students and a lecture as the respondents. there were two points that the researcher chosen as obligatory questions for all of respondents, it was: the respondents' language choice and what makes students always mix their language even it was in speaking class. the other questions was improved as the researcher needs.

In respondents' language choices, there were three languages chosen by the respondents, those were English, Bahasa Indonesia, and mix language. respondents' language choice accumulation showed by the table below:

Bahasa	English	Mix
10	8	9

About what makes students always mix their language even it was in speaking class, there were some respondents' opinion. Some of them said that code mixing needed to made a word, phrase, or sentences more understandable by the other people (Und). But almost all of the respondents said that the basic problem of the mixing language were because of the students' habitual language (Hb) and less vocabulary (Lv). The mixing language factors accumulation showed by the table below:

Opinion	Total Respondents
Und	14
Hb	26
Lv	27

Note: *there was no limitation for respondents' answer.*

In interview process, the researcher found out that there were two words or phrases always said by almost of all respondents', the words were "*Iyye' and Kak*".

B. Discussion

This section presented the discussion of the result of the data analysis. The discussion about code mixing that was used by the English students at the third semester of Muhammadiyah University of Makassar which are analyzed from the result of observation and interview.

1. Observation

The observation was the method to find out the form of code mixing and the sentence mainly used by the students in speaking class. There were some forms of code mixing that the students use, but a form mainly used in every situation was the dependent clauses such as *menyarankan saya (suggest Me)*, *sama seperti yang Eni katakan tadi (just the same with Eni said before)*, *itulah mengapa (that's why)*, *tapi tadi (but before...)* and many more (see the table above), The use of code mixing into dependent clause might because the students has not enough skill to arranging an English sentences perfectly.

A sentence always used by the students during the speaking class was "*Assalaamu alaykum*". The greeting sentence "*Assalaamu alaykum or Assalamu alaykum warahmatullahi wabarakatuh*", Hudson (1980) said that another way in which different varieties may become mixed with each other is through the

process of *borrowing*. It is obvious what is meant by “borrowing” when an item is taken over lock, stock and barrel from one variety into another. The *Assalaamu alaykum* is an Arabic sentences but always used by the Muslims everywhere around the world in greeting each other. *Assalamu ‘alaykum* means “peace be upon you” and *Assalamu alaykum warahmatullahi wabarakatuh* means “peace be upon you and may Allah bestow on you His blessing. The students’ greeting habit was very influenced by their religion, Unismuh Makassar is an Islamic campus, so automatically Islamic environment influence at all situation on the campus. and it also an example of code-mixing.

2. Interview

The researcher using the interview method to found out the words mainly used by the respondents as code mixing words and also to find out the dominant factors that influence the use of code mixing by the students at third semester of English department of FKIP Unismuh Makassar.

Based on Nababan statement (2007) The process of using and mixing two or more languages are called as code mixing in conversation. The speaker would use two languages based on their need, either the situation or the purpose of communication itself.

Related to the language usage at school, the students use Bahasa as the main language and English as a study program. In communication, sometimes they take part of English into Bahasa, or Bahasa into English, the phenomenon shows that there is a “chaos” in using language. If an expert said taking part of

English into Bahasa or Bahasa into English was a chaos in using language, the researcher found out that there was a big chaos if the English students prefer to using full Bahasa when they were interviewed about their English skill and it was happened at third semester of English department students of FKIP Unismuh Makassar, almost all of the students preferred to mixed language or even full Bahasa during the interview about their speaking class. It showed that language habit is the factor of the use of code mixing at third semester of English department of FKIP Unismuh Makassar. The students with their language backgrounds sometimes mixed their local expression or even just an accent into their English speaking.

The factor of less vocabulary had the highest percentage as the dominant factor of code mixing from the students' answer (Fajar Akbar, 2015). It also related to this research almost all of the respondents in interview said that the students at third semester of English Department of FKIP unismuh Makassar use code mixing because they still has less of vocabulary. Therefore, speaking class must to be the place to enrich students' vocabulary.

Wardhaugh (1986) assumes that code mixing requires conversant to have a sophisticated knowledge of both languages and also to be actually aware of community norms. Those norms require that both languages used by the conversant can show their familiarity or solidarity. In order to make their partners understand the message conveyed easily, certain bilingual will use certain words to express their feelings. Some respondents of this research also argue that the

students often use code mixing to make the thing that they express more understandable by the others.

There were 27 respondents in interview section actually, but at the appendix paper, the researcher just attached five transcripts as the representative of all answers. There were two words mainly used by all respondents during the interview, these was *iyye'* and *Kak*. *iyye'* means yes or alright, *iyye'* was a part of Bugis Makassar local wisdom. It used to use when someone communicate with an older person as a politeness word. *Kak* is a greeting for an older brother or sister, the noun form in Bahasa is Kakak. In school environment, *Kak* used to use as a greeting for seniors.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter present the conclusion and suggestion based on findings and discussion of data analysis.

A. Conclusion

Based on the research findings and discussion in the previous chapter, the researcher puts conclusion as follows:

1. After conducted the observation and interview results, it was found that the kind of word mainly code mixed by the students in speaking class at third semester of English department of FKIP Unismuh Makassar was dependent clauses.
2. The words or sentence mainly code mixed by the students in speaking class at third semester of English department of FKIP Unismuh Makassar were *iyye'*, *Kak*, and *Assalaamu alaykum*.
3. Based on the interview result, it was found that dominant factor to use code mixing on students' speaking class at third semester of English department of FKIP Unismuh Makassar was because of their habitual language and their less vocabulary.

B. Suggestions

Finishing the research, the researcher wrote some suggestion that hopefully meaningful. Doing analysis of code mixing is interesting because it

has many sides that can be analyzed. After drawing the conclusion, the researcher proposes some suggestions as follows:

1. For Lecturers. The material can be used as consideration in preparing, selecting and constructing for Speaking classes. Furthermore, considering to the important function of language in Society, English lecturers are recommended to get some inspirations to Sociolinguistic subject.
2. For English department students. Especially speaking subject it is hoped that by knowing the results of this study, they will know forms, purpose of code mixing between English and Indonesian that used in their daily conversation. Students can improve knowledge of Sociolinguistic.
3. For future researchers, since this study does not involve all aspects of code mixing. It is suggested for future researchers to analyzed code mixing in the other point of view. Then suggestion to every reader related to the use of code mixing in speaking class, people should use it appropriately because language is flexible since they can adapt the new situation.
4. For learning process this research can be as student additional information of code mixing from students' daily conversation. The result of this research will help the students increasing the knowledge about code mixing study.

BIBLIOGRAPHY

- Arikunto, Suharsimi. 1990. *Manajemen Penelitian*, Jakarta. PT. Rineka Cipta
- Breadsmore, H.B. 1982. *Bilingualism: Basic Principle*. Clevedon: Tieto
- Cardenas, Monice Stella & Carlos. 2009. *Code Switching and Code Mixing in Internet Chatting: Between "Yes", 'Ya, and 'si' a case study* (online). Vol.5, No.3 Last update 16 June 2014.
- Gay, L.R.1981. *Educational Research: competencies for analysis and application: Second addition*, Colombus. New York: Charles E. Marril Publishing Company.
- Gandura, Numalia.2013. *An Analysis of Indonesian-English Code Mixing on Economic and Education Column of the Gorontalo Post Newspaper* (online)
- Holmes, Janet. 1992. *An Introduction to Sociolinguistic*. London and New York: Longman
- Holmes, Janet. 2001. *An Introduction to Sociolinguistic*. London and New York: Longman.
- Hudson.2001. *An Introduction to Sociolinguistics*. London and New York: Longman.
- Mediyanthi, Debby.2012. *A Descriptive Study of Code Mixing in Social Networking (Facebook)*. STAIN Salatiga: Thesis Unpublisher
- Nababan, P.W.J.1991. *Sosiolinguistik: Suatu Pengantar*. Jakarta: PT. Gramedia Pustaka Utama

Ohoiwutun, Paul.2007. *Sociolinguistik Memahami Bahasa dalam Konteks Masyarakat dan Kebudayaan*. Jakarta: Kesaint Blanc

Oxford.2008. *Learner's Pocket Dictionary*. New York: Oxford University Press.

Siregar, Bahren Umar. 1996. *Code Alternation in Bilingual Speech Behaviour*. Medan: Universitas Sumatera Utara

Suwito.1985. *Sociolinguistik Pengantar Awal*. Surakarta: Henary Offset Solo.

Wardhaugh, Ronald. 1986. *An Introduction to Sociolinguistics*. New York: Mouton

Wardhaugh, Ronald.1992. *An Introduction to Sociolinguistics*. Second Edition. Oxford: Basil Blackwell

Wardhaugh, Ronald.2006. *An Introduction to Sociolinguistics Fifth Edition*.Oxford: Blackwell Publishing.

Interview Transcript

Date: November 14, 2017

Place: Rusunawa B, Unismuh Makassar

Object: 3rd semester students of English Department students (class H, academic year 2017/2018)

Rs= researcher

Rp= respondent

1. *Rs: ok, pilih pakai bahasa Inggris atau Indonesia?*

Rp: Mix saja Kak

Rs: what is your name?

Rp: Kurniati

Rs: you are third semester right?

Rp: yes Kak.

Rs: what class you are?

Rp: class H Kak

Rs: who is your speaking lecturer at third semester?

Rp: Kak Awa' Kak...

Rs; do your class use full English in speaking class?

Rp: no, we do not Kak.

Rs: why?

Rp: biasa dilupa bahasa Inggrisnya kak...

Rs: lupa atau tidak tahu?

Rs: itu juga iyya Kak.

Rs: terus kalau kalian mengemix bahasa dalam kelas speaking, bagaimana respon dosennya?

Rp: tidakji Kak. Tidak pernahji juga suruhki' untuk gunakan full English selama di kelasnya.

Rs: do you know what code mixing is?

Rp: apa kak?

Rs: code mixing. menggunakan dua bahasa atau lebih dalam percakapan

Rp: ooo.. baru kudengar Kak.

Rp: tapi sering kalian gunakan?

Rp: iyye Kak.

Rs: termasuk di kelas speaking?

Rp: iyye' kak... ka itumi Kak, mau jaki juga pakai Full English tapi biasa dilupa apa bahasa Inggrisnya itu yang mau disebut.

Rs: begitu dih...

Rp: iyye' Kak.

Rs: ok, thanks for your time...

Rp: iyye' Kak you are welcome.

2. *Rs: Ok, which one do you choose, English or bahasa?*

Rp: English Kak

Rs: what is your name?

Rp: Henri

Rs: do you know what the code mixing is?

Rp: code mixing? No, Kak.

Rs: using two or more languages in communication

Rp: owh yes Kak, I get.

Rs: what semester you are?

Rp: third semester Kak.

Rs: what about your speaking class, do you use full English?

Rp: no, I do not Kak. I often use code mixing as you explain just now.

Rs: why you do not try to use full English in speaking class?

Rp: I always try it Kak, but often my friends can't get my point.

*Rs: what about your lecturer, does she or he mind if you use code mixing
in class?*

Rp: she does not minds Kak. Dia pun biasa lebih pilih pakai dua bahasa di kelas kak, karena itu tadi, mahasiswanya biasa kurang bisa menangkap pembicaraan kalau pakai full English.

Rs: so, in your opinion what is the factors influence the code mixing habit?

Rp: in my opinion, the big factor is our less vocabulary Kak.

Rs: ok thanks for your information...

Rp: you're welcome Kak.

3. *Rs: what is your name?*

Rp: Nur Aeni

Rs: what class you are?

Rp: class H

Rs: have you ever hear about code mixing?

Rp: apa itu Kak?

Rs: penggunaan dua bahasa atau lebih dalam komunikasi

Rp: ooo...

Rs: kalau di kelas speaking, biasa kalian pakai full English atau digabung bahasanya?

Rp: gabung Kak, dosen juga begitu. Karena kalau pakai full Englishki, kami sering gagal paham.

Rs: kenapa gagal paham? Anak bahasa Inggris ini kaue

Rp: nda terlalu banyakpi ditau vocabulary Kak

Rs: semester tiga toh?

Rp: iyeye' Kak. Tapi begitumi.

Rs: Ok, thanks nah dek.

Rp: you are welcome kak...

4. *Rs: what is your name?*

Rp: Wildan Hidayat

Rs: do you interested with speaking class?

Rp: I do interested.

Rs: what makes you interested?

Rp: I can enrich my vocabulary in speaking class, and the class also makes me more confidence to improve my speaking ability.

Rs: do you always use full English when you were in speaking class?

Rp: no Kak, sometimes we mix our English with bahasa or local languages.

Rs: why do you mix your languages in speaking class?

Rp: because I often forgot the word or sentences I need.

Rs: Ok thank you Wildan

Rp: you are welcome Kak.

5. *Rs: sorry Miss, I take your time.*

Rp: it doesn't matter

Rs: Miss, are the students in your speaking class do code mixing in their activity?

Rp: owh, always and almost all of them. It was because they do not have enough vocabulary to express in class, especially in speaking class. Some of them also influenced by their language habit. So, it is so difficult to change their habit.

Rs: thanks a lot Miss, your explanation have answered my main question.

Rp: okey. You are welcome.

First observation

Date and Time : November 7, 2017 @9:00 am
Place : Rusunawa A Unismuh Makassar
Situation : Introduction

1. *Assalaamu 'alaykum warahmatullaahi wabarakaatuh*

Let me introduce my self, my name is Arliana, just call me Arli. I am from Takalar, I choose English as my major here because I want to improve my English skill, when I was at Senior high school I cukup sulit to understand English. And my teacher menyarankan saya to choose English if I continue my study at university. I think enough. Thank U for your attention, Assalaamu alaykum warahmatullahi wabarakaatuh.

2. *Assalaamu 'alaykum warahmatullahi wabarakaatuh*

Good morning every body, I am going to introduce my self again for you all... I am Nurmahaerani, you always call me Eny, I am from Bone. I choose English Department, because I love it so much, itu saja.

3. *Janganmi salam lagi dih Kak?*

Ok, Hi every body... I am Muhaikal from Majene, the reason of why I choose English as my major in Unismuh is, sebenarnya ini adalah my second choice guys, waktu saya mendaftar, I choose Akuntansi as the first

choice. But now I try to love it as my choice, and it works for me. Thank U, assalaamu 'alaykum...

4. *Saya juga nda usah salam deh...*

My name is Syahrani Rahmadani, my beloved friends always call me Uni, I am from Luwu, Palopo. I am here, stay with you in English department because I like to studying English so much, sama seperti Eni tadi. Thank you.

5. *Assalaamu 'alaykum warahmatullaahi wabarakatuh.*

Hallo friend... my name is Hardwyntanti, you can call me Tanti, I come from Pinrang. I choose English because English is an International language. Thank you.

6. *Good morning guys, my name is Andi Nur Reski, my nick name is Kiki, apa lagi? Oiya, saya dari, eh I am from Maros. The reason of why I choose English Department. eeeee... because I want to be fluent in English. Thank you.*

7. *Assalamu 'alaykum...*

My name is Jusrida Jabbar, you can call me Jusri, I choose English department and bertahan until now because English is keren and I like it.

Second Observation

Date and Time : November 14, 2017 @10:00 am
Place : Rusunawa A Unismuh Makassar
Situation : Continuing Learning speaking material
Video duration : 10 minutes 54 seconds

01;17: “Mam, *kalau misalkan* we forgot the term...”

03;11: “related to your observation, *apakah* all of the tittle...”

04;00: “ok, *maksud saya*, if we do...”

04;56: “is the tip can guarantee *bahwa* students’ ability...”

05;26: “*gini loh*, when we present...”

06;02: “*baik* Mam, thank you for the....”

08;09: “*tapi* Mam, if we reflect...”

09;54: “*iyye*’ Mam”

10;32: “*masa* Mam?”

10;50: “*deh...*”

Third observation

Date and time : November 21, 2017 @10:00 am
Place : Rusunawa B Unismuh Makassar
Situation : Discussion
Video Duration : 25 minutes 13 seconds

02;21: “if we start from this material **misalkan...**”

02;30: “**tapi tadi** you said if the student...”

03;45: “what about **misalkan** the...”

05;00: “**gini...** we said that...”

06;24: “**nah, itulah mengapa** we prefer to...”

07;13: “they apply the method **supaya** their future...”

08;31: “**supaya**, if we choose...”

14;21: “the end of this **fiksi** is...”

15;28: “**peningkatan** imagination skill...”

16;00: “It is a risk **dari** our choice...”

17;29: “Why do you so confused by this **tugas?**..”

20;00: “It can be changed by our **tulisan...**”

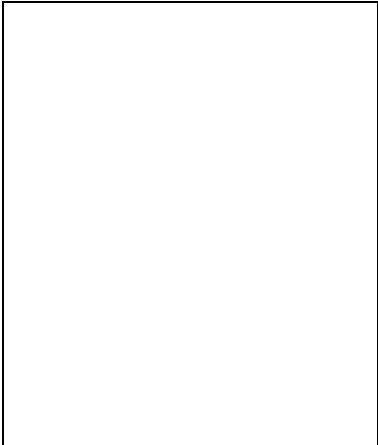
22;12: “depend on **kepala sekolah**

22;40: “Let’s talking about **processnya..**”

23;28: “She was **diblack** list by the production house

25:00: “we are se mester **tiga** now...”

25:10: “**Kalau saja dia serius**, his dream will come true



CURRICULUM VITAE

Muti'a M, was born on April 7th 1993 in Minasatene. She is an alumnus of SDN 42 Biraeng, MTs and MA Muhammadiyah Sibatua Pangkep. In 2013, she continued her study at Makassar Muhammadiyah University as a student of English Education Department. she is a member of

Muhammadiyah Students Association (IMM) Branch Board Makassar and also now she is a mentor of the fresh students of Medical Faculty at college dormitory or *Rusunawa B (Asmadina Unismuh)*.