

**CODE MIXING AND CODE SWITCHING IN THE CLASSROOM
INTERACTION AT SMA NEGERI 2 TAKALAR IN ACADEMIC
YEARS 2016/2017**

(A Descriptive Qualitative Research)



THESIS

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INDRIANI SYARIF

10535 5662 13

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

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MOTTO AND DEDICATION

Motto:

Masalah tidak akan tercapai tanpa adanya solusi

Maka selalu libatkan Allah di setiap solusi dalam segala masalahmu.

Kupersembahkan karya ini buat:

Kedua orang tuaku, saudaraku, keluargaku, sahabatku, dan teman-teman yang
selalu membantuku dalam segala hal atas keikhlasannya dan doanya dalam mendukung penulisan ini
lalu mewujudkan harapan menjadi kenyataan.

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Finally, I expect the readers who read this thesis to give critics and suggestions perfectly. I hope this thesis will be useful for everyone who concern to the topic.

Makassar, 2017

Indriani Syarif

ABSTRACT

INDRIANI SYARIF, 2017. “Code Mixing and Code Switching in the Classroom Interaction at SMA Negeri 2 Takalar in Academic Years 2016/2017 (A Descriptive Qualitative Research)”, under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by **UmmiKhaeratiSyamand Saiful**).

The aims of this research are to describe the forms of code mixing and code switching in the classroom interaction used by the English teachers in SMA Negeri 2 Takalar. This research used qualitative design, this method used to describe clearly about the fact of code mixing and code switching whether the form based on the data that gained through recording the English teachers language in the classroom interaction process, and used field notes that can support the data recording. This research conducted in SMA Negeri 2 Takalar as the place of the research. In this research, the researcher chose two English teachers in SMA Negeri 2 Takalar as the research subject. The English teachers conducted male and female, the teachers were Asmawati, S. Pd. (female) And Drs. H. Abdul Karim (male). This research conducted in once meeting for every teacher in around 2 hours.

The data from the result of recording showed that the code mixing and code switching that used by the English teachers in the classroom interaction based on the form has many differences, such as 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 inter-language (English to Indonesian and Indonesian to English) and in terms of the form of the language used (formal and informal language).

Based on the description above, the usage of the code mixing and code switching in the daily communication does not forbid, exactly it is influence that people mostly master than one language and this phenomenon is called bilingual. The researcher suggest, the teachers must be more to emphasize using English than the Indonesian. So that the students can usual to used English in the classroom interaction, especially in English class.

Key words: Bilingualism, Code Mixing, Code Switching.

ABSTRAK

INDRIANI SYARIF, 2017. “Code Mixing and Code Switching in the Classroom Interaction in SMA Negeri 2 Takalar (A Descriptive Qualitative Research)”, skripsi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar (di bombing oleh **Ummi Khaerati Syam dan Saiful**)

Tujuan dari penelitian ini untuk mendeskripsikan bentuk campur kode dan alih kode dalam interaksi di kelas yang digunakan oleh guru bahasa inggris di SMA Negeri 2 Takalar. Penelitian ini menggunakan metode qualitative yang digunakan untuk menggambarkan secara jelas tentang fakta campur kode dan alih kode berdasarkan bentuknya sesuai dengan data yang didapatkan melalui cara merekam bahasa guru dalam proses interaksi di kelas, dan menggunakan catatan lapangan yang dapat mendukung data rekaman. Objek dari penelitian ini adalah guru bahasa inggris yang terdiri dari 2 guru yaitu guru laki-laki dan guru perempuan yang mengajar di SMA Negeri 2 Takalar. Penelitian ini dilakukan selamasatu kali pertemuan untuk setiap guru yang berlangsung selama 2 jam.

Semua data dari hasil rekaman menunjukkan bahwa campur kode dan alih kode yang digunakan oleh guru bahasa inggris dalam interaksi di kelas berdasarkan bentuknya mempunyai perbedaan masing-masing, seperti campur kode dalam bentuk kata dan frase. Sedangkan alih kode dalam bentuk hubungan antar bahasa (inggris ke Indonesia dan Indonesia keinggris) dan dalam bentuk penggunaan bahasa (bahasa formal dan bahasa informal).

Berdasarkan gambaran di atas, penggunaan campur kode dan alih kode di dalam komunikasi tidaklah di larang, rata-rata guru menggunakan karena di pengaruhi oleh penguasaan terhadap bahasa yang lebih dari dua dan factor-faktor yang lain. Hal yang seperti ini di sebut bilingual. Peneliti menyarankan, agar guru bahasa inggris sebaiknya lebih sering menggunakan bahasa inggris dibanding bahasa Indonesia. Sehingga siswa bisa terbiasa berbahasa inggris dalam berinteraksi di kelas, khususnya dalam kelas bahasa inggris.

Kata Kunci: Kedwibahasaan, Campur Kode, Alih Kode

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CHAPTER I

INTRODUCTION

A. Background

English is an international language, and it is used in many countries both as a native and as a second or foreign language. It is taught in the school in almost every country on this earth. It is a living and vibrant language spoken by over 300 million people as their native language. Millions more people use English as an additional language.

In Indonesia, English is learned everywhere because people have to find out that knowledge of English is a passport for better career, better pay, advanced knowledge, and for communication with the entire world. English is also learned for the literature it processes, and for the variety and rich experience it provides.

Humans use language as a tool to communicate. Language itself has a duty to fulfill one's social needs, also connect human beings with one another in social events certain. The important role of language in human life is now recognized as being primary life in human social life itself. Ba'dulu (2009) defines language as a system of vocal symbols used for human communication.

The communication process in society not only takes place in one language, but it can also be more than one language. People know that in many countries, even many areas and cities, there are people who can use more than one language, like regional language and Indonesian or a foreign

language and Indonesian. When two or more language are use alternately by the same speaker, then it can be say that the languages in a state of mutual contacts.

Now days in globalization era, most humans are bilingual. Peoplesaid to be bilingual because it is able to master two or more languages intheir communication.For example, the people as bilingual means that besides master Makassaris as their mother tongue, and also master Indonesian as the communication language. Even though, not a few of them use a foreign language, such as English, French, or other foreign languages. Foreign language in question is a widely study language in teacher-student communication in the process of teachingand learning in the classroom.

Bilingual phenomenon can occur anywhere and anytime someone is. A person can be bilingual at times of the child an in adult. While the event of bilingual can find in family environment, school, village, or the other places. Furthermore, the phenomenon of language in the life of a multilingual society associate with acts of speech. The phenomenon means, relate with code mixing and code switching which is a topic problems in this research. According to Nugroho (2011) acts of speech is an act of communicating in conveying information by speakers to the partner said with a specific purpose or meaning.

In a communication act, especially on communication process in teaching and learning in the classroom, the bilingual teacher sometimes decisive choice of language that will be use in communication. There are

some factors which can cause it, like interlocutors, topic of conversation, atmosphere and the others. Other than, the social factors also can influence the language selection, like education, age, social status, and character.

The bilingual teachers as a subject in this research have to important role in teaching and learning process because they can choose the language that will be use to communicate. This can trigger the teachers to involving him in phenomenon of language in multilingual society. The phenomenon of the discussion includes the switch phenomenon of language usage because of changes in situations (code switching), and mixing language usage phenomena due to change of situation (code mixing). Some of these phenomena can be derive from within itself (internal) or external.

The phenomenon is about the mix of English teacher code in the communication during the process of teaching and learning in the classroom. The phenomenon of mixing of the language in question can be see from the interaction between the teacher and the student, where in the interaction there is a symptom of mixing of language usage by the speaker because of the changing of speech situation. For example in the context when English teachers provide explanations about the subject matter to students. In the act of communication that occurs, with the awareness of the teacher to borrow a lexicon or an English word and then mix it on the Indonesian language communication that he uses when explaining the subject matter.

The next problem is about the switching of the language in question can be see in the communication of the English teacher. In this case, the

teacher switches the communication from Indonesian to English, or English to Indonesian, while communicating the process of teaching and learning in the classroom. For example, in a context where an English teacher opens a lesson, the teacher uses English. However, when an English teacher gives advice or admonition to students, the teacher prefers to use the Indonesian language.

The problem of code switching from one language to another is difficult to avoid, similarly the problem of code mixing. Both of these problem will always exist as long as speakers still use two or more languages that they master in turn to communicate. Events of code mixing and code switching can be see in language usage both orally and in writing. In speak language, we can see, among other things, the daily conversations in school, on the street, in the office, both formal and informal, while in writing language there is the use of language in newspapers, magazines, novels, and short stories.

Teachers become the spearhead in the process of delivering information to the students. Therefore, teachers must use language that is communicative and easy to understand of students, so that communication can run effectively. It is not impossible in the process of teaching and learning in the classroom will be the use of two or more languages and variations due to the use of languages master the teacher in turn to communicate. This results in code mixing and code switching of teacher communication behavior that can occur intentionally or unintentionally.

Finally, the above thoughts become the foundation for the researcher to make aspects of the bilingual English teacher as a study of sociolinguistics or applied linguistics that examines the form of code mixing and code switching are use by the English teachers in the classroom interaction.

B. Problem Statement

Based on the previous background, the researcher formulates a research question as follows:

1. What are the forms of code mixing of English teachers in the classroom interaction at the SMA Negeri 2 Takalar?
2. What are the forms of code switching of English teachers in the classroom interaction at the SMA Negeri 2 Takalar ?

C. Objective of the Research

In connection with the formulation of the problems that have been raise, Then this research is conduct to:

1. To find out and describe the forms of code mixing of English teacher in the classroom interaction.
2. To find out and describe the forms of code switching of English teacher in the classroom interaction.

D. Significance of the Research

The result of this research is expected to give some contributions to the other researcher who will conduct to the other case related with code mixing and code switching. So, it can be strengthened sociolinguistic theory and developed research for other researcher.

It's also hoped to give contribution for English teacher in explain the material in teaching English in the classroom.

E. Scope of the Research

The scope of this research are follows:

1. Description the forms of code mixing that use by the English teacher in the classroom interaction. The description forms of the English teacher's code mixing in questions are the phrase form and in terms of word form.
2. Description the forms of code switching that use by the English teacher in the classroom interaction. The description forms of the English teacher's code switching in questions are the terms of inter-language (English to Indonesian and Indonesian to English) and in terms of the form of the language used (formal and informal language).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the literature review, which deals with the previous related research findings and some pertinent ideas.

A. The Previous Related Research Findings

There are some researchers who have conducted some studies relating to code mixing and code switching. They are as follows:

Kustati (2014) a research under title “ An Analysis of Code Mixing and Code Switching in EFL Teaching of Cross Cultural Communication Context”. The researcher determine types of code mixing and code switching made by teacher and students in EFL cross cultural communication and identify reasons for the emergence of code mixing and code switching in the classroom.

Jamsidhi M. A (2013) a research under title “Learners Use Of Code Switching in the English as a Foreign Language Classroom”. He determine of the effects of using mother tongue in an EFL classroom.

Amorim (2012) a research under title “ Code Switching in Students-students Interaction; Functions and Reasons”. She analyses student-student interaction during a group-work speaking activity, to uncover some of the reasons for code switching.

Astuti (2010) entitled a Descriptive of Code Mixing and Code Switching Used in Andrea Hirata’s Novel Entitled *Maryamah Karpov*. She analyzed types of code mixing and code switching from novel.

Aprilia (2010) a research under title “ The Analyzing of Code Switching and Code Mixing in The Song of Baby Don’t Cry By Namie Amuro”. She analyzed types of code switching and code mixing from the lyrics of song.

Ayeomoni, M. O (2006) a research under title “Code Switching and Code Mixing: Style of Language Use in Childhood in Yoruba Speech Community”. The researcher to show that code switching and code mixing correlate positively with the educational attainment of individuals.

Based on the research findings above, the researcher concludes that code mixing and code switching carries out important functions in the communicative activities in the classroom interaction and in daily life in general. In this research, the researcher will be present the forms of code mixing and code switching that use by the English teacher in the classroom interaction.

B. Some Pertinent Ideas

1. Sociolinguistics and Sociology of Language

Some investigators have found it appropriate to try to introduce a distinction between sociolinguistics or micro-sociolinguistics and the sociology of language or macro-sociolinguistics. In this distinction, sociolinguistics is concerned with investigating the relationships between language and society with the goal being a better understanding of the structure of language and of how languages function in communication; the equivalent goal in the sociology of language is trying to discover how social structure can be better understood through the study of language,

e.g., how certain linguistic features serve to characterize particular social arrangements (Wardhaugh:2010).

Sociolinguistics is the study of language in relation to society, whereas the sociology of language is the study of society in relation to language. In other words, in sociolinguistics we study language and society in order to find out as much as we can about what kind of thing language is, and in the sociology of language we reverse the direction of our interest. (Wardhaugh:2010).

Both sociolinguistics and the sociology of language require a systematic study of language and society if they are to be successful. Moreover, a sociolinguistics that deliberately refrains from drawing conclusions about society seems to be unnecessarily restrictive, just as restrictive indeed as a sociology of language that deliberately ignores discoveries about language made in the course of sociological research. So while it is possible to do either kind of work to the exclusion of the other (Wardhaugh:2010).

The sociology of language as follows:It deals with large-scale social factors, and their mutual interaction with languages and dialects. There are many open questions, and many practical problems associated with the decay and assimilation of minority languages, the development of stable bilingualism, the standardization of languages and the planning of language development in newly emerging nations. The linguistic input

for such studies is primarily that a given person or group uses language X in a social context or domain Y. (Wardhaugh:2010)

Types of language studies are almost entirely sociological in their objectives and seem to fall outside even the sociology of language. Included in this category are ethno-methodological studies and work by such people as Bernstein. Such work is definitely not sociolinguistics, however defined, since it apparently has no linguistic objectives. (Wardhaugh:2010).

Based on the explanations above, the researcher can conclude that sociolinguistics is the scientific study of linguistic about the using of language in society. Sociolinguistics can also called as sociology of language or language in society, because sociology of language can study about the use of language in society and the social organization of behavior.

2. Bilingualism and Multilingualism

Monolinguals, that is, the ability to use only one language, is such a widelyaccepted norm in so many parts of the Western world that it is often assumedto be a world-wide phenomenon, to the extent that bilingual and multilingual individuals may appear to be unusual. Indeed, we often have mixed feelings when we discover that someone we meet is fluent in several languages: perhapsa mixture of admiration and envy but also, occasionally, a feeling of superiorityin that many such people are not native to the culture in which we function.Such people are likely to

be immigrants, visitors, or children of mixed marriages and in that respect marked in some way, and such marking is not always regarded favorably (Wardhaugh:2010).

People who are bilingual or multilingual do not necessarily have exactly the same abilities in the languages (or varieties); in fact, that kind of parity may be exceptional. Multilingualism involving balanced, native like command of all the languages in the repertoire is rather uncommon. Typically, multilingualism have varying degrees of command of the different repertoires. The differences in competence in the various languages might range from command of a few lexical items, formulaic expressions such as greetings, and rudimentary conversational skills all the way to excellent command of the grammar and vocabulary and specialized register and styles. Multilingualism develop competence in each of the codes to the extent that they need it and for the contexts in which each of the languages is used. (Wardhaugh:2010)

The simply put, bilingual or known by term bilingualism can be defined as an individual's ability within master two languages in his communication. Based on KBBI (2007), bilingualism can be defined as a matter of usage or mastery of two languages (such as the use of regional languages on the side national language).

Therefore, in the end it can be concluded that the bilingual is the ability of a person, either individuals or society that master two languages and able to use these two languages in conducting daily

communication in turns well. While someone who is involved in the activity or practice of use two languages in turn is what is called bilingual or that the researcher are familiar with the term bilingualism.

3. Code Mixing and Code Switching

a. Code Mixing

Everybody must have a basic ability of communication, which calls it as communicative competence. Communicative competence refers to knowing when to speak, when not to, and when to talk, with whom, when, where, and in what manner. In a word communicative competence is related to language and language used.

All people have the generic capacity to learn any language as has been proposed by the modern linguistics. Meanwhile, language may appear to be human's guide to reality. Consequently, human's view of the world depends on the particular language they have learned. As speaking creature humans have built words and live in this world as they live in a world of things and persons. They use word as tools to control their own behavior and the behavior of other person.

In bilingual community, we often face people change their language, when people mix one or more language in speech act without something that forced to mix the language. Usually when people talk about code switching it is followed by code mixing. Because they are commonly exist in bilingual community, the equality of code mixing and code switching is the used of two or more

languages or varieties in speech act. But obviously in code switching, each language or variety still has each autonomous function and without function as a code. (Aslinda and Syafyahya: 2007).

Simply put, code mixing is defined as a symptom mixing of language usage due to changing speech situation. According to Kridaklaksana (1982), the code mix is:

- a. The use of a language unit from one language to another for extend the style of the language or the variety of languages, the use of words, clauses, Idioms, greetings, and so on; and
- b. interference.

Meanwhile, Aslinda and Syafyahya (2007) suggested that the traits which stands out in the event of code mixing is happening in a variety of casualness or informal situation. In formal language situations, it is very rare mixed the code in the event he said. Even if there are events mixed codein such circumstances, it is due to the absence of a word or phrase right to replace the language he was wearing. So it is necessary using words or phrases from local languages or even foreign languages (Nababan: 1984).

A bilingualism for example, in Indonesian language many insert foreign languages, then the speakers are bilingualcan be said to have mixed the code. As a result, it appears a Westernized Indonesian variety. Another case if one slipping the local language, Java language for example, into communication what is the Indonesian of. As a

result, there will also be a variety of Indonesian language the jokes. Code mixing events can occur on the first language flake on a second language, for example the Indonesian language interspersed with the words of English, French, or Chinese. Its use too determined by the speaker and his or her partner in a particular place and done with consciousness (Nugroho: 2011).

There are three types of code mixed by (Santosa: 2005). The three types of mixed code according to him are among others:

a. Inner Code Mixing

The mixed code in question is a mix of code that uses elements of the original or the origin of the language in the event of mixed code that is still in contact with the mixed language. For example, some of the elements that are still related in the mix of Indonesian code, such as Java language, Sundanese language, Balinese language, and so forth. For examples:

- Saya sudah kadhung apik sama dia (inner code mixing)
- Saya sudah terlanjur baik sama dia (Indonesia)
- I have already had a good relationship with him (English)

b. Outer Code Mixing

The mixed type of code in question is a mixture of code that uses elements of a foreign language in the event of mixed code. For example, an Indonesian speaker who in communicates inserts

elements from French, English, Dutch, and so forth. Thus, the speaker has outer code mixing. For examples:

- Jangan khawatir, next time will be better (outer code mixing)
- Jangan khawatir, lain kali akan lebih baik (Indonesia)
- Don't worry, next time will be better (English)

c. Hybrid Code Mixing

The mixed type of code in question can accept any element in the event mixed with the code, either the element of the language of origin or the element of the foreign language in the sentence or clause.

In a sentence, there must be elements (constituents) that form the sentence. These sentence-forming elements can be words, phrases, or clauses. Each of these elements can be differentiated based on their category, function, or role in that sentence. Some types of categories can be elements in a sentence are nouns, pronoun, adverb, adjective, number, preposition, and verbs. (Arifin and Junaiyah: 2008). But in this research the researcher just focused on two types such as word and phrase, for example:

Nouns: saya pergi untuk meletakkannya di **friying pan**

Verbs: saya sedang **sleep** di kamar

Adjective: kamu adalah siswa yang **smart**

Example of code mixing in the phrase form is:

Saya akan mengatakan bahwa ini adalah **one of the best novel** tahun ini.

The exocentric phrase is a phrase that partly or entirely does not have syntactic behavior similar to its components. In addition to mixing the code in word categorization, in the communication act, the speaker also often inserts phrase form in his communication. Ramlan (1977) gives the phrase description as a syntactic unit over two or more words, which do not exceed the subject line and its title. According to him, phrases can be classified into six groups, are as follows:

- a. The phrase is a phrase consisting of a noun as a central element and an additional element.
 - b. The phrase is a phrase that is a central verb, accompanied by one or several additional elements.
 - c. The phrase of nature is a phrase that is an adjective center adjective, preceded or followed by an additional element.
 - d. The number phrase is a phrase consisting of the word number, followed by the reference point of the unit. The phrase is a phrase consisting of a preposition followed by a word or phrase as its axis.
- The information phrase is a central phrase in the word.

As a conclude from the researcher, code mixing occurs whenever someone mix two or more the language in the language situation the demanding of code mixing. Usually code mixing always related with code switching. Code mixing usually occurs in relaxed

situation or non-formal situation while in formal situation code mixing is rarely happens.

b. Code Switching

People, then, are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code in a process known as code-switching. Code-switching (also called code-mixing) can occur in conversation between speakers' turns or within a single speaker's turn. In the latter case it can occur between sentences (inter-sententially) or within a single sentence (intra-sententially). Code-switching can arise from individual choice or be used as a major identity marker for a group of speakers who must deal with more than one language in their common pursuits (Wardhaugh: 2010).

Code-switching is a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations. (Gal: 1988).

Code-switching occurs in conditions of change, where group boundaries are diffuse, norms and standards of evaluation vary, and where speakers' ethnic identities and social backgrounds are not matters of common agreement. Yet, if it is true that code-switching styles serve as functioning communicative systems, if members can agree on interpretations of switching in context and on categorizing

others on the basis of their switching, there must be some regularities and shared perceptions on which these judgments can be based (Wardhaught: 2010).

(Aslinda and syafyahya: 2007) defined that code switching is a shift of language using because of the change of situation. There are two types of code switching, they are internal code switching and external code switching. Internal code switching is occurs between the language itself. For example the Java language switch into the Indonesian language. And external code switching is occurs between the language itself and foreign language. For example the Java language switch into English language and Indonesian language switch into English language.

Example of code switching from Indonesian language to English language:

Teacher: “OK, minggu yang lalu kita sudah belajar memperkenalkan diri. Sekarang siapa sukarela mau kedepan memperkenalkan diri? **rise your hand, please!**”(guru sambil mengangkat tangan kanannya)

students: (terdiam)

As for the kinds of code switching in terms of form language as follow (Poedjosoedarmo: 1976):

Formal language:

Kami sangat berharap kehadiran teman-teman dalam kegiatan kami, **thank you.**

Informal language:

Teacher: “good morning!?”

Students: “???”

Teacher: “Selamat siang! Good morning!”

Students: “good morning!?”(tersenyum) Hmm...Lucu.

Teacher: **“Lhoh... Apanya yang lucu? Bahasanya? Nggak ada yang lucu di sini. Kenalan yuuk!? Mau nggak? Tak kenal maka tak sayang”**.

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 of these is the notion that a speaker who may not be able to express him/herself in one language switches to the other to compensate for the deficiency. As a result, the speaker may be triggered into speaking in the other language for a while. This type of code switching tends to occur when the speaker is upset, tired, or distracted in some manner.

Secondly, switching commonly occurs when an individual wishes to express solidarity with a particular social group. Rapport is established between the speaker and the listener when the listener responds with a similar switch. This type of switching may also be used to exclude others from a conversation who do not speak the second language. An example of such a situation may be two people

in an elevator in a language other than English. Others in the elevator who do not speak the same language would be excluded from the conversation and a degree of comfort would exist amongst the speakers in the knowledge that not all those present in the elevator are listening to their conversation.

There are three types of code switching according to (<http://owllocation.com/humanities/Code-Switching-Definition-Types-and-Examples-of-Code-Switching.html>). as follows;

1. Inter-sentential

In inter-sentential code switching, the language switch is done at sentence boundaries. This is seen most often between fluent bilingual speakers. For example: if you are late for the job interview, ise alinmazsin.

2. Intra-sentential

In intra-sentential code switching, the shift is done in the middle of a sentence, with no interruptions, hesitations or pauses indicating a shift. The speaker is usually unaware of the shift. Different types of switch occur within the clause level including within the word level. Some researchers call it also code mixing. For example: you are sleepy cogu zaman, because you spend a lot of saat in your bed.

3. Extra-sentential

There is an insertion of a tag from one language into an utterance that is in another language. For example: Turkish students use

some boundary words like *ama* (but) or *yani* (I mean) while speaking English.

In the classroom, code switching can be seen as language interference. Students may see code switching as an acceptable form of communication in society, and may feel comfortable switching languages in everyday normal conversation. This would put those who are not bilingual at a disadvantage, because they would not be able to communicate effectively. Therefore, code switching can be both beneficial and a possible language interference, depending on the situation and the context in which it occurs. Code switching is to what extent someone can exchange their language and how to someone can move from one language to another language.

4. The similarity and the differences between code mixing and code switching

The similarity of code switching with code mixing is that of both events this is common in multilingual societies in using two or more languages. However, there is a significant difference from both this phenomenon. The code change happens with each language used still have their own autonomy, done consciously and deliberately which is due to certain causes. Another case with code mixing. Code mixing occurs where the main code or basic code used has functions and autonomy. Code others involved in the use of the language are just the form only pieces, without function and autonomy as a code. Element

other languages are only inserted in the main code or base code. As examples of speakers used the Indonesian language in its communications act insert foreign language elements (English or French), therefore as to create western Indonesian language (Nugroho: 2011).

There is no hope to be able to distinguish between code switching and code mixing. Based on their research on bilingual societies Spanish and Nahuatl in Mexican Indian groups. The similarity exists between code switching and code mixing is the use of two or more languages in the event of speech, or two variants of a language in a speech society. Event code change as well code mixing events may occur in a language or code change. Communication between speakers or in their single speakers (Chaer and Agustina; 2004).

Furthermore, Code-switching (also called code mixing) can happen in conversation between speakers' turns or within a single speaker's turn. In the latter case it can occur between sentences (inter-sententially) or within a single sentence (intra-sententially) (Wardhaugh: 2010)

The difference between the code switching and the code mixing. According to him, if in an event said there is a transition from one clause. A language into another language clause, then the event is transfer code. However, it is different if in an event said clauses and the phrases used consist of mixed clauses and phrases (hybrid clauses, hybrid phrases),

and each clause or phrase is no longer. Support its own function, then the event that happened is code mixing (Chaer and Agustina: 2004).

Offers the criteria grammatical to be able to distinguish between over turning and mixed events code. When a person uses a single word or phrase from one language, then he has mixed the code. However, if one clause is clear has a grammatical structure of one language, and the next clause is arranged according to the grammatical structure of other languages, then the events that occur are event code change. More explicitly in an attempt to distinguish the code switching with code mixing, when someone uses a word or phrase from one language, then that person has mixed the code (Chaer and Agustina: 2004).

Meanwhile, distinguishes the code mixing with borrow lexicon. Code switching involves switching sentences, while borrowing lexicon is only marked by the use of words from the others code. Such a grip is easy to say, but in reality we are in a very dubious state. It is often difficult to determine whether the transfers that have occurred can be said over the code or only lexicon borrowing. Sometimes there are other code phrases that go in a sentence and because the particular form of code is not much different from the code of the phrases used (Poedjosoedarmo: 1976).

5. The Factors Influencing Code Mixing and Code Switching

The factors of using code switching in studying linguistic and more specifically code switching, not only sense code switching, type code switching and reason code switching need to know. But also, the factors of code switching must be known too. Setyaningsih (2006) states there are three major factors why people using code switching.

1. Social Factors

In social factors there are five aspects:

a. Participants

Participants here are the people who are contribute on one event. It can be the speaker or addressee. According to Cambridge dictionary that participant is a person who takes a part in or becomes involved in a particular activity. Participant is as the member of society, so it is characterized by the dimension of status and solidarity. The speaker and the addressee are a role relationship which can be marked by how the participants speak, body position, non verbal communication. For example eyes contact gestures, etc.”

b. Topic of Conversation

Topics are some factors to speaker doing code switching. Forexample when people who are joking in Javanese suddenly switch into Indonesian when one of their friends starts to discuss about political issues during the same conversation.”

c. Situation

There are two forms of situation, formal situation and informal situation. People often consider when they speak formally, and when they talk informally. From this, situation will be very important in the using of code switching. In the example, some people use the correct words when speak in front of the boss, because this is formal situation. Differently when eating with the friends. Commonly use friendly language. Because this informal situations.

d. Domain

Setyaningsih (2006) state that “Domain is very cluster of social situations which are typically constrained by a common set of behavioral rules.” The means, in a region or a social situation, usually there is a limitation rule of behavior.

e. Setting of Conversation

In here, setting includes location, date, day, time, and physical aspects of situation. For the example: place where the event take place, date of wedding, etc.

2. Cultural Factors

According to Hudson (1980) codes switching as one of linguistics phenomenon are “learned from other people, they are one part the cultural a whole and as such are learned from the same people.”

From the description above, it is known that culture is one of the factors that influences code switching. So the cultural factors that influence the use of code switching are the values, attitudes, and ethnic identity. As the researcher knows that language is the background of the human character. The researcher can know someone's character within the language she used. From the description above the researcher knew that code switching is also influenced by cultural factors, people will be different in expressing their ideas because it depends on their background. For instance, when people from Maduranese speak Indonesian and they cannot avoid their Maduranese characteristics, at least they will speak by using Maduranese dialect even though they will mix the code in their conversation.

3. Individual Factors

Individual factors are related to individual preference and skill. Maybe the speaker wants to make a difference in his/her style of speaking, or it can also be caused by limited words or lack of vocabulary, that's way the speaker inserts the appropriate word to exchange the word that he/she does not know.

After discussion of several factors influencing code switching above, the evidently factors that cause of code mixing is almost the same as code switching. In a code mixing, there is a main code or basic code that using and has a function and autonomy itself. While the other codes

involved in speech events are only pieces, without function or autonomy as a code.

C. Conceptual Framework

The conceptual framework in this research is show in the following diagram:

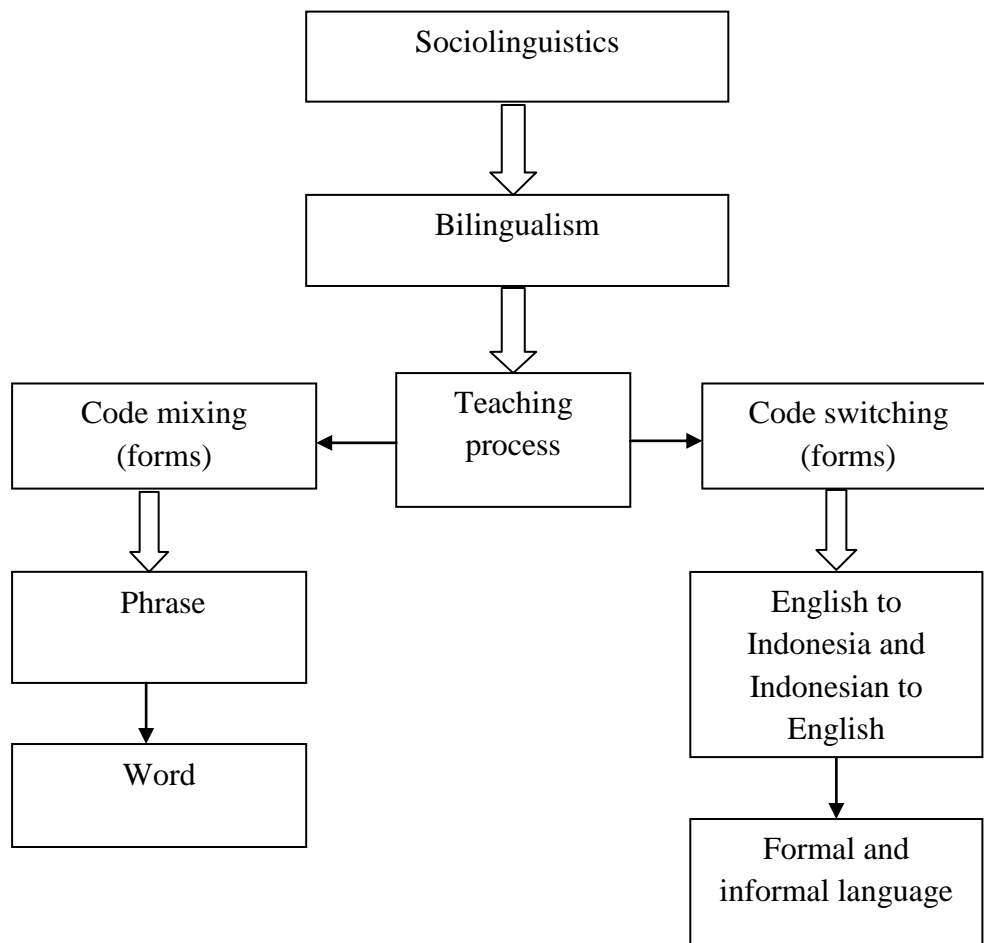


Figure. 1. Conceptual Framework

The conceptual framework above, shows that the researcher concerns in bilingualism, they are code mixing and code switching. Bilingualism is one of sociolinguistics studies. The purpose of this researcher is the researcher want to

find out the forms of code mixing and code switching in teaching process by the English teacher. The forms of code mixing in questions are phrase form and word form. And then, the forms of code switching in questions are Indonesian to English and English to Indonesian and also formal and informal language. The researcher will be used descriptive qualitative method to analyzed the data.

CHAPTER III

RESEARCH METHOD

A. Research Design

In accordance with the purpose of writing, the method used in this research was qualitative descriptive method. Nawawi and Martini (1994) said that descriptive methods can be defined as a problem-solving procedure investigated, which describes the state of the object of research at the present moment which are based on facts that appear or as they are. Nawawi and Martini (1994) suggest that qualitative research is known also with naturalistic research, the research that is or have a characteristic. It was because the research data stated in the circumstances which was natural or natural, with no changed in the form of symbols or numbers.

These was a descriptive qualitative design. It was called descriptive because the research described about code mixing and code switching that used of English teacher in the classroom interaction in SMA Negeri 2 Takalar. The observation includes collected the data by recording the teachers language in the classroom interaction then entered the result into field notes.

B. Participants

This research conducted in SMA Negeri 2 Takalar as the place of the research. In this research, the researcher chose two English teachers in SMA Negeri 2 Takalar as the research object. The English teachers conducted male and female, the teachers were Asmawati, S. Pd.(female) teach in the class XI

Bahasa 1 on Thursday, at 13.00 p.m-14.00. P.M And Drs. H. Abdul Karim (male) teach in the class XII IPS 4 on Saturday, at 13.00. P.M- 14.00.p.m. Every teacher teach in the class for around 2 hours.

C. Research Instruments

In this research there are two instruments to collected the data; they were recording and field notes. The first, the researcher came into the classroom and recording the communication process of teachers-students in the classroom by recording device and then, the researcher also write down what the teachers doing in teaching and learning process into field notes. As for the field notes sheet contains: (1) teacher's name, (2) time, (3) place / location, and (5) description of the results.

D. Data Collection

In order to collected the data, the researcher used:

1). Recording

In collecting the data for this research, the researcher chose the recording device that used in the recording process, such as hand phone Samsung grand 2. The researcher recorded for the teachers during the teaching and learning process takes place. The researcher did the recording process for around 2 hours for one teacher in once meeting. In teaching and learning process, the researcher not be directly involved in the communication process, but just as researcher.

2). Field Notes

The collected data in this step, the researcher came into the class and wrote the teachers' activities in teaching and learning process at the classroom into field notes.

E. Data Analysis

The data analysis technique in this research there are two procedures, were analysis during the process of data collection and analysis after the data collection process. As long as the researcher conducted observations to teacher-student communication in the process of teaching and learning in the classroom, At the same time, the researcher analyzed of the data that had been obtained every observation. After completion of observation and data obtained considered sufficient, then the researcher analyzed of data completely.

To get the result, the collected data by the researcher was raw data. Because this research used descriptive qualitative method therefore, technique analysis data used some steps as follows:

1). Transcription data

The researcher transcribed the result of data recording. In this step, the researcher did the organization of data to be relevant for each focused on the research problems. It was called with the data reduction.

2). Classifying and Organizing Data

It was the basic technique in collecting the data the first technique used by the researcher was classified the utterance that appropriated with the topic then organized the data to be analyzed.

3). Grouping Data

After gaining the all data needed that contains of code mixing and code switching. The researcher put the data into groups based on the form.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter the researcher will focus in analyzing the data collection. It means that the researcher focuses on answering and discussing the two elements of problem mentioned in the first chapter. The first problem is about the form of code mixing and the problem number two is the form of code switching.

In this chapter the researcher also presents the finding and discussion, in the finding, the researcher presents the all data gained from the English teachers about the form of code mixing and code switching in the classroom interaction. While in the discussion, the researcher discuss about the data which found in the classroom interaction by using the theory in the previous chapter.

A. Findings

During the researcher observation in the classroom, the researcher found many examples of code mixing and code switching used by the English teachers in teaching and learning process. In this research, the researcher classifies 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 inter-language (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.

1. The Form of Code Mixing

After observation and recording the teacher language in the classroom, the researcher sees the English teacher often mix their language from Indonesia into English term and sometimes English into Indonesia utterances. The English teacher used code mixing and code switching in teaching and learning process as a tool to communication with the students.

a. Code Mixing in the Form of Word

code mixing in the form of word is an act of inserting a different language (English) into a base language (Indonesia). In addition, a language that the English teachers mixed is not always the same in any conversation. Let's see the following examples below;

On Thursday, at 13.00 P.M, in class XI Bahasa in SMA Negeri 2 Takalar there are teaching and learning process by the English teacher Asmawati S. Pd. (teacher 1) that using code mixing in the form of word in communication, like examples below;

(1). Teacher : how to say in English member pendapat?

Student : give suggestion.

Teacher: iya, give suggestion and offers. Memberikan suggestion.

Suggestion itu adalah saran, *offers* itu adalah tawaran.

For the example of number (1) above, we can see that the teacher mixed the English words *suggestion* and *offers* into Indonesian language. The teacher mixed the English word *suggestion* and *offers* because those words are material of the lesson.

(2). Teacher: yang perlu dan wajib hukumnya, harus ada *dictionary*-nya.

Do you know dictionary?

Student: kamus, bu.

The examples number (2) is the form of code mixing in the form of word used by the teacher 1 in English classroom. Its happen when the English teacher give command for the students to bring dictionary in teaching and learning process.

(3). Teacher: don't use makassaris, jangan pake bahasa Makassar. Paling tidak kalo bukan *English* gunakan bahasa Indonesia. Can you speak Indonesia, Mansur?

Student: iya, bu.

(4).Teacher: lain kali *using* Indonesia, yah. Tapi lebih bagus lagi pake bahasa inggris, ini kan kelas bahasa, so you must use Bahasa because you are bahasa class.

The examples number (3), and (4) are the form of code mixing in the form of word used by the teacher 1 in English classroom. Its happen when the English teacher give command and suggestion for the students in teaching and learning process.

(5). Teacher: ok, all of the student have done conversation about accepting and decline. So, maybe for sometimes kita akan bahas lagi tema tentang ini, *butt* opiknya berbeda.

Student: ok, mom

In example number (5) above, the English teacher doing code mixing with inserted preposition word into Indonesian language communication to connected one sentence with the other sentence.

(6). Teacher: percakapannya tidak usah terlalu panjang lebar nak, jadi nanti *ending*-nya dua percakapan sisakan untuk say thanks, yah.

Student: iya, bu.

(7). Teacher: jadi harus di hafal nanti pertemuan selanjutnya kalian akan bercakap dengan temannya tanpa teks. Nanti bisa *sharing* sama temannya supaya bisa kompak nanti di depan.

Student: yes, mom.

The examples number (6) and (7) are the form of code mixing in the form of word used by the teacher 1 in English classroom. Its happen when the English teacher give command and suggestion for the students in teaching and learning process.

And then, on Saturday at. 13.00 P.M in class XII IPS 4 SMA Negeri 2 Takalar, occurs the used of code mixing in the form of word by the English teacher Drs. H. Abdul Karim (teacher 2) in teaching and learning process in the classroom. Let's see the example below:

(8). Teacher: ok my students, if you want to buy LKS, sudah ada di mas.
Jadi bagus kalau banyak *reference*.

Students: ok, pak

In the example (8), have occur code mixing in the form of word by the English teacher. Code mixing happen when the teacher give suggestion for the students.

The using of code mixing in the form of word in teaching and learning process in the classroom by the teacher 1 more dominant than the teacher 2.

b. Code Mixing in the Form of Phrase

In addition, code mixing in the form of word, the English teachers also often used code mixing in the form of phrase. Based on the Oxford dictionary phrase is a small group of word standing together as a conceptual unit, typically forming a component of clause, it means that, phrase is a group of word without a finite verb or group of words that have particular meaning used together. Let's see the example of code mixing in the form of phrase below:

On Thursday, at 13.00 P.M, in class XI Bahasa in SMA Negeri 2 Takalar there are teaching and learning process by the English teacher Asmawati S. Pd. (teacher 1) that using code mixing in the form of word in communication, like examples below;

(9). Teacher: ok. Kalau saya yang mengajar harus ada kamusnya. Baikitu

using internet bisa, ataupun yang manual. Download kamus online juga bisa.

Student: ada bu, tapi lupa dibawa.

Teacher: ok. Nanti *next meeting* harus dibawa, ya.

Student: iya, bu.

The example (9) above, occur code mixing in the phrase of phrase by the English teacher. Its happen when the teacher give command for one of the student not bring dictionary.

(10). Teacher: jadi, kalian sudah mengerjakan di rumah tugasnya, saatnya sekarang saling menawarkan, *making offers* udah, sekarang apakah kamu *accepting or decline*, apakah kamu menerima atau menolak tawaran.

Student: yes, mom.

The example (10), that happen is code mixing in the form of phrase by the English teacher in the classroom. The teacher inserted code mixing in the form of phrase into Indonesian language that used. Code mixing in the form of phrase in question is the subject material of studied.

(11). Teacher: makanya *last week* saya kan sudah kasih tau nak, *do it by yourself*. Tugasmu itu dikerjakan sendiri, karna kalau dikerjakan sendiri kamu akan mengerti apa maksudnya, ok. Jadi kalau giliran di tanya sama temannya, *of course* kalian pasti bisa menjawab.

(12). Teacher: *don't use* makassaris, jangan pake bahasa Makassar. Paling tidak kalo bukan English gunakan bahasa Indonesia. Can you speak Indonesia, Mansur?

Student: iya, bu.

The example number (11) and (12) above, the teacher doing code mixing in the form of phrase when the teacher give motivation for the students.

(13). Teacher: now look at page seventeen. Halaman tujuh belas *in your book*.

(there is a student sing a song)

Teacher: ok, nanti ada waktunya kita akan *sing a song*.

In the example (13) above, the teacher used code mixing in the form of phrase when the teacher give command for the students. And also the teacher used code mixing in the form of phrase when the teacher give warning for the student that sing a song when teacher speak.

(14). Teacher: hmm, silahkan *complete the dialogue*. Silahkan lengkapi percakapannya di situ sesuai dengan tema yang ada.

(15). Teacher: percakapannya tidak usah terlalu panjang lebar nak, jadi nanti ending-nya dua percakapan sisakan untuk *say thanks*, yah.

Student: iya, bu.

Example number (14) and (15) above, code mixing in the form of phrase occur when the English teacher give command for the students in teaching and learning process in the classroom.

And then, on Saturday at. 13.00 P.M in class XII IPS 4 SMA Negeri 2 Takalar, occurs the used of code mixing in the form of phrase by the English teacher Drs. H. Abdul Karim (teacher 2) in teaching and learning process in the classroom. Let's see the example below:

(16). Teacher: *ok, please*. Tadi kita sudah mengidentifikasi, iya?. Sekarang anda tulis latihannya, ok.

Students: yes, sir.

(17). Teacher: *keep well*. Itu akan menjadi nilai sikap terhadap pelajaran. Jadi itu isinya sudah semua dipelajari Cuma beda teksnya.

Students: yes, sir.

(18). Teacher: ok, saya akan berbicara dengan si Susi. Dulu metode ini dalam pembelajaran dinamakan teknik *empty chair*. Ok, silahkan diperhatikan.

In the example (16), (17), and (18) above, occur code mixing in the form of phrase by the teacher 2 in teaching and learning process. But, the teacher 2 more little used code mixing in the form of phrase in his communication than the teacher 1.

From the all example above, the researcher know that the form of code mixing in the form of word and phrase. In fact, the researcher found these kinds of code mixing in teaching and learning process by the English teachers.

The researcher see that the English teachers inserts Indonesia or English phrase when they need certain term in Indonesia or English which hard to be stated in the base language. there are some term in English that not available in Indonesia, vice versa. Moreover, if they translated into the different language the terms could be changed or the meaning was correct.

2. The Form of Code Switching

After observation the teachers language in the classroom, the researcher found the forms of code switching. namely code switching in the form of the terms of inter-language (English to Indonesian and Indonesian to English) and code switching in the form of the form of the language used (formal and informal language).

a. Code Switching in the Form of the Terms of Inter-Language (English to Indonesian and Indonesian to English)

On Thursday, at 13.00 P.M, in class XI Bahasa in SMA Negeri 2 Takalar there are teaching and learning process by the English teacher Asmawati S. Pd. (teacher 1) that using code switching in the form of the Terms of Inter-Language (English to Indonesian and Indonesian to English), like examples below;

(19). (teacher check the attendance of the students and then, there are a new student in the class)

Teacher: there is a new student?

Students: yes, mom.

Teacher: come here, please. (teacher call the students in front of the class). *Saya senang kamu berada di sini, jadi jangan sampai keberadaan kamu di sini merusak citra sekolah ini, ok.*

Student: iya, bu.

In the dialogue (19) above, is a form of code switching in English switch to Indonesian language. its happen when the teacher give advice to a new students in the class.

(20). Teacher: *requesting happen you a new student in this class, karna ada siswa baru di sini dan saya baru ketemu dengan Muhammad Fandi, padahal sudah beberapa hari katanya ada di kelas ini. Saya mengingatkan nak, Fandi.*

Student: iye, bu.

Teacher: yang perlu dan wajib hukumnya, harus ada dictionary-nya. Do you know dictionary?.

Student: kamus, bu.

In example number (20) above, occurs the communication process between teacher and students, when the teacher switch the language from English to Indonesian language.

(21). Teacher: jadi, kalian sudah mengerjakan di rumah tugasnya, saatnya sekarang saling menawarkan, making offer sudah, sekarang apakah kamu accepting or decline, apakah

kamu menerima atau menolak tawaran. ***Where is your marker?***

Student: ini mom

(teacher write down the material in the whiteboard)

In the example number (21), the teacher used code switching from Indonesia to English language. the teacher switch the language from Indonesia to English when the teacher to ask marker to the students.

(22). Teacher: rise your hand and choose your friend.

Student: (silent)

Teacher: ok, please. ***Siapa yang mau?, terserah mau pilih yang mana, terserah mau pilih nomor berapa, terserah siapa yang mau di tanya.***

The example of number (22), occur the communication between teacher and students in teaching and learning process. In its communication the teacher used code switching from the form of English language to Indonesian language.

(23). Teacher: ok. We have fifteen minutes to do. ***Kita punya 15 menit jadi silahkan dilengkapi dialognya bersama dengan pasangannya karna kalo kita bekerja sama pasti cepat selesainya.***

Student: ok, mom.

In examples number (23) above, is a form of code switching used by the teacher from English to Indonesian language. the teacher switch the language from English to Indonesian language.

(24). Teacher: jadi harus di hafal nanti pertemuan selanjutnya kalian akan bercakap dengan temannya tanpa teks. Nanti bisa sharing sama temannya supaya bisa kompak nanti di depan.

Student: yes, mom.

Teacher: ingat, harus di hafal. *Ok, I think enough for today.*

Assalamualaikum Wr.Wb .

Student: walaikumsalam, mom.

The example of (24), occur code switching in communication between teacher and students in teaching and learning process. Code switching from Indonesian to English language happen when the teacher close the lesson.

And then, on Saturday at. 13.00 P.M in class XII IPS 4 SMA Negeri 2 Takalar, occurs the used of code switching in the form of the Terms of Inter-Language (English to Indonesian and Indonesian to English), by the English teacher Drs. H. Abdul Karim (teacher 2) in teaching and learning process in the classroom. Let's see the example below:

(25). Teacher: ok my students, we have studied about suggestion, yes?

Students: yes

Teacher: about complain, yes?

Students: yes

Teacher: about possibility, yes?

Students: yes

Teacher: what is the purpose? *Apa tujuan dari pembelajaran ini?*

Students: speaking

The example number (25), the teacher want to tell the purpose of the study and then the teacher switch the language into Indonesian language. the communication that happen above is the form of code switching from English to Indonesian language.

(26). Teacher: oh. If you have a darling or special friend, you are normal student. *Rasulullah bersabda “salah satu golongan orang-orang yang paling bahagia adalah pasangan yang saling mencintai”. Tapi ingat, bertemu karna Allah berpisah karena Allah. Bukan bertemu karna setan berpisah karna setan*

Student: berarti saya tidak normal dong. (the others student are laugh)

In example number (26) above, the teacher switch the language into Indonesian language. its happen when the teacher explain about hadist for the students. It is because the teacher has a religious basic. Code switching that using by the teacher is a form of code switching from English to Indonesian language.

(27). Teacher: perhatikan saya dulu, iya. Saya bercakap dengan kekasih saya yang tidak kelihatan tapi naliatka. *Look at. After me, and then you again, ok.*

(all students are laugh)

Students: yes, sir.

(28). Teacher: ok. Jadi disini kita mencoba kemampuan anda, apakah anda sudah bisa mengenal, karna ini tidak hanya harus sampai di otak dan di catat di buku, tapi kalau sudah sampai di otak harus diamankan pada diri sendiri, diamankan pada saat berkomunikasi setiap saat. Kenapa? *Because language is a skill not knowledge. And that the skill should be build and practice. Ok?.*

Students: ok, sir.

In the examples number (27) and (28) above, the teacher used code switching in communication process, when the teacher switch the Indonesian language into English language.

b. Code Switching In The Form of the Form of The Language Used (Formal and Informal Language)

In observation by the researcher, like code switching in the form of the Terms of Inter-Language (English to Indonesian and Indonesian to English), the researcher found Code Switching In The Form of the Form of The Language Used (Formal and Informal Language) also.

On Thursday, at 13.00 P.M, in class XI Bahasa in SMA Negeri 2 Takalar there are teaching and learning process by the English teacher Asmawati S. Pd. (teacher 1) that using Code Switching In The Form of the Form of The Language Used (Formal and Informal Language) also., like examples below;

(29). Teacher: *ok, all of the student have done conversation about accepting and decline.* So, maybe for sometimes kita akan bahas lagi tema tentang ini, but topiknya berbeda.

In example number (29), the teacher switch the language from English to Indonesian language. the switch of the language itself called code switching in the form of formal language. Because in the example above the teacher talk about material of the lesson. In the other hand, the teacher also mix the word 'but' in Indonesian language communication. Therefore, in example above has occurs is the form of code switching in formal language, and then code mixing in the form of word.

(30). Teacher: Fandi!

Student: yes, mom

Teacher: do you choose Rosmina or Arfan?

Student: Arfan, mom

Teacher: ok. How about Rosmina? *Jombloi Rosmina kodonk.*

(students are laughed)

Teacher : ok, silahkan berhitung!

In example (30) above, occur the communication between teacher and students. The communication happen when the teacher want to make a group for each students. Its communication is a form of code switching in informal language from English to Indonesian language. because the language that using by teacher is nothing raw language. and also, the teacher and student has a good relation between teacher and student.

In the other hand, on Saturday at. 13.00 P.M in class XII IPS 4 SMA Negeri 2 Takalar, occurs the used of Code Switching In The Form of the Form of The Language Used (Formal and Informal Language), by the English teacher Drs. H. Abdul Karim (teacher 2) in teaching and learning process in the classroom. Let's see the example below:

(31). Teacher: *perhatikan saya dulu, iya. Saya bercakap dengan kekasih*

saya yang tidak kelihatan tapi naliatka. Look at. After me, and then you again, ok.

(all students are laugh)

Students: yes,sir.

(32). Teacher: *ini pasangan tidak diliat tapi naliatka. Sekarang pasangan*

baku liat. Don't point someone. Keep yourself. If they can I can too.

Students : yes

(students prepare their self to conversation with their partner)

In example (31) and (32), has occurs communication between teacher and students in teaching and learning process. Its communications are the form of code switching in informal language from Indonesia into English language. informal language happen when the teacher want to give example for the students about their material of the lesson.

(33). Teacher: ok. Jadi di sini kita mencoba kemampuan anda, apakah anda sudah bisa mengenal, karna ini tidak hanya harus sampai di otak dan di catat di buku, tapi kalau sudah sampai di otak harus diamankan pada diri sendiri, diamankan pada saat berkomunikasi setiap saat. Kenapa? ***Because language is a skill not knowledge. And that the skill should be build and practice. Ok?.***

Students: ok, sir.

Code switching in the form of formal language occur in example number (33) above. When the teacher switch the language into English language in formal situation.

(34). Teacher: ok. Come on. Give time for girls, come on!

Students: number three

Teacher: ok, come on!

(teacher give correction to students answer)

Teacher: ***kalau buat saya sekalipun makan garam dengan ikan kering saja yang penting hasil keringat saya sendiri. Daripada makan ikan bolu baru saya curi orang punya.***

Jadi lebih baik dapat nol asalkan hasil keringat sendiri, iya? . Now, look at your accessing and report the result.

Informal language also occur in example (34) above. Teacher used informal language when the teacher give motivation for the students to build self-confidence of the students. The informal language of teacher is ‘Dari pada makan ikan bolu baru saya curi orang punya’. Therefore, the example above is a form of code switching in informal language.

B. Discussion

In this part of the point, the researcher will discuss about the finding of the study that have been described and its relationship with the theories in the previous chapter.

The study of research is about code mixing and code switching used by the English teachers in the classroom interaction. In the other hand, the action of code mixing and code switching from one language into another language is called code mixing and code switching.

According to the problem statement, there are two question to be answered in this research. The question are what are the forms of code mixing are use by the English teachers in the classroom interaction in SMA Negeri 2 Takalar and what are the forms of code switching are use by the English teachers in the classroom interaction in SMA Negeri 2 Takalar.

The questions above talks about the forms of code mixing and code switching that occur in teaching and learning process. In order to answer the questions, the researcher divided the code mixing and code switching based on

the form based in the Aslinda and Syafyahya (2007) theory in the previous chapter.

Here the researcher has to understand about the form of code mixing and code switching that often used by the English teacher in teaching and learning process in the classroom. There is a different of this research between the previous research, in this researcher, the researcher focused in two teachers as the object of research and every teacher the researcher focused only one class. This is to make the researcher can be more easy to analyzed the data. While, in the previous research, the researcher focused only one teacher but there are many classes that focusing.

1. The Forms of Code Mixing

As the researcher discussed in the previous chapter, in (Arifin and Junaiyah: 2008) has proposed his idea about the form of code mixing based on sentence-forming elements, they are word and phrase. In fact, when the researcher was recording in teaching and learning process in the classroom, the researcher found two kinds of code mixing that using by the English teacher. They are code mixing in the form of word and code mixing in the form of phrase.

Code mixing in the form of word that has been mixed by the English teacher in teaching and learning process in the classroom is an act of inserting a different language such as English into a base language Indonesian language. The base language that used by the English teacher in teaching and learning process in the classroom is Indonesian language. It is happen

because it can make the message clearer or make the communication easier between teacher and students.

The other form of code mixing is the form of phrase. In this form is actually inserting another phrase of another language which is different from the base language. In teaching and learning process, the base language occurs between teacher and students, the base language in question is Indonesian language and also regional language (Makassar).

During the recording the researcher found that the English teacher inserted English phrase to Indonesian language as a base language when they need certain term in English which is hard to find in the base language, sometimes to show the status education and also their social background. In the other hand, the English teacher inserted English phrase to Indonesian language as a base language in order that the students usually to use English language in teaching and learning process in English classroom.

2. The Forms of Code Switching

As the researcher discussed previous explanation some forms of code switching can occur in bilingual society. They are code switching in the form of the terms of inter-language (English to Indonesian and Indonesian to English), this theory is proposed by (Aslinda and syafyaha: 2007) and in terms of the form of the language used (formal and informal language), this theory is proposed by (Poedjosoedarmo: 1976).

The forms of code switching in question above, can occur between sentences or languages. The English teacher used code switching in teaching

and learning process for getting attention of the students and making sure about what they are talking about. Moreover, it can make the message clearer or make the communication easier among teacher and students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The main objective of this research is to investigate the phenomenon of code mixing and code switching used in the classroom interaction by the English teachers. And then, based on according to Nawawi and Martini (1994) about descriptive qualitative method, the purpose of doing this research is as a understanding about the background of personal individual , especially about the using of language in their communication. After doing this research, the researcher found some conclusion as follows;

The general function of a language is as a tool of communication. Language will never be separated from people nowadays as a language user, because language and people are complementing each other. The phenomenon of code mixing and code switching will be found easily in the people's daily communication. This phenomenon occurs because people mostly master more than languages nowadays. In general, code mixing and code switching can occur in oral communication, for example in teaching and learning process in the classroom like in the teacher's communication which the researcher researched.

After doing the research, the researcher found out the form of code mixing and code switching. There are some forms of code mixing that used by the English teacher in teaching and learning process. They are code mixing in the form of word which inserting a different language (English) into a base language (Indonesia) and also phrase which actually inserting another phrase of another

language (English) which is different from the base language (Indonesia). Whereas the form of code switching are often used by the English teacher in teaching and learning process are the terms of inter-language (English to Indonesian and Indonesian to English) and in terms of the form of the language used (formal and informal language). Code switching in question is the change of language that occurs between sentences.

Code mixing and code switching has three factors that influence the occurrence of it. They are social factors, cultural factor, and individual factor. The three factors of code mixing and code switching determine the language choice in teaching and learning process used by the English teachers.

The similar of code switching with the code mixing is that of both events this is common in multilingual societies in using two or more language. However, there is a significant difference from both this phenomenon. The code change happens with each language used still have their own autonomy, done consciously and deliberately which is due to certain causes. Another case with the code mixing. Code mixing occurs where a the main code or basic code used has functions and autonomy.

Then, in something special, using the other language like Indonesian or Makassaris, it can be used related to situation and condition. For example, the teacher can use Indonesian or Makassaris and the other languages to the students when give advice and warning, and then when the teacher give explanation about the difficult material. It means that to easily understanding of the students so that the teaching and learning process to be success.

Finally, the result of this research hopes that can be reference to the study, well by the English teachers or the other people that want to learn about scientific study of language. for the English teachers, this research can give a thinks contribution to improve the quality in convey the material in the class, especially the English study. Next, for the students, the result of this research hopes that can use as a reference for the next research and can to add the knowledge about functions of language in communication. Finally, for the readers, this research can be approve the knowledge for the reader about the language phenomenon that happen in the daily life of society.

B. Suggestion

1. Teachers become the spearhead in the process of delivering information to the students. Therefore, teachers must use language that is communicative and easy to understand of students, so that communication can run effectively. It is not impossible in the process of teaching and learning in the classroom will be the use of two or more languages and variations due to the use of languages master the teacher in turn to communicate. For the English teachers, the researcher hope that this research can give a thinks contribution to improve the quality in convey the material in the class, especially the English study.
2. This research hopes to give illustration of languages that use in teaching and learning process. In the future, another research concerning about code mixing and code switching or another aspect related to teaching and learning process, especially in English class will be useful. The teaching

and learning process in English class the researcher suggest, the teachers must be more to emphasize using English than the Indonesian. So that the students can usual to used English in the classroom interaction.

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Table 1. Transcription of recording result

COLLECTING DATA			
Teacher's name	TECHNIQUES	TIME	PLACE
	Recording	Thursday, August 10, 2017 At 13.00-14.00 p.m	XI Bahasa
Asmawati, S. Pd.	<p>Describes of the results; Teacher come to the class to start the lesson. Teacher : Assalamu alaikum Students: Walaikum salam, mom. (the leader prepare the class and pray together) Teacher : listen to your name. Dengarkan namanya dulu, nak. Students : yes, mom. (teacher check the attendant of the students and then, there are a new student in the class) Teacher : there is a new student? Students : yes, mom. Teacher : come here, please. (teacher call the students in front of the class). Teacher : Saya senang kamu berada di sini, jadi jangan sampai keberadaan kamu di sini merusak citra sekolah ini, ok. Y Student : iya, bu. Teacher : ok. Sit down, please. (teacher continue) Teacher : ok, before we start our material, I would like to what remember are you about material I give you last week?. (students are silent) Teacher : saya kasih minggu lalu teks, yah? Students : yes, mom. Adaji mom. Teacher : iya, ok. But before I would like to review, kita akan mengingat kembali the last material on last week. Jadi, there is a correlation between your homework. Students : yes, mom Teacher : ok, I would like to review, saya akan mengingatkan kembali tentang materi kita yang lalu. So, who can explain about our material last week?. Siapa yang bisa memberikan saya penjelasan tentang materi minggu lalu, siapa yang masih ingat? Student : (silent)</p>		

	<p>Teacher : please you remember about it. Saya berharap semua masih ingat.</p> <p>Student : yes, mom.</p> <p>Teacher : about?</p> <p>Student : tentang memberikan saran.</p> <p>Teacher : how to say in English memberi pendapat?</p> <p>Student : give suggestion.</p> <p>Teacher : iya, give suggestion and offers. Memberikan suggestion. Suggestion itu adalah saran, offers itu adalah tawaran. X</p> <p>Teacher : jadi, sekedar mengingatkan kembali, nak. Jadi ini masih ada kaitannya dengan materi kita sekarang. Ok.X</p> <p>Student : ok, mom.</p> <p>Teacher : requesting happen you a new student in this class, karna ada siswa baru di sini dan saya baru ketemu dengan Muhammad Fandi, padahal sudah beberapa hari katanya ada di kelas ini. saya mengingatkan nak, Fandi. Y</p> <p>Student : iye, bu.</p> <p>Teacher : yang perlu dan wajib hukumnya, harus ada dictionary-nya. Do you know dictionary?. X</p> <p>Student : kamus, bu.</p> <p>Teacher : ok. Kalau saya yang mengajar harus ada kamusnya. Baik itu using internet bisa, ataupun yang manual. Download kamus online juga bisa. X</p> <p>Student : ada bu, tapi lupa dibawa.</p> <p>Teacher : ok. Nanti next meeting harus dibawa, ya. X</p> <p>Student : iya, bu.</p> <p>Teacher : ok. Now I would like to check your homework.</p> <p>Student : yes, mom.</p> <p>Teacher : ok, now it is time to making suggestion and offer, iya offer something or the others.</p> <p>Teacher : jadi, kalian sudah mengerjakan di rumah tugasnya, saatnya sekarang saling menawarkan, making offer sudah, sekarang apakah kamu accepting or decline, apakah kamu menerima atau menolak tawaran. X</p> <p>Student : yes, mom.</p> <p>Teacher : where is your marker? Y</p> <p>Student : ini mom (teacher write down the material in the whiteboard)</p> <p>Teacher : jadi, saya akan memilih, I will choose one of the student, saya akan memilih satu orang, jadi kalian akan saling menanya, making offer and then the other student</p>
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	<p>will say he accept or decline your offering. Jadi, apakah dia responnya menerima atau menolak tawarannya, ok. You understand?.</p> <p>Student : yes</p> <p>Teacher : ok. Who want to be the first? Siapa yang mau menjadi orang pertama?</p> <p>Teacher : rise your hand and and choose your friend.</p> <p>Student : (silent)</p> <p>Teacher : ok, please. Siapa yang mau?, terserah mau pilih yang mana, terserah mau pilih nomor berapa, terserah siapa yang mau di tanya. Y</p> <p>(nothing student rise their hand)</p> <p>Teacher : makanya last week saya kan sudah kasih tau nak, do it by yourself. Tugasmu itu dikerjakan sendiri, karna kalau dikerjakan sendiri kamu akan mengerti apa maksudnya, ok. Jadi kalau giliran di Tanya sama temannya, of course kalian pasti bisa menjawab. X</p> <p>Teacher : ready?</p> <p>Student : ready, mom.</p> <p>Teacher : ok. Who want to be the first? Siapa yang mau?</p> <p>Student : me,mom.</p> <p>Teacher : ok, please syarifah. Stand up please syarifah. Choose your friend.</p> <p>(syarifah choose her friend)</p> <p>Teacher : your name is?</p> <p>Student : Nunia</p> <p>Teacher : ok, Nunia please.</p> <p>(students do the conversation)</p> <p>Teacher : well. Siapa yang belum? X</p> <p>Student : me, mom</p> <p>Teacher : ok. Choose your friend, Fandi.</p> <p>(fandi choose his friend and do the conversation)</p> <p>And then, there is a student ask using makassaris.</p> <p>Student : nomor siapa, bu?</p> <p>Teacher : don't use makassaris, jangan pake bahasa Makassar. Paling tidak kalo bukan English gunakan bahasa Indonesia. Can you speak Indonesia, Mansur? X</p> <p>Student iya, bu.</p> <p>Teacher : lain kali using Indonesia, yah. Tapi lebih bagus lagi pake bahasa inggris, inikan kelas bahasa, so you must use Bahasa because you are bahasa class. X</p> <p>(conversation have to finished)</p> <p>Teacher : ok, all of the student have done conversation</p>
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	<p>about accepting and decline. So, maybe for sometimes kita akan bahas lagi tema tentang ini, but topiknya berbeda. X, Y</p> <p>Student : ok, mom</p> <p>Teacher : now look at page seventeen. Halaman tujuh belas in your book. X (there is a student sing a song)</p> <p>Teacher : ok, nanti ada waktunya kita akan sing a song. X</p> <p>Teacher : ok, in your book, look at your book. Di bukunya ada beberapa situation. Ada beberapa situasi yang diberikan, coba lihat, di situ ada tiga. Number two, three, and four. Kalau yang nomor satu kan sudah di bahas percakapannya, yah?</p> <p>Student : yes, mom.</p> <p>Teacher : Nah sekarang, I will divide you, saya akan bagi kalian in a group but only two student, ok. silahkan berhitung dulu dari satu, dua, tiga karna kita akan pilih sesuai dengan nomornya untuk memilih tema. Jadi silahkan cari pasangannya.</p> <p>Teacher : Fandi!</p> <p>Student : yes, mom</p> <p>Teacher : do you choose Rosmina or Arfan?</p> <p>Student : Arfan, mom</p> <p>Teacher : ok. How about Rosmina? Jombloi Rosmina kodonk. Y (students are laughed)</p> <p>Teacher : ok, silahkan berhitung!</p> <p>Teacher : ok, sudah ya.</p> <p>Student : yes, mom.</p> <p>Teacher : sudah dapat temannya masing-masing?</p> <p>Student : yes, mom.</p> <p>Teacher : hmm, silahkan complete the dialogue. Silahkan lengkapi percakapannya di situ sesuai dengan tema yang ada. X</p> <p>Teacher : ok, I want to ask you, listen to me, Fandi. Take a sit, please. Do you understand what I mean?, mengerti apa maksud saya?. Complete the dialogue, lengkapi dialognya sesuai dengan tema yang diberikan.</p> <p>Student : yes, mom.</p> <p>Teacher : ok, dilengkapi saja, nak.</p> <p>Teacher : ok. We have fifteen minutes to do. Kita punya 15 menit jadi silahkan dilengkapi dialognya bersama dengan pasangannya karna kalo kita bekerja sama</p>
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	<p>pasti cepat selesainya. Y Student : ok,mom. Teacher : percakapannya tidak usah terlalu panjang lebar nak, jadi nanti ending-nya dua percakapan sisakan untuk say thanks, yah. X Student : iya, bu. (teacher give some times for the students to complete the dialogue).</p> <p>Teacher : ok. Time is over. Nanti dilanjutkan di rumah, nak. Student : iya, mom. Dikerjakan di rumah saja. Teacher : listen to me, please. Kalo sudah di buat percakapannya, nak. You must memorize it, harus di hafal, ya. Student : yes, mom. Teacher : jadi harus di hafal nanti pertemuan selanjutnya kalian akan bercakap dengan temannya tanpa teks. Nanti bisa sharing sama temannya supaya bisa kompak nanti di depan. X Student : yes, mom. Teacher : ingat, harus di hafal. Ok, I think enough for today. Assalamu alaikum Wr. Wb . Y Student : walaikum salam, mom.</p>		
Teacher's Name	TECHNIQUE	TIME	PLACE
	Recording	Saturday, August 12, 2017 At. 13.00-14.00 p.m	XII IPS 4
Drs. H. Abdul Karim	<p>Describes of the result; Teacher come into the class Teacher : Assalamu alaikum, (with smile) Students: Walaikum salam Teacher : MasyaAllah, ok please. (the leader prepare the class and pray together) Teacher : ok, my students good afternoon? Students : good afternoon sir, how are you? Teacher : ough. Iam fine. MasyaAllah. Ouh, I forget today, what day is today? Students : Saturday Teacher : oh, Saturday? Students : yes, sir Teacher : MasyaAllah. I think we have a song, let's review.</p>		

	<p>(teacher and students sing a song together)</p> <p>Teacher : ok my students, we have studied about suggestion, yes? Students : yes Teacher : about complain, yes? Students : yes Teacher : about possibility, yes? Students : yes Teacher : what is the purpose? Apa tujuan dari pembelajaran ini? Y Students : speaking (there is a student come late) Teacher : where have you been? What is your name? Student : my name is Isba. Teacher : have you prayer? Student : no Teacher : oh my God, please! (teacher to tell the student for pray before join with the class)</p> <p>Teacher : prayer is better than all things. Sholat lebih baik dari segala sesuatu saat ini. Students : true. Teacher : ok next. The point it, identify. Setelah pelajaran ini siswa di harapkan mampu mengenal, mengidentifikasi, admitting mistake and then about promise. Example, I promise I love you . Students : I promise I love you. (students follow the teacher) Teacher : and then, accuse and blaming. (teacher write down the material in the whiteboard)</p> <p>Teacher : ok my students, I didn't call your name, I didn't mention your name now. (teacher continue to write in the whiteboard while explain the material) Teacher : ok, follow me Students : yes (teacher read the dialogue and then students follow it) Teacher : English is very easy. Now, next the second one is promise. (teacher read again the next dialogue and students follow again)</p> <p>Teacher : ok. If you want to promise for your darling,</p>
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	<p>kalau mau berjanji pada pacarnya, Student : tideak ada saya pacarku, pak Teacher : no? Student : yes Teacher : oh. If you have a darling or special friend, you are normal student. Student : berarti saya tidak normal dong. (the others student are laugh) Teacher : Rasulullah bersabda “salah satu golongan orang-orang yang paling bahagia adalah pasangan yang saling mencintai”. Tapi ingat, bertemu karna Allah berpisah karna Allah. Bukan bertemu karna setan berpisah karna setan. Y Students : MasyaAllah. Teacher : laa ilaha illallah. (teacher continue explain the next material) Teacher : perhatikan saya dulu, iya.saya bercakap dengan kekasih saya yang tidak kelihatan tapi na liatka. (all students are laugh) Teacher : look at. After me, and then you again, ok. Y Students : yes,sir. (teacher practice the dialogue in front of the class) Teacher : ini pasangan tidak diliat tapi na liatka. Sekarang pasangan baku liat. Y (students prepare theirself to conversation with their partner) Teacher : don't point someone. Keep yourself. If they can I can too. Students : yes Teacher : bukan I kentut. I can too. X (all students are laugh again)</p> <p>(students practice the dialogue with their partner in front of the class, and then after finished teacher next to explain the material, then practice with one of the student) Teacher : iya. IPS itu , banyak yang bilang IPS itu kumpulan orang-orang nakal. But I must say IPS is very clever. Students : yes. Teacher : Allah SWT berfirman “sesungguhnya semua manusia itu sama”. Sama-sama berasal sari perut ibu tanpa tau apa-apa. So, if you can I can too. Students : kamu bisa saya bisa. Teacher : iya (teacher next to explain the material) Teacher : ok. Coba-coba, who can say in English</p>
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	<p>Menuduh?. Pasti kamu membuka pintuku. Students : you must open the door. Teacher : ok. Itu adalah intonasi orang Indonesia, orang di sini ,iya. Jadi harus di perbaiki intonasinya. You must open my door. Ok? Students : ok, sir.</p> <p>Teacher : sudah di tulis? Students : belum Teacher : rekam masuk di sini. (teacher to point his head). Students : yes, sir. Teacher : I am, the whiteboard, and all things in whiteboard only bridge into your brain, hanya jembatan masuk ke otak kalian. Nilai seratus bisa hilang tapi yang di sini tidak akan hilang. (teacher to point his head). Students : yes sir. Teacher : ok. The last is blaming. (teacher continue the material and write in the whiteboard and then teacher choose one student to conversation with him, but the student refuse) Student : tidak tauka, pak. Teacher : ka'de caradde memangko tena nu anrinni assikola. Di mana ada kemauan, di situ ada jalan. Tapi kalau tidak ada kemauan seribu alasan di ungkapkan.</p> <p>Teacher : ok. Jadi di sini kita mencoba kemampuan anda, apakah anda sudah bisa mengenal, karna ini tidak hanya harus sampai di otak dan di catat di buku, tapi kalau sudah sampai di otak harus diamankan pada diri sendiri, diamankan pada saat berkomunikasi setiap saat. Kenapa? Because language is a skill not knowledge. And that the skill should be build and practice. Ok?. Y Students : ok, sir. Teacher : One word, one sentence, satu kata, satu kalimat anda hafal setiap hari, tambah hari, tambah hari, tambah banyak.</p> <p>Teacher : iya. Coba dengarkan dulu. There are four expressions. Admitting mistake, promise, accusing, and blaming. Students : yes, sir. Teacher : silahkan di ingat lagi, karna kita akan tes pendengaran anda. I will give some sentences then in check. (teacher explain the rule of test in whiteboard) Student : di kerja di kertas, sir?</p>
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	<p>Teacher : no. I will give you. The most important, kamu sudah siap atau belum, iya?</p> <p>Students : ready</p> <p>(teacher give the paper for students that contains about listening test)</p> <p>Teacher : ok. Are you ready?</p> <p>Students : yes, ready.</p> <p>Teacher : there are ten numbers but only five number in here, ok.</p> <p>Students : yes.</p> <p>Teacher : in listening, you must concentration, ok?</p> <p>Students : yes, sir</p> <p>Teacher : ok. (teacher read the listening test for the students)</p> <p>(after finished, teacher and students answer the test together in the whiteboard)</p> <p>Teacher : any correction? Ada jawaban yang berbeda dengan jawaban temannya? Apakah jawabannya sama semua?</p> <p>Students : tidak</p> <p>Teacher : ok. Come on. Give time for girls, come on!</p> <p>Students : number three</p> <p>Teacher : ok, come on!</p> <p>(teacher give correction to students answer)</p> <p>Teacher : kalau buat saya sekalipun makan garam dengan ikan kering saja yang penting hasil keringat saya sendiri. Dari pada makan ikan bolu baru saya curi orang punya. Jadi lebih baik dapat nol asalkan hasil keringat sendiri, iya? Y</p> <p>Students : iya, betul.</p> <p>Teacher : now, look at your accessing and report the result.</p> <p>(students report the result of listening test to the teacher one by one)</p> <p>Teacher : ok, please. Tadi kita sudah mengidentifikasi, iya?. Sekarang anda tulis latihannya, ok. X</p> <p>Students : yes, sir.</p> <p>(teacher give the paper assignment for the students)</p> <p>Teacher : ini saya pikirkan tiap malam supaya mempermudah anda belajar. Daripada saya menulis di papan.</p> <p>Students : ca'di-ca'dina sir. Tidak kuliatki.</p> <p>Teacher : keep well. Itu akan menjadi nilai sikap terhadap pelajaran. Jadi itu isinya sudah semua dipelajari Cuma</p>
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	<p>beda teksnya. X Students : yes, sir. Teacher : ok, are you ready? Students : ready. Teacher : Alhamdulillah (teacher read the assignment test). Teacher : ok, saya akan berbicara dengan si Susi. Dulu metode ini dalam pembelajaran dinamakan teknik empty chair. Ok, silahkan diperhatikan. X</p> <p>Teacher : ok my students, if you want to buy LKS, sudah ada di mas. Jadi bagus kalau banyak reference. X Students : ok, pak (students collect the assignment paper and then correction with teacher together) (times for study is over) Teacher : ok my students, before going back. Please prayer. (the leader prepare his friends to pray before going back) Teacher : ok my students, if I have mistake, I promise. And then, I say good bye. Assalamu alaikum wr. Wb. Students : good bye sir. Walaikum salam wr. Wb.</p>
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Notes;

X: code mixing

Y: code switching

Table. 2. 1. Code mixing in the form of word

Code mixing in the form of word		
No	Asmawati S. Pd (Teacher 1)	Drs. H. Abdul Karim (Teacher 2)
1	<p>Teacher : how to say in English memberi pendapat? Student : give suggestion. Teacher : iya, give suggestion and offers. Memberikan suggestion. Suggestion itu adalah saran, offers itu adalah tawaran.</p>	<p>1. Teacher : ok my students, if you want to buy LKS, sudah ada di mas. Jadi bagus kalau banyak reference. Students : ok, pak</p> <p>2. Teacher : don't point someone. Keep yourself. If they can I can too. Students : yes Teacher : bukan I kentut. I can too. (all students are laugh again)</p>
2	<p>Teacher : jadi, sekedar mengingatkan kembali, nak. Jadi ini masih ada kaitannya dengan materi kita sekarang. Ok. Student : ok, mom.</p>	
3	<p>Teacher : yang perlu dan wajib hukumnya, harus ada dictionary-nya. Do you know dictionary? Student : kamus, bu.</p>	
4	<p>Teacher : ok. Kalau saya yang mengajar harus ada kamusnya. Baik itu using internet bisa, ataupun yang manual. Download kamus online juga bisa. Student : ada bu, tapi lupa dibawa.</p>	
5	<p>Teacher : well. Siapa yang belum? Student : me, mom</p>	
6	<p>Teacher : don't use makassaris, jangan pake bahasa Makassar. Paling tidak kalo bukan English gunakan bahasa</p>	

	<p>Indonesia. Can you speak Indonesia, Mansur? Student iya, bu.</p>	
7	<p>Teacher : lain kali using Indonesia, yah. Tapi lebih bagus lagi pake bahasa inggris, inikan kelas bahasa, so you must use Bahasa because you are bahasa class.</p>	
8	<p>Teacher : ok, all of the student have done conversation about accepting and decline. So, maybe for sometimes kita akan bahas lagi tema tentang ini, but topiknya berbeda. Student : ok, mom</p>	
9	<p>Teacher : percakapannya tidak usah terlalu panjang lebar nak, jadi nanti ending-nya dua percakapan sisakan untuk say thanks, yah. Student : iya, bu.</p>	
10	<p>Teacher : jadi harus di hafal nanti pertemuan selanjutnya kalian akan bercakap dengan temannya tanpa teks. Nanti bisa sharing sama temannya supaya bisa kompak nanti di depan. Student : yes, mom.</p>	

Based on the table. 2.1. above, we can see the teacher 1 more used code mixing in the form of word than the teacher 2 in communication in the teaching and learning process.

Table. 2. 2. Code mixing in the form of phrase

Code mixing in the form of phrase		
No	Asmawati S. Pd (Teacher 1)	Drs. H. Abdul Karim (Teacher 2)
1	<p>Teacher : ok. Kalau saya yang mengajar harus ada kamusnya. Baik itu using internet bisa, ataupun yang manual. Download kamus online juga bisa.</p> <p>Student : ada bu, tapi lupa dibawa.</p> <p>Teacher : ok. Nanti next meeting harus dibawa, ya.</p> <p>Student : iya, bu.</p>	<p>1. Teacher : ok, please. Tadi kita sudah mengidentifikasi, iya?. Sekarang anda tulis latihannya, ok.</p> <p>Students : yes, sir.</p> <p>2. Teacher : keep well. Itu akan menjadi nilai sikap terhadap pelajaran. Jadi itu isinya sudah semua dipelajari Cuma beda teksnya.</p> <p>Students : yes, sir.</p>
2	<p>Teacher : jadi, kalian sudah mengerjakan di rumah tugasnya, saatnya sekarang saling menawarkan, making offer sudah, sekarang apakah kamu accepting or decline, apakah kamu menerima atau menolak tawaran.</p> <p>Student : yes, mom.</p>	<p>3. Teacher : ok, saya akan berbicara dengan si Susi. Dulu metode ini dalam pembelajaran dinamakan teknik empty chair. Ok, silahkan diperhatikan.</p>
3	<p>Teacher : makanya last week saya kan sudah kasih tau nak, do it by yourself. Tugasmu itu dikerjakan sendiri, karna kalau dikerjakan sendiri kamu akan mengerti apa maksudnya, ok. Jadi kalau giliran di Tanya sama temannya, of course kalian pasti bisa menjawab.</p>	
4	<p>Teacher : don't use makassaris, jangan pake bahasa Makassar. Paling tidak kalo bukan English gunakan bahasa Indonesia. Can you speak Indonesia, Mansur?</p> <p>Student iya, bu.</p>	

5	<p>Teacher : now look at page seventeen. Halaman tujuh belas in your book. (there is a student sing a song) Teacher : ok, nanti ada waktunya kita akan sing a song.</p>	
6	<p>Teacher : hmm, silahkan complete the dialogue. Silahkan lengkapi percakapannya di situ sesuai dengan tema yang ada.</p>	
7	<p>Teacher : percakapannya tidak usah terlalu panjang lebar nak, jadi nanti ending-nya dua percakapan sisakan untuk say thanks, yah. Student : iya, bu.</p>	

Based on the table. 2. 2. above, we can see that the teacher 1 more used code mixing in the form of phrase than the teacher 2 in the classroom in teaching and learning process.

Table. 3. 1. Code Switching in the Form of the Terms of Inter-Language (English to Indonesian and Indonesian to English) and the Form of The Language Used (Formal and Informal Language) by the teacher 1 (Asmawati S. Pd)

Code switching in the form of the Terms of Inter-Language (English to Indonesian and Indonesian to English) and the Form of The Language Used (Formal and Informal Language)					
No	Asmawati S. Pd (Teacher 1)	Indon esia to englis h	Engli sh to indon esia	Form al langu age	Infor mal langu age
1	<p>(teacher check the attendant of the students and then, there are a new student in the class) Teacher : there is a new student? Students : yes, mom. Teacher : come here, please. (teacher call the students in front of the class). Teacher : Saya senang kamu berada di sini, jadi jangan sampai keberadaan kamu di sini merusak citra sekolah ini, ok. Student : iya, bu.</p>		✓	✓	
2	<p>Teacher : requesting happen you a new student in this class, karna ada siswa baru di sini dan saya baru ketemu dengan Muhammad Fandi, padahal sudah beberapa hari katanya ada di kelas ini. saya mengingatkan nak, Fandi. Student : iye, bu. Teacher : yang perlu dan wajib hukumnya, harus ada dictionary-nya. Do you know dictionary?. Student : kamus, bu.</p>		✓	✓	
3	<p>Teacher : jadi, kalian sudah mengerjakan di rumah tugasnya, saatnya sekarang saling menawarkan, making offer sudah,</p>				

	<p>sekarang apakah kamu accepting or decline, apakah kamu menerima atau menolak tawaran. Student : yes, mom. Teacher : where is your marker? Student : ini mom (teacher write down the material in the whiteboard)</p>	✓		✓	
4	<p>Teacher : rise your hand and and choose your friend. Student : (silent) Teacher : ok, please. Siapa yang mau?, terserah mau pilih yang mana, terserah mau pilih nomor berapa, terserah siapa yang mau di tanya.</p>		✓	✓	
5	<p>Teacher : ok, all of the student have done conversation about accepting and decline. So, maybe for sometimes kita akan bahas lagi tema tentang ini, but topiknya berbeda.</p>		✓	✓	
6	<p>Teacher : Fandi! Student : yes, mom Teacher : do you choose Rosmina or Arfan? Student : Arfan, mom Teacher : ok. How about Rosmina? Jombloi Rosmina kodonk. (students are laughed) Teacher : ok, silahkan berhitung!</p>		✓		✓
7	<p>Teacher : ok. We have fifteen minutes to do. Kita punya 15 menit jadi silahkan dilengkapi dialognya bersama dengan pasangannya karna kalo kita bekerja sama pasti cepat selesainya. Student : ok,mom.</p>		✓	✓	
8	<p>Teacher : jadi harus di hafal nanti</p>				

	<p>pertemuan selanjutnya kalian akan bercakap dengan temannya tanpa teks. Nanti bisa sharing sama temannya supaya bisa kompak nanti di depan.</p> <p>Student : yes, mom.</p> <p>Teacher : ingat, harus di hafal.</p> <p>Ok, I think enough for today.</p> <p>Assalamu alaikum Wr. Wb .</p> <p>Student : walaikum salam, mom.</p>	✓		✓	
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Table. 3. 2. Code Switching in the Form of the Terms of Inter-Language (English to Indonesian and Indonesian to English) and the Form of The Language Used (Formal and Informal Language) by the teacher 2 (Drs. H. Abdul Karim)

Code switching in the form of the Terms of Inter-Language (English to Indonesian and Indonesian to English) and the Form of The Language Used (Formal and Informal Language)					
No	Drs. H. Abdul Karim (Teacher 2)	Indonesia to english	English to indonesia	Formal language	Informal language
1	<p>Teacher : ok my students, we have studied about suggestion, yes? Students : yes Teacher : about complain, yes? Students : yes Teacher : about possibility, yes? Students : yes Teacher : what is the purpose? Apa tujuan dari pembelajaran ini? Students : speaking</p>		✓	✓	
2	<p>Teacher : oh. If you have a darling or special friend, you are normal student. Student : berarti saya tidak normal dong. (the others student are laugh) Teacher : Rasulullah bersabda “salah satu golongan orang-orang yang paling bahagia adalah pasangan yang saling mencintai”. Tapi ingat, bertemu karna Allah berpisah karena Allah. Bukan bertemu karna setan berpisah karna setan. Students : MasyaAllah. Teacher : laa ilaha illallah.</p>		✓	✓	
3	<p>Teacher : perhatikan saya dulu, iya.saya bercakap dengan kekasih saya yang tidak kelihatan tapi na liatka.</p>	✓		✓	✓

	(all students are laugh) Teacher : look at. After me, and then you again, ok. Students : yes,sir.				
4	Teacher : ini pasangan tidak diliat tapi na liatka. Sekarang pasangan baku liat. (students prepare theirselves to conversation with their partner) Teacher : don't point someone. Keep yourself. If they can I can too. Students : yes	✓			✓
5	Teacher : ok. Jadi di sini kita mencoba kemampuan anda, apakah anda sudah bisa mengenal, karna ini tidak hanya harus sampai di otak dan di catat di buku, tapi kalau sudah sampai di otak harus diamankan pada diri sendiri, diamankan pada saat berkomunikasi setiap saat. Kenapa? Because language is a skill not knowledge. And that the skill should be build and practice. Ok?. Students : ok, sir.	✓		✓	
6	Teacher : ok. Come on. Give time for girls, come on! Students : number three Teacher : ok, come on! (teacher give correction to students answer) Teacher : kalau buat saya sekalipun makan garam dengan ikan kering saja yang penting hasil keringat saya sendiri. Dari pada makan ikan bolu baru saya curi orang punya. Jadi lebih baik dapat nol asalkan hasil keringat sendiri, iya? Students : iya, betul. Teacher : now, look at your	✓	✓		✓

	accessing and report the result.				
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Description of field notes 1

Teacher 1 (Asmawati S. Pd), teach at class XI Bahasa in SMA Negeri 2 Takalar, on Thursday, August 10, 2017 at 13.00-14.00 P. M.

- Teacher come into the class and say Assalamu alaikum to students with give a smile.
- Teacher sit in the chair when teacher check the attendance of students.
- Teacher to hold her head when the teacher call one of the student's name.
- Teacher to look out in the door after finish check the attendance.
- Teacher to put her hand in the left of her cheek when the teacher command a new student in front of the class.
- Teacher stand up and move from her chair when the teacher remembering of students about the material last week, at the same time to scrape her head.
- Teacher to walk of the students and put her hands in her back out when the teacher give a question about the material for the students. And then, back to in front of the class.
- Teacher write down the topic of the study in the whiteboard, at the same time teacher explain about material of the study to students.
- Teacher used hands movement when the teacher explain the material.
- Teacher close teaching and learning process with pray together.

Description of field notes 2

Teacher 2 (Dra. H. Abdul Karim) , teach at class XI IPS 4 in SMA Negeri 2 Takalar, on Saturday, August 12, 2017 at 13.00-14.00 P. M.

- Teacher come into the class with bring his bag while say Assalamu alaikum and give a smile to students.
- Before start the lesson, teacher to invite the students sing a song together.
- Teacher always used hands movement when the teacher explain the material and every teacher talk or speak with students.
- Teacher stop to talk when there are a student come late into the class and then, teacher give command to go to pray in the mosque before join in his class.
- Teacher write down the topic of material in the white board, at the same time, teacher explain to students.
- Several times, teacher give hadits Al-Qur'an that related with the topic for students.
- Teacher give example of dialogue about the topic with expressions based on the dialogue, and several times the teacher use funny expressions in front of the students that can make students laugh.
- Teacher to point that two students to practice the dialogue in front of the class.
- Teacher give students of worksheet to work tasks in the class.

- Teacher sit in his chair when students work the activity in whiteboard.
And teacher sit in his chair when check the attendance of students.
- Teacher to invite the students to close teaching and learning process with pray together.
- Teacher leave of class while say assalamu alaikum and to wave his hand.

English Teachers' Profile

- **English Teacher 1**

Name: Asmawati, S. Pd.

Old: 34th

Sex: Female

Social status: English teacher

Education: S1

Ethnic: Makassar

Language: Indonesia, Makassar, English

Level: PNS

- **English Teacher 2**

Name: Drs. H. Abdul Karim.

Old: 64th

Sex: Male

Social status: English teacher

Education: S1

Ethnic: Makassar

Language: Indonesia, Makassar, English

Level: PNS

DOKUMENTATION



CURRICULUM VITAE



The researcher, **INDRIANI SYARIF** was born on February, 1th, 1995 in Ujung Pandang/ Makassar, South of Sulawesi. She is the second child of Syarifuddin Dg. Gading and Sarigoa Dg. Tallo'. She has an elder brother Hendra and a younger brother Shutafa Ali Muhammad.

She began her study at Elementary school namely SD Negeri no. 155 Inpres Rajaya Takalar in 2001. She continued her education at Junior High School SMP Negeri 3 Takalar in 2007 and she got graduation in 2010. She registered her Senior High School in 2010 at SMA Negeri 2 Takalar, she finished in 2013. Afterwards, she continued her study in collage Muhammadiyah University of Makassar, she registered as a student of English Education Department in 2013. She joined in organization KSR-PMI Unit 114 UNISMUH Makassar since the third semester, and now she is as a secretary of division. She could finish her study in 2017 with the Thesis under title *“Code Mixing and Code Switching in the Classroom Interaction at SMA Negeri 2 Takalar in Academic Years 2016/2017 (A Descriptive Qualitative Method)”*.