

**CODE MIXING USED BY THE TEACHERS IN TEACHING ENGLISH AT  
SMKT SOMBA OPU  
(A DESCRIPTIVE RESEARCH)**



**A THESIS**

*submitted to the faculty of teacher training and education Makassar*

*Muhammadiyah University in partial fulfillment for the degree of education in*

*English Department*

**ASHABUL KAHFI  
105355637 13**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MAKASSAR MUHAMMADIYAH UNIVERSITY  
2018**



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

**LEMBAR PENGESAHAN**

Skripsi atas nama **ASHABUL KAHFI**, NIM **10535 5637 13** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **055 Tahun 1439 H/2018 M**, tanggal 20 Ramadhan 1439 H/ 05 Juni 2018 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Kamis tanggal 07 Juni 2018.

Makassar, 22 Ramadhan 1439 H  
07 Juni 2018 M

1. Pengawas Umum : **Dr. H. Aboul Rahman Rahim, S.E., M.M.**
2. Ketua : **Erwin Akib, M.Pd., Ph.D.**
3. Sekretaris : **Dr. Baharullah, M.Pd.**
4. Dosen Penguji : 1. **Nur Qalby, S.S., M.Hum.**  
2. **Muh. Arief Muhsin, S.Pd., M.Pd.**  
3. **Andi Asri Jumiaty, S.Pd., M.Pd.**  
4. **Dr. H. M. Arief Paturusi, M.Pd.**

*Okul.*  
.....

.....

.....

.....

.....

.....

.....

Disahkan Oleh :  
Dekan FKIP Universitas Muhammadiyah Makassar



**Erwin Akib, M.Pd., Ph.D.**

NBM : 860 934



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

**APPROVAL SHEET**

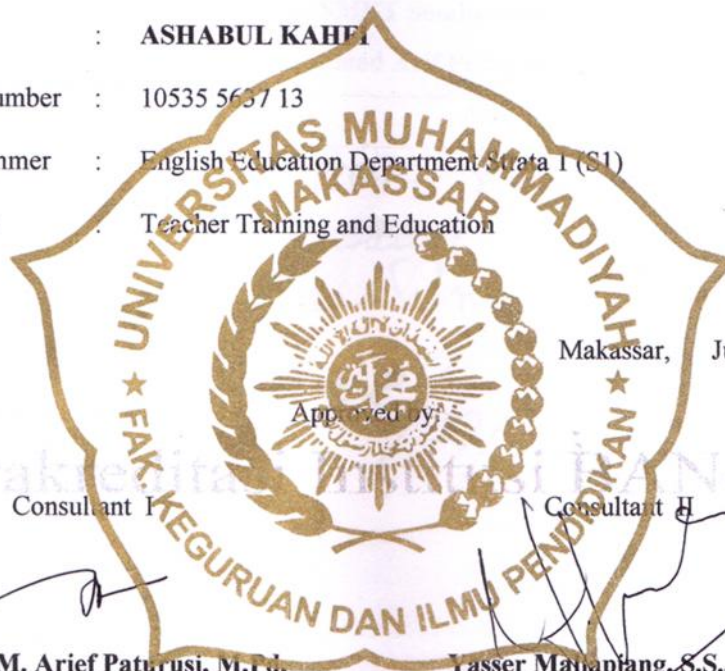
Title : **Code Mixing Used by the Teachers in Teaching English at SMKT Somba Opu**

Name : **ASHABUL KAHEI**

Reg. Number : 10535 5637 13

Programmer : English Education Department, Strata I (S1)

Faculty : Teacher Training and Education



Makassar, Juni 2018

Consultant I

Consultant II

Dr. H. M. Arief Paturusi, M.Ed.

Yasser Matapiang, S.S., M.Pd.

Dean of FKIP  
Makassar Muhammadiyah University

Erwin Akib, M.Pd., Ph.D.  
NBM: 869324

Head of English  
Education Department

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



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR

---

---

**SURAT PERNYATAAN**

Nama : Ashabul Kahfi  
NIM : 10535 5637 13  
Program : English Education  
TITLE : **CODE MIXING USED BY THE TEACHERS IN  
TEACHING ENGLISH AT SMT SOMBA OPU  
(A Descriptive Research)**

Skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar, Mei 2018

Yang membuat perjanjian

**Ashabul Kahfi**



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR

---

**SURAT PERJANJIAN**

Nama : Ashabul Kahfi  
NIM : 10535 5637 13  
Program : English Education  
TITLE : **CODE MIXING USED BY THE TEACHERS IN  
TEACHING ENGLISH AT SMT SOMBA OPU  
(A Descriptive Research)**

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai dengan selesai skripsi saya, saya akan menyusun sendiri skripsi saya.
2. Dalam menyusun skripsi, saya akan selalu konsultasi dengan pembimbing.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam menyusun skripsi saya.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1,2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Mei 2018

Yang membuat perjanjian

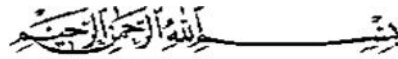
**Ashabul Kahfi**

# Motto

“How can I fear about the poverty  
while my Rabb is the richest”

Ashabul Kahfi

## ACKNOWLEDGEMENT



Alhamdulillah Robbil‘Alamin. The researcher expresses her highest gratitude to the almighty Allah SWT, Who has given His guidance, blessing, and mercy to her in completing this thesis. Salam and Sholawat are addressed to the last prophet Muhammad SAW.

The researcher expresses her sincerely deepest gratitude to her parents who always pray, motivate and sacrifice everything for her success. Further, the researcher expresses her gratitude for all of her sister for the support in her education.

The researcher realized that in carrying out the research and writing this thesis, many people have contributed their valuable suggestion, guidance, assistance, and advice for the completion of this thesis. Therefore, the researcher would like to acknowledge them:

1. Dr. H. Rahman Rahim, SE., MM, Rector of Muhammadiyah University of Makassar for his advices during her study at the university
2. Erwin Akib, M.Pd., Ph. D, Dean of Teacher Training and Education Faculty for all advices and motivation
3. UmmiKhaeratiSyam, S.Pd., M.Pd, Head of English Education Department for all motivations

4. Dr. Muhammad ArifPaturusi,M.Pd., the first consultant for the valuable suggestion, motivation, support and guidance in writing this thesis
5. Yasser Mallapiang, S.S., M.Pd, the second consultant for all of the invaluable knowledge, professional expertise, and motivation along the researcher finished this thesis.
6. The researcher beloved classmates G class ofEnglish Department 2013 for sweet memories and unforgettable moment during his study in the university
7. All of lecturer and staff of English Education Department who cannot be named one by one for all of the suggestions and advices
8. For all who gave valuable suggestion, guidance, assistance, and advice in completing this thesis

Makassar, Mei 2018  
Researcher

AshabulKahfi



## ABSTRACT

**AshabulKahfi**, 2018. *Code mixing used by the teachers in teaching English at SMKT SombaOpu (A descriptive research)*. Under the thesis of English Education Department the faculty of Teachers Training and Education, University of Muhammadiyah Makassar (supervised by ArifPatturusi and Yasser Mallapiang).

The objective of this research were intended to know the types and the reasons of English teachers used code mixing when teaching English at SMKT SombaOpu. The method of this research was descriptive qualitative method. The subject was The English teachers of SMKT SombaOpu which consist of two teachers. The object of this research is Code Mixing used by the teacher in teaching English.

Based on the finding, the researcher concluded that the teachers of SMKT SombaOpu used three types of code mixing there are insertion, alternation, and congruent lexicalization. It was proved through the observation that the English teachers produced alternation produced a lot of which occurred in the class and after analyzing the data by using the interview, the result of interview session showed that the reason why the teachers of SMKT SombaOpu used code mixing was because of the student's need, how to make them get easily comprehend to the lesson that explained by the teachers.

Based on the result of the research, it could be suggested for the teachers that code mixing be one of the alternative method in teaching English or transfer the knowledge in different way so it is useful for both of the teachers and the students as well.

**Key words:** code mixing, Descriptive Qualitative.

## TABLE OF CONTENTS

<b>TITLE .....</b>	<b>i</b>
<b>LEMBAR PENGESAHAN .....</b>	<b>ii</b>
<b>APPROVAL SHEET .....</b>	<b>iii</b>
<b>SURAT PERJANJIAN .....</b>	<b>iv</b>
<b>SURAT PERNYATAAN .....</b>	<b>v</b>
<b>MOTTO .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>ACKNOWLEDGEMEN.....</b>	<b>viii</b>
<b>TABLE OF CONTENT .....</b>	<b>ix</b>
<b>LIST OF APPENDICES .....</b>	<b>xi</b>
<b>CHAPTER I: INTRODUCTION</b>	
A. Background .....	1
B. Problem Statements .....	4
C. Objective of the Research .....	4
D. Significance of the Research.....	5
E. Scope of the Research.....	5
<b>CHAPTER II: REVIEW OF THE LITERATURE</b>	
A. The Previous Related study .....	6
B. The related theories.....	7
1. sociolinguistic .....	7
2. Bilingualism .....	11
3. Code mixing.....	13

4. The reasons of using Code mixing.....	19
5. The form of Code mixing.....	22
6. The factors of using Code mixing.....	25
7. The difference between code switching and Code mixing ....	28
C. Conceptual Framework.....	7

### **CHAPTER III: RESEARCH METHOD**

A. Research Design .....	31
B. Research subject and Object .....	31
C. Research Instrument .....	31
D. Procedure of Data collection .....	32
E. Technique Data Analysis.....	33

### **CHAPTER IV: FINDINGS AND DISCUSSION**

A. The Findings .....	34
B. The Discussions.....	43

### **CHAPTER V: CONCLUSION AND SUGGESTION**

A. Conclusions.....	44
B. Suggestion.....	45

### **BIBLIOGRAPHY**

### **APPENDICES**

### **CURICULUM VITAE**

## CHAPTER I INTRODUCTION

### A. Background

Language is the key to communicate with other people. A language is a system of conventional signal used for communication by a whole community Gimson(1989:64). Communication is the way to exchange and share information either two people or more. Communication is important for human life as a social creature. This is important because every people has different needs that should be fulfilled. Hutton (2009:22) states that “the minimal primitive language is used in a hierarchical society”. The language makes society more colorful with their community. Thus, language is the main tool that is an irreplaceable aspect in communication.

Communication has been developed into many languages in order to have good interaction among people in the world. English has been used by common people in communication because English is known as international language. Most of people used it in daily activity as a way to interact with international people. Most of the language used to communicate and it also happens in social context.

Holmes (1972: 78) define sociolinguistics as “the study of language as part of culture and society. It means that the language users should have linguistic and culture competence in their communication. Language and society are two things that cannot be separated. Language users must have

good ability in understanding rule of language itself and culture competence to create a meaningful communication. In sociocultural, there are three kinds of mastery in language; monolingual, bilingual, and multilingual. Monolingual is people that mastery in one language. Bilingual is people that mastery two languages. The last, multilingual is people that mastery more than two languages.

Bilingual is “an individual who has native like control of two (or more) languages According to the statement that the users of language should have ability and knowledge in both languages. This statement is hard to apply, because there is a little people that can mastery in two languages natively. In contrary, Mackey (1962: 52) defines bilingualism as “the ability to use more than one language. It means that, if the users of language understand about what they are talking. It can be called as bilingualism.

People who master in two languages have a different abilities in mastery between two languages or varieties. Although the differences were hard to find. The choice of code mixing depends on location (city or country), formality, gender, status, intimacy, seriousness, and type of activity, Wardhaugh, (2006:99). Situation also becomes one aspect that affect in occurrence of code mixing.

In Indonesia, English is as the foreign language. This language is important, because English is the international language. In formal education, English language learning has been started in kindergarten. The beginners get

the introduction about the language like vocabulary with limit time. The higher level of education will also be followed by the addition of the material and also the time. The language used when learning course also gives affect the ability of the students in language acquisition. Nevertheless, the students have been taught English for so long time, but they cannot mastery English and also cannot apply in their daily life. The big problem here is the students only use English when they only have English subject. After the learning done, they are back to use their local language.

This is also the case in SMKT somba Opu, mostly students from villages in Gowa regency such as Pallangga, Taeng, Limbung, and pakkatto areas where these students in their daily life use the local language of Makassar in communicating. No need to be too far about English, in using Indonesian they are still not fluent. in the classroom, students also mostly interact with teachers or other students using Makassar Language. This also affects the learning process in the classroom especially in English subjects. in the learning process, teachers often have to use code mixing in explaining the lessons or tasks assigned to the students. this is because students have difficulties in translating sentences or English words and this is what encourages teachersto use Indonesia or Makassar to translate English words which aims to enable students to more quickly understand what is explained by the teacher And with the use of code mixing, the class becomes more interactive.

Based on the explanation above, the researcher is interested in finding types of code mixing that occur and reason of teachers use it. So, the researcher decided to conduct a research under the title “**Code mixing used by the teachers in teaching English at SMKT SOMBA OPU**”

## **B. Problem Statement**

Based on the previous background, the researcher formulates some research questions as follow:

1. What types of code mixing are used by the teacher in teaching English?
2. What are the reasons of teacher using code mixing in the teaching English?

## **C. Objective of Study**

In relation to the problem Statements above, the objectives of the research to find out:

1. The types of code mixing are used by the teacher in teaching English
2. The reasons of teacher using code Mixing in teaching English

## **D. Significance of the study**

The researcher expects this research can be useful to:

1. To help the English teacher in presenting their subject when teacher want to explain more about the lesson.
2. To help the students more adaptable about foreign language and enrich their vocabularies
3. To help the other researcher to use this research as reference for their research
4. It will give some contributions to the reader to enrich their knowledge about code mixing in teaching.

#### **E. Scope of study**

The scope of this research is restricted to *code mixing used by teacher in teaching English* at SMKT Somba Opu. The researcher describes the three types of code mixing, insertion, alternation, and congruent lexicalization mixing that used or spoke by the teacher in teaching English and the reasons why the teacher mixing their language when teaching English.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**



## A. The Previous related studies

Purnama sari (2012) in her thesis, "*code mixing used by radio broadcaster*" she found two types code mixing that occur on the broadcaster speech utterances were outer code and inner code mixing. And result of her research showed that when Ardan radio broadcasters were broadcasting music program, they used outer code mixing (54,32%) and inner code mixing (45,68%) in their of conversation.

Azmarahani (2003) in her thesis "*A Study On Code Mixing used By Members Of Scouting At UIIS Malang*". In her thesis, she observed about kinds of code mixings do members of scouting at UIIS Malang use and the reason they use the code mixing. In the method, she used descriptive qualitative because she took the data are in the form of words or utterances rather than number.

Prastyawan (2012) in his *thesis "Code mixing and code switching used by the teacher in SMAN 16 Surabaya"* investigated About the phenomenon of teachers who use code mixing and code switching during the class activity. The Result of his research showed that the form of code mixing which occur in class activity are code mixing in the form of word and phrase.

Based on the previous research above, the researcher found similarity in this research. In this case have sameness of the previous

research finding was investigate and analysis about the type and form of code mixing and code switching. However, the researcher found the sameness, but actually the researcher also found the difference. In this research, the researcher

Based on the previous study, the writer can combine between three previous study. Then, the writer will use it for references in her next research with the same topic but different finding and discussion. In addition, the previous study gives more knowledge about phenomena of code mixing. Besides, the writer can more understand and know about the phenomenon of code mixing. So, it can helpful to finish her research. Moreover, the writer can get more references and also have more motivate to make this research.

## **B. The Related Theories**

Some terms are used in this study. Theoretically they need to be explained to avoid misinterpretation of the terms.

### **1. Sociolinguistic**

According to Wardhaugh (2010:10), there are several possible relationships between language and society. One is that social structure may either influence or determine linguistic structure and behavior. Certain evidence may be adduced to support this view: the *age-grading* phenomenon whereby young children speak differently

from older children and, in turn, children speak differently from mature adults; studies which show that the varieties of language that speakers use reflect such matters as their regional, social, or ethnic origin and possibly even their gender; and other studies which show that particular ways of speaking, choices of words, and even rules for conversing are in fact highly determined by certain social requirements. A second possible relationship is directly opposed to the first: linguistic structure and/or behavior may either influence or determine social structure. A third possible relationship is that the influence is bi-directional: language and society may influence each other. A fourth possibility is to assume that there is no relationship at all between linguistic structure and social structure and that each is independent of the other.

Society impinges on language, and language impinges on the society. Hence, there must be a relationship existing between language and society. The interdependency of these two entities, language and society led to the study of sociolinguistics. Sociolinguistics is concerned with investigating the relationship between language and society with the goal of a better understanding of the structure of language and of how languages function in communication. It is the study of all aspects of linguistics applied towards the connections

between language and society, and the way we use it in different language situations.

When people interact with others in society at anytime and anywhere they must use a language. Without a language, people will find some troubles when they do their activities and toward the others. There is no people or society without a language. The role of a language among the people in this life is very crucial. The study of linguistics reveals that language and society cannot be separated to be investigated. It develops into sociolinguistics or the sociology of language. According to Fishman (2002: 15); ‘sociolinguistics is the study of the characteristics of language varieties, the characteristics of their functions, and the characteristics of the speaker as these three constantly interact, change and change one another within a speech community’.

Wardhaugh (2010:11) is even more direct: ‘Sociolinguistics is the study of the social uses of language, and the most productive studies in the four decades of sociolinguistic research have emanated from determining the social evaluation of linguistic variants. These are also the areas most susceptible to scientific methods such as hypothesis-formation, logical inference, and statistical testing. Others people too believe that sociolinguistics is the study of language variation and that the purpose of such study is to find out what

variation tells us about language and speakers' 'knowledge' of language, in this case their unconscious knowledge of subtle linguistic differences.

The people can define sociolinguistics as the study of language in relation to society. In Mediyanthi(2012:24) says Sociolinguistics is concerned with the relationship between language and the context in which it is used. Like other subject, sociolinguistics is partly empirical and partly theoretical – partly a matter of going out and amassing bodies of fact and partly of sitting back and thinking. The 'armchair' approach to sociolinguistics can be fairly productive, whether it is based on facts collected in a systematic way as part of research or simply on one's own experience. 'The sociolinguist's aim is to move towards theory which provides a motivated account of the way language is used in a community, and of the choices people make when they use language' (Mediyanthi, 2012:24). For example, when we observe how varied language use is we must search for the causes.

Based on explanation above sociolinguistics actually does not discuss a structure of a language, but it focuses on how a language is used, so it could play its function well. So it is clear now that the role of sociolinguistics is to manage a language as its functions in society, or in other words sociolinguistics deals with a language as means of communication.

## 2. Bilingualism

In general, bilingualism is about the using of two languages. Bilingualism and multilingualism are normal in many parts of the world and people do not feel strange. Most of the nations through the world are bilingual or even multilingual with two or more ethnic groups speaking different languages. One of the most common myths about bilingualism is the view that a bilingual is completely fluent in two languages. According to Shin (2013:25), It is often assumed that “true” bilinguals are those who are equally proficient in their two languages, with competence in both languages comparable to those of monolinguals of those languages.

According to Rodman (2007:342), “bilingual language acquisition refers to the (more or less) simultaneous acquisition of two languages beginning in infancy (or before the age of three years)”. If a person learns another language after acquiring the first, for them it refers to second language acquisition, and not to bilingualism. the definition of bilingualism as “the ability to speak, read, write, *or even understand* more than one language” (italic in the original). Finally, bilingualism is the ability of using two languages to other people.

According to Wardhaugh (2002:96) multilingualism is a norm in a community. Communities are multilingual and no effort is made to suppress the variety of languages that is spoken. In Wardhaugh’s

book (2010:94) gives an interesting example of multilingualism exists among the Tukano of the northwest Amazon, on the border between Colombia and Brazil, as follow:

The Tukano are a multilingual people because men must marry outside their language group; that is, no man may have a wife who speaks his language, for that kind of marriage relationship is not permitted and would be viewed as a kind of incest. Men choose the women they marry from various neighboring tribes who speak other languages. Furthermore, on marriage, women move into the men's households or longhouses. Consequently, in any village several languages are used: the language of the men; the various languages spoken by women who originate from different neighboring tribes; and a widespread regional 'trade' language. Children are born into this multilingual environment: the child's father speaks one language, the child's mother another, and other women with whom the child has daily contact perhaps still others.

However, everyone in the community is interested in language learning so most people can speak most of the languages. Multilingualism is taken for granted, and moving from one language to another in the course of a single conversation is very common. In fact, multilingualism is so usual that the Tukano are hardly conscious that they do speak different languages as they shift easily from one to

another. They cannot readily tell an outsider how many languages they speak, and must be suitably prompted to enumerate which languages they speak and to describe how well they speak each one.

### **3. Code Mixing**

#### **a. Definition of Code Mixing**

A code is language, a variety or style of language. A code is a class specific language variation, especially for the different strategies of verbal planning. In communications, a code is a rule for converting a piece of information (for example, a letter, word or phrase) into another form or representation, not necessarily of the same sort. Code switching and code mixing are division of code. Code mixing is the use of one language in another language, the mixing of two or more languages or language varieties in a speech. Code mixing usually occurs in bilingual or multilingual community or society and the function (meaning) of the language cannot be clearly separated.

In accordance with Muysken (2000:1), code-mixing means the lexical items and grammatical features of two languages that exist in the same sentence. Code mixing is a normal, natural product of bilingual and multilingual language use. Code-Mixing is a term used in bilingualism area. in Siregar (2016:3), Code-mixing refers to



“linguistic behavior of a bilingual speaker who imports words or phrases from one of his/ her languages into the other one”.

Wardhaugh in (2014:8) states that code mixing occurs when conversants use both languages together to the extent that they change from one language to the other in the course of a single utterance. It means that the conversants just change some of the elements in their utterance. Code mixing takes place without a change of topic and can involve various levels of language, example morphology and lexical items. The concept of code – mixing is used to refer to a more general form of language contact that may include cases of code-switching and the other form of contacts which emphasizes the lexical items.

Considering that code-mixing allows the change of code, it is important to know factors that can cause code mixing. According to Chaer (2010:114), Code-Mixing is caused by several factors such as: the speaker, the addressee, the setting, the change of situation from formal to informal, and the topic. Thus, when a bilingual person mixes up a code, he or she probably does Code-Mixing because of factors such as addressee(s), topic discussions, and contexts.

The concept of code mixing is used to refer to a more general form of language contact that may include cases of code

switching and the other form of contact which emphasizes the lexical items. David (2014:10) adds that different from the above standpoint, code mixing is going to be distinguished here from code switching.

#### b. Type and Example of Code Mixing

Muysken (2000) defines three types of code mixing: insertion, alternation, and congruent lexicalization.

##### 1. Insertion

In his view, insertion occurs when lexical items from one language are incorporated into another.

Example of insertion (Indonesian/English)

A: Tergantung leader, terus juga tergantung situation.

(It depends on the leader and on the situation.)

##### 2. Alternation

The second category proposed by Muysken (2000), alternation, occurs when structures of two languages are alternated indistinctively both at the grammatical and lexical level.

Example of alternation (English/Indonesian)

A: You mean, ganti ke kata laen.

(You mean, change it to another word.)

### 3. Congruent Lexicalization

The third and last category in code mixing is congruent lexicalization, which refers to the situation where two languages share grammatical structures, which can be filled lexically with elements from either language (Muysken, 2000).

Example of Congruent lexicalization (Indonesian/English)

A: Software gua buat convert file wav jadi mp3 gua uda expired.

(My software for converting wav files to mp3 has expired.)

According to Siregar (1996:50), code mixing divided into two kinds, intra-sentential mixing and extra-sentential mixing.

#### 1) *Intra-sentential mixing*

Intra-sentential mixing may range from the alternation of single words or phrases to clauses within a single sentence or utterance. Below some examples of code mixing in English-Indonesia:

- *Saya benar-benar**busy**hari ini.* (Busy as code mixing of word in the sentence).
- *Maaf, kemarin saya tidak bisa gabung diacara buka puasa bersama, **because I have many duties.*** (because I have many duties as code mixing of clause).

- *Tinggal* follows *updi dalam nanti*. (Follow up as code mixing of phrase in the sentence).
- 2) Extra-sentential mixing

Normally extra-sentential mixing occurs between sentences. Because it occurs at sentence boundaries, it requires less complex syntactic interaction between two languages involved in code mixing. Code mixing divided in two kinds; such as Inner Code Mixing is that stemming from original language with all variation and Outer Code Mixing is that stemming from foreign language.

Based on Suwito (1983: 56) there are two kinds of code mixing, they are;

1. Inner code mixing, it is when speakers speak using his national language and then insert his regional language, or he speaks regional language tends to insert national language. Ex: *mbak sini mlaku bareng!*. The speaker using Indonesia language but she inserts his regional language “*mlaku*”, it is javanese word, it means “walk” in English
2. Outer code mixing, it is when a speaker speaks using his national or regional language and tends to insert foreign language. Ex: *next* kita akan kerumahmu ya!. The speaker

speaks using Indonesian language, then puts English word “*next*”, which in Indonesia word “*selanjutnya*”.

c. The function of Code Mixing

Suwito (2013:18) the goal to be achieved by the speaker in his speech is very decisive choice of language. Speakers interfere with the code there are certain objectives to be achieved by the language user. Code mixing are used by speakers to show off their learning or position, in addition to achieving the precision of the meaning of the phrase. The function of code switching refers to what the speaker intends to accomplish with the transition of the code. The function of code switching and code mixing is almost the same. Foley in Fathurrohman (2013:18) reveals that the description of the language will show a picture of the social condition of a society, and vice versa, the picture of the social condition of a society will be reflected in the language they use.

Contact language that occurs in the daily life of society as a bilingual will also affect the delivery of information in a newspaper, especially with a cultural background that is deeply entrenched in every community, in this case the use of Indonesian language affected by the language areas easily spread

through the mass media. The code-mixing functions on Facebook are as follows: (a) more argumentative to convince the speech partner, (b) more persuasive to persuade or direct the speaking partner, (c) more communicative to convey information, (d) more prestige.

#### **4. The reason of using Code Mixing**

Based on Eunhee (2006: 47) the reasons of using code mixing are :

##### **1) Participant Roles and Relationship**

Remark participant roles and relationships play a very critical role in bilinguals' unconscious agreement and disagreement on language choice. That is, whether bilinguals code mix or not depends on whom they talk to. Grosjean presents some interviews about how interlocutors affect bilinguals' languages. The interviewee who is a Greek – English bilingual remarked, "I find myself code mixing with my friends who are all Greek... they know English so well and nobody gets offended with code mixing... I don't mix with my parents as I do with my friends". Another interviewee who is a French-English bilingual said, "I tend to use both English and French within the same conversation, within the same sentence, when I'm with Francos who are obviously bilingual, but also with Francos with

whom I am at ease.”As these two bilinguals, interlocutors and their relationship with interlocutors affect their code mixing.

## 2) Situational Factors

State some languages are viewed as more suited to particular participant/social groups, settings or topics than others. They also postulate that social variables such as class, religion, gender, and age can influence the pattern of language mixing and switching both qualitatively and quantitatively. With regard to gender, one of the social variables, Bhatia and Ritchie (2006: 98) state that in many traditional societies, where gender roles are clearly demarcated, i.e. men work outside the home and women are engaged in domestic activities, language mixing and switching in women is qualitatively different from that in men. Eunhee (2006 :36) writes: “Among the various attributes of speakers it is neither their status as peasants nor the nature of their social networks that correlates most closely with language use. It is their ages.” also state that the Puerto Ricans in New York primarily engage in code mixing as adolescents; when they have turned into „responsible“ adults they keep their languages more apart

## 3) Message-Intrinsic Factors

Some reasons and motivations are also highly related to messages, there are some factors which generate code mixing such as quotations, reiteration, topic-comment/relative clauses, hedging, interjections and idioms and deep-rooted cultural wisdom. Direct quotation or reported speech triggers language mixing/switching among bilinguals cross-linguistically. Bhatia and Ritchie (Eunhee: 2006) state that reiteration or paraphrasing marks another function of mixing and topic-comment function makes bilinguals mix languages. conducted research about it with Japanese- English bilinguals and found out that language mixing and switching revealed when the topic is introduced in Japanese and the comment is given in English. In addition, code mixing and switching serves an important function in hedging. As a result, when bilinguals do not want to give interlocutors a clear answer, they usually code mix. The other function of language mixing and switching is to add an interjection or sentence filler. For example, Singaporeans usually put „la“ at the end of sentences. since the Chinese that Singaporeans speak usually has a „la“ sound at the end of sentences.

#### 4) Language Attitudes, Dominance, and Security

Language attitudes, dominance, and security determine the qualitative and quantitative properties of language mixing. As for the



attitudes, the frequency of code mixing from bilinguals depends on whether a society considers code mixing positively or negatively. Poplack and Nortier (Eunhee: 2006) postulate that speakers who code mixing fluently and easily tend to be quite proficient bilingually, whereas Weinreich (Eun hee:2006) thought that intra-sentential code mixing was a sign of the lack of bilinguals proficiency and interference (as cited in Muysken, 2000). view dominance in terms of relative proficiency and predict “a general tendency for bilingual children to mix elements from their dominant language when using their non-dominant language, rather than vice versa, because many of the linguistic structures for communication are lacking in the non-dominant language”. Moreover, bilinguals’ security has to do with code mixing

## **5. The Form Of Code Mixing**

Muysken (2000:109) define that the term code mixing to refer to all cases where lexical item and grammatical features from two language appear in one sentence. And he also define in code-mixing piece of one language are used while a speaker is basically using another language.

Suwito (2012:33) differentiates the kind of code mixing in the form of words, phrase, hybrid, repetition word, idioms and clauses.

1) Code mixing in the form of word

Word is the smallest unit of language consists of a morpheme or more than a morpheme.:

Example:

*Datanglah ke **party** ku malam ini*

2) Code mixing in the form of phrase

Phrase is grammatical analysis to refer to a single element of structure typically containing more than one words, and lacking the subject and predicate structure typical of clauses.

Example:

*Perusahaan ini membutuhkan **fresh graduate** yang berkompeten*

3) Code mixing in the form of hybrid

Hybrid is the result from unification of two different language substances which has meaning.

Example:

*Orang tua harus **mensupport** anak-anaknya.*

4) Code mixing in the form of repetition word

Repetition word is a word formed because of reduplication.

Example:

*Kabarnya **fine-fine** saja.*

5) Code mixing in the form of idiom

Idiom is group of words with a meaning that is different from the meaning of the individual word. It means that idiom creates new meaning that is different from the real meaning of each word.

Example:

*Semuanya akan baik-baik saja jika kamu **go with the flow**.*

6) Code mixing in the form of clause

Clause is a unit of grammatical organization smaller than the sentence, but larger than the phrases, words or morphemes and clause having a subject and predicate.

Example:

*Tadi dia bilang **I miss you** gitu.*

## 6. The factor of using Code Mixing

There are some factors, that cause people do code mixing according to Kim (2006:43). Some of them are:

- 1) *Bilingualism*. It cannot be avoided that the ability to use to speak more than one language is a basic factor of code mixing.

Most of the world's population is bilingual or multilingual. Code mixing by bilingual or multilingual speakers with the primary objective to be the meaning of the message in the communication can be received by more effectively.

- 2) *Speaker and partner speaking*. Communication is the process of expressing ideas between two participants of conversation. Speaker needs partner speaking to communicate and code mixing could appear if both use and understand it well.

In a speech event, speakers sometimes accidentally switch code for language partner because he has a purpose and a specific purpose. Viewed from private speakers, there are a variety of purposes and objects move between other code talkers want to change the situation of the hearing, for example, from formal situations that are bound to space and time non-formal situations which are not bound space and time.

3. *Socialcommunity*. An individual lives and cooperates in one communityeither in monolingual or bilingual community. Now most communities arebilingual that use two languages in their interactions. In this case, an individualwill be influenced by social community directly.

Interlocutors that the same linguistic background of speakers usually turn over the code in the form of variance and if the said partner different linguistic backgrounds tend to be code rather than language.To neutralize the situation and respect the presence of a third speech partners, speakers and partners usually said switch code, especially if they are of different linguistic backgrounds. In this situation, sometimes over the code is also used to convey messages that do not want to be understood by all three speakers.

4. *Situation*. Usually code mixing occurs in relax or informal situation. Thissituation is closer with daily conversation and for writers is also describe astheir habitual communication.

Purpose of conversation is a means by which to speak. Oral mode (face-to-face, by telephone, or via audio-visual) use more variety compared to non-formal mode of writing (letter agencies, newspapers, scholarly books) that typically use formal

variety. With the more common oral mode code switching and mixed code than using write mode.

The subject or topic of discussion is the dominant factor in determining the occurrence of code switching. Formal subject is usually expressed with a variety of standard, neutral style and serious subject of informal language is not delivered with raw, emotional style, and completely arbitrarily. Instead the subject of formal scientific and frequent mixed code when a speaker does not find expression or equivalent capable of representing ideas in the language of instruction or intervention is often done when the code is deliberately to emphasize the speaker's personality.

5. *Vocabulary*. There is not appropriate word or when there is a lack of vocabulary in one language.

The inability to find an appropriate word or expression in one language makes people change the word or phrase from one to another language and it can be combined together. Some bilinguals mix two languages when they cannot find proper words or expressions or when there is no appropriate translation for the language being used.

6. *Prestige*. Globalization era has led people must able to speak more than one language, especially English. For many young

people code mixing becomes a new style which is hoped to be modern and educational one. They mix language because of prestige. Speaker is not seldom do plus a language code into other languages because of habit or because taste would like to highlight its identity.

### **7. Difference Between Code Switching And Code Mixing**

From the explanation above, the difference between code mixing and code switching can be inferred. First, in code mixing, bilingual speakers seem to apply some foreign words or phrases (pieces of one language smaller than clause) while the other language (code) functions as the base. Second bilingual speakers are said to code mixing ( but not switch from one to another) when there is no topic that changes, nor does the situation.

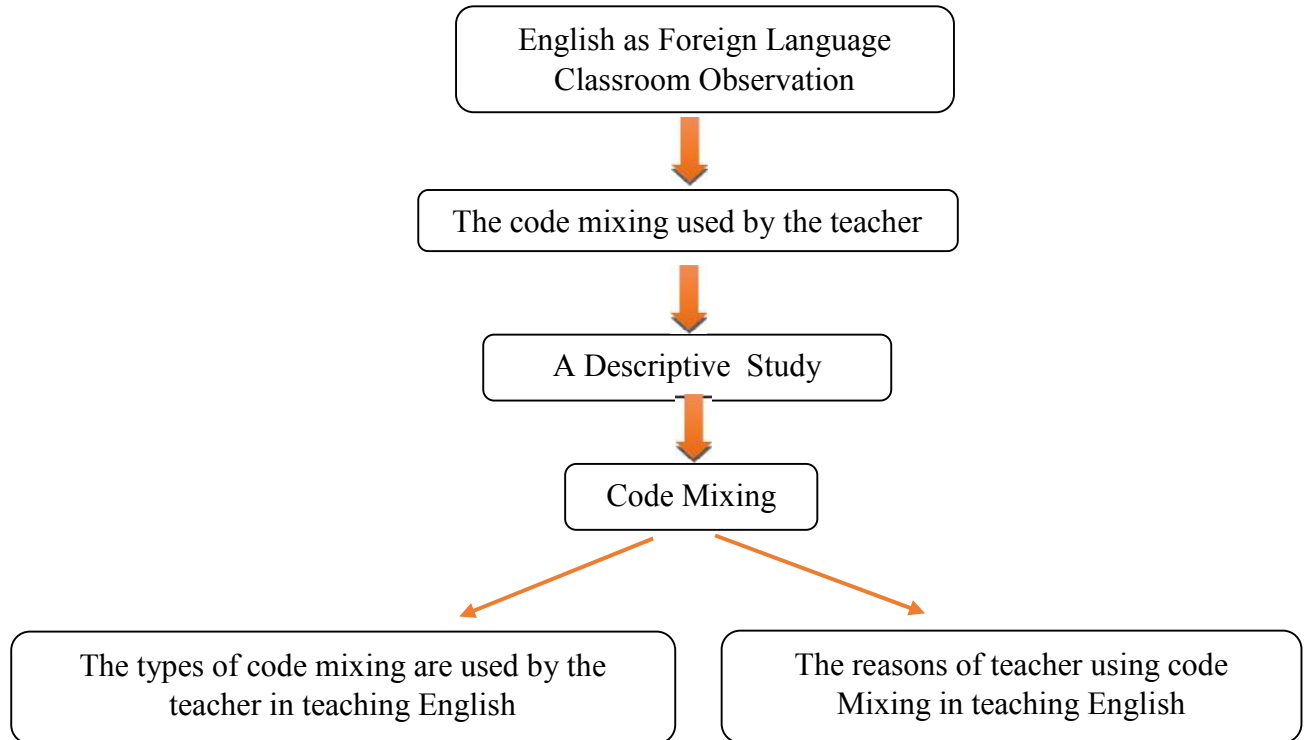
One criterion to differentiate code switching and code mixing. One criterion that is sometimes offered to distinguish switching from mixing is that the grammar of the clause determines the language. By this criterion, if a person uses a word or a phrase from another language, he has mixed, not switched. But if one clause has the grammatical structure of one language and the next is constructed according to the grammar of another. create a code. Code switching

and code mixing living in a bilingual (or multilingual) community forces people to be able to speak in at least two different languages.

So the basic difference between code switching and code mixing is code mixing occurs when speakers mix/insert foreign words (other code) in the dominant language used, yes including the use of foreign terms that appear intellect. While code switching, speakers change the language used to code the others (including diversity) for consideration (1) the other person, (2) speakers themselves, (3) the presence of three speakers (4) create a sense of humor, or (5) increase the prestige. The same of code switching and code mixing is that they commonly occur in a multilingual society in using two languages or more. The difference over the code (code switching) occurs between the language used is an autonomous individual, a conscious and deliberate, specific causes, while the mixed code (code mixing) occurs in a primary code or code base used has function and autonomy, while other involved in the use of such language is in pieces, without function and autonomy as a code.



### C. Conceptual Framework



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

In conducting the research, the researcher used descriptive qualitative method, it describes code mixing used by the teacher in teaching English. Therefore, the data has been collected some references from many resources by using video-audio recorder device to record the teacher speech utterances and the researcher did also the interviewed to find out the reason why teacher used code mixing in the class.

#### **B. Research subject and Object**

##### 1. subject

The subject of this research was two English teachers in SMKT Somba Opu in Sungguminasa.

##### 2. Object

The object of this research was Code Mixing used by the teacher in teaching English.

#### **C. Research Instrument**

The researcher collected the data used two instruments in this research those are:

##### **1. Observation**

This is intended to know whether to know code mixing occurred in the classroom or not, and also the forms of code mixing which might occur in teaching learning process. The observation type that use in this research is unstructured observation and the researcher here as the nonparticipant observer. Therefore, in order to avoid losing the data which is needed, the researcher observe the class by using video-audio recorder device to gain the

data of teacher's speech utterances which contain code mixing and capture the class activities, include started of the class, explanation of teaching material, and give the exercise to the target language.

## **2. Interview**

The interview was used to find out the reason of English teacher used code mixing in teaching English in the class. The interview type that used in this research is semi-structured interview. The interview allows the researcher to gain more data which needed.

## **D. Procedure of Data Collection**

Qualitative research release heavily on the observation and interview. In collecting data, the researcher observes the teachers by record teaching learning process and applied simple interview with the teachers by following the procedures:

1. The researcher asked permission to the teachers first to join in the class
2. The researcher asked teaching schedule of the teachers.
3. The researcher used direct observation as the first step to get the data. The observation administered in the classroom and mainly observed the code mixing used by the teacher during teaching and learning process. During Observation, the researcher records all teaching learning process in the classroom in order to avoid the losing of the data which needed.
4. The interview section has been held after the data from the observation and recording identify. The researcher asked some question which have prepared by researcher before. Therefore, the researcher interview English teacher directly. While recording the interviewing by using audio recorder.

## **E. Technique Data Analysis**

Analyzing data were performed by arranging, sorting, coding, and organizing the data to find the theme and test hypothesis to be substantial theory to analyze the data the researcher applied the technique as follows:

### 1). Organizing the data

This is the first step in analyzing the data. After collecting the record files, the researcher transcribes the data recording one by one. There are some records of the teacher's utterance during class activities and one record of the result of the teacher's interview. After transcribing the audio file, the researcher gives a sign to the code mixing done by the teacher.

### 2). Classifying the data

The second step is classifying the data. After getting the data transcript of teacher's code mixing during the class activity, the researcher classifies the type code mixing. Moreover, the researcher analyses result of interview the teacher to find out reason of using code mixing in the teaching learning activity.

### 3). Explaining and interpreting the data

The last step is analyzing the data. The researcher gathers the results of observation and interview to get the complete data. Furthermore, the researcher explains them one by one based on the research problems. First, the researcher explains the type of code mixing by the teacher. Second, interpreting the data is to know the teacher reason to mixing her code.

## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, the researcher presents findings of the research and discussion. The research findings show the data which obtained from the result in order to see Code Mixing used by the teacher in teaching English at SMKT Somba Opu sungguminasa. The discussion contains the description and interpretation of the research findings.

#### A. Findings

On November 19-23 2018 the researcher has finished the observation and interviewed 2 English teachers which different class During observation and interview session the researcher found that each of the teachers had their own style in teaching their students. The teacher A, Who handled the X TKJ was dominant of using English than Indonesian language besides the teacher B who handled XI TKJ was dominant in using Indonesian than English when explained the lesson.

This part discusses the result of the observation and interview which is based on the problem statements of the research. These Problem statements are: (1) What types of code mixing are used by the teacher in teaching English?, (2) What are the reasons of teacher using code mixing in the teaching English?.

## 1. The types of ode mixing produced by the English teachers of SMKT

### Somba Opu

The types of Code mixing which found through observation in the classroom seemed to fulfill all the code mixing types suggested by Muysken (2000) namely: a) Insertion, b) Alternation, c) congruent lexicalization.

#### a. Insertion

The teachers used insertion however the utterances which contain insertion process would be described in the form of code mixing.

#### b. Alternation

The second type is used by the teachers however the utterances which contain alternation process can be shown in the table below.

*Table.1*

No.	The insertion of word
1.	Aaaa now, the previous class, sebelum kelas sebelumnya, kita... there is homework, right? Sudah ada PR nya toh?
2.	Aaaa jadi, PR sebentar kita kumpul. Now, open page...
3.	Okay, Now open page 5. Sekarang buka halaman 5 practice 12. Jadi sekarang buka halaman 5, <i>page 5 practices 12</i> . Yang laki-laki, boleh dibuka halaman 5 <i>nak</i> ?
4.	Ya, open page 5, sudah?

5.	Jadi, kalian cari makna yang digaris bawah sebentar, cari bahasa Indonesianya di kamus jika perlu. Yaa, jadi kalian dengarkan dulu ibu and repeat after me, ulangi setelah saya ya.
7.	Tired... Apa lagi? What else?
8.	chase... Apa lagi? What else?
9.	hard, yes. Apa itu hard?
10.	Sebelum mam jelaskan maknanya, kita coba sekarang apakah kalian bisa menjawab pertanyaan sebelum mam terjemahkan atau belum bisa. Perhatikan <i>practice 13</i> . Okay... <i>number 1, what kind of animal spot?</i>
11.	Yes, <i>what is spot?</i> Apa itu spot dalam bacaan? Laki-laki, <i>I want know</i> , apa itu spot? Dalam bacaan itu tadi yang kita baca. Apa Jihan? Yes. Jadi, <i>spot is...?</i>
12.	Okay, ada di paragraph pertama <i>line two</i> , he has orange fur with...?
13.	Yaa, spot every morning drink milk. Okay, number 5 what kind of food does spot like? Apa jenis makanannya? Yes?
14.	What kind of food does spot like? Apa makanannya? Cat food!! Makanya kalau orang menjelaskan perhatikan kesini!
15.	Kerjakan practice 13 on your practice book, di buku latihan. Jadi ada di buku catatan, ada di buku latihan.
16.	Laki-laki, bisaki perhatikan kesini? Kalau tidak bisa go out from my class! Bisa?

17.	All of the answers are clear, semu jawabannya sudah jelas. Just write down in your practice book, hanya segera menulis kembali dalam buku catatannya.
18.	Selesaikan dulu, kalian kerjakan. After that we will continue. Selesaikan dulu, nanti kita periksa.
19.	Ya, stop! We will continue. Sebentar kita lanjutkan itu. Now, open page 6, buka lagi halaman 6. sebentar dilanjutkan itu lagi. Buka dulu halaman 6 practice 14. Buka halaman 6 latihan 14. Decided whether the following statements are true or false based on the text. Jadi kalian disuruh, kita jawab sama-sama ya. Kalian disuruh menyimpulkan pernyataan itu benar atau salah. Okay, laki-laki, attention please! Perhaikan! Number 1, spot is a dog, true or false?
20.	False, okay. That's right. Number 2, spot live inside house, apakah spot hidupnya di dalam rumah?
21.	Yes, true. Number four..ee number three, spot is an adorable animal. True or false?
22.	What is the habit of spot? Apa kebiasaannya spot every morning?
23.	
24.	yes, true. Number 7, spot doesn't like to move around
25.	dia suka lari-lari, tapi disini pernyataannya spot doesn't like to move aroung, berarti true or false?
26.	dengarkan baik-baik kata-katanya. Listen carefully! Spot doesn't like to move around



27.	ketika..., false or true?
28.	di sofa or under the...?
29.	Ada yang tau apa artinya pet animal?
30.	yes, pet animal is hewan peliharaan. Okay, antonym of pet animal is? Apa antonimnya pet animal?
31.	yes, wild animal. Apa artinya wild animal?
32.	ya, liar. Number 2, regular. What is the antonym of regular? Apa antonimnya? Apa antonimnya? Laki-laki dulu, apa antonimnya regular?
33.	irregular, ya. That's right! Number 3, fat. What is the antonym of fat? Apa itu fat?
34.	okay, sekarang number 4, soft. Apa itu soft?
35.	Kalian harus memilih salah satunya yang mana jawaban yang benar dari dua opsi disini. Misalnya, for example number 1, I feel very....sleepy/active, and I think I have to lie down. Kira-kira kalau kita merasa sangat aktif atau kita merasa sangat mengantuk kah, kemudian kita mau berbaring? Kita merasa aktif atau mengantuk kalau kita mau berbaring?
36.	Yes, okay. Assalamualaikum wr.wb.
37.	
38.	Okay, today I would like to invite this class, hari ini saya akan membagi kelas into four group, A,B,C, and... Ya, silahkan bukunya yang satu disimpan dulu ya

39.	ya, begini saja, ini the first group
40.	ya, saya akan membagi kelas ini menjadi 4 kelompok ya, dan kita akan keluar sebentar di lingkungan sekolah ya. Ada yang berada di taman, in the garden of our school, the second group, ya kelompok kedua akan berada sebentar in the parking area, ya beradadi tempat parkir. And the third group in around...
41.	sorry, ya akan berada disekitar toilet sebentar, ya. And the fourth group, kelompok 4 around the library. Berada disekitar perpustakaan sebentar ya. This is form, ini ada form saya akan bagikan ke kalian. Ya disini kalian diminta sebentar mengisi list of hat is the name of people. Ya orang-orang yang aka kalian temui sebentar and what activities, dan apa kegiatan yang dia lakukan ya.
42.	Ya, any question about this form? Ada pertanyaan tentang form yang akan kita isi ini? Ya, jadi yang bagian di atas disitu name of people ya. Nama-nama orang yang kalian temui sebentar di di lingkungan sekolah ini ya. Terus yang bagian kedua disitu ada animal or insect. Ya, hewan ataupun serangga yang kalian temui di sekitar lingkungan sekolah kita ini ya
43.	ya, ant. The ant, ya. Apa yang dilakukan oleh semut itu? Misalnya berjalan di dinding ataupun berjalan dimana, itu yang kalian tulis di dalam form ini ya. Dalam bahasa Inggris, using English, ya. Okee, where is the first group? Dimana kelompok satu?
44.	ya, tulis nama, NIS, dan kelas di situ yadi form. Ya, okay

	every group, setiap grup I give about 15 minutes ya, 15 or 20?
45.	I give you 20 minutes, s aya beri waktu 20 menit setiap regu ya. Ya, okay sekarang silahkan ya, silahkan first group. Okay, please first group silahkan kelompok pertama untuk menuju lokasi yang...
46.	ya, kelompok 4, the fourth group in around the library. Ya sekitar perpustakaan, please.
47.	ya, satu saja perwakilan. Ya silahkan saya persilahkan kepada kelompok satu, I invite to the first group, ya. Ya silahkan. Ya,okay, please
48.	ya, okay. The next performance, I would like to invite the second group. Ya, silahkan kepada kelompok 2 ya
49.	okay, next, fourth group. Fourth group ya, silahkan kelompok 4. Ya, okay

c. Congruent lexicalization

For this type the teachers only used congruent lexicalization and the utterances of this type can be shown in the table below.

*Table.2*

No.	CONGRUENT LEXICALIZATION
1.	Kenapa <b>dog</b> ? Spot is a...?
2.	<b>Yes</b> , apa Jihan?
3.	Ini bukan <b>yellow</b> . Di sini dia bilang <b>orange</b> . Jadi dia

	berwarna...?
4.	buka sekarang buku latihannya dan kerjakan <b>practice</b> 13 di buku latihan

**2. What are the reasons of teacher using code mixing in the teaching English?**

The interview session was taken on april 21 and 23 2017 and the researcher have interviewed 2 English teachers which different class with asked 6 questions. The reasons of English teacher using code mixing when teaching English in the classroom. As regards to the reason of English teachers used code mixing who needed teaching English were found only 2 categories. These reasons are: (a) Repetition used for clarification (b) because of real lexical.

a. Repetition used for clarification

This reason was based on the Hoffman theory (1991:116) which explained that when a bilingual or multilingual person want to clarify his/her speech so that it will be understood better by listener, they can sometimes use both of the languages (codes) that he masters to say the same message.

b. Because of real lexical need

When an English-Indonesian bilingual has a word that is lacking in English, they would find it easier to say it in Indonesian language and vice versa, when he/she has a word that is lacking in Indonesian, they would use the English term.

After researcher investigated the result of interview session, other reasons were appeared. The researcher discovered several points why the English teachers of SMKT Somba Opu used code mixing in teaching English, they are:

a. The influence of habit

Based on the teachers who have interviewed, admitted that used code mixing was because of their habit influencing the way of speak in presenting English subject in the class.

b. Teaching method

Code mixing be used as one of method in teaching English which is really important, because it can help teachers in presenting their subject.

c. Increasing student's vocabularies

Except for helping teacher in presenting their subject, code mixing can help students in improving their vocabularies and more.

d. Grabbing student's attention

Student's attention in the class oftentimes get disturbance out of the class except the lesson.

## **B. Discussion**

This part deals with the interpretation of the research finding. The researcher discusses the finding regarding to the research question and the scope of the research.

### **1. The types of ode mixing produced by the English teachers of SMKT Somba Opu**

Through observation in the classroom seemed to fulfill all code mixing types who suggested by muysken (2000: 69) therefore three types of code mixing namely: (a) Insertion (2) Alternation (3) congruent lexicalization and the three categories of them would be discussed by one.

#### **a. Insertion**

The first type which found in the research field was out of the researcher's prediction. At the first, the researcher expected to collect data of the insertion process much more but after the result of observation was really unpredictable because teachers only used insertion when teaching in class about 15 % therefore the examples of insertion process would be described in the form of code mixing.

#### **b. Alternation**

The second types used by the teachers is Alternation. The utterances of alternation is alternation process. This is because according to the data collected from observation showed that the alternation type used a lot by the English teachers during teaching

learning process in the classroom and that was very different from the previous type. Therefore utterances of the English teachers which contain alternation process can be shown in the table below.

Table.3

No.	ALTERNATION	INFORMATION
1.	Aaaa <b>now, the previous class</b> , sebelum kelas sebelumnya, kita... <b>there is homework, right?</b> Sudah ada PR nya toh?	<i>The number 1 to 49 are the combination of english language and indonesian in one sentence, which is indicated with the bold one is English and the other word is Indonesian.</i>
2.	Aaaa jadi, PR sebentar kita kumpul. <b>Now, open page...</b>	
3.	<b>Okay, Now open page 5.</b> Sekarang buka halaman 5 practice 12. Jadi sekarang buka halaman 5, <i>page 5 practices 12</i> . Yang laki-laki, boleh dibuka halaman 5 nak?	
4.	<b>Ya, open page 5</b> , sudah?	
5.	Jadi, kalian cari makna yang digaris bawah sebentar, cari bahasa Indonesianya di kamus jika perlu. Yaa, jadi kalian dengarkan dulu ibu <b>and repeat after me</b> , ulangi setelah saya ya.	
7.	Tired... Apa lagi? <b>What else?</b>	
8.	chase... Apa lagi? <b>What else?</b>	
9.	<b>hard, yes.</b> Apa itu hard?	

10.	Sebelum mam jelaskan maknanya, kita coba sekarang apakah kalian bisa menjawab pertanyaan sebelum mam terjemahkan atau belum bisa. Perhatikan <i>practice 13</i> . Okay... <i>number 1, what kind of animal spot?</i>	
11.	Yes, <i>what is spot?</i> Apa itu spot dalam bacaan? Laki-laki, <i>I want know</i> , apa itu spot? Dalam bacaan itu tadi yang kita baca. Apa Jihan? <i>Yes. Jadi, spot is...</i>	<i>The number 1 to 49 are the combination of english language and indonesian in one sentence, which is indicated with the bold one is English and the other word is Indonesian.</i>
12.	Okay, ada di paragraph pertama <i>line two</i> , he has orange fur with...?	
13.	Yaa, <b>spot every morning drink milk.</b> Okay, <b>number 5 what kind of food does spot like?</b> Apa jenis makananya? Yes?	
14.	<b>What kind of food does spot like?</b> Apa makanannya? <b>Cat food!!</b> Makanya kalau orang menjelaskan perhatikan kesini!	
15.	Kerjakan <b>practice 13 on your practice book</b> , di buku latihan. Jadi ada di buku catatan, ada di buku latihan.	
16.	Laki-laki, bisaki perhatikan kesini? Kalau tidak bisa <b>go out from my class!</b> Bisa?	
17.	<b>All of the answers are clear</b> , semu jawabannya sudah jelas. Just write down in your practice book, hanya segera menulis kembali dalam buku catatannya.	



18.	Selesaikan dulu, kalian kerjakan. <b>After that we will continue.</b> Selesaikan dulu, nanti kita periksa.
19.	Ya, stop! We will continue. Sebentar kita lanjutkan itu. <b>Now, open page 6,</b> buka lagi halaman 6. sebentar dilanjutkan itu lagi. Buka dulu halaman 6 <b>practice 14.</b> Buka halaman 6 latihan 14.  Decided whether the following statements are true or false based on the text. Jadi kalian disuruh, kita jawab sama-sama ya. Kalian disuruh menyimpulkan pernyataan itu benar atau salah.Okay, laki-laki, <b>attention please!</b> Perhaikan!Number 1, spot is a dog, <b>true or false?</b>
20.	False, okay. <b>That's right. Number 2,</b> spot live inside house, apakah spot hidupnya di dalam rumah?
21.	<b>Yes, true. Number four..ee number three,</b> spot is an adorable animal. <b>True or false?</b>
22.	What is the habit of spot? Apa kebiasaannya spot <b>every morning?</b>
23.	Yes, dia minum susu, <b>so it's false.</b> <b>Number 6,</b> spot like to eat cat food
24.	<b>yes, true. Number 7,</b> spot doesn't like to move around

25.	dia suka lari-lari, tapi disini pernyataannya spot doesn't like to move around, <b>berarti true or false?</b>	<i>The number 3 to 36 are the combination of english language and indonesian in one sentence, which is indicated with the bold one is English and the other word is Indonesian.</i>
26.	dengarkan baik-baik kata-katanya. <b>Listen carefully!</b> Spot doesn't like to move around	
27.	ketika..., <b>false or true?</b>	
28.	di sofa <b>or under the...?</b>	
29.	Ada yang tau apa artinya <b>pet animal?</b>	
30.	<b>yes, pet animal is</b> hewan peliharaan. <b>Okay, antonym of pet animal is?</b> Apa antonimnya <b>pet animal?</b>	
31.	<b>yes, wild animal.</b> Apa artinya <b>wild animal?</b>	
32.	ya, liar. <b>Number 2, regular.</b> What is the antonym of regular? Apa antonimnya? Apa antonimnya? Laki-laki dulu, apa antonimnya regular?	
33.	<b>irregular, ya. That's right!</b> <b>Number 3, fat.</b> What is the antonym of fat? Apa itu fat?	
34.	okay, sekarang <b>number 4, soft.</b> Apa itu soft?	
35.	Kalian harus memilih salah satunya yang mana jawaban yang benar dari dua opsi	
	disini. Misalnya, <b>for example number 1,</b>	

	I feel very....sleepy/active, and I think I have to lie down. Kira-kira kalau kita merasa sangat aktif atau kita merasa sangat mengantuk kah, kemudian kita mau berbaring? Kita merasa aktif atau mengantuk kalau kita mau berbaring?	<i>The number 1 to 49 are the combination of english language and indonesian in one sentence, which is is indicated with the bold one is English and the other word is Indonesian.</i>
36.	<b>Yes, okay.</b> Assalamualaikum wr.wb.	
37.	<b>So do I</b> , begitu juga dengan saya ya. Ya, okay today we would like to learn about describe, <b>describe animal and describe people</b> ya. Nah, hari ini kita akan belajar tentang menjelaskan, atau menjelaskan tentang orang, kita juga akan menjelaskan tentang <b>animal or insect</b> ya, menjelaskan tentang hewan ataupun serangga yang ada di lingkungan sekolah kita, okay. Now, please open your book page 87, ya silahkan buka bukunya halaman...	
38.	Okay, today I would like to invite this class, hari ini saya akan membagi kelas <b>into four group</b> , A,B,C, and... Ya, silahkan bukunya yang satu disimpan dulu ya	
39.	ya, begini saja, ini <b>the first group</b>	
40.	ya, saya akan membagi kelas ini menjadi 4 kelompok ya, dan kita akan keluar sebentar	

	<p>di lingkungan sekolah ya. Ada yang berada di taman, <b>in the garden of our school</b>, the second group, ya kelompok kedua akan berada sebentar <b>in the parking area</b>, ya beradadi tempat parkir. <b>And the third group in around...</b></p>	
41.	<p>sorry, ya akan berada disekitar toilet sebentar, ya. <b>And the fourth group</b>, kelompok 4 <b>around the library</b>. Berada disekitar perpustakaan sebentar ya. <b>This is form</b>, ini ada form saya akan bagikan ke kalian. Ya disini kalian diminta sebentar mengisi <b>list of hat is the name of people</b>. Ya orang-orang yang aka kalian temui sebentar and <b>what activities</b>, dan apa kegiatan yang dia lakukan ya.</p>	
42.	<p>Ya, any question about this form? Ada pertanyaan tentang form yang akan kita isi ini? Ya, jadi yang bagian di atas disitu <b>name of people</b> ya. Nama-nama orang yang kalian temui sebentar di di lingkungan sekolah ini ya. Terus yang bagian kedua disitu ada <b>animal or insect</b>. Ya, hewan ataupun serangga yang kalian temui di sekitar lingkungan sekolah kita ini ya</p>	

43.	ya, <b>ant. The ant, ya.</b> Apa yang dilakukan oleh semut itu? Misalnya berjalan di dinding ataupun berjalan dimana, itu yang kalian tulis di dalam form ini ya. Dalam bahasa Inggris, <b>using English,</b> ya. Okee, where is the first group? Dimana kelompok satu?
44.	ya, tulis nama, NIS, dan kelas di situ yadi form. Ya, <b>okay every group,</b> setiap grup I give about 15 minutes ya, 15 or 20?
45.	I give you 20 minutes, s aya beri waktu 20 menit setiap regu ya. Ya, okay sekarang silahkan ya, silahkan <b>first group.</b> Okay, <b>please first group</b> silahkan kelompok pertama untuk menuju lokasi yang...
46.	ya, kelompok 4, <b>the fourth group in around the library.</b> Ya sekitar perpustakaan, please.
47.	ya, satu saja perwakilan. Ya silahkan saya persilahkan kepada kelompok satu, I invite to the first group, ya. Ya silahkan. <b>Ya,okay, please</b>
48.	ya, okay. <b>The next performance,</b> I would like to invite the second group. Ya, silahkan kepada kelompok 2 ya
49.	<b>okay, next, fourth group. Fourth group</b> ya, silahkan kelompok 4. Ya, okay

c. Congruent lexicalization

The usage this type was very low which different from the other type before. The teacher only use 5% because this type almost not appeared during teaching learning process in the class even though this type appeared many times but only the same utterances that showed in the class, such us the word of “teks” and “oke” used many times by English teacher when explained their material . The utterances about this type can be shown in the table below.

*Table.4*

No.	CONGRUENT LEXICALIZATION	INFORMATION
1.	Kenapa <b>dog</b> ? Spot is a...?	In English the word “dog” in Indonesian “Anjing”
2.	<b>Yes</b> , apa Jihan?	In English the word “yes” ,in Indonesian “ya”
3.	Ini bukan <b>yellow</b> . Di sini dia bilang <b>orange</b> . Jadi dia berwarna...?	In English the word “yellow”and “orange” ,in Indonesian “kuning” dan “oranye”
4.	buka sekarang buku latihannya dan kerjakan <b>practice</b> 13 di buku latihan	In English the word “practice” ,in Indonesian “latihan”

## **2. What are the reasons of teacher using code mixing in the teaching English?**

In this research, the reasons of English teachers using code mixing when teaching English in classroom were firstly observed based on Hoffman(1991: 116) theory and researcher could not find all the reasons proposed by Hoffman which is consisted of 10 categories, the researcher only found 2 reasons in the research field. The reasons of English teacher used code mixing when teaching English were found only 2 categories. These reasons are: (a) repetition used for clarification (b) because of real lexical need.

### **a. Repetition used for clarification**

This reason was based on the Hoffman theory(1991: 116) which explained that when a bilingual or multilingual person wants to clarify his/her speech so that it will be understood better by listener, they can sometimes use both of the languages (code) that he masters to say the same message. Based on Hoffman theory above is suitable with the situation that faced off by the researcher in research field that time. the teacher explained their lesson with one language(English) and then must be repeated or

explained with other language (Indonesian) word by word , and this is used quite often by the teacher.

The situation is happened on and on during teaching learning process in the class. According to the teacher's admittance in interview session, one of the reason they used code mixing is helping them to explaining their material so that by mixing two languages as well the listener (student) can be easier to understand the explanation or the message that teachers want to give to their student can be delivered well. Besides that the goal of teaching learning process would be fulfilled, because students did not take a long time to absorb the lesson.

b. Because of real lexical need

When an English-Indonesian bilingual has a word that is lacking in English, they would found it easier to say it Indonesian language and vice versa, when he/she has a word that is lacking in indonesian, they would use the English term, in this category, the researcher got the data not from interviewed session but when observation processed at the time. Sometimes teachers itself didn't realize that teachers having a problems when explaining a subject because lack of in vocabulary\ aspect.

To overcome that factor so that teachers used English and Indonesia at the same time or mixing 2 languages at once. For



example when teacher explaining on subject then blocked by lack of vocabulary in Indonesian, then they used English term and vice versa when teachers obstacle to search vocabulary in English then they used Indonesian term. In order that to make teaching learning process could goes on without stop, which caused by the teachers who lacking in lexical aspect.

After researcher investigated the result of interview session, other reasons were used code mixing appeared. The researcher discovered several points why the teachers of SMKT Somba Opu used code mixing in teaching English, they are:

a. The influence of habit

Base on the teachers who have interviewed, admitted that used code mixing was because of their habit influencing the way of speak in presenting English subject in the class. They used code mixing not only in teaching learning process, but also after the class end or in informal situation when met with friends, colleges, or even met by their students not in the school area they kept used and it happened naturally because of habits.

b. Teaching method

Code mixing can be used as one of method in teaching English which is really important, because it can help teachers in

presenting their subject. For instance, if teachers want to know how comprehend their students in understanding the lesson or not they can mixing their speech, or even to measure student's ability each of them because each of students has their own capacity or level in absorbing the lesson.

c. Increasing student's vocabularies

Except for helping teachers in presenting their subject, teacher as the person who has an important role in improve student's ability, want their students has a progress from time to time such us their improvement in reading skill, speaking skill, writing skill, listening skill, or in memorize new vocabulary, minimal 10 vocabularies in a day and know the meaning it. The teachers always have a high expectation to their student in every meeting. In order to help students in improving list of their vocabularies more, teacher can used code mixing by insert word by word in every meeting in the class to stimulate them so that student is eager want to the meaning of the English word and get the new thing every meeting.

d. Grabbing student's attention

Student's attention in the class oftentimes get disturbance out of the class except the lesson. therefore by used or put local language sometimes, the teachers can attracted their attention to

the subject that they explained, because actually if our teaching method really monotone it makes our students easier to get bore with our teaching style so that learn English is an interesting thing not boring anymore.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consist of two section. The first is the conclusion which based on the research finding and discussions. The second section is suggestions which based on the conclusion purposed,

#### A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher drew several conclusions

1. Based on the observation, the types of code mixing which used by the teachers of SMKT Somba Opu in the class are alternation, insertion and congruent lexicalization. So from the three categories which found, alternation is used a lot by the teachers.
2. Based on the result of interviews, the researcher conclude that the English teachers of SMKT Somba Opu used code mixing is because of their students need, how to make them get easily comprehend the lesson which presented and explained by the teachers and enrich their English vocabularies more so that there is improvement from time to time.

#### B. Suggestion

Based on conclusion above, there are some suggestions given as follows:

1. Firstly, the suggestion are directed to English teacher. Teacher should take advantages of using code mixing as one of method in teaching English.

Because as we know that English is not our native language. So, if we force them to comprehend English at once by explaining the lesson with full explanation in English, is pressure the students only and not all student can understand. So that as the English teacher we must be smart, how to transfer our knowledge to students so that the knowledge is saved by them with mixing our language by using English to Indonesian language and vice versa or we can insert a local language to get student's attention. So, code mixing can be one of alternative in English teaching to transfer our knowledge in different way.

2. Secondly, to the future researchers, it is suggested this study could be a reference to conduct other research on the same field . future researcher may use qualitative research design to know whether or not to describe the phenomena of code mixing specially about code mixing which used by the teachers when teaching English.
3. Thirdly, to the readers who want to take advantages in used code mixing to improve your speaking, such us the person who wants to learn many kinds of language, ode mixing can be one of a good method to learn language. Especially person who want to memorize the word or vocabulary faster, code mixing can enrich your vocabulary with mixing your language anytime. For instance in your daily speech, you can mix your language with the new one so that you get used to the new language that you learn.

## BIBLIOGRAPHY

- Ahire, Milind, M. 2015. Form and Function of Code Mixing in Marathi. *Language in India*. ISSN 1930-2940 Vol. 15. [www.languageinindia.com](http://www.languageinindia.com). Accessted on July 4th 2017.
- Azmaharani, Ita. 2003. *A Study On Code Mixing used By Members Of Scouting At UIIS Malang*. UIIS Malang.
- Bakker, Peter & Matras Yaron. 2013. *Language Contact and Bilingualism 6*. Germany: Walter de Gruyter.
- Barman, Utsab. 2014. *Code Mixing: A Challenge for Language Identification in the Language of Social Media*. Skripsi Tesis. University of North Texas.
- Chaer A. dan Agustina L. (2010). *Sosiolinguistik Perkenalan Awal*. Jakarta: Rineka Cipta.
- Eldin. 2014. Socio Linguistic Study of Code Switching of the Arabic Language Speakers on Social Networking. *International Journal of English Linguistics (online)*. Vol. 4, No. 6. Canadian Center of Science and Education. [https://www.academia.edu/14517501/Socio\\_Linguistic\\_Study\\_of\\_Code\\_Switching\\_of\\_the\\_Arabic\\_Language\\_Speakers\\_on\\_Social\\_Networking](https://www.academia.edu/14517501/Socio_Linguistic_Study_of_Code_Switching_of_the_Arabic_Language_Speakers_on_Social_Networking). Accessted on July 4th 2017.
- Fitria, Tira Nur. 2014. Code Switching And Code Mixing. *Academi Edu (Online)*. [https://www.academia.edu/11906562/Code\\_Mixing\\_and\\_Code\\_Switching\\_Sociolinguistic](https://www.academia.edu/11906562/Code_Mixing_and_Code_Switching_Sociolinguistic). Accessted on February, 15th 2017.
- Fathurrohman. Dkk. 2013. Bentuk dan fungsi campur kode dan alih kode pada rubrik “ah...tenane” dalam harian *solopos*. *BASASTRA Jurnal Penelitian Bahasa, Sastra Indonesia dan Pengajarannya* ISSN 12302-6405 (online). Vol. 1, No. 3, ([http://jurnal.fkip.uns.ac.id/index.php/bhs\\_indonesia/article/view/2141](http://jurnal.fkip.uns.ac.id/index.php/bhs_indonesia/article/view/2141), accessted on August 29th 2017).
- Gimson, AC. 1989. *An Introduction to the Pronunciation to English*. London, New York, Melbourne: Aucklanc

- Halim.Abdul. 2015. Code Mixing On Facebook Among Malaysian TESL Students. *Advances in Social Sciences Research Journal (online)*. Vol. 2, NO.5. <http://scholarpublishing.org/index.php/ASSRJ/article/view/1146/664>. Accessted on July 4th 2017.
- Holmes, Janet and J.B. Pride. 1972. *Sociolinguistics*. Harmondsworth, England: Penguin Books.
- Hudson, R.A. 1996. *Sociolinguistics (2nd Ed)*. Cambridge: University Press.
- Hutton, Christopher. 2009. *Language, Meaning and the Law*. Edinburgh: Edinburgh University Press Ltd.
- Isharyanti. 2009. Code Switching and Code Mixing in Internet Chatting: between 'yes', 'ya', and 'si' a Case Study. *The JaltCall Journal (online)*. ISSN 1832-4215 Vol. 5, No. 3 Pages 67–78. [http://journal.jaltcall.org/articles/5\\_3\\_Cardenas.pdf](http://journal.jaltcall.org/articles/5_3_Cardenas.pdf). Accessted on July 4th 2017.
- Kamisah and Misyana. 2011. Code-switching and Code-mixing of English and Bahasa Malaysia in Content-Based Classrooms: Frequency and Attitudes. *The Linguistics Journal (online)*. Volume 5 Issue 1. [www.linguistics-journal.com/wp-content/.../June-2011-ka.pdf](http://www.linguistics-journal.com/wp-content/.../June-2011-ka.pdf), accessted on February 15th 2017.
- Kim.Eunhee. 2006. Reason and Motivations for Code-Mixing and Code Switching. Spring Issue EFL (online).Vol.4 No. 1. <http://originalresearch.blog.uns.ac.id/files/2010/04/reasons-and-motivations-for-code-mixing-and-code-switching-by-eunhee-kim.pdf>. Accessted on July 4th 2017.
- Latief. Mohammad. 2011. *Research Methods on Language Learning*. Malang: UM Press.
- Mackey.1962. *Bilingualism in School and Society (Language, Identity, Policy)*. New York. Routledge.
- Mon, Thomas, Enlli & Mennen Ineke. 2014. *Advances in the Study of Bilingualism*. Canada: Multilingual Matters.

- Muysken, Pieter. 2000. *Bilingual Speech A Typology of Code Mixing*. United Kingdom: Cambridge University Press.
- Mediyanthi, Debby. 2012. *A Descriptive Study Of Code Mixing In Social Networking (Facebook)*. Skripsi Tesis. Salatiga: State Islamic Studies Institute (Stain).
- Perdana, Putu Oka. 2014. *The Analysis of Code Switching on Facebook Comments*. Skripsi Tesis. Denpasar: Udayana University
- Prastyawan, Rikat. 2012. *Code mixing and code switching used by the teacher in SMAN 16 Surabaya*. English Department Of PGRI Adi Buana University, Surabaya
- Purnamasari, Eka 2012. *Code Mixing used by Radio broadcaster*. English Education Study Program language and Arts STIKIP Siliwangi Bandung
- Rodman, Mark, dkk. 2012. *Language Mixing and Code-Switching in Writing*. New York: Routledge.
- Shin, Sarah, J. 2013. *Bilingualism in School and Society (Language, Identity, Policy)*. New York. Routledge.
- Sugiyono. 2016. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Siregar. 2016. *Analysis of Code Mixing in Facebook Social Networking at Eighth Semester Students of English Study Program*. Skripsi Tesis. University of Pasir Pengaraian.
- Sumarsih, dkk. 2014. Code Switching and Code Mixing in Indonesia: Study in Sociolinguistics. English Language and Literature Studies; Vol. 4, No. 1. <http://www.ccsenet.org/journal/index.php/ells/article/download/34566/19693>. Accessted on July 4th 2017.
- Wardhaugh, Ronald. 2010. *An Introduction to Sociolinguistics*. Singapura: Blackwell Publishing.
- Wardhaugh, Ronald. 2006. *An Introduction to Sociolinguistics*. Oxford: Blackwell Publishing Ltd.



## APPENDIX 1

### Transcriptions of Teaching and Learning Process

#### **Teacher A**

T: Teacher

SS: Students

T: Sekarang sebelum dimulai kelas.... Assalamualaikum Warahmatullahi  
Wabarakatuh (sambil memukul meja)

SS: Waalaikumsalam Warahmatullahi Wabarakatuh

T: Attention please!

SS: Asik..

T: semua perhatiannya kesini dulu. Sebelum ibu memulai kelas, for the first  
time I want to call your name. Jadi saya ulangi... bias duduk dulu? Yaa  
before our, before, before we begin our class, sebelum kita memulai kelas  
hari ini, attention to your nam please! Dengarkan dulu namanya. I will call  
your name and say present.

Muh. Yaser Arafat

S: present mam

T: Muh. Agung

S: present mam

T: Muh. Aksa

S: nda ada bu, sick

T: sick?

Muh. Hisyam

S: present mam

T: Ilham

S: present mam

(Guru mengecek kehadiran siswa satu per satu. Setelah selesai, guru berjalan ke depan kelas)

T: *Aaaa now, the previous class*, sebelum kelas sebelumnya, kita... *there is homework, right?* Sudah ada PR nya *toh?*

SS: Iya mam

T: Di kelas sebelumnya ada PR, Okay?

SS: Iya mam

T: Aaaa jadi, PR sebentar kita kumpul. *Now, open page...*

SS: Halaman...

T: Sudah ini?

S: Sudah mam

T: Ini?

S: Belum mam

T: *Okay, Now open page 5*. Sekarang buka halaman 5 practice 12. Jadi sekarang buka halaman 5, *page 5 practices 12*.

Yang laki-laki, boleh dibuka halaman 5 *nak?*

S: Nda ada bukuku bu.

T: Kenapa tidak ada bukunya?

S: ***Kaluppai seng, kaluppai...***

(Guru berjalan memeriksa buku para siswa)

T: *Ya, open page 5*, sudah?

Sudah dibuka?

Sudah dibuka?

SS: Iye mam

T: Yaa, *listen to your teacher reading the following text carefully*. Dengarkan gurunya baik-baik membacakan bacaannya *and find the meaning of the underline word in Indonesian use your dictionary if necessary*.

Jadi, kalian cari makna yang digaris bawah sebentar, cari bahasa Indonesianya di kamus jika perlu. Yaa, jadi kalian dengarkan dulu ibu *and repeat after me*, ulangi setelah saya ya.

I have a cat

SS: I have a cat

T: For it regular house cat

SS: For it regular house cat

T: He is an adorable cat

SS: He is an adorable cat

T: He has orange fur

SS: He has orange fur

(Guru membacakan materi dan diikuti oleh semua siswa sampai selesai)

T: Okay, sekarang you can see the underline word. Kalian bisa lihat yang mana kata yang digaris bawah, ada kata apa saja?

SS: Reguler...

T: Reguler...

SS: Adorable...

T: Adorable.. apa lagi?

SS: Spot

T: Spot...

SS: Tired

T: Apa lagi?

SS: Tired

T: Tired... Apa lagi? What else?

SS: Chase..

T: Chase... Apa lagi? What else?

SS: Spot

T: Spot... yang diatas?

SS: *Cedel*

T: C-U-D-D-L-E apa bacanya?

SS: *Kedel*

T: *Kedel*, Okay. Apa lagi? Tired? Jadi berapa, how many words underline in the text?

SS: Six...

T: Yaa, there are six, Okay. Jadi, 6 kata itu kalian catat dulu. Your..., this word, you note in your note book. Catat di buku catatannya dulu 6 kata. Sebentar kalian cari what is the meaning of the underline word. Kalian sebentar cari apa maknanya yang garis kata yang digaris bawah tersebut. Okay, now open page 6. Sekarang buka halaman 6 nya. Halaman 6 sekarang kalian buka. Kalian sudah tahu apa maknanya ini? I have a cat?

SS: Yang mana?

T: Kita coba. Sebelum mam jelaskan maknanya, kita coba sekarang apakah kalian bisa menjawab pertanyaan sebelum mam terjemahkan atau belum bisa. Perhatikan practice 13. Okay... Aaaa number 1, what kind of animal spot?

S: Cat

T: What?

S: Cat

T: Yes, what is spot? Apa itu spot dalam bacaan?

Laki-laki, I want know, apa itu spot? Dalam bacaan itu tadi yang kita baca.

Apa Jihan? Yes. Jadi, spot is...?

S: a dog

T: Kenapa dog? Spot is a...?

SS: Cat

T: Yes, good. Number 2, what does spot looks like? Apa kira-kira?

SS: Looks orange

T: Yes, apa Jihan?

S: Orange mam

T: Okay, ada di paragraph pertama line two, he has orange fur with...?

SS: White and black

T: Okay, jadi bagaimana nampaknya itu spot? Dia berwarna...?

S: Kuning

SS: Orange

T: Apa bahasa Inggrisnya kuning?

S: Yellow

T: Ini bukan yellow. Di sini dia bilang orange. Jadi dia berwarna...?

SS: Orange

T: Kemudian dia punya belang-belang berwarna...?

SS: White and..

T: White and...?

SS: Black..

T: Okay, jadi dia berwarna orange, orange kemudian belangnya berwarna putih dengan...?

SS: Hitam..

T: Hitam, Okay. Number 3, what is the spot fur like? Aaa? Yes. Dia, bagaimana bulunya? What is the fur in the text?

SS: Soft..

T: Yes, Soft. Okay, that's good! Number 4, what was does spot has every morning? Aaa what does spot have every morning?

SS: Rice food..

T: Every morning?

SS: Drink milk..

T: Yaa, spot every morning drink milk. Okay, number 5 what kind of food does spot like? Apa jenis makananya? Yes?

SS: Cat food..

T: Yaa, jadi makanannya...?

SS: Makanan kucing..

(Guru menegur 3 siswa laki-laki yang tidak memperhatikan pelajaran dengan menepuk pundak mereka)

T: Apa makanannya? (Tanya guru kepada 3 siswa laki-laki tersebut). Jawab nomor 4! What kind of food does spot like? Apa makanannya?  
Cat food!! Makanya kalau orang menjelaskan perhatikan kesini!

SS: Iye bu

T: Number 6, what does spot like to do?

S: Run around the house

T: Aaaa...?

S: Run around the house

T: Yes, very good. Run around the house. Jadi, spot itu kebiasaannya apa yang dilakukan di rumah? Berlari keliling-keliling di rumah. Okay, the last number, where does spot usually sleep? Di mana kira-kira spot selalu tidur?

SS: Sofa..

T: Sofa where? Where the sofa?

SS: In the living room..

T: Yes, the sofa in the living room and....?

SS: Sometimes under the table..

T: Yes, and sometimes under the table. Okay

SS: Yeahhhh.... (siswa tepuk tangan)

T: now, you can do it in the practice book, buka sekarang buku latihannya dan kerjakan practice 13 di buku latihan. Don't forget to find out the meaning of the underline. Jadi kalian cari juga aaaa... kata yang digaris bawah tadi dalam kamus kalian.

SS: Dicatat semua bu?

T: Kenapa?

SS: Dicatat ini 6 bu?

T: Ya, kalian catat dulu 6, you make a note, kalian buat catatan dibuku catatannya 6 kata tadi... you find out in your dictionary, kalian cari artinya dalam kamusnya, and then aaa... you make eee... you do the practice 13. Kerjakan practice 13 on your practice book, di buku latihan.

Jadi ada di buku catatan, ada di buku latihan.

(Guru berjalan ke arah bangku siswa laki-laki)

T: Laki-laki, bisaki perhatikan kesini? Kalau tidak bisa go out from my class!  
Bisa?

SS: Iye bu,

T: Bisa?

SS: Bisa bu.

T: Kalau begitu, kerjakan sekarang!

S: Tidak ada buku bu,

T: Kalau tidak ada bukunya usahakan cari juga. Itu yang 2 orang pindah ke depan yang ada bukunya.

SS: Iye bu



T: Nanti sebentar kalau sudah selesai, we will continue in practice 14, decided which one is true and which one is false, base on the text. Jadi sebentar kalau selesai latihannya itu kita lanjut untuk bagaimana membedakan kalimat yang benar dan kalimat yang salah ya.

(Guru kembali ke mejanya dan siswa mengerjakan tugas yang telah diberikan)

T: All of the answers are clear, semu jawabannya sudah jelas. Just write down in your practice book, hanya segera menulis kembali dalam buku catatannya.

Selesaikan dulu, kalian kerjakan. After that we will continue. Selesaikan dulu, nanti kita periksa.

(Guru berjalan ke arah salah satu siswa)

T: Where is your note book and your practice book?

S: Ini bu,

T: where is your note book and your practice book, buku catatanmu sama buku latihanmu yang saya tanyakan bukan itu buku cetak.

S: Nda ada buku ku bu.

T: Pindahko kesini, kerjakan 30 menit lagi. Pindahko kesini, dua orang disini. Kash gabung kursinya baru kau disini, mana kamusmu?

S: Tena bu,

(Guru kembali ke bangku siswa perempuan dan mengambil salah satu kamus)

T: Kamus yang bagus ini. Rekomendasi saya, kalau beli kamus, kamus yang begini nah, Hasan Sadili, John Echoll, iniee John Franch Echoll.

S: Hasan Sadili...

T: Hasan Sadili. Hasan Sadili, ini berpisah bahasa Indonesianya dengan bahasa Inggrisnya. Ada satu khusus bahasa Inggris, ada satu khusus bahasa Indonesia. Selesaikan dulu baru kita lanjut lagi.

SS: Ini bu tidak ada pulpenya,

T: Siapa yang dua pulpenya?

S: Astaga, ini bu,

T: Yaa, ini tidak ada lagi alasanmu tidak kerja, apa lagi alasanmu? Kerjami!

(Setelah 30 menit berlalu, guru kembali ke depan kelas)

T: Ya, stop! We will continue. Sebentar kita lanjutkan itu.

Now, open page 6, buka lagi halaman 6. Open page 6, sebentar dilanjutkan itu lagi. Buka dulu halaman 6 practice 14. Buka halaman 6 latihan 14.

Decided whether the following statements are true or false based on the text. Jadi kalian disuruh, kita jawab sama-sama ya. Kalian disuruh menyimpulkan pernyataan itu benar atau salah.

Okay, laki-laki, attention please! Perhatikan!

Number 1, spot is a dog, true or false?

SS: False..

T: True or false laki-laki? Spot is a dog?

SS: False..

T: Apakah spot itu adalah seekor anjing?

SS: bukan..

T: Apa kalau salah?

SS: False..

T: False, okay. That's right. Number 2, spot live inside house, apakah spot hidupnya di dalam rumah?

SS: True..

T: True or false?

SS: True..

T: Yes, true. Number four.. ee number three, spot is an adorable animal. True or false?

SS: True..

T: True or false?

S: True..

T: Ya, that's right. Number 4, spot fur is white and black and orange fur. That's true? Spot fur is white and black and orange spot.

SS: False..

T: False or true?

SS: False..

T: What is spot fur?

SS: Orange..

T: Ya, jadi dia warnanya orange. Jadi bukan dasarnya hitam putih, tapi dasarnya orange. Okay, number 5, spot like to drink water every morning

SS: False..

T: True or false?

SS: False..

T: What is the habit of spot? Apa kebiasaannya spot every morning?

SS: Minum susu..

T: Yes, dia minum susu, so it's false. Number 6, spot like to eat cat food.

SS: True

T: yes, true. Number 7, spot doesn't like to move around

SS: false

T: false or true?

SS: false

T: apa dia suka pindah-pindah? Apa dia suka pindah-pindah atau suka lari-lari?

SS: suka lari-lari

T: dia suka lari-lari, tapi disini pernyataannya spot doesn't like to move around, berarti true or false?

SS: true...false...

T: dengarkan baik-baik kata-katanya. Listen carefully! Spot doesn't like to move around

SS: false

SS: true mam

T: spot doesn't like to move around, ini pernyataannya dia bilang spot itu tidaksuka lari-lari, kenyataannya spot itu...?

SS: suka lari-lari..

T: suka lari-lari berarti...?

SS: false

T: false, okay. The last number, when spot is tired or sleepy, he likes to sleep under the chair

SS: false, true..

T: ketika..., false or true?

SS: false

T: true or false?

SS: false..

T: ya, false. Di mana dia sering tidur?

SS: di sofa

T: di sofa or under the...?

SS: table

T: yes, it' is not under the chair, but under the table. Okay. Perhatikan practice 15, halaman 6 lagi, practice 15. Okay, match the word under their antonyms. Sekarang kita mencocokkan which one is the word and which one is the antonym. Kita mencocokkan dengan lawan katanya. Anyone know pet animal? Ada yang tau apa artinya pet animal?

SS: hewan

T: hewan apa? Apa itu pet? Apa itu pet animal?

SS: hewan peliharaan

T: yes, pet animal is hewan peliharaan. Okay, antonym of pet animal is? Apa antonimnya pet animal?

SS: while...

T: yes, wild animal. Apa artinya wild animal?

SS: liar

T: yes, hewan liar. Pet animal lawannya wild animal. Hewan peliharaan lawannya binatang liar

SS: liar

T: ya, liar. Number 2, regular. What is the antonym of regular? Apa antonimnya? Apa antonimnya? Laki-laki dulu, apa antonimnya regular?

SS: irregular

T: aaa? Apa?

SS: irregular

T: irregular, ya. That's right! Number 3, fat. What is the antonym of fat? Apa itu fat?

SS: gemuk

T: yes, what is the antonym of fat? Apa antonimnya?

SS: thin

T: thin, yes. Ulangi dulu setelah mam, fat

SS: fat

T: thin

SS: thin

T: pet animal

SS: pet animal

T: wild animal

SS: wild animal

T: regular

SS: regular

T: irregular

SS: irregular

T: okay, sekarang number 4, soft. Apa itu soft?

SS: lembut

T: lembut. What is the antonym of lembut?

SS: hard

T: apa?

SS: hard

T: hard, yes. Apa itu hard?

SS: kasar

T: kasar, that's good! Number 5, active. What is the antonym of active?

SS: passive

T: yes, passive. Okay, very good! Now, open page 7, sekarang buka halaman 7, practice 16. Aaa, disitu you must choose, you must choose which one is the best answer. Kalian harus memilih salah satunya yang mana jawaban yang benar dari dua opsi disini. Misalnya, for example number 1, I feel very....sleepy/active, and I think I have to lie down. Kira-kira kalau kita merasa sangat aktif atau kita merasa sangat mengantuk kah, kemudian kita mau berbaring? Kita meras aktif atau mengantuk kalau kita mau berbaring?

SS: ngantuk, mengantuk

T: yes, jadi contoh number 1, for example number 1, I feel very sleepy, kemudian I think I have to lie down. Ya, jadi contohnya nomor 1 itu, yang pertama kita memilih antara sleepy dengan active, jawabannya adalah...?

SS: sleepy

T: sleepy, okay. Number 2 under number 7 you write down in the practice book. Kalian kerjakan di buku latihan lagi. Silahkan dilanjutkan dulu yang tadi. Jadi yang kalian kerjakan di buku latihan just practice 13 and practice 16. 13 and 16, yes.

(times over)

T: ya, I think that's all for meeting today, maybe for the next weeks we will continue our meeting and then you must collect your homework. Kalian lanjutkan pertemuannya dan kita kumpul tugasnya, I think that's all for our meeting today, thank you very much for your attention. Wassalamualaikum wr.wb.

SS: waalaikumsalam wr.wb.



**Teacher B**

T: Teacher

SS: Students

(Guru memasuki ruang kelas)

S: Stand up, say greetings to our teacher

SS: Assalamualaikum wr.wb.

T: Waalaikumsalam wr.wb.

S: Sit down, please!

T: Ya, okay. Assalamualaikum wr.wb.

SS: Waalaikumsalam wr.wb.

T: Okay students, good morning

SS: Good morning, sir

T: Hello..

SS: Hai..

T: How are you today?

SS: I'm fine, and you?

T: So do I, begitu juga dengan saya ya. Ya, okay today we would like to learn about describe, describe animal and describe people ya. Nah, hari ini kita akan belajar tentang menjelaskan, atau menjelaskan tentang orang, kita juga akan menjelaskan tentang animal or insect ya, menjelaskan tentang hewan ataupun serangga yang ada di lingkungan sekolah kita, okay. Now, please open your book page 87, ya silahkan buka bukunya halaman...

SS: Halaman 87

T: Ya, 87. Ya, okay before we continue our lesson today, I wanna ask you who are absent today? Siapa yang tidak hadir hari ini?

S: Fadli and Amalia

T: Siapa? Fadli and..?

SS: Fadli and Amalia Rahmadani and Amran..\

T: Ya, okay. There are three person, atau there are three students absent today. Ada tiga orang yang tidak hadir hari ini

S: Aii 4 orang, four sir

T: Four...?

SS: Yes, sir

T: Okay, today I would like to invite this class, hari ini saya akan membagi kelas into four group, A,B,C, and... Ya, silahkan bukunya yang satu disimpan dulu ya

SS: Iya pak

T: Heloo..

SS: Hai..

T: Look at the picture, what are the people doing? Ya, perhatikan gambar, what are the people doing? Ya sebelum kita lanjut coba buka bukunya halaman 9 dulu semua

SS: Sudah pak

T: Sudah lihat halaman 9?

SS: Sudah pak

T: ya, coba yang duduk di mejanya siapa ini?

S: nina

S: siska

T: siapa namanya? Lihat di halaman 9

SS: ooh halaman 9. Dayu, dayu...

T: siapa?

SS: dayu, adit,...

(sebagian siswa rebut menjawab pertanyaan)

T: ya, coba. Heloo...

SS: hai..

T: ya, sekarang yang pakai kerudung itu siapa namanya?

SS: siti..

T: terus yang pegang sapu itu siapa?

SS: ninaa, ninaa...

T: ya, terus siapa yang membawa ..

SS: ayu, ayu....

T: ya, sebentar itu yang saya minta kalian tahu ya, karna ada hubungannya yang akan kita bahas nani, ya.

(siswa mencoba menghafal nama-nama yang ada pada gambar)

T: ya dan sebentar kalian saya minta ada beberapa pertanyaan disini sebentar kalian jawab dan bukan karna mungkin kita akan lakukan sebentar tanya jawab. Ya, saya cuma kasih apa tadi, penjelasan bahwa yang pakai kerudung itu siti, yang kertiing rambutnya itu siapa?

SS: edo

T: ya, Edo. Seharusnya kalian sudah kenal semua ini, karna kalian sudah sering pakai buku ini. Harusnya sudah tahu, ya

SS: edo dayu, siti, ani...

T: ya, coba supaya sebentar ini, karna saya mau bagi kelompok. I would like to invite you to group, ya dibagi dalam kelompok. Nah, mungkin kelompoknya cukup berapa ya,?

SS: dua, empat, lima mo

T: ya, begini saja, ini the first group

S: aii edede.. begini mo pak

T: atau bagaimana?

SS: lurus samping pak

T: ya, kalau begini tidak seimbang, kecuali kalau itu dibelakang pindah kesini

S: begini mo ee, begini pak

T: ya kelompok 1,2,3,4 seperti ini bisa?

SS: bisa pak

T: maksud saya begini, ya. Coba heloo

SS: haii..

T: ya, saya akan membagi kelas ini menjadi 4 kelompok ya, dan kita akan keluar sebentar di lingkungan sekolah ya. Ada yang berada di taman, in the garden of our school, the second group, ya kelompok kedua akan berada sebentar in the parking area, ya beradadi tempat parker. And the third group in around...

SS: WC pak

T: sorry, ya akan berada disekitar toilet sebentar, ya. And the fourth group, kelompok 4 around the library. Berada disekitar perpustakaan sebentar ya. This is form, ini ada form saya akan bagikan ke kalian. Ya disini kalian diminta sebentar mengisi list of hat is the name of people. Ya orang-orang yang aka kalian temui sebentar and what activities, dan apa kegiatan yang dia lakukan ya.

SS: yes, sir

T: bisa kalian lihat di dalam buku halaman 87, ada contohnya disini ya.

SS: yes, sir

T: seperti yang ada dibukunya ya. Misalnya siti is mop the floor. Ya, siti... ya, coba lihat di situ. Begitu juga dengan ya, Dennis is sweep the floor. Dennis, Dennis sementara menyapu lantai disitu ya.

SS: menyapu lantai tawwa

T: ya, okay semua sudah dapat formnya disitu?

SS: sudah pak

T: Ya, any question about this form? Ada pertanyaan tentang form yang akan kita isi ini? Ya, jadi yang bagian di atas disitu name of people ya. Nama-nama orang yang kalian temui sebentar di di lingkungan sekolah ini ya. Terus yang bagian kedua disitu ada animal or insect. Ya, hewan ataupun serangga yang kalian temui di sekitar lingkungan sekolah kita ini ya

SS: yes, sir

T: misalnya semut, apa bahasa Inggrisnya semut?

S: ant.

T: ya, ant. The ant, ya. Apa yang dilakukan oleh semut itu? Misalnya berjalan di dinding ataupun berjalan dimana, itu yang kalian tulis di dalam form ini ya. Dalam bahasa Inggris, using English, ya. Okee, where is the first group? Dimana kelompok satu?

S: ini mo pak

SS: disini pak

T: ya, tulis nama, NIS, dan kelas di situ yadi form. Ya, okay every group, setiap grup I give about 15 minutes ya, 15 or 20?

S: 20 mo pak

T: I give you 20 minutes, s aya beri waktu 20 menit setiap regu ya. Ya, okay sekarang silahkan ya, silahkan first group. Okay, please first group silahkan kelompok pertama untuk menuju lokasi yang...

S: bawa pulpen pak?

T: ya, silahkan bawa bukunya. Pas 20 menit silahkan kembali kesini kita menjelaskan apa yang kita dapatkan.

(kelompok satu keluar menuju tempat yang telah ditentukan)

T: yes, okay next the second group

S: saya sir

T: where is the second group?

SS: ini, ini...

T: ya, please go to the parking area, silahkan menuju ke tempat parkir, apa yang kalian dapat ya.

SS: kelompok 2 dulu..

T: ya, kelompok 3 silahkan disekitar kelas yang ujung itu, ya.

SS: maju,maju,maju aduh..

SS: 4 pi pak, kelompok 4 pi

T: ya, kelompok 4, the fourth group in around the library. Ya sekitar perpustakaan, please.

S: yess diperpustakaan..

(semua grup keluar menuju tempat yang telah ditentukan dan diarahkan oleh guru.

Kurang lebih 35 menit siswa dan guru kembali ke kelas)

T: ya, silahkan setiap kelompok naik membacakan, perwakilan saja satu orang saja, ya

S: satu mo, iya satu

T: ya, okay siapa yang dari kelompok satu yang siap membacakan di depan?  
Who is the first group? Ya, perwakilan dari kelompok 1

S: fatur pak

T: ya, satu saja perwakilan. Ya silahkan saya persilahkan kepada kelompok satu, I invite to the first group, ya. Ya silahkan. Ya,okay, please

(satu siswa naik ke depan kelas)

S: Assalamualaikum wr.wb.

SS: waalaikumsalam wr.wb.

S: name of people. One, syahrir. Syahrir is talking with friend. Two, tuti. Tuti is go to the toilet. Three, sir Mawang. Sir Mawang is watering the flowers. Animal or insect. One, ant. Ant is walking in the tree. Two, spider. Spider is making sarang, hehe

T: ya, what is sarang?

S: nda ditauki gang, hehe

T: ya, please give applause. Silahkan tepuk tangan untuk kelompok satu.

(semua siswa tepuk tangan)

T: ya, okay. The next performance, I would like to invite the second group.

Ya, silahkan kepada kelompok 2 ya

S: naikko Nurul..

(seorang siswi naik ke depan kelas)

T: ya, okay. Which one your form?

S: ini pak, dibacami pak?

T: yes, please.

S: assalamualaikmu wr.wb.

SS: waalaikumsalam wr.wb

S: name of people, sir Taslim. Activity parking the motor. Name of people, sir Mawang. Activity walking around the parking area. Name para murid. Activity talking with friend. Name of animal. One, ant. Activity walking in the tree. Two, fly, activity flying around the parking area.

T: ya, please give applause, silahkan tepuk tangan dulu

SS: y h...

T: okay, the next I would like to invite third group

S: nita, nita, nita mo, kau.

S: fani pak, fani

T: ya, okay. Where is Fani?



S: kau Fani, naik mako

S: belumpi selesai pak

T: okay, next, fourth group. Fourth group ya, silahkan kelompok 4. Ya, okay

S: assalamualaikum wr.wb.

SS: waalaiumsalam wr.wb.

S: Mas is close the table. Citra is with Muna. Dirga is sweeping the floor.  
Fathoni is broad tower.

(bel pergantian pelajaran berbunyi)

Risky is go to the canteen. Animal or insect. Ant is walking in the room.

Spider is make nest

T: okay students, hello...

SS: hai..

T: ya, jadi 3 penampilan ini, ada 3 grup. There are three grup, ya telah mempresentasikan apa yang didapatkan di lapangan tadi ya. Ya, okay coba e tepuk tangan lagi untuk ketiga grup yang telah tampil

(semua siswa tepuk tangan)

T: ya, sekarang apa ada kesulitan tadi pada saat kalian berada diluar?

SS: no

S: yes

S: no, sir

S: ada saya pak

T: okay, jadi ya...

S: ada lagi robekki kertasku

T: ya, jadi tadi kalian sudah berada di luar ya. Sudah melihat what the people doing, what the animal doing around the school, ya. Ya, saya kira pertemuan kita cukup sekian.

Wassalamualaikum wr.wb.

SS: waalaikumsalam wr.wb.

## APPENDIX B

### THE RECORDING TRANSCRIPT OF TEACHERS INTERVIEW

#### *a. Interview transcript teacher A*

1. What it's your name?  
(Siapa nama Anda?)  
: Minarti
2. Where do you come from?  
(Dari mana Anda berasal?)  
: asal takalar, di polong bangkeng selatan
3. How old are you?  
(Berapa umur anda?)  
: 29tahun
4. What are you mother tongue?  
(Apa Bahasa ibu anda?)  
: bahasa Makassar
5. What language do you use in your daily life?  
(Bahasa apa yang anda gunakan dalam keseharian anda?)  
: kalau di rumah pakai bahasa Makassar, tapi kalau mengajar di kelas yah bahasa Indonesia, dikondisikan saja
6. Do you know about code mixing?  
(Apakah anda tahu tentang code mixing?)  
: peng campuran bahasa
7. Why do you do code mixing?  
(mengapa anda melakukan pengampuran bahasa)  
: saya mencampurkan bahasa karena kondisi siswa-siswi di sini rata-rata dasar bahasa inggrisnya kurang, terutama masalah kosa kata, jadi menyesuaikan kondisi. Biasa di dalam mengajar saya mencampur inggris, Indonesia, Makassar, dan bugis.

8. According to you, what is the code mixing useful in teaching?  
: iyya, susah kalau tidak dikombinasi bahasanya, apalagi dengan masalah kosa kata yang sangat kurang. Biasa dengan menyisipkan bahasa Makassar mereka menjadi antusias, mungkin karena terdengar lucu bahasa inggris campur Makassar. Di samping itu juga, dengan mencampurkan bahasa khususnya bahasa Makassar saat mengajar di dalam kelas juga mungkin membuat mereka lebih dekat

***b. Interview transcript teacher***

1. What it's your name?  
(Siapanama Anda?)  
: Laode midi
2. Where do you come from?  
(Dari mana Anda berasal?)  
: saya berasal dari palu, tepatnya di daerah donggala. Tapi saya sudah 10 tahun tinggal di Makassar
3. How old are you?  
(Berapa umur anda?)  
: 38 tahun
4. What are you mother tongue?  
(Apa Bahasa ibu anda?)  
: bahasa daerah palu
5. What language do you use in your daily life?  
(Bahasa apa yang anda gunakan dalam keseharian anda?)  
: bahasa Indonesia, tapi saat mengajar saya menggunakan hamper full bahasa inggris
6. Do you now about code mixing?  
(Apakah anda tahu tentang code mixing?)  
: pengcampuran bahasa
7. Why do you do code mixing?  
(mengapa anda melakukan pengampuran bahasa)  
: seperti yang saya bilang tadi, saya sebenarnya menggunakan full bahasa inggris saat mengajar, supaya mereka "terpaksa" terbiasa dengan bahasa inggris. Tapi seperti yang terlihat tadi, siswa menyahut atau menjawab

dengan bahasa Indonesia atau menggunakan bahasa Makassar jadi karena itu saya kadang menggunakan bahasa Indonesia atau sedikit bahasa Makassar juga untuk menerjemahkan kata atau kalimat yang mungkin mereka ulit untuk menerjemahannya atau untuk sekedar melakukan pengulangan instruksi untuk mereka.

8. According to you, what is the code mixing useful in teaching?

: Of course, sangat-sangat berguna, mengingat kondisi bahasa Inggris siswa yang masih kurang, ini juga membantu siswa untuk memperbanyak kosakata mereka. Kadang jika ada kosakata yang sulit di dalam bahasa Inggris saya menerjemahkannya ke dalam bahasa Makassar agar mereka memiliki memori tentang kata itu, contohnya kata tedong tadi. Dan juga saya kadang menggunakan bahasa Indonesia dan Makassar untuk mengulangi atau menerjemahkan instruksi yang saya berikan

## CURRICULUM VITAE



**ASHABUL KAHFI** was born in Sungguminasa on October 21<sup>st</sup> 1995. He is the first child from two brothers of Syafaruddin and Rosdiana. He began his study at MIN Bonto Sunggu in 2001, and then he continued his study at SMPN 2 Sungguminasa and graduated in 2010.

Afterwards he continued his study at SMKT Somba Opu Sungguminasa and graduated in 2013. In the year, he was accepted at Muhammadiyah University of Makassar as a student of English Education Department. At the end of his study, he could finish his thesis with title “*Code Mixing Used by Teacher in Teaching English at SMKT Somba Opu*”(A Descriptive study).