

**STUDENTS' PERCEPTION ON THE USE OF CODE MIXING IN
ENGLISH TEACHING PROCESS AT SECOND GRADE JUNIOR HIGH
SCHOOL 2 ENREKANG**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY
2021**

21/05/2022

1 ep
Smb Aluma

R/0091/BIG/22a
NUR
s?



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN

Skripsi atas nama **Nuraini**, NIM **10535597114**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 239 Tahun 1443 H/ 2022 M, tanggal 21 Rajab 1443 H/ 22 Februari 2022 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Senin 28 Februari 2022**.

Makassar, 27 Rajab 1443 H
28 Februari 2022 M

- Panitia Ujian:
1. Pengawas Umum : Prof. Dr. H. Ambo Asse, M.Ag
 2. Ketua : Erwin Akib, M.Pd., Ph.D.
 3. Sekretaris : Dr. Baharullah, M.Pd.
 4. Dosen Penguji :
 1. Dr. Radiah, M.Pd.
 2. Herlina Daddi, S.Pd., M.Pd.
 3. Dr. Hj. Ilmiah, S.Pd. M.Pd.
 4. Dr. Sujariati, S.Pd., M.Pd.

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

Disahkan Oleh:

Dekan FKIP-Universitas Muhammadiyah Makassar

(Signature of Erwin Akib)

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

NBM. 860 934



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

APPROVAL SHEET

Title : Students' Perception on the Use of Code Mixing in English
Teaching Process at Second Grade Junior High School 2
Enrekang

Name : Nuraini

Reg. Number : 10535597114

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, 28 Februari 2022

Approved By,

Consultant I

Consultant II

Dr. H. M. Arief Paturusi, M.Pd.
NIDN. 001015717

Dr. Hj. Ilmiyah, S.Pd., M.Pd.
NIDN. 0909127503

Dean of FKIP
Makassar Muhammadiyah University

Head of
English Education Department

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

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





UNIVERSITAS MUHAMMADIYAH MAKASSAR
KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan AbdulRahman No. 150 Makassar
Telp : 0811 4782702 (Desentral)
Email : prodi@umh.ac.id
Web : www.umh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELLING SHEET

Name : NURAINI
NIM : 10535597114
Department : Pendidikan Bahasa Inggris
Title : STUDENTS' PERCEPTION ON THE USE OF CODE MIXING
IN ENGLISH TEACHING PROCESS AT SECOND GRADE
JUNIOR HIGH SCHOOL 2 ENREKANG
Consultant 1 : Dr.H.M. Arief Paturusi, M.Pd.

Day / Date	Chapter	Note	Sign
14/1/2022		Interview questions must match the indicators and sources from chapter II	
16/1/2022		give addition chapter II theory code mixing	
19/1/2022		Acc	

Makassar, December 2021

Approved by:
Head of English Education Department

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



UNIVERSITAS MUHAMMADIYAH MAKASSAR
KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Hasan Abdurrahman No. 204 Makassar
Telp. : (0411) 5702201 (Gedung 1)
Faksimil : (0411) 5702201
Email : info@umh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELLING SHEET

Name : NURAINI
NIM : 10535597114
Department : Pendidikan Bahasa Inggris
Title : STUDENTS' PERCEPTION ON THE USE OF CODE MIXING
IN ENGLISH TEACHING PROCESS AT SECOND GRADE
JUNIOR HIGH SCHOOL 2 ENREKANG
Consultant II : Dr.Hj.Ilmiah, S.Pd., M.Pd

Day / Date	Chapter	Note	Sign
24/12/2021		- give addition chapter II theory & perception and code mixing - give more explanation in chapter IV finding & discussion	
11/1/2022		- give addition perception theory - put the Abstract English and Indonesia	
20/1/2022		- Fix the Conclusion Abstract	
25/1/2022		Acc ok	

Makassar, December 2021

Approved by:

Head of English Education Department

Dr. Umami Khaerati Syam, S.Pd., M.Pd
NBM: 977 807

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Nuraini

NIM : 10535579114

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : **Students' Perception on the Use of Code Mixing in English Teaching Process at Second Grade Junior High School 2 Enrekang**

Dengan ini menyatakan:

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, 8 Januari 2022

Yang Membuat Pernyataan


NURAINI

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : Nuraini

NIM : 10535579114

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : **Students' Perception on the Use of Code Mixing in English Teaching Process at Second Grade Junior High School 2 Enrekang**

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari *penyusunan proposal* sampai dengan selesainya skripsi saya, saya akan *menyusun sendiri skripsi saya*, tidak dibuatkan oleh siapapun.
2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing.
3. Saya tidak akan melakukan *penjiplakan* (plagiat) dalam menyusun skripsi ini.
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, 8 Januari 2022

Yang Membuat Pernyataan


NURAINI

MOTTO

“Keep your eyes on the stars and your feet on the ground.”

~ Theodore Roosevelt ~

DEDICATIONS

A Thesis for my self

For my beloved parents

For my Brother and Sister

And the last for everyone who knows me

ABSTRACT

NURAINI. 2022. *Students' Perception on the Use of Code Mixing in English Teaching Process at Second Grade Junior High School 2 Enrekang.* Thesis Department of English, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. Supervised by Arif Paturusi and Ilmiah.

This study aims to determine students' perceptions regarding the use and benefits of the code-mixing method in learning English in the 8th grade of junior high school. This study uses a qualitative descriptive method which takes one month to collect data by interview.

Based on the results of interviews with students' perceptions regarding the use of the code-mixing method, the researcher can conclude that the use of the code-mixing method for grade 8 students of Junior High School 2 Enrekang makes students feel comfortable and happy in participating in the English learning process.

In addition, the use of this code-mixing method also increases students' English language skills and makes students feel it is important to continue using code-mixing in the English learning process in class so that it is easier for them to capture information from the material explained by the teacher.

Keywords: Perception, Student, Code Mixing.



ABSTRAK

NURAINI. 2022. *Persepsi Siswa tentang Penggunaan Code Mixing dalam Proses Pengajaran Bahasa Inggris di Kelas 8 SMP Negeri 2 Enrekang.* Skripsi Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Arif Paturusi dan Ilmiah.

Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang penggunaan dan manfaat metode campur kode dalam pembelajaran bahasa Inggris di kelas 8 SMP. Penelitian ini menggunakan metode deskriptif kualitatif yang membutuhkan waktu satu bulan untuk mengumpulkan data melalui wawancara.

Berdasarkan hasil wawancara terhadap persepsi siswa mengenai penggunaan metode campur kode, peneliti dapat menyimpulkan bahwa penggunaan metode campur kode pada siswa kelas 8 SMP Negeri 2 Enrekang membuat siswa merasa nyaman dan senang berpartisipasi dalam proses pembelajaran bahasa Inggris

Selain itu, penggunaan metode campur kode ini juga meningkatkan kemampuan bahasa Inggris siswa dan membuat siswa merasa penting untuk terus menggunakan campur kode dalam proses pembelajaran bahasa Inggris di kelas agar lebih mudah menangkap informasi dari materi yang dijelaskan oleh guru.

Kata Kunci: Persepsi, Siswa, Campur Kode,

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Robbil Alamin. The researcher expresses her highest gratitude to the almighty Allah SWT, who has given guidance, blessing, and mercy to his in completing this thesis. Salam and Shalawat are addressed to the final, chosen, religious messenger, the prophet Muhammad S.A.W.

Further, the researcher also expresses sincerely deepest gratitude to her beloved parents, Kusman (Father), Hanisa (Mother), and my beloved husband (Abd. Wahid) for their prayer, financial, motivation, and sacrifice for his success, and their love sincerely and purely without time.

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

1. Prof. Dr. H. Ambo Asse, M.Ag, the Rector of Muhammadiyah University of Makassar.
2. Erwin Akib, M.Pd., Ph.D., the Dean of FKIP UNISMUH Makassar.
3. Dr. Umami Khaerati Syam, S.Pd, M.Pd, the Head of English Education Department of FKIP UNISMUH Makassar, who gave his valuable authorities and suggestion in doing this thesis.
4. My biggest thanks to Dr. H.M. Arief paturusi, M.Pd. as my first supervisor who has given their valuable time and patients, to support assistance and guidance to complete this thesis.

5. My biggest thanks to Dr. Hj. Ilmiah, S.Pd., M.Pd. as my second supervisor who has given their valuable time and patients, to support assistance and guidance to complete this thesis.
6. My greatest thanks to my parents as a supporting system in all conditions.
7. Finally, for everyone who has given the valuable suggestions, guidance, assistance, and advice to complete this thesis may Allah S.W.T. be with us now and happily ever after.

Amin.

Billahi Fi Sabillil Haq Fastabiqul Khaerat

January 8th 2022, Makassar

The Researcher


Nuaraini

TABLE OF COTENT

COVER PAGE	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
COUNSELLING SHEET	iv
SURAT PERNYATAAN	vi
SURAT PERJANJIAN	vii
ABSTRACT	ix
ACKNOWLEDGEMENT	xii
TABLE OF COTENT	xiii
LIST OF FIGURE	xv
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. Problem Statement	4
C. Objective of Research	4
D. Significance of Study	4
E. Scope of the Research	5
CHAPTER II REVIEW OF LITERATURE	6
A. Previous of Related Research Findings	6
B. Some Pertinent Ideas	8
1. The Concept of Perception	8
2. The Concept of Code Mixing	14
C. Conceptual Frame Work	24
CHAPTER III RESEARCH METHODOLOGY	25
A. Research Design	25
B. Subject of the Study	26
C. Data and Data Resources	26
D. Procedure of Data Collection	27
E. Technique of Data Analysis	29
CHAPTER IV RESEARCH FINDING AND DISCUSSIONS	32
A. Findings	32
1. Students' perceptions toward teacher's code mixing method use in English classroom	32

2. Students' perception the benefits of code mixing method in teaching process in junior high school	36
B. Discussion	38
CHAPTER V CONCLUSSION AND SUGGESTION.....	40
A. Conclussion.....	40
B. Suggestion.....	40
BIBLIOGRAPHY.....	42
APPENDIX.....	44
CURRICULUM VITAE.....	69



LIST OF FIGURE

Figure 2.1 24



CHAPTER I

INTRODUCTION

A. Background of Study

Knowledge of foreign languages especially English language is becoming one of the most significant requirements on the modern stage of the development of the system of education in any country in the world. It is the result of constant reforms and innovations in the sphere of education caused by scientific, political and economic changes taking place in the modern society as education serves to integration of nations to the world community and promotes to the solution of many global problems. Consequently, to achieve better results in modern science and technology, learn a foreign languages become an important and even in some cases crucial in the system of education.

The process of learn foreign language especially English language at school in Indonesia actually start in elementary school, but when curriculum 2013 was publish, English subject become not mandatory in elementary school. This is the new ideas of minister of education and culture Indonesia at that time. Therefore, today many English teachers in junior high schools are fully teaching English to students starting from an early level. The English teacher's in junior high school have very important role. There are many tasks that must be done by a teacher in the success of the teaching and learning process. One of them is make students understand with the instruction in learning process because many of them do not get English subject in Elementary school.

The need of understandable language instruction is very important in learning a new language because if the students do not feel clear enough about what teacher explains to them, they not get any kind of information then make learning process fail. According to Saville-Troike (2006) In Indonesian context, English is seen as a foreign language (EFL) in which it is not widely used by learners in their immediate social context. Including in the school environment where students learn English as a subject the students rarely use English to communicate each other. They tend to use Indonesian or local language to communicate with each other inside or outside the classroom.

About the conditions mention before affect the teacher language in teaching English in the classroom, the teacher who are supposed to use English in the classroom may now use Indonesian to make the students understand and for conducting the class especially to teach the students in the beginning level of English language proficiency in which at this level the students do not have much knowledge about English. This is same like Brown (2001) argument which states that teaching students at beginning level is seen as the most challenging level of language instruction, because at this level students only have little or even do not have prior knowledge of the target language and Brown also say that the use of students' first language in foreign language classroom situations is becoming an option, as long as it is limited by the need of the first language itself and gives some distinct advantages in learning the English language.

In addition, Nazary (2008) also says that it is common for EFL teachers to use the students' mother tongue as a tool for conveying meaning as a means of

interaction both in English language institutes and in the classroom. Existing students' native language in an EFL classroom influence the classroom dynamic and suggestions, because first language provides a sense of security and validates the learners' live experiences, allowing them to express them selves (Schweers, 1999)

In accordance with the previous statements, some teachers may think that teaching foreign language to students and bringing their first language to take a part in the learning process may be effective for them to learn the foreign language, especially for the students in the low level proficiency of English because allowing students to be close to their native speaker help them to learn and to acquire a new language (Cook, 2001).

Teachers only determine language use based on their beliefs or the approach they use for language learning. Language instruction in English language learning classroom is only determined by the teachers who teach English as the learning subject. Teachers only determine the language use based on their belief or their used approach to language learning. Furthermore, in order to determine the language use for conducting their classroom, teachers actually have two kinds of language instruction alternative; whether to use (1) English only or (2) English is incorporated with Indonesian language or students' first language.

In order to deal with the condition and situation mentioned above, the use of code mixing approach in English learning process especially for teaching students in junior high school needed to be investigated. Regarding this, this study investigate Students' Perception On The Use Of Code Mixing In English

Teaching Process At Second Grade Junior High School Especially In State Junior High School 2 Enrekang.

B. Problem Statement

Along with the background study that has been state so far, the writer try to analyze the student perception on the use of code mixing in English teaching process at junior high school. The research questions as follow:

1. What are students' perceptions toward teacher's code mixing method use in English classroom?
2. What are the students' perception the benefits of code mixing method in teaching process in junior high school?

C. Objective of Research

The main purposes of the research of analyzing the effectiveness of code mixing in teaching process are follow:

1. To know the students perception on the use of code mixing method in teaching process.
2. To know the students' perception the benefits of code mixing method in learning English.

D. Significance of Study

In this research the researcher expected the significance of this research in theoretical and practical to field of the teaching.

1. Theoretically, it expectand find of the research can give our knowledge on the use of code mixing in teaching process, then to provide us in insight on

the benefit of code mixing in teaching process for students English performance.

2. Practically, this research importance for teacher and students in teaching and learning process of the classroom and addition their knowledge in interact between teacher and students.

E. Scope of the Research

To ensure the accurate data collection and also to avoid vague and over broad research, the writer limited some pointers of this research, and the limitations are the writer analyzes the use and what benefit of code mixing for students in teaching process at second grade junior high school 2 Enrekang.



CHAPTER II

REVIEW OF LITERATURE

A. Previous of Related Research Findings

This research has been review some previous research like journals and article which relevant to the study.

The second relevance study comes from Khairunnisa (2016) with title of her study Code Mixing in English Teaching Learning Process at Senior High School 1 Takalar. Her study is focuses on the reason of teacher use code mixing in the class and the students perception on it. As a result of this research, it can be concluded that the teacher use three types of code mixing and have four reasons of using code mixing in English teaching learning process; students have low level in English, making joke, more relaxed and habit. For students' perception, most of them agreed that using code mixing in English teaching process is necessary to help them understand the complex content and the teaching learning processs can run well.

The third relevance study comes from Saldi Ady Saleh (2017) with the title of his study An Analysis of Code-Mixing Used by Teachers of Zarindah House of Learning in the Teaching Learning Process. The idea of his study is to find out the type of code-mixing, percentage using code-mixing and reason of using code-mixing on the teaching process. The study revealed there were two types of code-mixing used by the teachers they were *Intra Sentential Code-Mixing* and *Involving Change of Pronunciation*, the dominant type that the teachers used was *Intra Sentential Code-Mixing* and the reason of using code-mixing were Quoting Somebody Else, Interjection, Repetition Used for

Clarification and Real Lexical Need.

The other relevance study comes from Dea Ivana (2018) with the title of her study an analysis of code mixing used by English teachers in teaching learning process at MAS PAB 2 Helvetia. The research methodology that used in this research was descriptive qualitative method by applying naturalistic design. The result showed that there were three types of code mixing that used by English teachers in teaching learning process, namely intra sentential code mixing, intra lexical code mixing and involving change of pronunciation. While the reasons of teachers used code mixing in teaching learning process were situation and lack of vocabulary.

The first one comes from Salmawati (2020) with her journal An Analysis of Code Switching and Code Mixing in Teaching English Process at SMAN 5 Pinrang. Her study use the descriptive qualitative method, and also use observation to know the type and also questionnaire to know the factor. The result of her study show that the English teacher at SMA Negeri 5 Pinrang use three types of code switching and two code mixing. The factor of teacher to do code switching and code mixing in the class because the students is more understand if their teacher explain with switch and mix her language.

With the description of those previous studies above, the references for the researcher in this research to have more detailed study of the use code mixing method in teaching process at junior high school 2 Enrekang.

B. Some Pertinent Ideas

The following definitions are given so that readers have the same understanding or perception for some terms used in this study. They are also meant to avoid ambiguity or misinterpretation. They are as follows:

1. The Concept of Perception

a. Defenition of Perception

Perception generally consists of observing a certain situation or environment. It can be mental images, concepts or awareness of environmental elements through physical sensations or physical sensations interpreted in light of experience and containment for understanding. This general definition can be defined as a person's ability to see, hear, feel and present or understand what they experience in their social environment physically and mentally. The following are some definitions of perception.

Kumar (2010) explains the concept of perception in the perspective of philosophy, psychology, and cognitive science that "perception is the process of achieving awareness or understanding sensory information". Furthermore, he also means that perception is the process of selecting, organizing, and interpreting stimuli by a person to become a coherent and meaningful picture of the world. In other words, by going through the perceptual process, people can interpret their ideas in a meaningful way based on what they see, hear, feel, smell, and touch.

Perception, according to Stone and Neilson (1985) states that perception is an intellectual organization of both internal and external

sensory stimuli, which relate to certain people, objects or events while Leathers (1992) argues that perception is a cognitive process that individuals use to interpret and understand the world around them.

In other hand, according to Sumanto (2014) perception is the process of someone giving and understanding the meaning to an information on a stimulus. Then, according to Leavit in Suliyanto (2015) describe definition of perception which is a process of how a person interprets and evaluates something.

b. Indicator of Perception

According to Robin (2003) there are three kinds of perception indicators, namely:

1) Acceptance

The manner of acceptance or reabsorption is indicator of perception in physiology level; it's miles about the characteristic of the 5 senses in greedy outside stimulus. which means the information submitted with the aid of individuals to another absorbed or widely wide-spread with the aid of the five senses, each sight, listening to, odor, and tasting in my opinion or together.

2) Understanding

It way as the consequences of analysis which is subjective, or special for every individuals

3) Evaluation

Evaluation is stimulus from the outdoor that has been grasped with the aid of the senses, and then evaluated by individuals. This evaluation may be very subjective. it is going to be unique belief of absolutely everyone in surroundings. One person assesses a stimulus as difficult and boring however other individuals decide the identical stimuli as excellent and best.

In other hand, Walgito (1990) has another indocator for perception there are:

1) Absorption of stimuli or objects from outside the individual

These stimuli or gadgets are absorbed or acquired via the five senses, both imaginative and prescient, hearing, contact, odor, and flavor, individually or together. From the results of absorption or reception via sensory gadgets to get a image, response, or affect inside the brain. these images may be single or plural, relying at the object of notion discovered. inside the mind, there are images or impressions, both antique and newly formed. clear whether or not or no longer the photograph relies upon on whether or not stimulation is clear, sensory normality and time, just or lengthy ago.

2) Understanding

After the photographs or impressions occur within the mind, the picture is organized, categorised (labeled), as compared, interpreted, in order that expertise or understanding is shaped. The method of knowledge or know-how is very precise and fast. The definition formed

relies upon also at the antique pics which have been owned by way of the person earlier than (known as apperception).

3) Assessment or evaluation

After understanding or is fashioned, there's an assessment of the man or woman. people examine the knowledge or knowledge that has just been received with the standards or norms that people have subjectively. character judgments are distinctive even though the item is the identical. consequently notion is man or woman.

c. Types of Perception

There are many types of perception according to Zaden (1984) there are person perception, social perception, and situation perception.

1) Person Perception

Person Perception refers to the ones procedures by way of which we come to know and think about others, their traits, traits, and internal kingdom. We construct an photograph of different ways that serve to stabilize, make predictable, and render our plausible view of the social international to the extent to which we attribute stable straits and enduring disposition to others humans. We sense that we are better able to apprehend their behavior and predicted their future actions and we use their nations to guide our interaction which them.

A person with out sight may perceive sound one-of-a-kind that somebody with the capability to see. everybody's character belief is primarily based on that human beings perceive existence experience and

with that being the case no two humans perception of the same scenario is probably to be exactly the equal. In these kinds, it has a correlation to students who have personal belief or own perception. each pupil has a special belief to think about the feature of the instructor, the way instructor to teach, the best of a instructor, even the educational media used instructor in coaching and learning procedure. every scholar also has a distinctive perception of what the material is taught by way of the instructor. So it may be concluded that character belief refers to a widespread tendency to form impressions of different humans, the unique end we make approximately different humans based totally on our impressions.

2) Situation Perception

Social psycholinguistics perspectives a scenario as all the social factors that impact a persons' enjoy or behavior a given time and given a place. it's miles an interaction of time and space within which we act in precise ways. The situational contest wherein stimuli occur has consequences for their interpretation. all people of a couple of phrases may additionally emerge. depending on which stimuli we sign in. The linkage we make amongst these stimuli in our interpretation of the stimuli.

This usually way that human beings perceive are exclusive primarily based on the state of affairs. the students' mind-set within the beyond is special college students' mind-set now. it is due to the fact the social

factors that influence someone behavior and it also approximately the distinction of understanding students that drift the records and era, thereby affecting the students' concept.

3) Social Perception

Social Perception manner that trying o understand people whether they are professional athletes, political, criminal, chief, entertainer, or loved and toward domestic isn't always an smooth task. knowing that other humans have thoughts, beliefs, emotions, intentions, and goals, being able to read different people's internal states primarily based on their words, conduct, and facial features. Social belief is a complicated manner; people examine other humans's conduct carefully till they get a whole evaluation of the individual, state of affairs, and behavior. because of this human beings understand some thing to depend upon the satisfactory might supply top perception. they may be capable of examine other human beings's perception of a distinct activity.

d. Factor Influencing Perception

There are two factors that influencing perception. According to Rahmat (1996) these two factors include:

1) Functional Factor

Functional factor come from needs, past reports and different matters which might be included in non-public elements, which decide belief no longer the type or shape of stimuli, however the characteristics of people who respond to the stimuli.

2) Structural Factor

Structural factors originate solely from the character of physical stimuli and the neural results that they have got at the character nervous system. The point right here is that in understanding an event one cannot study separate records but have to study them inside the universal relationship, see them in their context. of their environment and the issues they face.

2. The Concept of Code Mixing

a. Code-Mixing

The phenomenon of blending two languages in a conversation has end up not unusual place most of the network, particularly in Indonesia itself, because Indonesia isn't any stranger to mixing numerous languages in a communication. That is precipitated due to the fact the people in Indonesia are included into the category of society which may be said to be bilingualism or multilingualism.

There are many adepts who outline approximately the explanation of code mixing. Mujiono and his buddies view that code mixing is approach of communicative in bilingual businesses where colonies are able to talk the usage of two languages as long as doing communication. Saputra in Wulandari provides that code mixing is the use more than a language which speakers or writers blend codes or more languages in discourse.

Similarly, in keeping with Nababan in Yuliana that code mixing is the change of the language for the duration of interaction inside the same

expression or inside the same of spoken or written textual content. Meanwhile, Jendra in Sumarsih argues that code mixing is a aggregate of or extra languages with exceptional combos but nevertheless in the identical clause.

Through numerous definition about code mixing which brought through experts above, it can be concluded that code mixing is the capability of a person who can blend the language over doing interaction to each other, but their verbal exchange continues to be in the same situation it is just their language which they trade. In different hand, there are a few elements which can be encouraged humans mix their language, consisting of the history in their education, social, subculture, economic, surroundings, and etcetera.

b. Types of Code-Mixing

Some experts classify code mixing into several types, according to Suwito (1983), code mixings is divided into two types:

- 1) The combination of the inner code, which occurs because of the insertion of elements from the original language with all its variations.
- 2) Mixing of external code, which occurs due to the insertion of elements originating from foreign languages. This means that the first language of the speaker, in this case, the national language is inserted in his own language (native language) or inserted with a foreign language from the speaker's background.

Types of code mixing, according to Muysken (2009) are divided into three main types:

1) Insertion

Insertion is the kind of code mixing which insert a phrase in the verbal exchange each oral and written. Usually, humans are using code mixing with this type because they do not recognize the that means of the word in their national language so that why they mix it with overseas language. Example:

Baso : Becce, kamu pasti shock denger kabar ini!

(Becce, you definitely shock to hear this news!)

Becce : Kabar apa Baso? Hoax apa enggak?

(What kind of the news) is it hoax or not?)

From the instance of the verbal exchange, the audio system are dominant to apply Indonesian language and they insert in the middle of their utterance with English phrase. They insert the word of shock and hoax. with the aid of figuring out the instance of the communication above, it could clarified that the kind of code mixing that looks inside the conversation is the form of insertion code mixing.

2) Alternation

Alternation takes place among clauses that means that alternation is used when speaker mixes his or her language with a word. As an instance:

Raka : Raisa, kamu sudah mengerjakan your home work belum?

(Raisa, have you done your home work?)

Raisa : Belom Raka, kemaren Aku a little bit busy sama perlombaan buat pramuka.

(Not yet Raka, yesterday I was a little bit busy with my scout competition.

The conversation above is speaking about the home work. The primary speaker asked to the second speaker that he had executed his home paintings via using Indonesian language but the first speaker blended Indonesian language with English language in his utterance with the aid of pronouncing your own home work. Then, the second speaker replied to the query of the primary speaker with the aid of replying “Belom Raka, kemaren Aku a little bit busy sama perlombaan buat pramuka”. From the responding of the second speaker, he combined Indonesian language with English, the English phrase which identify as blending the language is “a bit bit busy” The code mixing that the primary speaker and second speaker covered in kind of alternation code mixing due to the fact they jumbled in phrase.

3) Congruent lexicalization

Congruent lexicalization is the impact of dialect inside language use. It means, whilst the speaker speaks in his or her utterance the phrases which come out from his or her mouth it is miles like foreign language. For example, Indonesian legit language has some dialect with English phrase. Normally, it occurs in spoken shape. Here the instance of the communique:

Fajar : Jim, kamu lama sekali mengangkat telephone saya, kamu lagi sibuk?

(Jim, you are very long to accept my telephone, are you still busy?)

Jimi : Maaf Jar, Saya lagi ngerjain tugas di computer dan tidak focus ke hp.

(Sorry Jar, I am doing my task on computer and I do not focus to my phone)

The instance of the communicate suggests that among the primary speaker and 2nd speaker did congruent lexicalization, due to the fact the words which identify as congruent lexicalization seem in their communicate including telephone, komputer and fokus. The ones words are recognized as congruent lexicalization.

While Hoffman in Luke (2015) categorizes code-mixing into three types: Intra-sentential, intra-lexical, and involving a change of pronunciation.

1) Intra-sentential

The meaning of intra-sentential code mixing is the arrival of a phrase, clause, or a sentence boundary in a communication each oral and written, as an instance Indonesia – English:

A : Besok saya ada final examination, mata kuliah Mam Herlina.

(Tomorrow I will face final examination it is Mam Herlina's subject)

B : Ehmm. Ya kamu harus study hard, supaya nilai kamu bagus.

(Ehmm. You should study hard in order your score will be good)

From the example of the conversation among A and B, the speakers A and B mix the language between Indonesia and English. The speaker A says "Besok saya ada final examination, mata kuliah Mam Herlina" and the speaker B replies "Ehmm. Ya kamu harus have study hard". So, the combination that they do of their verbal exchange it's miles known as by means of Intra-sentential code mixing due to the fact they mix the languages in a sentence boundary.

2) Intra-lexical

Intra-lexical code mixing appears within the conversation while the audio system attach a word boundary of their utterance, as an example Indonesia - English.

Aini : Nur, kamu sudah mence-save nomer Whatsapp Saya belum?

(Nur, have you saved my whatsapp number?)

Nur : Belum Aini, kamu juga belum nge-follow Instagram Saya.

(Not yet Aini, You do not follow my Instagram yet too)

based on the instance above, it is able to be said the conversation between first speaker and second speaker do form of code mixing in intra-lexical code mixing due to the fact the primary speaker offers the addition of phrase “store” with “menge” and the second one speaker says “nge-follow” whereas it must be “comply with”. So, it may be concluded that the first audio system and the second speaker blend the language between English and Indonesian language at the extent of phrase and it's far known as with intralexical code mixing.

3) Involving a change of pronunciation

This kind of code mixing that occurs at the phonological level. In manner, when Indonesian human beings speak in English, the word that they say is modified to Indonesian phonological shape.²⁶ as an example, the word of “whats up” is stated “halo” or the word “television” is said “televisi”. This phenomenon happens to the actress from Indonesia, she is Cinta Laura. whilst Cinta Laura speaks in Indonesian language, she nevertheless looks like communicate in English, because her pronunciation when communicate in Indonesian language is a piece identical with English pronunciation.

In line with Abdullah in his book, she states that there are three types of code mixing, they are; Intra sentential code mixing. In this type the English words or phrases which are found in Indonesian sentences consist of nouns, verbs, adjective, phrases. The second is Intra lexical code mixing. In this type, the speaker mixes their language by using English words and then combines with Indonesian grammatical forms. The last is involving a change of pronunciation, this kind of code mixing occurs at the phonological level, as when the speaker say in English word but modify it to Indonesian phonological structure.

Based on the types of code mixing above, the code involved in the language is in pieces (words or phrases) and the code does not have the automatic function of one language. Furthermore, one of these types or patterns usually dominate, although not necessarily with the exception of other patterns or types.

c. Reasons and Factor for Code-Mixing

Code-mixing may occur for a number of reasons. Grosjean (in Eunhee: 2006) suggests some reasons for code mixing. For example, 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. Also, their interlocutors, situations, messages, attitudes, and emotions generate codemixing. Then, Hoffman in Asror (2009: 16) state that there are some reasons to Code-mix such as:

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

Hoffman in Asror (2009: 16) presents the factors from his point of view that cause to Code-mix. There are at least three factors:

- 1) Language input
- 2) The linguistics development, and
- 3) The general cognitive development.

d. Code-Mixing in the Classroom

Empirical studies have demonstrated that it is quite difficult to find classroom discourse fully in a single language, other languages understood by the speakers may be used, thus, switching and mixing between the languages are common (Martin and friends in Arifin and Husin 2011). According to Abdullah (2011) most research on teacher code mixing has been originated in context quite different in from English Foreign Language (EFL) classroom. English is taught in Indonesia mainly as a subject at school and seldom practiced in the broad social environment. Most English

language teachers are native speakers of Indonesian and they vary considerably in terms of their mastery of the English language. In particular, we should bear in mind that these foreign language teachers perhaps should not be regarded as true bilinguals who can choose freely between different codes or languages. Instead, they are more accurately monolingual individuals who have skill and knowledge in a foreign language and whose task is to teach this language to the monolingual learners.



C. Conceptual Frame Work

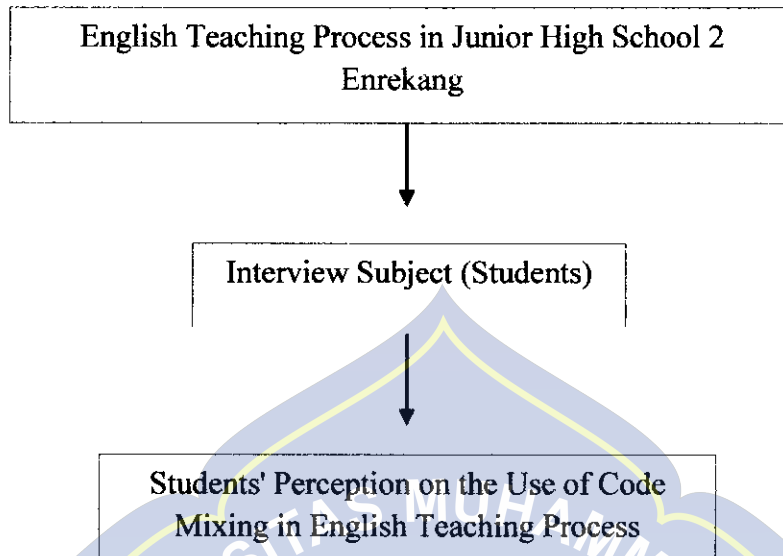


Figure 2.1 Conceptual Frame Work

Based on the conceptual framework above, researchers want to find out the students' perception of the effectiveness of code mixing in English teaching process at Junior High School 2 Enrekang. To find out the students' perception of the use of code mixing in English teaching process in junior high school 2 Enrekang the researcher used interview. Through these steps the researcher can find out that the students' perception of the effectiveness of code mixing in teaching process in junior high school 2 Enrekang.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Before we know the research design, it helps us to know what research means in brief. According to Ary et.al (1985) research may be defined as the application of the scientific approach to the study of a problem. The problem is something that must be resolved. For this reason, research is needed to find answers related to the problem to be solved. In research, researchers must have a design that makes it easy to analyze data. Research design is a plan or strategy for conducting research. It is necessary to obtain reliable and useful information. To find out what design the researcher should take, the researcher must first look at the research problem. As stated in the formulation of the research problem, this study conduct to describe Students' Perception On The Use Of Code Mixing In English Teaching Process At Second Grade Junior High School 2 Enrekang. Thus, in this study researchers used a descriptive type of research. Ary et.al (1985) say descriptive research method is used to obtain information about existing conditions and have been widely used in educational research.

The purpose of descriptive research is to describe "what is there" with respect to the variables or conditions in a situation. According to Mack et.al (2005) descriptive research is used to explore the phenomena by conducting interview, focus group and participant observation, shortly this study is more flexible. In other word, in descriptive research, the information is obtained by

in-depth interview with the participants.

B. Subject of the Study

Subjects in a study are required to obtain the required information. Lodico et.al (2006) added that depending on the types of questions asked, the researcher select the subjects so that they be able to provide the key information essential for the study. This means that in qualitative research the researcher chooses the subject based on the knowledge of the subject who is able to answer the question. In this study, researchers chose subjects by applying selection. For the selection of the right subject, the researcher observes the subject daily in class, or when Covid-19 is still here, the researcher observe the subject in group chat. From the observations, the researcher select 10 students from the class who are the most active students in the class, namely students who are active and students who are not interested in the class. The considerations that make the subject selected are:

1. The subject is one of the best students in the class, based on grades.
2. Middle active students based on teacher perceptions.
3. Students who are not interested in class based on observations.

C. Data and Data Resources

The purpose of this study is to obtain data. Data is an important tool in research in the form of phenomena in the field and numbers. From this data, the researcher know the results of the study. Data collection must be relevant to the research problem. The data in this study were qualitative descriptive data and used qualitative data procedures for data analysis. The data in this study obtained from conducting interviews with participants (about the vocabulary

learning strategies used, difficulties when studying vocabulary, and solutions to solve these difficulties) supported by a questionnaire to obtain validity in the vocabulary learning strategy is mostly used, and documentation as follows list of participants' transcript scores. In data collection, researchers need sources to obtain available data. The data source is the research subject from which the data can be obtained. Data sources are important in conducting research. Thus the data source is the substance in which the researcher get the information needed. Ary et.al (1985) suggest that in qualitative research there are two sources that can be used to obtain data, there are primary and secondary source. In this research the researchers just used primary source. According to Sugiyono (2008) primary source is source which can give valuable information directly. In other words, the main source is to provide important data relating to research problems. For primary sources, researchers used the results of interviews. In qualitative research, the results of interviews can be used as the strongest source of information

D. Procedure of Data Collection

Data collection techniques are an important step in research, because the purpose of research is to obtain data. Data collection can be done in any setting, any source and any way. There are five data collection techniques, namely observation, interviews, questionnaires, documentation and triangulation. In qualitative research data collection is mostly done through participant observation, in-depth interviews and documentation.

According to Sugiyono (2008) the fundamental method relied on by

qualitative researchers for gathering information is participation in the setting, direct observation, in-depth interviewing, and documentation review. In this research, the researcher uses interview supported by documentation.

1. Interview

Interviewing is an activity that involves the interviewer and resource persons where the interviewer give several questions to be answered by the resource person. Ary et.al (1985) explain an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent. So that in this case the interviewer must collect data by interacting or communicating directly. However, it can be done face-to-face or via electronic.

Qualitative research, interviewing has two functions. The first function as the main strategy in collecting data in the form of data in the form of interview transcripts, and the second function as an additional strategy for other techniques such as participatory observation, document analysis and photography.

Based on the types of interviews above, the researchers used telephone interviews. According to him, telephone interviews are the best data collection process in the current pandemic situation. The researcher ask questions and record answers from only one participant in the study at a time. The researcher prepared eight questions related to the use of two languages in the learning process, how effective it and what are the benefits for them (students).

To collect interview data, the researcher made several procedures, there are drafting the concept of questions to be asked to the subject and the researcher transcribes the results of the interview.

2. Documentation

A valuable source of information in qualitative research can be documentation. Sugiyono (2008) states that documentation can be in the form of writing and pictures by someone that can be used to obtain information. In carrying out the documentation method, researchers can provide magazines, books, documents, etc. The function of the documentation method is to make the results of observations or interviews credible. In this study, the documentation guidelines were subject transcripts.

E. Technique of Data Analysis

After collecting the data, the researchers analyzed the data. According to Wiersma (1991) data analysis in qualitative research is a process of categorization, description, and synthesis. Data reduction is needed for the description and interpretation of the phenomenon under study. In short, data analysis is a systematic process for analyzing data that has been collected.

To analyze the data, the researcher used a qualitative descriptive method to analyze the data. According to Sugiyono (2008), there are three activities to analyze data in descriptive qualitative research. These activities are data reduction, data presentation, and drawing conclusions / verification. Based on

this statement, the researcher divided the activities in analyzing data into three activities, namely data reduction, data presentation, and drawing conclusions.

Data reduction means the process of selecting, identifying, classifying and coding data that is considered important. In conducting research, researchers get a lot of data. Therefore, researchers must choose data that provide valuable information in research.

Data display means the process of simplifying data in the form of sentences, narrations, or tables. Data display refers to the display of data that has been reduced in the form of a pattern. This is useful for helping researchers understand data. In displaying the data, the researcher describes the data that has been reduced to the form of sentences. Sugiyono (2008) states that in qualitative research, the most frequently used form of data display is narrative text. Therefore, the researcher compiled the data in the form of good narrative text to make it easier to understand.

The final process is conclusion and verification. In qualitative research, conclusions are provisional. That could change if researchers do not find solid evidence to support further data collection. However, if the conclusions in the previous data can be proven by the validity and consistency of the researcher when returning to the field, then the conclusion is credible. In this study, researchers made conclusions from the data display.

In short, the steps in analyzing the data are:

1. The researcher collects the data through interviews.

The criteria of this interview are:

- The level of students' understanding of code mixing.
 - Students opinions on the use of code mixing in the classroom.
 - Benefits of using code mixing in teaching process for students.
 - The effectiveness of using code mixing in the learning process.
2. After selecting the data, the researcher displays the data into good sentences.
 3. After displaying the data, conclusions are drawn.



CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

In this chapter, the result of the study are presented. The chapter is divided into two main sections; they are findings and the discussion of the research. The findings presented the result of data analysis collected through observation and interview. The discussion deals with the interpretation of the findings in the research.

A. Findings

These findings include data on students' perceptions of Code Mixing used by teachers in the teaching and learning process. The participants of this study were 8th grade students of junior high school 2 Enrekang.

1. Students' perceptions toward teacher's code mixing method use in English classroom

This section aims to determine students' perceptions of the use of code-mixing in the English learning process in grade 8 of Junior High School 2 Enrekang. The data were obtained through interviews with 8th grade students. The researcher used interviews to determine students' perceptions of code mixing in teaching English, and the classification of student interviews for each item are:

a. Do you find it difficult to accept English subject matter?

Two out of ten students find it difficult to accept English subjects, and one student sometimes finds it difficult to accept English subjects. Student 1 and student 9 revealed that they find it very difficult to accept English subjects because they rarely use English and use their

mother tongue more often so that they feel awkward when using English. Student 1 “Hmm, difficult, *Kak*, because *sering pake bahasa daerah, jadi susah bahasa Inggris, Kak*.”. Student 9 “*Susah paham, Kak, karena tidak biasaka. Bahasa daerah kupakai kak biasa atau bahasa Indonesia*.”

Then, student 2 revealed that he sometimes finds it difficult to use English because he is afraid of being laughed at if he uses English incorrectly. Student 2 “*Terkadang susah, Kak, bisaja bahasa Inggris tapi takutka salah, Kak*.”. The rest did not find it difficult to receive English lessons. This can happen because each student has a different understanding of the subject matter depending on the learning method applied.

b. Does your English teacher often code mixing when teaching?

Five out of ten students said Yes because the teacher often used code mixing when teaching, and five of them said Yes but were hesitant. Some students who had doubts questioned what code-mixing was openly to ensure their understanding and some simply answered as best they could. For example, Student 5 said “*Campur Kode? Apa itu, Kak?*, I don't know, *Kak*.” Then the researcher explained what it was related to code mixing in a simple way, considering that the participants this time were junior high school students. After being given an explanation, Student 5 answered “ Yes, *mungkin, Kak. Pakai bahasa Inggris sama Bahasa Derah toh, Kak?*”. Another student expressed his doubts in

another way. Student 6 "*Hah? Kode Mixing (Whispering), Iya mungkin, Kak.*". This can happen because students do not really understand the meaning of code mixing, so researchers must explain in advance about code mixing to students until students understand the meaning of code mixing.

- c. Does your comfortable when your English teacher used code mixing in teaching?

In this section, all students answered yes, with the reason that by using code mixing students easier to understand the material. Student 1 "*Yes, Kak, karena lebih mudah pahamka' kalau dicampur, karena ndak taupa bahasa Inggris*". Student 2 "*Iya, Kak, because lebih mengertika kalau ada bahasa Indonesianya atau bahasa daerahnya*". Student 3 "*Saya comftable, Kak, karena lebih mudah kutau apa nabilang guru, Kak.*". Student 4 "*Comftable, Kak, karena mudah dipahami.*" Student 5 "*Iya, Kak, karena ada bahasa Indonesianya jadi mudahka juga mengerti.*". Student 6 "*Saya Iya, Kak, karena gampang paham.*". Student 7 "*Iya, Kak, karena mudah paham.*". Student 8 "*Iya, Kak, karena bisaka tau apa yang nabilang guru kalau pakai code mixing.*" Student 9 "*Iya, Kak, karena gampang dan mudah paham kalau campur.*". Student 10 "*Saya nyaman, Kak, karena paham kalau begitu, Kak.*" This proves that the use of code mixing in the English learning process not only helps teachers to shed their understanding of the content of the material presented so that the content of the material

becomes easier to understand and can also be accepted by students and makes them comfortable in the teaching and learning process.

- d. Do you like it when your English teacher used code mixing while teaching?

Nine out of ten students answered yes quickly, while another answered yes hesitantly. Students who express their preference for the use of code mixing in the teaching process. Student 7 "Yes, I like. Because, *dengan menggunakan campur kode, aku bisa bicara dengan baik dan mudah paham.*". Meanwhile, Student 10 said "Yes, I like it, *Kak. Dengan pakai code mixing saya lebih mudah paham, apalagi kalau pakai bahasa daerah.*". While those who answered doubtfully were Student 8 "I like it, *tapi saya kurang suka ya Kak, saya mau gurunya pakai bahasa Indonesia saja, soalnya bahasa Inggrisnya kurang begitu paham Kak.*". This is because one in ten students feel they do not understand English well and hope to use Indonesian fully in the learning process.

Based on the interview results from the four questions, all students have a good perception of the use of code mixing in the process of learning English in the classroom. This can be seen from all the answers given by students who were very positive on questions three and four regarding the comfort of students and what they felt when the teacher taught using code mixing.

2. Students' perception the benefits of code mixing method in teaching process in junior high school

- a. Do you understand better when the teacher explains the material using the code mixing method?

Seven out of ten students answered yes to the question asked, another answered yes hesitantly and two of them answered no. Student 5 said *"Saya tidak paham, Kak, karena apa di' kusuka ji iya tapi kurang, kalau bisa bahasa Indonesia saja."* In addition, Student 9 said *"Saya tidak paham, Kak, bagusnya kalau pakai bahasa Indonesia saja."* Next, Student 8 expressed his doubts *"Saya paham, Kak, tapi kayak bagaimana di' kayak kurang kurasa, Kak."* While others agree that code mixing can make them understand better. Student 2 *"Yes, understand, Kak. Karena, campur bahasa Indonesia jadi paham."* Another opinion from Student 6 *"Saya paham, Kak, dan lebih suka. Karena kalau campur biasanya cepatkan paham."* This shows that the use of code mixing is quite effective in the process of learning English in junior high schools. However, there are still some students who are less proficient in English and more responsive when using Indonesian as a whole..

- b. Does studying with a teacher using the code-mixing method improve your English?

In this question ten students answered yes. This is based on the students' habit of listening to the English spoken by the teacher and making the students store the words in memory, making the students remember and increasing their English vocabulary. As stated by

Student 3 *"Iya, Kak. Saya lebih bisa bahasa Inggris, because kalau dijelaskan saya bisa ingat kata-katanya kayak nama hewan, benda, kayak begitu, Kak."*. In addition, Student 10 said *"Iya, ter-improve bahasa Inggris, Kak. Karena pakai bahasa Inggris campur bahasa Indonesia jadi saya bisa paham, Kak."*. Then, Student 1 explained that his English was improved thanks to the teacher who explained in a way that wasn't confusing. *"Iya, Kak, meningkat bahasa Inggris, karena cara menjelaskannya tidak bikin pusingki."*

- c. In your opinion, is it important to use code mixing in the process of learning English?

Ten students answered yes to this question. Students consider that the use of code mixing is important because they do not fully understand English and the use of code mixing makes it easier for them to understand the explanation from the teacher. Student 8 *"Saya rasa penting, Kak, karena daripada pakai bahasa Inggris full guru na tidak bisaka bahasa Inggris, Kak, jadi penting, Kak."*. Student 7 also said *"Sangat penting, Kak, karena saya belum bisa betul bahasa Inggris, Kak."*. And some other students said the same thing as Student 6 *"Penting, Kak, karena kalau tidak pakai campur-campur, saya susah mengerti, Kak."*

- d. Do you prefer it if the teacher uses code mixing rather than using full English in the classroom?

Ten students answered yes to this question. This is because the application of code mixing in the learning process has a positive impact,

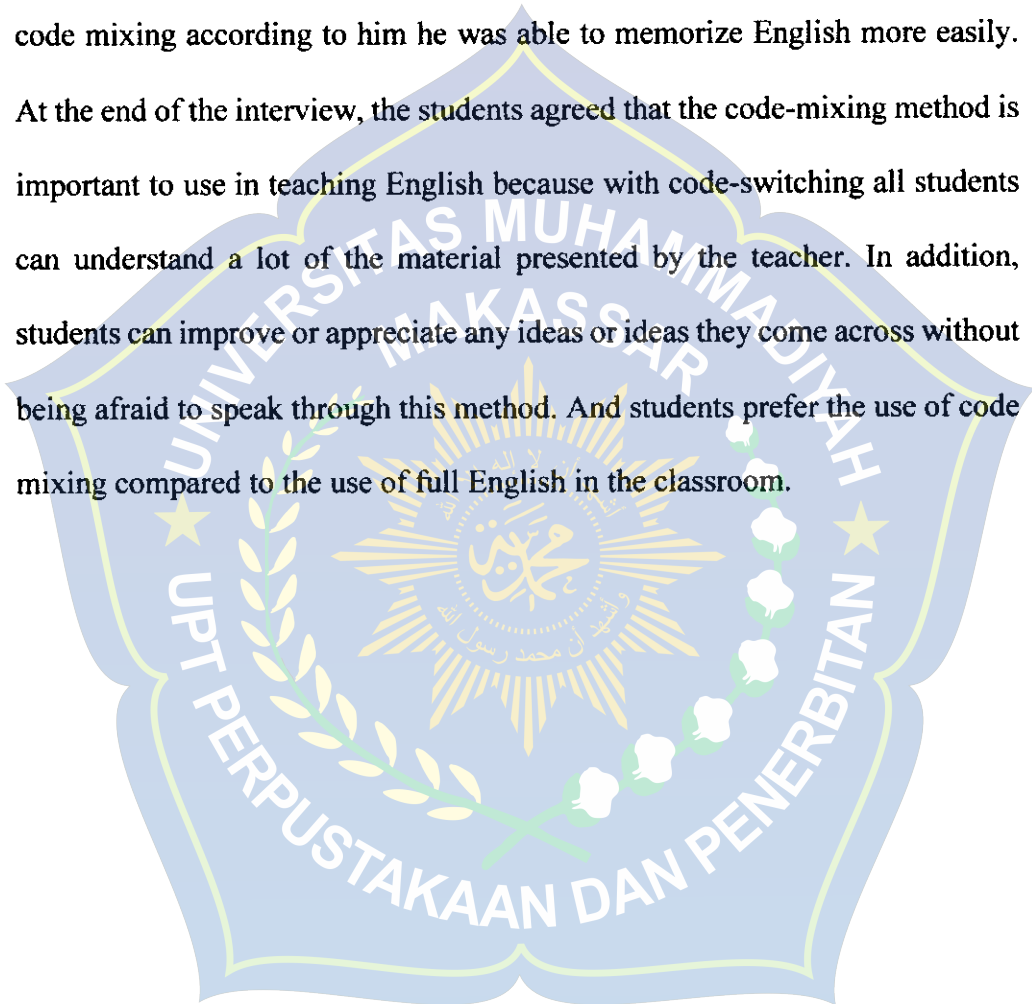
namely helping students accept the explanation of the material presented with the help of code mixing. And also students are more enthusiastic in learning the material given because it is easier to understand it. The Student 1 says "*Iya Kak, soalnya lebih mudah saya pahami, dari pada pakai bahasa inggris saja.*". The same thing was expressed by Student 5 "*Iya Kak, soalnya kalo pake bahasa inggris full aku kurang paham, jadi aku suka kalo pake bahasa campur, Kak.*". Other participants also said the same thing where they prefer to use Code Mixing instead of using full English in English class.

B. Discussion

Based on the results of existing interviews, seven out of ten grade 8 A students of SMP Negeri 2 Enrekang did not experience difficulties in the process of receiving English material in class, while the other 3 students still had difficulty receiving English subject matter. Those who find it difficult think that in the process of learning English, they can use Indonesian more than English. In addition, the results of the analysis of students' perceptions about the use of code mixing in learning English, it can be seen that all participants have strong beliefs in using code mixing techniques in learning English. This is confirmed through interviews that have been studied by researchers where students reveal that by using code mixing they find it easier to understand. The students agreed that the use of code mixing was used by their teachers in the learning process. In addition, students think that using code mixing in the learning process makes them more comfortable and happy, because by using

code mixing it is easier for students to understand the explanations given by the teacher than having to listen to the teacher using full English in class.

In addition, with the teacher using code mixing, students can also improve their English skills indirectly. One example of improving students' English is increasing their vocabulary. This was revealed by one student where by using code mixing according to him he was able to memorize English more easily. At the end of the interview, the students agreed that the code-mixing method is important to use in teaching English because with code-switching all students can understand a lot of the material presented by the teacher. In addition, students can improve or appreciate any ideas or ideas they come across without being afraid to speak through this method. And students prefer the use of code mixing compared to the use of full English in the classroom.



CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

After describing and reviewing the available information, based on the results of interviews with students' perceptions regarding the use of the code-mixing method, the researcher can conclude:

1. The students' perceptions about teacher's code mixing method use in English classroom makes students feel comfortable and happy in participating in the English learning process.
2. The students' perception about the benefits of code mixing method in teaching process for 8th grade junior high school is the use of code-mixing method increases students' English language skills and makes students feel it is important to continue using code-mixing in the English learning process in class so that it is easier for them to capture information from the material explained by the teacher.

B. Suggestion

Based on the conclusion above, the researcher recommends some suggestion as follows :

1. For Teacher

Teachers are encouraged to use the code-mixing method in the teaching process which makes it easier for the teacher to dig deeper into the material presented and by using code-mixing the teacher provide encouragement for students to achieve various achievements.

2. For Students

Success in learning English shows that students can learn easily by using code mixing techniques. It assumes that students need to study hard to become good learners. Code mixing is considered as material that is easily understood by students. Using such a method, students can freely appreciate what they have to say without being afraid to ask. They boldly take the opportunity to ask questions or make statements to improve their competence in learning English.

3. For further researcher

With this research, it is hoped that future researchers can pay more attention to things that are lacking in this study. Some important points that must be considered are related to students' initial understanding of what the code-mixing method is. By providing understanding regarding code mixing to students before the interview process begins, it is expected to produce more effective interview results. In addition, it is hoped that future researchers able to further explore students' perceptions and further explore the reasons for each student's answers.

BIBLIOGRAPHY

- Ady, S.S. 2017. *An Analysis of Code-Mixing Used by Teachers of Zarindah House of Learning in the Teaching Learning Process*. Islamic State University (UIN) Alauddin, Makassar.
- Ary, Donald, Jacobs, L., C., Razavieh. 1985. *Introduction To Research In Education*. New York: Holt, Rinehart.
- Baker, C. 2006. *Foundation Of Bilingual Education And Bilingualism: 4th*. Clevedon: Multilingual Matters Ltd.
- Bialystok, E. 2006. *Bilingualism In Development: Language, Literacy & Cognition*. Cambridge University Press; Cambridge.
- Brown, H. D. 2000. *Principles Of Language Learning And Teaching*. White Plains, NY: Pearson Education.
- Brown, H. D. 2001. *Teaching By Principles: An Interactive Approach To Language Pedagogy*. Longman
- Cook, V. 2001. *Using The First Language In The Classroom*, *The Canadian Modern Language Review*.
- Gay, L.R & Peter A. 2000. *Educational Research: Competencies for Analysis and Application*. New Jersey: Pearson Education.
- Iswanto, Ary Et. Al. 2017. *Analysis Of Types Code Switching And Code Mixing By The Sixth President Of Republik Indonesia'S Speech At The National Of Independence Day*. Progressive Vol. XII.
- Ivana, D. 2018. *An Analysis Of Code Mixing Used By English Teachers In Teaching Learning Process At MAS PAB 2 Helvetia*. State Islamic University North of Sumatera. Medan
- Khairunnisa. 2016. *Code Mixing in English Teaching Learning Process at Senior High School 1 Takalar*. Islamic State University (UIN) Alauddin, Makassar.
- Kumar, R. 2010. *Perception. The Concept Of Perception*. Scribd.

- Leather, D.G. 1992. *Successful Verbal Communication, Principle and application*. Massachusetts: Addisonwesley Publishing Company
- Lodico, G, Marguerite, Dean T. Spaulding, Katherine H. Voegtle. 2006. *Methods in Educational Research from Theory to Practice* San Fransisco. Josseybass. San Fransisco
- Muysken, Pieter. *Bilingual Speech: A Typology of Code Mixing*. Cambridge University Press.
- Nazary, M. 2008. *The Role of L1 in L2 Acquisition: Attitudes of Iranian University Students*. Novitas Royal Research on Youth and Language.
- Salmawati. 2020. *An analysis of Code Switching and Code Mixing in Teaching English Process at SMAN 5 Pinrang*. IAIN Pare-pare. Pare-Pare.
- Saville-Troike, M. 2006. *Introducing Second Language Acquisition*. Cambridge. UK: Cambridge University Press.
- Schweers, W. Jr. 1999. *Using L1 in the L2 Classroom*. English Teaching Forum.
- Stones & Nielsen. 1985. *Educational Psychology: The Development of Teaching skills*. Massachusetts: Addison Wesley Publishing Company.
- Sugiono. 2014. *Metode Penelitian Pendidikan, Pendekatan Kualitatif, Kuantitatif and R & D*. Bandung: Alfabeta.
- Suwito. 1983. *Pengantar Awal Sociolinguistik: Teori Dan Problema*. Surakarta: Fakultas Sastra Universitas Sebelas Maret. UNS Press.
- Wardhaugh, Ronald. 2006. *An Introduction to Sociolinguistic fifth Edition*. Blackwell.
- Wiersma, Woudiam. 1991. *Research Methods in Education: An Introduction*. Boston: Allyn and Bacon.

APPENDIX

TABLE QUESTION FOR INTERVIEW

No.	Question
1	Apakah kamu merasa kesulitan dalam menerima materi pelajaran bahasa inggris?
2	Apakah guru bahasa inggris kamu sering melakukan campur bahasa saat mengajar?
3	Apakah kamu merasa nyaman saat guru bahasa Inggris kamu melakukan campur bahasa saat mengajar?
4	Apakah kamu senang saat guru bahasa kamu melakukan campur bahasa saat mengajar?
5	Apakah kamu lebih mengerti saat guru menjelaskan materi dengan metode campur bahasa?
6	Apakah dengan melakukan campur bahasa meningkatkan bahasa Inggris kamu?
7	Menurut kamu, apakah penting melakukan campur bahasa dalam proses pelajaran bahasa Inggris?
8	Apakah kamu lebih suka apabila guru melakukan campur bahasa dari pada memakai bahasa Inggris penuh di dalam kelas?

Adapted from Walgito (1990) and Hoffman (1996)

INTERVIEW SCRIPT

01

STUDENT 1

RESEARCHERS : Hallo Assalamualaikum

STUDENT 1 : Iyek, Waalaikum salam

RESEARCHER : Mohon maaf dek, e ... saya nuraini dari universitas muhammadiyah makassar saat ini saya melakukan Penelitian di sekolahta dan kebetulan saya sudah di kasih izin sama Bu Jum guru bahasa inggrista untuk interview, em ... boleh perkenalkan dirita dulu dek

STUDENT 1 : oh iye, perkenalkan nama saya zahra amelia, miss

RESEARCHER : Emm trus, kelas 8 a yah

STUDENT 1 : Iye, kak

RESEARCHER : Iyek, saat ini saya akan mewawancarai adek, apakah adek siap untuk diwawancarai?

STUDENT 1 :Siap. kak

RESEARCHER : ok, wawancaranya itu ada beberapa pertanyaan, yang pertama apakah kamu merasa kesulitan dalam menerima materi pelajaran bahasa inggris?

STUDENT 1 : iya, kak

RESEARCHER : iya?

STUDENT 1 : iya, kak

RESEARCHER : saya ulang pertanyaannya dek, apakah kamu merasa kesulitan dalam menerima materi pelajaran bahasa inggris?

STUDENT 1 : Sulit, Kak, kadang susah dipahami

RESEARCHER : Emm, Ok. Trus Selanjutnya, apakah guru bahasa inggris anda sering melakukan campur bahasa saat mengajar?

STUDENT 1 : Kadang

RESEARCHER : Emm, Kadang yah, tapi sering di'?

STUDENT 1 : Iya, pakai bahasa Indonesia

- RESEARCHER : Bahasa Inggris, kadang bahasa indonesia, kadang juga bahasa enrekang?
- STUDENT 1 : Iye kak
- RESEARCHER : Emm, Ok. Trus yang ... pertanyaan selanjutnya. Apakah kamu merasa nyaman saat guru bahasa inggrista melakukan campur bahasa saat mengajar?
- STUDENT 1 : Nyaman, Kak. Mudah dip ...
- RESEARCHER : Mudah dipahami di'?
- STUDENT 1 : Iye kak
- RESEARCHER : Trus selanjutnya lagi, apakah kamu senang saat guru bahasa kamu melakukan campur bahasa saat mengajar?
- STUDENT 1 : Iya, Kak.
- RESEARCHER : Nah, pertanyaan kelima. Apakah kamu lebih mengerti saat guru menjelaskan materi dengan metode campur ini?
- STUDENT 1 : Iya, Kak.
- RESEARCHER : Mengertiji?
- STUDENT 1 : Mengerti, Kak.
- RESEARCHER : Ok, selanjutnya lagi. Apakah dengan melakukan campur bahasa meningkatkan bahasa inggris kamu?
- STUDENT 1 : Iya, Kak.
- RESEARCHER : Emm, Ok, nah menurut kamu apakah penting melakukan campur bahasa dalam proses pelajaran bahasa inggris?
- STUDENT 1 : Menurut saya iya, Kak
- RESEARCHER : Penting? Iyek, Penting di'
- STUDENT 1 : Penting, Kak
- RESEARCHER : Iye, ok. Ehh, yang terakhir lagi dek, nah. Apakah kamu lebih suka apabila guru melakukan campur bahasa daripada memakai bahasa inggris penuh atau full di dalam bahasa inggris?
- STUDENT 1 : Lebih suka bahasa ... ehh ... lebih suka campur bahasa
- RESEARCHER : Emm, ok, ok, Dek. Terima kasihna waktunya

STUDENT 1 : Iye Kak
 RESEARCHER : Iye
 STUDENT 1 : Sama-sama
 RESEARCHER : Assalamualaikum
 STUDENT 1 : Waalaikumsalam

02

STUDENT 2

STUDENT 2 : Hallo, assalamualaikum, Kak
 RESEARCHER : Waalaikumsalam, Dek. Mohon maaf dek nah. Saya N ...,
 Saya dari nuraini, dari universitas muhammadiyah makassar
 saat ini saya melakukan Penelitian di sekolahta dan
 kebetulan saya sudah di kasih izin sama Ibu Jum untuk
 interview, em ... boleh perkenalkan dirita dulu dek
 STUDENT 2 : Iyek, nama saya STUDENT 2 Zahira kelas 8a
 RESEARCHER : Nah, saat ini saya akan mewawancarai adek, apa adek siap
 untuk diwawancarai?
 STUDENT 2 : Iyek, Kak
 RESEARCHER : ok, wawancaranya itu ada beberapa pertanyaan, pertama
 apakah kamu merasa kesulitan dalam menerima materi
 pelajaran bahasa inggris?
 STUDENT 2 : (Tidak menjawab)
 RESEARCHER : Hallo
 STUDENT 2 : Iyek
 RESEARCHER : Saya ulangi pertanyaan Dek nah. apakah kamu merasa
 kesulitan dalam menerima materi pelajaran bahasa inggris?
 STUDENT 2 : Kadang kesulitan, Kak.
 RESEARCHER : Terus, ok pertanyaan kedua, apakah guru bahasa inggris
 kamu sering melakukan campur bahasa saat mengajar?
 STUDENT 2 : (Berbisik) Heh campur bahasa? Kadang

- RESEARCHER : Iyek, maksudnya toh dek yang campur bahasa itu kadang bahasa indonesia kadang bahasa inggris. Jadi ...
- STUDENT 2 : Iyek, Kak
- RESEARCHER : Jadi pakai campur bahasa di'
- STUDENT 2 : Iyek
- RESEARCHER : Ok pertanyaan yang selanjutnya. Apakah kamu merasa nyaman saat guru bahasa inggrista melakukan campur bahasa saat mengajar?
- STUDENT 2 : Nyaman, Kak
- RESEARCHER : Ok
- STUDENT 2 : Karn ...
- RESEARCHER : Selanjutnya lagi, apakah kamu senang saat guru bahasa kamu melakukan campur bahasa saat mengajar?
- STUDENT 2 : Kan selama ini ... sela ... Kan selama ini dengan daring jadi aman-aman aja
- RESEARCHER : Ok, jadi kita senangji toh kalau guruta mengajar pakai campur bahasa begitu kalau mengajar bahasa inggris
- STUDENT 2 : Iyek
- RESEARCHER : Ok, jadi senang di'?
- STUDENT 2 : Iyek
- RESEARCHER : Terus selanjutnya lagi, Apakah kamu lebih mengerti saat guru menjelaskan materi dengan metode campur bahasa ini?
- STUDENT 2 : Iya, Kak
- RESEARCHER : Mengerti. Ok. Nah selanjutnya lagi, Apakah dengan melakukan campur bahasa meningkatkan bahasa inggris kamu?
- STUDENT 2 : Iya, Kak. Karena kadang biasa ndak ditau
- RESEARCHER : Oh iye, jadi natingkatkanki anuta di' emmm bahasa inggrista
- STUDENT 2 : Iyek, Kak

- RESEARCHER : Ok, nah selanjutnya lagi, menurut kamu apakah penting melakukan campur bahasa dalam proses pelajaran bahasa inggris?
- STUDENT 2 : Kalau bagi saya sih, emm bisa, karena kadang ada yang belum dimengerti
- RESEARCHER : Iya Ok nah yang terakhir lagi, Dek. Apakah kamu lebih suka apabila guru melakukan campur bahasa daripada memakai bahasa inggris secara penuh atau full di dalam bahasa inggris?
- STUDENT 2 : Kalau campur lebih bagus, Kak
- RESEARCHER : Emm, ya, jadi intinya di' kita lebih suka kalau pakai metode campur daripada hanya memakai bahasa inggris full
- STUDENT 2 : Iya, Kak
- RESEARCHER : Ok, makasih dek nah atas waktunya makasih. Assalamualaikum warahmatullahi wabarakatu
- STUDENT 2 : Waalaikumsalam
- 03**
- STUDENT 3**
- RESEARCHER : Hallo, assalamualaikum
- STUDENT 3 : Waalaikumsalam
- RESEARCHER : Mohon maaf dek, saya nuraini dari universitas muhammadiyah makassar saat ini saya melakukan Penelitian di sekolahta dan kebetulan saya sudah di kasih izin sama Ibu Jum guru bahasa inggrista untuk interview,
- STUDENT 3 : Iyek
- RESEARCHER : Atau wawancara. boleh perkenalkan dirita dulu dek
- STUDENT 3 : E.. perkenalkan nama saya nuraini dari kelas 8a
- RESEARCHER : Nuraini yah?
- STUDENT 3 : Iyek

- RESEARCHER : ohh, sama. Kebetulan sama namanya. Ok, nah saat ini saya akan mewawancarai adek. Apa adek siap untuk diwawancarai?
- STUDENT 3 : Oh iyek
- RESEARCHER : Ok, baik jadi wawancaranya itu ada beberapa pertanyaan, yang pertama itu apakah kamu merasa kesulitan dalam menerima materi pelajaran bahasa inggris?
- STUDENT 3 : Tidak
- RESEARCHER : Em, ok, tidak yah. Terus yang kedua. apakah guru bahasa inggris anda sering melakukan campur bahasa saat mengajar?
- STUDENT 3 : Iya
- RESEARCHER : Hm, ok. Nah selanjutnya. Apakah kamu merasa nah ... merasa nyaman saat guru bahasa inggris kamu melakukan campur bahasa saat mengajar?
- STUDENT 3 : Iya
- RESEARCHER : Ok, kita tauji toh campur bahasa, Dek?
- STUDENT 3 : Iyek, yang campur-campur (berbisik)
- RESEARCHER : Iyek toh yang maksudnya dicampur-campur, kadang bahasa inggris, kadang bahasa indonesia atau bahasa enrekang
- STUDENT 3 : Iyek
- RESEARCHER : Ok. Selanjutnya apakah kamu senang saat guru bahasa kamu melakukan campur bahasa saat mengajar?
- STUDENT 3 : Iya
- RESEARCHER : Senang, yah. Ok. Selanjutnya lagi Apakah kamu lebih mengerti saat guru menjelaskan materi dengan metode campur bahasa ini?
- STUDENT 3 : Iya
- RESEARCHER : Mengerti yah?
- STUDENT 3 : Iye

- RESEARCHER : Emm ... Nah yang ke enam, Apakah dengan melakukan campur bahasa meningkatkan bahasa inggris kamu?
- STUDENT 3 : Emm ... iya
- RESEARCHER : Meningkatkan yah?
- STUDENT 3 : Iyek
- RESEARCHER : Iya, terus selanjutnya menurut kamu apakah penting melakukan campur bahasa dalam proses pelajaran bahasa inggris di dalam kelas?
- STUDENT 3 : Iya
- RESEARCHER : Penting yah? Penting, ok. Nah yang terakhir, Apakah kamu lebih suka apabila guru melakukan campur bahasa daripada memakai bahasa inggris full di dalam kelas?
- STUDENT 3 : Iya
- RESEARCHER : Suka? Kamu lebih suka jika guru bahasa inggrista itu melakukan campur bahasa di', dibandingkan dengan memakai bahasa inggris full di dalam kelas?
- STUDENT 3 : Iyek
- RESEARCHER : Ok, terimakasih dek nuraini atas waktunya untuk diwawancarai. Assalamualaikum Warahmatullahi wabarakatu

04

STUDENT 4

RESEARCHER : Assalamualaikum

STUDENT 4 : Waalaikumsalam

RESEARCHER : Maaf dek, e ... saya nuraini dari universitas muhammadiyah makassar saat ini saya melakukan Penelitian di sekolahta dan kebetulan saya sudah di kasih izin sama Ibu Jum untuk interview atau wawancara ya dek. Bolehki perkenalkan diri dulu?

STUDENT 4 : Perkenalkan saya STUDENT 4: dari kelas 8a

RESEARCHER : Ok, baik. Jadi wawancaranya ada beberapa pertanyaan. Yang pertama itu apakah kamu merasa kesulitan dalam menerima materi pelajaran bahasa inggris?

STUDENT 4 : Tidak, Kak

RESEARCHER : Ok, terus pertanyaan kedua. apakah guru bahasa inggris kamu sering melakukan campur bahasa saat mengajar?

STUDENT 4 : Sering, Kak, melakukan campur bahasa

RESEARCHER : Ok, terus yang ketiga. Apakah kamu merasa nyaman saat guru bahasa inggris kamu melakukan campur bahasa saat mengajar?

STUDENT 4 : Nyaman, Kak.

RESEARCHER : Nah yang keempat itu, apakah kamu senang saat guru bahasa kamu melakukan campur bahasa saat mengajar?

STUDENT 4 : Senang, Kak

RESEARCHER : Nah, selanjutnya lagi. Pertanyaannya apakah kamu lebih mengerti saat guru menjelaskan materi dengan metode campur bahasa ini?

STUDENT 4 : Mengerti, Kak

RESEARCHER : Nah, Ok. Pertanyaan keenam. Apakah dengan melakukan campur bahasa meningkatkan bahasa inggris kamu?

- STUDENT 4 : Iya, Kak
- RESEARCHER : Nah, pertanyaan selanjutnya lagi. Menurut kamu apakah penting melakukan campur bahasa dalam proses pelajaran bahasa inggris di dalam kelas?
- STUDENT 4 : Penting, Kak
- RESEARCHER : Nah, pertanyaan terakhir. Apakah kamu lebih suka apabila guru melakukan campur bahasa daripada memakai bahasa inggris penuh atau full di dalam kelas?
- STUDENT 4 : Iya. Iya, Kak. Saya lebih suka apabila guru melakukan campur bahasa saat mengajar
- RESEARCHER : Ok, makasih dek
- STUDENT 4 : Oh iya makasih banyak atas kesempatannya untuk diwawancarai. Assalamualaikum
- 05**
- STUDENT 5**
- STUDENT 5 : Assalamualaikum
- RESEARCHER : Waalaikumsalam, mohon maaf dek, e ... saya nuraini dari universitas muhammadiyah makassar, e ... saat ini saya melakukan Penelitian di sekolahta dan kebetulan saya sudah di kasih izin sama Ibu Jum untuk interview adek. E .. Boleh perkenalkan diri dulu? Boleh perkenalkan dirita dulu dek, dengan siapa?
- STUDENT 5 : Nama saya muh alhadhi malik
- RESEARCHER : Em ...
- STUDENT 5 : Kelas
- RESEARCHER : Kelas berapa dek? Maaf di', ka jaringannya. Kelas 8a di'?
- STUDENT 5 : Iyek, kelas 8a, kak.
- RESEARCHER : Ok, nah saat ini saya akan mewawancarai adek, em... apa boleh?

STUDENT 5 : Iye, kak, boleh, kak.

RESEARCHER : Ok, baik, wawancaranya itu ada beberapa pertanyaan. Yang pertama apakah kamu merasa kesulitan dalam menerima materi pelajaran bahasa inggris? Kita dengarji pertanyaannya?

STUDENT 5 : Tidak, Kak

RESEARCHER : Ok, Tidak. Terus yang kedua. apakah guru bahasa inggris anda sering melakukan campur bahasa saat mengajar?

STUDENT 5 : Tidak, Kak.

RESEARCHER : Oh, jadi kalau di kelas itu mengajar bahasa inggris guruta itu pake bahasa inggris full yah? Atau tidak campur-campur tidak pake bahasa indonesia atau bahasa inggris. Atau Cuma bahasa inggris full mengajarnya?

STUDENT 5 : Campur, Kak, sama bahasa Indonesia

RESEARCHER : Oh campur, berarti campur yah jawabannya. Kan tadi pertanyaannya ...

STUDENT 5 : Iye, Kak.

RESEARCHER : Ok, Ok, kan pertanyaannya kakak tadi kan yang kedua itu apakah guru bahasa inggris anda sering melakukan campur bahasa saat mengajar? Berarti campur yah, Dik? Campur yah jawabannya

STUDENT 5 : Iye, Kak

RESEARCHER : Ok, yang ketiga. Apakah kamu merasa nyaman saat guru bahasa inggris kamu melakukan campur bahasa saat mengajar?

STUDENT 5 : Iya, Kak. Iya, Kak

RESEARCHER : Nyaman di' kita rasa?

Studen 5 : Iyek, Kak

RESEARCHER : Nah pertanyaan keempat, apakah kamu senang saat guru bahasa kamu melakukan campur bahasa saat mengajar? Apa kamu mengerti ...?

- STUDENT 5 : Senang, Kak
- RESEARCHER : Oh, ok, ok, ok. terus pertanyaan selanjutnya. apakah kamu lebih mengerti saat guru menjelaskan materi dan ... dengan metode campur ini? dengan metode campur bahasa? Kamu mengerti saat guru menjelaskan materi dengan metode campur bahasa?
- STUDENT 5 : Sedikit, Kak, sedikit kumengerti
- RESEARCHER : Ah ... sedikit. Ok. Pertanyaan selanjutnya lagi. Apakah dengan melakukan campur bahasa meningkatkan bahasa inggris kamu?
- STUDENT 5 : Iya, Kak
- RESEARCHER : Ok, trus pertanyaan ketujuh. Menurut kamu apakah penting melakukan campur bahasa dalam proses pelajaran bahasa inggris?
- STUDENT 5 : Sangat Penting, Kak
- RESEARCHER : Nah, pertanyaan terakhir. Apakah kamu lebih suka apabila guru melakukan campur bahasa daripada memakai bahasa inggris full di kelas?
- STUDENT 5 : Campur bahasa, Kak
- RESEARCHER : Hm ... yah, ok, ok. Ok dek, e ... cukup sampai situ e ... wawancaranya, terima kasih banyak nah atas waktunya. Ok Makasih dek, Assalamualaikum
- STUDENT 5 : Assalamualaikum, Kak
- RESEARCHER : Iyek.

06

STUDENT 6

- RESEARCHER : Hallo, Assalamualaikum
- Student 6 : Waalaikumsalam

- RESEARCHER : Mohon maaf dek nah, saya dari ... saya nuraini dari universitas muhammadiyah makassar saat ini saya melakukan Penelitian di sekolahta dan kebetulan saya sudah di kasih izin sama Ibu Jum guru bahasa inggrista untuk interview, nah. Boleh perkenalkan dirita dulu, dek?
- Student 6 : Perkenalkan nama saya Muhammad Aditya Baharuddin.
- RESEARCHER : Ok, Aditya. Saat ini saya akan wawancarai adek. Apakah adek siap untuk diwawancarai?
- Student 6 : Siap
- RESEARCHER : Ok, baik. Wawancaranya itu ada beberapa pertanyaan. Yang pertama apakah kamu merasa kesulitan dalam menerima materi pelajaran bahasa inggris?
- STUDENT 6 : Em ... Ndak
- RESEARCHER : Tidak yah. Ok, selanjutnya. apakah guru bahasa inggris anda sering melakukan campur bahasa saat mengajar?
- STUDENT 6 : Campur bahasa?
- RESEARCHER : Campur bahasa itu ka ... kayak gini dek, kadang bahasa inggris, bahasa indonesia dan kadang bahasa enrekang dia juga pake
- STUDENT 6 : Oh ... tidak.
- RESEARCHER : Oh ... jadi guruta tidak pakai campur bahasa dalam mengajar?
- STUDENT 6 : Iya
- RESEARCHER : Jadi bahasa inggris full dia pakai?
- STUDENT 6 : Biasa bahasa inggris juga, biasa bahasa indonesia
- RESEARCHER : Oh berarti itu dia pakai campur, Dek. Campur bahasa kalau begitu. Berarti pakai yah. Terus yang ketiga. Apakah kamu merasa nyaman saat guru bahasa inggris kamu melakukan campur bahasa saat mengajar?
- STUDENT 6 : Apa tadi?

RESEARCHER : Apakah kamu merasa nyaman, nyaman saat guru bahasa inggrista itu melakukan campur bahasa saat mengajar bahasa inggris?

STUDENT 6 : Em ... Nyaman.

RESEARCHER : Em ... nyaman. Terus selanjutnya, apakah kamu senang saat guru bahasa inggris kamu melakukan campur bahasa saat mengajar bahasa inggris di kelas?

STUDENT 6 : Senang

RESEARCHER : Ok, Pertanyaan kelima lagi. Apakah kamu lebih mengerti saat guru menjelaskan materi dengan metode campur bahasa?

STUDENT 6 : Mengerti

RESEARCHER : Nah, selanjutnya lagi. Apakah dengan melakukan campur bahasa meningkatkan bahasa inggris kamu?

STUDENT 6 : Emm ... Iya

RESEARCHER : Iya? Ok, terus ...

STUDENT 6 : Berapa nomer ini? Berapa?

RESEARCHER : E ... delapan, Dek.

STUDENT 6 : Oh ...

RESEARCHER : Terus yang ketujuh. Menurut kamu apakah penting melakukan campur bahasa dalam proses pelajaran bahasa inggris? Kalau menurutmu apakah penting melakukan campur bahasa dalam proses pelajaran bahasa inggris?

STUDENT 6 : Hmm, tidak

RESEARCHER : Tidak?

STUDENT 6 : He'em

RESEARCHER : Karena?

STUDENT 6 : Apa di'

RESEARCHER : Jadi kamu lebih ... Jadi kamu lebih suka e ... m ... guru bahasa inggris kamu memakai bahasa inggris full dalam kelas saat mengajar bahasa inggris atau kamu lebih suka

kalau misalnya guru kamu mengajar pakai bahasa campur?
Kadang bahasa inggris. Kadang bahasa indonesia atau
bahasa daerah?

STUDENT 6 : Em ...

RESEARCHER : Menurut kita apakah itu penting melakukan campur
bahasa dalam proses belajar bahasa inggris?

STUDENT 6 : Em ...

RESEARCHER : Penting tidak?

STUDENT 6 : Penting

RESEARCHER : Hm, berarti penting yah. Ok, pertanyaan terakhir. Apakah
kamu lebih suka apabila guru melakukan campur bahasa
daripada memakai bahasa inggris penuh dalam kelas?
Maksudnya toh dek, kita sukaji kalau guruta itu mengajar
dalam kelas itu pakai full bahasa inggris?

STUDENT 6 : Em ... yang apa di' ... ndak, ndak full

RESEARCHER : Oh berarti campur, kita lebih suka yang campur di'

STUDENT 6 : Iye

RESEARCHER : Ok, ok dek, ok makasih banyak atas kesempatannya.

STUDENT 6 : Iye

RESEARCHER : Assalamualaikum

07

STUDENT 7

RESEARCHER : Hallo, Assalamualaikum

STUDENT 7 : Waalaikumsalam

RESEARCHER : Mohon maaf dek, e ... saya nuraini dari universitas
muhammadiyah makassar saat ini saya melakukan
Penelitian di sekolahta dan kebetulan saya sudah di kasih

izin sama Ibu Jum untuk interview atau wawancaraiki.

Boleh perkenalkan diri dulu, dek?

STUDENT 7 : Iye, Kak. Perkenalkan nama saya Indah Mayana, Kelas 8 A.

RESEARCHER : Ok.Nah, saat ini saya akan wawancarai adek. Apakah adek siap untuk diwawancarai?

STUDENT 7 : Iye, Kak

RESEARCHER : Emm, baik. Wawancaranya itu ada beberapa pertanyaan. Yang pertama apakah kamu merasa kesulitan dalam menerima materi pelajaran bahasa inggris?

STUDENT 7 : Tidak, Kak

RESEARCHER : Ok, kedua. apakah guru bahasa inggris anda sering melakukan campur bahasa saat mengajar?

STUDENT 7 : Iyek, Sering, Kak

RESEARCHER : Terus, Apakah kamu merasa nyaman saat guru bahasa inggris kamu melakukan campur bahasa saat mengajar?

STUDENT 7 : Iyek, nyaman, Kak.

RESEARCHER : Apakah kamu senang saat guru bahasa inggris kamu melakukan campur bahasa saat mengajar?

STUDENT 7 : Senang, Kak

RESEARCHER : Nah, pertanyaan lagi selanjutnya. Apakah kamu lebih mengerti saat guru menjelaskan materi dengan metode campur bahasa?

STUDENT 7 : Iye, kak, mengerti

RESEARCHER : Mm ok selanjutnya lagi. Apakah dengan melakukan campur bahasa meningkatkan bahasa inggris kamu?

STUDENT 7 : Iye, Kak

RESEARCHER : Nah, pertanyaan ketujuh. Menurut kamu apakah penting melakukan campur bahasa dalam proses pelajaran bahasa inggris?

STUDENT 7 : Iyek, penting, Kak.

RESEARCHER : Nah, pertanyaan terakhir. Apakah kamu lebih suka apabila guru melakukan campur bahasa daripada memakai bahasa inggris penuh di dalam kelas?

STUDENT 7 : Iyek, lebih suka apabila guru melakukan campur bahasa, Kak

RESEARCHER : Ok, emm, terima kasih dek atas waktunya

STUDENT 7 : Iye, Kak

08

STUDENT 8

RESEARCHER : Hallo, Assalamualaikum

STUDENT 8 : Iya, Kak

RESEARCHER : Maaf dek, saya Nuraini dari universitas muhammadiyah makassar saat ini saya akan melakukan Penelitian di sekolahta dan kebetulan saya sudah di kasih izin sama Ibu Jum, ibu guru bahasa inggrista untuk interview atau wawancaraiki. Boleh perkenalkan dirita dulu, dek?

STUDENT : Iye, Kak. Namaku kak Febryan Syahputra.

RESEARCHER : Em, ok. Nah, saat ini saya akan wawancarai adek. Apakah adek sudah siap untuk diwawancara?

STUDENT 8 : Iyek, Kak

RESEARCHER : Ok, baik. Wawancaranya itu ada beberapa pertanyaan. Yang pertama apakah kamu merasa kesulitan dalam menerima materi pelajaran bahasa inggris?

STUDENT 8 : Tidakji, Kak

RESEARCHER : Em, ok, terus yang kedua. apakah kamu gu ... Apakah guru bahasa inggris kamu sering melakukan campur bahasa saat mengajar?

STUDENT 8 : Tidak pernah, Kak

- RESEARCHER : Oh jadi guruta itu anu di', kalau mengajar i bahasa inggris full? Atau ...
- STUDENT 8 : biasa pakai bahasa inggris, biasa pakai bahasa indonesia
- RESEARCHER : Oh ... berarti itu pakai campur bahasa, dek
- STUDENT 8 : Oh, Iye, Kak
- RESEARCHER : Nah ok, selanjutnya. Apakah kamu merasa nyaman saat guru bahasa inggris kamu melakukan campur bahasa saat mengajar?
- STUDENT 8 :
- RESEARCHER : Nyaman jaki kalau misalnya itu guruta mengajar pakai campur bahasa di dalam kelas?
- STUDENT 8 : Nyamanji, Kak.
- RESEARCHER : Ok, selanjutnya lagi, apakah kamu senang saat guru bahasa kamu melakukan campur bahasa saat mengajar?
- STUDENT 8 : Tidak terlalu nyaman, Kak
- RESEARCHER : Maksudnya ini senang, dek, senang. Beda tadi, nyaman yang pertama. Ini lagi yang senang. apakah kamu senang saat guru bahasa kamu melakukan campur bahasa saat mengajar?
- STUDENT 8 : Tidak terlalu senang, Kak
- RESEARCHER : Hmm, karena?
- STUDENT 8 : Tidak terlalu dipahamki bahasa inggris
- RESEARCHER : Oh, tapi kan ini pertanyaanku toh. Apakah kamu senang saat guru bahasa kamu melakukan campur bahasa saat mengajar? Berarti ini toh kalau mengajarmi pakai campur bahasa, berarti kadang bahasa inggris, kadang bahasa indonesia, kadang bahasa enrekang. Senang jaki kalau begitu guruta mengajar?
- STUDENT 8 : Iye, Kak
- RESEARCHER : Terus selanjutnya lagi. Apakah kamu lebih mengerti saat guru menjelaskan materi dengan metode campur bahasa?

- STUDENT 8 :
- RESEARCHER : Mengerti jaki ...
- STUDENT 8 : Mengerti kak
- RESEARCHER : Terus selanjutnya lagi. Apakah dengan melakukan campur bahasa meningkatkan bahasa inggris kamu?
- STUDENT 8 : Iya, Kak
- RESEARCHER : Ok, selanjutnya. Menurut kamu apakah penting melakukan campur bahasa dalam proses pelajaran bahasa inggris?
- STUDENT 8 : Penting, Kak
- RESEARCHER : Ok, nah pertanyaan terakhir. Apakah kamu lebih suka apabila guru melakukan campur bahasa daripada memakai bahasa inggris full dalam kelas? Lebih suka mana?
- STUDENT 8 : Lebih suka campur bahasa, kak
- RESEARCHER : Oh ok ok, terima kasih nah dek. Selesaimi wawancaranya, terima kasih banyak
- STUDENT 8 : Iye, Kak
- RESEARCHER : Assalamualaikum
- 09
- STUDENT 9
- RESEARCHER : Hallo, Assalamualaikum
- STUDENT 9 : Waalaikumsalam
- RESEARCHER : Mohon maaf dek, saya nuraini dari universitas muhammadiyah makassar saat ini saya melakukan Penelitian di sekolahta dan kebetulan saya sudah di kasih izin sama Ibu Jum guru bahasa inggrista untuk interview. Boleh perkenalkan dirita dulu, dek?
- STUDENT 9 : Nama saya Andika Pratama Putra, Kelas 8 A.

- RESEARCHER : Nah, Ok. saat ini saya akan wawancarai adek. Apakah adek siap untuk diwawancarai?
- STUDENT 9 : iye, Kak
- RESEARCHER : Emm, baik. Wawancaranya itu ada beberapa pertanyaan. Yang pertama apakah kamu merasa kesulitan dalam menerima materi pelajaran bahasa inggris?
- STUDENT 9 : Iya
- RESEARCHER : Ok, kedua. apakah guru bahasa inggris anda sering melakukan campur bahasa saat mengajar?
- STUDENT 9 : Sering, Kak
- RESEARCHER : Terus, Apakah kamu merasa nyaman saat guru bahasa inggris kamu melakukan campur bahasa saat mengajar?
- STUDENT 9 : Iyck, nyaman, Kak.
- RESEARCHER : Apakah kamu senang saat guru bahasa inggris kamu melakukan campur bahasa saat mengajar?
- STUDENT 9 : Iye, Kak
- RESEARCHER : Nah, pertanyaan lagi selanjutnya. Apakah kamu lebih mengerti saat guru menjelaskan materi dengan metode campur bahasa?
- STUDENT 9 : Tidak, Kak
- RESEARCHER : Berarti lebih mengerti kalau guru mengajar full bahasa inggris?
- STUDENT 9 : Ndak juga kak.
- RESEARCHER : Jadi lebih mengerti yang mana?
- STUDENT 9 : Metode campur kak
- RESEARCHER : Mm ok selanjutnya lagi. Apakah dengan melakukan campur bahasa meningkatkan bahasa inggris kamu?
- STUDENT 9 : Iye, Kak
- RESEARCHER : Pertanyaan ketujuh. Menurut kamu apakah penting melakukan campur bahasa dalam proses pelajaran bahasa inggris?

- STUDENT 9 : Iyek, penting, Kak.
- RESEARCHER : Nah, pertanyaan terakhir. Apakah kamu lebih suka apabila guru melakukan campur bahasa daripada memakai bahasa inggris penuh di dalam kelas?
- STUDENT 9 : Iyek, lebih suka apabila guru melakukan campur bahasa, Kak
- RESEARCHER : Ok, emm, terima kasih dek atas waktunya
- STUDENT 9 : Iye, Kak
- RESEARCHER : Assalamualaikum
- STUDENT 9 : Waalaikumsalam
- 10**
- STUDENT 10**
- RESEARCHER : Hallo, Assalamualaikum
- STUDENT 10 : waalaikumsalam
- RESEARCHER : Mohon maaf dek, saya nuraini dari universitas muhammadiyah makassar saat ini saya melakukan penelitian di sekolahta dan kebetulan saya sudah di kasih izin sama Ibu Jum guru bahasa inggrista untuk interview. Bolch perkenalkan dirita dulu, dek?
- STUDENT 10 : Nama saya Azzah Azizah Salju, Kelas 8 A.
- RESEARCHER : Nah, Ok. saat ini saya akan wawancarai adek. Apakah adek siap untuk diwawancarai?
- STUDENT 10 : iye, Kak
- RESEARCHER : Emm, baik. Wawancaranya itu ada beberapa pertanyaan. Yang pertama apakah kamu merasa kesulitan dalam menerima materi pelajaran bahasa inggris?
- STUDENT 10 : Tidak, Kak

- RESEARCHER : Kedua. apakah guru bahasa inggris kamu sering melakukan campur bahasa saat mengajar?
- STUDENT 10 : Iye, Kak
- RESEARCHER : Terus yang ketiga, Apakah kamu merasa nyaman saat guru bahasa inggris kamu melakukan campur bahasa saat mengajar?
- STUDENT 10 : Sangat nyaman, Kak.
- RESEARCHER : pertanyaan selanjutnya, Apakah kamu senang saat guru bahasa inggris kamu melakukan campur bahasa saat mengajar?
- STUDENT 10 : sangat senang, Kak
- RESEARCHER : Nah, pertanyaan selanjutnya lagi. Apakah kamu lebih mengerti saat guru menjelaskan materi dengan metode campur bahasa?
- STUDENT 10 : Mengerti, Kak, sangat mengerti
- RESEARCHER : Pertanyaan keenam. Apakah dengan melakukan campur bahasa meningkatkan bahasa inggris kamu?
- STUDENT 10 : Iye, Kak
- RESEARCHER : Pertanyaan ketujuh. Menurut kamu apakah penting melakukan campur bahasa dalam proses pelajaran bahasa inggris?
- STUDENT 10 : Sangat penting, Kak.
- RESEARCHER : Nah, pertanyaan terakhir. Apakah kamu lebih suka apabila guru melakukan campur bahasa daripada memakai bahasa inggris penuh di dalam kelas?
- STUDENT 10 : Iyek, lebih suka apabila guru melakukan campur bahasa, Kak
- RESEARCHER : Ok, emm, terima kasih dek atas waktunya
- STUDENT 10 : Iye, Kak
- RESEARCHER : Assalamualaikum
- STUDENT 10 : Waalaikumsalam

**SURAT KETERANGAN BEBAS PLAGIAT**

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nuraini

NIM : 10535597114

Program Studi: Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	3 %	10 %
2	Bab 2	23 %	25 %
3	Bab 3	1 %	10 %
4	Bab 4	8 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
seperlunya.

Makassar, 28 Januari 2022

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nursmah, S.Hum.,M.I.P

NBM. 964 591



PEMERINTAH KABUPATEN ENREKANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Jenderal Sudirman Km. 3 Pinang Enrekang Telp/Fax (0420)-21079
ENREKANG

Enrekang, 3 Agustus 2021

Nomor : 351/DPMPTSP/IP/VIII/2021
Lampiran : -
Perihal : Izin Penelitian

Kepada
Yth. Kepala SMP Negeri 2 Enrekang
Di-
Kec. Enrekang

Berdasarkan surat dari Lembaga Penelitian dan Pengabdian Kepada Masyarakat Universitas Muhammadiyah Makassar, Nomor: 4041/05/C.4-VIII/VII/40/2021, tanggal 6 Juli 2021, menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : **Nuraini**
Tempat Tanggal Lahir : Enrekang, 11 Juni 1995
Instansi/Pekerjaan : Mahasiswi
Alamat : Malauwe Kel. Tuara Kec. Enrekang

Bermaksud akan mengadakan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi dengan judul: **"Student's Perception On The Use of Code Mixing In English Teaching Process at Second Grade Junior High School 2 Enrekang."**

Dilaksanakan mulai, Tanggal 3 Agustus 2021 s/d 9 September 2021

Pengikut/Anggota : -

Pada Prinsipnya dapat menyetujui kegiatan tersebut diatas dengan ketentuan:

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Pemerintah/instansi setempat.
2. Tidak menyimpang dari masalah yang telah diizinkan.
3. Mentaati semua peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 1 (satu) berkas fotocopy hasil Skripsi kepada Bupati Enrekang Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Enrekang.

Demikian untuk mendapat perhatian

A.n. BUPATI ENREKANG
Plt. Kepala DPM PTSP Kab. Enrekang

SYAMSUDDIN, S.Pt, M.Si

Pangkat : Pembina Tk. I

Nip : 19710115 200003 1 007

Tembusan Yth :

1. Bupati Enrekang (Sebagai Laporan).
2. Kepala BAKESBANG POL Kab. Enrekang.
3. Kepala DISDUKBUD Kab. Enrekang.
4. Camat Enrekang.



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : NURAINI
NIM : 10535 5971 14
Judul Penelitian : STUDENTS' PERCEPTION ON THE USE OF CODE MIXING IN ENGLISH TEACHING PROCESS AT SECOND GRADE JUNIOR HIGH SCHOOL 2 ENREKANG
Tanggal Ujian Proposal : 02 Juni 2021
Tempat/Lokasi Penelitian : SMP Negeri 2 Enrekang

No	Hari/Tanggal	Kegiatan Penelitian	Guru	Paraf Guru
1	Selasa, 24/8/2021	Observasi	Jumriah, S.Pd	
2	Kamis, 26/8/2021	Interview	Jumriah, S.Pd	
3	Selasa, 31/8/2021	Interview	Jumriah, S.Pd	
4	Kamis, 2/9/2021	Interview	Jumriah, S.Pd	
5	Selasa, 7/9/2021	Interview	Jumriah, S.Pd	
6				
7				
8				
9				
10				

Makassar, 27 JANUARI 2022

Mengetahui,

Ketua Jurusan

Pimpinan Kepala Sekolah

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

Baharuddin, S.Pd., M.Pd.
NIP. 19620111 198411 1 002



| Terakreditasi Institusi



PEMERINTAH KABUPATEN ENREKANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT.SMP NEGERI 2 ENREKANG



JALAN EMMY SAELAN NOMOR 11 ENREKANG TLPN.0420 – 21075

NSS : 40305796

NPSN : 301191610301

SURAT KETERANGAN TELAH MENELITI

Nomor : 109/421.3/SMP.02/XI/2021

Yang bertanda tangan dibawah ini, Kepala SMPN 2 Enrekang, Kabupaten Enrekang tahun 2021/2022, dengan ini menerangkan bahwa :

Nama : NURAINI

Tempat/Tanggal Lahir : Enrekang, 11 Juni 1995

Instansi/Pekerjaan : MAHASISWI

Alamat : Malauwe Kel. Tuara Kec. Enrekang

Bahwa yang bersangkutan tersebut di atas adalah benar telah melaksanakan penelitian skripsi selama 24 Hari, yang terhitung mulai 03 Agustus 2021 sampai 09 September 2021 di SMPN 2 Enrekang Kabupaten Enrekang Tahun 2021/2022.

Demikian surat keterangan ini kami buat dengan sebenar-benarnya untuk dipergunakan seperlunya.

Enrekang, 17 November 2021

Kepala Sekolah



BAHARUDDIN, S.Pd.M.Pd
NIP. 19620111 198411 1 002



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE
0430/BG-FKIP/LOA/B/II/1443/2022

Dear NURAINI

It is our pleasure to inform you that, after reviewing your paper:
**STUDENTS' PERCEPTION ON THE USE OF CODE MIXING IN ENGLISH
TEACHING PROCESS AT SECOND GRADE JUNIOR HIGH SCHOOL 2
ENREKANG**

The manuscript ID: 666

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Applied Linguistics Studies**,
ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

We will let you know if you have to make any modification as the reviewer's
comments. Once your manuscript is moved to publishing, our production editor will
inform you. Please feel free to email us with any questions at
jals@bg.unismuhmakassar.ac.id

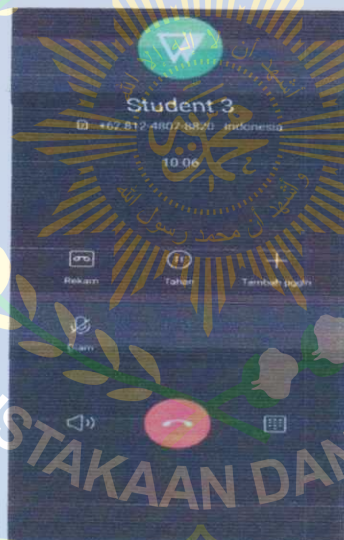
Makassar, 17 February 2022 M
16 Rajab 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Umami Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

DOCUMENTATION



DOCUMENTATION

CURRICULUM VITAE



Nuraini, born in Enrekang, 11 June 1995. She is the third child of six siblings in her family, from her beloved parents Mr. Kusman and Mrs. Hanisa. She has three brothers and two sisters, Muh. Asrul, Muh. Ardi, Ainul Yaqin, Nur Aisyah, and Nur Janna.

The writer has completed his education at SD Negeri 109 Tuara, SMP 2 Enrekang, and the SMK PGRI Enrekang. After graduating from Senior High School in 2014, the author continued his bachelor's degree in English Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.