

**AN ANALYSIS OF CODE-MIXING USED BY THE SEVENTH
SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
(DESCRIPTIVE RESEARCH)**



A THESIS

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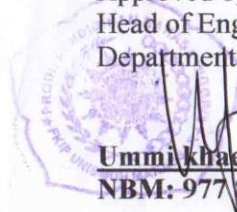
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MOTTO

*“Siapa yang menempuh jalan untuk mencari ilmu,
Maka Allah akan mudahkan baginya jalan menuju Syurga.”
(HR. Muslim, no. 2699)*

I dedicate this thesis to:

My parents, my brother, my best cousin, my aunt,
My beloved grandma and all my best friends, for your sincerities
And lots of prayers in supporting the researcher making her dream
come true.

ABSTRACT

Arniati Arfan, 2019. *An Analysis of Code-Mixing Used By the Seventh Semester Students English Department in Muhammadiyah University of Makassar.* Guided by Hj. Andi Tenri Ampa as the first consultant and Hj. Ilmiah as the second consultant.

This research discusses about type and factor of code-mixing. The purpose of this thesis to analyze the type of code-mixing that used by the students in classroom discussion, in Muhammadiyah University of Makassar. It classifies the code-mixing's utterances into three types: insertion, alternation, and congruent lexicalization. It also analyzes the factors/reason that motivated the students to code-mix their conversation in classroom discussion in two languages, Indonesia and English.

This research used qualitative method to analyze the types and factors of code-mixing. The procedures of this research are: the data (the students' conversation which arranged by two languages are classified into three types of code-mixing based on Musyken's theory. Then, the data analyze about the factors which motivated the students to code-mix their conversation in classroom discussion based on Eunhee Kim's theory.

The result of this research, firstly the types of code-mixing, there were thirty-three sentences include in insertion, and twenty-three sentences include in alternation, and five sentences include in congruent lexicalization. So, insertion is dominant in the students' conversation in classroom discussion. Secondly, the factors of code-mixing, there were three sentences which include in participant roles and relationship, six conversations which include in situational factors, twelve conversations include in message-intrinsic factor, and only one conversation are identified as security. So, message-intrinsic factor is the dominant factor motivated the students to mix their conversations in classroom discussion.

Key word: *Code-Mixing, Classroom Discussion*

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The Writer

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CURRICULUM VITAE

CHAPTER I

INTRODUCTION

A. The Background

Sociolinguistics examines the interplay of language and society, with language as the starting point. Variation is the key concept, applied to language itself and to its use. The basic premise of sociolinguistics is that language is variable and changing. As a result, language is not homogeneous – not for the individual user and not within or among groups of speakers who use the same language.

Kachru (in McKay, 2010) also add, that the world *English* in global era has implication also in the sociolinguistic condition in Indonesia. English becomes more popular in Indonesia as a foreign language and that being the well-known and popular foreign language to be learned. The need of English has been built the social awareness that English is very important and useful in globalization. The reality brings the people in those countries to create bilingual or multilingual circumstance in their environment because they know language more than one, more than their mother tongue, more than official language and we called it as bilingualism.

Bilingualism is the ability of individuals in using two languages. Bilingualism may appear since people research and know the other language beside of their mother tongue or first language. The bilinguals do not mean that the individuals master the second languages completely (Scotton, 2006). More than one language like Indonesia, the bilingualism, and

multilingualism frequently happen in the daily life. Beside the bilingualism occurrence, the multilingualism also can be appeared as a result of learning the foreign language.

In the multilingual community, speaker tends to mix from one code to the others, in which this is commonly called as code-mixing. According to Nababan in Udoro (2008) code-mixing happens when people mix two languages (or more) language in such speech act or discourse without any force to do mixing codes. Trudgill in Udoro (2008) defined “Code Mixing as the process whereby speakers indulge in code-switching between languages of such rapidity and density, even within sentences and phrases that are not possible to say at any given time which language they are speaking”. Code-mixing can be seen in a spoken and written language. Code-mixing in the research is in spoken language such as in reality show.

Muysken (2000) explained that based on intra-sentential, contextual and situational conversation, code-mixing is expressively purposing languages that are combined to increase social status or to keep the speaker’s prestige in the society. For example, when students explain something to another one, there are parts of language – words, phrases, and clauses - that suddenly come from their own language into Indonesian or English into Indonesian.

The description above also happens at Seventh semester in Muhammadiyah University of Makassar, a university located in Southeast Sulawesi District, Makassar Regency exactly, especially in English Department which the most of the students are from Bugisnes, Bimanes and

Makassar. In Muhammadiyah university of Makassar, especially in Faculty of Education and Teacher Training, there is also English Department. Related to the language usage in education, the students use Indonesian as the main language and English as a foreign language. The fact happens in University environment is really interesting and prospective to be observed. Some of the students in their conversation still mix Indonesian into English or English into Indonesian and seldom speak English fully. This phenomenon shows that there is a “chaos” of using language.

Such sociolinguistic event can happen at various moments. The support aspect that can be reason to make an observation related the phenomenon. They are the students with different ethnic, social and cultural background. This cannot be separated from the bilingual or multilingual society because each ethnic has its own language. Moreover, they use Indonesian, and they learn English. It means that each of them has three languages namely regional language (mother language) national language, and English.

Based on these reasons, the researcher is interested in carrying out a research entitled **“An Analysis of Code-Mixing Used by the Seventh Semester Students of Muhammadiyah University of Makassar.**

B. Problem Statement

In line with the reason for choosing the topic above, the problem that the researcher wants to analysis are:

1. What are types of code-mixing used by the seventh semester students in Muhammadiyah university of Makassar?
2. What are the factor of code-mixing used by the seventh semester student in Muhammadiyah university of Makassar?

C. Objective of The Research

This research has general objectives, they are as follows:

1. To find out the type of code-mixing used by the seventh semester students in Muhammadiyah university of Makassar
2. To find out the factor of code mixing used by the seventh semester student in Muhammadiyah university of Makassar

D. Significance of the Research

This research has two significances; theoretically and practically. The research contributes the theoretical significance regarding sociolinguistics, specifically the phenomena of code mixing that may happen in Indonesia, especially in Muhammadiyah university of Makassar. Through this research, it can be the way to give more information about the types and the reasons of code-mixing in conversation especially for students in classroom.

Theoretically, the findings of this research are intended to be used as a reference to linguistic studies, especially the one that concerns in bilingualism. Practically this research is expected to give useful information for readers, learners, and future researchers.

First, for the readers/ English learners, this research can become the secondary resources that will be helpful in understanding the theory code-

mixing. Second, code-mixing may describe such matter that occurs in the bilingual and multilingual in Indonesia. In the perspective of generalization theory for the phenomena that may occur in Indonesia through the researcher takes a case research which specifies the respondents. Third, for the next researchers, the researcher hopes this research provides the proper data that could be used as a reference for those who are interested in analyzing bilingualism.

Practically, since the research of code mixing describes the linguistic condition in society, this research is hoped to establish the readers' awareness to have a better communication in the society. For instance, the readers could place code-mixing appropriately based on the listeners' backgrounds.

E. Scope of the Research

Typology of code-mixing is really a large research. The points influencing the code-mixing are very general such as word, phrase, clause, and random language parts. Moreover, the students generally use Indonesian. Then, to make the problem scope smaller, the researcher focuses to analyze the types and the reasons used by the students at seventh semester in Muhammadiyah university of Makassar, especially only in their learning process.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Sociolinguistic

Sociolinguistics is the study of the interaction between linguistic and social variables. This is aligned with Noam Chomsky in Romaine (2000) stated that sociolinguistics focus on differences in the use of language in society so that an object can be the object language learning another language. Then, Chomsky said that the question of language is the fundamental question of power. From the statement, it is clear that sociolinguistics is the research of language use in a society that does not focus on the composition of sentence structure but focuses on differences in language use and language development in society.

Besides that, all of the topics provide a lot of information about the language works as well as about the social relationship in community, and the way people signal aspects of their social identity through their language (Janet, 2001). Language clearly focused on the topic of social arrangement inherent in language habits society. So, the lessons of sociolinguistics not only on the organizational structure of the language but also on the level development use of language in society and familiarize the user language to use the language that is used in accordance with the appropriate developmental and language level of civility in society. Related to the explanation, sociolinguistics is the study of the development and the level of use of language in a society in which there is a discussion about bilingual and multilingual discussion of incorporation language in accordance with

the rules and are not in accordance with the rules but is used by the community and accepted by society well studied in the code-switching and code-mixing.

B. Bilingualism

Weinrich (in Chaer, 2003) describes bilingual as “the use of two languages by someone by turns”. Bloomfield (in Chaer, 2003) asserts that “bilingual is mastery of two languages by someone”. Most people as speakers usually occupy more than one code and require a selected code whenever they choose to speak with other people. Edward (2013) said that bilingualism and multilingualism have both *de facto* existences and important places in the psychological, political, and social debates that define social and ethnic groups, communities, and region. To clarify the term bilingual and multilingual, Guttardo et. al., (2008) stated that bilingualism is considered to occur when two languages are acquired from birth to prior to one year of age. According to Bloomfield (in Rahardi, 2001), bilingualism is a situation where a speaker can use two languages as well.

Related to speech community, Grosjean (2010) pointed out that bilinguals are not necessarily equally fluent on all topics in both their languages and this is because of the complementarity principle: bilinguals use their language for different purpose, with different interlocutors, in a different life. The focus of attention has been on the many kinds of degrees of bilingualism and bilingual situations which exist. Definition of bilingualism reflects assumptions about the degree of proficiency people must achieve before they qualify as bilingual, whether comparable to a monolingual native-speaker or something less than this, even to the

extent of minimal knowledge of a second language, a balanced bilingual is someone whose command of both languages is equivalent. In this case, the bilinguals have a repertoire of domain-related rules of language choice (Trask, 2007) the ability to speak two languages. In modern western society, the ability to speak two languages is often seen as something of a remarkable achievement, particularly in the English-speaking country.

People who are bilingual or multilingual do not necessarily have exactly the same abilities in the language. In fact, that kind of parity may be exceptional. Multilingualism involving balanced. Native-like command of all the language in the repertoire is rather uncommon. Typically, multilingualism has varying degrees of command of the different repertoires. The differences incompetence in the various languages might range from command of a few lexical items, formulaic expressions such as greetings, and rudimentary conversation skills all the way to excellent command of the grammar and vocabulary and specialized register and styles. Multilingual develops competence in each of the codes to the extent that they need it and for the contexts in which each of the languages is used. Context determines languages choice. In a society in which more than one language (or variety) is used you must find out who uses what, when and for what purpose if you are to be socially competent. Researchers now generally acknowledge that bilingualism is not in itself harmful in any way and that it “brings opportunities not only to the individual but also to the society as a whole” (Li et. al., (2002)

C. Code

The code can be used to refer to any kind of system that two or more

people employ for communication. A code is a system that is used by people to communicate with each other. When people want to talk each other, they have to choose a particular code to express their feeling. According to Stockwell (2002), a code is “a symbol of nationalism that is used by people to speak or communicate in a particular language, or dialect, or register, or accent, or style on different occasions and for different purposes. The code is usually a variant form of the language used to communicate with the clear language of the community. The code word is neutral because it has a tendency to interpret the cause of emotions. Furthermore, he also said the code is a type of system used by two or more people to communicate (Rahardi, 2001).

Meanwhile, According to Jacobson, (2008), different languages or a different style of the same language may have different codes. A code, as Jacobson defines it, is the speaker’s system of speech that has to be deciphered by the listener. In early studies, the term „switch“ was used to describe the change between languages made by bilinguals according to changes in a speech situation.

D. Code Mixing

The other bilingual language aspect is code-mixing. Code-mixing is also used to mix the two different languages. Based on Muysken (in Deuchar, 2005), code- mixing is to refer to all cases where lexical items and grammatical features from two languages appear in one sentence. Code-mixing often occurs within one sentence; one element is spoken in language A and the rest in language B.

Moreover, it is also possible for the bilingual or multilingual people to use more than one code or language in a communication. One of the language

phenomena especially in the research of bilingualism problem is called code-mixing. Wardhaugh in Henie (2008) stated that code-mixing occurs when speakers use both languages together to the extent that they change from one language to the other in the course of a single utterance. Deuchar (2005) differed the terms that code switching is changing languages between sentences and code-mixing is changing languages within a sentence.

In a formal situation, the speaker tends to mix it because there is no exact idiom in that language. Thus, it is necessary to use words or idioms from in other language. Thereby code-mixing happened caused interrelationship among role of speaker, Language form, and Language reason. Some of code-mixing form, that is

(1) insertion of word, (2) insertion of phrase, (3) insertion of clause, (4) insertion of idiom or expression, and (5) insertion of form of baster (alliance forming of genuine and foreign language) (Sujana and Sri, 2009).

In relation to the language and social groups, code mixing is a phenomenon of bilingual or multilingual society. Bilingual or multilingual speakers as involved persons in using two or more languages are involved with two or more cultures, and of course, it is not separated from the result of the language use. The using of two or more languages, personal or social group, commonly named bilingualism or multilingualism. The result can be mentioned as “chaos” of the language system (Amsal, 2011).

According to Nababan in Udoro (2008) code-mixing happens when people mix two languages (or more) languages in such speech act or discourse without any force to do mixing codes. Trudgill in Udoro (2008) defined “Code-mixing is as the process

whereby speakers indulge in code switching between languages of such rapidity and density, even within sentences and phrases that are not possible to say at any given time which language they are speaking”.

Muysken (in Deuchar, 2005) suggests that one code-mixing model serving for all language pairs. He explains that the dominant code-mixing pattern in a particular speech community can be predicted on the basis of both linguistic and extra linguistic factors. For example, the typological distance may predict either insertion or alternation code-mixing, but not congruent lexicalization and a colonial setting may predict insertion.

1. Types of Code Mixing

Muysken (2000) explained that code-mixing is typically divided into three main types – insertion (word or phrase), alternation (clause) and congruent lexicalization (dialect)- and the most common occurrence of code-mixing variants in society is insertional code-mixing.

Muysken in Daucher (2005) suggested that there are three main patterns of intra-sentential code-mixing which may be found in bilingual speech community – insertion, alternation, and congruent lexicalization.

In another hand, the types of code-mixing are:

- a Insertion of material (lexical items or entire constituents) from one language into a structure of the other language. According to Muysken (2000) approaches that depart from the notion of insertion view the constraints in terms of the structural properties of some base or matrix structure. Here the process of code-mixing is conceived as something akin to borrowing: the

insertion of an alien lexical the phrasal category into a given structure.

The process of code-mixing is conceived as something akin to borrowing and the insertion of an alien lexical or phrasal category into a given structure. The difference is simply the size and type of element inserted – noun, adjective, verb, and the like. Here are the examples: “jangan suka nge-**judge** gitu dong. orang kan beda-beda” (note that “judge” is the English word inserted in the Indonesian utterance).

- b** Alternation between structures from languages. Alternation is the constraint of mixing in terms of compatibility or equivalence of the languages involved at the mix point, and clause. According to Muysken (2000), the process of alternation is particularly frequent in stable bilingual communities with a tradition of language separation but occurs in many other communities as well. It is a frequent and structurally intrusive type of code-mixing. Swahili-English by Poplack (in Douchar, 2005) examples: *Why make Carol sentarse atrás pa’ que everybody has to move pa’ que se*

salga? (Why make Carol sit in the back so that everybody has to move for

her to get out?

- c** Congruent lexicalization of material from different lexical inventories into a shared grammatical structure. Congruent lexicalization is akin to language variation and style shifting: switching is grammatically unconstrained and can be characterized in terms of alternative lexical insertions. Linguistic convergence feeds into congruent lexicalization and the two processes may reinforce each other. This comes closest to an approach to bilingual

language use from the perspective of congruent lexicalization. According to Muysken (2000), congruent lexicalization may be particularly associated with second generation migrant groups, dialect/standard and post creole continua, and bilingual speakers of closely related languages with roughly equal prestige and no tradition of overt language separation.

Example by Bogaerde and Baker (2006) in Netherlands language.

Gee mi een kiss (Give me a kiss)

Bogaerde and Baker (2006) the last type, congruent lexicalization, is most *often* present in mixing between dialects and between languages, which are close to each other in structure.

In the other researcher and have the same problem statement by Kurnia (2015) who wrote *Description of Using Code Switching and Code-mixing in Conversation by the 9th Semester English Literature Students of the State University of Semarang in the Academic Year 2014/2015*. The aims of her research are to discuss, explain, and describe the types and reasons of code switching and code-mixing which were performed in the campus by 9th semester English Literature students of State University of Semarang in the Academic Year 2014/1015.

Base on the some of explanation about code mixing above the researcher use theory of Muysken (2000) explained that code-mixing is typically divided into three main types – insertion (word or phrase), alternation (clause) and congruent lexicalization (dialect)- and the most

common occurrence of code-mixing variants in society is insertional code-mixing.

According to Suwito, based on language variation, code mixing is classified into two types (1983, 76); they are:

a. Inner Code Mixing

Inner Code Mixing is a Code Mixing event based on a first or second language with all of its variants. It occurs if the speakers insert the elements of their second language into their first language, the elements of first language into their second language, or elements of varieties and style into their utterance (dialect, accent). For instance, a Javanese boy inserts his first language (Javanese language) into his second language (*Bahasa Indonesia*) utterance while talking with his Javanese friend:

*“Santai aja sih, **aja nggaya**. Nanti kita **rembug** bareng **enake piye**, biar lebih gampang.”*

(Just relax, don't be arrogant. We'll talk about it together to find a better way.)

b. Outer Code Mixing

Outer Code Mixing occurs if the speakers insert an element of a foreign language (English, Arabic) in an utterance when they mostly speak with whether their first language or second language. For example, a bilingual student mixes her *Bahasa Indonesia* utterance with English codes when she talks with her friend with same knowledge about today's fashion:

*“Aku lagi suka banget sama **street style**-nya Pevita Pearce. Dia itu **smart***

*banget **mix and match outfit**-nya dan selalu keliatan **gorgeous**. Udah cantik,*

smart, lucu, pokoknya perfect deh.”

(I'm in love with Pevita Pearce's street style. She is so smart in mixing and matching her outfit and she always looks gorgeous. Beautiful, smart, cute, she is totally perfect.)

2. The Reasons/Factor of Using Code-mixing

When bilinguals mix two languages, there might be motivation and 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. Furthermore, their interlocutors, situations, messages, attitudes, and emotions generate code-mixing. On the basis of a number of reasons such as with whom (participants: their backgrounds and relationships), about what (topic, content), and when and where a speech act occurs, bilinguals make their language choice (Bhatia & Ritchie, 2004).

Based on Eunhee (2006) the reasons of using code switching and code-mixing are.

1. Participant Roles and Relationship

Bhatia and Ritchie (Eunhee, 2004) remark participant roles and relationships play a very critical role in bilinguals unconscious agreement and disagreement on language choice. That is, whether bilinguals code-mix or not depends on whom they talk to.

Grosjean (Eunhee: 2006) presents some interviews about how interlocutors affect bilinguals' languages. The interview who is a Greek-English bilingual remarked, "I find myself code-switching with my friends who

are all Greek... they know English so well and nobody gets offended by code-switching...I don't switch with my parents as I do with my friends". Another interviewee who is a French-English bilingual said, "I tend to use both English and French within the same conversation, within the same sentence when I'm with Francis who are obviously bilingual, but also with Francis with whom I am at ease. As these two bilinguals, interlocutors and their relationship with interlocutors affect their code-mixing.

2. Situational Reasons

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

3. Message-Intrinsic Reasons

Some reasons and motivations are also highly related to messages alone. According to Bhatia and Ritchie (Eunhee: 2006), there are some reasons which generate code-mixing such as quotations, reiteration, topic-comment/relative clauses, hedging, interjections and idioms and deep-rooted cultural wisdom. Direct quotation or reported speech triggers language mixing/switching among bilinguals cross-linguistically.

Gumperz (Eunhee: 2006) presents the example of a Spanish-English bilingual who mixes two languages through a quotation. Also, Bhatia and Ritchie (Eunhee: 2006) state that reiteration or paraphrasing marks another reason for mixing and topic-comment reason makes bilinguals mix languages. Nishimura (Eunhee: 2006) conducted research about it with Japanese- English bilinguals and found out that language mixing and switching revealed when the topic is introduced in Japanese (formally marked with *wa*) and the comment is given in English. In addition, code-mixing and switching serves an important reason in Hedging (Eunhee: 2006). As a result, when bilinguals do not want to give interlocutors a clear answer, they usually code- mix or switch. The other reason of language mixing and switching is to add an interjection or sentence filler. For example, Singaporeans usually put “la” at the end of sentences Tay (in Eunhee: 2006) since the Chinese that Singaporeans speak usually has a „la“ sound at the end of sentences.

4. Language Attitudes, Dominance, and Security

Language attitudes, dominance, and security determine the qualitative and quantitative properties of language mixing Bhatia and Ritchie (in Eunhee: 2006). As for the attitudes, the frequency of code-mixing from bilinguals depends on whether a society considers code-mixing positively or negatively. Poplack and Nortier (in Eunhee: 2006) postulate that speakers who code-mix fluently and easily tend to be quite proficient bilingually, whereas Weinreich (in Eunhee; 2006) thought that intra-sentential code-mixing was a sign of the lack of bilinguals proficiency and interference (in Muysken, 2000). As mentioned, dominance also affects code-mixing.

Genesee et. al., (in Eunhee: 2006) view dominance in terms of relative proficiency and predict “a general tendency for bilingual children to mix elements from their dominant language when using their non-dominant language, rather than vice versa, because many of the linguistic structures for communication are lacking in the non- dominant language”. Moreover, bilinguals security has to do with code-mixing. As reported Grosjeans (in Eunhee: 2006) study, a Russian- English bilingual states, “When I speak to another Russian-English bilingual, I don’t speak as carefully and often the languages blend. This also happens when I am tired or excited or angry.”, consequently, when bilinguals do not feel secure, they tend to mix languages more.

The difference between this research from previous research is that in this research location different and this research just use code mixing not about code switching, and this research in University Student specially at seventh semester

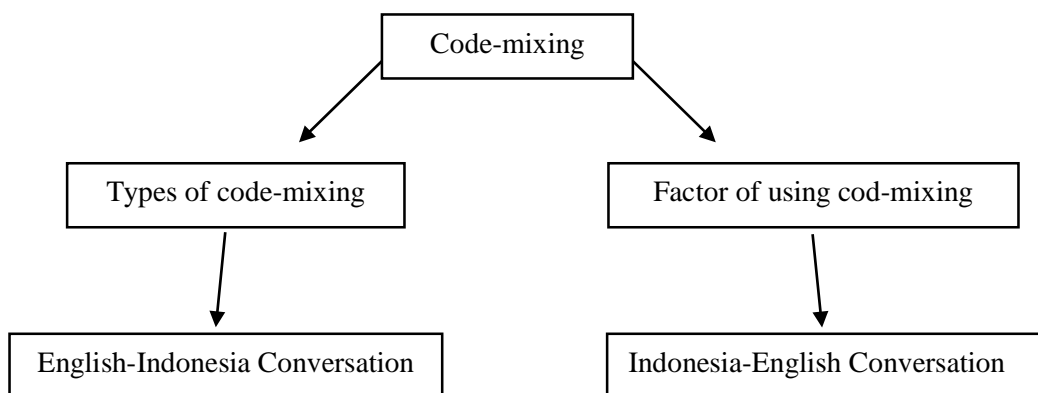
in Muhammadiyah University of Makassar. And based on all of definition of code mixing researcher conclude that code mixing is the reason to mix language to make conversation easy to understand, this is problem but also can help people to solve problem about monolingual language.

E. The Conceptual Framework

This research focuses on the use of code-mixing conversation in classroom discussion made by English students at seventh semester in Muhammadiyah university of Makassar. There are four analyzes main points.

(1) Code-mixing (2) Types of code-mixing (Muysken: 2000), (3) The factor of using code-mixing and

(4) English and Indonesian or Indonesia-English conversation. In order to know the use code-mixing in conversation, it is important to consider the type and factor of English students' code-mixing.



CHAPTER III

RESEARCH METHODE

A. Research Design

In this research, the researcher used qualitative research. This method involved the interpretation of the meanings, metaphors, and symbols of the social world, helping the researcher see how members of a group make sense of a situation. It can also be used to expand understanding of the range of group members' behaviors. It tends to involve a small number of respondents, and the data is text-based. Merriam (2009) said qualitative research are interested in understanding the meaning people have constructed, that is how people make sense of their world and the experiences they have in the world.

Ary et.al (2010) state the qualitative inquirer deals with the data that are in the form of words, rather than number and statistics. Here the data of the research does not in the form of number, but in the form of word. Moleong (2006) find the following: qualitative research is a research which has the purpose to understand the phenomenon about what have been experienced by the subject of the research for instance behavior, perception, motivation, action, etc. holistically, and using descriptive method in the form of words and language, in a natural specific context and using some natural methods.

Furthermore, Sukmadinata (2008) explained that descriptive research intended to describe a situation or phenomena which existence. The researchers do not manipulate or impose a certain treatment on the object of

research, any activity or event as it is. This research is one of qualitative research that is a case study. Creswell said:

A case study is an exploration of a 'bounded system' or a case (or multiple cases) over time through detailed, in depth data collection involving multiple sources of information rich in context. Case study research is a qualitative research approach in which the investigator explore a bounded system (a case) or multiple bounded system (cases) over time through detailed, in-depth data collection involving multiple source information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes. Creswell in Imam Gunawan 2014). Based on the statements above, it can be concluded that descriptive research is a direct observation are made of human behavior in everyday life.

B. Subject of The Research

The subject of the research was the students at Muhammadiyah University of Makassar, English Department of 7th semester, the researcher use students of class B were 14 students because in the class used classroom discussion and the 14 student active to speak and used code mixing more than the other students, researcher found 7 students from class C with identified about classroom discussion and more than use code mixing with other students. While the object was code-mixing in classroom discussion, the code-mixing from English to Indonesian or Indonesian to English. The source of the data was based on purposive sampling.

C. Research Instrument

1. Record

The purpose of using audio recorders is to record sound when students speak in class in this matter discuss. The record data transcript to identify all instances of code mixing. Each instance was coded and labeled according to its potential function. All the codes were screened and instances labeled with the same or similar codes were grouped together. To make easy in analysis, the researcher gave score to each coded.

In most cases, the data informants talked quite the same amount as the researcher. The speech were conducted in both language - English as the compulsory language of the students and sometimes switched to full Indonesian communication at a few junctures to make the communication clear.

D. Technique of Data Collection

The researcher will use following instruments:

1. Observation

In this research, the data collected by doing observation and audio recording in the classroom. Arikunto (2014) observation is a technique of data collection is doing by conducting research, as well as systematically recording. Besides that, the use of a recording is proper method since the researcher deal with spoken language.

2. Recording

The recording is about the utterances that are performed by students of Muhammadiyah University of Makassar in English Department at 7th

semester, students of class A and C containing code-mixing. Recording did on one course for one meeting every class. Through the audio recorder, the researcher played the record containing codes several times so that the researcher could accurately analyze the data.

E. Technique of Data Analysis

The steps conduct by the researcher to analyze the data is interactive analysis. According to Miles and Huberman (1994) there are three activities done simultaneously in qualitative analysis, named:

1. Data reduce

Data reduce is an activity of summering, choosing subject matter, focusing on things that are important, and looking for themes and patterns. Data reduction is not something separate from the analysis. In this step, the researcher decides which data chunk to code and which to pull out, which to summarize a number of the chunk which evolving story to tell. Qualitative data can be reduced and transformed in many ways; through selection, through summary or paraphrase, through being subsumed in a larger pattern.

In this case, the researcher selected, focused, simplified, abstract and transforming the data that appear in transcriptions. After that, the researcher reduced some of the data which not important and focus on the data relating to this research. It very helpful to analyze the result from the conversation of the students Muhammadiyah university English department at seventh semester.

2. Data display

As with data reduction, the creation and use of displays were not separate from analysis, it was a part of the analysis. Data display is seen by Miles & Huberman as a set of structured information and gives the possibility of drawing a conclusion and taking action. They also see that the most frequent form of display data for qualitative research data in the narrative looking at display helped the researcher to understand what happened and did something-further analysis or caution on the understanding. In the qualitative research, the data can be display in the form of table, graphic, phi chart, pictogram, and in other equivalent of them.

By displaying the data, the researcher was easy to understand and to analyze what happened with the data present. Then, the researcher began to do next plan based on what the researcher has experience. After evaluating one by one, automatically the researcher found the types and the factors for students' conversation.

3. Conclusion drawing/verifying

The third stream of analysis was conclusion. Conclusion drawing/verifying was an activity of formulating research result that answer the focus of research based on the data analysis result. Conclusion was present in the descriptive form of the research object based on the research. This process also involved consultation with qualify lecturers and

advisors. It aimed to get truth worthiness, validity, reliability, of the data and also make a final conclusion of the data that after analyze, interpret, and identify in the preceding process. Finally, the result of data reduction and data display were elaborate in the form of words, phrases, and clauses through descriptive qualitative.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Types of Code-Mixing used by Seventh Semester Student in Muhammadiyah University in classroom discussion.

There are three types of code-mixing utterance by the students in discussion classroom communication during the lecturing process such as insertion, alternation, and congruent lexicalization. Each type of the code-mixing utterance by the students in discussion classroom communication factors differently.

a. Insertion

The first types of code-mixing revealed in classroom discussion is insertion. Insertion code-mixing were uttered by the students inserted phrases and words (such as noun, adjective, verb, and the like). The researcher found there were thirty-three types of insertion in students' conversation in discussion, two of them as followed:

Extract 1

*SA.10: Ok saya akhiri presentasi ini, saya ucapkan terima kasih atas **attention** kalian.*

Extract 2

*SH.1: Apa maksud dari ketiga bagian itu? Yang lebih **detail** lagi!*

In this situation, student SA.10 asked to student SE.2 about the answer from her question, student SE.2 agree and after that student

SA.10 as a moderator in group discussion closed from her group in classroom discussion. The other in extract 2 also include in type of insertion. From the student's conversation above, the researcher found formation of code-mixing's process was *insertion*.

b. Alternation

The second types of code-mixing reveal in classroom discussion is alternation. Alternation code-mixing utterance by the student constraint of mixing in terms of compatibility or equivalence of the languages involve at the mix point, and clause. The researcher found twenty-three types of alternation in students' conversation in discussion, two of them as followed:

Extract 3

SA.9: kamu harus mengekspresikan itu dari internal ke external,
you get my point?

Extract 4

SA.7: *That's all material from our group jadi siapa yang mau menjawab dulu?*

In this situation, student SA gave an explanation about the content of the book as the assignment from the lecturer. In her explanation, she mixed her explanation in classroom discussion. From the student's sentence in Extract 3 and 4, the researcher found formation of code-mixing's process was alternation.

c. Congruent Lexicalization

The last types of code-mixing in classroom discussion is congruent lexicalization. Congruent lexicalization code-mixing uttered by the students to language variation and style shifting: switching is grammatically unconstrained and can be characterized in terms of alternative lexical insertions. The researcher found five types of congruent lexicalization in students' conversation, two of them as followed:

Extract 5

*SC.2: Apa **benefitnya** apabila kita menerapkan dan menggunakan tiga penggunaan bahasa ini secara specific?*

Extract 6

*SD.1: ini seperti masalah **pragmaticnya** yang leg respond*

In this situation, each student got assignment to discussion in the classroom and explain about material. The researcher was found the code-mixing process. From the students' conversation above the researcher found the type of code-mixing was *congruent lexicalization*.

2. Factors of Code-Mixing used by Students of seventh semester in Muhammadiyah University of Makassar in classroom discussion.

There were four factors of code-mixing uttered by the students in classroom discussion process such as participant roles and relationship, social factor, message intrinsic factor, and security factor.

a. Participant Roles and Relationship

The first factor that motivated the student to code-mix their utterances was participant roles and relationship factor. The researcher found four participant roles and relationship factors motivated the students to code-mix the conversation in classroom discussion, two of them as followed:

Extract 6

SA.9: I say to Imran, apa anda mengerti apa yang saya jelaskan baru-baru ini?

Extract 7

*SF.3: Berikan penjelasan tentang **General legs**, itu Maksudnya apa?*

In this situation, the student SA.9 asked other audients after SA explained about material. In extract 6 and 7, the factor which motivated the student to code-mix the utterance was *participant role factor*.

b. Situational Factor

The second factor that motivated the student to code-mix their utterances was situational factor. The researcher found there are five situational factor motivated the students to code-mix the conversation, two of them as followed:

Extract 8

*SD.1 : My name is Sri Wulandari I'm from group three ok **Jadi begini** problem of student is leg of thinking in reading or language of this problem sehingga student get their ability.*

Extract 9

SH.1: ok, langsung saja pertanyaan saya tentang thype of language resolve.

In this situation, student SD gave a question for other group. In her question, she mixed her question to give an instruction for explain about the material that she asked. From the student's conversation in Extract 8 and 9, the researcher found formation of code-mixing's process was *situational factor*.

c. Message-Intrinsic Factor

The third factor that motivated the student to code-mix their utterances was message-intrinsic factor. The researcher found twelve message-intrinsic factor motivated the students to code-mix the conversation in discussion classroom, two of them as followed:

Extract 10

*SB.1: The types of **bilingualism** yaitu ada dua the first is parallel, parallel yaitu seseorang yang mampu menggunakan dua bahasa secara penuh dan seimbang.*

Extract 11

*SC.1: Jadi **multilingual** disini adalah suatu tindakan untuk menggunakan atau mempromosikan bahasa.*

In this situation, a student explained the materials in front of the other students as the student's explained material in classroom

discussion. From the student's sentence in Extract 10 and 11, the researcher found formation of code-mixing's process was *message-intrinsic*.

d. Security Factor

The last factor that motivated the student to code-mix their utterances was security factor. The researcher found there was only one security factor motivated the students to code-mix the conversation, there is as followed:

Extract 12

SF.4: *Thank you*, tapi masalahnya itukan seperti itu dan solusinya seperti apa bagi seseorang yang mengalami language problem?

In this situation, student SF asked the explanation from student SA about language problem. Then, student SA gave her explanation, but the answer from student SA not explained specific. After that, student SF mixed her utterance as sign to stop the discussion and add other question because student SA gave different answer about the topic. The researcher found formation of code-mixing's process was *security factor*.

B. Discussion

1. Types of Code-Mixing Used by Students of English Department in Muhammadiyah University of Makassar at 7th-Semester

Based on the previous analysis of code mixing used by Students of English Department in Muhammadiyah University Makassar at 7th-

Semester found that there were three types of code-mixing that were uttered by the students in classroom discussion such as, insertion, alternation, and congruent lexicalization.

a. Insertion

The first type is insertion, from the students' utterance in extract 1, the researcher found formation of code-mixing's process is *insertion*. It can be seen when student SA.10 inserted phrase "**attention**" in her Indonesia's conversation to closed group discussion. It called insertion since the English lexical class of phrase "**attention**" was inserted in her Indonesia's utterance. That utterance included in insertion because insertion of material (lexical item or entire constituents) from one language into a structure of the other language.

From the students' utterance in extract 2, the researcher found formation of code-mixing's process is *insertion*. It can be seen when student SH.1 inserted phrase "**detile**" in her Indonesia's conversation to closed group discussion. It called insertion since the English lexical class of phrase "**detile**" was inserted in her Indonesia's utterance. That utterance included in insertion because insertion of material (lexical item or entire constituents) from one language into a structure of the other language.

The students inserted phrases and words in their conversation. As we can see at findings, the conversation included in insertion because insertion of material (lexical items or entire constituents) from one language into a structure of the other language.

The findings were in line with the Muysken theory (2000) approaches that depart from the notion of insertion view the constraints in terms of the structural properties of some base or matrix structure. In addition, a single constituent B (with words b from the same language) is inserted into a structure defined by language SE.2, with words from that language.

b. Alternation

The second type was alternation code-mixing. From the student's conversation in Extract 3, the researcher found formation of code-mixing's process was *alternation*. It can be seen when student A mixed in English "*you get my point*" with Indonesia's utterance to give a sign to the audience to discuss the next sub-topic from the book.

As we can see from the utterance in extract 3, student mixed two languages class of clause in a sentence. In this situation, a constituent from English was followed by a constituent from Indonesia. In extract 3, it can be seen when the student inserted clause in the conversation. So, the researcher concludes that it includes in alternation where alternation occurred when the speaker mixed point or clause in the conversation.

From the student's conversation in Extract 4, the researcher found formation of code-mixing's process was *alternation*. It can be seen when student SA.7 mixed in Indonesian sentence "*jadi siapa yang mau menjawab dulu?*"

”with Indonesia’s utterance to give a sign to the audience to discuss and answer the question from the statement above.

The findings supported the code-mixing theory of Musyken in Deuchar (2005), alternation is the constraint of mixing in terms of compatibility or equivalence of the languages involved at the mix point and clause.

In additional, a constituent from language A (with words from the same language) is followed by a constituent from language B (with words from that language).

c. Congruent lexicalization

The third type was congruent lexicalization code-mixing. As we can see at extract 5, it called congruent lexicalization because the student interested.

The English words in the Indonesia’s sentence which can share grammatically structure can be filled lexically with elements from English. So, the researcher concludes that code-mixing included in congruent lexicalization.

From the students’ conversation in extract 5 the researcher found the type of code-mixing is congruent lexicalization. The student inserted lexical words in English “*benefitnya*’ ” and in the Indonesia’s utterance. That’s word if translate with Indonesian language will have meaning ”*manfaatnya*” or in English “*beneficial*” but actually to’ have no meaning in dictionary because that is some of ability of Bugines Language and It

called congruent lexicalization because the English words in the Indonesia's sentence which can share grammatically structure can be filled lexically with elements from English. In this situational, the grammatical structure was shared by Indonesia and English, and words from English was inserted into Indonesia's structure.

In students' conversation in extract 6 the researcher found the type of code-mixing is congruent lexicalization. The student inserted lexical words in English "*pragmaticnya*" and in the Indonesia's utterance. That's word if translate with Indonesian language will don't have meaning of Language and It called congruent lexicalization because the English words in the Indonesia's sentence which cannot share grammatically structure can be filled lexically with elements from English.

This finding was supported by According to Musken (2000), the term congruent lexicalization refers to a situation there the two languages share a grammatical structure which can be filled lexically with elements from either language. In additional, the grammatical structure is shared by languages in extract 5 was inserted more or less randomly.

2. Factors of Code-Mixing Used by student of English Department in Muhammadiyah University of Makassar at 7th-Semester

Based on the previous analysis of code mixing used by students of Muhammadiyah University of Makassar at 7th-semester, the researcher found that there were four factors of code-mixing that were uttered by the students in classroom discussion such as, participant roles and relationship,

situational factors, message-intrinsic factors, and language attitudes, dominance, and security.

a. Participant Roles and Relationship

The first factor was participant roles and relationship. As we can see at extract 6, the researcher concluded that participant roles motivated the student to code-mix their conversation because they were aware with whom they talked to. As these two bilinguals, interlocutors, and their relationship with interlocutors affect their code-mixing.

The factor which motivated the student to code-mix the utterance was participant role and relationship. Student SA.9 inserted phrase “*I say to Imran*” in her English utterance when asking about the explanation before to know about the understanding the audients. It can be seen the student felt that the phrase made her easy to ask about the materials. In the other words, student SA.9 asked and used English for easy and make relationship with the audients. So, by mixing her utterance into English made her easier to communicate.

The factor which motivated the student to code-mix the utterance was participant role and relationship. Student SF.3 inserted phrase “*Berikan penjelasan tentang **General legs** itu Maksudnya apa?*” in her English utterance when asking about the question student use participant role to asking about topic. It can be seen the student felt that the phrase made her easy to ask about the materials. In the other words, student SF.3 asked and used English for easy and make relationship with the audients.

So, by mixing her utterance into English made her easier to communicate.

In additional, she also believed that her interlocutors understood what the point of her question. From students' conversation in extract 6 it showed relationship and they were achieve language-matching between both of the students. So, the researcher concludes that participant roles and relationship motivated the student code-mixed the conversation because the student aware with whom she talks to.

This finding was supported by Grosjean (Eunhee: 2006) the result of his interview was bilinguals did code-mix to make them ease to communicated and the interlocutor influenced them too. The findings were in line too with the Bhatia and Ritchie theory (Eunhee, 2004) remark participant roles and relationships play a very critical role in Bilinguals unconscious agreement and disagreement on language choice. Agreement leads to language- matching, which in turn reflect the nature of their perceived social relationship.

b. Situational Factors

The second factor was situational factors. There were *situational factor* why the student mixed her utterance in classroom. The student mixed "*Jadi begini*" in her English's utterance to give an explanation about the content of the paper. As we can see in the extract 8, she mixed in Indonesia and she continued the explanation in English. She used it as a sign to discuss about the specific question from the content of the paper.

In extract 8, it can be seen the student uttered code-mixing in the conversation because they could separate that the words or phrases suited to the students in that class. The findings supported the code-mixing theory of Bhatia and Ritchie (Eunhee: 2006) state some languages are viewed as more suited to particular participant/social groups, settings or topics than others. They also postulate that social variables such as class, religion, gender, and age can influence the pattern of language mixing and switching both qualitatively and quantitatively.

In extract 8, we can see that some of her sentences in English and she used Indonesia when the words already in Indonesia from the paper. So, when she used the clause “*Jadi begini*”, Based on the situation, the researcher concludes, it includes in *situational factor*.

In extract 9 also, we can see that some of her sentences in English and she used Indonesia when the words already in Indonesia from the paper. So, when she used the clause “*ok, langsung saja pertanyaan saya tentang thype of language resolve*”, Based on the situation, the researcher concludes, it includes in *situational factor*

In addition, Muysken (2000) explained that based on intra-sentential, contextual and situational conversation, code-mixing is expressively purposing languages that are combined to increase social status or to keep the speaker’s prestige in the society and Gel (Eunhee: 2006) writes: “Among the various attributes of speakers it is neither their

status as peasants nor the nature of their social networks that correlates most closely with language use.

c. Message Intrinsic Factor

The third factor was message intrinsic factor. This code-mixing was uttered by the students for explaining the materials in front of the classroom. Furthermore, the code-mixing uttered by the students when they wanted to explain the part of material that gave from the lecturer, as we can see at extract 10.

There was *message-intrinsic* factor motivated the student to code-mix in this conversation. It can be seen when the student inserted the phrase which was the part of topic from the materials. The student inserted phrase as the parts of explanation about types sign language,. She wanted to give an explanation that “*bilingualism*” is one of parallel language. Based on the situation, the factor of the student mixed her utterance to explain the title from the materials based on the theory which already in English, then she explained the types in Indonesia. So, it can be concludes that it is *message-intrinsic factor*.

In extract 11, in word “*multilingual*” this code-mixing was uttered by the students for explaining the materials in front of the classroom. Furthermore, the code-mixing uttered by the students when they wanted to explain the part of material that gave from the lecturer, as we can see at extract 11.

The findings were in line with the Bhatia and Ritchie theory (Eunhee: 2006), there are some factors which generate code-mixing such as quotations, reiteration, topic-comment/relative clauses, hedging, interjections and idioms and deep-rooted cultural wisdom. Direct quotation or reported speech triggers language mixing/switching among bilinguals cross-linguistically.

d. Language Attitudes, Dominance, And Security

The last factor was language attitudes, dominance, and security. The factors motivated the student to code-mix in extract 12 was the security factor. Student SF inserted “*thank you*” in her Indonesian’s utterance. As we can see at the appendix, as a speaker, student SA explained the answer from the student SF’s question. Based on the additional answer, student SF did not feel help from the answer. So, it can be seen, student SF used that words since she felt that she gave the comment answer about her. Then, she only used that word to receive the answer and as sign to end the discussion. From that situation, the researcher concludes that it includes in security factor.

The researcher did not find the factor about the first and the second part, attitudes and dominance factor. The last factor in this part was security factor. Bilinguals mixed their conversation in carefully to make someone understand what they are talking, or to avoid disunion of people relationship, they usually code-mix their language when they are angry or tired in order to the interlocutors do not understand what they mean.

It can be seen, when the researcher's finding the student mixed the conversation when student felt annoying because the other student gave different answer and she only used that word to clarify her answer and as sign to end the discussion, as we can see at extract 9. So, the researcher concluded that security factor influenced the student code-mixed.

The finding was in line with Eunhee theory (2006) the bilingualism usually code-mix their language when they are angry or tired in order to the interlocutors do not understand what they mean. That is when people feel; they tend to mix their language more. In additional, supported as reported from Grosjeans (in Eunhee: 2006) study, the bilinguals usually mixed the conversation when the speakers felt tired, excited, or angry.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher drew the conclusion:

1. This research analyzed types of code-mixing, insertion, alternation, and congruent lexicalization. The researcher concludes that type of insertion is dominant in the students' classroom discussion.
2. This research also analyzed the factors which motivates the students to code-mix the conversation in classroom discussion. They are separated into four factors, these are participant roles and relationship factor, situational factor, message-intrinsic factor, and security factor. From the conversations in classroom discussion which considered as code - mixing, the researcher concludes that message-intrinsic is the dominant factor motivated the students to mix their conversation in classroom discussion.

B. Suggestion

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

1. The readers (especially linguistics learners) are hoped to continue the analysis of code-mixing, not only classroom discussion, but also in the wider subject, because in the researcher's opinion, code-mixing is one of unique phenomena appeared from people's social life.

2. This research are expected to be useful to sharpen the readers understanding about code-mixing especially in type of code- mixing based on Musyken's theory and the factors which established by Eunhee Kim.

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APPENDICES

Transcript of the students' conversation in classroom discussion

Record VIIA

SA.1: Assalaamualaikum warahmatullah wabarakatuh

All: Waalaikumussalaam warahmatullahi wabarakatuh. First of all let me say thanks to our good Allah subhanahuwata'ala and salawat and salam to our propet Muhammad sallallahualaihi wasallam. Ok today we will discuse about language problem, we know that we as Indonesian people English in second language, maybe I will star to material about language problem or language resolder. Language resolder can make difficult for kids for student to understand what people saying to them and expres theys oun word and feeling, hey can also affect of kids learn and social, if you are concern your child has a language disolve you are not alone they are surprisingly come on childhood in Indonesia, and they are many way to street them. Learning more about language resolve is a good to helping your child, great on for kids like about langunge desolve and suggestion abouthow you can help your children. What are language resolve an important as an inverment than its hard for someone and clear sentence to speaking, it make also to difficult to understand what another person say, child may have a difficult to understanding what other say may struggle to put of word.

SB.1: Ok, I will explain about language problem or language resoulder. *Language resolder can make difficult to understand what people are saying to them and to express their own to speech atau gangguan bahasa dapat menyulitkan anak-anak untuk memahami apa yang dikatakan orang kepada mereka, itu yang dimaksud dengan laguange problem.* Langunge problem or langunge resolder important that make it some hard to the right word and form clear sentence when speaking so gangguan bahasa adalah gangguan yang membuatnya sulit bagi seseorang untuk menemukan kata-kata yang tepat dan membentuk kalimat yang jelas ketika berbicara and ok there are three types of language resolders: the first

Alternation

is difficult to understanding what other saying the
 soceond is expressive include difficult express idea and
 the third is acceptive expressive, language involve
 difficuld understanding english spoken language atau
*masalah bahasa **reception** melibatkan kesulitan*
memahami apa yang dikatan orang lain. jadi itu yang
 pertama, *terus yang kedua masalah bahasa **expective***
melibatkan kesulitan mengekspresikan pikiran dan ide,
 and the third is *masalah-masalah bahasa **receptive ini***
campuran antara the first and the second, campuran
 mengakibatkan kesulitan dan menggunakan bahasa lisan
 and itu typs of langunge resolder what are some commen
 problem with it apa itu gangguan bahasa, sorry sorry. ***Apa***
saja gangguan bahasa when one and the other the two
system of language receptive has sure of waiting break
down than the system doesn't work. the way it supposed
 to and when students may not be able to easily hear the
 different between similar sound the person may
 frequently miss prounout word because the missed them,
 problem in morphology and syntax the person may have
 a lot of trouble suffix for example he has difficult
 understanding what preview and prepare have in common
 problem with semantic the person may have with the
 smoth of technical word get he has to use in make since
 english like presifation or nominal, problem with this
 cause in developing this course the student will be take
 his language skill sentence building and view his sentence
 together to form pharagraf and than stories and essays,
 problem with pragmatic include are social language how
 a person says thinks that indicate better he is angry
 simpatico or friendly problem with metalinguistic refers
 to person knowledge of language of word. I think that all
 from me and will be countinue with my partner wijaya
 Negara thank's.

Insertion
 Messange intrinsic

Insertion

Insertion

Alternation

SC.1: Ok bismillahi rahmanirrahiim assalaamulaikum
 warahmatullahi wabarakatuh
 All: Waalaikunussalam warahmatullahi wabarakaatuh

SC.2: Types of language resorder one: involve kind to be understanding two: expressive language in to more difficulty expressive three: reaccepted difficulty understanding there are some common problem in language the bother of the two language repected or expressive as a shot simply and the system doesn't work and way possive to is, how does a teacher or parent know when one of the sister properly for a child there are some survey general replex , the student say that the teacher always talking to fast the student get mixed multi intraction as precuently that the intraktion are two complicate the first is student for a book how many I have to read and many others. And maybe enough thank you for me.

SA.2: I think that all material of group two please ask me, ok the first group any cuestion for us.

SD.1.: *My name is sri wulandari I'm from group three ok jadi begini problem of student is leg of thinking in reading. language of this problem.* Begini jika siswa pemahamannya saja kurang dalam membaca dan memperhatikan dari setiap kata jadi bagaimana solusi anda untuk mengetahui bahwa: *ini seperti masalah pragmaticnya yang leg respond* morphology and syntaxnya masalah yang ada disini makasih. How to solve this problem.

Insertion
Situational Factor

Insertion
Congruent lexicalization

SA.3: *Thank you. Yes four group ehh kelompok empat yes please*

Insertion

SE.1: Ok assalaamualikum warahmatullahi wabarakatuh my name is nurul fadilah

All: Waalaikumussalaam warahmatullah wabarakaatuh

SE.2: What is the effect to the student in understand reading

SA.3: Bahasa indonesiannya

SE.3: Apa penyebab dari pengaruhnya mahasiswa dalam membaca?

SA.4: The five group

SF.1: Ok assalaamualikum warahmatullah wabarakaatuh

All: Waalaikumussalaam warahmatullah wabarakatuh

SF.2: My name is nurul astari from five group

SA.5: Pertanyaannya

SF.3: *Berikan penjelasan tentang **General legs** itu Maksudnya apa?*

Insertion
Participant role and relationship

SG.1: *Pertanyaan saya kan **group anda** menjelaskan tentang language problem nah tentu **saja dimana ada masalah penyebab dan ada solusi** tapi. **pertanyaannya disini yaitu bisakah anda memeberikan contoh bagaimana siswa itu dalam **receptive** dan **ekspresive** tapi dalam proses pembelajaran dikelas biasanya itu dalam masalah, apa yang bisa dilakukan sesuai dengan materi anda.***

Insertion
Participant role and Relationship
Situational factor

SA.6: Ok seventh

SJ.1: *I'm from group seventh.. **ok langsung saja pertanyaan saya tentang **thype of language resolve****. Apa maksud dari ketiga bagian itu **apa maksud dari ketiga bagian itu yang lebih detail lagi.***

Alternation
Situational Factor
Message Intrinsic

Insertion

SL.1: *I from eight group my question is about language problem **so disini saya membaca secara **general** tentang language problem** so yang saya ingin tanyakan yaitu tentang permasalahan dikalangan anak autis, **jadi apakah anak autis tersebut termasuk dalam **langunge problem** dan apa solusinya?***

Insertion
Situational Factor

Insertion

SJ.1: Bismillahirrahmanirrahiim assalaamulaikum warahmatullahi wabarakatuh

All: Walakaimussalaam warahmatullah wabarakatuh

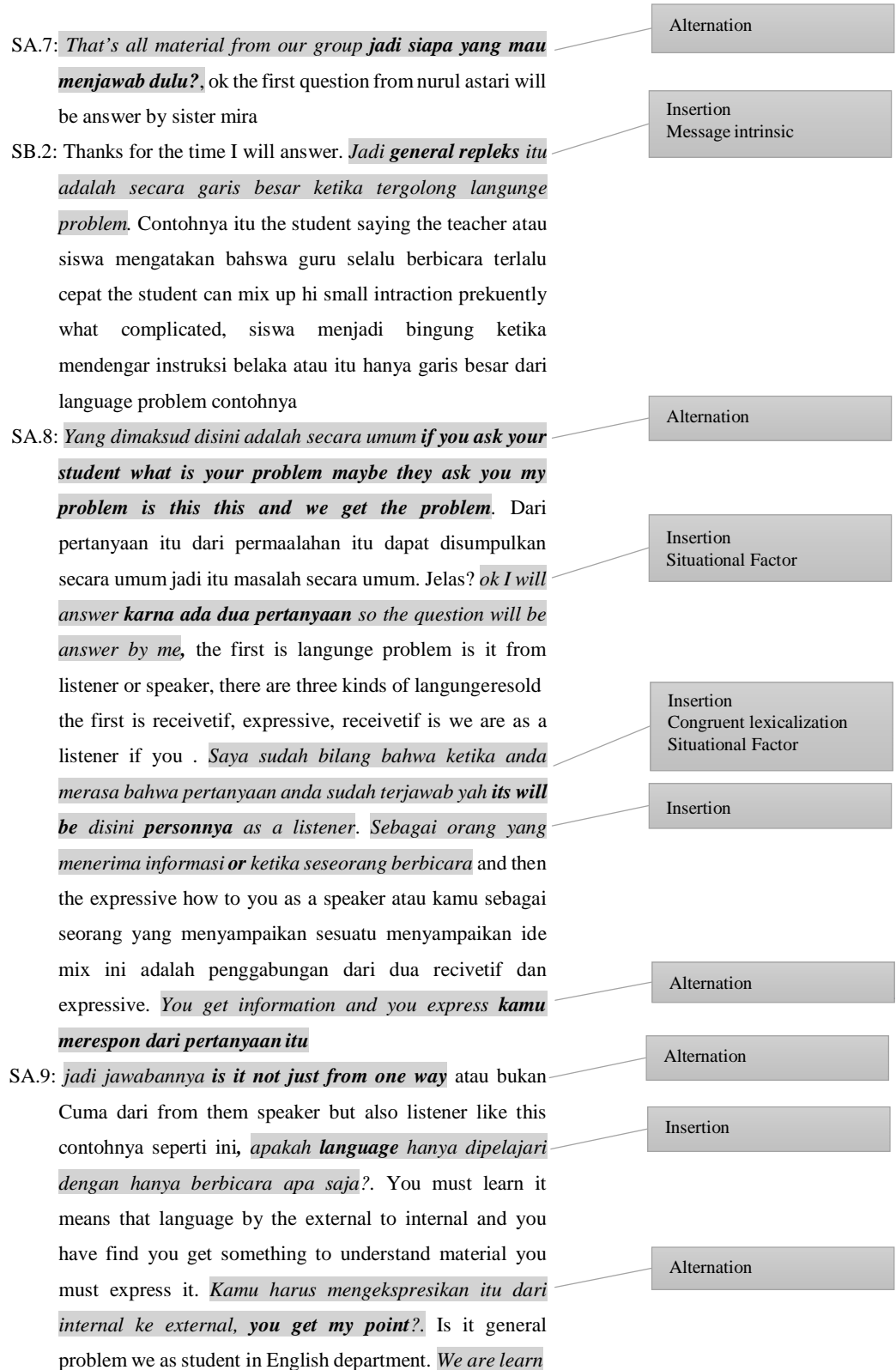
SJ.2: ***ok my question is like here in your paper you just explain about student of child **maksud saya bagaimana jika langunge problem ini terjadi pada orang dewasa, orang dewasa maksudnya ini normal tapi dia bermasalah dalam materi.*****

Alternation

SK.1: *Saya dari kelompok 7 pertanyaan saya if you have problem in prounount or leg of vocabulary how to resolve it, if we have langunge problem like miss pronountiation and leg of vocabulary how to resolve it?*

SL.2: ***My name is kasma from the last group pertanyaan saya yaitu: **apakah language problem berasal dari speaker atau listener?*****

Insetion
Messange Intrinsic



about language we may know what our problem in learn language **kita pasti tau apa masalah ketika kita belajar bahasa.** what your problem is if you in receptive and expressive ask your self. Tanyakan diri anda kira-kira kita belajar bahasa inggris ketika anda mendapat informasi luar, what is your problem. Maybe I will combine with answer from sister Emilia. **Materi kami pendekatannya ke siswa because why we choose this material because we as a teacher.** Kita akan menghadapi siswa atau anak-anak, I have read article that whats problem is learn language. Salah satu yang memepengaruhi adalah umur tapi ketika problem in general language problem in general. **Secara umum I will not menjelaskan secara lebih panjang lebar,** karna jenis-jenis material yang akan di presentasikan akan menjelaskan itu nanti ada pada first language second language bilingual and multilingual. Today we are just how to know what problem when we learn language and the dari aspira how to teach the problem in receptive and expressive, ok I give you some example: **I say to you Imran, apa anda menegerti apa yang saya jelaskan baru-baru ini ?** ok jadi selama saya berdiri disini dia tidak menangkap penjelasan, they have no attention so is it true ? **If you want explain, jadi untuk menyampaikan apa yang dia dapatkan dia akan kesulitan karna dalam penangkapannya dia juga tidak maksimal.** Ok bagaimana solusinya ini?

Alternation

Insertion

Alternation
Participant Role and relationship

Alternation

SF.3: Sebenarnya siswanya sendiri sulit berkomunikasi jadi bagaimna itu apa yang dijelaskn sama dia itu sulit diterima, solusinya seperti apa solusinya seperti itu

Alternation

SA.10: **I think we have problem solving the first is problem pasti ada solusinya,** but if you know what you must know indicate what is the problem. **kita harus mengidentifikasi apa masalah dalam mereka menagkap informasi indicate expressive dan apa masalah sehingga kenapa dia tidak mampu mengexpresikan apa yang telah disampaikan itu gunakan dulu pendekatan.** **You must know what the problem, kita harus tau apa permasalahannya ini Imran.**

Insertion

Alternation

Contoh kenapa Imran ini susah skali memahami dan belajar bahasa inggris padahal dia mahasiswa bahasa inggris

contoh, salah satu contoh real. *Before I say that if we talk in English may they have difficult to get the point because **diatidak memperhatikan**. Like we I have bad pronunciation because **saya tidak terbiasa menggunakan bahasa inggris itu contoh kecil**.*

Alternation

Alternation

SF.4: *Thank you, tapi masalahnya itukan seperti itu dan solusinya seperti apa bagi seseorang yang megalami language problem?*

Security Factor

SA.11: Ok, kan saya sudah sampaikan bahwa ada indikasi , ketika kamu sudah mengindikasi bahwa kelemahannya adalah memperhatikan kamu harus memberikan instruksi bagaimana dia memperhatikan itu salah satu contohnya menggunakan metode pembelajaran yang sesuai dengan permasalahan itulah kita perlunya indikasi ketika sudah tau apa masalahnya kita tau apa problemya contoh esse dia cadel atau apakah atau dia memiliki penangkapan yang kurang kita harus menggunakan metode yang cocok itulah gunanya belajar metode. *Permasalahannya **kan di langunge recepted** adalah menerima secara bahasa dan mengekspresikan informasi secara bahasa pula*. So that correlation between language.

Insertion
Congruent lexicalization

SA.12: Question for nurul fadilah what is reflect in understanding in reading, it is receive dari luar so saya rasa hampir sama dengan penjelasan saya bahwa indentifikasi dulu apa permasalahannya ini siswa. *Kenapa dia bermasalah dalam **speaking** contoh dia kekurangan **vocab** tau dia kekurangan bahasa-bahasa yang belum **familiar**. Mungkin buku yang dia baca itu buku ilmiah yang **lever** atas atau bahasa ilmiah yang sulit dipahami. Masalah apapun **if we want to menyelesaikan** maka kita harus indentifikasi dulu jenis **masalah apa itu**, baru menggunakan metode-metode yang sesuai dengan permasalahannya contoh metode saya rasa bukan lagi rana kami untuk menjelaskan motode apa yang cocok karna teman-teman sendiri sudah mempelajari banyak jenis metode.*

Insertion

Insertion

Insertion

SB.3: *I will answer question from sister rizki the question is **apakan anak autis termasuk langunge problem** dan jika iya bagaimana cara menghadapi hal tersebut?*. Jadi anak autis

Insertion

dia adalah masalah kemampuan bahasa. *Beberapa kemampuan komunikasi yang diderita anak autis diantaranya yaitu the first asponia minim dalam berkomunikasi.* misalnya tidak merepon jika orang lain mengajaknya berbicara ataukah memberikan perhatian misalnya kan anak autis kita temani bicara dia lari perhatiannya, jadi kalau kesulitan dalam berbahasa jadi cara solusinya dalah cara pendekatan inventaris dikembangkan untuk meningkatkan kemampuan komunikasi. Ada beberapa pendekatan intervensi dikembangkan untuk meningkatkan kemampuan komunikasi bagi autis. *The second is pendekatan sebagai alternatif.* Dari pendekatan didaktif yang dirasa kaku the last pendekatan inpramental pragmatif. *Inpramental pragmatif bertujuan untuk mengembangkan komunikasi fungsional bukan hanya sekedar bicara to*. I think that all.

Insertion

Alternation

Congruent lexicalization

Karnakan kita tau mereka kurang focus jadi kita sebagai orang normal bisa menemani bicara dengan ekspresi. *Saya pikir ini bukan tanggung jawab kami. Ini akan dijawab di group selanjunya.* Ok it is language problem.

Insertion

Transkrip Record VIIC

SA.1: We are from group 3 today we are going to talk about tree material the first is dyglosia the second is bilingualism and the third this multilingualism. The first we gonna explain about diglosia, what is diglosia. **Diglosia is situation langunge to variety of language are use under different with community diaglosia** maksudnya yaitu **situasi dimana dua varietas atau dua jenis dalam satu bahasa digunakan dalam kondisi yang berbeda didalam suatu komunitas** and the way is word and one dialog or one language use on everyday interaction and other different standard language use in informal situation jadi penerapan diglosia itu yang pertama digunakan dalam bahasa sehari-hari dan yang kedua digunakan dalam bahasa formal. Thyps of diglosia the first is low variety and the second is high variety, **low variety is the langunge is use for daily conversation and maksudnya low variety ini digunakan dalam keseharian** and the speakers not formally learn grammer jadi the speaker atau pembicara ini tidak mempelajari grammer secara lansung tetapi. **This langunge is learn by spoken language jadi bahasa ini dipelajari dari bahasa lisan,** and the second is high variety, high variety is langunge is use in formal situation example debate and for speech.

Alternation

Insertion
Message intrinsic

Alternation

SB.1: Ok I will explain about bilingualism we can see the concept bilingualism, bilingualism which is relate to use of to language or to code than socio linguistic bilingual devide into two, the use of two language, jadi maksudnya ini yaitu penggunaan dua bahasa oleh seseorang dimana dua bahasa itu yang biasanya disingkat dengan L1 dan L2 dimana L1 itu adalah mother tanguge atau bahasa ibu dan L2 yaitu adalah bahasa asing seperti contohnya penggunaan bahasa Indonesia dan bahasa inggris. **The thyps of bilingualism yaitu ada dua. The first is parallel, parallel yaitu seseorang yang mampu menggunakan dua bahasa secara penuh dan seimbang.** Jadi misalkan salah satunya adalah bahasa Indonesia dan bahasa inggris. **Di parallel itu seseorang dapat menguasai dua bahasa itu secara utuh,** jadi dia menguasai dua bahasa tersebut dan yang kedua itu multi qualities atau majemuk yaitu seseorang yang belajar bahasa kedua dan setelah menguasai bahasa pertama dengan baik jadi dia kan mempelajari bahasa kedua setelah dia menguasai bahasa pertama dan biasanya bahasa pertama itu mempengaruhi

Alternation
Message intrinsic

Insertion
Message intrinsic

bahasa kedua seperti dalam menggunakan bahasa inggris acsent bahasa Indonesia kita akan ikut dan contohnya disini orang yang sedang belajar bahasa kedua yaitu contohnya bahasa inggris dan bahasa pertamanya itu bahasa Indonesia ketika dia sedang dalam proses belajar bhasa kedua itu dia akan bisa terbawa dari bahasa kedua terbawa kebahasa pertamanya seperti kata saya, kata saya disini dalam bahasa Indonesia s nya tebal tapi ketika kita sedang dalam proses belajar bahasa kedua bahasa pertama kita biasanya mengikut jadi kita bisa mengucapkan kata saya dengan kata saya karna kita terpengaruh oleh bahasa kedua.

SC.1: Ok move to multilingualism, multilingualism is age of the use of multiple language by individual teacher of by community. *Jadi multilingual disini adalah suatu tindakan untuk menggunakan atau mempromosikan bahasa* baik itu secara individu ataupun dalam bentuk komunitas bahasa jadi multilingualim disini secara luas yaitu diartikan sebagai orsng yang mampu berbahasa lebih dari dua atau tiga bahasa, seorang anak yang termasuk dalam multilualism disini biasanya dikarnakan misalnya ibunya seorang mandarin terus ayahnya seorang yang menggunakan bahsa inggris dalam kehidupan sehari-harinya kemudian mereka tinggal disuatu Negara contohnya di hongkong dimana di hongkong sendiri itu menggunakan bahasa yang disebut dengan pantonis disana ketika mereka masuk disekolah menengah pantonis mereka akan menggunakan bahasa pantonis secara alami anak itu sendiri akan mengalami multilingual yakni akan menguasai tiga bahsa yakni inggris mandarin dan kantonis itu seniri, disini ada dua pengertian dari dua ahli yang berbeda mengenai multiligual yang pertama itu adalah cristal pada tahun 2018 crystal menyebutklan bahwa multilingual itu adalah istilah dalam sociolinguistic dimana merujuk kepada pembicara yang mahir berbicara yang bahasanya tinggi lebih dari dua atau tiga bahasa sedangkan yang kedua berasal dari micle cly pada tahun 2002 dia mengatakan bahwa multilingual itu adalah tingkat kemahiran berbahsa seseorang. Selanjutnya yaitu apa yang menyebabkan multilingual yang pertama yaitu ada pendapat yang mengatakan bahwa multilingual itu sulit dijelaskan asal usulnya karna tidak jelas tapi ada pula yang mengatakan bahwa itu berasal dari rakyat itu sendiri ada juga beberapa factor yang menyebabkan multilingual itu terjadi yang pertama yaitu factor

Insertion
Message intrinsic

politik, mengapa factor politik dapat mempengaruhi linguistic seseorang karna misalnya ada gencatan militer atau serangan militer yang membuat orang berpindah kesuau Negara untuk tinggal otomatis mereka akan mempelajari bahasa yang dituju, Selanjutnya yaitu mengenai agama mengapa agama dapat mempengaruhi bahasa seseorang karna biasanya seseorang akan mengunjungi suatu Negara yang sesuai dengan keyakinannya contohnya ummat islam dalam Al-Qur'an ada bahasa arab jadi ummat islam biasanya berusaha mempelajari bahasa arab itu sendiri, selanjutnya budaya kenapa budaya dikatakan dapat mempengaruhi linguistic karna seseorang seseorang ynag ingin mempelajari suatu budaya atau etnis tertentu mereka akan berusaha untuk memepelajari bahasa atau budaya disuatu daerah dan juga dari factor pendidikan seperti kita sekarang ini pendidkan adalah untuk menambah pengetahuan seseorang itu biasanya mempelajari bahasa asing seperti bahasa inggris karena itu digunakan untuk pembelajaran, selanjutnya masalah ekonomi, ekonomi medasari penguasaan bahasa seseorang contohnya ketika seseorang bekerja keluar negri untuk mencari pekerjaan mereka pergi keluar negeri untuk memepelajari bahasa asing untuk meningkatkan kualitas ekonomi mereka. Natural disaster kenapa bencana alam menjadi factor penambah bahasa seseorang jika misalnya terjadi bencana disuatu daerah terus berkelanjutan maka orang didaerah tersebut akan pindah kedaerah lain dan otomatis dia akan mempelajari bahasa dari daerah tersebut, mungkin itu saja.

SA.2: Ok after the all explanation we move to the question session so for every group please give us question

SC.2: *Apa **benefitnya** apabila kita menerapkan dan menggunakan tiga penggunaan bahasa ini secara specific?*

Insetion
Congruent lexicalization

SA.3: Ok anyone?

SD.1: Apa yang terjadi jika seseorang menguasai tiga bahasa maksudnya bahasa yang mana yang dia gunakan sehari-hari dan focus dimana jika terlalu banyak bahasa yang dikuasai?

SE.1: *Ok pertanyaan saya **simple** pertanyaannya begini sejak usia berapakah anak sebaiknya mulai diperkenalkan jenis bahasa yang digunakan?*

Insetion

SA.3: Ok saya akan menjawab pertanyaan dari Iqbal tentang pada usia berapakah anak harus diajarkan bahasa dan bahasa apa yang

digunakan, dalam psycholinguistic yang paling gampang mencerna bahasa kan kalau kita mau anak-anak mempelajari bahasa kita lebih memfokuskan satu dahulu karna akan kesulitan bagi anak-anak untuk mencernanya sekarang media yang digunakan yaitu sekarang banyak sekali media yang bisa digunakan yaitu media youtube kita mempertontonkan anak-anak dengan kartun-kartun dari Negara lain dan kita menggunakan bahasa seperti bahasa inggris atau kita ingin mengajarkan anak kita bahasa arab tap kita harus lebih mengontrol lagi dan percuma saja anak-anak dipertontonkan jika anak-anak tidak bisa mencontohkan jadi kita harus lebih tau bahasa itu dan diajarkan kepada anak-anak.

SE.2.: Bagaimana cara anda memperkenalkan dan usia berapa harusnya diperkenalkan

SA.4: Mediana yaitu menonton TV, caranya itu setelah dia menonton terus kita juga ajak bicara apa yang dikatakan didalam video tersebut kita sampaikan lagi anak itu otomatis itu akan tersimpan dimemornya.

SA.5: Kan saya bilang tadi ajar dulu bahasa jangan di mix karna itu kan sulit meskipun anak-anak itu gampang mencerna tapi ada yang namanya kayak bingung kayak mau bahasa Indonesia tapi sulit karna sering juga mendengar bahasa inggris jadi kita harus dalam satu bahasa dulu baru mengajarkan bahasa lain.

SA.6: Ok kami akan menjawab pertanyaan selanjutnya

SB.2: Jadi pertanyaannya yaitu apa dampak dari lebih dari duabahasa, jadi dampak negative pada anak itu sendiri awalnya mereka akan mengalami campur aduk dalam pikirannya untuk mendefenisikan ini apa dan ini apa tapi jika dilatih bicara secara terus menerus dia akan terlatih sendiri untuk menggunakan bahasa tersebut

SA.7: ok the question saya persilahkan untuk dijawab

SC.3: Terima kasih atas pertanyaan yang diberikan, pertanyaannya adalah hubungan antara ketiga materi tersebut yaitu diglosia bilingual dan multilingualism, sebelum saya menjelaskan hubungan ketiganya saya akan menjelaskan dua yakni bilingualism dan multilingualism ini hamper sama yang membedakan adalah bilingual menggunakan dua bahasa sedangkan multi menggunakan

lebih dari dua bahasa jadi fungsinya sekarang saya akan menjelaskan hubungan antara diglosia dengan bilingualism dan multilingualism, jadi hubungan yaitu diglosia diartikan sebagai penggunaan dua jenis bahasa atas penggunaan bahasa sedangkan bilingual itu sebagai penggunaan dua bahasa atau lebih yang berbeda disini diglosia itu contohnya bahasa Indonesia yakni penggunaan dua. *Jenis bahasa terbagi dua menjadi **low variety and high variety***, ketika seseorang menggunakan bahasa Indonesia contoh saya akan pergi kesana sedangkan high variety biasanya digunakan di masyarakat, *sedangkan **bilingual dan multilingual bisa digunakan diluar negeri karna bisa menggunakan bahasa asing***

Alternation
Message Intrinsic

Insertion
Message Intrinsic

SA.8: Bagaimana saudari ?

SF.1: *Apa Manfaat secara umum **diglosia, bilingual and multilingual?***

Alternation
Message Intrinsic

SC.4: Jadi manfaat secara umum yaitu yang pertama dari rana cognitive individu yang beralih dari system bahasa mereka akan sangat aktif dan fleksibel yang mana anak akan mampu memahami konsep secara logis dan mampu memecahkan masalah dengan lebih muda karna mampu menggunakan beberapa bahasa yang kedua yaitu mereka mampu mengembangkan keterampilan berfikir yang kuat yang ketiga mereka mampu menggunakan logika yang keempat memfokuskan mengingat dan mampu membuat kepurusan yang kelima penelitian menunjukkan dapat emnunda penyakit alzaimer atau cepat lupa, selanjutnya yaitu dari rana belajarnya yaitu kesiapan anak-anak bilingual akan bermanfaat secara akademis dalam berbicara karna mereka dapat beralih antar bahasa meteka mengembangkan pendekatan yang lebih fleksibel untuk menyelesaikan sebiuh masalah, mereka akan membaca dan berfikir dalam dua bahasa yang berbeda yang akan mendorong tingkat pemikiran secara abstrak

SA.9: Ok bagaimana saudari penanya?

SE.2: Terima kasih atas jawabannya

SA.10: *Ok saya akhiri presentasi ini saya ucapkan terima kasih atas **attention** kalian.* Thank you so much assalaamualikum warahmatullahi wabarakatuh.

Insertion

Types of Code-Mixing

1. Insertion

*SB.1: masalah bahasa **reception** melibatkan kesulitan memahami apa yang dikatakan orang lain*

*SB.1: terus yang kedua masalah bahasa **expective** melibatkan kesulitan mengekspresikan pikiran dan ide*

*SB.1: masalah-masalah bahasa **receptive** ini campuran antara the first and the second.*

*SD.1: My name is sri wulandari I'm from group three ok **jadi begini** problem of student is leg of thinking in reading. language of this problem*

*SD.1: ini seperti masalah **pragmaticnya** yang leg respond*

*SA.3: Thank you. Yes four group **eehh kelompok empat** yes please*

*SF.3: Berikan penjelasan tentang **General legs** itu Maksudnya apa?*

*SG.1: pertanyaannya disini yaitu bisakah anda memeberikan contoh bagaimana siswa itu dalam **receptive** dan **ekspresive** tapi dalam proses pembelajaran dikelas biasanya itu dalam masalah, apa yang bisa dilakukan sesuai dengan materi anda.*

*SH.1: apa maksud dari ketiga bagian itu? yang lebih **detail** lagi.*

*SI.1: so disini saya membaca secara **general** tentang language problem*

*SI.1: jadi apakah anak autis tersebut termasuk dalam **language**?*

*SL.1: apakah **language problem** berasal dari **speaker** atau **listener**?*

SB.2: Jadi **general repleks** itu adalah secara garis besar ketika tergolong **langunge problem**.

SA.8: *ok I will answer karna ada dua pertanyaan so the question will be answer by me,*

SA.8: *Saya sudah bilang bahwa ketika anda merasa bahwa pertanyaan anda sudah terjawab yah **its will be** disini **personnya** as a listener*

SA.8: *Sebagai orang yang menerima informasi **or** ketika seseorang berbicara*

SA.9: *Secara umum **I will not** menjelaskan secara lebih panjang lebar,*

SA.10: *kita harus mengidentifikasi apa masalah dalam mereka menangkap informasi **indicate expressive** dan apa masalah sehingga kenapa dia tidak mampu mengexpresikan apa yang telah disampaikan itu gunakan dulu pendekatan.*

SA.11: *Permasalahannya **kan di langaunge receipted** adalah menerima secara bahasa dan mengekspresikan informasi secara bahasa pula*

SA.12: *Kenapa dia bermasalah dalam **speaking** contoh dia kekurangan **vocab** tau dia kekurangan bahasa-bahasa yang belum **familiar**.*

SA.12: *Mungkin buku yang dia baca itu buku ilmiah yang **lever** atas atau bahasa ilmiah yang sulit dipahami.*

SA.12: *Masalah apapun **if we want to** menyelesaikan maka kita harus identifikasi dulu jenis masalah apa itu,*

SB.3: *I will answer question from sister rizki the question is apakah anak autis termasuk **langunge problem** dan jika iya bagaimana cara menghadapi hal tersebut?.*

SB.3: *Beberapa kemampuan komunikasi yang diderita anak autis diantaranya yaitu **the first asponia minim** dalam berkomunikasi*

SB.3: *. Ini akan dijawab di **group** selanjunya.*

SA.1: *low variety is the language is use for daily conversation and maksudnya **low variety** ini digunakan dalam keseharian*

SA.1: *Di **parallel** itu seseorang dapat menguasai dua bahasa itu secara utuh*

SC.1: *Jadi **multilingual** disini adalah suatu tindakan untuk menggunakan atau mempromosikan bahasa*

SC.2: *Apa **benefitnya** apabila kita menerapkan dan menggunakan tiga penggunaan bahasa ini secara specific?*

SE.1: *Ok pertanyaan saya **simple** pertanyaannya begini sejak usia berapakah anak sebaiknya mulai diperkenalkan jenis bahasa yang digunakan?*

SC.3: *sedangkan **bilingual** dan **multilingual** bisa digunakan diluar negeri karna bisa menggunakan bahasa asing*

SA.10: *Ok saya akhiri presentasi ini saya ucapkan terima kasih atas **attention** kalian*

SA.9: *apakah **language** hanya dipelajari dengan hanya berbicara apa saja?.*

2. Alternation

SC.3: *Jenis bahasa terbagi dua menjadi **low variety and high variety**,*

SF.1: *Apa Manfaat secara umum **diglosia, bilingual and multilingual**?*

SB.1: *Language resolder can make difficult to understand what people are saying to them and to express their own to speech **atau gangguan bahasa dapat menyulitkan anak-anak untuk memahami apa yang dikatakan orang kepada mereka, itu yang dimaksud dengan laguange problem.***

SB.1: ***Apa saja gangguan bahasa** when one and the other the two system of language receptive has sure of waiting break down than the system doesn't work.*

SH.1: *ok langsung saja pertanyaan saya tentang **thype of language resolve***

SJ.2: *ok my question is like here in your paper you just explain about student of child **maksud saya bagaimana jika langunge problem ini terjadi pada orang dewasa, orang dewasa maksudnya ini normal tapi dia bermasalah dalam materi.***

SA.7: *That's all material from our group **jadi siapa yang mau menjawab dulu?***

SA.8: *Yang dimaksud disini adalah secara umum **if you ask your student what is your problem maybe they ask you my problem is this this and we get the problem***

SA.8: *You get information and you express **kamu merespon dari pertanyaan itu***

SA.9: *jadi jawabannya **is it not just from one way***

SA.9: *Kamu harus mengekspresikan itu dari internal ke external, **you get my point?***

SA.9: *We are learn about langunge we may know what our problem in learn language **kita pasti tau apa masalah ketika kita belajar bahasa.***

SA.9: *Materi kami pendekatannya ke siswa **because why we choose this material because we as a teacher.***

SA.9: *I say to you Imran, **apa anda menegerti apa yang saya jelaskan baru-baru ini ?***

SA.9: *If you want explain, **jadi untuk menyampaikan apa yang dia dapatkan dia akan kesulitan karna dalam penangkapannya dia juga tidak maksimal***

SA.10: *I think we have problem solving the first is **problem pasti ada solusinya***

SA.10: *You must know what the problem, **kita harus tau apa permasalahannya ini Imran***

SA.10: Before I say that if we talk in English may they have difficult to get the point because **diatidak memperhatikan**.

SA.10: Like we I have bad pronunciation because **saya tidak terbiasa menggunakan bahasa inggris itu contoh kecil**

SB.3: The second is **pendekatan sebagai alternatif**..

SA.1: **Diglosia is situation langunge to variety of language are use under different with community diaglosia** maksudnya yaitu situasi dimanadua varietas atau dua jenis dalam satu bahasa digunakan dalam kondisi yang berbeda didalam suatu komunitas

SA.1: This langunge is learn by spoken language **jadi bahasa ini dipelajari dari bahasa lisan**,

SA.1: **The thyps of bilingualism** yaitu ada dua. The first is parallel, parallel yaitu seseorang yang mampu menggunakan dua bahasa secara penuh dan seimbang.

3. Congruent lexicalization

SB.3: Inpramental pragmatif bertujuan untuk mengembangkan komunikasi fungsional bukan hanya sekedar **bicara to'**.

SC.2: Apa **benefitnya** apabila kita menerapkan dan menggunakan tiga penggunaan bahasa ini secara specific?

SA.11: Permasalahannya **kan di langaunge recepted** adalah menerima secara bahasa dan mengekspresikan informasi secara bahasa pula.

SA.8: Saya sudah bilang bahwa ketika anda merasa bahwa pertanyaan anda sudah terjawab yah **its will be disini personnya** as a listener

SD.1: ini seperti masalah **pragmaticnya** yang leg respond

Factor of Code mixing

1. Participant Role And Relationship

SF.3: Berikan penjelasan tentang **General legs** itu Maksudnya apa?

SG.1: pertanyaannya disini yaitu bisakah anda memeberikan contoh bagaimana siswa itu dalam **receptive** dan **ekspresive** tapi dalam proses pembelajaran dikelas biasanya itu dalam masalah, apa yang bisa dilakukan sesuai dengan materi anda.

SA.9: I say to you Imran, **apa anda menegerti apa yang saya jelaskan baru-baru ini ?**

2. Situational Factor

SD.1: My name is sri wulandari I'm from group three ok **jadi begini** problem of student is leg of thinking in reading. language of this problem.

SG.1: pertanyaannya disini yaitu bisakah anda memeberikan contoh bagaimana siswa itu dalam **receptive** dan **ekspresive** tapi dalam proses pembelajaran dikelas biasanya itu dalam masalah, apa yang bisa dilakukan sesuai dengan materi anda.

SH.1: ok **langsung saja pertanyaan saya tentang thype of language resolve.**

SL.1: so disini saya membaca secara **general** tentang language problem

SA.8: ok I will answer **karna ada dua pertanyaan** so the question will be answer by me

SA.8: Saya sudah bilang bahwa ketika anda merasa bahwa pertanyaan anda sudah terjawab yah **its will be** disini **personnya** as a listener

3. Message Of Intrinsic

*SB.1: masalah bahasa **reception** melibatkan kesulitan memahami apa yang dikatakan orang lain*

*SH.1: ok langsung saja pertanyaan saya tentang **thype of language resolve**.*

*SL.2 apakah **language problem** berasal dari **speaker** atau **listener**?*

*SB.2: Jadi **general replaks** itu adalah secara garis besar ketika tergolong **langunge problem***

*SA.1: **low variety is the langunge is use for daily conversation and maksudnya low variety** ini digunakan dalam keseharian*

*SB.1: **The thyps of bilingualism** yaitu ada dua. **The first is parallel, parallel** yaitu seseorang yang mampu menggunakan dua bahasa secara penuh dan seimbang.*

*SB.1: Di **parallel** itu seseorang dapat menguasai dua bahasa itu secara utuh,*

*SC.1: Jadi **multilingual** disini adalah suatu tindakan untuk menggunakan atau mempromosikan bahasa.*

*SC.1: Jenis bahasa terbagi dua menjadi **low variety and high variety***

*SC.1: sedangkan **bilingual** dan **multilingual** bisa digunakan diluar negeri karna bisa menggunakan bahasa asing*

*SF.1: Apa Manfaat secara umum **diglosia, bilingual and multilingual**?*

4. Security Factor

*SF.4: **Thank you**, tapi masalahnya itukan seperti itu dan solusinya seperti apa bagi seseorang yang megalami **language problem**?*

Documentation







CURRICULUM VITAE



Arniati Arfan was born on November 24th, 1995 in Pallimae. She is first child from two siblings. Her father is Muhammad Arfan and her mother is Nirwati. She started her study at SDN 1 Pallimae. She continued her study at MTs.N 03 Bombana and graduated in 2011. And then she studied in SMAN 01 Bombana and finished in 2014. She is now a student of Makassar

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At the end of her study, she could finish her thesis with the title “An Analysis of Code-Mixing Used By The Seventh Semester Students of English Department of Muhammadiyah University of Makassar”.