

**AN ANALYSIS OF CODE SWITCHING AND CODE MIXING USED IN
TEACHING AND LEARNING ENGLISH AT THE TENTH GRADE
STUDENTS OF SMKN 1 ROTA BAYAT IN THE ACADEMIC YEAR OF
2021/2022**

S-1 THESIS

This Thesis is submitted as a partial fulfillment of the requirements for obtaining
an Undergraduate Degree in English Education Study Program



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TEACHER TRAINING AND EDUCATION FACULTY

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KLATEN

2022

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**AN ANALYSIS OF CODE SWITCHING AND CODE MIXING USED IN
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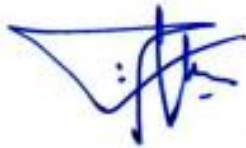
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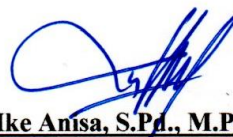
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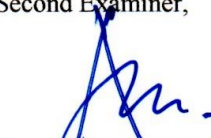
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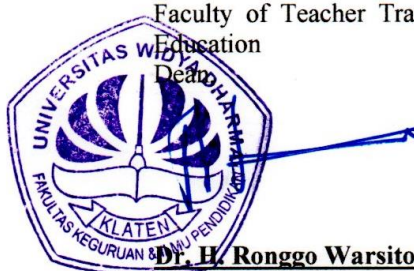
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PRONOUNCEMENT

This is to certify that I, myself write this thesis entitled “**AN ANALYSIS OF CODE SWITCHING AND CODE MIXING USED IN TEACHING AND LEARNING ENGLISH AT THE TENTH GRADE STUDENTS OF SMKN 1 ROTA BAYAT IN THE ACADEMIC YEAR OF 2021/2022**”

It is not a plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including withdrawal or cancellation of my academic degree.

Klaten, 26 June 2022



Maya Puspita Sudomo

1811200007

MOTTO

“Finish what you have started. If you procrastinate to do it today, then you need to work harder for tomorrow.” -The Researcher

“In order to achieve what you want, you must continue to chase and strive towards them” -Park Chanyeol

PRESENTATION

This thesis is presented to:

- Myself
- My beloved mother, Ibu Yenni, and father, Bapak Cucuk who always give me support, love, and prayer. Thank you for never give up on me.
- My beloved brother, Niko.
- All my best friends, especially Septiana Astutie, Rosita, Seyla, Kristi, Marlina, and Mifta, thank you for always giving the researcher some help, love and support.
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- Everyone who has helped and supported the researcher.

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The researcher realizes that this thesis is far from being perfect because of my limited knowledge and experience. Therefore, the researcher will receive criticism and suggestion with thanks for the sake of the perfection of this paper. The researcher hopes that this report will be useful for the researcher and to the reader.

Klaten, 2022

Maya Puspita Sudomo

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ABSTRACT

MAYA PUSPITA SUDOMO, Student's Number. 1811200007, English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2022. Thesis. *AN ANALYSIS OF CODE SWITCHING AND CODE MIXING USED IN TEACHING AND LEARNING ENGLISH AT THE TENTH GRADE STUDENTS OF SMKN 1 ROTA BAYAT IN THE ACADEMIC YEAR OF 2021/2022.*

This research aims to identifying and describing the types and the reasons of using code switching and code mixing used by the teacher in teaching and learning English at the tenth grade students of SMKN 1 ROTA Bayat in the academic year of 2021/2022.

The strategy of the research is qualitative. The writer analyzes the data carefully to find the types and the reasons of using code switching and code mixing. The data are the teacher's utterances and the teacher's reasons of using code switching and code mixing, the source of the data is the English teacher who taught English at the tenth grades students of SMKN 1 ROTA Bayat in academic year of 2021/2022, the technique of collecting the data used in this study is by recording using *Metode Simak* and interviewing using *Metode Cakap*, the data on the recording and interviewing converted into transcript, in analyzing the data, the researcher uses descriptive qualitative method. The writer analyzes the data by describing the types and the reasons of using code switching and code mixing.

The results of research shows that there were 3 types of code switching, 3 types of code mixing and 5 reasons of using code switching and code mixing. The researcher found 3 tag code switching, 30 intra-sentential code switching, and 35 inter-sentential code switching. Meanwhile, for the code mixing, there are 27 insertions, 5 alternations, and 18 congruent lexicalizations. The last, the reasons why the teacher using code switching and code mixing are the teacher wants to talk about particular topic, repetition for clarification, express group identity, assist students in receive the material and assist the teacher in deliver the material in the process of teaching and learning English.

Key Word: *code switching, code mixing, teaching and learning English*

CHAPTER I

INTRODUCTION

A. The Background of the Study

The phenomenon of using two languages is not a new thing in Indonesia, especially in teaching and learning English. The use of two languages is common in English classrooms. The two languages are English as second languages and Indonesian/regional language as their first language. This phenomenon of using two languages is called bilingualism. Bilingualism is the use of one language or more languages by an individual or a society and they are capable to shift or change between the languages they use (Bell, 1983; Bullock & Toribio, 2009; Muin, 2011). There are three possible causes for a bilingual to shift from one language to another (Crystal, 1987; Rahayu, 2015). First, the speakers might not be able to express themselves in one language so the speakers choose to shift from their first language into their second language that they master to reduce the occurrence of language errors. Second, language shift generally occurs when individuals want to show a sense of group solidarity. Third, language shift occurs when the speakers want to convey their attitude towards the listener through variations in the similarity of the language they use.

In teaching and learning English, the teacher and students as bilinguals often shift between their first and second languages. The reason why the teacher and students shift or change English to their first language is to facilitate them

in communicating with each other since English is not their first language. In accordance with that, there might be caused some problems that could occur during the teaching and learning of English. One of them happened when the teacher speaks English, there will contain some pronunciations of new words that are a little bit hard for students to understand. This problem certainly might be an obstacle since there is a miscommunication between teacher and students. The teacher plays an important role in the teaching and learning process by ensuring that the students comprehend the lectures. (Rahmalisa, 2016). Teacher must have the ability to overcome this problem. One of the abilities to overcome this problem is the teacher might use language variations agreed upon with students to resolve the problem. The variety is called code. Code is a system that is used and has been agreed upon by at least two persons (Wardhaugh, 2010). Code may also be interpreted as a language or a variety of languages. In teaching and learning English, the teacher often changes or mixes their languages into a variety of languages. This phenomenon of switching languages is referred to as code switching while the phenomenon of mixing languages is known as code mixing.

Code switching allows bilinguals to speak two or more languages in the same speech (Fanani & Ma'u, 2018). It means the speaker uses two languages in the same sentences or utterances and the substitutes of words, phrases, or sentences in a single utterance or more. While code mixing has almost the same definition, the conversation does not shift the topic and can include phonology, morphology, grammatical structures, or lexical elements. (Fanani & Ma'u,

2018). In teaching and learning English, the teachers can switch the language from English to Indonesian, for example, "Good morning students, *Selamat Pagi anak- anak*" this sentence uses English "Good morning" then changes to Indonesian "*Selamat Pagi anak-anak*". Likewise, the teachers can also mix English and Indonesian, for example, "All right, *hari ini* we are going to learn about speaking or *berbicara*." this sentence contains English and Indonesian mixed at one time. The English is dominate the whole sentence then the speaker mixes with some Indonesian words "*hari ini*" and "*berbicara*" without changing the topic. A natural phenomenon that occurs in English classrooms could happen because teaching English is not easy since English is a foreign language.

According to the previous explanation, the researcher wants to analyze the code switching and code mixing in teaching and learning speaking at the tenth grade students of SMKN 1 ROTA Bayat in the academic year of 2021/2022 entitled "An Analysis of Code Switching and Code Mixing Used in Teaching and Learning English at the tenth grade students of SMKN 1 ROTA Bayat in the Academic Year of 2021/2022"

B. The reason for Choosing the Topic

Here the reason why researcher chooses the topic. Code switching and code mixing are represented in societal activities and continue to play an important in English teaching and learning. It can help both the teacher and the students strengthen the English teaching and learning process. It can be seen in daily conversation, books, advertisement, and social media.

C. The Limitation of the Study

Here the researcher wants to limit the study. The limitation of the study is the researcher wants to analyze the types and the reasons of code switching and code mixing in teaching and learning English at the tenth grade students of SMKN 1 ROTA Bayat in the academic year of 2021/2022.

D. The Problem of the Study

There are several statements of the problem in this study:

1. “What are the types of code switching and code mixing found in teaching and learning English process at the tenth grade students of SMKN 1 ROTA Bayat in the academic year of 2021/2022?”
2. “What are the reasons of using code switching and code mixing in the teaching and learning English process at the tenth grade students of SMKN 1 ROTA Bayat in the academic year of 2021/2022?”

E. The Aim of the Study

The aim of the study is to describe the types and the reasons of using code switching and code mixing done by the teacher in teaching and learning English at the tenth grade students of SMKN 1 ROTA Bayat in the academic year of 2021/2022.

F. The Use of the Study

The study's findings are expected to be valuable both theoretically and practically, as follows.

1. The Theoretical Use

The result in this study is highly expected to give knowledge and information related about the types and the reasons of using code switching and code mixing in the teaching and learning English process. Then, this information is also useful for other writers who want to do research on the same topic in the future.

2. The Practical Use

The benefits of the research would be used for the teachers as a reference to understand about the types and the reasons of using code switching and code mixing. In addition, the teachers will know the kinds and the reasons of using code switching and code mixing should be used in teaching English.

G. The Clarification of the Key Terms

The researcher would like to clarify the key terms in order to describe the meaning of the title.

1. Code Switching

Code switching is defined as a bilingual speaker's ability to shift in the form of switching one language to another language (Ansar, 2017; Suwito, 1983). Code switching happens when the speaker originally uses code A (for example Indonesian) then switches to use code B (for example English). In this study, code switching means the code switching that use in teaching and

learning English at the tenth grade students of SMKN 1 ROTA Bayat in the academic year of 2021/2022.

2. Code Mixing

Code mixing is a language situation where people mix two (or more) languages without change of topic and can involves various levels of language such as phonology, morphology, and grammatical structures (Ansar, 2017; Nababan, 1984). People can mix code A (for example Indonesian) and code B (for example English) without anything changing in a mixed language situation. In this study, code mixing means the code mixing used in teaching and learning English at the tenth grade students of SMKN 1 ROTA Bayat in the academic year of 2021/2022.

3. Teaching and learning English

Teaching is the process of leading and encouraging learning, as well as enabling students to learn and creating learning environments (Brown, 2000). Meanwhile, learning is the process of obtaining and storing information or skills, involving activeness, awareness, and focus on actions that occur outside or inside the organism and changing the behavior (Brown, 2000). Furthermore, the teaching and learning process is described as an instructional process in which the teacher, learner, and materials are organized and directly instructed in the classroom. (Richards & Rodgers, 2014).

Based on the above mentioned explanation, the researcher finds that teaching and learning English implies the process of guiding and facilitating

students so that students could obtain and store information about English language. In this study, teaching and learning English means the process of teaching and learning English done by the teacher and the students at the tenth grade students of SMKN 1 ROTA Bayat in the academic year of 2021/2022.

H. The Organization of the Study

The researcher divides the study into five chapters to make paper organization clearer. The five chapters are as follows:

Chapter I is Introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is The Theories Underlying the Study. It consists of previous studies, position of the study, the theory of code switching and code mixing, the types of code switching and code mixing, the reasons of using code switching and code mixing, teaching and learning English, and code switching and code mixing in teaching and learning English.

Chapter III is The Method of the Study. It consists of the meaning of the research method, the strategy of the research, the data and the sources of the data, the technique of collecting the data, and the technique of analyzing the data.

Chapter IV is the Result of the Study. It consists of the analysis of the data, and the discussion of the findings.

Chapter V is Conclusion. It consists of conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After presenting and analyzing the data, the researcher can draw conclusions about the study's findings. The researcher presents the problem statements of this study, which were mentioned in the previous chapter, in this study, “What are the types of code switching and code mixing found in teaching and learning English at the tenth grade students of SMKN 1 ROTA Bayat in the academic year of 2021/2022?” and “What are the reasons of using code switching and code mixing in the process of teaching and learning English at the tenth grade students of SMKN 1 ROTA Bayat in the academic year of 2021/2022?”. The types of code switching found in the process of teaching and learning English are tag code switching, intra-sentential code switching and inter-sentential code switching. In addition, the types of code mixing that the researcher found are insertion, alternation and congruent lexicalization. While the reasons of using code switching and code mixing are talking about particular topic, repetition used for clarification, expressing group identity, assist students in receiving the material, and assist teacher in delivering the material.

Based on the research findings, the researcher found 68 codes switching done by the English teacher at the tenth grade students of SMKN 1 ROTA Bayat, they are: 3 tag code switching, 30 intra-sentential code switching, and 35 inter-sentential code switching. In addition, the researcher also found 50 codes mixing: 27 insertions, 5 alternations, and 18 congruent lexicalizations.

The researcher also found the reasons of using code switching and code mixing, the reasons are the teacher wants to talk about particular topic, repetition for clarification, express group identity, assist students in receive the material and assist the teacher in deliver the material in the process of teaching and learning English.

B. Suggestions

The researcher presents several suggestions that hopefully will provide more insight and ideas into the teaching and learning of English. The first suggestion is for the teachers who are responsible in facilitating the teaching and learning English process. The second suggestion is for future researchers who will conduct research about code switching and code mixing in the teaching and learning English process.

1. To the English Teachers

According to the study, the teacher should be aware of the students' English competence. Knowing the students' capabilities allows the teacher to consider the use of code switching and code mixing in the teaching and learning of English. Because code switching and code mixing can prevent misunderstandings between the teacher and students, it can make the process of teaching and learning English easier. Furthermore, students can improve their English skills by switching to or mixing Indonesian or their regional language.

2. To the Further Researchers

The study's findings are expected to provide useful information regarding the types and uses of code switching and code mixing in the teaching and learning English process. The researcher believes that there are still many phenomena of code switching and code mixing that can be revealed in this research study. The researcher hopes that the results of this study may inspire other researchers to conduct research on the types and uses of code switching and code mixing in the teaching and learning of English.

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