

**TEACHER'S CODE-MIXING AND CODE-SWITCHING IN ENGLISH  
LEARNING PROCESS**

(A Descriptive Qualitative Research of Seventh Grade Students of State Junior  
High School 26 Sorong Regency in the Academic Year 2021 – 2022)

A THESIS

Presented as Partial Fulfillment of the Requirements for the Magister Degree of  
Language Education Program



By :

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GRADUATE PROGRAM

WIDYA DHARMA KLATEN UNIVERSITY

2022

**APPROVAL**

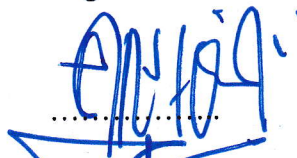
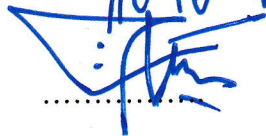
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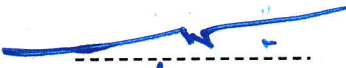


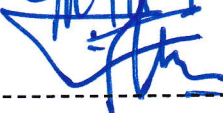
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The writer



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Klaten, July, 2022  
The writer



David Manibury

## DEDICATION

1. Novaria Panjaitan, my beloved wife
2. Yermias Manibury and Meiske Kasim (Alm) my beloved father and mother
3. All my brother and sister
4. All of my brother and sister in law
5. The big family of SMP Negeri 26 Kabupaten Sorong

**MOTTO**

*I can do all things in Him that Strengthen me*

*1 Peter 4 :13*

## ACKNOWLEDGEMENT

I would like to express my gratitude to the Lord Jesus Christ who has given me wisdom from heaven in finishing this” thesis”

This thesis is entitled “*TEACHER’S CODE MIXING AND CODE SWITCHING IN ENGLISH LEARNING PROCESS* (A Descriptive Qualitative Research Study of seventh Grade of State Junior High School 26 Sorong Regency in the Academic Year 2021 – 2022).

In doing this study, the writer realizes that it is impossible to finish it without contribution, help, suggestions, comments, and revisions from many people. So in this chance, the writer would like to express thanks and deep appreciation to:

1. Prof. Dr. Triyono, M. Pd. as Rector of Widya Dharma Klaten University who has given the facilities to conduct a research and to accomplish the study at the Language Education Program, Graduate Program of Widya Dharma Klaten University.
2. Dr. Agus Yuliantoro, M.Hum as Director of the Graduate Program of Widya Dharma Klaten University.
3. Dr. Dwi Bambang Putut Setiyadi, M.Hum as the Head of The Language Education Program, Graduate Program of Widya Dharma Klaten University



4. Dr. Hersulastuti, M. Hum. as the Secretary of the Language Education Program, Graduate Program of Widya Dharma Klaten University, and also as the first consultant who has given me suggestions and support for everything. I am so glad and convey my sincerely thanks.
5. Dr. Purwo Haryono, M. Hum.as the second consultant who has already given me valuable input, guidance, and correction in writing this thesis. So, I say thanks.
6. Waluyo S. Pd. the English teacher in SMP Negeri 26 Kabupaten Sorong who has given me his time to do observation in his class and has help the researcher to carry out the research, and I say thanks for his cooperation.
7. All of the students of grade VII of SMP Negeri 26 Kabupaten Sorong, who always give the researcher inspiration and new experiences.

Finally, I expect the readers who read this thesis to give critiques and suggestions. I hope this thesis will be useful for everyone who concerns about the topic.

Kabupaten Sorong, 16 Mei 2022

David Manibury

## TABLE OF CONTENT

**COVER**

**APPROVAL** ..... **i**

**ACCEPTANCE**..... **ii**

**PRONOUNCEMENT**..... **iii**

**DEDICATION**..... **iv**

**MOTO**..... **v**

**ACKNOWLEDGMENT**..... **vi**

**TABLE OF CONTENT** ..... **viii**

**ABSTRACT**..... **xi**

**ABSTRAK**..... **xii**

**CHAPTER I INTRODUCTION** ..... **1**

A. Background of Study..... **1**

B. Identification of the Problem..... **6**

C. Limitation of the Problem ..... **8**

D. Problem Statement..... **8**

E. Objectives of the Study.....	9
<b>CHAPTER II UNDERLYING THEORY.....</b>	<b>11</b>
A. Theoretical Description.....	11
1. Sociolinguistic Studies.....	11
2. Bilingual Studies.....	11
B. Relevant Studies .....	12
1. Code.....	15
2. Code Switching.....	16
3. Code Mixing.....	17
C. Conceptual Framework .....	18
<b>CHAPTER III RESEARCH METHOD.....</b>	<b>20</b>
A. Research Design .....	20
B. The Setting of the Study .....	21
C. Sampling.....	22
D. Technique of Collecting Data.....	22
E. Trustworthiness.....	23
F. Technique of Analyzing Data.....	25
G. Schedule of the Research.....	26
<b>CHAPTER IV FINDING AND DISCUSSION .....</b>	<b>27</b>

A. Findings.....	27
1. Description of Data.....	27
2. Analysis of Data.....	31
1) The Form of Code Mixing.....	31
a. Code Mixing in the form Word.....	31
b. Code Mixing in the form Phrase.....	33
The Form of Code Switching.....	35
B. Discussion.....	39
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>	<b>43</b>
A. Conclusion.....	43
B. Implication.....	44
C. Recommendationn.....	44
<b>BIBLIOGRAPHY.....</b>	<b>46</b>
<b>APPENDIXES.....</b>	<b>51</b>

## ABSTRACT

**Switching in English Learning Process** (A Qualitative Description research of Seventh Grade Students of State Junior High School 26 Sorong Regency in the Academic Year 2021 – 2022). A Thesis. Language Education Program, Graduate Program of Widya Dharma Klaten University, 2022

This study aims to: (1) Describe the form of code-switching that English teacher use in classroom interaction at SMP Negeri 26 Kabupaten Sorong. (2) Describe the form of code-mixing that English teacher use in classroom at SMP Negeri 26 Kabupaten Sorong. (3) Describe the factors that cause code-switching and code-mixing that occur in a teaching and learning process at SMP Negeri 26 Kabupaten Sorong.

This research used a qualitative description, this method used to describe clearly the fact of code mixing and code switching whether the form is based on the data that get from recording the English teacher language in the classroom interact code-mixing and code-switching, and used field notes that can support the data recording. This research was conducted in the seventh grade of SMP Negeri 26 Kabupaten Sorong as the place of the research. In this research, the researcher chose English teachers in SMP Negeri 26 Kabupaten Sorong as the research subject. The English teacher is Waluyo S.Pd (male). This research was conducted in one meeting in around one hour.

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

The researcher concludes that Some forms of code-mixing are used by the English teacher in the teaching and learning process is code-mixing in the form of the word which inserts a different language (English) into a base language (Indonesia) and also inserts another phrase of another language (English) that is different from the base language (Indonesia) student learn to understand what the teacher said to them.

The form of code-switching is often used by the English teacher in the teaching and learning process the terms of inter-language (English to Indonesian and Indonesian to English) and in terms of the form of the language used. Code-switching is the change of language that occurs between sentences students learn to think about what the teacher talks about so that they can learn to communicate even though the language is still mix

The usage of Code mixing and code-switching occurs in teaching learning English class interaction because the environment and the program of Curriculum

2013 that English has not been teaching in Elementary school and also very helpful not only their language learning results but also their general learning carrier.

**Key words:** Bilingualism, Code Mixing, Code Switching.

## ABSTRAK

David Manibury, NIM, 2081100028. **Kode campur dan Alih Kode Guru dalam Proses Pembelajaran Bahasa Inggris** (sebuah Penelitian kualitatif deskripsi di Kelas VII SMP Negeri 26 Kabupaten Sorong pada Tahun Ajaran 2021 – 2022). Tesis Magister Jurusan Pendidikan Bahasa Universitas Widya Dharma Klaten, Juli 2022.

Penelitian ini bertujuan untuk (1) Mendeskripsikan bentuk alih kode yang digunakan guru bahasa Inggris dalam interaksi kelas di SMP Negeri 26 Kabupaten Sorong. (2) Mendeskripsikan bentuk campur kode yang digunakan guru bahasa Inggris di kelas di SMP Negeri 26 Kabupaten Sorong. (3) Mendeskripsikan faktor-faktor penyebab terjadinya alih kode dan campur kode yang terjadi dalam proses belajar mengajar di SMP Negeri 26 Kabupaten Sorong.

Penelitian ini menggunakan deskriptif kualitatif, metode ini digunakan untuk menggambarkan secara jelas fakta campur kode dan alih kode apakah bentuk berdasarkan data yang diperoleh dari rekaman guru bahasa Inggris di kelas berinteraksi campur kode dan alih kode, dan digunakan catatan lapangan yang dapat mendukung perekaman data. Penelitian ini dilakukan di SMP Negeri 26 Kabupaten Sorong sebagai tempat penelitian. Dalam penelitian ini, peneliti memilih guru bahasa Inggris di SMP Negeri 26 Kabupaten Sorong sebagai subjek penelitian. Guru bahasa Inggris adalah Waluyo S.Pd (laki-laki). Penelitian ini dilakukan dalam satu kali pertemuan dalam waktu sekitar satu jam.

Data dari hasil perekaman menunjukkan bahwa campur kode dan alih kode yang digunakan guru bahasa Inggris dalam interaksi kelas berdasarkan bentuk memiliki banyak perbedaan, seperti campur kode dalam bentuk kata dan campur kode dalam bentuk frasa. Sedangkan alih kode berupa istilah antar bahasa (Bahasa Inggris ke Bahasa Indonesia dan Bahasa Indonesia ke Bahasa Inggris).

Peneliti menyimpulkan bahwa Beberapa bentuk campur kode yang digunakan oleh guru bahasa Inggris dalam proses belajar mengajar adalah campur kode dalam bentuk kata yang menyisipkan bahasa yang berbeda (bahasa Inggris) ke dalam bahasa dasar (Indonesia) dan juga menyisipkan frase lain dari bahasa lain (Inggris) yang berbeda dari bahasa dasar (Indonesia) siswa belajar memahami apa yang dikatakan guru kepada mereka.

Bentuk alih kode sering digunakan oleh guru bahasa Inggris dalam proses belajar mengajar istilah antar bahasa (Bahasa Inggris ke Bahasa Indonesia dan Bahasa Indonesia ke Bahasa Inggris) dan dari segi bentuk bahasa yang digunakan. Alih kode adalah perubahan bahasa yang terjadi antar kalimat siswa belajar berpikir tentang apa yang dibicarakan guru sehingga dapat belajar berkomunikasi walaupun bahasanya masih bercampur.

Setelah melakukan penelitian, peneliti menyimpulkan bahwa Beberapa bentuk campur kode yang digunakan oleh guru bahasa Inggris dalam proses belajar mengajar adalah campur kode dalam bentuk kata yang menyisipkan bahasa yang

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Penggunaan campur kode dan alih kode terjadi dalam pembelajaran interaksi kelas bahasa Inggris karena lingkungan dan program Kurikulum 2013 yang bahasa Inggris belum diajarkan di Sekolah Dasar dan juga sangat membantu tidak hanya hasil belajar bahasa mereka tetapi juga pembawa pembelajaran umum mereka. .

**Kata Kunci:** Kedwibahasaan, CampurKode, Alih Kode



## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

Humans use language as a tool to communicate. Language itself has the task of fulfilling one of the social needs of humans, and connecting humans to certain social events. The important role of language in human life today is recognized as the primary life in human social life itself.

Today, most people are bilingual. Individuals are said to be bilingual because they can master two or more languages in their communication. In addition to mastering the regional language as their mother tongue, also master Indonesian as the language of communication. Not a few of them apply foreign languages, such as English, or other foreign languages. The foreign language in question is the language that is learned which is widely applied in teacher-student communication in the teaching and learning process in the classroom.

The phenomenon of bilingualism can occur anytime and anywhere an individual is located. An individual can become bilingual in childhood as well as in adulthood. While these events can be found in the family environment, school environment, village environment, or in other places. When viewed from several aspects, we know several types of bilingualism, including types of bilingualism when viewed in terms of spread, level of bilingualism, how it occurs, and the ability to understand and express, even in terms of the relationship between expressions and their meanings.

Furthermore, the phenomenon of language in the life of a multilingual society is related to speech acts. The phenomenon in question is related to code-switching and code-mixing which is the problem topic in this study. A speech act is an act of communicating in conveying information by the speaker to his interlocutor with a specific purpose or purpose.

In an act of communication, especially in the communication of the teaching and learning process in the classroom, the bilingual teacher sometimes determines the code choice that will be used to communicate. The choice of the code can be triggered by several things, such as the topic of conversation, the atmosphere, the realm, and so on. In determining the choice of code, a bilingual individual will be able to switch codes or even mix codes in his communication. For example, in the act of teacher communication, code-switching from one language to another can certainly occur, as well as code-mixing.

When a bilingual teacher communicates, the phenomenon of one of the two languages mastered by the teacher will appear which can dominate the communication. This relates to the choice of language used to communicate which has been influenced by several factors. Some of the factors in question include the interlocutor, the topic of conversation, or the level of mastery of one of at least two languages he masters to communicate. The choice of language also underlies the creation of communication. The choice of language in question is a social event in a society that occurs because of interaction in communication.

Furthermore, it is not only linguistic factors that can trigger the emergence of language choices in communication. However, this can also be caused by several

other factors outside. The choice of language is closely related to the social situation in a society. The factors of education level, age difference, social status, and also the character possessed by an individual can influence an individual to determine their language choice when communicating with other individuals. Likewise, the situation behind a conversation can also affect how a language will be chosen to be used.

The next problem is about mixing the code of the English teacher in their communication during the teaching and learning process in the classroom. The phenomenon of language mixing in question can be seen from the interaction between the teacher and his students, wherein in the interaction, there are symptoms of mixing the use of language by speakers (teachers) due to changing speech situations. For example, in the context when the English teacher gives an explanation about the subject matter to his students. In the act of communication that occurs, the teacher consciously borrows the lexicon or English word and then mixes it in the Indonesian communication he uses when explaining the subject matter.

Teachers who mix languages in their communication usually have their purposes or goals, either to clarify communication with their students or even to create new trends or styles of communication to attract the attention of their students. The possibility in question appears when the teacher inserts several English words in his Indonesian language communication where some of the English words are the topic or learning material in question.

Following up on the matter of academic language or academic strategies, namely those related to teacher code-mixing in academic purposes as described earlier, as well as other code-mixing purposes, the following is an example of code-mixing that appears in teacher communication acts.

In a sentence that is used to communicate, there must be elements (constituents) that make up the sentence. The sentence-forming elements in question can be in the form of words, phrases, or clauses. Each of these elements can be distinguished based on the category, function, or role in the sentence. Several types of categories that can be elements in a sentence are nouns, pronouns, verbs, adjectives, numerals, adverbs, and task words such as prepositions, conjugations, and particles.

The problem of code-switching from one language to another is indeed difficult to avoid, as is the problem of code-mixing. These two problems will always exist as long as speakers still use two or more languages that they master alternately to communicate. Events of code-switching and code-mixing can be seen in the use of language both verbally and in writing. In spoken language, we can see, among others, in daily conversations at school, on the street, and in the office, both formal and informal, while in written language there is the language used in newspapers, magazines, novels, and short stories.

The teacher is the spearhead in the process of delivering information to students. Therefore, teachers must use language that is communicative and easy for students to understand, so that communication can run effectively.

Furthermore, it is not impossible during the teaching and learning communication process in the classroom there will be the use two or more languages and their variations due to the use of the languages mastered by the teacher in turn to communicate. This causes code-switching and code-mixing events in teacher communication acts that can occur intentionally or unintentionally.

As long as bilingual English teachers still use two or more languages that they master alternately in their communication during teaching and learning activities in class, there may always be code-switching and code-mixing events in their communication actions. With a minimum of two languages, an English teacher can easily change the language they use to communicate. When an English teacher conveys English learning material to his students, of course, he will use at least two of his mastered languages which are used interchangeably. It should also be noted that the language of communication used by English teachers cannot be separated from the situation around them.

Furthermore, English teachers and students do not always come from an environment with the same linguistic atmosphere. These differences lead to efforts to find an understanding agreement on the use of language. It can create language choices that are adapted to the situation of the relationship between the English teacher and his students and various things around him.

Finally, through the thought above which later became the basis for the author to make aspects of the bilingualism of English teachers as a sociolinguistic or applied linguistic study that examines the form of code-switching and code-mixing of

English teachers in teacher-student. Communication at SMP Negeri 26 Kabupaten Sorong, along with the factors that influence the occurrence of code-switching and code-mixing.

## **B. Identification of the Problem**

Based on the description of the background of the problem that has been stated, the problems underlying this research can be identified in the following matters.

It has been explained in the background of the problem that bilingual teachers are one of the main components of the learning process in the classroom. In the teaching and learning process in the classroom, a bilingual teacher can determine the choice of code to communicate. This also triggers teachers to involve themselves in several language phenomena in a multilingual society. The language phenomenon in question includes code-switching and code-mixing that occurs in teacher-student communication during the teaching and learning process in the classroom. Both of these problems can come from within the teacher himself (internal) or from outside himself (external).

In a communication process, it appears that there is a certain intention or purpose of delivering information by the speaker to his interlocutor, which is known as a speech act. In everyday social interactions with other speakers, we usually continuously use variations of language without realizing it. It is from this variation of language that an individual emerges who determines the choice of language in his communication.

Code-switching is a symptom of switching language use due to changing speech situations. The occurrence of the language switching event is determined by the speaker's relationship with the speech partner, the presence of a third party, and profit-taking. Code-switching is done with the awareness of the speaker. This can be seen from English teachers who switch the language in their communication from English to Indonesian or vice versa during the teaching and learning process in the classroom.

Meanwhile, code-mixing is a symptom of mixing language usage due to changes in the situation. This can be seen from the interaction between the teacher and the students, wherein in the interaction, there are symptoms of mixing the use of language that occurs in the first language fragments in the second language (for example Indonesian language interspersed with English words). The phenomenon is determined by the speaker and his interlocutor in a certain place. This code-mixing is also done with the awareness of the speaker.

Based on the description of the background of the problem and some of the identification of the problems presented, the problems that can be identified are as follows:

1. The difficulty of communication that caused code mixing dan code switching occur in English teaching learning process.
2. The situation that caused code mixing and code switching occur in teaching learning process.
3. The factors that caused code mixing and code switching occur in teaching learning process

### **C. Limitation of the Problem**

Based on the identification of the problems that have been stated, various things are studied in more depth. However, considering the depth of the literature review revealed, the intelligence and accuracy of the proposed discussion, as well as the accuracy of the research results obtained, the problems studied in this study are limited to the following matters:

1. To find out and describe the difficulty of communication that caused code mixing dan code switching occur in English teaching learning process.
2. To find out and describe the situation that caused code mixing and code switching occur in teaching learning process.
3. To find out and describe the factors that caused code mixing and code switching occur in teaching learning process.

### **D. Problem Statement**

Based on the problem limits that have been determined, the research problem is formulated as follows:

1. What is the form of code-switching that English teacher use in classroom interaction at SMP Negeri 26 Kabupaten Sorong?
2. How is the form of code-mixing that English teacher use in classroom interaction at SMP Negeri 26 Kabupaten Sorong?
3. Why code-switching and code-mixing occur in English teaching-learning communication at SMP Negeri 26 Kabupaten Sorong?



## **E. Objectives of the Study**

In connection with the problems that have been stated, this research was conducted to:

1. Describe the form of code-switching that English teacher use in the classroom interaction at SMP Negeri 26 Kabupaten Sorong.
2. Describe the form of code-mixing that English teacher use in classroom at SMP Negeri 26 Kabupaten Sorong.
3. Describe the factors that cause code-switching and code-mixing that occur in a teaching and learning process at SMP Negeri 26 Kabupaten Sorong.

Furthermore, the practical benefits of this research are expected to be able to provide a description or explanation about the form of language teacher code-switching English at SMP Negeri 26 Kabupaten Sorong; the form of code-mixing of English teachers at SMP Negeri 26 Kabupaten Sorong; and the factors that cause code-switching and code-mixing for English teachers at SMP Negeri 26 Kabupaten Sorong. In addition, it is hoped that this discovery will later be able to provide a basic data contribution for further research that wants to conduct similar research. It is also hoped that later it will be able to increase knowledge for writers, readers, and people who are willing to pay attention to linguistic problems in life.

Furthermore, the following is a detailed description of the expected benefits that can be drawn from this research, including:

1. For teachers of English subjects, this research is expected to contribute ideas for improving the quality of delivery of English learning materials in the classroom.

- 
2. For students, the results of this study are expected to be used as a basis for thinking for further research conducted research.

## CHAPTER V

### CONCLUSION, SUGGESTION, AND RECOMMENDATION

#### A. Conclusion

After doing the research, the researcher conclude that Some forms of code-mixing are used by the English teacher in the teaching and learning process is code-mixing in the form of the word which inserts a different language (English) into a base language (Indonesia) and also inserts another phrase of another language (English) that is different from the base language (Indonesia) student learn to understand what the teacher said to them.

The form of code-switching is often used by the English teacher in the teaching and learning process the terms of inter-language (English to Indonesian and Indonesian to English) and in terms of the form of the language used. Code-switching is the change of language that occurs between sentences students learn to think about what the teacher talks about so that they can learn to communicate even though the language is still mix

The usage of Code mixing and code-switching occurs in teaching learning English class interaction because the environment and the program of Curriculum 2013 that English has not been teaching in Elementary school and also very helpful not only their language learning results but also their general learning carrier.

## **B. IMPLICATION**

Code Mixing and Code-switching should be seen as a way to improve communication. Code mixing and code-switching have three factors that influence their occurrence of it. They are social factors, cultural factors, and individual factors. The three factors of code-mixing and code-switching determine the language choice in the teaching and learning process used by the English teachers.

Then, in something special, using the other language like Indonesian or Javanese can be used related to situation and condition. For example, the teacher can use Indonesian or Javanese and the other languages to the students when giving advice and warning, and then when the teacher explains the difficult material. It means to easily understand the students so that the teaching and learning process is a success.

## **C. Recommendation**

1. Teachers become the spearhead in the process of delivering information to the students. Therefore, teachers must use language that is communicative and easy to understand for students, so that communication can run effectively. It is not impossible in the process of teaching and learning in the classroom will be the use two or more languages and variations due to the use of languages mastered by the teacher in turn to communicate. For the English teachers, the researcher hopes that this research can give a thinks contribution to improving the

quality of conveying the material in the class, especially the English study.

2. This research hopes to give an illustration of languages that use in the teaching and learning process. In the future, another research concerning code-mixing and code-switching or another aspect related to the teaching and learning process, especially in English class will be useful. In the teaching and learning process in English class the researcher suggests the teachers must be more to emphasize using English than Indonesian. So that the students can usually use English in the classroom interaction.

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