

PERSETUJUAN PEMBIMBING

Hasil Penelitian dengan Judul: **STUDENTS' UNDERSTANDING ON THE USE OF CODE MIXING IN LEARNING ENGLISH AT SMAN 6 BARRU**

Atas mahasiswa berikut ini:

Nama : Riskeyanti

NIM : 220110005

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Keguruan dan Ilmu Pendidikan

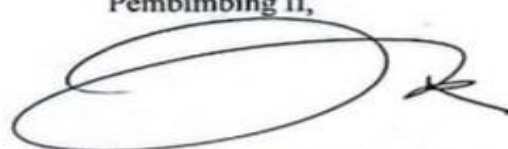
Setelah diperiksa dan diteliti ulang, telah memenuhi persyaratan untuk diujikan dalam Ujian Skripsi pada Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan UMPAR.

Parepare, 16 Desember 2024

Pembimbing I,


Patahuddin, S.Pd., M.Pd.

Pembimbing II,


Ali Wira Rahman, S, Pd., M. Pd.

Diketahui,

Ketua Program Studi Pendidikan Bahasa Inggris


Dr. Khadijah Maming, S.Pd., M. Pd.
NBM. 986844

PENGESAHAN UJIAN SKRIPSI

Skripsi atas nama: **Risdayanti**, stambuk: **220110005** diterima oleh panitia Ujian Skripsi Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Muhammadiyah Parepare (UM PAREPARE) SK Nomor: 299/FKIP/IL.3.AU/F/2024, tanggal 25 Rajab 1446 H bertepatan dengan tanggal 25 Januari 2025 M untuk memenuhi sebagian syarat memperoleh Gelar Sarjana Pendidikan (S.Pd.) yang dipertahankan di depan penguji pada hari Selasa, tanggal 21 Januari 2025.

PANITIA UJIAN

1. Ketua : Dr. Khadijah Maming, S.Pd., M.Pd.

(...  ...)

PENGUJI

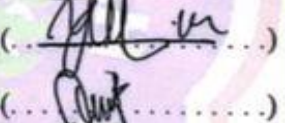
1. Patahuddin, S.Pd., M.Pd.

(...  ...)

2. Ali Wira Rahman, S.Pd., M.Pd.

(...  ...)

3. Dr. Khadijah Maming, S.Pd., M.Pd.

(...  ...)

4. Sianna, S.Pd., M.Pd.

(...  ...)

Disahkan Oleh:

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Parepare,

Mengetahui:

Ketua Program Studi Pendidikan Bahasa Inggris



Patahuddin, S.Pd., M.Pd
NBM. 850 502



Dr. Khadijah Maming, S.Pd., M.Pd
NBM. 986 844

DECLARATION

The students who sign below:

Name : RISDAYANTI
Reg. No. : 220110005
Department : Pendidikan Bahasa Inggris (S1)
Faculty : Keguruan dan Ilmu Pendidikan
Title of Thesis : **Student's Understanding on The Use of Code Mixing in Learning English at UPT SMA Negeri 6 Barru**

Hereby declare that this thesis is purely and entirely written by myself personally and contains no plagiarism, as is regulated in Peraturan Menteri Pendidikan Nasional Number 17 in the year of 2010 about *Pencegahan dan Penanggulangan Plagiat di Perguruan as well as the Aturan Akademik UMPAR*.

If in the future it can be proven that this thesis is not my personal academic writing or proven to be a work of plagiarism intentionally or not, and then I am willing to accept the following sanction:

1. Being cancelled my degree in accordance with the prevailing regulations, and
2. Being charged before the law as criminal fraud and plagiarism

Thus, I signed this Declaration truthfully and without any coercion from any party.

Parepare, 10 Februari 2025
Student,



RISDAYANTI
NIM: 2200110005

ACKNOWLEDGMENT



Alhamdulillah Rabbil Alamin, all praise goes to Allah SWT for the gift health, strength, and grace so that researcher can complete this thesis with the title “STUDENTS’ UNDERSTANDING ON THE USE OF CODE MIXING IN LEARNING ENGLISH AT UPT SMA NEGERI 6 BARRU”. Greetings and blessings don’t forgot to sent to our prophet Rasulullah Muhammad SAW, the prophet who has bring us from the realm of darkness to the realm of light. This research is submitted to the English Department, Teaching Faculty and Education, Universitas Muhammadiyah Parepare as Partial Fulfillment of requirements for a Bachelor's degree (S1).

The researcher would like to express her thanks and highest praise to these parties who have been involved either directly or indirectly in the resolution process this research. With her support, guidance and advice, this research could be completed finished. They are:

1. The researcher would like to express her deepest gratitude to her parents, Ahmad dan Rosmini, and my beloved older siblings Rizal Ahmad and Ari Saputra who never stop provide prayers, support, love, advice and for their extraordinary patience and willingness in every step of the writer’s life, which is the greatest gift in th writer’s life.

2. A big thank you goes to Patahuddin, S.Pd., M.Pd. as first supervisor and Ali Wira Rahman, S.Pd., M, Pd. as a second supervisor who always provides guidance, assistance, and suggestions for the completion of this research.
3. The rector of Universitas Muhammadiyah Parepare, Prof. Dr. H. Jamaluddin Ahmad, S. Sos., M.Si., has already given his all in guiding her cherished university.
4. The researcher expresses gratitude to Patahuddin, S.Pd., M.Pd., the Dean of the Faculty of Teacher Training and Education at UMPAR, for her guidance.
5. Dr. Khadijah Maming, S.Pd., M.Pd., who heads the English Education Department, for her support, encouragement, counsel, and guidance provided to her during the year of her research.
6. Lecturers, particularly those in the English Education Study program, have provided excellent advice and expertise that will be very helpful for the researcher in the future. The UMPAR staff, whose names cannot be stated individually, has also provided the researcher with direction and support throughout their academic career.
7. All of researcher beloved friends, in English 2020 education department, as well as blood relatives Aisyah, Afrida Aritonang, Ainun Rahmadana Putri, Syaifa Yunia, Suci Hardiana S. Madjid, Mutiara Khadijah Tasha, for all the togetherness and moments we have spent together, especially for my dearest friend Riska Mawardah, who has accompanied and helped the research in every situation during the writing of this thesis.

8. All of my friends in MUDA MASJID KAMARA who helped provide advice, support and always comfort the researcher in every lowest situation in writing this thesis.
9. To the researcher's beloved flowercrew, Siska Amalia, Syifa Sakira, Resky Aulia, Hasni, and Musfira who always encourage and always be a place to tell stories for researchers in every difficult and happy time.
10. All students, teachers and staff at UPT SMAN 6 Barru who relay helped the researcher in every process of this research.

May they always receive guidance and blessings from Allah SWT. Now it's possible for researcher to complete this part of the research. Because the researcher is aware of the many unresolved problems of the research, the researcher is open to receiving useful criticism and recommendations for change. Lastly, the researcher hopes that this final effort will improve the quality of English teaching. May ALLAH continue to bless us in this life and the next. Amen!!

Wassalamu Alaikum Warahmatullahi Wabarakatuh

Parepare, Februari 2025

Risdayanti

LIST OF CONTENTS

DECLARATION	iv
ACKNOWLEDGMENT	v
LIST OF CONTENTS	viii
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF APPENDICES	xii
ABSTRACT	xiii
ABSTRAK	xiv
CHAPTER I INTRODUCTION	1
A. Background	Error! Bookmark not defined.
B. Focus of the Research	Error! Bookmark not defined.
C. Problem Statement	Error! Bookmark not defined.
D. Objective of the Research	Error! Bookmark not defined.
E. Significance of The Research	Error! Bookmark not defined.
CHAPTER II LITERATURE REVIEW	Error! Bookmark not defined.
A. Some Related Research Findings	Error! Bookmark not defined.
B. Some Partinent Ideas	Error! Bookmark not defined.
1. Sociolinguistics	Error! Bookmark not defined.
2. Bilingualism and Multilingualism	Error! Bookmark not defined.
3. Code	Error! Bookmark not defined.

4. Definition of Code Mixing.....	Error! Bookmark not defined.
5. Type of Code Mixing.....	Error! Bookmark not defined.
6. Reason for Using Code Mixing.....	Error! Bookmark not defined.
CHAPTER III RESEARCH DESIGN	Error! Bookmark not defined.
A. Research Design.....	Error! Bookmark not defined.
B. Research Site.....	Error! Bookmark not defined.
C. Research Participant	Error! Bookmark not defined.
D. Procedure of Collecting Data	Error! Bookmark not defined.
E. Technique of Data Analysis	Error! Bookmark not defined.
F. Validity and Reliability.....	Error! Bookmark not defined.
CHAPTER IV FINDINGS AND DISCUSSION	Error! Bookmark not defined.
A. Findings	Error! Bookmark not defined.
B. Discussion.....	Error! Bookmark not defined.
CHAPTER V CONCLUSION AND SUGGESTION	Error! Bookmark not defined.
A. Conclusion	Error! Bookmark not defined.
B. Suggestion.....	Error! Bookmark not defined.
BIBLIOGRAPHY.....	Error! Bookmark not defined.
APPENDICES.....	Error! Bookmark not defined.

LIST OF TABLES

Table 4.1 Type of Code Mixing	29
-------------------------------------	----

LIST OF FIGURES

3.1 Technique of analysis data	25
--------------------------------------	----

LIST OF APPENDICES

Appendix 1 Observation Sheet	63
Appendix 2 Interview Sheet for Student	64
Appendix 3 Interview Sheet for Teacher	65
Appendix 4 Observation Result.....	66
Appendix 5 Students Interview Transcript	71
Appendix 6 Teacher Interview Transcript	79

ABSTRACT

RISDAYANTI, 2024. *Students' Understanding on The Use of Code Mixing in Learning English at utmost SMAN 6 Barru.* Supervised by Patahuddin and Ali Wira Rahman.

This study aims to determine students' understanding of the use of code mixing in the English learning process and the type of code mixing used during the learning process. This research answers the following research questions: (1) What type of code mixing is used in the learning process at Upt Sman 6 Barru? (2) How do students understand the use of code mixing?

This type of research is field research with a qualitative approach. The data in this study are the types of code mixing used by students and teachers in the English learning process and students' understanding of the use of code mixing in the English learning process. The data sources in this research are the results of observations, interviews, and documentation with some students and teachers at UPT SMAN 6 Barru. This research was conducted at UPT SMAN 6 Barru. The informants were selected by purposive sampling. In this study, researchers used several theories to find out the types of code mixing and students' understanding of code mixing.

The results of this study indicate that (1) The types of code mixing used by students and teachers in the English language learning process fulfill three types of code mixing based on the theory used, from the three types of code mixing, there are 65 numbers of utterances from intra sentential code mixing, intra lexical code mixing and involving a change of pronunciation used by students and teachers in the English language learning process. (2) The use of code mixing in the learning process is very helpful for students and teachers in understanding the material and achieving learning targets by the teacher.

Keywords: *Code Mixing, English Language Teaching*

ABSTRAK

RISDAYANTI, 2024. *Students' Understanding on The Use of Code Mixing in Learning English At ut SMAN 6 Barru. Dibimbing oleh Patahuddin dan Ali Wira Rahman.*

Penelitian ini bertujuan untuk mengetahui pemahaman siswa dengan penggunaan code mixing dalam proses pembelajaran bahasa inggris dan jenis code mixing yang digunakan selama proses pembelajaran berlangsung. Penelitian ini menjawab pertanyaan penelitian sebagai berikut: (1) Jenis code mixing apa yang digunakan dalam proses pembelajaran di Upt Sman 6 Barru? (2) Bagaimana pemahaman siswa terhadap penggunaan code mixing?

Jenis penelitian ini adalah penelitian lapangan dengan pendekatan kualitatif. Data dalam penelitian ini adalah jenis code mixing yang digunakan siswa dan guru dalam proses pembelajaran bahasa inggris dan pemahaman siswa terhadap penggunaan code mixing dalam proses belajar bahasa inggris. Sumber data dalam penelitian ini adalah hasil observasi, wawancara, dan dokumentasi dengan beberapa siswa dan guru di UPT SMAN 6 Barru. Penelitian ini dilakukan di UPT SMAN 6 Barru. Informan dipilih dengan purposive sampling. Dalam penelitian ini, peneliti menggunakan beberapa teori untuk mengetahui jenis-jenis code mixing dan pemahaman siswa terhadap code mixing.

Hasil penelitian ini menunjukkan bahwa (1) Jenis-jenis code mixing yang digunakan siswa dan guru dalam proses pembelajaran bahasa inggris memenuhi tiga jenis code mixing berdasarkan teori yang digunakan, dari ketiga jenis campur kode tersebut, terdapat 65 jumlah ujaran dari intra sentential code mixing, intra lexical code mixing dan involving a change of pronunciation yang digunakan oleh siswa dan guru dalam proses pembelajaran bahasa inggris. (2) Penggunaan code mixing dalam proses pembelajaran sangat membantu siswa dan guru dalam pemahaman materi dan pencapaian target pembelajaran oleh guru.

Kata Kunci : *Campur kode, Pengajaran Bahasa Inggris*