

CHAPTER I

INTRODUCTION

This chapter presents an introduction which includes an overview general in the preparation according to the title. The researcher arranges the chapter from a summary of each content from chapter by chapter which is divided into five chapters, namely background of the study, identification of the problems, limitation of the problems, research questions, research objectives, and significance of the research.

A. Background

Code mixing is one of the studies in learning Sociolinguistics. According to Sumarsono's statement (2011), learning sociolinguistics emphasizes on the study of society and the study of language itself. In other words, that learning sociolinguistic learning is language learning in relation to societal relations.

Code mixing is a speaker who when expressing something slips foreign or regional languages into Indonesian speech. For example, speaker in speaking Indonesian slips a lot of foreign languages known to the speaker, then the speaker can be said to have mixed the code. In other words, for example, when using a certain language, Indonesian speaker inserts a foreign language. Code mixing is a language situation where people who mix two or more languages by inserting elements of one language into another language, the elements that insert no longer have their own function. (Suwito 1983).

There are language differences between communities and language use depends on the person using the language, language is used as a means of

communication, to exchange information and ideas and to show what is understood by the speaker. One of the sociolinguistic phenomena that occurs in bilingual or multilingual communities is code-mixing. Wardhaugh (2006) argues that code-mixing occurs when speakers use two languages simultaneously, causing them to move from one language to another. When two or more people communicate, they use a system. This communication is known as code-mixing (Aitchison and Wardaugh, 1987). Most of the Code displayed in a language. When two codes or languages are combined without changing the format, this Code mixing often appears in a sentence. Liu (2008) says that code-mixing is the integration of different parts of language. words, phrases or clauses. These 'pieces' of the other language are often words, but they can also be phrases or larger units (Rasul, 2013). Code mixing occurs, when speakers use both languages simultaneously, thus moving from one language to another. Or it may even be found in two or more languages or language varieties within the same dialect (Muysken et al., 2000)

The phenomenon of code-mixing can occur both in informal for example in daily conversations and in formal situations, such as in educational institutions. Code mixing can be seen in spoken language and written language. Code mixing in written language can be found in newspapers, magazines, novels, and others. Code mixing can also be found in spoken language such as radio programs, television programs, teaching and learning processes. Students and teachers often use code mixing in the teaching and learning process. This is a natural thing when it happens in the teaching and learning process, because

teachers and students are Indonesians while English is a new or foreign language for them.

People often develop code-mixing when they learn a new language. When they speak, they often use many words from their new language in their old language because they speak to know both languages, the above case is the same as students and teachers in the classroom. They often mix codes in their utterances in the teaching and learning process and use many words from their new language in their old language (Spolsky 1998).

Seeing this phenomenon, some students sometimes find it difficult when the teacher explains the material using full English in the classroom. Students cannot understand the material, instructions, and what is conveyed by the lecturer. In addition, this phenomenon is not in accordance with the theory previously described. In theory, the language acquisition process occurs due to linguistic input. Linguistic input becomes the starting point for someone to acquire language (Maharsi, 2016). So, this gives the author a contradictory view between theory and reality in the classroom.

In previous research, (Khaerunnisa 2016) researchers used two methods simultaneously, namely quantitative methods and qualitative methods, so this research follow-up research that discuss in-depth research using qualitative methods. The difference in previous research is also found in the location where the research was conducted which until now the research that raised this topic was the first time conducted at SMAN 6 Barru.

In the research conducted by Khaerunnisa 2016, in her findings found 99 data covering the three types of code mixing based on Hoffman's theory

(1991), namely: intra sentential code mixing. Intra lexical code mixing, and involving the chance of pronunciation, which was found at SMAN 1 Takalar. The findings of this study show that the use of code mixing in English learning is done because of the weak level of students' English.

The researcher, who is a student of the English Education Department, often mixes her language in her speech when she speaks either in formal situations (in the classroom during the teaching and learning process) or informal situations. However, the researcher did not know that in her speech there was a language phenomenon, namely code-mixing. The previous study focused on analysing the type of code mixing used by the teacher. However, this study will analyse the types of code mixing used by teachers and students as well as students' understanding related to the use of code mixing in English language learning.

Based on the results of interview with one of the students from SMA Negeri 6 Barru, they learn English twice every week, with different types of lessons, the first with English subjects and the second with English language and literature lessons, the teacher who teaches in each subject is different, the teacher in English subjects uses English and then translates into Indonesian afterwards, while in English language and literature subjects the teacher uses Indonesian and English together, which means that the teacher uses code mixing in the lesson, but the lack of knowledge that the method of mixing two codes or two languages that are often used is a language phenomenon called code mixing. Therefore, researchers are interested in

raising the topic of code mixing as a reference material for teachers to use code mixing methods in teaching English

Previous findings show that students have diverse understandings of the use of code-mixing in English language learning. Some students see code-mixing as a way to promote communication and facilitate understanding, while others perceive it as a less formal and less recognized form of language (Khaerunnisa 2016). The findings of this study further explore the use of code-mixing in English language learning and its potential role in promoting communication and understanding between students and teachers. Further research can help understand the practical implications of code-mix use in the context of English language education.

Drive from the problem above, the researcher is interested in raising this topic with the title **“Students’ Understanding on The Use Of Code Mixing in Learning English at UPT SMAN 6 BARRU”**, to know more about the phenomenon of code-mixing that occurs during learning English, and to find out the extent of student understanding in the use of code mixing used by teachers in English language learning. The purpose of this research is to study and analyse the types of code mixing used by senior high school students based on Hoffman's Theory (1991). Then, the researcher try to find how students' understanding of code mixing used by their teachers. So, with this research, the researcher hopes that the results of the study can make teachers realize that the use of code mixing can provide convenience for both teachers and students in the teaching and learning process in the classroom.

B. Focus of the Research

Based on the background of the problem above, researchers will focus on the types of code mixing used in teaching English, and this research focus on finding out how students' understanding towards the use of code mixing.

C. Problem Statement

Based on the background and focus of the research previously stated, the problem statements in this study are as follows:

1. What types of code mixing are used in teaching English at UPT SMAN 6 Barru?
2. How is the students' understanding towards the use of code mixing?

D. Objective of the Research

Based on the problem statement above, the objective of the research is to describe the:

1. The type of code mixing used in teaching at UPT SMAN 6 Barru
2. Students' understanding towards the use of code mixing

E. Significance of The Research

Significance of the research is separated into two component of the significance, called theoretical significance, and practical significance.

1. Theoretical significance

This research is expected to add insight and knowledge about code mixing in the English language learning process and the results of the research are able to become scientific references and look for objects of observation in the field of education, especially on the use of code mixing in the teaching and learning process.

2. There are four practical significance which are expected by the researcher as follow:
 - a. For schools, it is hoped that it can provide benefits for schools that are material for evaluating learning to strive and add insight and skills in teaching and the ability of teachers to provide learning media to increase student interest.
 - b. For teachers, it is hoped that it can provide new information and innovations to teachers regarding code mixing learning strategies to improve the student learning process, and teachers can find out students' perceptions of the code-mixing strategy that has been used.
 - c. For students, it is expected to increase student motivation in the learning process and increase student enthusiasm for learning, and students can realize that English has now become a common language that they often use in their daily activities.
 - d. For researchers, it is hoped that the researcher's insight into code mixing in the student learning process can be useful information and choose a better strategy in teaching English.

CHAPTER II

LITERATURE REVIEW

In this chapter there were some sections that will be explained. They were previous research findings, and some patent ideas.

A. Some Related Research Findings

Several previous research findings related to this learning activity research from different perspectives:

Syahrani & Nawir (2024, this research aims to describe and analyse the teacher's utterances about the code mixing used and what factors influenced them to mix their languages. In answering these problems, researchers used a sociolinguistics approach. The researcher in this study found the data indicated as code-mixing; there were 240 utterances arranged from two languages, English and Indonesian. Ninety-six utterances indicated the insertion of a word, 110 the insertion of a phrase, 20 insertions of a hybrid, and five the insertion of repetition. The researcher also found the second type indicated as alternation. Nine utterances contained English clauses in their speaking. The factors that motivated the teachers to combine the languages were bilingual, vocabulary, and participant role factors. Because the teacher knew some students understood and others did not, they inserted a word, phrase, or switch continuously in their conversation to maintain the student's English. The teacher mixed their language in the learning process ungrammatically because they arranged the words the same as Indonesian grammatical, which caused

them to already habitual to using Indonesian when she communicated with the student. So they mixed the languages ungrammatically in the learning process.

Based on Narni (2023), this research is a research code mixing used by the teacher in teaching English. The most dominant type of code mix used by teachers at SMP Negeri 14 Baubau for seventh grade students is alternation. While congruent Lexicalization is the least type of code mix used in the teacher's speech during class. In addition, it was found that there are four reasons why English teachers at SMP Negeri 14 Baubau use code-mixing in the classroom, namely due to low English proficiency, repetition used for clarification, and habit. By using code mix when the teacher teaches English, so that students more easily understand the lessons delivered.

According to Sihombing & Maharani (2022), all teenagers used all types of code mixing. Nowadays, teenagers are able to do bilingual in every situations, whether with friends or teachers. The way they mix words were in many variations. The dominant reason that were used by teenagers is the forth reason of Hoffman reasons that they mixed words because collocutor also mixed the words so the students responded with mix language too.

Based on Handrayani (2022), this research investigates the EFL teacher's perspective on using code mixing in EFL classes. The research design used narrative inquiry to uncover the story of the English teacher's experience in using code-mixing, and a personal narrative was conducted by interview as an instrument to collect data. The collected data were analysed by transcribing and coding. The results of the study indicate that the teacher still needs code-mixing

because it depends on the teaching method and the curriculum approach. The teacher utilizes code-mixing based on the student's skills, the material being taught, and the class circumstance during the teaching and learning process.

Sari (2022), this study was to analyse which codemixing is used by UNTIRTA students in the Department of English Education and to investigate why students in the Department of English Education use code-mixing in their daily communication. This study used descriptive and qualitative methods, including recordings, interviews, and field notes, as data collection techniques. The research found that code mixing occurred 44.92% of the time. Reasons students used code mixing were defined by the type of code mixing used. As a result, the student was given her four reasons for using code mixing. (1) talking about a specific topic (2) interjections (3) repetition for clarity (4) for lexical reasons.

Saragih (2022), in this research aimed to investigate the code-mixing used by the English teachers and the reasons for using it in the teaching and learning process at MTsN Batu Bara. This study used the descriptive qualitative method. The data of this research are teachers' utterances and teachers' reasons for using code-mixing. They were taken from the three English teachers at MTsN Batu Bara using observation and interview sheets during the teaching and learning process. The result showed three types of code-mixing used by the English teachers in the teaching and learning process. The interview result showed that the teachers applied code-mixing in the teaching and learning process for two reasons: bilingualism and situation. The teachers decided to use the code-mixing related to the student's ability to understand English. The

teachers mixed the language to make the students understand what the teachers said and understand the lesson better.

According to Rahmat (2020), in this research about of this study was to determine the code-mix categories used by English teachers and the dominant code-mix categories used by English teachers in teaching EFL (English as a foreign language) classes based on the code-mix categories according to Muysken (2000). This study used descriptive qualitative research design to analyze the code mix of teachers in teaching English at SMK Negeri 1 Makassar. The participant of this study was one of the English teachers at SMK Negeri 1 Makassar who was selected by using purposive sampling technique. The results showed that (1) English teachers of SMK Negeri 1 Makassar used all categories categorized by Muysken (2000, cited in Liu, 2008: 6) in teaching EFL classes, namely: Insertion, Substitution, and Congruent Lexicalization. There are 17 examples of Insertion category, 2 examples of Alternation category and 2 examples of Congruent Lexicalization category used by English teachers; (2) The most dominant code-mix category used by English teachers of SMK Negeri 1 Makassar is Insertion category in teaching EFL classes, therefore, this can be a positive input for English teachers to enrich English vocabulary in order to avoid code-mixing in teaching EFL classes.

Hartono (2022) The research identifies the types of code-mixing among Instagram users who are closed and followed by the researcher and the reasons of using it on Instagram. This research applies descriptive qualitative research design. The participants are the Instagram feed with posts from those who are connected to the researcher. From one thousand eight hundred ninety-four

Instagram users, there are twenty-three Instagram feeds who are notified using code mix in their feed from 14 December 2020 to 8 January 2021. Using the three types of code-mixing from Hoffman (1991) and the seven reasons for bilinguals proposed by Hoffman (1991) the data was collected using observation and interview. Based on the observation, twenty-one (21) intra-sentential code-mixing which was about ninety-one percent, two (2) intra-lexical code-mixing, and seven (7) a change of pronunciation mixing was found in the researcher's friends Instagram feeds. From the interview, most of the reasons was talking about a particular topic because they feel comfortable and cannot think of the other word in the Indonesian language. The words such as: "field trip", "online school", "viral", "update", "share" are the common words they find in society and they cannot find the Indonesian words for them.

Hidayah (2020), the most frequent occurrence of code-mixing types appeared most in intra-sentential code mixing which makes 85% of the total mixes. Meanwhile, intra-lexical code mixing existed only with the percentage of 10% of the whole instances. The last, involving a change of pronunciation elicited 5% of codemixing cases. the dominant type of code mixing among the three types of code mixing refers to Hoffman theory (1991) was intra-sentential code mixing. There are several suggestions for teachers or other researchers who will conduct the research on the same issue. Firstly, the code mixing case was not only limited on English-Indonesian language or Acehnese-Indonesian but it also could occur in other languages. Besides that, the teacher and students should find the best solutions for the difficulties in using English in the classroom, so the code mixing occurrence could be reduced. Lastly, the future

researchers are expected to investigate the type of code mixing in learning English more deeply and with longer period of time.

According to Anjany (2020), the form of code mix occurs in learning in class IV SD Negeri Ketug in the form of word insertion code mix, phrase code mix, and clause code mix. Factors causing code mixing include (1) going to explain something (2) establishing familiarity, and (3) situations and conditions. The positive effect of code switching and code mixing in the learning process is to facilitate the teacher in the communication process. The negative effect is to damage the order of Indonesian language.

B. Some Partinent Ideas

1. Sociolinguistics

Sociolinguistics views language as a social system and communication system and is part of a particular society and culture. Meanwhile, what is meant by language use is a form of social interaction that occurs in concrete situations. Thus, in sociolinguistics language is not seen internally, but is seen as a means of interaction or communication in society (Apple in Suwito, 2002).

Sociolinguistics is a field that studies how language varieties, their functions, and speakers interact, change, and change in speech communities. According to Fisherman (in Mulidar et. al. 2020) The study of sociolinguistics investigates how language interacts with society. The goal is to gain a better understanding of the structure of language and its function in communication (Wardhaugh, 2006:13).

According to Janet Holmes (in Agung 2019) adds that sociolinguistics learns about the intercourse among language and society. They are fascinated in discussing why they use different languages in different situations and they pay attention by identifying social functions of language in conveying social meaning.

Based on the previous explanation, sociolinguistics is a field of linguistics that studies how language relates to society, its varieties, functions, and users. Several definitions of sociolinguistics have previously been given by experts. Every group uses a particular language to communicate with each other.

2. Bilingualism and Multilingualism

Most speakers usually master more than one code, and whenever they choose to talk to others, they need the chosen code. Wardhaugh in Cakrawarti (2011) the phenomenon of people having more than one code (language) is called bilingualism or multilingualism. Being able to speak and use two languages fluently is called bilingualism. It is a global phenomenon that affects people. Many people become bilingual through various means, such as being born with parents who speak different languages, learning a second language for business or educational purposes, moving to a new country, or wanting to integrate into a new culture. Asror (in Khaerunnisa 2016) gives a definition of bilingualism as the ability to use two languages in various contexts and skill levels, such as writing, reading, listening, and speaking, as well as speaking, understanding, and writing.

According to Suwito (1983) bilingualism, namely when two or more languages are used alternately by the same speaker. The language in question is the establishment of individual contact with one another who communicate with each other.

Harley (in Muin 2012: 7) states that bilingualism refers to the use of two languages by a person in a speech community; a person who fluently speaks two languages is called a “bilingual”. The general description of bilingual people is those who are raised in a culture where they are exposed to two languages from birth. They do not have to be so fluent in the first language, but they must be very proficient in the second language.

Bilingualism has been associated with many social advantages. Because they can easily navigate different language and cultural contexts, bilingual people often have greater opportunities for social networking, career advancement, and cultural exchange in multicultural and multilingual environments.

A multilingual is a person “who has the ability to use three or more languages, either separately or in various degrees of code mixing, different languages are used for different purpose, competence in each varying according to such factors as register, occupation, and education” (McArthur in Eka Mulidar et. al 2020)

Sridhar (in Khaerunnisa 2016) states that multilingualism can be studied both as an individual phenomenon, issues such as how one acquires two or more languages in the childhood or later how these languages are represented in the mind and how they are accessed for

speaking and writing and for comprehension become central. When it is viewed as a societal phenomenon, one is concerned with its institutional dimensions that is with issues such as the status and roles of the languages in a given society attitudes toward languages, determinant of language choice, the symbolic and practical uses of the languages, and the correlations between language use and social factors such as ethnicity, religion, and class.

Iraida & Larisa (2020), the representation of the world for the bilingual and multilingual people is much wider. Perceiving information in two or more languages, they are more say in terms of forming a linguistic picture of the world. Bilingualism and multilingualism have a positive impact on the ability to analyse and understand the phenomena of a language. They develop memory, mathematical abilities, logic, intelligence, speed of reaction. The more languages a person knows, the higher the level of adaptation in the new language environment.

Deep interaction between two bilinguals/multilinguals such as the people in Indonesia results in the emergence of language symptoms, namely code switching and code mixing.

The difference between bilingual and multilingual can be described as follows; when a person speaks using two languages is called bilingual, and when a person can speak more than two languages is called multilingual.

3. Code

In human interaction with each other, they usually draw on distinction code in divergence fettle. Code is a dialect or a particular language used in

every opportunity to communicate between two or more parties (Ronald Wardaugh in Agung Sukrisna 2019). A code is a symbol or system of expressions used to describe certain meanings. Human language is a kind of code, the language system in a society; and certain variations in a language (Kridalaksana in Inawati et. al. 2021).

Codes are language variants used by language communities depending on the background of the speakers and listeners and depending on the situation and conditions. and listeners and depending on the situation and conditions. Codes can change. This can be in the form of and code-mixing

As a general rule, the use of code during the conversation it has been common in a bilingual society. They can utilize some code in their utterance. Bilingual might consider who speak to them. They will not use the second language if the other people speak to them do not understand the language that they use. This suggests that code is a language preference that could be chosen by the speaker according to several circumstances and language ability (Agung 2019).

According to Bonyadi in Dina (2022), using code in the classroom can take two forms. First, as part of the curriculum approach, the code became the method of teaching activity. The last is for teacher strategy with bilingual students who lack English skills.

Based on the above explanation of codes, it can be mentioned that the communication system that two or more people use to communicate with each other is a code. As a result, people are usually required to use certain

codes when speaking, and they can also choose to switch from one code to another or mix codes, sometimes in very short utterances, which means to code.

4. Definition of Code Mixing

One of the phenomena of language exchange is code-mixing, where foreign languages are exchanged with Indonesian or vice versa, or regional languages are exchanged with Indonesian or vice versa, and even between regional languages themselves.

According to Chaer & Agustina (in Putu et. al. 2021) code mixing is the use of two or more languages or two variants of a language in a speech community, where one is the main code or basic code used which has its function and autonomy, while other codes involved in the speech event are only fragments. So code mixing is the use of language units from one language to another to expand language style or language variety; including the use of words, clauses, idioms, greetings, and so on.

Another explanation for code mixing is defined by Kridalaksana (in Panuntun 2021), the definition of code mixing is the use of language from one language to another. The purpose of the code mix is to expand the language style. The mastery of more than one language makes the perpetrators of conversations sometimes slip the other language they master to help express the intent or purpose of the conversation.

According to Nababan (in Etik et. al. 2022) code mixing is a language situation when mixing two or more languages or language varieties in a language act without anything in the language situation that requires the

mixing of languages. The mixing of the language caused by the politeness or politeness possessed by the speaker and usually occurs in formal situations.

Through several definitions of code-mixing delivered by the experts above, it can be concluded that code-mixing is the ability of a person who can mix languages when interacting with each other, but their conversations are still in the same situation only the language they change. On the other hand, there are several factors that influence a person to code-mix their language, such as educational background, social, economic culture, environment.

5. Type of Code Mixing

Based on Hoffman's theory (1991), code mix can be divided into three types. The three types are intra-sentential, intra-lexical and a change of pronunciation.

a. Intra-Sentential Code Mixing

The meaning of intra-sentential code mixing is the appearance of a phrase, clause, or a sentence boundary in a conversation both oral and written, in a simple sense is a type of code-mixing occurring within one sentence. This is a type of code-mixing where the speaker mixes two languages in one sentence without separating the syntactic structures of the two languages.

b. Intra-Lexical Code Mixing

Intra-lexical code mixing appears in the conversation when the speakers attach a word boundary in their utterance. Code-mixing that occurs within a single word. It involves the mixing of two languages at the morphological level, where affixes from one language are attached to the root of a word from another language.

c. Involving a Change of Pronunciation

This type of code mixing that occurs at the phonological level. It means, when Indonesian people speak in English, the word that they say is modified to Indonesian phonological structure. Code-mixing that involves a change in pronunciation to conform to the phonological pattern of another language. This often happens when speakers adjust the pronunciation of loanwords or foreign words to better fit the phonology of the first language. For example, the “Hi” is said “Hai” by Indonesian people.

6. Reason for Using Code Mixing

According to Nababan 1994 (in Anjarsari & Saragih 2022) the reason for people to use code mixing are:

a. Bilingualism

It means, many people in a bilingual society will use code-mixing when speaking. For teachers, using code-mixing in every daily conversation is considered bilingualism because it shows that the instructor can speak two languages.

b. Situation

Code-mixing occurs under relaxed or normal conditions. For this reason, speakers only perform their habits in terms of the teaching and learning process when the situation relates to student responses. To help students understand the material better, teachers usually use code combination.

c. Prestige

Speakers do code-mixing as a form of prestige, because they want to show their proficiency and this can also be a reason for teachers to use code-mixing in their conversations. This will show that the teacher speaks English well.

d. Vocabulary

There is no right word or lack of vocabulary in one language. Therefore, sometimes people switch from one word to a word in another language. Teachers usually mix languages when they are at a loss to choose a word that suits their material. This is due to having very little vocabulary.

CHAPTER III

RESEARCH DESIGN

In this chapter, the researcher will describe the research design; It consists of a method of research, the research instrument, the data sources, the technique of data collection, and the technique of data analysis. Each of these sections is explained as follows:

A. Research Design

This research uses descriptive qualitative as its research method. According to Bogdan and Taylor in Anjarsari and Saragih (2022), qualitative method is a research procedure that produces descriptive data in the form of words from the people observed. This method is used to find, identify, analyze, and describe the types of code-mixing and how students' understanding of the use of code-mixing used by their teachers during the teaching process at UPT SMAN 6 Barru.

B. Research Site

The research location will be carried out or centered on a secondary school located at UPT SMAN 6 BARRU, Barru, Kecamatan Barru, Kabupaten Barru.

C. Research Participant

The participants of this study consisted of third grade students of SMAN 6 Barru, where the subject teacher of the class used code-mixing during English lessons. Subjects were selected through purposive sampling technique to ensure the diversity of participants' experiences and

backgrounds. Purposive sampling is a procedure followed by the researcher in ascertaining criteria that rule out which respondents can be selected as samples. This sampling is a technique of collecting data from a population that is based on a specific target or purpose in a study.

D. Procedure of Collecting Data

In this qualitative study, researcher used three steps of data collection, namely observation, interview, and documentation research.

a. Observation

The researcher conducts pre-observation by taking some samples by purposive sampling of students at UPT SMAN 6 BARRU. The researcher conducts pre-observation to ensure the use of code mixing during English learning at the school. Observation done by observing students who use code mixing when learning English. The results of the observation determine which students have experience with the use of code mixing.

b. Interview

To get in-depth information about students' views on the use of code mixing in English language learning, researcher interview respondents by means of face-to-face interviews directly with students. With this technique, the necessary data can be obtained or needed directly by asking several questions. Furthermore, researchers use English-Indonesian to make it easier for students to get more information from the respondents during interview.

c. Documentation

Documentation in qualitative research is also a technique to collect research data. Documentation can be in various forms related to the research. Then, researchers use it to collect data from the content in these documents. Here, the content included in the documentation is transcripts from interviews with students and teachers and observation sheets obtained by researchers from observations.

E. Technique of Data Analysis

The data analysis process was divided into four main phases following the qualitative analysis framework develop by Miles and Huberman: Data collection, data reduction, data display, and conclusion drawing and verification.

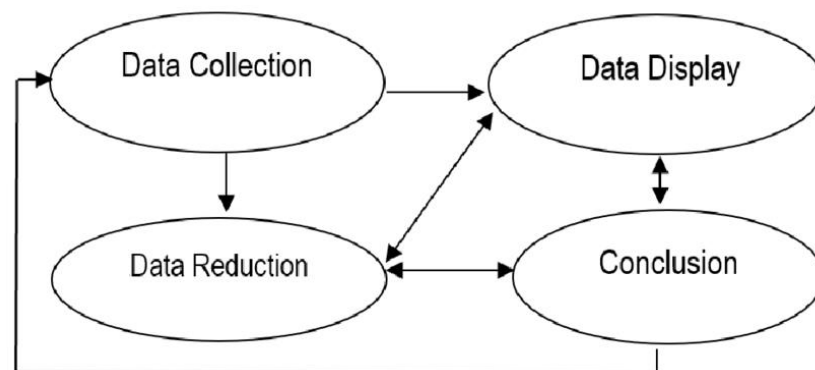


Figure 3.1 Technique of Data analysis (Miles & Huberman 1992)

a. Data collection

The main activity in data analysis is data collection. Data collection activities in this study used observation and interviews, where classroom observation is seeing, hearing, and recording utterances without direct contact. Interviews in the form of recordings were conducted to find out

more details about the code mix used by teachers and students in the English language learning process.

b. Data Reduction

This stage involves simplifying the data by summarizing relevant or appropriate information from interviews, observations and recorders. The data reduction process may involve grouping data into categories, as well as identifying initial patterns that continue to emerge throughout the qualitative-oriented project.

c. Data Display

The data found after data reduction then presented in the form of tables, graphs, pictograms, or narrative tests to facilitate further analysis. This aims to make it easier for researchers to analyze the data.

d. Conclusion and verification

In this stage, the researcher interprets the data and draw conclusions based on the findings that emerge from the data analysis. In addition, researcher also verify conclusions by referring back to the initial data. This verification aims to ensure that the conclusions drawn are still in accordance with the research objective.

F. Validity and Reliability

Validity and reliability in this study, researchers can ensure that research findings are reliable and meaningful and help strengthen the validity and reliability of research results. The validity and reliability of data analysis was tested using triangulation. This technique compare data from several sources, methods, or studies to ensure the consistency and validity of the research

results. The researcher uses observation, interview, and record study techniques to collect data. For the last step, the researcher conduct research not only at certain times but conduct research at different times of the day when the researcher wants to collect data.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of these findings which will be organized in line with the problem formulation outlined in the introduction. The discussion section provides further arguments and interpretations of the findings.

A. Findings

This chapter is divided into two parts, the first is about the type of code mixing used in teaching English, and the second is about students' understanding towards the use of code mixing in learning English at UPT SMAN 6 Barru. In collecting data, researchers took the following steps such as observation, interview, and recording.

To find out the data before conducting the research, the researcher conducted direct interview observations with one of the students to ensure that the teaching process at SMAN 6 Barru applied the use of code mixing during the English learning process. the results showed that there were teachers who used code mixing during the teaching process.

1. Forms of Indonesian-English Code Mix used by Teachers and Students in English Teaching and Learning Process in Class XII MIPA 2 SMAN 6 Barru

The following are some forms of English words and phrases used together with Indonesian sentences that appear in utterances. These forms can be seen in the intra-sentential sentences. English words used in code-

mixing are influenced by Indonesian grammar as intra-lexical code-mixing. When students pronounce an English word, they modify it into the Indonesian phonological structure which involves changes in the pronunciation part. The following table shows the full features of the forms of Indonesian-English code-mixing used by teachers and students in class XII MIPA 2 SMAN 6 Barru

Table 4.1 Type of Code Mixing

No.	Type of Code Mixing	Amount
1.	Intra sentential code mixing	42
2.	Intra lexical code mixing	14
3.	Involving a change of pronunciation	9

From the table above, it is found that the most frequently appearing in the Indonesian-English code mix produced during the teaching and learning process in class XII MIPA 2 SMAN 6 Barru is intra-sentence code mix, there are 42 utterances of data consisting of nouns, adjectives, verbs, adverbs, prepositions, and phrases, then followed by intra-lexical code mix, there are 14 utterances consisting of English words with the addition of the prefix -di, and the suffix -nya and 9 utterances involve a change of pronunciation.

2. The Type of Code Mixing Used in Teaching at UPT SMAN 6 Barru

The researcher conducted several observations and interviews with one English teacher and nine students who used code-mixing in the English learning process. The results of the observations and interviews were used to help the researcher in answering the research problem. English teachers and students combine two languages in their speech. they combine Indonesian and English in their speech. In this research, the first problem is

the types of code-mixing in the teachers' and students' speech in the English learning process.

Based on the observations made by researchers in class XII MIPA, there were 53 code mixing utterances made by the teacher, and 12 code mixing utterances from students, from this number it can be totalled under the number of codemixing utterances used by students and teachers is 65 utterances, which include the three types of code mixing based on Hoffman's theory, which include intra sentential code mixing, intra lexical code mixing, and involve a change of pronunciation.

The researcher categorized the data regarding the type of code mixing. In categorizing the code mixing, the researchers refer to Hoffman's theory. The first, intra-sentential of code mixing is the code mixing that happens within a phrase, a clause or a sentence boundary. The second, intra-lexical of code mixing is the code mixing which is done by people when they put the official language affixation in foreign language in their utterance. The last is involving a change of pronunciation. This type occurs at the phonological level.

a. The type code mixing using by teacher in teaching English

The types of code mixing that is found in teacher's utterance will be described as follows:

1). Intra Sentential Code Mixing

“Yang biasanya untuk *first paragraph* itu adalah *identification*” (Rec 1, take at 00.13.35)

“Yang kedua adalah *description*...” (Rec 1, take at 00.13.53)

“Jadi *Descriptive* itu *very easy* karena dia sangat terstruktur” (Rec 1, take at 00.13.47)

“*How we* emm... menganalisa *descriptive text*” (Rec 1, take at 00.17.04)

“*Color* itu termasuk juga *adjective*...” (Rec 1, take at 00.23.19)

From the examples above, English words or phrases found in Indonesian sentences consist of nouns, verbs, adjectives, adverbs, pronouns, and phrases. All the examples above are used to complete the sentences. Actually all the words above can be translated into Indonesian, but the teacher in Class XII MIPA 2 SMAN 6 Barru used the words into Indonesian sentences even though she knew that the words have translations in Indonesian.

2). Intra Lexical Code Mixing

“*Language featuresnya?*” (Rec 1, take at 00.21.46)

“Silahkan *download* nak...” (Rec 1, take at 00.28.07)

Teachers often mix language by using English words and then combining them with Indonesian grammatical forms. For example, the word *features* is an English word but the teacher adds the enclitic after the word. Darwin in Abdullah (2011: 158) states that “there are three criteria that indicate that the *-nya* form is not a suffix but an enclitic, namely: (1) *-nya* can replace the third person pronoun if it functions as a complement, (2) *-nya* replaces the personal pronoun if it functions as an object, (3) *-nya* replaces the personal pronoun if it functions as a possessive. The function of the enclitic *nya* in the sentence contained in

the Indonesian to English code mix is possessive. The word download consists of free and bound morphemes in Indonesian, where the prefix “di” is a bound morpheme and the verb is a free morpheme, di-download = they can be translated in Indonesian “diunduh” where the verb in English is treated as a verb in Indonesian with the prefix -di which means passive sentence.

3). Involving a change of pronunciation

“Situasinya *happy*...” (Rec 1, take at 00.06.50)

“Ada beberapa *text*...” (Rec 1, take at 00.36.27)

“Lawannya *passive* tentu *active*...” (Rec 1, take at 00.36.27)

“*Didesign* oleh arsitek Italia...” (Rec 1, take at 00.24.50)

This type of code-mixing occurs at the phonological level, when the teacher pronounces the words in the above sentences in English in the English teaching and learning process, he modifies them into Indonesian phonological structures, for example: the words happy, text, passive, active, and design are pronounced into hepi, teks, pasif, aktif, and desain by the teacher.

b. The type code mixing using by students in learning English

In addition to the use of code mixing in teachers, there is also the use of code mixing in students. The types of code mixing that are found in student's utterance will be described as follows:

1) Intra sentential code mixing

“Gambar ke tiga *sad mam*” (Rec 1, take at 00.07.41)

“Kalau *stunning mam?*” (Rec 1, take at 00.23.04)

“*Group empat dormitory mam*” (Rec, 1 take at 00.39.47)

From the examples of the use of code mixing with intra sentential type used by students, English words or phrases found in Indonesian sentences consist of adjective, and verb. Each word used has a meaning in Indonesian, but students in class XII MIPA 2 SMAN 6 Barru choose to combine it into Indonesian sentences even though they know the word can be translated into Indonesian.

2) Intra lexical code mixing

“Ini LKPDnya *Mam, didownload* semua?” (Rec 1, take at 00.28.07)

“Yang ini *identificationnya* mam” (Rec 1, take at 00.59.38)

Some students sometimes mix their language by using English words and combining them in Indonesian grammar, such as the example in the type of intra lexical code mixing above, “download” is an English word, then the prefix “di” is added to the morpheme, di-download can be translated into Indonesian which means “diunduh”. Then the addition of the enclitic in the word “identificationnya”, the word “identification” is an English word which can be interpreted as “identifikasi”. The function of the enclitic *nya* in the sentence contained in the Indonesian to English code mix is possessive.

3) Involving a change pronunciation

“Gambar kedua *happy mam*” (Rec 1, take at 00.06.35)

In the involving a change pronunciation type of code mixing that leads to the phonological level, when students pronounce English words in the learning process in class, they modify them into Indonesian phonological structures, as in the example above in data no, the word happy is pronounced as “hepi”.

3. Teachers' Use of Code Mixing in The Learning Process

In this finding, the researcher conducted a direct interview with one of the English language and literature subject teachers who used code-mixing during the learning process. The following are the results of interviews with English language and literature subject teachers regarding the reasons for using code-mixing and its positive and negative impacts in English language learning. This can be seen as follows:

- a. The reasons why teachers needed code mixing in the English learning process

The results of interviews conducted with one of the teachers, codemixing is needed to support the English learning process.

....Kalau saya pribadi iya sangat dibutuhkan....

.... For me personally, yes, i really need it.... (Int. 1, R1, line 2)

... Oke yang pertama itu alasan saya mengapa code mixing itu sangat penting ketika saya mengajar bahasa Inggris. Yang pertama adalah kita orang Indonesia. Bahasa Inggris itu masih natif, maksudnya bahasa inggris itu bukan native speaker, bukan juga second. Bahasa Inggris itu masih foreign language, bahasa asing, belum familiar di kalangan siswa siswa sehingga, agar target mengajar kita tercapai sehingga harus menggunakan code mixing. Ya saya kadang kadang pakai bahasa Inggris dulu lalu di bahasa indonesiakan. Saya tetap menggunakan bahasa Inggris agar tetap mereka familiar dan untuk bahasa Indonesia nya supaya mereka mendapat paham apa yang saya utarakan. Yang kedua adalah eee kemampuan siswa itu berbeda ya...ada mungkin sesuai

yang bisa memahami jika saya cuma berbahasa Inggris, tetapi ada juga yang tidak memahami yaa... ini sehingga saya memerlukan adanya code mixing, iya seperti itu....

...Okay the first one is my reason why code mixing is very important when I teach English. The first one is that we are Indonesians. English is still non-native, meaning that English is not a native speaker, it's not second. English is still a foreign language, a foreign language, not familiar among students so, in order to achieve our teaching targets, we must use code mixing. Yes, I sometimes use English first. Then in Indonesian. I still use English so that they are familiar and for the Indonesian so that they can understand what I am saying. The second is eee the ability of students is different ... there may be according to who can understand if I only speak English, but there are also those who do not understand ... this is so that I need code mixing, yes like that. "From the results of direct interviews with nine students, it shows that there are differences in understanding if the teacher only uses English during the English learning process in class... (Int. 2, R1, line 4)

From the results of the interviews above, researchers can conclude that the reason why teachers use code mixing in the learning process of English language and literature is because among students, English is not familiar and English is a foreign language for students so that learning targets can be achieved, besides that the difference in English language skills in students is one of the reasons why teachers use code mixing during the learning process in class.

b. Positive and Negative Impacts of Code Mixing

The results of interviews with teachers, there are positive and negative impacts of using code mixing in the English learning process.

....yaa...well... tentu dampak positifnya tadi yang saya bilang adalah...target pembelajaran tujuan KD yang saya capai bisa tercapai, ya karena mereka paham apa yang mereka harus kerjakan, apa yang harus mereka lakukan eemm... positifnya lagi yang kedua adalah emmm saya pikir sama yaa.... tidak ada kesalahpahaman antara saya dengan siswa seperti itu, kalo efek negatifnya itu adalah, siswa yang kurang cerdas di Bahasa Inggris, akan seperti terus, mereka tidak akan berusaha untuk mempelajari Bahasa Inggris karena nanti kan mam translate ji, ada artinya,,, seperti itu.....

..... the positive impact that I said earlier is...the learning target KD objectives that I achieve can be achieved, yes because they understand what they have to do, what they have to do. eemm the second positive is emmm I think the same there is no misunderstanding between me and students like that, if the negative feel is, students who are less intelligent in English, will continue, they

will not try to learn English because later mam will translate it, there is a meaning like that.... (Int. 3, R1, line 6)

From the results of the interview above, researchers can conclude that in using code mixing, there are also positive impacts and negative impacts of its own. The positive impact of using codemixing in the learning process is that it makes it easier for teachers who teach to achieve predetermined learning targets, and there is no misunderstanding between teachers and students about the material being taught. Then in addition to the positive impact, there is also a negative impact on the use of code mixing in the learning process, the negative impact is dependence on students, students will become less concerned about continuing to hone their ability to master English.

4. Students' Understanding Towards the Use of Code Mixing

In this finding, data was collected by using interviews with nine students whose learning process used code mixing, the interviews were conducted at different times based on their curiosity and availability. In this section, the researcher used direct interviews with students at school, the interviews discussed the students' interest, the time of using code mixing, the reasons why students need code mixing, the level of student understanding when only using English, the benefits of using code mixing in the learning process, and how to increase student understanding in the use of code mixing. This can be seen as follows:

a. Students' interest in code mixing

The results of direct interviews with students show that students have an interest in the use of code mixing during the learning process.

..... *Iya saya suka karena eee... karena to' ini kak, kalo mengajar mam ada beberapa kalau full Inggris i kadang kadang ada beberapa kata yang belum tahu maknanya jadi agak susah....*

..... Yes, I like it because eee... because to' this kak, when teaching mam there are some if full English i sometimes there are some words that do not know the meaning so it is a bit difficult.... (Int. 1, R1, line 2)

.... *Ya saya suka karena.dalam pencampuran bahasa Inggris dan bahasa Indonesia dipelajaran itu bisa menambah sedikit pengetahuan mengenai bahasa Inggris.dan mempermudah belajar dalam.Bahasa Inggris...*

..... Yes, I like it because mixing English and Indonesian in the lesson can add a little knowledge about English and make it easier to learn in English... (Int. 1, R2, line 2)

.... *Ya, suka, karena eee dalam pelajaran itu terlalu belum lancar Bahasa Inggris, jadi kalau ada Bahasa Indonesia kak jadi gampang mengerti....*

... Yes, I like it because I'm not fluent in English, so it's easy to understand if there's Indonesian.... (Int. 1, R3, line 2)

... *Iya, saya suka karena saya belum terlalu tahu bahasa Inggris....*

... Yes, I like it because I don't really know English... (Int. 1, R4, line 2)

... *Saya sangat suka dikarenakan mengingat kemampuan saya dan rata rata teman saya mengenai Bahasa Inggris masih sangat kurang....*

... I really like it because I and my friends are still lacking in English.... (Int. 1, R5, line 2)

.... *Iya saya suka karena eee mungkin.Sebagian besar murid masih ada bahasa inggrisnya yang belum terlalu Lancar jadi perlu bahasa Indonesia dan Bahasa inggris....*

..... Yes, I like it because eee maybe. Most students still have English that is not too fluent so they need Indonesian and English.... (Int. 1, R6, line 2)

.... *saya cukup suka karena dengan mencampur bahasa Inggris dan bahasa Indonesia....*

..... I quite like it because it mixes English and Indonesian.... (Int. 1, R7, line 2)

.... *iya saya sangat suka....*

... Yes, I really like it.... (Int. 1, R8, line 2)

.... *Iya karena bisa membantu saya memahami konsep yang dibahas...*

.... Yes, because it can help me understand the concepts discussed..... (Int. 1, R9, line 2)

From the results of the interview above, the researcher can conclude that the use of code mixing in the learning process is preferred by students because it is more effective and more efficient in the learning process, besides that code mixing is also needed by students because of their lack of knowledge and lack of mastery of English vocabulary.

b. The time code mixing is required

The results of direct interviews with students show that the time of using code mixing in the learning process is most needed when the teacher explains and the purpose in the learning material.

.....saat...saat menerangkan saat menerangkan mam, ketika awal awal sebelum....sebelum nakasiki' tugas to' ada penjelasannya ini tugas mau di apa, cari ini ini jadi eee diperlukan ee na campur bahasanya mam karena saat na jalaskan i mam dengan full bahasa inggris kadang tidak dipahami.....

.... When...when explaining when explaining mam, when the beginning of the beginning before...before nakasiki' assignment to' there is an explanation of what this assignment will be, find this this so eee needed ee...Mam mix language because when she's explain i with full English sometimes we not understood.....(Int. 2, R1, line 4)

..... saat menerangkan materi pelajaran bahasa Inggris, karena itu akan mempermudah saat. Dipelajaran itu karena itu sangat membantu.dalam mempelajari bahasa Inggris. Supaya tidak.tidak asing lagi terhadap bahasa Inggris untuk keluar dari... after graduation....

.... when explaining English lessons, because it makes it easier. It is very helpful in learning English. So as not to be unfamiliar with English to get out of.... after graduation... (Int. 2, R2, line 4)

*..... di dalam waktu penjelasan guru, waktu gurunya menjelaskan materi, Kak
...*

.....In the teacher's explanation time, when the teacher explains the material, Kak..... (Int. 2, R3, line 4)

..... Ketika guru sedang menerangkan materi.....

.....When the teacher is explaining the material (Int. 2, R4, line 4)

..... Ketika guru sedang menjelaskan materi pembelajaran kak.....

..... when the teacher is explaining the learning material kak...(Int. 2, R5, line 4)

... eee kalau guru sedang menjelaskan dan ada istilah istilah kayak belum familiar di itu orang itu guru bisa na jelaskan apa artinya begitu....

....eee if the teacher is explaining and there are terms that are not familiar to the person, the teacher can explain what it means...(Int. 2, R6, line 4)

....menurut saya... emm... menurut saya ketika guru menjelaskan materi dan eee...tergantung dari guru kak...

....in my opinion... emm... in my opinion when the teacher explains the material and eee... depends on the teacher kak.... (Int. 1, R7, line 4)

....eemm Saat menjelaskan materi pelajaran....

....eemm when explaining the subject matter... (Int.1, R8, line 4)

....Ketika konsep yang dijelaskan sulit dipahami hanya dengan satu bahasa. Ini juga berguna untuk memudahkan kami mengerti materi dengan baik....

.... When the concepts explained are difficult to understand with just one language. It is also useful to make it easier for us to understand the material well... (Int. 2, R9, line 4)

From the results of direct interviews with nine students, it shows that the use of code mixing in class is very necessary when the teacher is explaining the learning material, it is because the explanation of a material by the teacher becomes the main point in supporting the learning process in class.

c. The reason why code mixing needed in learning English process

The results of direct interviews with nine students found the reasons why students need code mixing in the learning process.

....emmm menurutku saya, eee mencampurkan Bahasa Inggris dan Bahasa Indonesia diperlukan sekali dikelas, dikarenakan toh, kita SMA ki belum pi yang fasih dalam bahasa Inggris, masih ki yang masih proses belajar, jadi itu diperlukann pencampuran Bahasa dikarenakan masih pasif pengetahuannta tentang kosa kata bahasa Inggris....

....emmm in my opinion, eee mixing English and Indonesian is very necessary in class, because after all, we are high school students who are not yet fluent in English, we are still in the learning process, so it is necessary to mix languages because we are still passive in our knowledge of English vocabulary.... (Int. 3, R1, line 6)

....Seperti jawaban jawaban sebelumnya untuk lebih mudah belajar bahasa Inggris dan lebih memahami banyak bahasa Inggris. Untuk dalam pelajaran bahasa Inggris lagi. Emm.. supaya tidak asing dengan bahasa Inggris....

.... Like the previous answer answers to more easily learn English and better understand a lot of English. For more English lessons. Emm....so that it is not foreign to English.... (Int. 3, R2, line 6)

....Karena masih ada beberapa siswa yang terlalu belum lancar Bahasa Inggris, jadi itumi kak perluki juga pencampuran Bahasa Indonesia....

....Because there are still some students who are not too fluent in English, so that's why you need to mix Indonesian as well.... (Int. 3, R3, line 6)

....Sangat diperlukan karena saya sendiri masih kurang pemahaman mengenai bahasa Inggris....

.... Very necessary because I myself still lack understanding of English.... (Int. 3, R4, line 6)

...karena kemampuan bahasa Inggris saya sendiri masih sangat kurang...

...because my own English skills are still very lacking.... (Int. 3, R5, line 6)

...ee menyampur bahasa Indonesia ke ingg.... Bahasa Inggris Indonesia eee bisa nabantu siswa untuk lebih mengerti eee kayak ada kosa kata yang belum terlalu dipahami. Bisa lebih cepat memahami kalau guru itu bisa menyampur Bahasa Inggris dan Bahasa Indonesia...

...because my own English skills are still very lacking....ee...mixing Indonesian into English.... English Indonesian eee can help students to better understand eee like there is vocabulary that is not really understood. They can understand more quickly if the teacher can mix English and Indonesian ... (Int. 3, R6, line 6)

....Eh diperlukan mencampurkan bahasa Inggris dengan bahasa Indonesia itu karena mencampurkan kedua bahan tersebut, siswa dapat lebih meningkatkan pemahamannya tentang Bahasa Inggris....

....Eh it is necessary to mix English with Indonesian because mixing the two materials, students can further improve their understanding of English....(Int. 3, R7, line 6)

...Karena kalau mencampur bahasa Inggris dan bahasa Indonesia, mungkin jika saat pelajaran bahasa Inggris itu masih ada yang kurang dimengerti, masih ada Bahasa indonesianya jadi lebih mengerti lah ...

...Because if you mix English and Indonesian, maybe if during the English lesson there is still something you don't understand, there is still Indonesian so you understand better ...(Int. 3, R8, line 6)

....Iya agar kami tidak hanya memahami materi pelajaran tetapi juga meningkatkan keterampilan bahasa Inggris kami....

....Yes so that we not only understand the subject matter but also improve our English skills.... (Int. 3, R9, line 6)

From the results of the interviews above, the researcher can conclude that there are several reasons why code mixing is needed by students during the English language learning process. The main reason students need code mixing during the English learning process is because students' English language skills are still very lacking, so the use of code mixing can make it easier for students to understand more of the material that the teacher is explaining.

d. The level of students' understanding when only using English

From the results of direct interviews with nine students, it shows that there are differences in understanding if the teacher only uses English during the English learning process in class.

....Dari kalau bisa di persenkan dari 100% itu kira kira cuman 50% yang ditahu dikarenakan toh dikarenakan i kak karena...karena ee...jika gurunya hanya berfokus menjelaskan menggunakan bahasa inggris full itu eeemm... kayaknya tidak semua paham dan tidak ee rata-rata kayaknya tidak paham full ki tentang apa yang na jelaskan mam kalua tidak na campur bahasanya dengan bahasa indonesia karena ya itumi tadi belum pi fasih....

.... From... if you can percent it from 100%, it's about 50% that you know because because ... because ee ... if the teacher only focuses on explaining using full English, eeemm ... I don't think everyone understands and not ee on average, I don't think I fully understand what you are explaining, if you don't mix the language with Indonesian because yes, that's not fluent yet...(Int. 4, R1, line 8)

...Dalam perhitungannya hanya 40 40% kurang lebih. Karena full bahasa Inggris itu banyak bahasa bahasa yang belum pernah kita dengar. Jadi Kita perlu seperti

pada awalnya mencampurnya dengan bahasa Indonesia, jadi eee full dengan bahasa Inggris itu tidak cukup, harus dicampuri dengan bahasa Indonesia....

...In the calculation, it's only 40-40% or so. Because full English is a lot of language that we have never heard. So we need to like in the beginning mix it with Indonesian, so eee full with English is not enough, it must be mixed with Indonesian.... (Int. 4, R2, line 8)

....Kalau menurut saya, Kak, sedikit,ji karena saya belum pa terlalu paham kalau misalnya itu guru pakai Bahasa Inggris terus semua ji Jadi, sedikit ji....

...I think, sis, a little, ji because I don't really understand if for example the teacher uses English all the time ji So, a little ji.... (Int. 4, R3, line 8)

....menurut saya kalau pembelajaran menggunakan Bahasa inggris full itu masih sedikit....

... in my opinion if learning using full English is still a little....(Int. 4, R4, line 8)

....Jika dipesankan mungkin sekitar 40% saja ...

... If booked maybe around 40% only... (Int. 4, R5, line 8)

....ee...pemahaman saya kayaknya hanya sekitar 30% mengenai bahasa Inggris karena belum terlalu....belum terlalu mendalami bahasa Inggris. Jadi harus memerlukan, jadi guru itu harus menggunakan bahasa Inggris Indonesia....

...ee my understanding is probably only about 30% about English because I haven't really haven't really explored English. So it must require, so the teacher must use Indonesian English.... (Int. 4, R6, line 8)

...menurut saya yang dapat saya pahami ketika guru hanya menggunakan bahasa Inggris ketika mengajar Hanya di 50% karena saya masih banyak tidak mengetahui tentang Bahasa Inggris....

...I think what I can understand when teachers only use English when teaching is only 50% because I still don't know much about English.... (Int. 4, R7, line 8)

....kalau menurutku kak hanya sekitar 50% dari materi....

... if I think kak only about 50% of the material....(Int. 4, R8, line 8)

....Mungkin hanya kurang lebih 45% tergantung pada tingkat pengetahuan saya dalam bahasa Inggris....

... Probably only about 45% depending on my level of knowledge in English....(Int. 4, R9, line 8)

From the results of the interview above, the researcher can conclude that there are differences in student understanding when only using English, from the results of the interview there are several respondents who say that understanding and mastery of the material taught is not fully understood if the teacher only uses English, this happens because

students' English language skills are still very small, so the use of English in full teaching can make students unable to fully understand the material being taught.

e. The benefits of using code mixing in learning process

The results of direct interviews with nine students, it was found that the use of code mixing in the English learning process has its own benefits for students.

...kalau menurut saya kak, bermanfaat sekali karena membantu kami para siswa dalam memahami lebih mendalam tentang materi yang akan... materi yang na ajarkan didalam kelas....

.... In my opinion, it is very useful because it helps us students to understand more deeply about the material that will ... the material that is taught in class.... (Int. 5, R1, line 10)

...Sangat perlu karena bahasa Inggris itu sangat diperlukan untuk jaman sekarang, karena sekarang sudah lebih modern di mana semuanya sudah bisa dibilang harus banyak menggunakan bahasa Inggris jadi. kiita harus banyak mengetahui tentang bahasa Inggris kosakata Bahasa inggris jadi pencampuran Bahasa inggris dan Bahasa Indonesia sangat diperlukan....

...It is very necessary because English is very necessary for today, because now it is more modern where everything can be said to have to use a lot of English so. we have to know a lot about English vocabulary English so mixing English and Indonesian is very necessary....(Int. 5, R2, line 10)

...Ya, sangat bermanfaat, karena dapat membuat ee jadi mengerti sekali....

...Yes, very useful, because it can make ee so understand once.... (Int. 5, R3, line 10)

...Sangat bermanfaat karena membantu saya yang belum paham bahasa Inggris....

...Very useful because it helps me who do not understand English....(Int. 5, R4, line 10)

...Sangat bermanfaat dikarenakan itu tadi kemampuan bahasa Inggris saya masih sangat kurang dan dengan pencampuran basah sangat membantu saya....

...It's very useful because my English skills are still very poor and with wet mixing it helps me a lot....(Int. 5, R5, line 10)

...menurut saya sangat bermanfaat, Karena ee...murid murid bisa menambah kosakata baru. Kalau guru menjelaskan... kalau guru menjelaskan menggunakan bahasa inggris ke Indonesia dengan lebih jelas....

....I think it is very useful, because ee students can add new vocabulary. If the teacher explains... if the teacher explains using English to Indonesian more clearly... (Int. 5, R6, line 10)

....menurut saya cukup bermanfaat karena dengan mencampurkan kedua Bahasa tersebut siswa siswi lebih mengetahui tentang Bahasa Inggris...

.... I think it is quite useful because by mixing the two languages students know more about English...(Int. 5, R7, line 10)

....sangat bermanfaat, untuk membantu siswa lebih mengerti tentang materi yang na jelaskan guru kak....

.... is very useful, to help students better understand the material that the teacher explains kak(Int. 5, R8, line 10)

...bermanfaat kak, untuk lebih memahami konsep dari materi kak...

...useful sis, to better understand the concept of the material kak...(Int. 5, R9, line 10)

From the result of interview above, the researcher can conclude that the use of code mixing is very helpful for students in the concepts and material taught by the subject teacher in class.

f. Students' understanding of the use of code mixing

The results of direct interviews with nine students found that the use of code mixing can improve students' understanding of the English learning process.

....iya... sangat membantu dalam... ini metode ini yang ini yang pencampuran Bahasa Inggris dan Indonesia menurutku kalau ee pendapat pribadi sangat membantu sekali karena eee itu tadi kak yang pemahaman pemahaman karena pemahaman kita masih di SMA ini masih sedikit jadi dengan penggunaan code mixing ini sangat bermanfaat....

....iya... very helpful in... this is this method that mixes English and Indonesian in my opinion if ee personal opinion is very helpful because eee that was earlier kak the understanding of understanding because our understanding is still in high school is still a little so with the use of code mixing this is very useful....(Int. 6, R1, line 12)

....sangat bisa karena pencampuran Bahasa Inggris itu bisa menambahkan ee pengetahuan Kembali lagi pengetahuan Bahasa Inggris memudahkan kita untuk belajar Bahasa Inggris sedikit demi sedikit dan dengan pencampuran Bahasa bisa ee mempermudah kita untuk belajar kedepannya....

.... is very possible because mixing English can add ee knowledge back again knowledge of English makes it easier for us to learn English little by little and by mixing languages can ee make it easier for us to learn in the future....(Int. 6, R2, line 12)

...ya, eemm bermanfaat kak bagi saya karena itumi tadi yang kubilang kayak kalau Bahasa inggris semua jadi tidak paham jadi harus ada campuran Bahasa Indonesia, jadi bisa membantu meningkatkan pemahaman...

...yes, eemm it's useful for me because that's what I said earlier like if English is not all understood so there must be a mixture of Indonesian, so it can help improve understanding...(Int. 6, R3, line 12)

...sangat bisa karena code mixing pengetahuan kosa kata saya bertambah...

...really can because code mixing increased my vocabulary knowledge...(Int. 6, R4, line 12)

...iya sangat bisa membantu karena menambah pemahaman saya mengenai hal hal baru dalam Bahasa inggris...

...yes, it is very helpful because it increases my understanding of new things in English...(Int. 6, R5, line 12)

...eeemm... code mixing bisa membantu murid muid lebih memahami materi yang dijelaskan oleh gurunya, eee... kalau semisal eee... ini gurunya mnnggunakan Bahasa inggris terus tidak...kurang ... mungkin ada murid yang kurang paham apa artinya itu kata, jadi harus menggunakan kode mixing jadi bisa meingkatkan pemahaman kak....

...eeemm... code mixing can help students better understand the material explained by the teacher, eee.... if for example....eee...this teacher uses English and then doesn't... less ... maybe there are students who don't understand what that word means, so you have to use code mixing so it can increase understanding kak....(Int. 6, R6, line 12)

....eemmm menurut saya penggunaan code mixing atau pencmpuran Bahasa ya dapat meningkatkan pemahaman saat belajar Bahasa inggris karena dengan mencampurkan kedua Bahasa tersebut kita jadi lebih tau emm apaya ya... kita jadi lebih tahu tentang Bahasa inggris....

...eemmm in my opinion the use of code mixing or language mixing can increase understanding when learning English because by mixing the two languages we get to know more emm what is it ... we get to know more about English....(Int. 6, R7, line 12)

....Bisa karena membuat pemahama itu lebih.... Apa di... lebih gampang paham begitu....

.... It could be because it makes understanding more.... what in... easier to understand so....(Int. 6, R8, line 12)

.....memungkinkan kami memahami kata-kata atau konsep yang sulit dalam Bahasa inggris dengan bantuan penjelasan yang mencampurkan Bahasa sehingga kami bisa belajar dengan lebih efektif jadi bisa meningkatkan pemahaman kami....

..... allows us to understand difficult words or concepts in English with the help of explanations that mix languages so that we can learn more effectively so that we can improve our understanding.... (Int. 6, R9, line 12)

From the results of the interviews above, the researcher can conclude that the use of code mixing in the English language learning process in

class can improve students' understanding and mastery of the material, the teacher's explanation using code mixing can help students understand the material explained, all respondents said code mixing really helps those with low levels of English language skills, the use of code mixing also helps them to increase new vocabulary knowledge faster because it is easier to remember the words spoken by the teacher and know their meaning through the code mixing sentences used by the teacher.

B. Discussion

This study is designed to determine the views on the use of code mixing in the learning process. in this section there are two aspects that will be discussed, the first is the types of code mixing that are expected by teachers and students during English learning in the classroom, and the second is students' understanding of the use of code mixing in the English learning process which are explained in the discussion below:

1. The type of code mixing used in teaching at UPT SMAN 6 Barru

The results of this study show that in the process of teaching and learning English, teachers and students in XII MIPA 2 at SMAN 1 Barru use code mixing. This is the impact of bilingualism or multilingualism that occurs in Indonesia as stated by Wardhaugh in Cakrawati (2011) the phenomenon of people having more than one code (language) is called bilingualism or multilingualism. Furthermore, the results of this study reveal that a multilingual country like Indonesia supports its people to use more than one language at the same time. In this study, researchers found there were 59 utterances used by teachers and students consisting of three types of

code mixing. This finding supports Hoffman's theory (1991) which states that there are three types of code mixing, the first is intra sentential, the second is intra lexical, and the third is involving a change of pronunciation. Based on the type of code mixing done by teachers and students, there are 42 utterances for the type of code mixing intra sentential, 14 utterances for the type of code mixing intra lexical, and 9 utterances for the type of code mixing involving a change of pronunciation. Each utterance of intra sentential code mixing used consists of nouns, verbs, adverbs, phrases, pronouns, and adjectives, then for intra lexical code mixing consists of enclitic -nya and prefix -di, while for involving a change of pronunciation there are several words whose pronunciation is changed in the Indonesian phonological structure, for example the word "happy" is pronounced as "hepi"

2. Students' Understanding Towards the Use of Code Mixing

After collecting data from interviews with one of the teachers and nine students at SMAN 6 Barru, researchers found the reason why teachers use code mixing in the English language learning process in the classroom, the first reason is because English in Indonesia is a foreign language so there are still many students who do not have the ability to fully understand English, so that the learning target is achieved the teacher uses English, then another reason the teacher uses code mixing during the learning process is to balance the ability of students, because the ability of students in English is different so that code mixing is an effective solution for teachers so that learning targets are achieved. Furthermore, there are positive and negative impacts

and the use of code mixing, the positive impact that can be generated from the use of code mixing is student understanding of the learning material provided. Students will understand the learning material better, and the KD objectives that the teacher plans can be achieved. Furthermore, in addition to the positive impact, there is also a negative impact of using code mixing, the negative impact is dependence on students, which causes no effort for students in the future to improve their English language skills.

From the results of the interview, it shows that code mixing helps a lot for students whose English skills are still lacking, the average answer that researchers managed to collect said that they like the learning process that uses code mixing, they think code mixing really helps them understand the material being taught, this proves that code mixing not only helps teachers to achieve the learning KD target. Furthermore, there is a time when code mixing is needed in the learning process, from the results of the interview, it shows that the time when code mixing is needed is when the teacher is explaining the learning material, the students will more quickly understand the learning material taught by using code mixing.

Furthermore, there are reasons why code mixing is needed by students in the English learning process in class, one of the most common reasons is because of the lack of students' ability to master English. The use of code mixing certainly makes it easier for students, especially being able to understand every sentence spoken by the teacher when explaining using code mixing, another reason from the interview results found is that code mixing can help to add new vocabulary knowledge, English vocabulary mixed with

Indonesian can be more easily remembered by students. And again, there are differences in understanding the material when using full English during the learning process, this is indicated by the findings from the interview results, the average respondent said that the use of full English during the learning process was not effective, this is because students only understood less than half of the material taught, this means that the use of full English when teaching cannot fully help students understand the material.

Furthermore, there are benefits that can be obtained from the use of code mixing, from the results of the interview it was found that code mixing has its own benefits for students, as previously discussed by researchers, code mixing can help students to better understand the material taught, especially students' English language skills vary, there are students who can understand some of the material taught when using English, but there are also students who cannot capture the meaning of the material taught, so the use of code mixing can compensate for these students' abilities. Then, the results of the interview show that the use of code mixing can improve students' understanding of the material taught, this is evident from the results of the interview which shows that students feel helped by the use of code mixing in the English learning process in class. With the use of code mixing students can improve their understanding in the English learning process in class.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first is the conclusion, which is based on the research findings. The second is suggestions based on the conclusions.

A. Conclusion

In this section researchers can conclude several things about the results of the research and hypothesis testing that researchers have done. At the beginning it was explained that many students sometimes find it difficult when the teacher explains the material using complete English in class, some think that combining two languages during the learning process makes it easier for students to understand, this is conveyed through one of the existing studies that using code mixing in the learning process makes it easier for students to understand the content of the material delivered by the teacher in the classroom.

In this study, the researcher managed to find the results of the existing hypothesis test and previously conducted research at SMAN 6 Barru school by obtaining the validity of the data in accordance with the existing observations. Researchers have collected data using several methods such as observation methods of collecting data by observing students who use code mixes when learning English and using data collection methods with interview methods where respondents and researchers conduct a questions and answers process face-to-face or longhand. By using several data collection techniques, researchers can obtain information from respondents thoroughly.

In the formulation of the first problem, it is explained that there are three types of code mixing used by students of class XII MIPA 2 SMAN 6 Barru, including the type of intra sentential mixing which uses 42 utterances, intra lexical uses 14 utterances of code mixing and the last one involves a change of pronunciation which uses 9 utterances of code mixing. Each of which has several differences and several similarities in the utterances. This has been explained by researchers in the results of previous studies.

While in the formulation of the second problem where researchers explain about students' understanding of the use of code mixing in the learning process. One of the teachers who has been interviewed by researchers stated that the use of English is still non-native, meaning here that English is not a native speaker, nor is it second. But English is still a foreign language, a foreign language, not yet familiar among students so, in order for the teaching target to be achieved so it must use code mixing. Here the respondents still use English so that they remain familiar, and for the Indonesian language so that they can understand what the teacher says. So in this case it can be concluded that the use of code mixing in the learning process can make it easier for students to understand the content of learning and also make it easier for teachers to achieve the target objectives of the existing KD.

B. Suggestion

Based on the results of this study, Finally, the author hopes that this paper will be useful for further research especially for students of English Education Department of Universitas Muhammadiyah Parepare who will basically become teachers. Then, this paper will be present to motivate them in improving their

ability to teach English. This research, the author would like to provide some suggestions that can be considered as follows:

Although most students agree with the use of code-mixing in the classroom, teachers should minimize the use of code-mixing in the classroom. Teachers should speak English continuously to motivate students to speak English. Thus, students will be encouraged to learn English actively. If the teacher continuously uses English, the students will often hear the teacher using English in the teaching and learning process.

In this case, the researcher realizes that the results of this research are far from perfect, so there are still many things that need improvement, both in terms of writing, word selection and some data collection procedures that researchers chose on this occasion. Researchers also hope for feedback or reciprocity that researchers receive from readers to be used as improvements and refinements of some of the shortcomings that exist in this study.

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