

**THE USE OF CODE-SWITCHING AND CODE-MIXING
IN TEACHING ENGLISH AT SMA N 1 PURBALINGGA**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training
of State Islamic University Prof.KH. Saiffudin Zuhri Purwokerto
as a Partial Fulfillment of Requirements of *Sarjana Pendidikan* (S.Pd) Degree**

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MOTTO

“With education you’re given tools to help other people”

-Maudy Ayunda



DEDICATION

I dedicate this thesis to:

My beloved mom, Mrs. Muchsonah

My beloved dad, Alm. Mr. Burhanuddin Zen

My beloved brother, Sa'dillah Haqqi

My Lovely family

All of My Best Friends

Precious self, Ulya Nur Maziyyah



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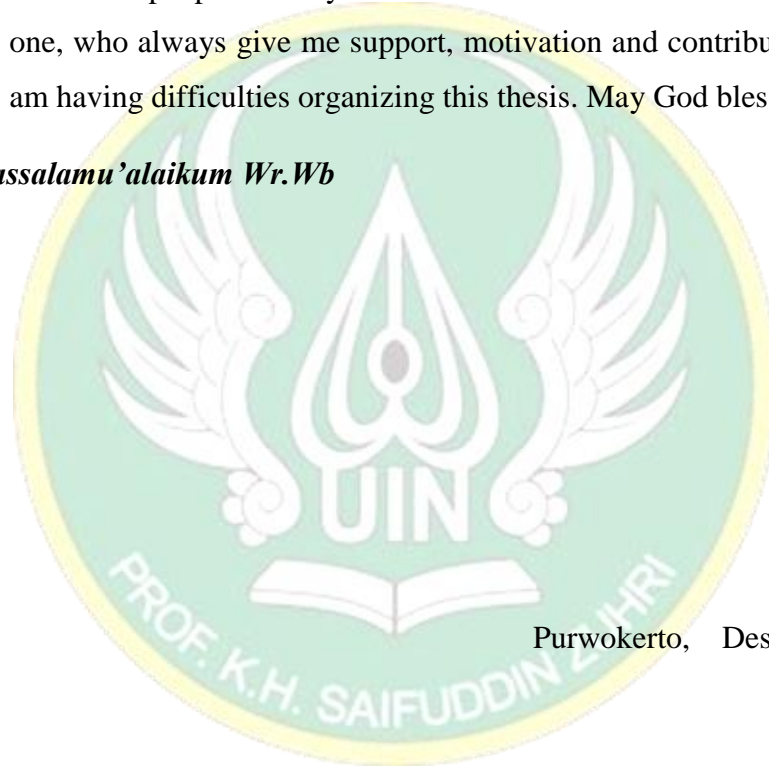
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**THE USE OF CODE SWITCHING AND CODE MIXING IN TEACHING
ENGLISH AT SMA N 1 PURBALINGGA**

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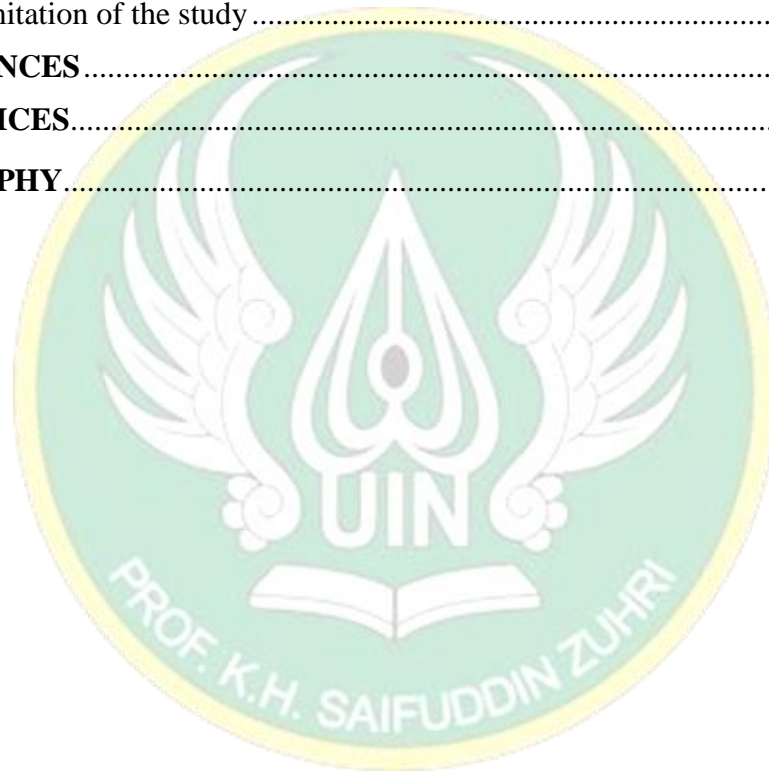
Abstract: English is a foreign language in the teaching learning process in Indonesia. Some students did not feel convenient when teachers use full English in English class. This study aimed to analyze the types of code switching and code mixing, the advantages and disadvantages of code switching and code mixing in teaching English. This is qualitative research and belongs to case study that was conducted in English class of SMA N 1 Purbalingga. Two classes from grade 10th, two classes from grade 11th, and four classes from grade 12th and also four English teachers become the subject in this research. Observation, interview, and documentation are the data collection technique that analyze by using reduction, data display, and conclusion. The object of study is code switching and code mixing in teaching English. In the result of study, the types of code switching used by the teachers in teaching English are Inter-sentential, Intra-sentential and Tag switching. Meanwhile, the types of code mixing used by the teachers in teaching English are Insertion, Alternation and Congruet Lexicalization. Code switching make students felt comfortable to studying English, help teachers to explain or emphasize meaning, help teacher to give best clarification for students, make students focus on learning English, make the students understand more the explanation of the teacher and make students more active in interacting in the classroom. Furthermore, the disadvantages of code switching are limited learning time and make students rely more with the teacher explanations. Code mixing help teacher to find the equal meaning of word when teacher explaining something, helps student's with low English skill, make students to understand the material and improve students English language acquisition. Then, the disadvantages of code mixing are make teacher difficult to build student motivation in learning English, make students assumption to rely on the teacher explanations and distrupts students accents.

Keywords: Code switching , Code mixing, Teaching English

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CHAPTER I INTRODUCTION

A. Background of The Study

English is taught from elementary school to high school level in Indonesia (Komaria,1998). In the 1989 Law, Chapter IX, Section 39, Verse 3, English is specified as a compulsory subject, part of the Basic Curriculum. This is supported by Government Regulation, Number 28, 1990, which states that English is to be taught from the first year of Junior High School or even taught as an elementary school discretion. English has been chosen as the first foreign language in school curriculum. The government hopes Indonesian will become intellectual and skilled people who are ready to face both national and international development (Ramelan,1992). Besides that, in almost all over the world, English has become a foreign language that is widely studied today. 67 nations using it as their official language and another 27 using it as a secondary language. English is more than just the ability to communicate with native English speakers, it is the most commonly used second language in the world. Many countries include English as a second language in their school curricula, and children begin studying English at an early age (Ilyosvna,2020). Including in Indonesia, many people learning English as a foreign language as a subject to be studied both in formal and informal learning. According to As Sabiq (2020) states that right now, many Indonesian people want to study English more in depth for many reasons.

There are four skills in English that students have to learn, they are speaking, reading, listening, and writing. Beside that, there are three components of English; vocabulary, pronunciation and grammar (Kristian,2014). In teaching these four skills, the teacher changes English to Indonesian or sometimes inserts Indonesian into English sentences orally. This is what called code switching and code mixing (Akhtar et al,2016). The situation of moving a language variety to another language

orally or in writing to adapt to a different situation is called code switching (Bhatia and Ritchie, 2012). Meanwhile, Leung (2015) defines code mixing as a combination of two or more linguistic units from different languages in a sentence.

Hudson (1996) argues that "code-mixing" refers to the combination of two separate codes in a sentence that represents the confusion about which code should be employed at its best. The speaker will thus combine the codes in order to have the optimal communication effect. Furthermore, Kachru (in Soewito, 1985) defines code-mixing as the employment of two or more languages by adding components from one language into another. There is a main code or basic code in use in the code-mixing, and the code has the function of autonomy. Other codes that may have participated in the discourse, on the other hand, will be nothing more than fragments with no autonomy function. In conclusion, the teachers could use code switching and code mixing in their teaching English process to accommodate the students' difficulties.

Beside code mixing, there are code switching. According to Fatima (2016), the use of code switching in the teaching and learning process provides students with comprehensible input, especially for lower level students. Another opinion was assumed by Kustanti (2014) she showed that when teachers used code switching in the classroom, engagement improved because the students understood the instruction better. Liu (2018) argues that code switching and code mixing in teaching process will make language learning more effective and meaningful. Both the using of code switching and code mixing alternations in classroom interaction (Akhtar, 2016).

The frequency of using English is very limited to learning and teaching in classroom. Rather than it is used in daily life. As a result, some students sometimes feel difficult and not confident when teachers use full English during the learning process in the classroom. The students found some problems in getting their understanding. The student cannot

understand what are the teacher says, what is the material about and the instruction that teacher provided. In line with this opinion, according to Ocak (2013) and Humaera (2018) stated that, one of the main causes of students being unable speaking English is a lack of self-confident. Another reason is student don't think they would benefit from speaking English in everyday life in school. Meanwhile, Nassaji and fotos (2010),states that in the process of delivering the material, the use of language code switching from English to Indonesian or Indonesian to English has been carried out. This is very useful for students to understand the material.In addition, language mixing can also enrich students' vocabulary.

Then in the preliminary research, the writer observed the process of language learning in English at SMA N 1 Purbalingga. SMA N 1 Purbalingga is one of the favorite schools in Purbalingga district. Because it is a favorite school,in teaching English the teacher could use full English. But apparently not.It was found that when the teacher taught English in class, she doesn't use the English language fully. Because,when the teacher teaches in full English,the students protest. They don't understand. Students will have difficulty understanding the material explained. However,in this case especially in language class, when the teachers used Indonesia and English during English learning in the classroom, or sometimes the teachers and students also used javanese language, their origin language during English discussion, the students more understand the material that explained. The teachers and students can also switch English and Indonesia when interacting with each other in English class. The students were able to combine Indonesian language to convey their ideas and feelings. This could happen when the teacher gives several questions about the material in English but the students answer in two languages, Indonesian and English language.This has the impact of making classroom atmosphere more lively.And also makes the student more active in interacting in class.Because of this, the researchers are curious whether code switching and code mixing used by the teachers.

Finally, according to the explanation above, code switching and code mixing could help teachers in teaching English and make students more understand. For that reason, the study concern to analyzing the use of language code switching and code mixing in teaching English and what the affect of the use code switching and code mixing for students. So, this research entilted **“The Use of Code Switching and Code Mixing in Teaching English at SMA 1 Purbalingga”**.

B. Operational Definition

Operational definition was used in research to minimize /misunderstandings between authors and readers (Suparjo et al., 2020). There are some terms used in this study that need to be explained. So that there is no misunderstanding in the meaning, they are:

1. Code-switching

According to Penelope Gardner-Chloros (2009) Code switching is a variated combination of two or more linguistic variations in bilingual societies and communities. It refers to the use of several languages or dialects in the same conversation or sentence. Furthermore, Muysken's view of code switching refers to 'the rapid succession of several languages in one speech event' (Musyken,2000). In this case, the use of several languages in code switching in one conversation aims to provide an understanding of the interlocutor.

2. Code-mixing

According to Musyken (2000) code mixing to refer to all cases where lexical items and grammatical features from two languages appear in one sentence. It means that code mixing can provide us with a new perspective on key facets of human linguistic capacity and help us comprehend language interaction as the outcome of contact.

3. English Teaching

According to M.Duruji (2014) English teaching is the practice and theory of learning and teaching English for the benefit of people whose

first language is not English. That means teaching English is learning, which includes four skills. Namely speaking, listening, reading, and writing. Apart from that, there are also three basic components that must be mastered: vocabulary, pronunciation, and grammar.

Based on the explanation above, the use of code switching and code mixing in teaching English is the analysis of the combination of the use of two or more linguistic variations, and lexical elements, and grammatical features of the two languages appears in one sentence in the process of learning English at SMA N 1 Purbalingga.

C. Research Questions

Further, in this research, there are two research questions that the researcher used in this study, such as:

1. What type of code switching and code mixing do the teachers use in teaching English at SMA N 1 Purbalingga?
2. What are the advantages and disadvantages of code switching and code mixing in teaching English at SMA N 1 Purbalingga?

D. Objectives of The Study

1. To analyze the type of code switching and code mixing that the teachers use in teaching English at SMA N 1 Purbalingga.
2. To analyze the advantages and disadvantages of code switching and code mixing in teaching English at SMA N 1 Purbalingga.

E. Significance of The Study

- a) Theoretical Significance
 - 1) The research can provide more knowledge about the use of language code switching and code mixing in teaching English at SMA N 1 Purbalingga.

2) The research can provide more knowledge about the advantages and disadvantages of language code switching and code mixing in teaching English at SMA N 1 Purbalingga.

b) Practical Significance

1) For Teachers

This result was expected to improve teacher quality in teaching English at SMA N 1 Purbalingga.

2) For Researcher

For the researcher, the outcome of this study could be helpful as a reference for the other researchers with the related issue.

3) For The Reader

This research will provide theories about code switching and code mixing

F. Structure of Research

In the research, it should be essential to think about the systematic of the research. In this research, there are five chapters as the structure of the research, such as:

Chapter I displays the introduction, which includes the background of the study, conceptual definitions, research questions, purposes, benefits of research, and research structure.

Chapter II displays a literature review, which includes the theoretical framework and the review of related literature based on theoretical research in code-switching and code-mixing.

Chapter III displays the research method, including the research methodological approach, design of research, sources of data, how to collect the data by the researcher, and the technique of analyzing the data.

Chapter IV presents the result of the research, including the findings that are in the research and discussion.

Chapter V presents the conclusion and suggestions of the research

CHAPTER II

LITERATURE REVIEW

A literature review is a critical, analytical, summary and synthesis of the current knowledge of a topic. It should compare and relate different theories and findings. And also have a particular focus or theme to organize the review significantly important to that focus (Harvey,2010).

A. Code-switching

1. Definition of Code Switching

Code-switching refers to an oral communication situation in which one language and or dialect is switched for another language and or dialect. According to Thelander in Chaer & Agustina (2010), code-switching is the employment of two or more languages by a speaker in the same communication event. According to the statement, code-switching is a linguistic technique that consists of two or more languages spoken by the speakers in the same conversation. The same definition was explained by Hymes in Waris, Hymes states that code switching is away of bilinguals who use two or more languages in the same conversation (Waris,2012). Furthermore, Bullock and Toribio (2009) argue that code switching is the effort of bilingual to alternate between their two languages. So, in literal meaning, code switching is the change process of language into another language within the identical utterance from two distinct grammatical structures. In this situation, code switching occurs whilst the after speaker has completed a sentence, and switches to some other language within the next sentence. These switches of different languages are often sentences, however they also can be phrases, clauses, or large units.

In the language learning context, code switching is a strategy of the teacher to develop students language skill and emphasize the meaning by switching language from one language to another. When the teacher teaches a foreign language in class, code-switching becomes a strategy for students to acquire in order to improve their English skills. The teacher

utilizes target language to convey the content at the beginning of the meeting, then switches back to Indonesia to ensure that the students understand. When constructing and transmitting knowledge, teachers felt that it is important to use language that students understand, and using code switching was sought as a strategy that teachers used to accommodate that purpose. The learner uses the target language as much as possible but refers to their native language for any element of an utterance that they cannot generate in the target language. Here the writer adds some an example of language code switching below this for making it clear that the term was defined above.

Teacher : “ Open the book on page 22, silahkan dibaca dengan seksama dalam waktu 15 menit”.

Students : “Yes Mrs.”

Teacher : “According to the text that you read, what does the text mean? Do you understand? Apa maksud dari teks tersebut? Ada yang bisa jelaskan ?

From the example above, the teacher uses code switching in the Indonesian language in one utterance. So, that is code switching implementation that switches one language to another in one sentence.

2. Types of code switching

Poplack states there are three types that people use in language code switching. Inter-sentential Switching, Intra-sentential switching, and Tag switching (Poplack, 2000).

a. Inter-sentential switching

In which a change of language occurs at the sentence levels, where each clause or sentence was in one language or the other. In inter-sentential switching, a speaker switches from one language to another between different sentences. This implies that when a speaker of an individual was divided into sentences, one sentence will be in one language while the other sentence will be in a totally different language.

According to Ansar (2017). Inter-sentential switching is a change of language occurs at sentence levels, where each clause or sentence is in one language or the other. In their book, Bullock and Toribio (2009) defined Inter-sentential switching is a code switching with the switch of language that occurs in between sentence or utterance. In line with that, Jinxia states that Inter-sentential switching occurs at a clause or sentence boundary (Jingxia, 2010). In other words, inter-sentential code-switching refers to the code-switching that occurs between two different languages. For example :

Teacher : “He is sick also. Please tell Adam that he already missed our meeting twice because of sick, last week he didn’t come also and today. Nanti tolong bilangin yah”.

b. Intra-sentential switching

In this type, the speaker switches from one language to another in the same sentences. Thus the sentence will consist of two language. Intra-sentential displacements were found when a word, phrase, or clause, of a foreign language, is founding a sentence in the base language.

According to Poplack (1980), intra-sentential code-switching refers to the switch from one language to another within a sentence that incorporates syntactic units such as words, phrases, or clauses. Appel and Musyken (2006) provide a similar definition, arguing that intra-sentential flipping occurs within the context of a sentence or clause. An example of intra-sentential code-switching is presented below.

Teacher : “Only once berarti hanya sekali saja”.

c. Tag switching

The tag switching occurs when bilingual inserts a short statement (tag) from another language. Tag switching involves inserting a short tags in one language into a speech if not completely in another language. Where certain tags and phrases in one language are inserted into speech or vice versa in other words.

Ansar,(2017) states that tag-switching is a tags and certain set phrases in one language are inserted into an utterance otherwise in another. Then, according to Holmes was cited in Prabaningtyas (2016) that tag switching is the switch of an interjection, sentence filler in the other language that serves as an ethnic identity marker (Prabaningtyas, 2016), for example:

Teacher: “benar, that’s a good answer”!

3. The Use of Code-switching in learning

In daily activities, we need code switching to convey the meaning of the word that the speaker wants. The implementation of the use of code switching is also used in the learning process by teachers. It is related to Ansar article states that lecturers can also use language code-switching to become learning strategies to develop students' proficiency in English (Ansar, 2017). Furthermore, we could know that language code-switching has a function in language learning. According to Fachriyah (2017), language code-switching provides several functions in language learning. Clarification, testing for understanding, translation, explanation, questioning, reiteration, emphasizing the message, generating interferences, providing feedback, and building vocabulary are examples of these functions. Class management and memorization in addition to entertainment (Fachriyah, 2017). Therefore, Rika Novianti and Said in their research stated that there are six uses of code switching in SMK Plus Pelita Nusantara and SMK Metland School Bogor; reiteration, message qualification, personalization, referential, expressive, and poetic (Rika Novianti and Said,2021). So, the use of code-switching in language learning by teachers to maintain the student’s understanding, repetitive function, and the other uses of code-switching in learning.

4. The Advantages and Disadvantages of Code-Switching

Code-Switching in learning process for teachers or students has advantages and disadvantages. Code-switching and code-mixing is necessary in the English learning process in order to avoid the ambiguation

in understanding the learning materials (Fanani and Ma'u,2018). In line with that, the use of code switching are the good way for true learning to student. When teachers used Code-Switching in the classroom engagement was improved because the students understand the instruction better (Kustanti,2014). According to Metila (2009), code switching improves class engagement by creating a comfortable environment in which students perform substantially better. Abad (2005) agrees with Metila that code switching is an effective filter that shows good relationships and fosters an informal atmosphere in the classroom between teachers and students,resulting in a more democratic and critical learning environment for students. In line with that, according to Ma'rufah (2014) states that managing class to be well constructed classroom environment have impact on student's behaviour and achievement in a comfortable situation, and encourage student's to be motivated in the classroom interaction. Jacobson (1990) argues that socio-psychological factors have a key role in code switching in a bilingual classroom. He also claims that code switching allows speakers to express themselves better as well as convey pragmatic connotations, In essence, according to Metila (2009), implementing code switching in the classroom generates a good atmosphere.

Moreover,there are also negative side of the function toward the teaching and learning process. On a logical note, educators and linguist debate whether code switching supports or hiders learning, arguing that when a child's two languages are both underpreloved, he or she maybe unable to function using the school curriculum in either language (Baker,1995). Palmer (2009) states that many multilingual speakers believe that code switching is a sign of linguistic weakness or inadequancy,and many bilingual teachers work hard to combat this belief. When code switching occurs in their courses, Palmer further states that code switching is a source of trouble only when one part is not used to the meanings of the words or phrases used in all languages. As a result, if a

child learns a new language, this will certainly affect his academic achievement. Baker (1995) responds to this topic by stating that if a child switches from a minority language to majority language, his academic achievement can decline. In this case, if children believe that their minority language, parents, home, heritage, and culture have been rejected, they may feel abandoned, have low self-esteem, and lack academic confidence. Besides that, Kustanti (2014) argues that students may get used to code-switching can decrease the willingness of the students to speak English. Another opinion from Sakaria and Priyana, (2018) states that excessive use of code-switching in EFL classroom may make students overly dependent. They encouraged teachers to use Code-switching cautiously, so that it can facilitate learning. So, those are all the function of code-switching related to language learning.

5. The Reasons of The Use of Code Switching

Malik (1994) in his book "Sociolinguistic: A Study of Code switching" described ten reasons of people do the code switching:

a. Lack of facility

According to Malik (1994), bilinguals or multilinguals often explain that they code switch when they cannot find an appropriate expression or vocabulary item or when the language of conversation does not have the particular word needed to carry on the conversation smoothly. He offers the example of 'Charan Sparsh' (touching feet) that does not convey the same meaning in the speaker's code as it does in Hindi. The reason why the speaker switch language is probably culturally conditioned.

b. Lack of register

When speakers are not equally competent in the two languages and when the speakers do not know the term in the two languages, then code switching occurs. For Example, English College students often use code switching by changing the language from Indonesian into English. In fact, the students use code switching to interact when they speak to their lecturers, audience in their class, native speaker, etc.

c. Mood of the speaker

Malik (1994) states that usually when bilinguals are tired or angry, code switching takes place with a new dimension. This means when the speaker is in the right state of mind, he can find the appropriate word or expression in the base language.

d. To emphasize a point

Code switching is also used to emphasize a point. Gal (1979) reports several instances, in which at the end of an argument, do not only help to end the interaction but may serve to emphasize a point.

e. Habitual experience

According to Malik (1994), code switching often occurs in fixed phrases of greeting and discourse markers.

f. Semantic significance

Gumperz in Malik (1994) states that switching at a particular moment conveys semantically significant information. It is a communicative resource that builds on participant's perception of two languages. Lexical choice conveys meaning during code switching.

g. To show identity with a group

Di Pietro (1997) reports that Italian immigrants would tell a joke in English and give the punch line in Italian, not only because it was better said in Italian but also to stress the fact that they all belong to the same minority groups with shared values and experiences (cited in Malik 1994).

h. To address a different audience

Malik (1994) states that code switching is also used when the speaker intends to address people coming from various linguistic backgrounds. For example, in India the television announcer uses Hindi as the national language, but the announcer often switches Hindi into English. The announcer also often repeats the news which he said before in Hindi into English for people in south India, because people there mostly do not know Hindi.

i. Pragmatics reasons

Sometimes the alternation between two languages is highly meaningful in terms of the conversational context (Malik,1994). Gumperz (1970) also notes that switching may emphasize varying degrees of speakers involvement.

j. To attract attention

Malik (1994) shows that in advertisement (in both written as well as in spoken) in India, code switching is used to attract the attention of the readers or listeners. For example, when the non English reader reads a newspaper, his attention automatically drawn to the language background where he originates from. A similar situation prevails in advertisements that involve audio and video output.

B. Code-Mixing

1. Definition of Code-Mixing

Kachri (1985) define code-mixing as the use of two languages or more by means of inserting the elements of one language to another. In the code-mixing, there is a main code or the basic code in use and the code has the function of autonomy. On the other hand, the other codes that might have been involved in the conversation will be mere fragments without any function of autonomy. Thelander in Chaer (1994) state that code-mixing will occur if phrases or clauses that have been involved in a conversation consists of mixed phrases or clauses and each phrase or clause does not support their own function.

Many people have trouble distinguishing between code-mixing and code-switching. Ansar (2017) mentioned that it could see the difference between code-mixing and code-switching from the function to identify between code-mixing and code-switching. Code-switching is a type of language that is used for specific reasons. Meanwhile, code-mixing employs linguistic components from another language that are most likely required within a single sentence (Ansar, 2017). Also, the distinction between code-switching and code-mixing. Code-mixing combines components from all linguistic levels units ranging from a lexical item to

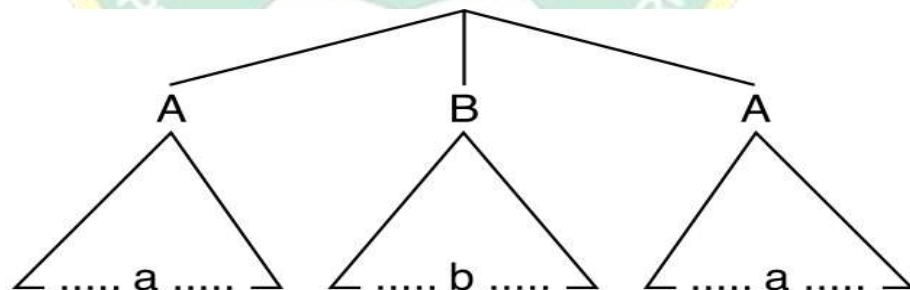
a sentence. Code-switching is the alternative to using two languages within a single discourse or in sentence boundaries (Kim, 2006). For the example: Teacher : “For the midtest will be done offline next week .Test bersifat closebook.You should rajin membaca materi that I have been taught in the classroom’.”

2. Types of Code-Mixing

According to Musyken states that the patterns or the process of code-mixing have been found in the field in three forms; insertion, alternation, and congruent lexicalization (Musyken, 2000).

a. Insertion

Insertion is a kind of code mixing occurs within a word boundary or occurs when lexical items from one language are incorporated into another. According to Fanani and Ma’u (2018) states that code-mixing is the act of inserting the materials in the form of both lexical elements and constituents of a language into the structure of different language. Furthermore, Musyken (2000) states that insertion could appear at various levels. In the field, the use of insertion usually was appeared in code mixing. There is the structure insertion in the sentence for reader to know more.



Picture 1.1 Insertion

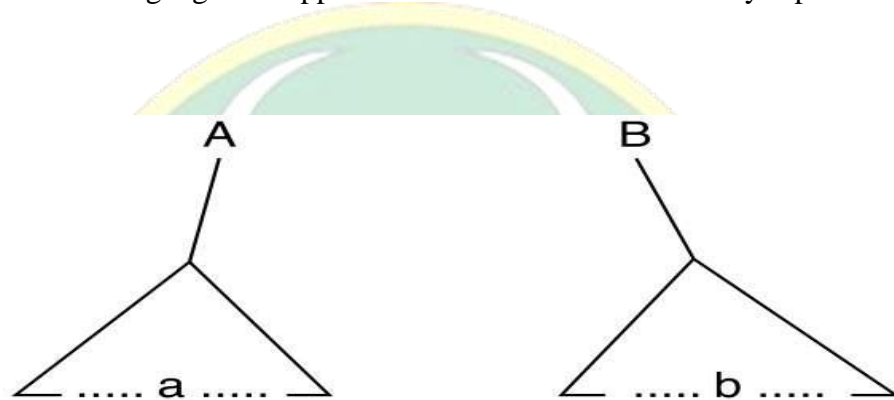
According to the figure above shows about the structure of insertion in one sentence. The branch of “A” usually is in first language and the branch of “B” usually is in second language. The branch of “B” occurs between branch of “A”.

For example :

Teacher : "I give 20 minutes for you untuk membaca the journal."

b. Alternation

Musyken described alternation as a frequent occurrence, a combining approach in which the different languages in the phrase stay relatively distinct. This form of mixed code appears when there were changes in the structure of two different languages, both grammar and vocabulary systems, which are not easily detected because they have merged into one utterance in a conversation (Musyken, 2000). In other words, there are two different languages that appear in one sentence and are relatively separate.



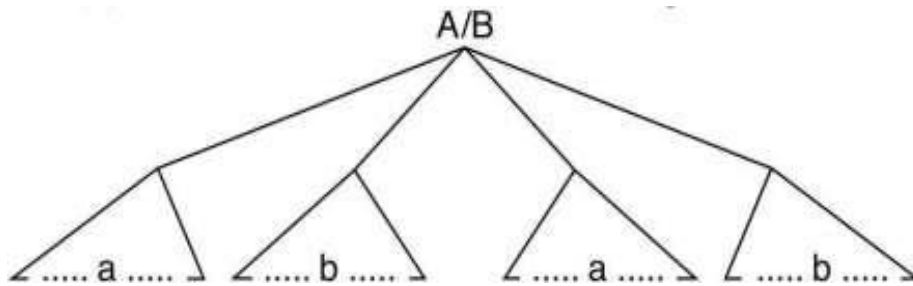
According to the figure above shows about the structure of alternation in one sentence. The branch of "A" usually is in first language and also the branch of "B" is in second language.

For example:

Teacher : "Good morning everyone, bagaimana kabar kalian hari ini?"

c. Congruent Lexicalization

Musyken (2000) argues that congruent lexicalization describes a situation in which two languages have grammatical differences that can be lexically filled with components from either language. This form of mixed code appears when speakers combine two different grammatical systems without changing the structure by inserting non-numerical lexical forms from the two languages. In other words, congruent lexicalization was a form of code mixing in an utterance that contains a variety of words from different languages but can still be available.



Picture 1.3 Congruet Lexicalization

According to the picture above, shows that he branch of “a” usually fill with the lexical item from first language and the branch of “b” fill with the lexical items of the second language. Both of the branch ‘a’ and ‘b’ have been filled in the utterance. For example :

Teacher : “This book bisa kamu pakai as a reference for your thesis agar lebih kuat”.

3. The Use of Code-Mixing in learning

When the speaker speaks, code-mixing occurs naturally. The code-mixing occurred both within the phrase and at the lexical level. People mix their first language with a variety of foreign languages. This has an impact on the use of code-mixing. Several studies on the usage of code-mixing have been conducted in the scientific field. According to Novianti and Said (2021) states that the use of code-mixing is to get the students' attention and get them to talk about a specific issue. The teacher employed code-mixing in the classroom teaching-learning process to get or keep the students' attention to learn. When the teacher used a variety of languages to give the lesson, the students paid more attention to what was taught. It makes it easier for students to understand the lesson. The teacher also used it to create a warm environment in the classroom, which aids the teacher in developing a learning relationship with the students. Switching from Indonesian to English or vice versa serves several purposes, including reiteration, message qualification, referential function, expressive function, and poetic function. The purpose of mixing Indonesian and English is to draw students' attention to learning. Then, Fanani & Ma'u suggested that code-mixing is to create established equivalence, to give the impression of being trendy (Fanani & Ma'u,2018).

4. The Advantages and Disadvantages of Code-Mixing

Code-Mixing in learning process for teachers or students has advantages and disadvantages. Nguyen, Grainger, and Carey (2016) agree that code-mixing can improve language acquisition. Code-mixing is especially valuable in an increasingly multilingual world where translation and interpretation are quite useful, and it should not be dismissed as poor language usage (Nguyen, Grainger, & Carey, 2016). Lu (2014) states that code-mixing represents a lack of language skills. According to his findings, "moderate usage of code-mixing is by no means deleterious to L2 learners," Code mixing and Second Language Development, and "the use of code-mixing has no bad effects on the users' mother tongue" (Lu, 2014). According to Makulloluwa (2013), code-mixing can be used to lower students affective filters, which in turn helps facilitate language acquisition. Makulluwa (2013) notes that code-mixing has the potential to create a classroom environment that is more conducive to language learning (Makulloluwa, 2013). According to Moetia et al (2018) code mixing is a good strategy to help language learner highlight the grammar rule in the foreign language. The teacher use code mixing to emphasize grammatical rules in a foreign language into their first language, to make students know the same grammar rules in their first language

Moreover, code-mixing has a negative effect in their implementation. Related to Kustati (2014) states that if code-mixing is used too much, it can affect students' motivation in foreign languages (Kustati, 2014). Additionally, code-mixing can have an adverse effect on a speaker's accent in a language (Goldrick, Runnqvist, & Costa, 2014). One's accent can become even less native, like when mixing two languages with very different phonology, "as speakers tend to follow the dominant phonology of the language they speak" (Hsueh, 2013). So, that is the disadvantages of code-mixing.

5. The Reasons of The Use of Code Mixing

Saville Troike (1986) in his book “The ethnography of communication: An introduction” described some reasons of people do the code mixing:

- a. To soften or strengthen request or command

One of the functions of code mixing for Indonesia people is as a request because English is not their native language, so it does not sound as direct as the Indonesia language. However, code mixing can also strengthen a command since the speaker can feel more powerful than the listener because they can use a language that some people cannot use.

- b. Real lexical need

Due to the lack of equivalent lexicon in the languages is the most common reason to mix the language of a bilingual or multilingual person. When bilingual or multilingual an English-Indonesia has a word that is lacking in English, it will be easier to say the word in Bahasa Indonesia. Rather, when he has a word that is lacking in Bahasa Indonesia, he will use the English term. If it is out into Bahasa Indonesia, the meaning will be vague, and sometimes would not be used.

- c. To exclude other people when a comment is intended for only a limited audience

Sometimes not all people want to communicate with other people but they want to communicate only to specific people or communities they belong to. People may try to exclude some people by using the language that not everybody knows. To avoid disruption objected to their communication.

C. Teaching English language

1. The definition of Teaching

Teaching is an interactive process between the teacher and the students. The term of teaching can be defined as a process of knowledge transfer from one person to another. There are several definitions from some experts, those are from Bennion (2015) stated that teaching is the

process of training and individual though the formation of habits, the acquisition of knowledge, the inculcation of ideals, and the fixing of permanent interests. Karolina Lesiak (2015) states that teaching is a didactic process in which both the teacher and the student engage, with the primary purpose of promoting and supporting learning. According to Edmond Amidon (1967) cited in Suresh (2014) has defined the teaching as an interactive process, primarily involving classroom talk which takes place between teacher and pupils and occurs during definable activities.

Brown (2007) states teaching is the process of guiding someone to study in order to providing knowledge to understand about something. He also states that teaching is the process of guiding and facilitating learning. Teaching also enables the learners to learn and setting the condition for learning. It means that teaching cannot be separated from learning. The teachers' understanding of what learning will determine his or her understanding of what teaching is. Teachers' understanding of how students learn will determine the teacher's philosophy of education, teaching style, approaches, methods, and the classroom techniques (Brown, 2000). In the foreign language teaching, there is an obligation for the teacher to provide exposures to the language and opportunities for learning through classroom activities (Cameron, 2001). Teachers are expected to be able to provide a good classroom atmosphere for the learning process. Based on the statements above, language teaching and learning involves a lot of aspects in order to get a success. Teachers are expected to be able to set the objectives and modify their teaching style in order to accommodate the learners' needs.

Therefore, it is important for teachers to know the purpose of the teaching. Rivers (1981) argues teaching objectives as follows:

- a. To develop the student's intellectual through the study of another language.
- b. To increase the personal culture of student's through the study literature and philosophy to which the new language is the key.

- c. To increase the student's understanding the language functions and to bring them through the study of another language, and to a greater awareness of the function of their own language.
- d. To teach students to understand reading content in another language, so they may keep abreast of modern writing, research, and information.
- e. To give students the expressing themselves through other frameworks, linguistically, kinetically, and culturally.
- f. To make students have a better understanding by providing insight the life and way of thinking of the people who speak the language they are learning.
- g. To provide students with the skills that will enable them to communicate orally and in writing, in personal or career contexts, with the speakers of another language who have also learned this language.

In teaching and learning process, teacher is responsible for the success of learning. The teacher should pay attention to everything that the learners need, so teachers may play some roles in setting some roles, setting the conditions for effective learning. According to Brown (2001), teachers have some roles in the classroom, those are:

- a. Teacher as controller

Controllers determine what the students do. When they should speak, and what the language forms they should use.

- b. Teacher as director

When students are engaged in either rehearsed or spontaneous language performance, teacher as director should keep the process flow smoothly and efficiently.

- c. Teacher as manager

Manager is someone who does not only plan the lesson, modules, and courses, and how structure the larger segments of classroom time, but also allows each individual player to be creative within those parameters.

- d. Teacher as facilitator

A teacher facilitates the process of learning, making the learners easier to study, helping them clear away roadblocks to find shortcuts to negotiate rough terrain.

e. Teacher as resource

The implication of the resource role is that the students take the initialization to come to the teacher. The teacher is available for advice and counseling when the student faces it.

2. The definition of English language teaching

There are some definitions of language. Language is a systemic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks, having understood meanings (Brown,2000). Merriam (2003) states that language is a complex way which is the media to communication that develops with spontaneously. A language is defined as follow:

- a. Language is organized.
- b. Language is a collection of illogical symbols.
- c. Although they may also be visual, these symbols are mostly spoken.
- d. The symbols are understood to correspond to customary meanings.
- e. Communication is carried out using language.
- f. A speech community or culture exists where language is used.
- g. Language is fundamentally human, albeit it may not just be so.
- h. Language acquisition is largely the same for everyone, and both language and language learning share common traits.

English Language Teaching (ELT) is the practice and theory of learning and teaching English for the benefit of people whose first language is not English. However, language teaching is hence a complex issue, encompassing sociocultural linguistics, psycholinguistics, as well as curricula and instructional dimension (Gabriella Kovacs,2017). Lynne Cameron (2005) states that regarding foreign language learning, several experts have stated teaching a foreign language is any activity on the part of one person intended to facilitate the learning by another person of a

language which is not his native language. In the foreign language teaching, there is an obligation for the teacher to provide exposure to the language opportunities for learning through classroom activities.

English Language Teaching has been changed in several parts. ELT (English Language Teaching) fundamentally has been changed in several times. The methods in ELT such as silent way, authentic approach, audio bilingual, etc (Khani & Hajizadeh, 2016). According to Patel & Jain (2008), In this modern era the use of English in teaching and learning related to four skills, there are listening, reading, speaking and writing. There are several standard qualities of English teacher based on Patel & Jain (2008) :

- a. Must be English lover.
 - b. Must be fluent in both the English language and literature.
 - c. Must be familiar with a variety of English teaching methods.
 - d. Should be able to teach methodically and systematically.
 - e. Must be familiar using multiple media, engaging student motivation, making students interested in the learning process, and organizing all activities.
3. Skills in Teaching English
- a. Listening

Listening is a major component in language learning and teaching. The importance of listening in language learning can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language (Brown, 1994). Successful listening can also be defined by the methods employed by the listener. Strategies are the methods through which a learner approaches and manages a task, and listeners can be taught effective methods of approaching and managing their listening. Buck (2001:104) identifies two kinds of strategies in listening:

1. Cognitive strategies; is a mental activities related to comprehending processing of linguistic and non linguistic input

2. Metacognitive strategies; is a conscious or unconscious mental activities that perform an executive function in management of cognitive strategies.

b. Reading

Reading is a complex cognitive process of description signs in order to create or originate meaning (Purcel et al,1997). It is a way of language acquisition, communication, and sharing information and ideas. Meanwhile, Widdowson (1979) cited that the definition of reading in Goodman (1967) is basically a specific comprehension of discourse strategy. Grabe (2009) states that definition of reading is a complex combination of process, including a rapid and efficient reading process, a comprehending process, an interactive process between reader, text and writer, a strategic process, a purposeful process, an evaluative process, a learning process, and a linguistic process. Reading is very important to increase students's knowledge and information in learning foreign language. The teachers has to be more concern in teaching reading. In teaching reading, the teacher have to concern about the material that is used. The topic and type of reading texts are worth considering too. The topic and reading texts should depends on who students are. If students are junior high school students, reading recount maybe a priority. According to Cahyono et al (2011;65), teaching reading is more influenced by interactive strategies. Teachers teach skills directly, especially in the beginning and provide plenty of opportunities for the students to experience by having them read whole books. In this regard, the teaching of reading indicates process interactive models of reading. In the classroom, the teacher have to decide what the purpose in reading will be done. If the purpose of reading that will be done is pleasure, the topic of reading text can be free, such as recount text. The teachers can focus explicitly on the use of such strategies to give students confidence in reading and to assist them to increase their use over time. Language problem in reading can be supported by assisting learners to develop a

wide vocabulary (Nation, 2006), including the strategic use of dictionaries where necessary (Grabe and Stoller, 1997).

c. Writing

Writing is fundamental for academic success. One of the problems for many writers, both in first and second language writing, is knowing how to shift their writing from the forms of language that are used in speaking to the more formal requirements of the written medium (Palgrave Macmillan, 2018). Teaching writing as a productive talent requires teachers to direct students to express themselves in written form and requires more components of abilities, which are different from speaking, such as utilizing appropriate words, right sentences, and perfect spelling. Both teachers' instructional methods and their views on writing have evolved over time. According to Dewianka (2001) argues that teachers can use the concept of the mode continuum to scaffold their learners' writing towards more formal written discourse, and to teach learners the importance of features such as internal reference, and nominalisation in writing.

d. Speaking

Speaking is a productive skill in oral world (Marriam, 2011). According to David Nunan (1991), mastering art of speaking means the single most important dimension of studying a second language and success in terms of the competence to carry out a conversation in the language. Based on that statement, it can be concluded that speaking is the activity to perform productive skill used oral world to communicate. Mastering speaking must be considered four abilities. Namely grammar, vocabulary, comprehension, fluency, and pronunciation. Goh and Burns (2012) argue that speaking is a 'combinatorial language skill'. To develop speaking competence, learners must acquire knowledge of language system and communication strategies that enable to manage and negotiate rapid communication. There are several weaknesses in learning English as a foreign language, especially in speaking skills, such as limited

knowledge of grammar, vocabulary and phonology (Tornbury,2012). There is an approach to teaching speaking systematically called 'holistic' consist of seven steps: focus on speaking, giving guidance input and planning, perform speaking tasks, focus on discourse, skills and strategies, repeating speaking tasks, encourages reflection performance and facilitate feedback on learning (Goh and Burns,2012).

4. The Components of English Language Teaching

a. Vocabulary

Vocabulary is basic component in English. Vocabulary is a group of words that are listed in dictionary and have meanings. In learning vocabulary, students asking questions about some words. What is the word mean and how to pronounce the word correctly (Cameron,2001).

Meanwhile, Richard states several things of knowing word means to the learner:

1. Understanding the degree of possibility of encountering the word in speech.
2. Understanding the constraints on the use of the word based on function and situation.
3. Understanding the word syntactic behavior.
4. Requires the related between word and other word in language.
5. Understanding symantic value of a word.
6. Understanding difference meanings of a words.

(Richards,1976:83 in Read,2000:25)

b. Grammar

Grammar and vocabulary are components that should be mastered in teaching learning process of language. According to Harmer (2001) states grammar is the words that can change their forms and can be combined into sentences in the language. Cameron (2001) states several point in teaching learning grammar, as follow:

1. Grammar is needed to express the exact meaning in discourse.

2. Grammar is strongly tied to vocabulary in learning and utilizing language.
3. Grammar learning can develop from linguistic chunk learning.
4. Grammar can be taught without technical terms.

c. Pronunciation

Pronunciation is very important to successful communication. According to Gilakjani (2012), Pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating the word when it is pronounced wrongly. Meanwhile, Dalton in Hasan (2014) defines pronunciation as production of important sounds that are used as a tool to express meaning in the context of use.

From this explanation above, it can be concluded that pronunciation is the way a person pronounces a word or language.

5. Teachers problem in teaching English

a. Lack of vocabulary.

Hasan (2016) states that one of the most challenging task students encountered is mastering vocabulary. According to Maruyama (1996), as reported in Hoa and Mai (2016), the explanation for pupils' lack of vocabulary is because students believed that they did not need to know the terms because they were rarely if ever utilized in their daily lives. Thus they have no drive to learn the words. As a result, students in an English foreign language situation are limited by their grasp of the target language's grammar and vocabulary (Chung, 2016).

b. Lack of English exposure.

Teaching English as a foreign language is a challenging duty in places where English has inadequate exposure. Lack of English exposure also reduces the opportunity for students to use English. Khan (2011) argues that the lack of English purposes demotivates students to practice and understand English due to their insufficient background knowledge of English. Moreover, it gets more difficult for teachers to encourage students

to be enthusiastic about using English due to the lack of exposure (Khan,2011).

c. Linguistic problems.

Mukattsah (1983) categorized English teaching challenges that are encountered into two; first, most inaccuracies are made regarding the pronunciation, morphology, syntax, and spelling. Second, most students have difficulty expressing themselves when using English. Khan (2011) states that specific problems connected to pronunciation, stress and intonation become problems for students. As a result, these linguistic problems are found in all language skills, making students unmotivated to practice a target language. Another linguistic difficulty is first language or mother tongue interference. Both teachers and students frequently use their mother language, which influences their English performance (Fatiloro,2015).

d. Psychological problem.

According to Pande (2013) said that a common misconception among students is that English is the most difficult of all subjects. Similarly, Fatiloro (2015) states that the most difficult aspect of teaching English as a foreign language is dealing with students' negative attitudes toward practice. For example, students may be afraid to speak in front of their classmate, particularly if a competitive student is present. Student's motivation and learning attitude toward the English language can be affected by such psychological difficulties.

D. Previous Studies

In this research, the writer has found several studies that were relevant to the present research. The relevant studies are :

The first, the journal article entitled "*The Use of Code Switching and Code Mixing in English Teaching Learning Process*" was written by Rika Novianti and Mashadi Said (2021) from Universitas Indraprasta PGRI. The result of the journal are ; the writer conducting the research because the writer wants to prove whether these codes are useful for

teachers in teaching English. To know and describe whether the occurrence of code switching and code mixing in teaching learning process of English in the classroom at SMK Metland School at Kota Taman Metropolitan Cileungsi and SMK Plus Pelita Nusantara, which located at Golf Cibinong district of Bogor. According to this study, the distinction between this study and the researcher's study are what codes are useful for teachers in teaching English at senior high school. Meanwhile, the researcher's study focused on the types of code switching and code mixing in teaching English and its advantages and disadvantages. Although, the similarity of the studies was basically the use of language code switching and code mixing in learning.

The second, the journal article entitled "*Code-switching and code-mixing in English learning process*" was written by Ahmad Fanani and Jean Antunes Rudolf Zico Ma'u (2018) Sekolah Tinggi Ilmu Kesehatan Kesetakawanan Sosial Indonesia and Universitas Senata Dharma. The results of the journal article are; the code switching and code mixing phenomenon within the English learning process in Grade XI of MA KHAS Kempek Cirebon consist of insertion, alternation and congruent lexicalization. And Fanani found the causes behind the use of code switching and code mixing within the English learning process in Grade XI of MA KHAS Kempek Cirebon. There are : (a) conversation habit (the influence of the first and second language), (b) absence of or difficulty to find established equivalence, and (c) impression of being modern (Fanani and Ma'u, 2018). According to this study, the distinction between this study and the researcher's study are the study above was focus in what is the causes behind the phenomenon. Meanwhile, the researcher's study focused on the types of code switching and code mixing in teaching English and its advantages and disadvantages. Although, the similarity of the studies was basically in senior high school level and the the studies was basically the use of language code switching and code mixing in learning.

The third, the journal article entitled “ *Teacher’s use of code switching in EFL classroom and its functions*” was written by Indah Puspawati (2018) English education department of Universitas Muhammadiyah Yogyakarta. The results of the journal article are ; first, research reported that teacher often used code switch to first language when teachers explain complex concept to the students as grammar, new vocabulary, and the content of the textbook. Teachers were reported to use code switching in order to help students understand the English text better. When constructing and transmitting knowledge, teachers felt that is important to using code switching was sought as a strategy to accommodate that purpose. Second, teachers often used code switching to give instructions, to regulate students behaviour and maintain the flow of the class. And lastly, teachers also use code switching for affective functions such as building interpersonal relation with the students in the classroom. According to this study, the distinction between this study and the researcher’s study are the study above was focus in the use of code switching done by Indonesian teachers in university context and explore the functions of those code switching in teaching and learning process. Meanwhile, the researcher’s study focused on the types of the use of code switching and code mixing in teaching English at senior high school and its advantages and disadvantages. Although, the similarity of the studies was basically in senior high school level and the studies was basically the use of language code switching and code mixing in learning.

The fourth, the journal article entitled “An Analysis of Code Mixing and Code Switching used by Teacher and Students in English Class” was written by Istia Nur Fadillah and Yuli Astutik (2020) from English education study program Universitas Muhammadiyah Sidoarjo in 2020. The results of the journal article are ; the writer conducting the research because the writer wants to analyze the use of code switching and code mixing by teacher and students in eight grade at SMP Muhammadiyah 5 Tulangan. And also the factors that make them use code switching and

code mixing. According to this study, the distinction between this study and the researcher's study are the study above was focus in the kinds of code switching and code mixing by teacher and students in English class and the factors that make the teacher and students use code switching and code mixing. Meanwhile, the researcher's study focused on the types of the use of code switching and code mixing in teaching English at senior high school and it's advantages and disadvantages. Although, the similarity of the studies was basically in senior high school level and the the studies was basically the use of language code switching and code mixing in learning.



CHAPTER III RESEARCH METHODOLOGY

The discussion in this chapter is about the method of research and how the researcher or the writer did the research to answer his research questions. The research questions in this research are two research questions. Research method is a scientific way to get the data with the certain purpose (Sugiono,2015). Then, the discussion in this chapter includes the types of research, the sources of data, the subject and object of the research, techniques of data collection and techniques of data analysis.

A. Types of the Research and Research Design

This research is qualitative research method. Qualitative method is one of methods that research about the intricacies of human interaction. Qualitative approach that used by this research was a case study approach in this research was a specific context (Creswell,1994). Furthermore, the case study was conducted in the SMA N 1 Purbalingga. The case concerns in the medium of that used by teacher to their students. Therefore, this research was conducted through English classroom. The data through classroom observation and interview was analyzed qualitatively and this researcher tried to describe on the analysis which found in this research.

B. Setting of The Research

SMA N 1 Purbalingga become the research field of this research. The research site of this research is SMA N 1 Purbalingga because there teachers as the English teacher often use two languages in teaching learning process, its suitable with the focus in this research. And then the focus participants in this research is eight class of English.

C. Subjects and Object of the research

- a. Subject of the Research

The subject in this research is four teachers who teach in grade ten to twelve and also tottaly 256 students become the subject in this research. This research have the limitation of the research subject. This research decided to take two classes from grade 10th, two classes from grade 11th and two classes from grade 12th of English class. In this research, there are 15 students and four English teachers were chosen to be interviewed.

b. Object of the Research

The object of this research was code switching and code mixing used by teachers at English class of SMA N 1 Purbalingga. The object of research becomes essential to the research because code switching and code mixing could be the method for the teacher to develop students proficiencies.

D. Data Collection Techniques

The data collection conducted by observation, interview, and documentations. According to Sugiyono (2015) states the technique of data collection in qualitative methods using observation, interview, documentation and combinations of those four aspects. The observation used take a note during the English teaching and learning in the classroom, interview used by recording the answer from the teachers and students. And the last is documentation. Documentations are collecting some pictures during the research.

a) Observation

The observation in this research was used in order to record the interaction that happen in the teaching and learning activity. Specifically, the interaction that observed was code-switching and code-mixing that used by teacher in teaching English. Then, observation allows this research to know the actual situation in the reality. In contrast, this research used observation to find out the kind of the use of code switching and code-mixing based on Poplack (2000) and Musyken (2000) theory. The research was conducted approximately on 6 November until 31 November 2023. To obtain valid data, this research used the participant observation model

(passive participant), it is mean that research presented in the scene but researchers do not interact and participate with resarch subjects.

There were two kinds of observation tools was used in this research during observation. The first is observation behaviour count. According to Wright (2013) states that in behaviour count, the observer watches a students behaviour and keeps a cumulative tally of the number of times that the behaviour is observed during a given period. In this research, the behaviour count will be used for counting how many times code switching and code mixing in the classroom. The second is observation notes. The function of this observation note is helped the researcher to write the kind of the used of code switching and code mixing in the the classroom.

b). Interview

Interview used to find out more deept and detail information about the participants in interpreting situations and phenomena that occur (Sugiyono, 2015). In this research, the interview was conducted in two times to the four English teachers and 15 students. There were a structure and semistructured interview. The structured interview was conducted based on the interview guideline for the students to know the advantages and disadvantages of code switching and code mixing. Then, the semi-structured interview was conducted for the teachers to know the explanation or clarification about the advantages and disadvantages of code-switching and code-mixing.

c). Documentation

Documentation is constructed from the word “document” that means something either written material which research does not prepare and does not take before. In order to complete the data collection from interview and observation, documentation will be used as the third of technique data.

Documentation can be many forms that related to research. Here, the content that include in documentation are the transcripts of medium

instruction by teachers in the class. Furthermore, transcriptions were obtained in this research derived from the observation. In the observations, the research recorded audio of teachers in teaching English in the classroom. Then, transcribed the audio into the written transcription. Totally, two written transcription obtained in this research. Further, the transcription were used by the researcher to collect valid data about the kind of the use of code-switching and code-mixing in the learning. Hence, documentation has a role in collecting valid data based on the documents obtained

E. Data Analysis Techniques

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that accumulate to increase understanding and to enable that people present what have discovered to others (Sugiyono,2015).

According to Miles and Huberman (1994),there are three kinds of approaches to data analysis :data reduction,data display and conclusion.

a) Data Reduction

In this study, the researcher obtained all the data. It was similar to field observation notes, transcriptions of teachers in English classes, and transcriptions from interviews. This research collected the data listed above. Then the data will be summarizing, sorting out data that is considered important and eliminating data that is considered unimportant from field notes , transcriptions of teachers in English classes, and transcription from interview. Only code switching and code mixing in English classes have been a source of concern for researchers attempting to analyze the data. The sentence that not used code switching and code mixing didn't include as the data.

b) Data Display

This research present the data in chronological order. The data was given in chronological order and was supported by observations, interviews, and documents. For the first, this research shows the data on

code switching and code mixing in the instructor English class. The second is, exhibited the data interview transcription based on the used of code switching and code mixing, as well as the benefits and drawbacks. It assists in order to drawing conclusions or determining the objective of the research findings.

d) Conclusion

The last process of analyzing data in the research will be concluding. In conclusion, this research conclude the data that has analyzed. For example, the types of code switching and code mixing in teaching English itself, the advantages and disadvantages. That conclusion above should be answered the resarch questions.



CHAPTER IV FINDINGS AND DISCUSSION

In this chapter, the writer presented the findings and discussion of this study on the types of code switching and code mixing and the advantages and disadvantages of code switching and code mixing. The findings and discussion presented here have passed from the data analysis. The purpose of this study was to know the types of code-switching and code-mixing and advantages and disadvantages of code-switching and code-mixing in teaching English. Here, the researcher presented the findings that has been carried out in the English class of SMA N 1 Purbalingga.

A. The Types of Code Switching and Code Mixing in Teaching English

Basically, the use of code switching and code mixing has many types in the implementation of learning carried out by teachers when teaching English of SMA N 1 Purbalingga. And in the research findings, we looked for data information based on observations regarding the use of code switching and code mixing in English classes and conducted interviews with teachers. The observation was done eight times. Based on classroom observation, researchers noted how often code switching and code mixing were used. The next step, this research classified the code switching and code mixing itself. Furthermore, this research also carried out an analysis with the aim of finding out which types of code switching and code mixing are used by teachers when teaching in the classroom. Then, the researcher conducted interviews with the teachers and students to support the result of the analysis carried out by the researcher. Furthermore, the research findings are presented in this section. This data was found from several observation, based on data obtained by researchers.

Furthermore, the data has found in this observation. The types of code switching used by teacher in SMA N 1 Purbalingga are inter-sentential code switching, Intra-sentential code switching, and Tag switching. And the types of code mixing used by teacher in SMA N 1 Purbalingga are Insertion, Alternation, and Congruet lexicalization. For the next, the researcher analyzed with used by the teacher's explanation and the observation noted. Thus making the data that has been found in observations is proven and clarified by interviews with the teachers. According to the observation, this research compounding each sentence delivered by the teachers into code switching or code mixing. Then, after knowing what code was used, the researcher compounding the sentences again into what types of code switching and code mixing was used. Here, the researcher attached the types of code switching and code mixing used by the teachers in the class. The data based on the audio transcription that was analyzed in this research.

1. The Types of Code Switching Used by Four Teachers In Teaching English

Poplack states there are three types that people use in language code switching. Inter-sentential Swiching, Intra-sentential switching, and Tag switchng (Poplack, 2000).

a. Inter-sentential switching

In their book, Bullock and Toribio (2009) defined Inter-sentential switching is a code switching with the switch of language that occurs in between sentence or utterance. In line with that, Jinxia states Inter-sentential switching occurs at a clause or sentence boundary (Jinxia, 2010). In other words, inter-sentential switching refers to the code switching that occurs between two different languages.

Here, based on observation in the English class, the teachers used Inter-sentential switching in the following sentences:

Teacher A : "*Okay there is title. **Ada judulnya***".

Teacher B : "*The theme of analytical exposition is the important of lebaran day. **Ya bagi orang Indonesia lebaran khususnya Jawa, lebaran day penting nggak?***".

Teacher C : "*Soalnya kan tipe tiga ya. It means would have been*".

Teacher D : "*Okay, lets the six controversial topic. **Kita masih mempunyai beberapa kelompok ya***".

Teacher A explained the material in the class X-3 about Report text. With the sentence "*Okay there is title. **Ada judulnya***". That sentence used by the teacher for explained more detail about the Platipus. In the learning process, teacher A used moodle as a teaching media. Then, teacher B explained the material in XI-C4 about Analytical exposition. With the sentence "*The theme of analytical exposition is the important of lebaran day. **Ya bagi orang Indonesia lebaran khususnya Jawa, lebaran day penting nggak?***". That sentence used by the teacher for explained more about the theme or the topic of Analytical exposition that students have to do in group. Furthermore, teacher C explained the material in XII IPS-5 about Conditional sentence. With the sentence "*Soalnya kan tipe tiga ya. It means would have been*". That sentence used by the teacher for explained more about the used of ver 3 in conditional sentence structure. In the learning process, students are asked to make conditional sentences based on the type that given by teacher. And the last is teacher D. Teacher D explained the material about Controversial topic. With the sentence "*Okay, lets the six controversial topic. **Kita masih mempunyai beberapa kelompok ya***". That sentence used by the teacher for explained more there are still futher controversial topic that need to be discussed.

Furthermore, based on the audio transcription above, the bold sentence occurred outside of the normal sentence. It is not within the sentence. In line with Ansar (2017) that states Inter-sentential switching is a change of language occurs at sentence levels, where each clause or sentence is in one language or the other. This research means that the bold sentence occurred in the different utterances in the observation. There is stop or slight pause between the bold and normal sentences.

Meanwhile, in the class observation, it was found that the teacher used inter-sentential switching to explain something with the aim that students would more easily understand the teacher's explanation.

Teacher A : "I use this type because it is more effective for students".

In the teacher's opinion, students who are taught using inter-sentential switching become more understanding. So, that students are more proficient in learning English. Teachers choose this type because it is more effective in the development of student English skill. In line with that, according to Nur Syazwani and Marlyna (2014) showed that inter-sentential switching is used when the speaker wants to emphasize, clarify and to quote a statement. Then, after class observation, interviews were conducted with the teacher. It was found that code switching makes students understand more of what is explained by the teacher. In conclusion, Inter-sentential switching used by the teacher in SMA N 1 Purbalingga to clarify or explain something.

c. Intra-sentential switching

According to Musyken (2006) states that Intra-sentential switching occurs within the context of a sentence or clause. The speaker switches from one language to another in the same sentence. Thus the sentence will consist of two languages. Intra-sentential displacements were found when a word, phrase, or clause, of a foreign language, is found in a sentence in the base language.

Here, based on observation in the English class, the teachers used Intra-sentential switching in the following sentences:

Teacher A : "***Kemarin kan berbagai jenis pertanyaan sudah kita bahas kan ada social function and so on***".

Teacher B : "***Important ini masuknya kata apa?***"

Teacher C : "*How about your weekend guys who is **kondangan?***"

Teacher D : "*What is the simillar **dari teks tersebut?***"

Teacher A explained the material in the class X-C4 about Report text. With the sentence "***Kemarin kan berbagai jenis pertanyaan sudah kita bahas kan ada social function and so on***". That sentence used by the teacher for explained more that last meeting the teacher has been discussed various questions in Report text. Then, teacher B explained material in class XI-C4 about Analytical exposition. With the sentence "***Important ini masuknya kata apa?***". That sentence used by the teacher for asked more detail about what type of the word "*important*" in the sentence. Whether it is a noun, adjective or verb. Furthermore, teacher C explained the material in class XII IPS 5 about conditional sentence. With the sentence "*How about your weekend guys who is **kondangan?***". This sentence used by the teacher at the beggining of the lesson as an opening learning activities by asking how the students holiday last weekend. And the last is teacher D. Teacher D explained the material about Controversial topic. With the sentence "*What is the simillar **dari teks tersebut?***". That sentence used by the teacher for asked what are the simillar between the two controversial topic in the text.

Furthermore, based on the audio transcription above, the bold sentence occured inside or within the normal sentence or same sentence. In line with that, according to Poplack (1980) states Intra-sentential code-switching refers to the switch from one language to another within a sentence that

incorporates syntactic units such as words, phrases, or clauses (Poplack,1980). It means that the sentence occurred within one sentence. There is no stop or pause in the utterance. It occurred in one utterance of teacher.

Meanwhile, in the class observation, it was found that the teacher used Intra-sentential switching to clarifying intention.

Teacher C : *"I use this type to give students an explanation. So, they don't get confused"*.

With teachers using intra-sentential switching, it can be proven that students become more understanding and can reduce confusion in students. In line with that, according to Iskandar et al (2023) states that Intra-sentential switching used by teacher to clarify a point. Students are expected to be able understand the instructin better. Then, after class observation, interview were conducted with the teacher. It was found that code switching help teacher to give best clarification for students. In conclusion, Intra-sentential switching used by teacher in SMA N 1 Purbalinggga to claryfing point when teachers explained something.

d. Tag switching

According to Holmes was cited in Prabaningtyas (2016) that tag switching is the switch of an interjection, sentence filler in the other language that serves as an ethnic identity marker (Prabaningtyas, 2016). The tag switching occurs when bilingual inserts a short statement (tag) from another language. Tag switching involves inserting a short tags in one language into a speech if not completely in another language. Where certain tags and phrases in one language are inserted into speech or vice versa in other words.

Here, based on observation in the English class, the teachers used Tag switching in the following sentence:

Teacher B: *"Bagus ! kata benda, noun"*.

Teacher B explained the material in the class X-C4 about Analytical exposition. With the sentence *"Bagus ! kata benda, noun"*. This sentence used by the teacher to emphasize that the words spoken by students in class are correct, that the word is noun.

Furthermore, based on the audio transcription above, a tag inserts the bold sentence. In line with that, according to Ansar (2017), states Tag-switching is a tags and certain set phrases in one language are inserted into an utterance otherwise in another (Ansar,2017). In the bold sentence above, was in a different language than the normal sentence.

Meanwhile, in the class observation, it was found that the teacher used Tag switching to emphasize meaning.

Teacher D : *"Tag switching, I use to emphasizesome words or the meaning of a word that is considered important"*.

From the statement above, it can be proven that the use of tag switching is very suitable for emphasizing an important word or sentence. In line with that, according to Wahyudi (2018) states that tag switching used by teacher to emphasize meaning of the utterances through the language switches to another language. Then, after class observation, interview were conducted with the teacher. It was found that code switching help teachers to explain or emphasize meaning. In conclusion, Tag switching used by teacher in SMA N 1 Purbalinggga to explain or emphasize meaning.

2. The Types of Code Mixing Used by Teachers in Teaching English

According to Musyken states that the patterns or the process of code-mixing have been found in the field in three forms; insertion, alternation, and congruent lexicalization (Musyken, 2000).

a. Insertion

Insertion is a kind of code mixing occurs within a word boundary or occurs when lexical items from one language are incorporated into another. Furthermore, Musyken (2000) states that

insertion could appear at various levels. In the field, the use of insertion usually was appeared in code mixing.

Here, based on observation in the English class, the teachers used Insertion in the following sentence:

Teacher A : "Go on, **kita lihat dari generic structure**".

Teacher B : "Please create, **sebuah bacaan materi** the important of lebaran day".

Teacher C : "**Begitu ya, feel easy mbok?**"

Teacher D : "Frist picture, **gambar apa itu first picture?**"

Teacher A explained the material in the class X-C4 about Report text. With the sentence "Go on, **kita lihat dari generic structure**". This sentence used by the teacher to give instruction for students that next, they will discuss about generic structure of a report text. Then, teacher B explained material in class XI-C4 about Analytical exposition. With the sentence "Please create, **sebuah bacaan materi** the important of lebaran day". This sentence used by the teacher to give instruction for students that they must make an analytical exposition with the theme the important of lebaran day. Furthermore, teacher C explained the material in class XII IPS 5 about conditional sentence. With the sentence "**Begitu ya, feel easy mbok?**". This sentence used by the teacher to asked the students that making conditional sentence is actually easy. And the last is teacher D. Teacher D explained the material about Controversial topic. With the sentence "Frist picture, **gambar apa itu first picture?**". This sentence used by the teacher to asked the students what picture in the first picture about the controversial topic being discussed.

Furthermore, based on the audio transcription above, the bold was inserted by one lexical item, a word within the bold sentence. The bold sentence was Indonesian. It is related with Fanani and Ma'u. According to Fanani and Ma'u (2018) states that code-mixing is the act of inserting the materials in the form of both lexical elements and constituents of a

language into the structure of different language (Fanani and Ma'u,2018). In this case, there is an inserted language in a dominant language.

Meanwhile, in the class observation, it was found that the teacher used Insertion to improve students English language acquisition.

Teacher B : "*The use of this type is my way to increase student's English acquisition*".

Based on the statement above, the use of insertion type can have an impact on student's English acquisition which in increasing. In line with that, according to Carey et al (2016) states that code mixing can improve language acquisition. Then, after class observation, interview were conducted with the teacher. It was found that code mixing help students to get English vocabullary acquisition. In conclusion, Insertion used by teacher in SMA N 1 Purbalingga to help students English language acquisition.

b. Alternation

According to Musyken (2000) states alternation as a frequent occurrence, a combining approach in which the different languages in the phrase stay relatively distinct.

Here, based on observation in the English class, the teachers used Alternation in the following sentence:

Teacher A : "*Terus kalimat berikutnya, now the next sentence*".

Teacher B : "*Kalau kamu hanya tahu benarnya tok, kan easy come easy go.*"

Teacher C : "*Hopefully what you to do today, will bring a spirit belajar sampai kapanpun ya*".

Teacher D : "*Number six, gambar apa itu?*"

Teacher A explained the material in the class X-C4 about Reoprt text. With the sentence "*Terus kalimat berikutnya, now the next sentence*". This sentence used by the teacher to give instruction to students to move to the next sentence in a report text that is being discussed

together. Then, teacher B explained material in class XI-C4 about Analytical exposition. With the sentence *"Kalau kamu hanya tahu **benarnya tok**, kan easy come easy go"*. This sentence used by the teacher to tell the students that if the students only know the results without knowing the process of getting the answer, then it will make student forget easily. Furthermore, teacher C explained the material in class XII IPS 5 about conditional sentence. With the sentence *"Hopefully what you to do today, will bring a spirit **belajar sampai kapanpun ya**"*. This sentence used by the teacher at the end of learning to convey their hopes to students so that they are always enthusiastic in learning English. And the last is teacher D. Teacher D explained the material about Controversial topic. With the sentence *"Number six, **gambar apa itu?**"*. This sentence used by the teacher to asked the students what is the picture on number six in the book.

Furthermore, based on the audio transcription above, there are several examples of alternation, that are two language changed within sentence. In line with that, according to Musyken (2000), code mixing is a changes of two different languages, both grammar and vocabulary systems, which are note asily detected because they have merge into one utterance in a conversation (Musyken, 2000). It means within one sentence languages is one sentence by mixing two phrases or clauses.

Meanwhile, in the class observation, it was found that the teacher used Alternation to make students understand the material being explained by teacher.

Teacher A : *"I use this type to avoid student from misunderstanding the intent of the material "*.

Based on observations, the use of this type is proven in the classroom and is used by teachers to avoid students misunderstandings of the material delivered by the teacher. In line with that, according to Rini (2021) states that Alternation used by teacher in that time, to avoid students

misunderstanding. In that research, she claimed the reason used Alternation because to help students comprehend the material and make it easy to understand the topic. Then, after class observation, interview were conducted with the teacher. It was found that code mixing make students understand. In conclusion, Alternation used by teacher in SMA N 1 Purbalingga to make students understand the material being explained. It means that code mixing has a essential role for students in their understanding.

c. Congruet lexicalization

According to Musyken (2000) states Congruet lexicalization is a mixed code appears when speakers combine two different grammatical system without changing the structure by inserting non-numerical lexical form the two languages (Musyken, 2000).

Here, based on observation in the English class, the teachers used Congruet lexicalization in the following sentence:

Teacher A : "***Maksudnya tadi ya, conclusion, kesimpulannya atau main idea, what is the main idea of paragraf one? Kan sama saja kan?***"

Teacher B : "***Kalian punya pendapat, argument yang mendukung the important of lebaran day***".

Teacher C : "***Okay, yang belum maju you can use your time for study, you can see the excercise in your whatsapp group itu loh ya***".

Teacher D : "***Answer the questions pada scene tersebut***".

Teacher A explained the material in the class X-C4 about Reoprt text. With the sentence "***Maksudnya tadi ya, conclusion, kesimpulannya atau main idea, what is the main idea of paragraf one? Kan sama saja kan?***". This sentence used by the teacher to give students understanding that conclusion and main idea have the same meaning. Then, teacher B explained material in class XI-C4 about Analytical exposition. With the sentence "***Kalian punya pendapat, argument yang mendukung the important of lebaran day***". This sentence used by the teacher to explained students that in making an analytical exposition about the important of

lebaran day, students must have an opinion that supports the statement of lebaran day is important. Furthermore, teacher C explained the material in class XII IPS 5 about conditional sentence. With the sentence "*Okay, yang belum maju you can use your time for study, you can see the exercise in your whatsapp group itu loh ya*". This sentence used by the teacher to give directions to students to used their time to do the questions given by teacher in the whatsApp group. And the last is teacher D. Teacher D explained the material about Controversial topic. With the sentence "*Answer the questions pada scene tersebut*". This sentence used by the teacher to give instructions to students answer questions in that scene.

Furthermore, based on the audio transcription above, there are two languages share grammatical structure within one sentence in congruet lexicalization. In line with that, according to Musyken (2000) argues that congruent lexicalization describes a situation in which two languages have grammatical differences that can be lexically filled with components from either language. Then, in the several examples above, the phrase is the English language that shares the grammatical structure with Indonesian language by mixing a word or phrase.

Meanwhile, in the class observation, it was found that the teacher used Congruet lexicalization to help students English skill.

Teacher C : "*The use of this type is used for students who have low English skill*".

Based on the statement above, teachers use congruet lexicalization to facilitate students who have low English skills. This is proven when doing observation in class. In line with that, according to Rini (2021) states that congruet Lexicalization used by teachers to makes students more comprehend and understand the material that were given by teacher. On the other hand, using code mixing makes students not to be afraid to speak up. There are facilitate for students with low English competent, to be able speak and express their opinion using English. Then, after class

observation, interview were conducted with the teacher. It was found that code mixing can help students with low English skill. In conclusion, congruent lexicalization used by teacher in SMA N 1 Purbalinggga to help students with low English skill. Because, in the class there are high students competence and also low students competence. The teacher must be able to pay attention it.

B. The Advantages and Disadvantages of Code Switching and Code Mixing Used by Teachers in Teaching English.

In the implementation of code switching and code mixing in teaching English, has advantages and disadvantages for the students and the teachers. Here, the researcher attached the advantages and disadvantages based on the data interview.

1. The Advantages of Code Switching

The use of code switching and code mixing has essential role in teaching and learning English. In line with that, according to Ansar (2017) states that lecturer or teacher can also use language code-switching to become learning strategies to develop students' proficiency in English. Besides that, the researcher also has the data interview of teachers that support that argue. Here, the researcher attached the interview of the teachers:

Teacher A :” *Hmm I think yes, of course. Because English is just foreign language ya. So, in their behaviour, especially now that students use a zonasi system, right? It is possible that the environment around here is rather low. That is also something to pay attention to*”. (translated)

Teacher B :” *Yes,of course. Code switching and code mixing really helps teachers when explaining something.It gives reinforcement to students. Sometimes,when teachers use English full, students are confused about what it means*”.(translated)

Teacher C :”*Yes, I think code switching and mixing really helps students to understand the material explained by the teacher in classroom. Because English is a foreign language,sometimes some students lack of vocabulary, or maybe my speaking is not good enough, it is difficult to understand*”.(translated)

Teacher D : *"Ya, hmmm is okay to use code switching and mixing in English, because we are not native English speakers. Ya, our students is students that most of them only use bahasa in javanese. So, there miss understanding of each word in English"*.

According to the interview above, the teachers agreed that code switching was really needed in learning English. Code switching helps students overcome their difficulties in English. So, the use of code switching has essential role in teaching and learning English.

a) The Advantages of Code Switching in Teaching English

Code Switching has advantages for the teachers and students in their implementation in the class. Here, the researcher attached some advantages of Code Switching in teaching English:

1) Code switching make students felt comfortable to studying English

As we know, English is one of the subjects that students are afraid of because it is a foreign language which they rarely use in their daily environment. So, their speaking or even mastery of vocabulary is still low. However, based on research that has been observed by the writer, it was found that the used of code switching can help students to be more comfortable in learning English. Students do not feel they have to use full English when speaking, arguing or giving their opinion. This is supported according to Metila (2009), states that code switching improves class engagement by creating a comfortable environment in which students pereform substantially better (Metila,2009). In line with that, Malik (1994) in his book "Sociolinguistic: A Study of Code switching states that when the speakers are not equally competent in the two languages and when the speakers do not know the term in the two languages, then code switching occurs. For example, English college students often us e code switching by changing the language from Indonesia into English. In fact, the students use code switching to interact when they speak to their lecturers, audience in their class, native speaker, etc. The teachers in the interview agreed that

code switching make students felt comfortable to studying English. Here is the writer attached of interview with the teachers.

Teacher A : *"Yes, I think code switching make students more comfortable studying in class. Like yesterday in class, you know we use code switching and code mixing. For the first, I use Indonesian, then use English". (translated)*

Teacher B : *"If code switching makes students comfortable studying in class or not, hmm I think yes. However, it has to be monitored, so they don't get carried away. They don't rely on the teacher. They have to keep learning". (translated)*

Teacher C : *"Ya, I agree. Ya, students still don't have much vocabullary, so I really agree that code switching are very helpful". (translated)*

Teacher D : *"Hmm comfortable... for now yes. Some of the students will feel comfortable ya, in the class when I used bahasa, when I switch the bahasa in English to bahasa Indonesia".*

Furthermore, the researcher also analyzed the students answers in the interview. It was found that all students, namely 15 students who were asked for the opinion, stated that they agreed that code switching made them comfortable studying in class. So, code switching can provide students comfortable to studying English.

- 2) Code switching can help teachers to explain or emphasize meaning.

Code switching make the teachers more easier to explain or emphasize some words that is difficult material for the students. With the used of code switching by teachers, make the students more understand to the material was explained. It is related to Fanani and Ma'u. According to Fanani and Ma'u (2018) states that code-switching and code-mixing is necessary in the English learning process in order to avoid the ambiguation in understanding the learning materials. In line with this, according to the theory of Malik (1994) in his book "Sociolinguistic : A Study of Code switching" states that one of reason people do the code switching is lack

of facility. Bilinguals or multilinguals often explain that they code switch when they cannot find an appropriate expression or vocabulary item or when the language of conversation does not have the particular word needed to carry on the conversation smoothly. He offers the example of ‘Charan Sparsh’(touching feet) that does not convey the same meaning in the speaker’s code as it does in Hindi. The reason why the speaker switch language is probably culturally conditioned. It was supported by the teacher in interview.

Student 2 :”*Yes,I think that code switching make we as a student more understand for what material explained by the teacher. I am still very lacking in vocabulary mastery. Or maybe, the other friends also feel the same way. So, the use of code switching really helps students*”.
(translated)

So, in teaching especially English, code switching help the students to more understand the meaning of some words or emphasize meaning.

3) Code switching help teacher to give best clarification for students.

The teacher must give the clear instruction for students in their interaction. So, that students do not misunderstanding. It is related to Kustanti (2014), states that the use of code switching are the good way for true learning to student. When teachers used Code-Switching in the classroom engagement was improved because the students understand the instruction better. In line with that, Malik (1994) in his book “Sociolinguistic: A Study of Code switching” states that one of the reasons of people do the code switching is to address a different audience. Malik states that code switching is also used when the speaker intends to address people coming from various linguistics background. For example, in India the television announcer uses Hindi as the national language, but the announcer often switches Hindi into English. The announcer also often repeats the news which he said before in Hindi into English for people in South India, because people there mostly do not know Hindi. Here, the researcher attached the interview with student.

Student 1 : *"Yes, it really helps students. For example, when we are confused about the English meaning of a sentence, then the teacher explains it in Indonesia or even Javanese, we can understand it better". (translated)*

So, code switching help the teacher to give best clarification in their interaction with the students.

4) Code switching make students focus on learning English.

In learning, especially English, high focus is required. From the fact that English is a foreign language that is not easy, this is also aims to ensure that students are able to understand the material explained by the teacher. It is related with Malik (1994) in his book "Sociolinguistic: A Study of Code switching" states that one of the reason use code switching is to attract attention. His shows that in advertisement in India, code switching is used to attract the attention of the readers or listeners. For example, when the non English reader reads a newspaper, his attention automatically drawn to the language background where he originates from. A similar situation prevails in advertisements that involve audio and video output. Here, the researcher attached the interview with teacher.

Teacher A : *"That will make students more focused. In learning English, it looks like they are focused, but in reality they are blank hehe... sometimes they listen but don't catch the material. But, we still give them explanations in English. This means that the situation of using English is still used. But they also understand in Indonesian language. Therefore, the function is there". (translated)*

5) Code switching make the students understand more the explanation of the teacher

When teaching in the class, the teacher must have their own way to make the students understand the material being explained. In this case, especially in English subject, the teacher use code switching as their solution for teaching students. It is related with Fanani and Ma'u (2018) in the previous studies states that code-switching and code-mixing is necessary in the English learning process in order to avoid the ambiguation

in understanding the learning materials (Fanani and Ma'u,2018). Here, the researcher attached the interview with students.

Student 9 : *"In my opinion, code switching has a positive effect on students, students can understand the material presented by the teacher without confused about what the teacher wants to convey". (translated)*

Student 14 : *"With this code switching, the teaching and learning process can be carried out well and students know what the teacher saying". (translated)*

Student 4 : *"Hmm I think by using code switching, the teacher explanation doesn't sound ambiguous to students, it can be heard more clearly". (translated)*

So,code switching make the students understand more the explanation of the teacher.

6) Code switching make students more active in interacting in the classroom

In teaching and learning, there is interaction between the teacher and students. Using code switching can make students interact more actively in the class. In line with this, it is related to Abad (2005) states that code switching is an effective filter that shows good relationships and fosters an informal atmosphere in the classroom between teachers and students, resulting in a more democratic and critical learning environment for students. In line with that, it is related with Malik (1994) in his book "Sociolinguistic: A Study of Code switching he states that the reason of people use code switching is pragmatics reasons.Sometimes the alternation between two languages is highly meaningful in terms of the conversational context. Gumperz (1970) also notes that switching may emphasize varying daegress ofspeakers involment.Here, the researcher attached the interview with students.

Student 8 : *"Yes, maybe code switching would be better to use. At least students are not required to use full English. Then students also won't feel discouraged compared to ifthey had to use full English". (translated)*

Student 6 : *"Yes of course, it is very helpful. If the teacher use code switching, the students will understand better what the teacher is saying. If there are difficulties, students will know where the difficulties and they can ask questions in that section". (translated)*

Student 11 : *"If code switching makes students more active or not in class, I think yes. Code switching makes students more active in class. In fact, if the teacher use full English, students become embarrassed to express their opinion or ask questions. The problem is because they are afraid of being judged hehe...for example, they are afraid that they will pronounce the vocabulary incorrectly or the sentence structure is not correct". (translated)*

So, based on several interviews with students above, the use of code switching make students more active in interacting in the classroom.

2. The Disadvantages of Code Switching in Teaching English

Besides advantages of code switching, there are disadvantages of the used code switching in teaching English. Here, the researcher attached disadvantages of the used code switching.

1) Limited learning time

Based on the interviews with several English teachers at related school, the disadvantages is limited learning time. Here, the researcher attached the interview with the teachers.

Teacher A : *"Yes, I think the disadvantages of using code switching in the time it is used ya... I think in teaching and learning process in class is limited time. So, we as teachers cannot always use code switching. We should still use the code in sentences where it is absolutely necessary". (translated)*

Teacher B : *"If we as teachers often use code switching in the class, then the time available will not be enough. So, the teachers must be able to use code switching at the right time". (translated)*

2) Code switching can make students rely more with the teacher explanations

If code switching and code mixing are used for a long time, it can make students rely on the teachers explanations. This is can happen

because students are used to understanding the meaning of each English words or sentences easily. So, if the teacher tries to explain it in full English, the students was confused. It is related with Kustanti (2014) argues that students may get used to code-switching can decrease the willingness of the students to speak English. And also another opinion from Sakaria and Priyana, (2018) states that excessive use of code-switching in EFL classroom may make students overly dependent. They encouraged teachers to use code-switching cautiously, so that it can facilitate learning. Here, the researcher attached the interview with the student to support the excerpt argument.

Student 10 : *"As far as I know, maybe if code switching is used too much in the class, the students will rely on the teacher explanations. Because students do not feel obliged to find out the meaning of the word themselves"*. (translated)

3. The Advantages of Code Mixing in Teaching English

In this section, the researcher analyzed the advantages of code mixing in teaching English. The researcher explained the advantages of code mixing below:

- 1) Code mixing help teacher to find the equal meaning of word when teacher explaining something

In teaching English, the teacher must pay attention to every word that is used, to make students understand the meaning of sentence. Therefore, a language structure is needed that is appropriate to the students condition. It is supported related to Moetia et al (2018) code mixing is a good strategy to help language learner highlight the grammar rule in the foreign language. The teacher use code mixing to emphazise grammatical rules in a foreign language into their first language, to make students know the same grammar rules in their first language. Here, the researcher attached the interview with the student.

Teacher A : *"Yes. Sometimes we use vocabulary,hmm that we can also give example.Like... now,I give you another sentence in the same*

meaning. Then, it means they will....oh, so that the means of the sentences”.(translated)

Teacher B :”*If the code mixing helps the teacher to find the equal meaning of words in explaining something,hmm yes. For example, the teacher used the same words that are familiar to students. So, students can also immediately understand the meaning of the teacher explanation”.*
(translated)

So, based on the interview above, code mixing can help teacher to find the equal meaning of word when teacher explaining something

2) Code mixing helps student’s with low English skill

The used of code mixing in teaching English in the class is a solution for the students who has low English skill. Based on the interview that researcher was conducted,the teachers explain that in her or his class,the students has variation of background. There are a high student English competence and also low student competence. Then the teachers must be able to pay attention to this point. It is related to Makulloluwa (2013) states that code-mixing can be used to lower students affective filters,which in turn helps facilitate language acquisition. Furthermore, according to the theory, Saville Troike (1986) in his book “The ethnography of communication:An introduction” states that the use of code mixing to soften or strengthen request or command. One of the function of code mixing for Indoneisan people is as a request because English is not their native language, so it does not sound as direct as the Indonesia language. However, code mixing also strenghen a command since the speaker can feel more powerful than the listener because they can use a language that some people cannot use. So, according to the expert of Saville Troike, the students are better to able to understand the orders or requests given by the teacher in the class.Then, it was supported with the teachers answered in the interview.

Teacher A :”*It is impossible to use English all the time. Especially if it is a concept. Let me explain first, we will underline it. There is reinforcement ya.This is what needed. Because English is not our second*

language ya, only a foreign language. So, in their behaviour, especially now that students use a zonasi system, right? It is possible that the environment around here is rather low. That is also something to pay attention to".
(translated)

Teacher D :” *In my class, in this school, I usually used about eighty percent in English and then twenty percent in bahasa. So, I say that, ya we only need little of course in using bahasa in my English class ya. Just make sure that students understand about the materials. If we have students in low about English ya, knowing understanding about the materials ya. Is okay for students for highly competence in English, they will easily understand the materilas. But not to low students. Because in a class, it is not only consist of highly competence students, but also low of the students.”*

Based on the expert argumentation and the interview of teachers above, the used of code mixing is a solution for the students who has low English competence. With the used of code mixing make they as a students more understand. So, code mixing can facilitate for lower students English competence.

3) Code mixing make students to understand the material

In the interview, there are 12 students have the arguments that code code mixing can make students to understand the material. It means that code mixing has a essential role for the students to help their misunderstanding. This situation could occur because some of students there are still often misunderstanding of the explanation by teacher in the class. Code mixing makes them understand more, because the language used is based on their language. For example, the teacher will used Indonesian or javanese. It is related to previous studies, Fanani and Ma’u (2018), states code-switching and code mixing is necessary in the English learning process in order to avoid the ambiguation in understanding the learning materials (Fanani and Ma’u, 2018). Therefore, the teachers explained in the interview below.

Teacher A :” *Yes, I agree. Sometimes, students still ask. Maaf bu, ini maksud teksnya apa ya? Begitu contohnya. So, they need to be explained again in Indonesian, that make the meaning of the text is clear”.*
(translated)

Teacher B : *"Yes, I think if the English is basic students will still know it without we switch or mix into Indonesian. However, if the English material used is little bit difficult for students, then we have to switch and mix it. So, not all of sentences we have to switch and mix ya, just the material that requires more understanding for students"*. (translated)

Furthermore, code mixing provide students to understand the material that explained by teachers. Here, the writer attached the interview with the students.

Student 7 : *"Yes, we are helped more by code mixing. So, we as students better understand the material that has been explained by the teacher"*.(translated)

Student 12 : *"Yes. If the teacher doesn't use code switching and code mixing then we will also definitely have difficulties. The problem is that many of us don't know what English in general. We only know the vocabulary that is commonly used"*. (translated)

According to the excerpt of interview about, the researcher analyzed that if the teacher use code mixing in the class, the students is more understand because they still lack of English vocabullary.

4) Code mixing improve students English language acquisition

Furthermore, code switching can improve students language acquisition. Then, vocabullary acquisition is important in learning English. In line with that, it is related with Nguyen, Grainger, and Carey (2016) agree that code-mixing can improve language acquisition. Code-mixing is especially valuable in an increasingly multilingual world where translation and interpretation are quite useful, and it should not be dismissed as poor language usage (Nguyen, Grainger, & Carey, 2016). The students in the interview agreed that code switching and code mixing help their to improve English language acqusition.

Students 5 : *"Yes, with code mixing, the students will definitely get new vocabulary that we don't know, so we can also learn"*

how to pronounce this vocabulary. Then the students also feel more familiar, no longer foreign, because teacher often use several languages that we rarely know and hear". (translated)

4. The Disadvantages of Code Mixing in Teaching English

Besides advantages, there are disadvantages of the used code mixing. The researcher analyzed the disadvantages of code mixing in teaching English below:

- 1) Code mixing make teacher difficult to build student motivation in learning English

It is related to Kustati (2014) states that if code-mixing is used too much, it can affect students' motivation in foreign languages (Kustati,2014). Based on the interviews with several English teachers, the researcher attached the disadvantages of code mixing for students below:

Teacher A :*"I think it is very difficult to build students motivation to learn English, if we used too much code mixing. Because students don't have initiative to find out themselves. Students motivation to learn English especially, is there if we as teacher don't facilitate students English skills fully. But, let them also learn on their own by exploring their English skills". (teacher)*

So,the use of code mixing can make teacher difficult to build student motivation in learning English.

- 2) Code mixing make students assumption to rely on the teacher explanations

Basically, code mixing also give a disadvantages for students. Same with the disadvantages of the used code switching for students, code mixing also can make students assumption to rely on the teacher explanations. The researcher analyzed that it can make an students assumption to rely on the teacher explanations. It is related to Kustati (2014) states that if code-mixing is used too much, it can affect students' motivation in foreign languages (Kustati,2014). For example, the students don't open the dictionary when they are confused about something words

or sentences, but they immediately ask the teacher. In line with that, the teacher stated in the interview.

Teacher C : *"I think yes.. the students will rely on the teacher. Hmm if the teacher explain with full English, the students have to search for the meaning ya".(translated)*

Teacher D : *"Yes of course. There are negative effect for students. Because, hmm ya some of them will depends of bahasa, when they wont to understand the material. And they will not to used English. Because they think that then will be explanating in bahasa, they will understand the bahasa teacher give to".*

Based on the teachers interview above, the use of code code mixing in the class by the teacher makes the students to rely on the teacher explanations. It gives a negative impact for students. They will wan't to find out the meaning of the words or sentences themselves.

On the other hand, the other teachers, there are teacher A and teacher B who gives opinion in the interview that there are no negative effects of the use of code switching and code mixing, as long as their use is not continous. The teachers must be able to use code switching and code mixing on important material or things, which requires more students understanding.

3) Code mixing distrupts students accents.

In the used of code mixing, the teacher use several languages, which has positive and negative effects on students. It is related according to Goldrick, Runnqvist and Costa (2014) states that code-mixing can have an adverse effect on a speaker's accent in a language (Goldrick, Runnqvist, & Costa, 2014). One's accent can become even less native, like when mixing two languages with very different phonology, "as speakers tend to follow the dominant phonology of the language they speak" (Hsueh, 2013). Then, it was supported with the student answered in the interview.

Student 13 : *"Yes, the negative effects of code mixing can also disrupt students accents. In the pronunciation accent of a word or sentence. So, maybe the first word or sentence is pronounced in English, then the second sentence is in Indonesian. These two sentences definitely*

have very different accents or pronunciations of words. So, which language is used will be more dominant”. (translated)

So, based on the interview above, code mixing can distrupts students accents. There is a language used that will be more dominat. It will make students confused and distrupt their accents.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion of the study

Basically, the use of code switching and code mixing has many types in the implementation of learning carried out by teachers when teaching English of SMA N 1 Purbalingga. There are many types of code switching and code mixing that used by teacher in their teaching and learning. The types of code switching that used by teacher is Inter-sentential, Intra-sentential, and tag switching. Therefore, the types of code mixing that used by teacher is Insertion, Alternation, and Congruet lexicalization.

Furthermore, in the use of code switching and code mixing have advantages and disadvantages. Based on the findings, there are five advantages of code switching in teaching English. Code switching make students felt comfortable to studying English, can help teachers to explain or emphasize meaning, help teacher to give best clarification for students, make the students understand more the explanation of the teacher, make students more active in interacting in the classroom. Beside that, there are also disadvantages of code switching. In the used of code switching has limited learning time and make students rely more with the teacher explanations. Thus, that is the advantages and disadvantages of code switching in teaching English.

Meanwhile, there are the advantages and disadvantages of using code mixing in teaching English. There are four advantages of the used code mixing. There are code mixing help teacher to find the equal meaning of word when teacher explaining something, helps student's with low English skill, make students to understand the material and improve students English language acquisition. Beside that, there are also disadvantages of code mixing. Code mixing make teacher difficult to build student motivation in learning English, make students assumption to rely on the teacher explanations and distrupts students accents. Hence, those

were the advantages and disadvantages of code mixing in teaching English.

B. Suggestions

In the suggestions, the researcher delivered some suggestions for teacher and for further research. That are the suggestions from the researcher:

1) For the teacher

The research findings from this study are expected to make teachers better at using code switching and code mixing than before. Teachers must pay attention to the advantages of using code switching and code mixing. Thus, the use of code switching and code mixing can be maximized.

2) For futher researchers

The findings of this study could be used as a source of information for the next research. The researcher deliver suggestion for futher researcher that the use of code switching and code mixing really helps students foreign language skills. It expected that futher researcher really understand what is code switching and code mixing. The advantages and disadvantages. Thus, the suggestions for futher researcher to accept the disadvantages and develop the advantages of code switching and code mixing.

C. Limitation of the study

Based on the research, the reseracher found several limitations in the use of code switching and code mixing in teaching English at SMA N 1 Purbalingga.

1. This research was conducted on 6 November until 31 November 2023.
2. This study is limited with four teachers that the researcher decided it for observation, interview and documentation of the teacher in teaching English. Because there were only four teachers who were

permitted by the school to conduct the research, from the six English teachers.

3. Then, the researcher decided to interview 15 students for limitation in the interview that it was to get the advantages and disadvantages.
4. The researcher decided eight class for the class observation. That is two classes grade 10th, two classes grade 11th and four classes grade 12th of English class.



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TRANSCRIPTIONAL OF RECORDING AUDIO

Class : X C-4

Teacher : Teacher A

No.	Transcription	Code switching/ Code mixing	Types
1.	<i>Well, ya I think for activity today it's we still discuss, what kind text we discuss last week? Report text, ok.. benar.</i>	Code switching	Intra-sentential
2.	<i>I have asked you read all the explanation about a report text. Nah, kemarin atau minggu kemarin itu bu Izzi sudah meminta kalian untuk membaca semua penjelasan yang terkait dengan report text, from the definition and then social function, and then go on with generic structure..right? here is also.. what is it? Ya scientific language atau lebih tepatnya disini language feature atau ciri-ciri bahasa.</i>	Code mixing	Congruet Lexicalization
3.	<i>So, who is it remember the social function of report text last week? Ya Sheren, will you? Okay right, to share information about something generally. Okay. Jadi untuk menjelaskan atau memberikan informasi ya tentang sesuatu.</i>	Code switching	Inter-sentential
4.	<i>What is the something here? Apa yang dimaksud something disini? Siapa saja? It can be? Animal, place, or all the creatures.</i>	Code mixing	Congruet Lexicalization
5.	<i>And then what else? Apalagi? Ya naturale fenomena. Bisa fenomena? alam, right. Okay. Jadi it can be human. Bisa juga manusia. Okay, right.</i>	Code mixing	Congruet Lexicalization
6.	<i>Bisa tidak kalau misalnya a such kind of tools, such kind of device. Semacam tool, semacam</i>	Co de mixing	Congruet Lexicalization

	<i>alat. Semacam perlengkapan, misalnya what is it? Appliance atau perlengkapan yang ada di rumah bisa. Okay right, itu juga bisa di gambarkan atau di jelaskan atau di berikan informasi dalam teks bentuk report. Okay, so that is the social function.</i>		
7.	<i>Now go on with the generic structure. Nah, sekarang bagaimana dengan generic structurenya. Susunan teksnya diawali dengan apa?</i>	Code mixing	Congruet Lexicalization
8.	<i>Okay there is title. Ada judulnya</i>	Code switching	Inter-sentential
9.	<i>And then after the title? General classification. What does general classification tell us about? Jadi general classification itu memberi informasi apa kepada para pembacanya?</i>	Code switching	Inter-sentential
10.	<i>Ya general aspect. Aspek umumnya. Dari hal yang akan di jelaskan. Yang akan di gambarkan.</i>	Code switching	Inter-sentential
11.	<i>It is about cat for example. So, it's tell cat generally. Ya jadi matanya dua misalnya. Kan ada binatang yang seperti bermata banyak gitu. Nah kemudian punya ekor misalnya, berkaki empat misalnya, so that is all of the aspect generally. Ya semua aspek secara general.</i>	Code mixing	Congruet Lexicalization
12.	<i>And after that after the general classification? Okay right, description. What does description tell us about? Okay, it will tell something more detail. Jadi akan menggambarkan sesuatu, akan menjelaskan sesuatu dengan lebih detail.</i>	Code switching	Inter-sentential
13.	<i>Contohnya kalau cat misalnya, the habitat of cat misalnya. Kemudian the, what is it? the characteristic of the cat's body misalnya. Ciri-ciri dari tubuh kucing misalnya.</i>	Code mixing	Congruet Lexicalization

14.	<i>And then dari production.Reproduksinya seperti apa.Cara berkembang biaknya misalnya.</i>	Code switching	Inter-sentential
15.	<i>Kemudian apalagi fooding misalnya. Makanannya</i>	Code mixing	Insertion
16.	<i>Habitatnya misalnya. The habitat. Nah itu akan digambarkan lebih detail,biasanya dengan paragraf yang terpisah ya.</i>	Code mixing	Insertion
17.	<i>Paragraf dua misalnya setelah general calssification khusus ciri-ciri tubuhnya.Paragraf berikutnya habitatnya.Paragraf berikutnya lagi misalnya tentang pakannya.Dan seterusnya.</i>	Code mixing	Insertion
18.	<i>So, now let see the other example of a report text. Coba kalian sekarang melihat contoh lain dari report text and then how the text underline.</i>	Code mixing	Insertion
19.	<i>Ya, so how the text underline? Bagaimana teks ini dianalisa.Kita lihat.</i>	Code switching	Inter-sentential
20.	<i>Let see about the title.So what is the title there? The platipus, okay right.benar.</i>	Code switching	Intra-sentential
21.	<i>After that,let's go on with the social function there. So what is the social function that? Kalau begitu apa fungsi sosial dari teks ini?</i>	Code switching	Inter-sentential
22.	<i>To present information about the platipus generally.Jadi menampilkan informasi platipus secara general,secara umum.</i>	Code switching	Inter-sentential
23.	<i>So it is not platipus in your home for example.If you have one. Nah kalau kalian punya platipus misalnya.It is not platipus in your home. It is not the platipus our country or in zoo ya.But it is platipus generally.Jadi semua platifus,okay jadi secara umum ya paltifus seperti itu.</i>	Code mixing	Congruet Lexicalization
24.	<i>Nah ini yang kita namakan dengan, report text.</i>	Code mixing	Alternation
25.	<i>Ini yang membedakan dengan apa? You have discuss about</i>	Code mixing	Insertion

	<i>descriptive text. Kalian kemarin sudah membahas deskriptif teks.</i>		
26.	<i>What kind of text it is? Deskriptif right ya, karena khusus. Mungkin ada ciri-ciri lain yang beda platipus secara umum misalnya.</i>	Code switching	Intra-sentential
27.	<i>Kalau misalnya platipus secara umum itu makannya apa, di tempat kalian dari lahir diberi makan tahu misalnya mau. Nah, berarti itu kan beda lagi ya. So that is? What is it? What kind of text it is? descriptive text ya. Describe about platipus in our house.</i>	Code switching	Inter-sentential
28.	<i>Or in a zoo ya. Misalnya in.. what is it? What is the popular zoo in our arrounding? Disini ada tidak kira-kira ? Tidak ada ya? Kita tidak punya kebun binatang yang dekat-dekat sini ya? Gembira Loka okey.. itu berapa ratus meter ya hehehe.</i>	Code mixing	Congruet Lexicalization
29.	<i>Oh Sanggaluri.. can you find platipus of there? No..tapi itu sudah lumayan ya, minimal kalian mengenal berbagai ikan disana ya.</i>	Code switching	Intra-sentential
30.	<i>Jadi kalau kita bicara tentang platipus di Gembira Loka ini, So it can be a descriptive text. The platipus generally. Mungkin beda dengan platipus secara umum. Mungkin kebiasannya sudah dilatih berbagai macam keterampilan ya, jadi bisa beda.</i>	Code mixing	Insertion
31.	<i>Okay, now lets go on. So that is a social function of this text ya, platipus. To present information about platipus generally. Intinya itu generally. Ya jadi ini juga akan terkait dengan social functionnya ya. Tujuan teksnya. Jadi kalian harus hafal dengan tujuan sosialnya.</i>	Code switching	Inter-sentential
32.	<i>Kemarin kan berbagai jenis pertanyaan sudah kita bahas kan? Ya apa saja yang di tanyakan? Ada social function and so on.</i>	Code switching	Intra-sentential

33.	<i>Go on, kita lihat dari generic structure..</i>	Code mixing	Insertion
34.	<i>Okay, so can you make conclusion? What does paragraph one tell us about? Kira-kira paragraf satu itu membahas apa? Apa yang disampaikan kepada kita?</i>	Code switching	Inter-sentential
35.	<i>In English. Where the platipus from? Dari mana platipus ini berasal?</i>	Code switching	Inter-sentential
36.	<i>Maksudnya tadi ya, conclusion, kesimpulannya atau main idea, What is the main idea of paragraph one? Kan sama saja kan?</i>	Code mixing	Congruet Lexicalization
37.	<i>Do you agree or you have a different opinion? Apakah mungkin kalian ada pendapat yang beda?</i>	Code switching	Inter-sentential
38.	<i>You agree? Okay, what is the text? Where platipus from? Okay, dari mana platipus berasal ?</i>	Code switching	Inter-sentential
39.	<i>Go on, let see paragraph two. What does the paragraph tell us about? Ayo siapa lagi? Gantian nih.</i>	Code switching	Inter-sentential
40.	<i>Paragraph dua coba kalian cermati. Do you answer this one? Okay. So what does paragraph two tell us about?</i>	Code switching	Inter-sentential
41.	<i>The classification of platipus. Oh ciri-ciri. What is ciri-ciri? ya, the characteristic of platipus.</i>	Code mixing	Insertion
42.	<i>The last paragraph text yuk, paling timur. What does paragraph tell us about?</i>	Code mixing	Insertion
43.	<i>Will you? The habitat of platipus? Do you agree? No? The habitat of platipus. Yes or no? Agree? Okay, kita lihat ya.</i>	Code switching	Inter-sentential
44.	<i>Platipus live in river and lakes. Jadi platipus tinggalnya di sungai dan danau.</i>	Code switching	Inter-sentential
45.	<i>It is the main sentence? Apakah ini kalimat utamanya?</i>	Code switching	Inter-sentential
46.	<i>Yes or no? It is the main sentence? If the first senetence is main sentence? Apakah kalimat pertama itu sebagai kalimat utama?</i>	Code switching	Inter-sentential

47.	<i>It is the elaboration? Apakah ini uraiannya?</i>	Code switching	Inter-sentential
48.	<i>So, it's mean that the main sentence is found in the first sentence ya. Kalimat utamanya itu terdapat pada kalimat utamanya.Iya.</i>	Code switching	Inter-sentential
49.	<i>And the main idea you tell us? Kalian tadi menyatakan kepada kita semuanya that the main idea is the habitat of platipus.</i>	Code mixing	Insertion
50.	<i>Actually your analysis found in a explanation bellow the text ya.Sebetulnya tadi analisa kalian sudah terdapat di bawahnya itu.</i>	Code switching	Inter-sentential
51.	<i>General classificationnya menyatakan apa?general calssification of the animal of platipus.Jadi menyatakan tentang klasifikasi secara umum tentang binatang platipus.</i>	Code switching	Inter-sentential
52.	<i>How about the language feature? Bagaimana dengan ciri-ciri bahasanya?</i>	Code switching	Inter-sentential
53.	<i>The explanation before.Penjelasan sebelumnya.</i>	Code switching	Inter-sentential
54.	<i>Focus of generic participant.Nah, berarti terfokus pada participant secara umum ya.Bisa human or non human.</i>	Code mixing	Congruet lexication
55.	<i>Always introduce of general aspect.Nah, jadi kelompok secara umum ya.Tidak satu atau dua platipus ya.Tetapi platipus secara umum.</i>	Code switching	Inter-sentential
56.	<i>Apa kemarin relating verb dan action verb? Kalian sudah pernah membahas relating verb itu sama saja dengan linking verb.</i>	Code mixing	Congruet lexication
57.	<i>Jadi menggunakan apa contoh kata kerjanya?Is,am,are,has ya kan?</i>	Code mixing	Insertion
58.	<i>Ada tidak contoh penggunaannya is ,am,are? Coba kalian cek.</i>	Code mixing	Insertion
59.	<i>Untuk linking verb-nya paragraf satu ada tidak?</i>	Code mixing	Insertion

60.	<i>Linking verb ya sama relating verb.</i> Kata kerja penghubung.	Code mixing	Congruet lexication
61.	Karena ini kebenaran umum,maka kita menggunakan bentuk present.Yaitu is,am,are.Tergantung subjek.Nah, ini bermanfaat pada saat nanti kalian harus menulis ya.	Code mixing	Insertion
62.	Ada tidak penggunaan action verb disitu untuk nomer tiga?	Code mixing	Insertion
63.	Action verb.Action itu tindakan.Jadi kata kerja yang menunjukan tindakan.	Code switching	Intra-sentential
64.	<i>Let see,paragraph three ,the second sentence.</i> Kalimat kedua. What is it?	Code mixing	Insertion
65.	<i>What the meaning of dig?</i> Menggali.Nah,menggali itu tindakan kan?So that is the using of action verb.Itu salah satu contoh penggunaan kata kerja yang menunjukan tindakan.	Code mixing	Congruet lexication
66.	Action verb bisa disebut dengan? What is it? a material verb atau action verb.Itu sama.	Code mixing	Congruet lexication
67.	Mana contohnya simple present?mana contohnya paragraf satu ada tidak?	Code mixing	Insertion
68.	Paragraph dua coba.Kalimat pertama what is it?	Code switching	Inter-sentential
69.	<i>What does it mean?</i> memiliki.Ini kan tunggal,jadi kita menggunakan kata has.Kalau banyak kita menggunakan kata? Have,right.Oke..	Code mixing	Congruet lexication
70.	Memiliki ekor yang flat.Apa flat? Datar ya,pipih.	Code mixing	Congruet lexication
71.	Ini menunjukan simple present tapi sekaligus juga linking verb atau relating verb.	Code mixing	Congruet lexication
72.	<i>Enough I think for this text.So we have for other text of report.</i> Kita masih ada empat teks lagi tentang report.	Code switching	Inter-sentential
78.	<i>Okay, now let see text two.</i> Kalian langsung lihat saja pada teks yang kedua.	Code switching	Inter-sentential

79.	<i>Have you finish?Sudah selesai membacanya?</i>	Code switching	Inter-sentential
80.	<i>Who will answer the question?Siapa yang akan menjawab pertanyannya?</i>	Code switching	Inter-sentential
81.	<i>A long powerful tail.Kata kerjanya apa?</i>	Code switching	Inter-sentential
82.	<i>At itu sama saja dengan when ya,ketika.</i>	Code mixing	Congruet lexication
83.	<i>What is scientist? Para ilmuwan berpendapat bahwa..</i>	Code switching	Inter-sentential
84.	<i>Jadi kalian kalau memahami ini,pemahaman non phrase-nya harus bagus.</i>	Code mixing	Insertion
85.	<i>Enough I think.Nah,kita sekarang untuk latihan langsung saja coba kalian mengerjakan report text.</i>	Code mixing	Insertion
86.	<i>What date is it today?Sekarang tanggal berapa ini?</i>	Code switching	Inter-sentential
87.	<i>Okay, now you can open it.Kalian bisa membukanya sekarang.</i>	Code switching	Inter-sentential
88.	<i>Now look at the moodle, you have a thirty five minutes.Kalian punya waktu tiga puluh lima menit untuk mengerjakan teks report.</i>	Code switching	Inter-sentential

Class : X C-4

Teacher : Teacher A

1.	<i>We still go on with our activity, discussing a report text.Kita masih melanjutkan ya kemarin discussing report text.</i>	Code mixing	Insertion
2.	<i>So, now please a look at the other example of the report text, the title is platipus.Look at the following page. Dilihat halaman berikutnya kemarin.</i>	Code switching	Inter-sentential
3.	<i>Are you ready with your worksheet? Kalian sudah siap dengan lembar kerjanya?</i>	Code switching	Inter-sentential

4.	<i>By the way, how many students missing today?Yang tidak datang berapa hari ini?Four students?There are so many students missing.</i>	Code mixing	Insertion
5.	<i>So, who are they?Siapa saja mereka yang pertama?Alin okay why?sick?And then,Alfina?two more,dua lagi.Andika,why Andika missing now?you haven't got any information? Belum ada informasi apapun?And then the other one?kenapa Sandika?</i>	Code mixing	Congruet lexication
6.	<i>Okay, now read the all text.Coba dibaca seluruh teks nya.</i>	Code switching	Inter-sentential
7.	<i>Coba kalian lebih sering membaca dirumah supaya bisa melatih pronunciation-nya agar lebih baik.</i>	Code mixing	Insertion
8.	<i>Well, now how about the text?Can you comprehend the text?Apakah kalian bisa memahami teksnya?</i>	Code switching	Inter-sentential
9.	<i>What is the meaning of duckbil? A chicken have duckbil.Paruh ya..</i>	Code switching	Inter-sentential
10.	<i>Apa fungsi dari paruhnya? What is the function of the beak?</i>	Code switching	Inter-sentential
11.	<i>What is the finding? Ya menemukan.Looking for,finding oke mendapatkan, right.</i>	Code mixing	Congruet lexication
12.	<i>Now let see paragraph three.Bagaimana dengan paragraf tiga?What does paragraph three tell us about?.</i>	Code mixing	Insertion
13.	<i>What is the main sentence?Mana kalimat utamanya?</i>	Code switching	Inter-sentential
14.	<i>Now how about the reference? Bagaimana dengan kemampuan reference kalian?</i>	Code mixing	Congruet lexication
15.	<i>Look at paragraph three line four.Dilihat paragraf yang ketiga baris yang keempat.</i>	Code switching	Inter-sentential
16.	<i>Ayo dibaca seluruh kalimatnya.You must read the all sentence.</i>	Code switching	Inter-sentential
17.	<i>I mean the sentence before and the sentence after.Dibaca kalimat sebelumnya dan kalimat sesudahnya,oke.</i>	Code switching	Inter-sentential

18.	<i>Okay, there are two option. Ada dua pilihan jawaban ini ya.</i>	Code switching	Inter-sentential
19.	<i>Terus kalimat berikutnya, now the next sentence</i>	Code mixing	Alternation
20.	<i>What is the meaning of soil? tanah..ok good.</i>	Code mixing	Insertion
21.	<i>In the other hand, sebaliknya.</i>	Code mixing	Alternation
22.	<i>Ya bagaimana teks itu di analisa. Coba kalian lihat pada what is it? page eleven.</i>	Code switching	Intra-sentential
23.	<i>Let's go on with the language future. Kita lanjutkan dengan ciri-ciri bahasa dari report teks.</i>	Code switching	Inter-sentential
24.	<i>Apa contohnya linking verb atau relating verb dari kalimat ini?</i>	Code mixing	Congruet lexication
25.	<i>Enough I think. If there any question? Ada pertanyaan sejauh ini?</i>	Code switching	Inter-sentential
26.	<i>Enough, no more question. Tidak ada lagi pertanyaan.</i>	Code switching	Inter-sentential
27.	<i>Now you prepare for your test of the report text. Ya kalian siapkan untuk mengerjakan tesnya, untuk report teksnya sekarang.</i>	Code switching	Inter-sentential
28.	<i>What date is it today? Nine? Tanggal 9 ya?</i>	Code switching	Inter-sentential

Class : XI C-4

Teacher : Teacher B

No.	Transcription	Code switching/code mixing	Types
1.	<i>Good morning student,nice to meet you!Ya sebenarnya ,in this class we have tamu ya..she is a student of UIN Purwokerto.She wants to observ and a her lecturer, apa lecturer? Kalo SMA teacher..</i>	Code mixing	Congruet lexication
2.	<i>Her lecturer is mrs Desi.And she is my ex student.Dosennya mba Ulya dulu kakak kelas kalian.</i>	Code switching	Inter-sentential
3.	<i>Ya, who wants to study to UIN? Ada?</i>	Code mixing	Insertion
4.	<i>Today will discuss next material.Materinya apa?Analytical exposition.</i>	Code mixing	Insertion
5.	<i>Ya,see. What is the titel of text?The important of having breakfast.Apa pentingnya,sarapan.</i>	Code mixing	Insertion
6.	<i>See, the first paragraph.Coba dibaca ini baris ke dua.</i>	Code switching	Inter-sentential
7.	<i>What is tend? Pada waktu sibuk,orang....lah wis ora sida sarapan.</i>	Code switching	Inter-sentential
8.	<i>Pada waktu sibuk,orang cenderung skip.Apa itu skip?</i>	Code mixing	Insertion
9.	<i>Actually, there are many benefits of breakfast.What is breakfast?Manfaat ya.</i>	Code switching	Inter-sentential
10.	<i>Yang membawa acara apa itu apa namanya?MC ya?</i>	Code mixing	Insertion
11.	<i>Ya, there are Ayu ting-ting.There are satu apa banyak?Kalau there is?</i>	Code mixing	Congruet lexication
12.	<i>The first paragraph,ya jika kalian mensimpulkan itu, di pagi yang sibuk orang cenderung melewatkan sarapan.</i>	Code mixing	Alternation
13.	<i>There are many benefits,banyak manfaat.</i>	Code mixing	Alternation
14.	<i>Nah,the next paragraph.Yuk coba dibaca mas.</i>	Code switching	Inter-sentential

15.	<i>Task apa task?kalian harus mengerjakan ini,misal.</i>	Code mixing	Congruet lexication
16.	<i>The second paragraph apa?sebuah?argument ya.Yang mendukung tentang pentingnya sarapan.</i>	Code mixing	Congruet lexication
17.	<i>Next,the third paragraph dibaca yang suaranya lantang.</i>	Code mixing	Alternation
18.	<i>What is appetite?Kalau kalian jam sebelas,dua belas,nah itu sering muncul.</i>	Code switching	Inter-sentential
19.	<i>Kalau ga sarapan kan lapar.Snacking.Maksudnya apa?</i>	Code mixing	Insertion
20.	<i>Snacking bahasa jawnya apa?Ngemil ya,kan ga ada ngemil nasi kuning hahaha.</i>	Code mixing	Alternation
21.	<i>Unhealthy calories.Kalori-kalori yang tidak sehat.</i>	Code switching	Inter-sentential
22.	<i>What is brain ?Kalau orang jaman dulu brain zaman manusia purba dengan brain kita itu beda.Atau juga orang yang punya kepekaan dibidang science dan seni itu punya brain yang berbeda..Apa itu?</i>	Code mixing	Congruet lexication
23.	<i>Next,having breakfast,coba dibaca yuk mas yang dipojok.</i>	Code mixing	Alternation
24.	<i>Morning apa grontol?hahahah</i>	Code mixing	Alternation
25.	<i>Fruitela dibacanya apa?</i>	Code mixing	Alternation
26.	<i>Stay away from snack. Itu apa maksudnya ?</i>	Code switching	Inter-sentential
27.	<i>Slices of fruit.Apa itu slices?</i>	Code mixing	Insertion
28.	<i>And the last, coba dibaca yuk mba yang ini.</i>	Code mixing	Alternation
29.	<i>Jadi apa?Susunan dari teks yang dinamakan analytical exposition?</i>	Code switching	Intra-sentential
30.	<i>Jadi ada penjelasan umum dulu,terus nanti argument-nya,baru nanti kemudian the opinion of the writer in the last paragraph.</i>	Code mixing	Congruet lexication
31.	<i>Ya, now please create the analytical exposition about the same structure,susunanya sama cuman temanya yang berbeda.</i>	Code mixing	Alternation

32.	<i>The team is, you can do with friends, just two. Kalian ini mengerjakannya berdua.</i>	Code switching	Inter-sentential
33.	<i>The theme of analytical exposition is the important of having lebaran day. Ya bagi lebaran orang indonesia, khususnya jawa, lebaran day penting nggak?</i>	Code switching	Inter-sentential
34.	<i>Please create ya, sebuah bacaan materi the important of lebaran day.</i>	Code mixing	Insertion
35.	<i>Kalian punya pendapat, argument yang mendukung the important of lebaran day.</i>	Code mixing	Congruet lexication

Class : XI C-4

Teacher : Teacher B

1.	<i>The important of lebaran day. Ya coba di analisis.</i>	Code switching	Inter-sentential
2.	<i>Important ini masuknya kata apa?</i>	Code mixing	Intra-sentential
3.	<i>Thing kata apa?</i>	Code mixing	Intra-sentential
4.	<i>Thing itu sesuatu, kata benda abstrak.</i>	Code mixing	Alternation
5.	<i>Bagus! kata benda, noun.</i>	Code switching	Tag switching
6.	<i>Book, kata?</i>	Code mixing	Alternation
7.	<i>Buku yang bagus? Good book. Berarti kata apa good ?</i>	Code mixing	Congruet lexication
8..	<i>Kenapa yang betul important bukan imported?</i>	Code mixing	Congruet lexication
9.	<i>Yang kemarin nulis important maju sini, Adit putro.</i>	Code mixing	Insertion
10.	<i>Companed artinya apa?</i>	Code mixing	Intra-sentential
I	<i>Done ditulisnya, dibacanya apa?</i>	Code mixing	Alternation
12.	<i>Bambang is my closet friend. Artinya apa closet?</i>	Code mixing	Congruet lexication
13.	<i>Get closet disini artinya lebih dekat dengan Allah.</i>	Code mixing	Intra-sentential
14.	<i>Can be taken, artinya apa?</i>	Code mixing	Alternation

15.	<i>Realize,menyadari.</i>	Code mixing	Alternation
16.	<i>Die bentuk satu,dua,tiganya ada nggak?</i>	Code mixing	Alternation
17.	<i>The death cat.Kucing sing mati.</i>	Code switching	Inter-sentential
18.	<i>Nah sekarang,kematian adalah misteri.Yaitu the death is a mystery.</i>	Code switching	Inter-sentential
19.	<i>Kalau kamu hanya tahu benarnya tok,kan easy come easy go.</i>	Code mixing	Alternation
20.	<i>What is custom? Apa itu custom?</i>	Code switching	Inter-sentential
21.	<i>Custom juga ada kata lain.</i>	Code mixing	Intra-sentential
22.	<i>Togetherness dari kata together,bersama.Jadi artinya kebersamaan.</i>	Code mixing	Congruet Lexication
23.	<i>Kalau orang yang nggak punya harapan,hopeless ya.</i>	Code mixing	Insertion
24.	<i>Kalau happiness apa?</i>	Code mixing	Insertion
25.	<i>Kalau yang di sendok itu stainless apa? Hahaha,baja ya</i>	Code mixing	Insertion
26.	<i>To seek?Apa artinya itu?</i>	Code switching	Inter-sentential
27.	<i>Seek sama saja dengan try to find ya,menemukan.</i>	Code mixing	Congruet Lexication
28.	<i>Each other itu apa?</i>	Code mixing	Intra-sentential
29.	<i>Kalau satu sama yang lain itu one another.</i>	Code mixing	Intra-sentential
30.	<i>Remainder,apa hayo remainder?</i>	Code mixing	Insertion
31.	<i>Apa bedanya ini coba hahaha, laugh and love?</i>	Code mixing	Alternation
32.	<i>Ya sudah,give applause yok.</i>	Code mixing	Insertion
33.	<i>Next, yang merasa important yok siap-siap.</i>	Code mixing	Congruet Lexication
34.	<i>Ini judulnya bukan the important,tapi the imported hahaha.</i>	Code mixing	Congruet Lexication
35.	<i>Strengthen dari kata strong,apa?</i>	Code mixing	Congruet Lexication
36.	<i>Gimana caranya tadi kata strong,strenggh, jadi kata kerja?</i>	Code mixing	Insertion
37.	<i>Fasting month? apa artinya?</i>	Code switching	Inter-sentential

38.	<i>Orang Inggris menyatakan puasa itu breakfast. Karena mereka berpuasa dari malam.</i>	Code switching	Intra-sentential.
39.	<i>Yok provide, apa provide?</i>	Code mixing	Congruet Lexication
40.	<i>Provide? Sinonimnya apa?</i>	Code switching	Inter-sentential
41.	<i>Tadi ada kata respect. Apa respect?</i>	Code mixing	Congruet Lexication
42.	<i>Brotherhood, apa brotherhood?</i>	Code mixing	Insertion

Class : XII IPS 5

Teacher : Teacher C

No.	Transcription	Code switching/ Code mixing	Types
1.	<i>Who is absent today? Meyla, Zulfan.. Kenapa nggak berangkat ?</i>	Code switching	Inter-sentential
2.	<i>How about your wekeend guys? Who is kondangan? oh iya...</i>	Code switching	Intra-sentential
3.	<i>You see instastory from someone teacher ya.. lihat apa nggak? Ada yang nyanyi ya..</i>	Code switching	Inter-sentential
4.	<i>Bangunnya jam berapa? What time you wake up?</i>	Code switching	Inter-sentential
5.	<i>Hopefully what you to do today, will bring a spirit belajar sampai kapanpun ya.. semangat terus..</i>	Code mixing	Alternation
6.	<i>We still talk about conditional sentence ya... yang previous meaning, have excercise, fill in the blanks sudah</i>	Code mixing	Congruet Lexicalization
7.	<i>Terus multiple choice sudah, lah sekarang concept conditional tinggal membuat kalimatnya</i>	Code mixing	Congruet Lexicalization
8.	<i>Sekarang game dulu per group ya..</i>	Code mixing	Congruet Lexicalization
9.	<i>If I had on a helicopter? Verb berapa? verb 3 ya.. Kalau dulu seandainya saya punya helicopter ya.. seandainya gemien ya.</i>	Code mixing	Congruet Lexicalization

10.	<i>Jika aku orang terkaya di dunia,I would to apa...</i>	Code mixing	Insertion
11.	<i>Langsung lanjutannya aja ya, yang ditulis. If I were nya nggak usah.</i>	Code mixing	Insertion
12.	<i>Ya misalnya itu.If I were the rich person , I would apa..</i>	Code mixing	Insertion
13.	<i>Okay, If you ready with your sentence,you can write on the whiteboard. Ya deretan sini dulu, nanti kalau sudah hapus.</i>	Code switching	Inter-sentential
14.	<i>Bolehkah saya minum apa hayo? May I drink some water.</i>	Code switching	Inter-sentential
15.	<i>Aku tidak akan bertemu dia di dating app kan bisa ya.</i>	Code mixing	Insertion
16.	<i>If I were the rich person,jika aku menjadi orang terkaya. I would buy a luxury car. Akan membeli apa luxury? Ya mobil mewah.</i>	Code mixing	Alternation
17.	<i>I would build a beautiful garden. Aku akan membangun taman indah ya.</i>	Code switching	Inter-sentential
18.	<i>Inget-inget setelah would di ikuti verb berapa?</i>	Code mixing	Alternation
19.	<i>I would be the happiest person in live ya.. saya akan menjadi orang yang paling bahagia ya.</i>	Code switching	Inter-sentential
20.	<i>I would build a business.Aku akan membangun bisnis.</i>	Code switching	Inter-sentential
21.	<i>I would lend it to Indonesia ya..Wah saya akan menghutangi Indonesia ya hahahaha</i>	Code switching	Inter-sentential
22.	<i>I would build a hotel.Aku akan membangun hotel dengan bunga yang tinggi ya hahaha</i>	Code switching	Inter-sentential
23.	<i>I would build a palace in the village. Membangun istana di desa ya hahahaha amiinn</i>	Code switching	Inter-sentential
24.	<i>I would traveller the world ya.Aku akan keliling dunia ya. Aminn hahaha</i>	Code switching	Inter-sentential
25.	<i>I would have sold it expensively apa berarti? Aku akan menjualnya dengan mahal</i>	Code switching	Intra-sentential
26.	<i>I would have to go around with my friend. Di tambahin apa ya habis</i>	Code mixing	Congruet lexication

	would? Would have to go nya jadi? gone. Iya kan.		
27.	I would to around the cloud. Mengelilingi awan woo hahaha	Code switching	Inter- sentential
28.	Nah I would have be. Be -nya berubah jadi? been.	Code switching	Inter- sentential
29.	What is the meaning of abundant? Oh berkelimpahan.Berkelimpahan kekayaan.	Code switching	Inter- sentential
30.	Soalnya kan tipe tiga ya. It means would have been.	Code switching	Inter- sentential
31.	Feel apa verb tiganya? Felt ya	Code mixing	Alternation
32.	Okay please student do clean the whiteboard based in the schedule ya.. yang piket hari ini.	Code switching	Inter- sentential
33.	Please make your sentence ya..Your sentence is not simillar with your teman sebangku.	Code switching	Inter- sentential
34.	Nomer lima itu use to itu artinya apa?terbiasa ya. Jika aku terbiasa menabung sejak kecil.	Code mixing	Insertion
35.	Yang belum ya, you can submit at office	Code mixing	Alternation
36.	Thank you so much.See you next meeting on Friday.Please prepare for the test ya. Semoga lebih semangat pelajaran selanjutnya.	Code switching	Inter- sentential

Class : XII IPS 5

Teacher : Teacher C

1.	Good morning social five! Great, semangat	Code switching	Inter- sentential
2.	Ulangan ya hari ini..nggak usah kaya gitu,kemarin kan udah dikasih tau. Only five minutes ya.. five questions.	Code switching	Inter- sentential
3.	Coba kemarin conditional one tipe satu apa? If verb satu ya.Hasilnya apa? Will verb? Satu. Tipe dua? If verb dua ya.. hasilnya? would	Code mixing	Alternation

4.	<i>Would have verb? Tiga.</i>	Code switching	Inter-sentential
5.	<i>Ya kalau would have been berarti diikuti sifat ya</i>	Code mixing	Insertion
6.	<i>Kalau ini be ya.. yang dalam kurung di isi apa? Were ya.</i>	Code mixing	Alternation
7.	<i>I would have bought ya. Akan membeli makanan di kantin, jika mamaku tidak membawakan bekal.</i>	Code switching	Inter-sentential
8.	<i>Begitu ya.. feel easy mbok?</i>	Code mixing	Insertion
9.	<i>Ini, If I don't call you, I? biasanya tipe satu ya..kan present. Jadinya? I will.</i>	Code mixing	Alternation
10.	<i>Who phone is this? Ini punya siapa? Ooh ya... hahaha malah lupa.</i>	Code switching	Inter-sentential
11.	<i>Iya ya, ready?</i>	Code mixing	Alternation
12.	<i>Okay. It is nine thirty ya, we can start the test. Start from the number one, two, three, four ya. Adam, Afra, Agung, Alifatan. Ya, silahkan boleh maju. Sini duduk sini, bebas ya.</i>	Code switching	Inter-sentential
13.	<i>Okay, five minutes. Start from now ya. Ayo bisa dimulai.</i>	Code switching	Inter-sentential
14.	<i>Get ready for the next ya. Juan, Meyla, Melda, Nashwa. Kan atas, tengah, terus bawah.</i>	Code switching	Inter-sentential
15.	<i>Iya, could, would ya sama.</i>	Code mixing	Insertion
16.	<i>See five minutes. Cukup, bisa..</i>	Code switching	Inter-sentential
17.	<i>Okay, sudah five minutes. Selesai.</i>	Code switching	Inter-sentential
18.	<i>Okay next, bebas duduknya. Meyla, Melda, Nashwa, ya ditambahin Natasha.</i>	Code mixing	Alternation
19.	<i>Okay, I have send the schedule for today to your whatsapp group ya. Bisa dilihat ya, pulange jam dua.</i>	Code switching	Inter-sentential
20.	<i>Okay get ready ya. Iya geng atas, gantian geng atas. Amel ph, Amel pr, Chigi, Ayes.</i>	Code mixing	Insertion
21.	<i>Okay, yang belum maju you can use your time for study, you can see the exercise in your whatsapp group itu loh ya..</i>	Code mixing	Congruet lexication

22.	<i>Get ready after this.Rizki, Reni, Refi, Raja.Habis ini ke depan ya..</i>	Code switching	Inter-Sentential
23.	<i>Berarti ini next meeting ya, dilanjutkan.</i>	Code mixing	Insertion
24.	<i>Ya sudah,thankyou so much all of you do your best for our test today.For the last student next week ya.. See you next week. Wassalamualaikum wr.wb</i>	Code switching	Intra-sentential

Class : XII MIPA 1

Teacher : Teacher D

No.	Transcription	Code switching/ Code mixing	Types
1.	<i>What is the simillar dari teks tersebut?</i>	Code switching	Intra-sentential
2.	<i>Hello Cristalia,mana?</i>	Code mixing	Alternation
3.	<i>The answered the question.jawaban dari pertanyaan tersebut adalah</i>	Code mixing	Alternation
4.	<i>Answer three questions pada scene tersebut</i>	Code mixing	Congruet Lexication
5.	<i>Intimidation or in bahasa? Ancaman ya?</i>	Code switching	Intra-sentential
6.	<i>Ada lagi yang mau?Any one to?Tell the us about what you have talk to with your friends.</i>	Code switching	Intra-sentential
7.	<i>The last meeting I have discuss about the text ya?Sebuah teks.You have to identify the first text.</i>	Code mixing	Insertion
8.	<i>You have to identify the second and fourth paragraph ya, and then the function of the paragraph.Fungsi dari paragraf itu ya.</i>	Code mixing	Congruet Lexication
9.	<i>Ya, yang watching TV dulu.</i>	Code mixing	Insertion
10.	<i>Disitu ada picture ya,one,two,three,four...sampai berapa itu, thirteen pictures,okay.</i>	Code mixing	Congruet Lexication
11.	<i>Based on the pictures, you have to give your own opinion about watching Tv ya.Advantages and disadvantages.</i>	Code mixing	Insertion
12.	<i>Sudah saya sampikan ya, sampai nanti the end of discussion,next step kamu harus duduk dengan</i>	Code mixing	Insertion

	kelompokmu yang enam orang,sudah?		
13.	Oke, masing-masing kelompok berikan satu advantages and disadvantages,ya silahkan.	Code mixing	Insertion
14.	<i>First picture,gambar apa itu first picture?</i>	Code mixing	Insertion
15.	Ini kenapa yang number two?	Code switching	Intra-sentential
16.	<i>Number six,gambar apa itu?</i>	Code mixing	Alternation
17.	Itu pada advantages or disadvantages itu yang nomor ten?	Code mixing	Congruet Lexication
18.	<i>Number eleven,biasanya untuk apa itu TV program?</i>	Code mixing	Insertion
19.	Ya,mungkin because TV addiction it will destroy their relathionship.	Code switching	Intra-sentential
20.	Ya,lihat disitu.What is your opinion about it's controversial topic and write three supporting points for your opinion.	Code switching	Inter-sentential
21.	Dan listen to the audio,and compare your answered.	Code mixing	Alternation.
22.	You can compare with the audio.Kamu bisa membandingkan dengan yang ada di audionya,silahkan.	Code switching	Inter-sentential
23.	Oke,untuk agree dan disagree untuk yang controversial topic.	Code mixing	Congruet Lexication
24.	Jadi nanti akan menuliskan three supporting points,agree or disagree with the topic ya.	Code mixing	Insertion
25.	Oke,kelompoknya Javier the first topic.	Code mixing	Alternation
26.	And then,kelompoknya Yosef second topic.	Code mixing	Insertion
27.	Kemudian,you the third topic.	Code mixing	Alternation
28.	Oke,urutan tema yang harus kalian kerjakan ya.The first one genetesting,the second one is work from home.The third is goverment,the fourth is artivisial intelegence,and then five globalisation,and the last is viral videos.	Code switching	Inter-sentential
29.	Number one sudah? Kalau sudah tuliskan di depan.	Code switching	Intra-sentential

30.	<i>Itu dihapus, kemudian kamu tuliskan topiknya, written the topic, and then pro or cons.</i>	Code mixing	Alternation
31.	<i>Let discuss, one by one ya from the numbers.</i>	Code mixing	Insertion
32.	<i>Untuk the first, genetesting. Yang kamu dengar apa saja?</i>		
33.	<i>And then the second topic, gambar yang kedua. Apa saja yang dimaksudkan?</i>	Code switching	Alternation
34.	<i>Oke, yang number three, topic three.</i>	Code mixing	Alternation
35.	<i>And then yang topic five.</i>		
36.	<i>For the following chart will be discussion in a paragraph, in a text. Oleh karena itu, would you please prepare yourself writing information from the assignment that I have given in the last meeting.</i>	Code mixing	Insertion
37.	<i>You have to catch the information based on the text, paragraf per paragraf ya, kemudian the function of which paragraf itu apa.</i>	Code mixing	Congruet Lexication
38.	<i>Sebenarnya, we need to the discussion of discussion text times.</i>	Code mixing	Alternation
39.	<i>Nanti akan kita bicarakan the social function, generic structure, language future of the text.</i>	Code mixing	Alternation
40.	<i>Tapi next meeting yang akan menjelaskan adalah kamu, in your groups. Thank you very much, you have your rest.</i>	Code mixing	Congruet Lexication

Class : XII MIPA 5

Teacher : Teacher D

1.	<i>Ya, Okay that the additional thing.</i>	Code mixing	Alternation
2.	<i>Yang the purpose of text sudah?</i>	Code mixing	Insertion
3.	<i>Yang watching TV, The advantages and disadvantages sudah dibahas belum?</i>	Code mixing	Congruet Lexication

4.	<i>Based of assignment, you can make statement of watching TV by the picture ya..kelompokan kamu sudah belum?</i>	Code mixing	Alternation
5.	<i>Berapa?twenty nine ya?and then?</i>	Code mixing	Congruet Lexication
6.	<i>You can compare your answeare with the audio.Itu ada audionya.</i>	Code switching	Inter - sentential
7.	<i>Picture number one masuknya advantages apa disadvantages?</i>	Code mixing	Congruet Lexication
8.	<i>There are many film horror ya...</i>	Code switching	Intra- sentential
9.	<i>Jadi mungkin many program not suitable ya.</i>	Code mixing	Insertion
10.	<i>Number four, advantages and disadvantagesnya apa itu?</i>	Code mixing	Alternation
11.	<i>Kemudian,number nine?</i>	Code mixing	Alternation
12.	<i>Apa kira-kira advantagesnya itu?</i>	Code mixing	Insertion
13.	<i>Number ten itu gambar apa number ten?</i>	Code mixing	Insertion
14.	<i>Ya,tentang pekerjaan ya.People not complete they work when they watch TV.</i>	Code switching	Inter- sentential
15.	<i>Ya, disitu ada banyak control topic.</i>	Code mixing	Alternation
16.	<i>Tolong tuliskan the supporting point berdasarkan picture ya.</i>	Code mixing	Congruet Lexication
17.	<i>Silahkan kamu diskusikan dengan temanmu,b erikan three supporting point ya.</i>	Code mixing	Insertion
18.	<i>Ya,dimulai dari first group,silahkan bisa maju ke depan.</i>	Code mixing	Insertion
19.	<i>Ya, the others please silent.</i>	Code mixing	Alternation
20.	<i>Ada argument again?Please tell us.</i>	Code switching	Intra- sentential
21.	<i>Okay, topic two silahkan di sampaikan.</i>	Code mixing	Alternation
22.	<i>Ayo,the last topic.</i>	Code mixing	Alternation
23.	<i>Okay, lets the six controversial topic.Kita masih mempunyai beberapa kelompok ya.</i>	Code switching	Inter- sentential
24.	<i>What is the purpose of each paragraph?Itu juga belum dikerjakan ya?</i>	Code switching	Intra- sentential
25.	<i>Jenis structure ya,sudah?</i>	Code mixing	Insertion

26.	<i>Kemudian gives the title, baru kita simpulkan ya, we will make a conclusion about the text itself.</i>	Code mixing	Congruet Lexication
27.	<i>Nanti, next meeting itu kita review sebentar besok ya.</i>	Code mixing	Congruet Lexication
28.	<i>Tentunya akan diawali dengan issue dulu.</i>	Code mixing	Insertion
29.	<i>Okay, the first paragraph adalah?</i>	Code mixing	Alternation
30.	<i>Itu adalah conclusion, recommendation ya.</i>	Code mixing	Insertion
31.	<i>Okay, kita lanjutkan next lesson ya, tapi kita review dulu.</i>	Code mixing	Congruet Lexication



OBSERVATION GUIDELINE

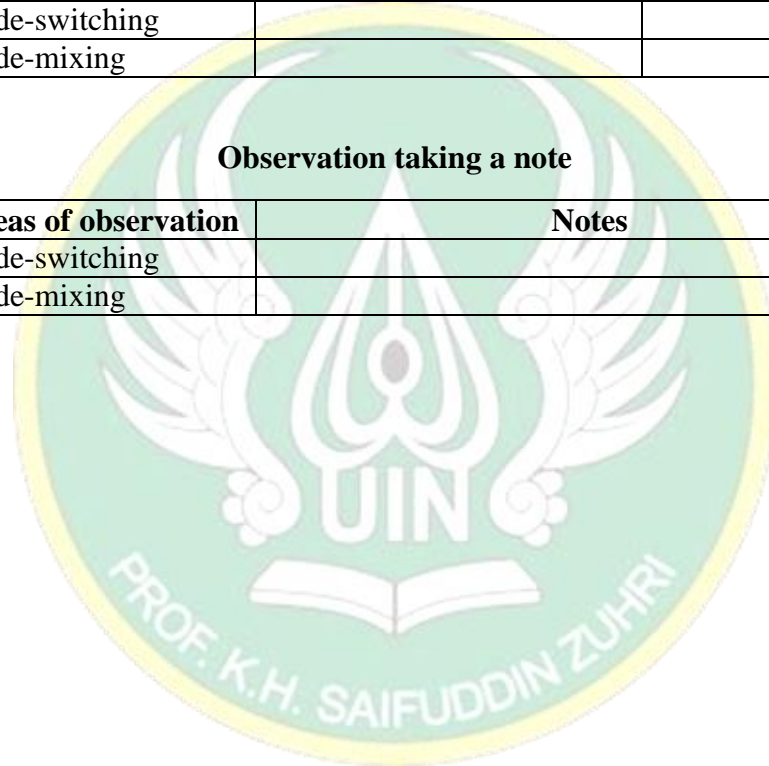
Observation Name	:
Observation date	:
Start of time	:
Class	:
The object of observation	:

Observation frequency count

No.	Areas of observation	Tally Marks	Total
1.	Code-switching		
2.	Code-mixing		

Observation taking a note

No.	Areas of observation	Notes
1.	Code-switching	
2.	Code-mixing	



OBSERVATION RESULT SHEET

A. First Observation

Observer Name	: Ulya Nur Maziyyah
Observation date	: 07/11/2023
Start of time	: 08:30 A.M
Class	: X -3
The object of observation	: Teacher A

Observation frequency count

No.	Areas of observation	Tally Marks	Total
1.	Code-switching		44
2.	Code-mixing		39

Observation taking a note

No.	Areas of observation	Notes
1.	Code-switching	1. Intra-Sentential 2. Inter-Sentential
2.	Code-mixing	1. Congruet Lexicalization 2. Insertion 3. Alternatiom

B. Second Observation

Observer Name	: Ulya Nur Maziyyah
Observation date	: 09/11/2023
Start of time	: 09.25 A.M
Class	: X -2
The object of observation	: Teacher A

Observation frequency count

No.	Areas of observation	Tally Marks	Total
1.	Code-switching		17
2.	Code-mixing		11

Observation taking a note

No.	Areas of observation	Notes
1.	Code-switching	1. Inter-Sentential 2. Intra-Sentential
2.	Code-mixing	1. Insertion 2. Congruet Lexicalization 3. Alternation

C. Third Observation

Observer Name	: Ulya Nur Maziyyah
Observation date	: 08/11/2023
Start of time	: 09.25 A.M
Class	: XI C-4
The object of observation	: Teacher B

Observation frequency count

No.	Areas of observation	Tally Marks	Total
1.	Code-switching		11
2.	Code-mixing		24

Observation taking a note

No.	Areas of observation	Notes
1.	Code-switching	1. Inter-Sentential 2. Intra-Sentential
2.	Code-mixing	1. Congruet Lexicalization 2. Insertion 3. Alternation

D. Fourth Observation

Observer Name	: Ulya Nur Maziyyah
Observation date	: 10/11/2023
Start of time	: 09.25 A.M
Class	: XI C-4
The object of observation	: Teacher B

Observation frequency count

No.	Areas of observation	Tally Marks	Total
1.	Code-switching		9

2.	Code-mixing		33
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Observation taking a note

No.	Areas of observation	Notes
1.	Code-switching	1. Tag Switching 2. Inter-Sentential 3. Intra-Sentential
2.	Code-mixing	1. Alternation 2. Congruet Lexicalization 3. Insertion

E. Fifth Observation

Observer Name	: Ulya Nur Maziyyah
Observation date	: 06/11/2023
Start of time	: 08.35 A.M
Class	: XII IPS-5
The object of observation	: Teacher C

Observation frequency count

No.	Areas of observation	Tally Marks	Total
1.	Code-switching		22
2.	Code-mixing		14

Observation taking a note

No.	Areas of observation	Notes
1.	Code-switching	1. Inter-Sentential 2. Intra-Sentential
2.	Code-mixing	1. Alternation 2. Congruet Lexicalization 3. Insertion

F. Sixth Observation

Observer Name	: Ulya Nur Maziyyah
Observation date	: 10/11/2023
Start of time	: 09.20 A.M
Class	: XII IPS-1
The object of observation	: Teacher C

Observation frequency count

No.	Areas of observation	Tally Marks	Total
1.	Code-switching		14
2.	Code-mixing		10

Observation taking a note

No.	Areas of observation	Notes
1.	Code-switching	1. Inter-Sentential 2. Intra-Sentential
2.	Code-mixing	1. Alternation 2. Congruet-Lexicalization 3. Insertion

G. Seventh Observation

Observer Name	: Ulya Nur Maziyyah
Observation date	: 06/11/2023
Start of time	: 10.05 A.M
Class	: XII MIPA-2
The object of observation	: Teacher D

Observation frequency count

No.	Areas of observation	Tally Marks	Total
1.	Code-switching		4
2.	Code-mixing		34

Observation taking a note

No.	Areas of observation	Notes
1.	Code-switching	1. Inter-Sentential 2. Intra-Sentential
2.	Code-mixing	1. Alternation 2. Congruet-Lexicalization 3. Insertion

H. Eight Observation

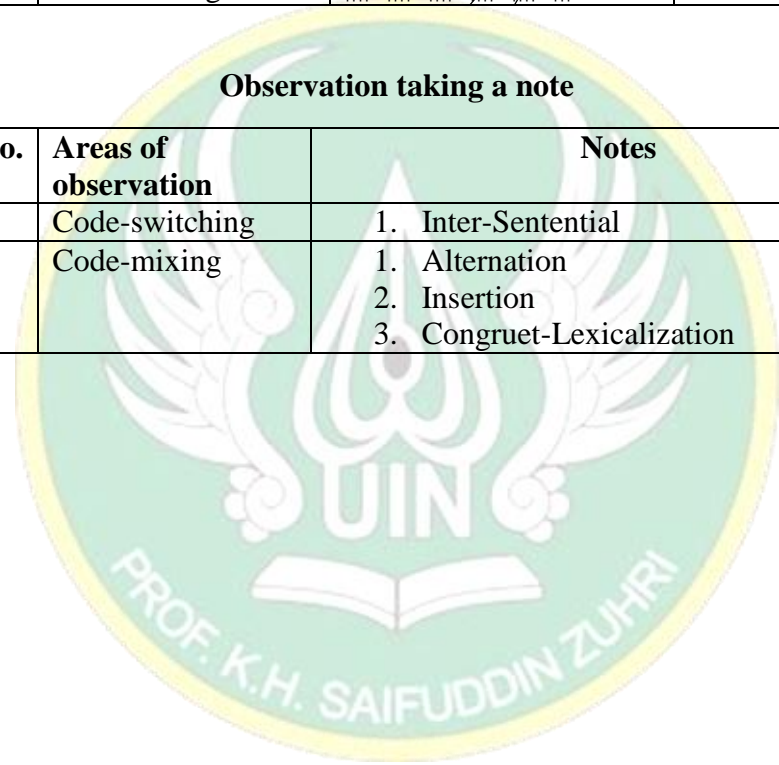
Observer Name	: Ulya Nur Maziyyah
Observation date	: 15/11/2023
Start of time	: 07.45 A.M
Class	: XII MIPA-3
The object of observation	: Teacher D

Observation frequency count

No.	Areas of observation	Tally Marks	Total
1.	Code-switching		3
2.	Code-mixing		28

Observation taking a note

No.	Areas of observation	Notes
1.	Code-switching	1. Inter-Sentential
2.	Code-mixing	1. Alternation 2. Insertion 3. Congruet-Lexicalization



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INTERVIEW GUIDLINE

Interview Name : UlyaNur Maziyyah

Respondent : The teachers

No.	Interview Questions	Notes.
1.	In your opinion, what is code-switching and code-mixing?	Ex
2.	Do code-switching and code-mixing needed when you are teaching in the classroom?	Y/N
3.	In your opinion, what is the function of code-switching in your teaching English ?	Ex
4.	In your opinion what is the positive effect of code-switching for students?	Ex
5.	In your opinion what is the negative effect of code-switching for student?	Ex
6.	In your opinion, is there positive effect of code switching for teacher?	Ex
7.	In your opinion, is there negative effect of code switching for teacher?	Ex
6.	In your opinion, is there any negative effect of code-switching for the student?	Ex
8.	Do you agree code-switching help you to make student comfortable in your class?	Y/N
9.	Do you agree code- switching make student more active in interacting in the classroom?	Y/N
10.	Do you agree code-switching can help you to give best clarification for student when there was confusing thing?	Y/N
11.	Do you agree code-switching help student to understand your explanation or instruction in your class clearly?	Y/N
12.	Do you agree code-switching can help your student understand when you asking for a question to your student?	Y/N
13.	In your opinion, what is the positive effect of code-mixing for student?	Ex
14.	In your opinion, what is the negative effect of code-mixing for student?	Ex
15.	In your opinion, what is the positive effect of code-mixing for teacher?	Ex
16.	In your opinion, what is the positive effect of code-mixing for teacher?	Ex
17.	Do you agree code-mixing help you to find the equal meaning of word when you are explaining something?	Y/N

Interview Name : Ulya Nur Maziyyah

Respondent : Students of SMA N 1 Purbalingga

No.	Interview Questions	Notes.
1.	What is your opinion about the learning where is using English language full by teachers from the beggining class until finish?	Ex
2.	Do you agree when the teachers use two languages in the same time in teaching English? For example: The teachers will use English language first.Then the teachers use Indonesian language for clarifying something	Y/N
3.	Do you agree when the teachers mixing two languages in same timein teaching language? For example: The teachers will mix two languages into one attemp when teachers explain something. “Read page 22, sekarang!”	Y/N
4.	Do you know about code-switching and code-mixing in teaching English?	Y/N
5.	What’s your feeling when the teacher use switch language in his instruction or explanation?	Ex
6.	What’s your feeling when the teacher use mix language from English language to another language in his instruction or explanation?	Ex
7.	In your opinion, does switch language has positive effect for you?	Y/N
8.	What possitive effects after the teacher use switch language in teaching?	Ex
9.	In your opinion, is there any negative effect of code-switching for you?	Y/N
10.	What negative effects after the teacher use switch language in teaching?	Ex
11.	Do you agree code- switching make you (as a student) more active in interacting in the classroom?	Y/N
12.	Do you agree code-switching can give you to give best clarification from the teacher when there was confusing thing?	Y/N
13.	Do you agree switch language help you to understand the explanation or instruction from the teacher in the class clearly?	Y/N
14.	Do you agree switch language can help you to understand when the teacher asking for a question?	Y/N

15.	Do you agree switch language spent a more time for you to understand the meaning when the teachers switch the language?	Y/N
16.	Do you agree the teacher should use switch language for emphasizing some meaning?	Y/N
17.	In your opinion, what is the positive effect of code-mixing used by the teacher in teaching English?	Ex
18.	In your opinion, what is the negative effect of code-mixing used by the teacher in teaching English?	Ex
19.	Do you feel difficult to find the equal meaning from teacher when mixing language?	Y/N
20.	Do code-switching and code-mixing cause the output of your language learning to be distrupted?	Y/N



TRANSCRIPTION OF INTERVIEW RESULT

Interview Name : Ulya Nur Maziyyah

Interview Date : 08-11-2023

Respondent : The teacher A

Interview Method : Face to Face

Interviewer : In your opinion, what is code switching and code mixing?

Teacher : Untuk kelas sepuluh, itu lebih cenderung campur. Karena penguasaan mereka kan masih sedikit ya di SMP, kemungkinan mereka masih lebih banyak bahasa Indonesianya seperti itu. Jadi kalau saya jelas menggunakan campur. Nggak mungkin bahasa Inggris terus. Apalagi kalau konsep ya. Terkadang ada konsep, yang supaya mereka benar-benar paham ya saya memperkenalkan in English, menjelaskannya ya pertama, nanti kita underline. Kita reinforcement, ada penguatannya.

Interviewer : Do code switching and code mixing needed when teacher teaching in the classroom?

Teacher : Ya jelas. Karena kan bukan, English is just our second language. It just foreign. Jadi dalam lingkungan keseharian mereka itu kan, apalagi seperti sekarang ya zonasi tidak menutup mata ya, yang dekat-dekat sini kan jelas yang mendominasi justru agak lower.

Interview : In your opinion what is the function of code switching in teaching English?

Teacher : Ya, jadi fungsi dari code switching ini untuk memberi penekanan ya. Konsepnya supaya siswa paham. Penjelasannya juga mereka tahu. Apalagi itu untuk penjelasan, jelas diperkenalkan pertama dalam bahasa Inggris. Definisinya ya tetap pertama pakai bahasa Inggris. Tapi ya nanti tetap untuk bahasa Inggris kelas sepuluh ya, tetap saya ulangi lagi dalam bahasa Indonesia. Jadi ada beberapa vocab yang baru. Misalnya, penjelasan saya kadang ditulis.

Interviewer : In your opinion what is the positive effect of code switching for students?

Teacher : Itu jelas akan membuat mereka lebih fokus ya. Kalau dalam bahasa Inggris kelihatannya mereka fokus, tapi kenyatannya mereka blank hehe.. kadang mereka mendengarkan tapi ga ada yang di tangkap ya eman-eman ya. Tetap mereka kita perkenalkan dengan bahasa Inggris. Artinya situasinya tetap, bahasa Inggrisnya tetap ada. Tapi mereka juga paham. Lah memahaminya itu yang dalam bahasa Indonesia. Itu fungsinya disitu.

Interviewer : In your opinion, is there any negative effect of code switching for the students?

Teacher : Karena begini ya, yang namanya bahasa kita harus mengenal konsep perubahan kata kerja juga. Kemudian beberapa kalimat yang memang fiks seperti itu. Misalkan saja pasif ya, mereka kan konsepnya harus tau. Dalam bahasa Inggris itu mereka juga kosa katanya sangat terbatas. Otomatis tadi, pada saat kita memperkenalkan konsep seperti ini report banyak kalimat pasifnya. Otomatis kalimat pasif yang seperti apa. Grammar mereka masih sedikit sekali dasarnya. Padahal itu kemampuan yang dituntut dari anak disamping mereka paham membaca, mereka harus paham product, bisa membuat. Untuk membuat kan ciri-ciri bahasanya mereka harus kuat. Jadi, otomatis konsep-konsep seperti non phrase kan mendominasi sekali di descriptive, di report. Kalau mereka tidak tahu konsep non phrase ya bagaimana mereka bisa menyusun deskripsi yang bagus. Bagaimana mereka bisa menyusun report yang bagus. Jadi, konsep itu juga harus kita kuasai. Pada saat kita menejelaskan, kita tetap butuh bahasa ibu mereka. Nanti pada prakteknya, mereka sudah bisa lebih bagus kalimatnya. Jadi ya, menurut saya negatifnya tidak ada. Sepanjang kita nggak seratus persen bahasa Indonesia. Nanti mereka dapat apa hehe... iya, seperti itu.

Interviewer : Do you agree code switching help teacher to make students comfortable in the class?

Teacher : Iya, ibu rasa code switching membuat siswa lebih nyaman belajar di kelas. Ya seperti kemarin prakteknya di kelas ya. Mba tau kita menggunakan code switching dan code mixing. Pertama kita gunakan bahasa Indonesia, kemudian baru pakai bahasa Inggris.

Interviewer : In your opinion, is there positive effect of code switching for teacher?

Teacher : Untuk ini si mba, membantu guru dalam menjelaskan sesuatu atau saat guru menekankan suatu makna. Jadi siswa lebih merasa paham lagi. Kan dengan menekankan suatu makna itu membuat siswa jadi tahu point penting yang ingin disampaikan guru dimana. Seperti itu.

Interviewer : In your opinion, is there negative effect of code switching for teacher?

Teacher : Ya, saya pikir efek negatif dari penggunaan code switching di waktu penggunaannya ya. Saya rasa waktu proses belajar dan mengajar di kelas kurang. Jadi, kami pun ya sebagai guru tidak bisa selalu memakai code switching. Kami harus menggunakannya pada saat yang penting saja.

Interviewer : Do you agree code switching make students more active in interacting in the classroom?

Teacher : Ya, mereka menjadi lebih percaya diri ya. Jadi mereka merasa tidak takut berbicara. Jadi kita bangun dulu rasa percaya dirinya. Mereka ada rasa curiositinya. Ada rasa antusiasnya. Itu yang membuat mereka jadi tidak takut untuk belajar.

Interviewer : Do you agree code switching can help teacher to give best clarification for student when there was confusing thing?

Teacher : Iya, tentu saja ya. Itu pasti.

Interviewer : Do you agree code switching help student to understand the explanation or instruction by teacher in the class?

Teacher : Ya, benar. Sometimes I give instruction in English. But they still silent. They don't know what should they do. Ya, jadi of course saya, I give my instruction in Indonesia.

Interviewer : Do you agree code switching can help student understand when teacher asking a question to students in the class?

Teacher : Ya, kalau memberikan pertanyaan itu kira-kira, bu apa ini ya artinya. Itu tidak langsung di translate to Indonesian.. No. But, I just give another example using the same word, but in the easier sentence. Menggunakan kosa kata yang sama, tapi dengan kalimat yang mudah, yang kira-kira bisa mereka pahami. Jadi mereka kan bisa menebak. Jadi tidak langsung, oh kata ini bahasa Indonesianya ini. Kita beri kalimat tetap dalam bahasa Inggris, tapi yang di situasi sekarang ini, situasi yang mereka paham. Dengan kosa kata yang lebih mudah. Mereka bisa, oh itu artinya ini.

Interviewer : In your opinion what is the positive effect of code mixing for student?

Teacher : Ya, saya rasa hmm membuat anak merasa dilibatkan ya.

Kadang kan ini, ada cross culturenya ya. Benturan budayanya ya. Kan kadang kita menggunakan bahasa Jawa.

Interviewer : In your opinion what is negative effect of code mixing for students?

Teacher : Kalau saya nggak menemukan efek negatifnya ya hehe..karena, namanya juga baru kelas sepuluh. Jelas nggak bisa kita menggunakan murni kita mengajar bahasa Inggris dengan bahasa Inggris full ya. Nanti anak pasti pusing hehe.. karena ya, malah kadang yang ibaratnya kemampuannya tidak terlalu tinggi malah semakin tambah putus asa. Tapi kalau misalnya oh, sedikit-sedikit mereka nyandak gitu ya. Sedikit-sedikit mereka paham. Nanti itu ada rasa ingin tahu.

Interviewer : In your opinion, is there positive effect of code mixing for teacher?

Teacher : Sebagai fasilitas belajar bahasa Inggris siswa. Ya, jadi membantu guru untuk memberi penjelasan pada siswa. Seperti yang sudah saya jawab sebelumnya ya. Begitu.

Interviewer : In your opinion, is there negative effect of code mixing for teacher?

Teacher : Saya pikir, sangat susah membangun motivasi siswa untuk belajar bahasa Inggris jika kita terlalu banyak menggunakan code mixing di kelas ya. Karena siswa jadi tidak ada inisiatif untuk mencari tahu sendiri. Khususnya dalam motivasi belajar bahasa Inggris, jika kita sebagai guru tidak memfasilitasi penuh kemampuan bahasa Inggris

siswa. Tapi biarkan mereka belajar sendiri dengan meningkatkan wawasan bahasa Inggris mereka.

Interviewer : Do you agree code mixing help teacher to find the equal meaning of word when teacher explaining something?

Teacher : Ya, terkadang saat kita menggunakan kosakata ,kita juga

dapat memberi contoh.Seperti contohnya.... Sekarang, ibu kasih kamu contoh kalimat lain yang dapat memberi contoh.Seperti contohnya.... Sekarang, ibu kasih kamu contoh kalimat lain yang mempunyai arti yang sama. Jadi nanti siswa akan berfikir, oh iya ini yang tadi dijelaskan, jadi ini arti kata dari kalimat yang dimaksud.

Interview Name : Ulya Nur Maziyyah

Interview Date : 08-11-2023

Respondent : The teacher B

Interview Method : Face to Face

Interviewer : In your opinion, what is code switching and code mixing?

Teacher : Ya, kalau switch kan memadukan ya,mencocokkan. Kalau mixing ya mencampur.Cuman ya tadi seperti yang sudah di jelaskan oleh teacher A ya,mixingnya memang harus konteksnya harus full.Jadi nggak boleh dicampur-campur.Kalau menerjemahkan vocab memang kita dari kuliah sudah di kasih cara yaitu Dengan cara discovery learning.Jadi Teacher : Ya, itu tergantung materi.Kalau materinya memang nggak begitu sulit ya,bisa boleh. Tapi kalau memang kadang-kadang menerangkan anak-anak susah, kita cari materi-materi yang bisa di switch atau mix tadi.Biar mereka punya pemahan yang lebih baik dari materi tersebut.Sehingga, mereka ketika ditanya, oh iya udah maksud gitu.

untuk sebuah vocab kan tidak diajarkan untuk langsung diartikan, nggak.Jadi di muter-muter dulu supaya anak nemu ini loh gitu hehe.Jadi memang susah si.Cuma itu di memori anak lebih dalam.Bukan easy come easy go bukan. Tapi ada prosesnya.

Interviewer : Do code switching and code mixing needed when teacher teaching in the classroom?

Interviewer : In your opinion, what is the function of code switching in teaching English?

Teacher : Ya fungsinya untuk memberi penguatan aja ya. Kalau masih full English kadang-kadang mereka juga apa ya...kalau di Indonesia mungkin seperti ini gitu.Jadi mereka pemahamannya lebih masuk.Karena kan tau

situasinya. Kontekstualnya tau. Tapi kalau hanya dalam bacaan aja, kurang gitu.

Interviewer : In your opinion what is the positive effect of code switching for students?

Teacher : Ya, seperti itu tadi. Lebih memberi penguatan, penambahan. Lebih mudah dipahami. Dari pada mereka harus lari muter-muter nggak dapat. Ya bisa sebenarnya kalau mau cari artinya sendiri. Tapi kan membutuhkan waktu yang lama. Depend on the tome ya tadi kan. Butuh berapa pertemuan selesai. Ya kita cari tengah-tengahnya. Satu biar tidak langsung directly dalam bahasa Indonesia, tapi coba dengan konteks-konteks lain sehingga mereka itu paham dengan menemukan sendiri.

Interviewer : In your opinion, is there any negative effect of code switching for the students?

Teacher : Ya, nggak ada ya. Asal nggak terlalu banyak, saya kira ya berarti kan hanya sebatas membantu saja. Jadi nggak mengunderestimate atau menyepelkan bahasa Inggrisnya itu nggak.

Interviewer : Do you agree code switching help teacher to make students comfortable in the class?

Teacher : Iya, cuma harus juga dipantau. Supaya nggak terlena dan nggak jadi mengandalkan gurunya, nggak mengandalkan translation. Mereka harus tetap belajar.

Interviewer : In your opinion, is there positive effect of code switching for teacher?

Teacher : Tentu saja sangat berdampak positif bagi guru.

Interviewer : In your opinion, is there negative effect of code switching for teacher?

Teacher : Sejauh ini tidak ada.

Interviewer : Do you agree code switching make students more active in interacting in the classroom?

Teacher : Nah itu kan tergantung gurunya. Gurunya pinter mancing nggak. Kalau pinter mancing mereka aktif. Kalau nggak ya nggak hehe... Kita guru-guru dikasih kemampuan untuk merangsang supaya siswa itu ada kemauan supaya mereka aktif gitu. Tapi kalau hanya biasa aja, ya mereka nggak aktif. Tapi kalau dengan teknik-teknik tertentu mereka muncul.

Interviewer : Do you agree code switching can help teacher to give best clarification for student when there was confusing thing?

Teacher : Iya bisa begitu. Cuma kan kita nggak boleh teralu mengandalkan itu. Just in case saja. Pada titik-titik tertentu butuh. Misalnya nggak begitu butuh, nggak usah nggak papa. Just in case pada saat tertentu mereka harus pakai. Sebab kalau nggak mereka bisa miss gitu loh.

Interviewer : Do you agree code switching help student to understand the explanation or instruction by teacher in the class?

Teacher : Ya tergantung kondisi sebenarnya. Bagaimana menempatkan switch itu pada materi yang benar-benar di butuhkan. Nggak semuanya ya. Kalau semuanya juga nanti dapat mengacau strategi kita supaya mereka paham.

Interviewer : Do you agree code switching can help student understand when teacher asking a question to students in the class?

Teacher : Iya, seperti yang tadi disampaikan ya, kita cuma mancing pengetahuan siswa. Nggak langsung diterjemahin nggak. Tapi dengan itu tadi, masing-masing kita mencari pengertian yang lebih mudah. Sehingga akhirnya mereka, oh maksudnya gini, tau. Jadi lebih baik mereka kita arahkan, kita pancing supaya mereka menemukan konsep itu sendiri. Tapi kalau konsepnya langsung kita kasih, ya itu easy come easy go. Tapi kalau dengan mereka susah payah. Misal satu kata butuh lima menit mengartikan, itu nggak papa. Tapi mereka memorinya lebih dalam.

Interviewer : In your opinion what is the positive effect of code mixing for student?

Teacher : Ya, ada tadi ya. Menambah atau mempermudah anak lebih memahami sesuatu yang baru, yang kalau tidak menggunakan code

mixing itu kelamaan muter-muternya. Ya waktunya kelamaan. Dengan menggunakan code mixing jadi anak lebih memahami.

Interviewer : In your opinion what is negative effect of code mixing for students?

Teacher : Ya itu ya, selama kita menggunakan disaat waktu yang tepat, materi yang tepat saya kira ya nggak ada efek negatifnya.

Interviewer : In your opinion, is there positive effect of code mixing for teacher?

Teacher : Yes, of course.

Interviewer : In your opinion, is there negative effect of code mixing for teacher?

Teacher : No, I think ya.

Interviewer : Do you agree code mixing help teacher to find the equal meaning of word when teacher explaining something?

Teacher : Hmm in some cases is oke. Dalam itu tadi, in the high intellegency is ok. But in low intellegency ya its not good. Kalau nggak menyesuaikan siswa ya itu nanti kurang bagus.

Interview Name : Ulya Nur Maziyyah

Interview Date : 07-11-2023

Respondent : The teacher C

Interview Method : Face to Face

Interviewed : In your opinion, what is code switching and code mixing?

Teacher : As I know ya... kalau code switching itu ketika berbicara bahasa Inggris terus berganti dengan bahasa Indonesia ya. Kalau code mixing pencampuran ya.

Interviewer : Do code switching and code mixing needed when teacher teaching in the classroom?

Teacher : Iya, sangat dibutuhkan. Karena bahasa Inggris kan bahasa asing ya. Sedangkan siswa kadang vocabnya kurang, belum paham, mungkin juga speakingnya saya yang kurang bagus, kan jadinya sulit dipahami.

Interviewer : In your opinion, what is the function of code switching in teaching English?

Teacher : Oh iya, fungsinya untuk memperjelas penyampaian materi, mempermudah komunikasi dengan siswa. Dan juga agar materinya tersampaikan.

Interviewer : In your opinion what is the positive effect of code switching for students?

Teacher : Sisi positifnya siswa lebih memahami materi, juga bisa

meningkatkan vocabulary ya. Menggambarkan misalnya vocab ini untuk menjelaskan tentang apa begitu.

Interviewer : In your opinion, is there any negative effect of code switching for the students?

Teacher : Negatif efeknya mungkin itu ya, siswa jadi lebih mengandalkan gurunya. Kalau misalnya gurunya full English, mau nggak mau siswa jadi mau belajar. Search the meaning apa misalnya.

Interviewer : Do you agree code switching help teacher to make students comfortable in the class?

Teacher : Ya, I agree. Karena kalau kemampuannya masih belum banyak vocabnya, gitu jadi sangat setuju lah kalau code mixing sangat membantu siswa.

Interviewer : In your opinion, is there positive effect of code switching for teacher?

Teacher : Yes.

Interviewer : In your opinion, is there negative effect of code switching for teacher?

Teacher : I think no.

Interviewer : Do you agree code switching make students more

active in interacting in the classroom?

Teacher : Iya. Karena kadang kalau misal full English siswa jadi tidak percaya diri, bingung menyampaikan pendapatnya.

Interviewer : Do you agree code switching can help teacher to give best clarification for student when there was confusing thing?

Teacher : Iya, tadi karena untuk memudahkan komunikasi ya.

Interviewer : Do you agree code switching help student to understand the explanation or instruction by teacher in the class?

Teacher : Ya, setuju sekali.

Interviewer : Do you agree code switching can help student understand when teacher asking a question to students in the class?

Teacher : Ya, sangat setuju. Misalnya sedang memberikan instruksi dalam bahasa Inggris, terus ada yang tanya apa bu, gitu hehe. Kadang kan diterjemahkan ya

Interviewer : In your opinion what is the positive effect of code mixing for student?

Teacher : Ya, positive effectnya membuat student more understand.

Interviewer : In your opinion what is negative effect of code mixing for students?

Teacher : Kalau untuk saya ya, siswa jadi nggak improve well ya. Soalnya mereka nggak terbiasa. Jadi itu ya, mengandalkan guru.

Interviewer : In your opinion, is there positive effect of code mixing for teacher?

Teacher : Yes, absolutely.

Interviewer : In your opinion, is there negative effect of code mixing for teacher?

Teacher : I don't think any negative effect of code mixing for teacher.

Interviewer : Do you agree code mixing help teacher to find the equal meaning of word when teacher explaining something?

Teacher : Iya, karena bisa dijelaskan dengan bahasa, jadi itu ya ada equal meaningnya.

Interview Name : Ulya Nur Maziyyah

Interview Date : 15-11-2023

Respondent : The teacher D

Interview Method : Face to Face

Interviewed : In your opinion, what is code switching and code mixing?

Teacher : In my opinion, code switching and code mixing is something that, is okay to use switching in English. Because we are not a native English speaker. Ya our students is students that most of them only use bahasa in Javanese. Ya, so there understanding of each words ini English is not like native speaker. Sometimes we have to use bahasa, we switch and we mix with bahasa, to make the students understand our instruction, our sentences,our explanations begitu.

Interviewer : Do code switching and code mixing needed when teacher teaching in the classroom?

Teacher : Ya, in my class, in the school, I usually use about eighty percent in English. And then a twenty percent in bahasa. Ya,so I say that ya we only need little, of course using bahasa in the class ya. Just for make sure that the students understand about the materials.

Interviewer : In your opinion, what is the function of code switching in teaching English?

Teacher : In my teaching English, just would I said that I just want to make sure that students understand more the materials, the instructions,the explanations that I give to them in the class.

Interviewer : In your opinion what is the positive effect of code switching for students?

Teacher : Ya, hmm it will help students in low understand about English ya. Knowing, understanding about the materials ya. Is okay for highly competence in English,they will easily understand the materials. But not for the low studnets. Because in a class ya, it is not only consist of highly competence students. But also low students.

Interviewer : In your opinion, is there any negative effect of code switching for the students?

Teacher : Of course, there will any negative effect. Because hmm ya some of them will depends on bahasa,when they wont to understand the material ya. And they will not want to use English ya. Because they think that then will be explanations in bahasa, they will understand of word in bahasa that teacher give to them.

Interviewer : Do you agree code switching help teacher to make students comfortable in the class?

Teacher : Hmm comfortable.... for now,yes.Some of the students will feel comfortable in the class when I use bahasa, when I use, when I mix the bahasa in English and bahasa Indonesia.

Interviewer : In your opinion, is there positive effect of code switching for teacher?

Teacher : Yes,of course.

Interviewer : In your opinion, is there negative effect of code switching for teacher?

Teacher : I think ya, any negative effect for me as a teacher.

Interviewer : Do you agree code switching make students more active in interacting in the classroom?

Teacher : In one side,ya they will be more active. Because by understanding more the material, they will be confident ya. They will be confident in giving opinion, in telling the class about something, ya in one side.

Interviewer : Do you agree code switching can help teacher to give best clarification for student when there was confusing thing?

Teacher : Ya.It was I said in the beggining. Ya hmm my purpose in using switch and mix language in bahasa and English, is to help the students, make sure the students about my explanations about a materilas.So,

hmm ya, it will give a clear clarification to them.

Interviewer : Do you agree code switching help student to understand the explanation or instruction by teacher in the class?

Teacher : Yes, I agree.

Interviewer : Do you agree code switching can help student understand when teacher asking a question to students in the class?

Teacher : Ya, it will make the students understand more about the questions. Even though usually I will explain the questions more in English also ya, beside using bahasa.

Interviewer : In your opinion what is the positive effect of code mixing for student?

Teacher : I think code mixing will make the students understand more what is being explained.

Interviewer : In your opinion what is negative effect of code mixing for students?

Teacher : Kalau mix no. Pada some of words, that actually explain in English, is not convey to the students. Kata –kata bahasa Inggris yang seharusnya disampaikan pada siswa menjadi tidak tersampaikan ketika kita mix bahasanya.Seperti itu.

Interviewer : Do you agree code mixing help teacher to find the equal meaning of word when teacher explaining something?

Teacher : Kalau equal meaning,hmm I don't think that will

give them additional word to analyze their word in English, for the equal meaning of the word that we explain in bahasa. Karena satu kata itu diganti, disampaikan dalam bahasa Indonesia. Kita tidak memberikan

similar word nya yang punya similar meaningnya. Tapi kalau kita menejelaskannya, we explain it English also,itu akan menambah their vocabulary, especially the similar meani



INTERVIEW RESULT

Interviewer Name : Ulya Nur Maziyyah

Interview Date : 17-11-2023

Respondent : Student 1

Interview Method :Whatsapp Messages.

Interviewer : Menurut pendapatmu,bagaimana jika guru menggunakan bahasa Inggris penuh saat mengajar di kelas?

Student :Pendapat saya pribadi mengenai guru yang mengajar menggunakan bahasa Inggris secara penuh selama KBM, jika dikatakan secara singkat yaitu asyik.Asyik disini maksudnya karena selain guru bahasa Inggris, jarang atau bahkan tidak ada sama sekali guru lain yang menggunakan bahasa Inggris full selama KBM. Selain itu, penggunaan bahasa Inggris full dari guru dapat mengasah skill listening siswa juga, yang mana ini sangat bermanfaat jika diterapkan dalam real life kami kedepannya.Meskipun terkadang ada beberapa kata yang tidak terlalu kami pahami, tapi biasanya kami masih bisa memahami keseluruhan kalimat yang disampaikan guru (bisa menangkap maksud yang disampaikan).Kurang lebih begitu mba.

Interview :Apakah kamu setuju jika guru menggunakan dua bahasa pada waktu yang sama saat guru mengajar bahasa Inggris? Pertama guru akan menggunakan

bahasa Inggris, kemudian guru menggunakan bahasa Indonesia untuk menjelaskannya.

Student : Kalau dari saya sendiri sangat setuju.

Interviewer : Apakah kamu setuju jika guru mencampurkan dua bahasa pada waktu yang sama ketika guru mengajar bahasa Inggris? Guru akan mencampurkan dua bahasa dalam satu kalimat untuk menjeaskan sesuatu.For example “Read page 22,sekarang!”

Student : Sebetulnya nggak ada masalah tentang itu. Tapi menurut saya akan lebih nyaman didengar jika dalam satu kalimat itu menggunakan bahasa yang sama, misalnya guru menjelaskan perihal A dengan bahasa Inggris, kemudian untuk kalimat selanjutnya bahasa Indonesia. Jadi tidak dalam satu kalimat dengan dua bahasa yang dicampurkan.

Interviewer : Apakah kamu tahu alih bahasa dan campur bahasa dalam proses belajar dan mengajar bahasa Inggris?

Student : Masih kurang paham perbedaan konkritnya bagaimana antara alih bahasa dan campur bahasa mba.

Interviewer : Apakah perasaan kamu ketika guru menggunakan alih bahasa untuk memberikan suatu perintah atau penjelasan?

Student : Saya merasa lebih easy listening.

Interviewer : Apakah perasaan kamu ketika guru menggunakan campur bahasa untuk memberikan suatu perintah atau penjelasan?

Student : Seperti yang sudah saya sampaikan tadi, penggunaan campur bahasa terdengar kurang nyaman bagi saya sendiri.

Interviewer : Menurut pendapatmu, apakah alih bahasa memberikan efek positif terhadap siswa?

Student : Iya, tentu saja mba.

Interviewer : Menurut pendapatmu, apakah efek positif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Positifnya apa yang disampaikan guru tersebut tidak terdengar rancu bagi siswa, bisa terdengar lebih jelas. Jika menggunakan alih bahasa dari pada campur bahasa, materi yang disampaikan oleh guru bisa tersampaikan lebih efektif.

Interviewer : Menurut pendapatmu, apakah efek negatif

dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Menurut saya tidak ada dampak negatifnya. Dikarenakan justru metode seperti itu lebih cocok atau pas dikalangan siswa.

Interviewer : Apakah kamu setuju jika alih bahasa membuat siswa lebih aktif berinteraksi di kelas?

Student : Jika melihat keadaan sebenarnya di kelas, perihal aktif bertanya atau beropini itu tidak terlalu terlihat sebetulnya. Karena jika dari saya sendiri, lebih suka bertanya dengan menghadap secara langsung ke guru tersebut, bukan bertanya dari tempat duduk.

Interviewer : Apakah kamu setuju alih bahasa memberikan kamu sebagai siswa penjelasan terbaik dari guru ketika siswa bingung akan suatu hal?

Student : Iya mba, sangat membantu siswa. Seperti contoh ketika kami bingung tentang arti bahasa Inggris dari sebuah kalimat, kemudian guru menjelaskannya dalam bahasa Jawa atau bahkan dalam bahasa Indonesia, kami jadi lebih bisa memahaminya dengan lebih baik.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami penjelasan atau perintah dari guru dengan jelas?

Student : Setuju.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami pertanyaan dari guru ketika guru bertanya sesuatu?

Student : Setuju mba.

Interviewer : Apakah kamu setuju jika guru harus menggunakan alih bahasa untuk menekankan beberapa kata?

Student : Menurut saya iya perlu.Tergantung pada konteks kalimatnya juga ya.

Interviewer : Menurut pendapatmu,apa efek positif dari campur bahasa yang dilakukan guru saat mengajar bahasa Inggris?

Student : Untuk campur bahasa sendiri, menurut saya jika digunakan oleh siswa itu bisa melatih kepercayaan diri siswa dalam belajar bahasa Inggris.Biasanya banyak siswa yang belum terlalu mumpuni dalam bahasa Inggris, mereka akan takut ketika diminta untuk berbicara bahasa Inggris secara penuh.Jika siswa diberi kesempatan untuk mengungkapkan sebisanya dengan bahasa Inggris ataupun campuran bahasa Indonesia (fleksibel) daya

yakin justru siswa akan lebih PD dalam berbicara.Karena seperti berbicara dengan teman sendiri, biasanya banyak anak yang menggunakan campuran bahasa Inggris juga.

Interviewer : Menurut pendapatmu, apa efek negatif dari campur bahasa yang digunakan guru dalam mengajar bahasa Inggris?

Student : Efek negatifnya yang paling terlihat ya terdengar tidak konsisten dalam penggunaan bahasa dan bisa saja ada yang ngawur atau tidak sesuai grammar.

Interviewer : Menurut pendapatmu, apakah kamu setuju jika campur bahasa dapat membantu guru untuk mendapatkan makna yang sama dari kata?

Student : Iya mba, betul.

Interviewer : Apakah kamu setuju jika campur bahasa membuat pengeluaran bahasa siswa menjadi terganggu?

Student :Menurut saya iya mba.Karena ya itu saya lebih prefer dengan alih bahasa dari pada campur bahasa dalam penggunaannya.

Interviewer Name : Ulya Nur Maziyyah

Interview Date : 17-11-2023

Respondent : Student 2

Interview Method :Whatsapp Messages

Interviewer : Menurut pendapatmu, bagaimana jika guru menggunakan bahasa Inggris penuh saat mengajar di kelas?

Student : Saya kurang setuju, karena masih ada beberapa siswa yang belum terlalu paham nantinya apabila guru menjelaskan menggunakan bahasa Inggris selama pelajaran itu berlangsung.

Interviewer : Apakah kamu setuju jika guru menggunakan dua bahasa pada waktu yang sama saat guru mengajar bahasa Inggris? Pertama guru akan menggunakan bahasa Inggris, kemudian guru menggunakan bahasa Indonesia untuk menjelaskannya.

Student : Saya setuju.

Interviewer : Apakah kamu setuju jika guru mencampurkan dua bahasa pada waktu yang sama ketika guru mengajar bahasa Inggris? Guru akan mencampurkan dua bahasa dalam satu kalimat untuk menjelaskan sesuatu. For example "Read page 22, sekarang!"

Student : Saya setuju.

Interviewer : Apakah kamu tahu alih bahasa dan campur bahasa dalam proses belajar dan mengajar bahasa Inggris?

Student : Saya tau, alih bahasa dan campur bahasa menurut saya adalah sesuatu yang dilakukan

seseorang untuk memberi informasi. Kemudian informasi tersebut akan dijelaskan oleh bahasa yang lainnya seperti informasi tersebut menggunakan bahasa Inggris kemudian dijelaskan dengan menggunakan bahasa Indonesia.

Interviewer : Apakah perasaan kamu ketika guru menggunakan alih bahasa untuk memberikan suatu perintah atau penjelasan?

Student : Saya merasa lebih senang, karena dengan menggunakan alih bahasa saya dapat lebih memahami apa yang sedang dijelaskan oleh guru tersebut.

Interviewer : Apakah perasaan kamu ketika guru menggunakan campur bahasa untuk memberikan suatu perintah atau penjelasan?

Student : Saya merasa baik saja jika menggunakan campur bahasa, tetapi saya lebih suka dan nyaman apabila guru menggunakan alih bahasa. Karena kita juga bisa sambil belajar tentang kata-kata tersebut.

Interviewer : Menurut pendapatmu, apakah alih bahasa memberikan efek positif terhadap siswa?

Student : Iya, ada.

Interviewer : Menurut pendapatmu, apakah efek positif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Ada, menurut saya efek positif alih bahasa bagi siswa adalah proses belajar mengajar bisa berjalan lancar dan siswa tau apa yang sedang disampaikan oleh guru.

Interviewer : Menurut pendapatmu, apakah efek negatif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Ada. Disamping sisi positif, sisi negatif dari alih bahasa adalah siswa jadi enggan untuk mencari tau arti nya dan siswa jadi kurang belajar tentang bahasa yang sedang dipelajari seperti jika peristiwaitu terus menerus. Siswa diberi perintah menggunakan bahasa Inggris tetapi dijelaskan kembali oleh bahasa Indonesia. Maka sama saja akan bekerja dua kali dan siswa jadi kurang bisa banyak mempelajari bahasa yang seharusnya ia pelajari.

Interviewer : Apakah kamu setuju jika alih bahasa membuat siswa lebih aktif berinteraksi di kelas?

Student : Setuju, karena dilihat dari sisi positifnya yang akan lebih paham dengan menggunakan alih bahasa. Jadi jika ada kesulitan, siswa pun tau dimana bagian tersebut dan bisa bertanya pada bagian tersebut.

Interviewer : Apakah kamu setuju alih bahasa memberikan kamu sebagai siswa penjelasan terbaik dari guru ketika siswa bingung akan suatu hal?

Student : Benar, itu sangat membantu siswa.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami penjelasan atau perintah dari guru dengan jelas?

Student : Benar, saya setuju.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami pertanyaan dari guru ketika guru bertanya sesuatu?

Student : Benar sekali, saya juga setuju.

Interviewer : Apakah kamu setuju jika guru harus menggunakan alih bahasa untuk menekankan beberapa kata?

Student : Iya, saya berfikir bahwa code switching membuat kami sebagai siswa lebih bisa memahami materi yang dijelaskan oleh guru. Saya sangat kurang dalam penguasaan vocabulary. Atau mungkin teman yang lain juga merasakan hal yang sama. Jadi code switching sangat membantu siswa.

Interviewer : Menurut pendapatmu, apa efek positif dari campur bahasa yang dilakukan guru saat mengajar bahasa Inggris?

Student : Menurut saya dengan adanya campur bahasa membuat siswa bisa menambah kosakata dan bisa belajar untuk kedepannya dan melatih skill bahasanya.

Interviewer : Menurut pendapatmu, apa efek negatif dari campur bahasa yang digunakan guru dalam mengajar bahasa Inggris?

Student : Menurut saya tidak ada kak.

Interviewer : Menurut pendapatmu, apakah kamu setuju jika campur bahasa dapat membantu guru untuk mendapatkan makna yang sama dari kata?

Student : Menurut saya itu tergantung. Apabila

kosakata tersebut dirasa asing atau jarang didengaroleh siswa, maka ia harus mencari arti sesungguhnya. Begitupun sebaliknya, apabila siswa sudah tidak asing dengan kata tersebut, tanpa mencari pun siswa akan paham dengan arti sesungguhnya dari kosa kata tersebut.

Interviewer : Apakah kamu setuju jika campur bahasa membuat pengeluaran bahasa siswa menjadi terganggu?

Student : Tidak kak. Saya merasa enjoy saja dengan metode tersebut.

Interviewer Name : Ulya Nur Maziyyah

Interview Date : 17-11-2023

Respondent : Student 3

Interview Method : Whatsapp Messages

Interviewer : Menurut pendapatmu, bagaimana jika guru menggunakan bahasa Inggris penuh saat mengajar di kelas?

Student : Menurut saya dengan cara mengajar menggunakan bahasa

Inggris secara full itu membuat siswa kurang memahami materi yang diberikan oleh guru tersebut. Tidak semua siswa pandai menerjemahkan apa yang dibicarakan oleh guru tersebut.

Interviewer : Apakah kamu setuju jika guru menggunakan dua bahasa pada waktu yang sama saat guru mengajar bahasa Inggris? Pertama guru akan menggunakan bahasa Inggris, kemudian guru

Interviewer : Apakah kamu setuju jika guru mencampurkan dua bahasa pada waktu yang sama ketika guru mengajar bahasa Inggris? Guru akan mencampurkan dua bahasa dalam satu kalimat untuk menjelaskan sesuatu. For example "Read page 22, sekarang!"

Student : Saya kurang setuju. Karena bahasa yang digunakan akan terlihat aneh. Gunakan satu bahasa saja.

Interviewer : Apakah kamu tahu alih bahasa dan campur bahasa dalam proses belajar dan mengajar bahasa Inggris?

Student : Saya kurang paham. Menurut saya code switching dan code mixing sama saja.

Interviewer : Apakah perasaan kamu ketika guru menggunakan alih bahasa untuk memberikan suatu perintah atau penjelasan?

Student : Saya merasa lebih memahami jika menggunakan code switching

Interviewer : Apakah perasaan kamu ketika guru menggunakan campur bahasa untuk memberikan suatu perintah atau penjelasan?

Student : Saya kurang nyaman menggunakan bahasa seperti itu, saya

menggunakan bahasa Indonesia untuk menjelaskannya.

Student : Saya sangat setuju dengan cara mengajar seperti itu. Jadi siswa dapat memahami materi yang disampaikan guru tersebut. lebih setuju dan nyaman menggunakan alih bahasa seperti yang mba sampaikan di awal.

Interviewer : Menurut pendapatmu, apakah alih bahasa memberikan efek positif terhadap siswa?

Student : Iya, ada mba.

Interviewer : Menurut pendapatmu, apakah efek positif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Memiliki efek positif bagi siswa yaitu dapat memahami materi yang disampaikan oleh guru tanpa harus bingung apa yang disampaikan oleh guru.

Interviewer : Menurut pendapatmu, apakah efek negatif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Menurut saya efek negatifnya tidak ada, jika menggunakan code switching

Interviewer : Apakah kamu setuju jika alih bahasa membuat siswa lebih aktif berinteraksi di kelas?

Student : Iya mba, tentu saja. Menggunakan bahasa Inggris untuk berpendapat membuat siswa kurang aktif.

Interviewer : Apakah kamu setuju alih bahasa memberikan kamu sebagai siswa penjelasan terbaik dari guru ketika siswa bingung akan suatu hal?

Student : Iya, setuju.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami penjelasan atau perintah dari guru dengan jelas?

Student : Ya, sangat setuju.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami pertanyaan dari guru ketika guru bertanya sesuatu?

Student : Sangat setuju.

Interviewer : Apakah kamu setuju jika guru harus menggunakan alih bahasa untuk menekankan beberapa kata?

Student : Iya. Menurut saya penggunaan code switching padakalimat penekanan itu diperlukan.

Interviewer : Apakah kamu setuju jika campur bahasa membuat pengeluaran bahasa siswa menjadi terganggu?

Interviewer : Menurut pendapatmu,apa efek positif dari campur bahasa yang dilakukan guru saat mengajar bahasa Inggris?

Student : Menurut saya efek positifnya tidak ada. Karena membuat siswa bingung.

Interviewer : Menurut pendapatmu, apa efek negatif dari campur bahasa yang digunakan guru dalam mengajar bahasa Inggris?

Student : Efek negatifnya, membingungkan siswa.

Interviewer : Menurut pendapatmu, apakah kamu setuju jika campur bahasa dapat membantu guru untuk mendapatkan makna yang sama dari kata?

Student : Ya, saya setuju.

Student : Tidak juga si mba. Saya merasa enjoy saat menggunakan code switching.

Interviewer Name : Ulya Nur Maziyyah

Interview Date : 17-11-2023

Respondent : Student 4

Interview Method :Whatsapp Messages

Interviewer : Menurut pendapatmu, bagaimana jika guru

Student : Ya kami sebagai siswa merasa sangat keberatan ya. Karena kami belum menguasai

menggunakan bahasa Inggris penuh saat mengajar di kelas?

Student
bahasa Inggris ya. Karena kami belum menguasai bahasa Inggris.

Interviewer : Apakah kamu setuju jika guru menggunakan dua bahasa pada waktu yang sama saat guru mengajar bahasa Inggris? Pertama guru akan menggunakan bahasa Inggris, kemudian guru menggunakan bahasa Indonesia untuk menjelaskannya.

Student : Iya, setuju mba.

Interviewer : Apakah kamu setuju jika guru mencampurkan dua bahasa pada waktu yang sama ketika guru mengajar bahasa Inggris? Guru akan mencampurkan dua bahasa dalam satu kalimat untuk menjelaskan sesuatu. For example "Read page 22, sekarang!"

Student : Setuju mba.

Interviewer : Apakah kamu tahu alih bahasa dan campur bahasa dalam proses belajar dan mengajar bahasa Inggris?

Student : Pernah dengar mba. Jadi agak paham sedikit.

Interviewer : Apakah perasaan kamu ketika guru menggunakan alih bahasa untuk memberikan suatu perintah atau penjelasan?

Student : Senang pastinya. Karena kalau nggak begitu kami bingung artinya hehe.

Interviewer : Apakah perasaan kamu ketika guru menggunakan campur bahasa untuk memberikan suatu perintah atau penjelasan?

Student : Ya, senang juga. Saya rasa itu metode pengajaran guru yang cukup baik. Apalagi untuk pelajaran bahasa Inggris yang susah menurut saya.

Interviewer : Menurut pendapatmu, apakah alih bahasa memberikan efek positif terhadap siswa?

Student : Iya, tentu. Sangat memberikan efek positif bagi siswa.

Interviewer : Menurut pendapatmu, apakah efek positif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Efek positifnya yang sudah pasti itu membuat siswa lebih paham dengan materi yang dijelaskan oleh guru. Jadi materinya itu bisa tersampaikan, begitu si mba.

Interviewer : Menurut pendapatmu, apakah efek negatif

dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Hmm menurut saya tidak ada efek negatifnya mba.

Interviewer : Apakah kamu setuju jika alih bahasa membuat siswa lebih aktif berinteraksi di kelas?

Student : Iya, sangat setuju. Karena siswa jadi nggak perlu takut untuk berbicara bahasa Inggris walaupun belum menguasai.

Interviewer : Apakah kamu setuju alih bahasa memberikan kamu sebagai siswa penjelasan terbaik dari guru ketika siswa bingung akan suatu hal?

Student : Iya mba. Benar sekali. Jadi terkadang jika ada kata yang jarang di dengar, otomatis kita sebagai siswa juga jadi tidak tahu artinya apa. Jadi guru biasanya menggunakan alih bahasa untuk membuat kami paham.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami penjelasan atau perintah dari guru dengan jelas?

Student : Hmm... saya pikir dengan menggunakan alih bahasa, penjelasan yang diberikan dari guru jadi tidak terdengar ambigu. Justru malah dapat terdengar dengan jelas.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami pertanyaan dari guru ketika guru bertanya sesuatu?

Student : Iya. Sama seperti pendapat saya tadi, alih bahasa membuat suatu kata yang diucapkan guru itu menjadi terdengar lebih baik.

Interviewer : Apakah kamu setuju jika guru harus menggunakan alih bahasa untuk menekankan beberapa kata?

Student : Hmm jika kata itu penting dan memang butuh perhatian dari siswa, maka iya tidak apa-apa.

Interviewer : Menurut pendapatmu, apa efek positif dari campur bahasa yang dilakukan guru saat mengajar bahasa Inggris?

Student : Efek positifnya jadi ya sama seperti alih bahasa ya yang saya tau. Yaitu membuat siswa semakin paham. Jika tidak menggunakan alih dan campur bahasa mungkin siswa akan sangat kebingungan.

Interviewer : Menurut pendapatmu, apa efek negatif dari campur bahasa yang digunakan guru dalam mengajar bahasa Inggris?

Student : Saya belum tau apa efek negatifnya si mba hehe... saya rasa selama ini positif saja untuk digunakan.

Interviewer : Menurut pendapatmu, apakah kamu setuju jika campur bahasa dapat membantu guru untuk mendapatkan makna yang sama dari kata?

Student : Iya betul.Kalau dikelas guru sering memakai alih bahasa untuk memberikan contoh kata lain yang memiliki arti yang sama agar kami menjadi lebih paham tentunya.

Interviewer : Apakah kamu setuju jika campur bahasa

membuat pengeluaran bahasa siswa menjadi terganggu?

Student : Hmm nggak si ya mba.Malah justru kita sebagai siswa sangat terbantu dengan adanya alih bahasa dan campur bahasa.

Interviewer Name : Ulya Nur Maziyyah

Interview Date : 17-11-2023

Respondent : Student 5

Interview Method :Whatsapp Messages

Interviewer : Menurut pendapatmu,bagaimana jika guru menggunakan bahasa Inggris penuh saat mengajar di kelas?

Student : Sangat tidak setuju.Mungkin sebagian besar siswa akan merasa keberatan.Karena bahasa Inggris bahasa asing yang jarang kita gunakan di kehidupan sehari-hari.

Interviewer : Apakah kamu setuju jika guru menggunakan dua bahasa pada waktu yang sama saat guru mengajar bahasa Inggris?

Pertama guru akan menggunakan bahasa Inggris, kemudian guru menggunakan bahasa Indonesia untuk menjelaskannya.

Student : Setuju sekali mba.

Interviewer : Apakah kamu setuju jika guru mencampurkan dua bahasa pada waktu yang sama ketika guru mengajar bahasa Inggris? Guru akan mencampurkan dua bahasa dalam satu kalimat untuk menjelaskan sesuatu.For example “Read page 22,sekarang!”

Student : Setuju.

Interviewer : Apakah kamu tahu alih bahasa dan campur bahasa dalam proses mengajar dan belajar bahasa Inggris?

Student : Untuk saya pribadi belum terlalu paham mba.

Interviewer : Apakah perasaan kamu ketika guru menggunakan alih bahasa untuk memberikan suatu perintah atau penjelasan?

Student : Perasaan saya pasti sangat senang dan menjadi semakin excited dalam belajar bahasa Inggris di kelas.

Interviewer : Apakah perasaan kamu ketika guru menggunakan campur bahasa untuk

Interviewer : Menurut pendapatmu, apakah efek negatif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Menurut saya si mungkin jadi siswa tidak mandiri ya. Dalam arti kadang hanya mengandalkan penjelasan dari guru saja. Tetapi tidak semua siswa juga begitu. Ya karena tingkat kecerdasan setiap anak itu juga berbeda.

Interviewer : Apakah kamu setuju jika alih bahasa membuat siswa lebih aktif berinteraksi di kelas?

Student : Iya ,setuju sekali. Kadang perbedaannya jelas sekali. Jika menggunakan full English itu malah terkadang siswa menjadi tidak memperhatikan penjelasan guru. Karena kalau saya pribadi juga

memberikan suatu perintah atau penjelasan?

Student : Perasannya sangat terbantu pastinya.

Interviewer : Menurut pendapatmu, apakah alih bahasa memberikan efek positif terhadap siswa?

Student : Iya, sangat membantu pastinya bagi kami.

Interviewer : Menurut pendapatmu, apakah efek positif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Menurut saya efek positifnya itu ya kita jadi bisa lebih memahami materi, dan juga membuat siswa nyaman belajar di kelas.

masih belum sepenuhnya bisa tau arti Inggris suatu kata tanpa dibantu oleh guru.

Interviewer : Apakah kamu setuju alih bahasa memberikan kamu sebagai siswa penjelasan terbaik dari guru ketika siswa bingung akan suatu hal?

Student : Iya setuju.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami penjelasan atau perintah dari guru dengan jelas?

Student : Iya, setuju sekali mba.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami pertanyaan dari guru ketika guru bertanya sesuatu?

Student : Betul mba.Saya sangat setuju dengan hal tersebut.Jadi terdengar jelas tadi guru tanya apa dikelas.

Interviewer : Apakah kamu setuju jika guru harus menggunakan alih bahasa untuk menekankan beberapa kata?

Student : Setuju si mba. Mungkin pada kata yang penting untuk dibedakan, atau kata yang penting untuk di perhatikan siswa.

Interviewer : Menurut pendapatmu,apa efek positif dari campur bahasa yang dilakukan guru saat mengajar bahasa Inggris?

Student : Bagi saya yang cukup belum bisa bahasa inggris tentunya memepermudah saya dalam memahami materi pelajaran di kelas. Jadi untuk tingkat intelektual yang belum mumpuni dalam pelajaran bahasa Inggris itu sangat membantu mba.

Interviewer : Menurut pendapatmu, apa efek negatif dari campur bahasa yang digunakan guru dalam mengajar bahasa Inggris?

Student : Saya belum menemukan efek negatifnya mba. Jadi menurut pendapat saya tidak ada efek negatifnya.Hanya efek positif saja yang saya tahu.

Interviewer : Menurut pendapatmu, apakah kamu setuju jika campur bahasa dapat membantu guru untuk mendapatkan makna yang sama dari kata?

Student : Iya, setuju mba.

Interviewer : Apakah kamu setuju jika campur bahasa membuat pengeluaran bahasa siswa menjadi terganggu?

Student : Tidak setuju.

Interviewer Name : Ulya Nur Maziyyah

Interview Date : 18-11-2023

Respondent : Student 6

Interview Method :Whatsapp Messages

Interviewer : Menurut pendapatmu,bagaimana jika guru menggunakan bahasa Inggris penuh saat mengajar di kelas?

Student : Tentunya siswa akan merasa kebingungan dan banyak siswa yang tidak setuju juga.

Interview :Apakah kamu setuju jika guru menggunakan dua bahasa pada waktu yang sama saat

guru mengajar bahasa Inggris? Pertama guru akan menggunakan bahasa Inggris, kemudian guru menggunakan bahasa Indonesia untuk menjelaskannya.

Student : Iya, sangat setuju,

Interviewer : Apakah kamu setuju jika guru mencampurkan dua bahasa pada waktu yang sama ketika guru mengajar bahasa Inggris? Guru akan mencampurkan dua bahasa dalam satu kalimat untuk menjeaskan sesuatu. For example "Read page 22, sekarang!"

Student : Sangat setuju mba. Saya pikir itu harus dilakukan agar siswa menjadi paham.

Interviewer : Apakah kamu tahu alih bahasa dan campur bahasa dalam proses belajar dan mengajar bahasa Inggris?

Student : Belum tahu mba. Baru pertama kali dengar.

Interviewer : Apakah perasaan kamu ketika guru menggunakan alih bahasa untuk memberikan suatu perintah atau penjelasan?

Student : Saya merasa lebih lebih nyaman untuk belajar bahasa Inggris.

Interviewer : Apakah perasaan kamu ketika guru menggunakan campur bahasa untuk memberikan suatu perintah atau penjelasan?

Student : Perasaan saya sendiri cukup senang karena merasa terbantu

dengan adanya guru yang menggunakan campur bahasa.

Interviewer : Menurut pendapatmu, apakah alih bahasa memberikan efek positif terhadap siswa?

Student : Iya, tentu saja mba.

Interviewer : Menurut pendapatmu, apakah efek positif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Positifnya apa yang disampaikan guru tersebut bisa diterima dengan baik bagi siswa, bisa terdengar lebih jelas.

Interviewer : Menurut pendapatmu, apakah efek negatif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Menurut saya tidak ada dampak negatifnya.

Interviewer : Apakah kamu setuju jika alih bahasa membuat siswa lebih aktif berinteraksi di kelas?

Student : Iya, tentu saja. Hal itu sangat membantu. Jika guru menggunakan alih bahasa, siswa akan lebih paham apa yang dikatakan oleh guru. Jika ada kesalahan, siswa bisa tahu kesalahannya dimana dan siswa juga bisa bertanya saat itu.

Interviewer : Apakah kamu setuju alih bahasa memberikan kamu sebagai siswa penjelasan terbaik dari guru ketika siswa bingung akan suatu hal?

Student : Iya mba, sangat membantu siswa.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami penjelasan atau perintah dari guru dengan jelas?

Student : Setuju.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami pertanyaan dari guru ketika guru bertanya sesuatu?

Student : Setuju mba.

Interviewer : Apakah kamu setuju jika guru harus menggunakan alih bahasa untuk menekankan beberapa kata?

Student : Menurut saya tergantung pada kalimatnya. Jika memang dirasa diperlukan menggunakan alih bahasa, ya tidak apa-apa.

Interviewer : Menurut pendapatmu, apa efek positif dari campur bahasa yang dilakukan guru saat mengajar bahasa Inggris?

Student : Untuk campur bahasa sendiri, menurut saya efek positifnya itu siswa jadi berani untuk bersuara. Siswa bisa juga memakai bahasa mereka sendiri seperti bahasa Jawa jika mereka kebingungan dalam menggunakan bahasa Inggris.

Interviewer : Menurut pendapatmu, apa efek negatif dari campur bahasa yang digunakan guru dalam mengajar bahasa Inggris?

Student : Efek negatifnya saya rasa tidak ada.

Interviewer : Menurut pendapatmu, apakah kamu setuju jika campur bahasa dapat membantu guru untuk mendapatkan makna yang sama dari kata?

Student : Iya mba, betul.

Interviewer : Apakah kamu setuju jika campur bahasa membuat pengeluaran bahasa siswa menjadi terganggu?

Student : Pendapat saya tidak mba. Tidak mengganggu. Namun sebaliknya, sangat membantu siswa..

Interviewer Name : Ulya Nur Maziyyah

Interview Date : 18-11-2023

Respondent : Student 7

Interview Method : Whatsapp Messages

Interviewer : Menurut pendapatmu, bagaimana jika guru menggunakan bahasa Inggris penuh saat mengajar di kelas?

Student : Sepertinya suasana kelas akan kurang hidup. Karena Interaksi antara guru dan murid kurang. Soalnya jadi terkesan suasana kelasnya jadi tegang dan kaku.

Interview : Apakah kamu setuju jika guru menggunakan dua bahasa pada waktu yang sama saat guru mengajar bahasa Inggris? Pertama guru akan menggunakan bahasa Inggris, kemudian guru menggunakan bahasa Indonesia untuk menjelaskannya.

Student : Iya, sangat setuju,

Interviewer : Apakah kamu setuju jika guru mencampurkan dua bahasa pada waktu yang sama ketika guru mengajar bahasa Inggris? Guru akan mencampurkan dua bahasa dalam satu kalimat untuk menjeaskan sesuatu. For example "Read page 22, sekarang!"

Student : Sangat setuju

Interviewer : Apakah kamu tahu alih bahasa dan campur bahasa dalam proses belajar dan mengajar bahasa Inggris?

Student : Tidak, saya tidak tahu.

Interviewer : Apakah perasaan kamu ketika guru menggunakan alih bahasa untuk memberikan suatu perintah atau penjelasan?

Student : Saya merasa lebih terbantu.

Interviewer : Apakah perasaan kamu ketika guru menggunakan campur bahasa untuk memberikan suatu perintah atau penjelasan?

Student : Merasa enjoy saja.

Interviewer : Menurut pendapatmu, apakah alih bahasa memberikan efek positif terhadap siswa?

Student : Iya.

Interviewer : Menurut pendapatmu, apakah efek positif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Interaksi atau suasana dikelas menjadi lebih hidup. Selain itu juga siswa lebih dapat menangkap materi yang tadi dijelaskan guru di kelas.

Interviewer : Menurut pendapatmu, apakah efek negatif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Menurut saya tidak ada dampak negatifnya.

Interviewer : Apakah kamu setuju jika alih bahasa membuat siswa lebih aktif berinteraksi di kelas?

Student : Iya, tentu saja.

Interviewer : Apakah kamu setuju alih bahasa memberikan kamu sebagai siswa penjelasan terbaik dari guru ketika siswa bingung akan suatu hal?

Student : Kalau hal itu sudah pasti iya mba.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami penjelasan atau perintah dari guru dengan jelas?

Student : Setuju.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami pertanyaan dari guru ketika guru bertanya sesuatu?

Student : Setuju.

Interviewer : Apakah kamu setuju jika guru harus menggunakan alih bahasa untuk menekankan beberapa kata?

Student : Setuju. Penekanan itu perlu pada kalimat-kalimat yang dirasa penting untuk diperhatikan siswa.

Interviewer : Menurut pendapatmu, apa efek positif dari campur bahasa yang dilakukan guru saat mengajar bahasa Inggris?

Student : Ya, kami sangat terbantu dengan adanya campur bahasa. Jadi, kami sebagai siswa lebih paham materi yang dijelaskan guru.

Interviewer : Menurut pendapatmu, apa efek negatif dari campur bahasa yang digunakan guru dalam mengajar bahasa Inggris?

Student : Menurut saya tidak ada efek negatifnya.

Interviewer : Menurut pendapatmu, apakah kamu setuju jika campur bahasa dapat membantu guru untuk mendapatkan makna yang sama dari kata?

Student : Iya setuju.

Interviewer : Apakah kamu setuju jika campur bahasa membuat pengeluaran bahasa siswa menjadi terganggu?

Student : Menurut saya tidak.

Interviewer Name : Ulya Nur Maziyyah

Interview Date : 18-11-2023

Respondent : Student 8

Interview Method :Whatsapp Messages

Interviewer : Menurut pendapatmu, bagaimana jika guru menggunakan bahasa Inggris penuh saat mengajar di kelas?

Student : Tentunya siswa akan merasa kebingungan dan banyak siswa yang tidak setuju juga.

Interview : Apakah kamu setuju jika guru menggunakan dua bahasa pada waktu yang sama saat guru mengajar bahasa Inggris? Pertama guru akan menggunakan bahasa Inggris, kemudian guru menggunakan bahasa Indonesia untuk menjelaskannya.

Student : Iya, sangat setuju,

Interviewer : Apakah kamu setuju jika guru mencampurkan dua bahasa pada waktu yang sama ketika guru mengajar bahasa Inggris? Guru akan mencampurkan dua bahasa dalam satu kalimat untuk menjeaskan sesuatu. For example “Read page 22, sekarang!”

Student : Betul, sangat setuju.

Interviewer : Apakah kamu tahu alih bahasa dan campur bahasa dalam proses belajar dan mengajar bahasa Inggris?

Student : Pernah dengar, tapi tidak tau pastinya.

Interviewer : Apakah perasaan kamu ketika guru menggunakan alih bahasa untuk memberikan suatu perintah atau penjelasan?

Student : Ya, sangat senang.

Interviewer : Apakah perasaan kamu ketika guru menggunakan campur bahasa untuk memberikan suatu perintah atau penjelasan?

Student : Saya rasa sama seperti dengan alih bahasa, yaitu sangat senang karena merasa terbantu sekali.

Interviewer : Menurut pendapatmu, apakah alih bahasa memberikan efek positif terhadap siswa?

Student : Iya, tentu saja mba.

Interviewer : Menurut pendapatmu, apakah efek positif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Iya, mungkin alih bahasa akan lebih baik untuk digunakan. Setidaknya siswa tidak harus menggunakan bahasa Inggris secara penuh. Kemudian siswa juga tidak perlu merasa takut untuk menggunakan bahasa Inggris.

Interviewer : Menurut pendapatmu, apakah efek negatif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Saya tidak tahu apa efek negatifnya. Jadi menurut saya tidak ada efek negatifnya.

Interviewer : Apakah kamu setuju jika alih bahasa membuat siswa lebih aktif berinteraksi di kelas?

Student : Iya betul sekali. Suasana kelas akan hidup dan interaksi antara guru dengan siswa maupun siswa dengan guru lebih terjalin.

Interviewer : Apakah kamu setuju alih bahasa memberikan kamu sebagai siswa penjelasan terbaik dari guru ketika siswa bingung akan suatu hal?

Student : Iya, setuju. Hal tersebut dikelas sudah cukup sering terjadi.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami penjelasan

atau perintah dari guru dengan jelas?

Student : Setuju.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami pertanyaan dari guru ketika guru bertanya sesuatu?

Student : Setuju..

Interviewer : Apakah kamu setuju jika guru harus menggunakan alih bahasa untuk menekankan beberapa kata?

Student : Kalau harus atau tidak saya pikir jika kata yang dipakai memang benar-benar butuh untuk diperhatikan siswa maka iya, itu menjadi keharusan.

Interviewer : Menurut pendapatmu, apa efek positif dari campur bahasa yang dilakukan guru saat mengajar bahasa Inggris?

Student : Menurut saya efek positifnya itu penjelasan guru dikelas menjadi mudah untuk dipahami. Apalagi yang belum bisa bahasa Inggris seperti saya.

Interviewer : Menurut pendapatmu, apa efek negatif dari campur bahasa yang digunakan guru dalam mengajar bahasa Inggris?

Student : Tidak ada.

Interviewer : Menurut pendapatmu, apakah kamu setuju

jika campur bahasa dapat membantu guru untuk mendapatkan makna yang sama dari kata?

Student : Iya setuju.

Interviewer : Apakah kamu setuju jika campur bahasa

membuat pengeluaran bahasa siswa menjadi terganggu?

Student : Yang saya rasakan sendiri si tidak mba. Jadi itu tidak benar, saya tidak setuju.

Interviewer Name : Ulya Nur Maziyyah

Interview Date : 18-11-2023

Respondent : Student 9

Interview Method :Whatsapp Messages

Interviewer : Menurut pendapatmu,bagaimana jika guru menggunakan bahasa Inggris penuh saat mengajar di kelas?

Student : Kelas menjadi kurang adanya interaksi.

Interview :Apakah kamu setuju jika guru menggunakan dua bahasa pada waktu yang sama saat guru mengajar bahasa Inggris? Pertama guru akan menggunakan bahasa Inggris, kemudian guru menggunakan bahasa Indonesia untuk menjelaskannya.

Student : Iya, sangat setuju.

Interviewer : Apakah kamu setuju jika guru mencampurkan dua bahsa pada waktu yang sama ketika guru mengajar bahasa Inggris? Guru akan mencampurkan dua bahasa dalam satu kalimat untuk menjeaskan

sesuatu.For example “Read page 22,sekarang!”

Student : Betul, sangat setuju.

Interviewer : Apakah kamu tahu alih bahasa dan campur bahasa dalam proses belajar dan mengajar bahasa Inggris?

Student : Tidak tahu.

Interviewer : Apakah perasaan kamu ketika guru menggunakan alih bahasa untuk memberikan suatu perintah atau penjelasan?

Student : Ya, sangat mendukung.

Interviewer : Apakah perasaan kamu ketika guru menggunakan campur bahasa untuk memberikan suatu perintah atau penjelasan?

Student : Cukup senang.

Interviewer : Menurut pendapatmu, apakah alih bahasa memberikan efek positif terhadap siswa?

Student : Iya.

Interviewer : Menurut pendapatmu, apakah efek positif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Menurut pendapat saya, alih bahasa mempunyai efek positif bagi siswa, siswa dapat memahami materi pelajaran yang telah dijelaskan oleh guru tanpa merasa bingung tentang apa yang mau disampaikan oleh guru.

Interviewer : Menurut pendapatmu, apakah efek negatif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Menurut pendapat saya pribadi, tidak terdapat efek negatifnya.

Interviewer : Apakah kamu setuju jika alih bahasa membuat siswa lebih aktif berinteraksi di kelas?

Student : Iya betul sekali. Siswa pasti akan lebih excited.

Interviewer : Apakah kamu setuju alih bahasa memberikan kamu sebagai siswa penjelasan terbaik dari guru ketika siswa bingung akan suatu hal?

Student : Sebenarnya itu tergantung siswanya juga. Kalau saya setuju.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami penjelasan atau perintah dari guru dengan jelas?

Student : Setuju.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami pertanyaan dari guru ketika guru bertanya sesuatu?

Student : Ya, setuju.

Interviewer : Apakah kamu setuju jika guru harus menggunakan alih bahasa untuk menekankan beberapa kata?

Student : Iya, tapi juga tergantung kalimat yang dipakai.

Interviewer : Menurut pendapatmu, apa efek positif dari campur bahasa yang dilakukan guru saat mengajar bahasa Inggris?

Student : Menurut saya semakin meningkatkan penerimaan bahasa Inggris siswa. Contohnya mungkin mendapat kosakata baru yang belum pernah dipelajari. Mengenal kata baru. Dan juga membantu siswa dalam mengerti dan paham atas penjelasan guru tadi apa aja.

Interviewer : Menurut pendapatmu, apa efek negatif dari campur bahasa yang digunakan guru dalam mengajar bahasa Inggris?

Student : Hmm...Kalau untuk saya sendiri jadi lebih mengandalkan penjelasan guru si mba.Karena serba mudah mungkin ya.

Interviewer : Menurut pendapatmu, apakah kamu setuju jika campur bahasa dapat membantu guru untuk

mendapatkan makna yang sama dari kata?

Student : Iya setuju.

Interviewer : Apakah kamu setuju jika campur bahasa membuat pengeluaran bahasa siswa menjadi terganggu?

Student : Tidak.

Interviewer Name : Ulya Nur Maziyyah

Interview Date : 18-11-2023

Respondent : Student 10

Interview Method :Whatsapp Messages

Interviewer : Menurut pendapatmu, bagaimana jika guru menggunakan bahasa Inggris penuh saat mengajar di kelas?

mencampurkan dua bahasa dalam satu kalimat untuk menjeaskan sesuatu.For example “Read page 22,sekarang!”

Student : Sangat tidak setuju.

Student : Iya,setuju.

Interview :Apakah kamu setuju jika guru menggunakan dua bahasa pada waktu yang sama saat guru mengajar bahasa Inggris? Pertama guru akan menggunakan bahasa Inggris, kemudian guru menggunakan bahasa Indonesia untuk menjelaskannya.

Interviewer : Apakah kamu tahu alih bahasa dan campur bahasa dalam proses belajar dan mengajar bahasa Inggris?

Student : Belum tahu.

Interviewer : Apakah perasaan kamu ketika guru menggunakan alih bahasa untuk memberikan suatu perintah atau penjelasan?

Student : Iya, setuju.

Student : Mendukung tindakan guru tersebut.

Interviewer : Apakah kamu setuju jika guru mencampurkan dua bahasa pada waktu yang sama ketika guru mengajar bahasa Inggris? Guru akan

Interviewer : Apakah perasaan kamu ketika guru menggunakan

campur bahasa untuk memberikan suatu perintah atau penjelasan?

Student : Perasannya sangat senang.

Interviewer : Menurut pendapatmu, apakah alih bahasa memberikan efek positif terhadap siswa?

Student : Iya,tentu.

Interviewer : Menurut pendapatmu, apakah efek positif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Menurut pendapat saya,alih bahasa mempunyai efek positif bagi siswa yaitu membuat Interaksi di kelas menjadi berjalan.

Interviewer : Menurut pendapatmu, apakah efek negatif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Sejauh yang saya tahu, mungkin efek negatif dari alih bahasa itu jika digunakan terlalu sering di kelas, siswa jadi akan mengandalkan penjelasan guru. Karena siswa tidak merasa harus mencari tahu arti kata tersebut sendiri.

Interviewer : Apakah kamu setuju jika alih bahasa membuat siswa lebih aktif berinteraksi di kelas?

Student : Seperti pendapat saya tadi, iya.

Interviewer : Apakah kamu setuju alih bahasa memberikan

kamu sebagai siswa penjelasan terbaik dari guru ketika siswa bingung akan suatu hal?

Student : Setuju.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami penjelasan atau perintah dari guru dengan jelas?

Student : Setuju.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami pertanyaan dari guru ketika guru bertanya sesuatu?

Student : Ya, setuju.

Interviewer : Apakah kamu setuju jika guru harus menggunakan alih bahasa untuk menekankan beberapa kata?

Student : Setuju.

Interviewer : Menurut pendapatmu,apa efek positif dari campur bahasa yang dilakukan guru saat mengajar bahasa Inggris?

Student : Ya siswa menjadi lebih pintar dalam mencoba mengerti penjelasan dari guru.

Interviewer : Menurut pendapatmu, apa efek negatif dari campur bahasa yang digunakan guru dalam mengajar bahasa Inggris?

Student : Sejauh yang saya tahu, mungkin efek negatif dari campur bahasa

Interviewer : Menurut pendapatmu, apakah kamu setuju jika campur bahasa dapat membantu guru untuk mendapatkan makna yang sama dari kata?

Student : Tidak selalu,tapi iya. Cukup membantu guru.

Interviewer : Apakah kamu setuju jika campur bahasa membuat pengeluaran bahasa siswa menjadi terganggu?

Student : Tidak.

Interviewer Name : Ulya Nur Maziyyah

Interview Date : 19-11-2023

Respondent : Student 11

Interview Method :Whatsapp Messages

Interviewer : Menurut pendapatmu,bagaimana jika guru menggunakan bahasa Inggris penuh saat mengajar di kelas?

sesuatu.For example “Read page 22,sekarang!”

Student : Iya,setuju.

Student : Siswa akan merasa kebingungan pastinya mba.

Interviewer : Apakah kamu tahu alih bahasa dan campur bahasa dalam proses belajar dan mengajar bahasa Inggris?

Interview :Apakah kamu setuju jika guru menggunakan dua bahasa pada waktu yang sama saat guru mengajar bahasa Inggris? Pertama guru akan menggunakan bahasa Inggris, kemudian guru menggunakan bahasa Indonesia untuk menjelaskannya.

Student : Belum tahu.

Student : Setuju sekali.

Interviewer : Apakah perasaan kamu ketika guru menggunakan alih bahasa untuk memberikan suatu perintah atau penjelasan?

Interviewer : Apakah kamu setuju jika guru mencampurkan dua bahasa pada waktu yang sama ketika guru mengajar bahasa Inggris? Guru akan mencampurkan dua bahasa dalam satu kalimat untuk menjeaskan

Student : Tentunya rasanya lebih senang dan ya membantu sekali.

Interviewer : Apakah perasaan kamu ketika guru menggunakan campur bahasa untuk memberikan suatu perintah atau penjelasan?

Student : sangat setuju

Interviewer : Menurut pendapatmu, apakah alih bahasa memberikan efek positif terhadap siswa?

Student : Iya.

Interviewer : Menurut pendapatmu, apakah efek positif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Yang paling penting itu jadi penjelasan yang guru kasih di kelas jadi bisa lebih maksud di siswa mba..

Interviewer : Menurut pendapatmu, apakah efek negatif

dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Kalau menurut saya mba, tidak ada efek negatifnya.

Interviewer : Apakah kamu setuju jika alih bahasa membuat siswa lebih aktif berinteraksi di kelas?

Student : Aktif tidaknya mungkin itu tergantung siswa ya mba. Tapi kalau dipikir-pikir dari pada guru menggunakan full English itu jauh lebih buruk bagi siswa.

Interviewer : Apakah kamu setuju alih bahasa memberikan kamu sebagai siswa penjelasan

terbaik dari guru ketika siswa bingung akan suatu hal?

Student : Setuju.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami penjelasan atau perintah dari guru dengan jelas?

Student : Setuju.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami pertanyaan dari guru ketika guru bertanya sesuatu?

Student : Ya, setuju.

Interviewer : Apakah kamu setuju jika guru harus menggunakan alih bahasa untuk menekankan beberapa kata?

Student : Setuju.

Interviewer : Menurut pendapatmu, apa efek positif dari campur bahasa yang dilakukan guru saat mengajar bahasa Inggris?

Student : Membantu siswa yang memiliki tingkat kemampuan bahasa Inggris yang rendah mba. Termasuk saya sendiri. Campur bahasa sangat membantu. Contohnya seperti siswa jadi dapat memahami pelajaran lebih baiklah dari pada sebelumnya.

Interviewer : Menurut pendapatmu, apa efek negatif dari campur bahasa yang digunakan

guru dalam mengajar bahasa Inggris?

Student : Iya, setuju.

Student : Menurut saya tidak ada.

Interviewer : Apakah kamu setuju jika campur bahasa membuat pengeluaran bahasa siswa menjadi terganggu?

Interviewer : Menurut pendapatmu, apakah kamu setuju jika campur bahasa dapat membantu guru untuk mendapatkan makna yang sama dari kata?

Student : Tidak.

Interviewer Name : Ulya Nur Maziyyah

Interview Date : 19-11-2023

Respondent : Student 12

Interview Method : Whatsapp Messages

Interviewer : Menurut pendapatmu, bagaimana jika guru menggunakan bahasa Inggris penuh saat mengajar di kelas? satu kalimat untuk menjeaskan sesuatu. For example "Read page 22, sekarang!"

Student : Setuju.

Student : Kurang baik menurut saya.

Interviewer : Apakah kamu tahu alih bahasa dan campur bahasa dalam proses belajar dan mengajar bahasa Inggris?

Interview : Apakah kamu setuju jika guru menggunakan dua bahasa pada waktu yang sama saat guru mengajar bahasa Inggris? Pertama guru akan menggunakan bahasa Inggris, kemudian guru menggunakan bahasa Indonesia untuk menjelaskannya.

Student : Belum tahu.

Student : Setuju.

Interviewer : Apakah perasaan kamu ketika guru menggunakan alih bahasa untuk memberikan suatu perintah atau penjelasan?

Interviewer : Apakah kamu setuju jika guru mencampurkan dua bahasa pada waktu yang sama ketika guru mengajar bahasa Inggris? Guru akan mencampurkan dua bahasa dalam

Student : Sangat terbantu.

Interviewer : Apakah perasaan kamu ketika guru menggunakan campur bahasa untuk memberikan suatu perintah atau penjelasan?

Student : sangat setuju

Interviewer : Menurut pendapatmu, apakah alih bahasa memberikan efek positif terhadap siswa?

Student : Iya mba.Sangat memiliki efek positif.

Interviewer : Menurut pendapatmu, apakah efek positif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Yang saya rasa jadi lebih paham si mba apa yang dikatakan oleh guru.

Interviewer : Menurut pendapatmu, apakah efek negatif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Efek negatifnya menurut saya tidak ada.

Interviewer : Apakah kamu setuju jika alih bahasa membuat siswa lebih aktif berinteraksi di kelas?

Student : Iya, setuju sekali.

Interviewer : Apakah kamu setuju alih bahasa memberikan kamu sebagai siswa penjelasan terbaik dari guru ketika siswa bingung akan suatu hal?

Student : Setuju.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami penjelasan atau perintah dari guru dengan jelas?

Student : Setuju.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami pertanyaan dari guru ketika guru bertanya sesuatu?

Student : Setuju.

Interviewer : Apakah kamu setuju jika guru harus menggunakan alih bahasa untuk menekankan beberapa kata?

Student : Setuju saja.

Interviewer : Menurut pendapatmu,apa efek positif dari campur bahasa yang dilakukan guru saat mengajar bahasa Inggris?

Student : Understand more the explanation yang diberikan guru di kelas.

Interviewer : Menurut pendapatmu, apa efek negatif dari campur bahasa yang digunakan guru dalam mengajar bahasa Inggris?

Student : Tidak ada

Interviewer : Menurut pendapatmu, apakah kamu setuju jika campur bahasa dapat membantu guru untuk mendapatkan makna yang sama dari kata?

Student : Iya, setuju.

Interviewer : Apakah kamu setuju jika campur bahasa membuat pengeluaran bahasa siswa menjadi terganggu?

Interviewer Name : Ulya Nur Maziyyah

Interview Date : 19-11-2023

Respondent : Student 13

Interview Method :Whatsapp Messages

Student : Justru menurut saya malah sebaliknya. Jadi tidak mengganggu sama sekali.

Interviewer : Menurut pendapatmu,bagaimana jika guru menggunakan bahasa Inggris penuh saat mengajar di kelas?

Student : Sebaiknya jangan full English.Tidak semua anak pintar dalam bahasa inggris.

Interview :Apakah kamu setuju jika guru menggunakan dua bahasa pada waktu yang sama saat guru mengajar bahasa Inggris? Pertama guru akan menggunakan bahasa Inggris, kemudian guru menggunakan bahasa Indonesia untuk menjelaskannya.

Student : Setuju.

Interviewer : Apakah kamu setuju jika guru mencampurkan dua bahasa pada waktu yang sama ketika guru mengajar bahasa Inggris? Guru akan mencampurkan dua bahasa dalam satu kalimat untuk menjeaskan sesuatu.For example “Read page 22,sekarang!”

Student : Setuju.

Interviewer : Apakah kamu tahu alih bahasa dan campur bahasa dalam proses belajar dan mengajar bahasa Inggris?

Student : Tidak tahu mba.

Interviewer : Apakah perasaan kamu ketika guru menggunakan alih bahasa untuk memberikan suatu perintah atau penjelasan?

Student : Setuju,karena memberi dampak baik bagi siswa.

Interviewer : Apakah perasaan kamu ketika guru menggunakan campur bahasa untuk memberikan suatu perintah atau penjelasan?

Student : Setuju saja.

Interviewer : Menurut pendapatmu, apakah alih bahasa memberikan efek postif terhadap siswa?

Student : Iya.

Interviewer : Menurut pendapatmu, apakah efek positif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Penggunaan bahasa Inggris dan Indonesianya hampir seimbang. Jadi, ya memudahkan kita dalam mengerti maksud dari suatu perkataan.

Interviewer : Menurut pendapatmu, apakah efek negatif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Tidak ada.

Interviewer : Apakah kamu setuju jika alih bahasa membuat siswa lebih aktif berinteraksi di kelas?

Student : Hmm iya mba setuju.

Interviewer : Apakah kamu setuju alih bahasa memberikan kamu sebagai siswa penjelasan terbaik dari guru ketika siswa bingung akan suatu hal?

Student : Setuju.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami penjelasan atau perintah dari guru dengan jelas?

Student : Setuju.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami

pertanyaan dari guru ketika guru bertanya sesuatu?

Student : Setuju.

Interviewer : Apakah kamu setuju jika guru harus menggunakan alih bahasa untuk menekankan beberapa kata?

Student : Jika memang harus, iya setuju aja.

Interviewer : Menurut pendapatmu, apa efek positif dari campur bahasa yang dilakukan guru saat mengajar bahasa Inggris?

Student : Jadi meminimalisir kesalahpahaman arti mba. Terkadang ada kesalahpahaman maksud antara siswa dan guru. Jadinya siswa disini bisa paham pelajaran itu tadi di kelas.

Interviewer : Menurut pendapatmu, apa efek negatif dari campur bahasa yang digunakan guru dalam mengajar bahasa Inggris?

Student : Tidak ada

Interviewer : Menurut pendapatmu, apakah kamu setuju jika campur bahasa dapat membantu guru untuk mendapatkan makna yang sama dari kata?

Student : Setuju.

Interviewer : Apakah kamu setuju jika campur bahasa

membuat pengeluaran bahasa siswa menjadi terganggu?

Student : Iya. Mungkin ini mba. Efek negatif dari penggunaan campur bahasa itu akan mengganggu aksentu berbicara siswa. Dalam pelafalan suatu kata dalam sebuah kalimat. Jadi mungkin pada awal kata

atau kalimat dalam bahasa Inggris, kemudian yang kedua dalam bahasa Indonesia. Ini kan ada dua bahasa yang sangat berbeda pelafalannya. Jadi, mana bahasa yang paling sering untuk digunakan. Itulah yang sering membuat siswa merasa bingung.

Interviewer Name : Ulya Nur Maziyyah

Interview Date : 19-11-2023

Respondent : Student 14

Interview Method : Whatsapp Messages

Interviewer : Menurut pendapatmu, bagaimana jika guru menggunakan bahasa Inggris penuh saat mengajar di kelas?

sesuatu. For example "Read page 22, sekarang!"

Student : Setuju.

Student : Seharusnya jangan ya mba. Saya pribadi keberatan.

Interviewer : Apakah kamu tahu alih bahasa dan campur bahasa dalam proses belajar dan mengajar bahasa Inggris?

Student : Belum mengetahui mba.

Interview : Apakah kamu setuju jika guru menggunakan dua bahasa pada waktu yang sama saat guru mengajar bahasa Inggris? Pertama guru akan menggunakan bahasa Inggris, kemudian guru menggunakan bahasa Indonesia untuk menjelaskannya.

Interviewer : Apakah perasaan kamu ketika guru menggunakan alih bahasa untuk memberikan suatu perintah atau penjelasan?

Student : Iya, setuju.

Student : Sangat sangat terbantu.

Interviewer : Apakah kamu setuju jika guru mencampurkan dua bahasa pada waktu yang sama ketika guru mengajar bahasa Inggris? Guru akan mencampurkan dua bahasa dalam satu kalimat untuk menjeaskan

Interviewer : Apakah perasaan kamu ketika guru menggunakan campur bahasa untuk memberikan suatu perintah atau penjelasan?

Student : Setuju saja.

Interviewer : Menurut pendapatmu, apakah alih bahasa memberikan efek positif terhadap siswa?

Student : Iya mba. Sangat memiliki efek positif.

Interviewer : Menurut pendapatmu, apakah efek positif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Penjelasan gurunya itu lebih gampang untuk kita pahami mba.

Interviewer : Menurut pendapatmu, apakah efek negatif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Tidak ada.

Interviewer : Apakah kamu setuju jika alih bahasa membuat siswa lebih aktif berinteraksi di kelas?

Student : Hmm iya mba setuju.

Interviewer : Apakah kamu setuju alih bahasa memberikan kamu sebagai siswa penjelasan terbaik dari guru ketika siswa bingung akan suatu hal?

Student : Setuju.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami penjelasan atau perintah dari guru dengan jelas?

Student : Setuju.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami pertanyaan dari guru ketika guru bertanya sesuatu?

Student : Setuju.

Interviewer : Apakah kamu setuju jika guru harus menggunakan alih bahasa untuk menekankan beberapa kata?

Student : Jika memang harus, iya setuju aja.

Interviewer : Menurut pendapatmu, apa efek positif dari campur bahasa yang dilakukan guru saat mengajar bahasa Inggris?

Student : Biar penjelasan pelajarannya bisa lebih masuk si mba. Kalau siswa nggak tahu artinya dalam bahasa Inggris, tapi dalam bahasa Jawa itu lebih bisa paham.

Interviewer : Menurut pendapatmu, apa efek negatif dari campur bahasa yang digunakan guru dalam mengajar bahasa Inggris?

Student : Tidak ada

Interviewer : Menurut pendapatmu, apakah kamu setuju jika campur bahasa dapat membantu guru untuk mendapatkan makna yang sama dari kata?

Student : Setuju.

membuat pengeluaran bahasa siswa menjadi terganggu?

Interviewer : Apakah kamu setuju jika campur bahasa

Student : Tidak ada kalau menurut saya.

Interviewer Name : Ulya Nur Maziyyah

Interview Date : 19-11-2023

Respondent : Student 15

Interview Method :Whatsapp Messages

Interviewer : Menurut pendapatmu, bagaimana jika guru menggunakan bahasa Inggris penuh saat mengajar di kelas?

Student : Merasa lebih baik jangan semuanya pakai Inggris. Itu sangat membuat siswa tidak enjoy di dalam kelas mba.

Student : Setuju.

Interviewer : Apakah kamu tahu alih bahasa dan campur bahasa dalam proses belajar dan mengajar bahasa Inggris?

Student : Tidak.

Interview :Apakah kamu setuju jika guru menggunakan dua bahasa pada waktu yang sama saat guru mengajar bahasa Inggris? Pertama guru akan menggunakan bahasa Inggris, kemudian guru menggunakan bahasa Indonesia untuk menjelaskannya.

Interviewer : Apakah perasaan kamu ketika guru menggunakan alih bahasa untuk memberikan suatu perintah atau penjelasan?

Student : Menurut saya itu baik.

Student : Setuju.

Interviewer : Apakah perasaan kamu ketika guru menggunakan campur bahasa untuk memberikan suatu perintah atau penjelasan?

Student : Setuju.

Interviewer : Apakah kamu setuju jika guru mencampurkan dua bahasa pada waktu yang sama ketika guru mengajar bahasa Inggris? Guru akan mencampurkan dua bahasa dalam satu kalimat untuk menjeaskan sesuatu. For example "Read page 22, sekarang!"

Interviewer : Menurut pendapatmu, apakah alih bahasa memberikan efek positif terhadap siswa?

Student : Iya, memberikan efek positif bagi siswa.

Interviewer : Menurut pendapatmu, apakah efek positif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Bisa lebih memahami penjelasan pelajaran dari guru.

Interviewer : Menurut pendapatmu, apakah efek negatif dari alih bahasa pada saat pembelajaran bahasa Inggris?

Student : Tidak ada.

Interviewer : Apakah kamu setuju jika alih bahasa membuat siswa lebih aktif berinteraksi di kelas?

Student : Setuju.

Interviewer : Apakah kamu setuju alih bahasa memberikan kamu sebagai siswa penjelasan terbaik dari guru ketika siswa bingung akan suatu hal?

Student : Setuju.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami penjelasan atau perintah dari guru dengan jelas?

Student : Setuju.

Interviewer : Apakah kamu setuju alih bahasa dapat membantu siswa untuk memahami pertanyaan dari guru ketika guru bertanya sesuatu?

Student : Setuju.

Interviewer : Apakah kamu setuju jika guru harus menggunakan alih bahasa untuk menekankan beberapa kata?

Student : Jika memang harus, iya setuju aja.

Interviewer : Menurut pendapatmu, apa efek positif dari campur bahasa yang dilakukan guru saat mengajar bahasa Inggris?

Student : Biar penjelasan pelajarannya bisa lebih masuk si mba. Kalau siswa nggak tahu artinya dalam bahasa Inggris, tapi dalam bahasa Jawa itu lebih bisa paham.

Interviewer : Menurut pendapatmu, apa efek negatif dari campur bahasa yang digunakan guru dalam mengajar bahasa Inggris?

Student : Tidak ada.

Interviewer : Menurut pendapatmu, apakah kamu setuju jika campur bahasa dapat membantu guru untuk mendapatkan makna yang sama dari kata?

Student : Setuju.

Interviewer : Apakah kamu setuju jika campur bahasa membuat pengeluaran bahasa siswa menjadi terganggu?

Student : Tidak

RESEARCH ACTIVITIES

A. Observation



Observation in X-3



Observation in X-2



Observation in XI C4



Observation in XII IPS 5 & 1



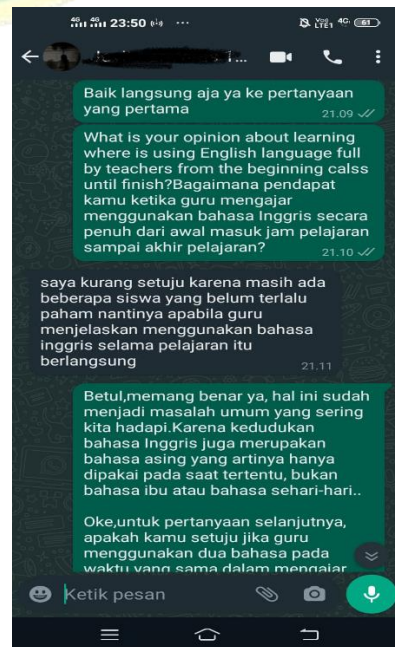
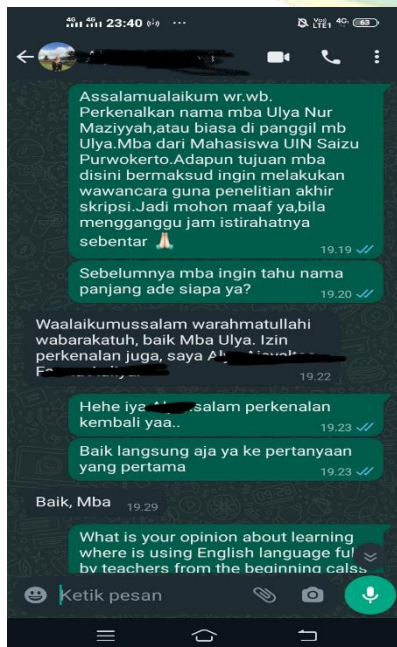
Observation in XII MIPA 2 & 3

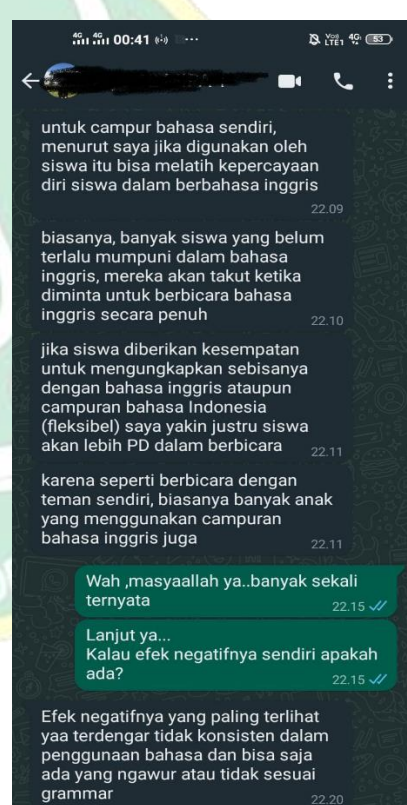
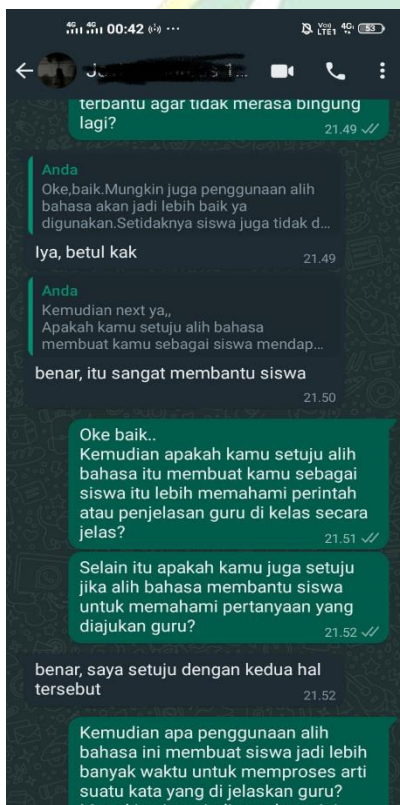
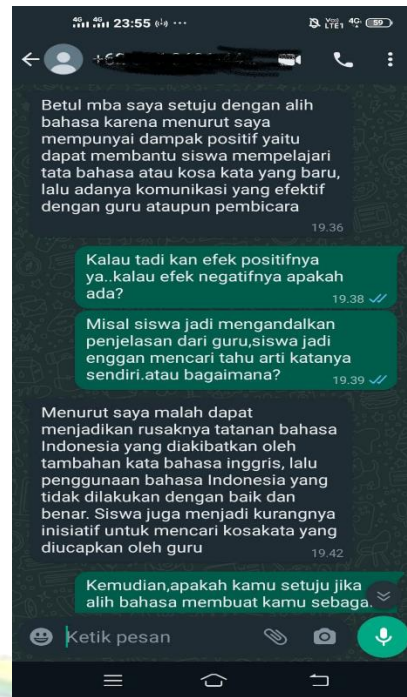
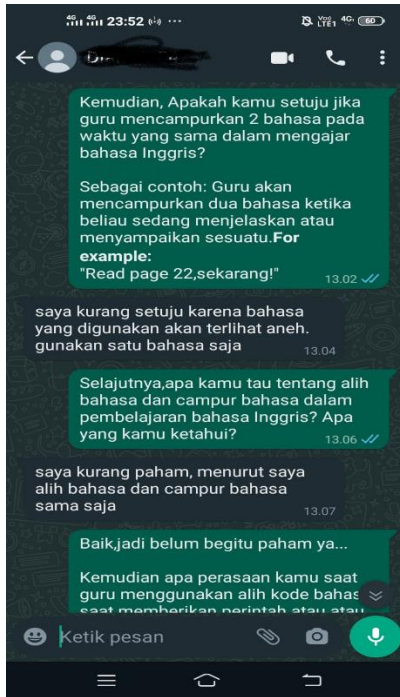


A. Interview with teachers



B. Interview with students





BIOGRAPHY

A. Personal Detail

1. Name : Ulya Nur Maziyyah
2. Student Number : 1917404047
3. Place, Date of Birth : Purbalingga, 22 June 2000
4. Address : Majasari 03/01, District of Bukateja, Purbalingga Regency
5. Name of Father : Alm. Burhanuddin zen
6. Name of Mother : Muchsonah

B. Educational Background

1. Formal Education

- a) SD/MI graduation year : SD N 1 Rabak, 2012
- b) SMP/MTs graduation year : SMP N 2 Kalimanah, 2015
- c) SMA/MA : SMA N 1 Bukateja, 2018
- d) S1, entry year : UIN Prof. K.H Saifuddin Zuhri Purwokerto, 2019

2. Non-formal Education

- a) Pondok Pesantren An-Najm Majasari, Purbalingga
- b) Pondok Pesantren Al-Hidayah Karangsucu, Purwokerto

C. Organizational Experience

- a) Javelin community UIN Prof. K.H Saifuddin Zuhri Purwokerto



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Telepon (0281) 635624 Faksimili (0281) 636553
www.iik.uinsaizu.ac.id

Nomor : B.m.2784/Un.19/D.FTIK/PP.05.3/10/2022
Lamp. : -
Hal : **Permohonan Ijin Observasi Pendahuluan**

19 Oktober 2022

Kepada
Yth. SMA Negeri 1 Purbalingga
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : Ulya Nur Maziyyah
2. NIM : 1917404047
3. Semester : 7 (Tujuh)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Tahun Akademik : 2021/2022

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Obyek : Guru dan murid
2. Tempat / Lokasi : Jl. MT. Haryono, Dusun 1, Purbalingga Kulon, Kec. Purbalingga, Kabupaten Purbalingga, Jawa Tengah 53312
3. Tanggal Observasi : 20-10-2022 s.d 03-11-2022

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.fbk.uinsaizu.ac.id

Nomor : B.m.5055/Un.19/D.FTIK/PP.05.3/10/2023
Lamp : -
Hal : **Permohonan Ijin Riset Individu**

27 Oktober 2023

Kepada
Yth. Kepala SMA N 1 Purbalingga
Kec. Kecamatan Purbalingga
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama : Ulya Nur Maziyyah
2. NIM : 1917404047
3. Semester : 9 (Sembilan)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Alamat : Majasari, Bukateja Rt 03 Rw 01
6. Judul : The Use of Code Switching and Code Mixing in Teaching English at SMA N 1 Purbalingga

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek : The use of code switching and code mixing
2. Tempat / Lokasi : SMA N 1 Purbalingga
3. Tanggal Riset : 28-10-2023 s/d 28-12-2023
4. Metode Penelitian : Kualitatif

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah

Tembusan :

1. Permohonan Ijin Riset Individu



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
CABANG DINAS PENDIDIKAN WILAYAH IX

Jalan Raya Pucang No. 67 Kecamatan Bawang, Kabupaten Banjarnegara 53471
Surat Elektronik : cabdisdikwil9@gmail.com

Banjarnegara, 25 Oktober 2022

Nomor : 071 / 4266
Lampiran : -
Perihal : Rekomendasi Observasi
An. Ulya Nur Maziyah

Kepada Yth :
Kepala SMAN 1 Purbalingga
Kabupaten Purbalingga
di -
PURBALINGGA

Diberitahukan dengan hormat berdasar Surat Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto, nomor: B.m.2784/Un.19/D.FTIK/PP.05.3/10/2022 tanggal 19 Oktober 2022 perihal Ijin Observasi diberitahukan bahwa Mahasiswa berikut:

Nama : Ulya Nur Maziyah
NIM : 1917404047
Program Studi : Tadris Baha Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Kami berikan **Rekomendasi** untuk dapat melaksanakan Penelitian untuk penelitian awal Skripsi dengan judul **"The Use of Code-Switching and Code-Mixing in Teaching Englis Grammar at SMA Negeri 1 Purbalingga"** yang akan dilaksanakan mulai **20 Oktober 2022 s.d. 03 November 2022** di SMA Negeri 1 Purbalingga.

Demikian atas perkenan dan kerjasama yang baik diucapkan terimakasih.

a.n Kepala Cabang Dinas Pendidikan Wil. IX
Dinas Pendidikan Dan Kebudayaan
Provinsi Jawa Tengah
Kepala Sub Bagian Tata Usaha





PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
CABANG DINAS PENDIDIKAN WILAYAH IX

Jalan Raya Pucang no 67, Pucang, Hawang Banjarnegara Kode Pos 53471
Surat Elektronik : cabdirdikwil9@gmail.com Telepon - Faksimile : -

071 / 314 / 2023

Banjarnegara, 6 November 2023

Nomor : 071/3723
Lampiran : -
Perihal : Permohonan Izin Riset Individu

Kepada Yth :
Kepala SMA Negeri 1 Purbalingga
di-
PURBALINGGA

Berdasarkan Surat dari Ketua Jurusan Tadris Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto nomor : B.m.5055/Un.19/D.FTIK/PP.05.3/10/2023 tanggal 27 Oktober 2023 perihal Permohonan Ijin Riset Individu, diberitahukan dengan hormat bahwa Mahasiswa di bawah ini :

Nama : Ulya Nur Maziyyah
NIM : 1917404047
Program Studi : Tadris Bahasa Inggris
Semester : 9 (Sembilan)
Objek : The use of code switching and code mixing
Metode Penelitian : Kualitatif
Judul : The Use of Code Switching and Code Mixing in Teaching English at SMA N 1 Purbalingga

Dalam rangka menyusun Skripsi, Mahasiswa tersebut akan mengadakan Riset Individu di SMA Negeri 1 Purbalingga. Sehubungan hal tersebut dimohon dengan hormat perkenan Bapak/Ibu agar Mahasiswa tersebut dapat melakukan Riset Individu di SMA Negeri 1 Purbalingga, terhitung mulai tanggal 28 Oktober s.d. 28 Desember 2023 dan melaporkan hasil Penelitian kepada Kepala Cabang Dinas Pendidikan Wilayah IX.

Demikian atas perhatian dan kerjasamanya, kami ucapkan terimakasih.

a.n.Kepala Cabang Dinas Pendidikan Wilayah IX
Dinas Pendidikan Dan Kebudayaan

Provinsi Jawa Tengah
Kepala Sub Bagian Tata Usaha



MOHAMAD APTI SARIPUDIN, S.Sos
NIP. 19670404 198910 1 001



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 1
PURBALINGGA

Jalan Letjend. MT. Haryono Purbalingga Kode Pos 53312 Telepon 0281- 891019
Faksimile : 0281- 892336 Surat Elektronik ganesha@sma1purbalingga.sch.id

SURAT KETERANGAN

Nomor : 071 / 738 / 2023

Yang bertanda tangan di bawah ini :

Nama : Joko Mulyanto,S.Pd
NIP : 19651023 198901 1 001
Pangkat, Gol : Pembina, IV/a
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 1 Purbalingga

Dengan ini menerangkan bahwa :

Nama : Ulya Nur Maziyyah
NIM : 1917404047
Semester : 9 (sembilan)
Program Studi : Tadris Bahasa Inggris

Adalah Mahasiswa Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto yang telah mengadakan penelitian di SMA Negeri 1 Purbalingga dalam rangka menyusun Skripsi dengan Judul "*The Use of Code Switching and Code Mixing in Teaching English at SMA N 1 Purbalingga* " tanggal 6 November sampai dengan 31 November 2023.

Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Purbalingga, 22 Desember 2023





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinszu.ac.id

BLANGKO BIMBINGAN PROPOSAL

Nama : Ulya Nur Maziyyah
No. Induk : 1917404047
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris
Pembimbing : Mrs Irra Wahidiyati M.Pd.
Nama Judul : The Use of Code Switching and Code Mixing in Teaching English at SMA N 1 Purbalingga

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1.	10/01/2023	Background of the study, operational definition		
2.	05/06/2023	Background of the study, Research question, operational definition, Grammar		
3.	15/06/2023	Background of the study, Research question, Grammar		
4.	20/06/2023	Grammar		
5.	20/06/2023	ACC		

Dibuat di: Purwokerto, 20 Juni 2023

Dosen Pembimbing

Irra Wahidiyati M.Pd
NIP. 19810302019082001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsozu.ac.id

SURAT KETERANGAN
SEMINAR PROPOSAL SKRIPSI
No. No. B.2086.Un.17/FTIK.JTBI/PP.00.9/08/2023

Yang bertanda tangan di bawah ini, Kordinator Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul :

"The Use of Code Switching and Code Mixing in Teaching English at SMA N 1 Purbalingga"

Sebagaimana disusun oleh :

Nama : Ulya Nur Maziyyah
NIM : 1917404047
Semester : 9
Jurusan/Prodi : Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 28 Juli 2023

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 1 Agustus 2023

Kordinator Prodi Tadris Bahasa Inggris





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553 www.unsaizu.ac.id

SURAT KETERANGAN

No. B-4088.Un.19/WD1.FTIK/PP.05.3/11/2023

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

N a m a : Ulya Nur Maziyyah
NIM : 1917404047
Prodi : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan **LULUS** pada :

Hari/Tanggal : Jum'at, 3 November 2023
Nilai : A-

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.



Purwokerto, 6 November 2023
Wakil Dekan Bidang Akademik,

Dr. Suparjo, M.A.

NIP. 19730717 199903 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI
 PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
 Telepon (0281) 635624 Faksimili (0281) 636553
 www.uinsaizu.ac.id

BLANGKO BIMBINGAN SKRIPSI

Nama : Ulya Nur Maziyyah
 No. Induk : 1917404047
 Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris
 Pembimbing : Mrs Ira Wahidiyati M.Pd.
 Nama Judul : The Use of Code Switching and Code Mixing in Teaching English at SMA N 1 Purbalingga

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1.	23/08-2023	Background of the study, operational definition, research questions, objectives of study		Uly
2.	1/09-2023	Background of the study, operational definition, significance of the study, literature review		Uly
3.	13/10-2023	Background of the study, literature review		Uly
4.	25/10-2023	Background of the study, literature review, research methodology		Uly
5.	27/10-2023	Background of the study, research methodology		Uly
6.	29/10-2023	Research methodology		Uly
7.	9/12-2023	Findings and discussion		Uly
8.	11/12-2023	Findings and discussion		Uly
9.	13/12-2023	Findings and discussion		Uly
10.	22/12-2023	Conclusion		Uly
11.	28/12-2023	Abstract		Uly

Dibuat di Purwokerto, 2023



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI
 PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
 Telepon (0281) 635624 Faksimili (0281) 636553
 www.uinsaizu.ac.id

Dosen Pembimbing

Ira Wahidiyati M.Pd.
 NIP.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
UPT PERPUSTAKAAN**

Jalan Jenderal A. Yani No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
Website: <http://lib.uinsaizu.ac.id>, Email: lib@uinsaizu.ac.id

SURAT KETERANGAN SUMBANGAN BUKU

Nomor : B-5062/Un.19/K.Pus/PP.08.1/12/2023

Yang bertandatangan dibawah ini menerangkan bahwa :

Nama : ULYA NUR MAZIYYAH

NIM : 1917404047

Program : SARJANA / S1

Fakultas/Prodi : FTIK / TBI

Telah menyumbangkan (menghibahkan) buku ke Perpustakaan UIN Prof. K.H. Saifuddin Zuhri Purwokerto dengan Judul, Pengarang, Tahun dan Penerbit ditentukan dan atau disetujui oleh Kepala Perpustakaan.

Demikian surat keterangan ini dibuat untuk dapat digunakan seperlunya.

Purwokerto, 27 Desember 2023



Kepala,

Indah Wijaya Antasari



MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA
STATE ISLAMIC UNIVERSITY PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
LANGUAGE DEVELOPMENT UNIT
Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah, Indonesia | www.uinsaizu.ac.id | www.bahasa.uinsaizu.ac.id | +62 (281) 635624

وزارة الشؤون الدينية جمهورية إندونيسيا
جامعة الاستاذ كياي الحاج سيف الدين زهري الاسلامية الحكومية بوروكرتو
الوحدة لتنمية اللغة
NoB-5385/Un.19/K.Bhs/PP.009/ 9/2023

CERTIFICATE

الشهادة

NoB-5385/Un.19/K.Bhs/PP.009/ 9/2023

This is to certify that

Name :

Place and Date of Birth

Has taken

with Computer Based Test,

organized by Language Development Unit on :

with obtained result as follows :

Listening Comprehension: 43

Structure and Written Expression: 47

Reading Comprehension: 45

فهم السموع

فهم العبارات والتراكيب

فهم المقروء

Obtained Score :

450

المجموع الكلي :

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

تم إجراء الاختبار بجامعة الأستاذ كياي الحاج سيف الدين زهري الاسلامية الحكومية بوروكرتو.

منحت إلى

الاسم

محل وتاريخ الميلاد

وقد شارك/ت الاختبار

على أساس الكمبيوتر

التي قامت بها الوحدة لتنمية اللغة في التاريخ

مع النتيجة التي تم الحصول عليها على النحو التالي:

فهم المقروء

Obtained Score :

450

المجموع الكلي :

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

تم إجراء الاختبار بجامعة الأستاذ كياي الحاج سيف الدين زهري الاسلامية الحكومية بوروكرتو.

منحت إلى

الاسم

محل وتاريخ الميلاد

وقد شارك/ت الاختبار

على أساس الكمبيوتر

التي قامت بها الوحدة لتنمية اللغة في التاريخ

مع النتيجة التي تم الحصول عليها على النحو التالي:

فهم المقروء

Obtained Score :

450

المجموع الكلي :

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

تم إجراء الاختبار بجامعة الأستاذ كياي الحاج سيف الدين زهري الاسلامية الحكومية بوروكرتو.



Purwokerto, 20 September 2023

The Head of Language Development Unit,

رئيسة الوحدة لتنمية اللغة

Dr. Ade Ruswatie, M. Pd.
NIP. 19860704 201503 2 004

EPTUS
English Proficiency Test of UIN PROF. K.H. SAIFUDDIN ZUHRI

IQLA
Inhibisi al-Qudrah 'alá al-Lughah al-'Arabiyyah



MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA
STATE ISLAMIC UNIVERSITY PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
LANGUAGE DEVELOPMENT UNIT
Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah, Indonesia | www.uinsaizu.ac.id | www.bahasa.uinsaizu.ac.id | +62 (281) 635624

وزارة الشؤون الدينية جمهورية إندونيسيا
جامعة الاستاذ كياي الحاج سيف الدين زهري الاسلامية الحكومية بوروكرتو
الوحدة لتنمية اللغة
NoB-5384/Un.19/K.Bhs/PP.009/ 9/2023

CERTIFICATE

الشهادة

NoB-5384/Un.19/K.Bhs/PP.009/ 9/2023

This is to certify that

Name :

Place and Date of Birth

Has taken

with Computer Based Test,

organized by Language Development Unit on :

with obtained result as follows :

Listening Comprehension: 45

Structure and Written Expression: 44

Reading Comprehension: 49

فهم السموع

فهم العبارات والتراكيب

فهم المقروء

Obtained Score :

462

المجموع الكلي :

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

تم إجراء الاختبار بجامعة الأستاذ كياي الحاج سيف الدين زهري الاسلامية الحكومية بوروكرتو.

منحت إلى

الاسم

محل وتاريخ الميلاد

وقد شارك/ت الاختبار

على أساس الكمبيوتر

التي قامت بها الوحدة لتنمية اللغة في التاريخ

مع النتيجة التي تم الحصول عليها على النحو التالي:

فهم المقروء

Obtained Score :

462

المجموع الكلي :

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

تم إجراء الاختبار بجامعة الأستاذ كياي الحاج سيف الدين زهري الاسلامية الحكومية بوروكرتو.

منحت إلى

الاسم

محل وتاريخ الميلاد

وقد شارك/ت الاختبار

على أساس الكمبيوتر

التي قامت بها الوحدة لتنمية اللغة في التاريخ

مع النتيجة التي تم الحصول عليها على النحو التالي:

فهم المقروء

Obtained Score :

462

المجموع الكلي :

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

تم إجراء الاختبار بجامعة الأستاذ كياي الحاج سيف الدين زهري الاسلامية الحكومية بوروكرتو.



Purwokerto, 20 September 2023

The Head of Language Development Unit,

رئيسة الوحدة لتنمية اللغة

Dr. Ade Ruswatie, M. Pd.
NIP. 19860704 201503 2 004

EPTUS
English Proficiency Test of UIN PROF. K.H. SAIFUDDIN ZUHRI

IQLA
Inhibisi al-Qudrah 'alá al-Lughah al-'Arabiyyah



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT MA'HAD AL-JAMI'AH

Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah 53126, Telp:0281-635624, 628250 | www.iainpurwokerto.ac.id

SERTIFIKAT

Nomor: In.17/UPT.MAJ/14698/21/2021

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

NAMA : ULYA NUR MAZIYYAH
NIM : 1917404047

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur'an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI) dengan nilai sebagai berikut:

# Tes Tulis	:	77
# Tartil	:	78
# Imla`	:	76
# Praktek	:	75
# Nilai Tahfidz	:	78



Purwokerto, 21 Jun 2021



ValidationCode

SERTIFIKAT

APLIKASI KOMPUTER

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT TEKNOLOGI INFORMASI DAN PANGKALAN DATA
Alamat: Jl. Jend. Ahmad Yani No. 40A Telp. 0281-835824 Website: www.iainpurwokerto.ac.id Purwokerto 53126

IAIN PURWOKERTO

No. IN.17/UPT-TIPD/83865M/2022

SKALA PENILAIAN

SKOR	HURUF	ANGKA
86-100	A	4,0
81-85	A-	3,6
76-80	B+	3,3
71-75	B	3,0
66-70	B-	2,6

MATERI PENILAIAN

MATERI	NILAI
Microsoft Word	78 / B+
Microsoft Excel	75 / B
Microsoft Power Point	83 / A-



Diberikan Kepada:

ULYA NUR MAZIYYAH

NIM: 1917404047

Tempat / Tgl. Lahir: Purbalingga, 22 Juni 2000

Sebagai tanda yang bersangkutan telah menempuh dan LULUS Ujian Akhir Komputer pada Institut Agama Islam Negeri Purwokerto Program *Microsoft Office* yang telah diselenggarakan oleh UPT TIPD IAIN Purwokerto.



Purwokerto, 27 Mei 2022
Kapala UPT TIPD

Dr. H. Fajar Hardoyono, S.Si., M.Sc
NIP. 19801215 200501 1 003



KEMENTERIAN AGAMA
UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO
LABORATORIUM FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat : Jl. Jend. A. Yani No. 40A Telp. (0281). 635624 Psw. 121 Purwokerto 53126

Sertifikat

Nomor : B. 017 / Un.19/K. Lab. FTK/ PP.009/ III/ 2023

Diberikan Kepada :

ULYA NUR MAZIYYAH
1917404047

Sebagai bukti yang bersangkutan telah melaksanakan kegiatan Praktik Pengalaman Lapangan (PPL) II Tahun Akademik 2022/2023 pada tanggal 23 Januari sampai dengan 4 Maret 2023 dengan Nilai

A

Mengetahui,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan



Prof. Dr. H. Suwito, M.Ag.
NIP. 19710424 199903 1 002

Purwokerto, 28 Maret 2023
Laboratorium FTK
Kepala,
Dekurfuadi, M.Pd.I.
NIP. 19711021200604 1 002



Sertifikat

Nomor Sertifikat : 1300/K.LPPM/KKN.50/09/2022

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM)
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto menyatakan bahwa:

Nama Mahasiswa : **ULYA NUR MAZIYYAH**
NIM : **1917404047**
Fakultas : **Tarbiyah & Ilmu Keguruan**
Program Studi : **Tadris Bahasa Inggris (TBI)**

Telah mengikuti Kuliah Kerja Nyata (KKN) Angkatan ke-50 Tahun 2022,
dan dinyatakan **LULUS** dengan nilai **A (91)**.



Certificate Validation