CHAPTER IV

RESULT AND DISCUSSION

This chapter will focus on analyzing the data collection. It includes (1) Forms of code switching and code mixing, (2) Context of code switching and code mixing, (3) The reason why the teachers use code switching and code mixing.

The data of this study were taken randomly from 9 to the 13 of August 2010. The data were taken from class activity. These data are divided into two parts: The transcription of teacher's utterances and the result of interview. The first data are collected from the 9 August to the 13 August 2010 and taken from class activity, while the second data related to the research question number (3) which discusses about the reason why the teachers use code switching and code mixing in the classroom. The second data were got by the researcher in the same time.

44

A. Result

In daily activity in the classroom, code switching and code mixing has done by teachers often happen intentionally although sometimes it occurred unintentionally.

B. Form of Code Switching and Code Mixing used by teachers of SMPN 40 Surabaya.

The writer found form of code mixing and code switching. That there were two forms of code mixing used by teachers of SMPN 4O Surabaya, code mixing in the form of word and phrase. There were three forms of code switching, code switching in the form of sentence, clause and tag.

1. The Form of Code Switching

In the terms of code switching, I found three forms of code switching that happens in this forum. They were sentence, clause, and tag. There were 23 cases of using code switching by the teachers in the class, 3 cases of using code switching in the form of tags, 2 cases of using code switching in the form of clauses and 18 cases of using code switching in the form of sentences. (See appendix 1)

a. Code switching in the form of sentence

Code switching in the class activity can occur in the form of sentence. It was the change of language that occurs between sentences. The example of code switching in the form of sentence can be seen as follow;

(03) If I ask you to collect your work.... Your assignment, what about your   assignment in making text in group. Have you done it? *Harus selesai ya*! I think that is already over.

(See appendix 1)

(If I ask you to collect your work.... Your assignment, what about your   assignment in making text in group. Have you done it? You have finish it! I think that is already over)

In the example (03) above, we can see the L_1 was English and the L_2 was bahasa Indonesia. It was the example of code switching in the form of sentence because the L_1 and L_2 were separated by a period. This example was likely to be a clause if it was separated with a coma. The function of the question mark on the example above is not as tag but as question because it needed an answer.

In that situation, the teacher gave a question to the students in the class about the assignment by saying "have you done it? Harus selesai ya!" the teacher wanted to ensure the students by switching the language in bahasa Indonesia. The teacher preferred to use L_2 than L_1 in the form of sentence. It

might be due to the fact that it was much longer and inefficient if the teacher uses L_1 to say that statement.

Here another example that was presented in the class activity.

> (04) Tentang apa sekarang? *News Items maybe the other knows?*
>
> (What are we talking about? Maybe the other knows?)
>
> (See appendix 1)

From the example above, we can see another code switching in the form of sentence. The teacher switched the L_2 which was bahasa Indonesia into L_1 which was English. The given example shows as that the L1 and L_2 are separated with a question mark. In the context, the teacher used two ways of asking question. Firstly He used bahasa Indonesia after getting responses from his students. Then, he switched the bahasa Indonesia into English to create the nuance of English in the classroom. Another example of code switching in the form of sentence can be seen as follow:

> (06) The passage is describing the physical features of cat. *Ciri-ciri fisik dari kucing*.
>
> (The passage is describing the physical features of cat. The physical features of cat).
>
> (See appendix 1)

The example above (06), the teacher switched the L_1 which was English into L_2 which was bahasa Indonesia. The teacher wanted the students to understand what the teacher explained. She explained about the passage of descriptive text. She explained that the passage described about the physical features of cat.

(07) ***Perhatikan ya!*** We use let to introduce suggestion and orders.

(Attention please! We use let to introduce suggestion and orders)

(See appendix 1)

Another example of code switching in the form of sentence above was happen when the teacher wanted to get attention from the students. The teacher would explain about the use of *let*. So the teacher changed the language into Indonesian.

(08) .... ***Yuk kita lanjutkan***. Please, practice 29 page 28. Have you done it?

(Lets continue. Please, practice 29 page 28. Have you done it?

(See appendix 1)

The example above (08) was almost the same with example number (04) on the previous example. The idea of switching in the language was quite understandable because in the example number (08), the teacher switched from L_2 into L_1. While, example number (08) was the other way around.

According to example above, it was occurred when the teacher wanted students to continue the lesson and had finished the next practice.

(10) Tentang apa sekarang? News items *maybe the other knows?*

(What are we talking about? News items maybe the other knows?

(See appendix 1)

The example of number (10) we can see another code switching in the form of sentence. The teacher switched the L_2 which was bahasa Indonesia into L_1 which was English. The given example shows as that the L1 and L_2 are separated with a question mark. In the context, the teacher used two ways of asking question. Firstly He used bahasa Indonesia after getting responses from his students. Then, he switched the bahasa Indonesia into English to create the nuance of English in the classroom. At that time the teacher wanted to create nuance of English after the students were in noisy, because the teacher would continue the lesson and explained about the reading task had been done on previous day.

(11) What did you do during holiday?*dari libur kemarin ngapain*?

(What did you do during holiday?

(See appendix 1)

The examples of number (11) show that the teacher used code switching in the form of sentence in order to make the students understand

what the teacher means. So, she switches the language from L_1 (English) into L_2 (bahsa Indonesia). The sentence was produced by the teacher in opening the class. That code switching done by the teacher was used only to make the students understand in teacher sentences.

(12) I will ask you some questions, generic structure of news items. The generic structure of news items…. What is the first paragraph Rian, What is the first paragraph of the news items? Kalau kalian betul-betul mengerjakan pasti bisa.

(I will ask you some questions, generic structure of news items. The generic structure of news items…. What is the first paragraph Rian, What is the first paragraph of the news items? If you have done it you will be able do)

(See appendix 1)

On the example above (12), the teacher used code switching in the form of sentence. He changed the L_1 (English) into L_2 (Indonesian) He wanted his students to understand what his means. At that time, He reviewed about the generic structure of news items. On the last, he asked to his student. He wanted to ensure that his student understand about the passage had been done.

(13) How about the first paragraph? Identification… What do you mean by identification? *Apa yang dimaksud identifikasi?*

(How about the first paragraph? Identification… What do you mean by identification? What do you mean by identification?)

(See appendix 1)

On the example (13), the teacher changed the language. As we know that the base language used by the teacher was English, it means that the teacher wanted the students to understand what the teacher means and would give answered what the teacher asked to them. At that time, the teacher and students discussed about the meaning every difficult words in the passage, but the teacher did not give the meaning. So the teacher asked to the students about the meaning of a word which is in the passage that they discussed on reading section.

> (14) Contohkan kalimat dalam paragraph yang menunjukkan identifikasi. *Can you give me the sentences?*
>
> (Give the example of sentence in the paragraph that present about identification. Can you give me the sentences?).
>
> <div align="right">(See appendix 1)</div>

The example number (14), the teacher wanted the students to give the supported sentences in the paragraph that present the identification. In this example the teacher changed the language because the teacher gave the English atmosphere in the classroom.

> (15) *Perhatikan ya*! We use let to introduce suggestions and orders.
>
> (Let attention please! We use let to introduce suggestions and orders).
>
> <div align="right">(See appendix 1)</div>

The example number (15) was the example of code switching in the form of sentence where L_1 was English while L_2 was bahasa Indonesia. At the moment the teacher explained the grammar about the use of *let*. So, she switched the language from L_1 (English) to L_2 (bahasa Indonesia) in order to make students understand about the used *let* in sentences.

(16) Ok sekarang kita belajar tenses baru... *I want you to follow about present passive.*

(Ok now we study about new tense... I want you to follow about present passive).

(See appendix 1)

The example (16), the teacher changed the language into English as the L_2 because the teacher wanted to get attention from the students. The teacher would give explanation about present passive.

(17) *I'm very angry if the students do not listen to me*. Brisik sekali, kalau saya menjelaskan sesuatu paling tidak suka kalau saya diganggu, yang berbicara mangganggu temannya, dan saya terganggu konsentrasi saya mengajar.

(I'm very angry if the students do not listen to me. It's very noisy, I don't like if I am disturbed when I explain).

(See appendix 1)

The example (17), the teacher used the code switching in the form of sentence. The teacher changed the language into English because the teacher wanted to get attention from the students which they were noisy in the

classroom, because it disturbed the concentration of teacher when the teaching process was done.

(19) Some exercises are very nice. *Sudah selesai ya?*

(Some exercises are very nice. Have you done it?)

(See appendix 1)

From the example above (19), the teacher used code switching in the form of sentence because the teacher wanted students to finish their exercises. They would discuss them.

(20) You will have the mid test of semester on the 11th of October until 16th. *Sebelas sampai enambelas Oktober.*

(You will have the mid test of semester on the 11th of October until 16th.October of eleventh until sixth).

(See appendix 1)

The example number (20), the teacher used code switching in the form of sentence because the teacher did not want the students to get confused about the information of mid test semster. It was happen on the last of the lesson when the teaching and learning process was over.

(21) Sekarang kita lanjutkan pada pembahasan… *Open page fifty five.*

(Now we continue our discussion… Open page fifty five).

(See appendix 1)

From the example above (21), the teacher used code switching in the form of sentence which had purpose to get English atmosphere. It happens on the beginning of the teaching and learning process. The teacher wanted students to open the next page, because the teacher would continue about the new material.

> (22) Kalau yang lalu kita pelajari tentang Simple present, sekarang kita pelajari tentang penggunaan *let* ya... coba ***you read the explanation there***.
>
> (We have study about Simple present yesterday, now we study about the use of *let... ...* Lets you read the explanation there).
>
> <div align="right">(See appendix 1)</div>

Another example of code switching in the form of sentence used by teacher was on the number (22). The teacher gave instruction to the students which to get understand the next material would discuss.

b. Code switching in the form of clause

Code switching in the class situation can occur in the form of clause. Code switching in the form of clause was the change of language that occurs between sentences. The example of code switching in the form of clause can be seen as follow:

(01)   You look at the pattern, past participle for all the auxiliary are the same. *Semuanya sama*.

(You look at the pattern, past participle for all the auxiliary are the same all the verb are past participle)

(See appendix 1)

We can see that the base language (L_1) was English and Indonesia was the different language (L_2). This kind of switching was scarily occurred in the class activity. If it occurred, it would be in the form of words or clauses only. In the given example above was considered as a clause because it was ended with a pull stop. It will be considered as a phrase if it is ended with a coma.

On the example above, we can see that the teacher explained about present passive to the students. Then, she tried to explain the lesson as clear as possible, because the topic was about grammar. So the teacher switched the language to avoid the students confuses. Another example of code switching in the form of clause can be seen as follow.

(02)   *Kita sudah membahas*. We already discuss some exercises.

(We have discussed, we already discuss some exercises)

(See appendix 1)

On the example above, we can see the L_1 was English and L_2 was bahasa Indonesia. This form can be considered as a sentence if there was a question mark or period after the word "membahas".

It may be possible for the teacher to avoid switching his utterances into English but it will be out of context because at the time they were talking about some exercises. The teacher used the code switching in the form of clause in order to ensure the students about the meaning of sentences.

(23) ***Yuk kita lanjutkan aja*** practice 15 page 20. Have you done it?

(Let's continue please, practice 15 page 20. Have done it?)

(See appendix 1)

On the example above, we see that L_1 is English and L_2 is bahsa Indonesia. As the example number 23 (see appendix 1), it can also be a sentence if there is a period after the word "aja".

Yet, the teacher directly continued her utterances without giving any pauses and asked her students who wanted to do the next task. Therefore, this example belonged to code switching in the form of clause.

c. Code switching in the form of tag

Another form of code switching was tag switching. Although it rarely happens in class activity, sometimes the teacher switched from English into Indonesia. In the form of tag there were the examples

(5) Getting information??? Most of the text describes a particular person, place, or thing. You have already done.*ya?*

(Getting information??? Most of the text describes a particular person, place, or thing. You have already done. Isn't it?

(See appendix 1)

From the example above can be seen that the teacher inserted Indonesia question tag into English. The teacher inserted "ya" as a tag in order to make sure that the students agree about what he /she had just explained. On the example above, the teacher used code switching in the form of tag. She wanted her students to understand what she had just explained, because at that moment she explained about the descriptive text. she explained that descriptive text have purpose to getting information which was include describe the particular person, place or thing.Another example of code switching in a tag form can be found in the following example.

(09) Yang kedua saya berikan kepada kalian untuk menyelesaikan geografi. *Ok?*

(The second I give time to you do your geographic task. Ok?).

(See appendix 1)

On the example above (09), the teacher used code switching in the form of tag which was used to get agreement from the students. It occurred when the lesson was over and the teacher gave time to the students finished their geographic task.

(18) Mr. Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon, *ya?*

(Mr. Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon, aren't they   ?)

(See appendix 1)

In this example, the teacher switched the English question tag into Indonesia style. She used the tag "ya?" instead of "aren't they?" because she wanted to ensure that his/her previous statement was definitely correct. By adding the tag question, he/she wanted to make sure that the students believe that her opinion was right.

From the example above, we can see several kinds of code switching; they are code switching in the form of clause, in the form of sentence and emblematic or tag switching. Code switching in the form of sentence was change of language that occurs between sentences. In the class activity, the teacher used this kind of code switching for giving the students new knowledge of the language in the simple way.

Moreover, when the teacher tried to explain some terms of passages which were hard to understand for students, she was easily to make the students understand about the lesson.

Almost similar with the sentences, code switching in the form of clause, in the class activity also has strong influence. It makes the students

teacher's explanation and the teacher was not able to master in one language, so the code mixing occurs unintentionally.

> (05) Saya memberikan *explanation*, kemudian kalian ngomong.
>
> (I give explanation, and you are talking ....)
>
> (See appendix 2)

In the example (05) above, we can see bahasa Indonesia as base language (L_1) was mixed with English as different language (L_2). The teacher used a word "explanation" than "penjelasan" in bahasa Indonesia because at the moment, the class are very noisy.

> (06) Karena menggunakan bentuk kedua, jadi *make* nya berubah menjadi *made*.
>
> (Because the using of past. So, Make is change into made).
>
> (See appendix 2)

From example above (06), the teacher used code mixing in the form of word was purposed to get clear the explanation about the changes of "make" into "made", because at the moment, the teacher explained grammar which is about Present passive tense. Let see another example which has relation with example number (06).

> (07) Diberi *are* sebelum ada kata *made*
>
> (Give "are" before there is a word of "made").
>
> (See appendix 2)

that speakers mix was not always the same in any conversation: again, it depends on the context of the speaking.

> (01)Lalu disini ada *preposition*
>
> (Then, there is a preposition here)

From the example (01) above, we can see that bahasa Indonesia was as base language (L_1) was mixed into English as the different language (L_2). The teacher inserted the word preposition at the end of the Indonesian sentence.

The given example illustrates that the teacher wanted to give explanation to the students that there was a preposition. The teacher preferred to use "lalu disini ada" than "then, there was a" because at the time of speaking the teacher gave an explanation about grammar. That was the way to make the students understand the lesson. Let us see the next example about code mixing in the form of word.

> (03)*Ya, jadi*. We use the simple present tense to talk about our habits.
>
> (Yes, so we use the simple present tense to talk about our habits).

From the item number (03), We see that the teacher used Indonesian "ya, jadi " in his sentence. The teacher wanted to tell the students about simple present tense because at the moment of speaking, The condition in the classroom was relax and the students did not get difficulty to receive the

easy to understand about the lesson that was given by the teacher. As we knew, the different of clause with the sentence it was only about the structure.

Code switching in the form of tag also occurred in the class activity. Tag question in the class activity has a function to make sure that his/her opinion was correct.

In other hand sometimes when giving example about something the teacher used tag question for get attention and make sure the students understand about what was they talk about.

2. Form of Code mixing

The teachers often mix English terms into Indonesian utterances when they were discussing the lesson. There were two kinds of code mixing occurring in the class activity, Code mixing in the form of word and code mixing in the form of phrase. In this case I found 21 cases of using code mixing by the teachers in the class, 15 cases of using code mixing in the form of words and 6 cases of using code mixing in the form of phrases. (see appendix 2)

a. Code mixing in the form of word

Code mixing in the form of word was an act of inserting a different language (English) into a base language (Indonesian). In addition, a language

On the example above, the teacher still discussed about the Present Passive tense. The teacher gave help to the students finished their task. The teacher felt that the students got confused about the placed of "are" in the sentence of Present Passive form.

(08) Ada yang tahu artinya *resource*?

(Everybody knows the meaning of resources?).

(See appendix 2)

The example number (08) above happened when the classroom was in the reading section. The teacher and students discussed about the meaning every difficult word in the passage, So the teacher asked to the students the meaning of resource.

(09)Dimana kita letakkan *by*?

(Where do we place by?)

(See appendix 2)

From the example above, the teacher inserted word of "by" because the teacher and students discussed about the Present Passive tense. If the teacher did not insert word "by" they would be confused because of the meaning of teacher utterance. At that time the teacher asked about placed of "by" in the sentence of Present Passive form.

(10) Kata kerja *grow* akan berubah menjadi bentuk ke 3.

(The verb of grow will change into past participle)

(See appendix 2)

The example number (10), it still discussed about the Present Passive tense. The teacher asked to students about the changed verb "grow" into V$_3$. So the teacher inserted "grow" in utterance, because it would be confused if the teacher used "tumbuh".

(12) Jadi supaya yang pertama ini benar-benar *finish*.
(So it's the first really finish).

(See appendix 2)

From the example above, the teacher wanted students to finish their task before they do geographic task. The teacher inserted word "finish" because she wanted to show her emotion, at that time she was angry.

(13) And the infinitive without to ... borrow, **bukan** to borrow, **tapi** borrow, without to.

(And the infinitive without to ... borrow, not to borrow, but borrow, without to).

(See appendix 2)

In the example number (13), can be seen that English as base language (L$_1$) was mixed with bahasa Indonesia as different language (L$_2$). The teacher used a word "bukan" and "tapi" in bahasa Indonesia because at the moment, the teacher wanted to give explanation clearer to the students.

The code mixing above can help students to difference the words. If the teacher said "no to borrow" or "but", it would make the students confuse in using the words. That code mixing also occurred in the items number 15, 16 and 18. (See appendix 1)

(14) Kalau ada yang berkutik-kutik geografi, *out*!

(Someone study about geographic, out!)

(See appendix 2)

In the example number (14), code mixing occurs in the form of words. It was not belonging to code switching because the teacher used that word in a sentence. If is separated by pull stop, It can be categorized as a code switching. Sometimes the teacher uses the code mixing to express her emotional. Holmes said that a language switching in the opposite direction, from the low to the high variety is often to express disapproval. So a person may switch language because they are angry.

(18) When you decide *IPS*, you have to responsible in *IPS.*

(When you decide social, you have to responsible in social).

(See appendix 2)

From example above (18), the teacher showed her emotion again. She said that if the students decided IPS so they might in IPS. It was mean that the teacher wanted students to get focus in English lesson.

(19) *Jadi*, how to change into passife?

(So, how to change into passive?).

<div align="right">(See appendix 2)</div>

In the example number (19), the teacher used code mixing in the form of word because the teacher wanted students to understand what the explanation before. So, the teacher gave the conclusion about the Present Passive tense.

b. Code mixing in the form of phrase

In additional, beside the teachers used code mixing in the form of word; she also often used code mixing in the form of phrase. The example of code mixing in the form of phrase can be seen as follow:

> (02)Jadi kita makai *posstitive degree*. Jadi "as" nya bias diletakkan di depan dan di belakang *adjective words*.
>
> (So, we use positive degree .so, this "as" can be placed in front of and behind adjective words).

<div align="right">(See appendix 2)</div>

The example above, we can see the base language (L_1) was bahasa Indonesia and the different language (L_2) was English. At the time, the teacher gave the lesson about positive degree of adjectives.

She explained to the students about the place of "as" that can be placed in front of and behind the adjective words (bigger, taller, higher, etc). That

task was "Joko is 1,75 metres tall. Daeng is 1,75 metres tall" so, the complete sentence by using positive degree is "joko is as tall as Daeng" .

The teacher preferred to use code mixing in the form of phrase in order to make students clearer about the grammar especially in arranging part of speech. Other reason, a nuance in the classroom would be awkward if she did not mix the word into English.

(04)…… diikuti *past participle* or verb bentuk ketiga.

(…… It is followed by V_3)

(See appendix 2)

From the data above, the teacher inserted English phrase because she got difficulty to find the certain term in Indonesia. There were some terms in English that were not available in Indonesia. Moreover if they translated into the different language the term can be changed or the meaning was correct. The example was past participle. It cannot be translated in bahasa Indonesia become "bentuk lama".

Let see another example:

(11) *untuk yang pertama*, Ok. I will teach you.

(At the first time, Ok. I will teach you)

(See appendix 2)

From the data (11) above, we can see the L_1 was English and L_2 was bahasa Indonesia. The teacher said to the students to give instruction. She wanted her students to study English seriously. At the time, the students were studying geographic assignment when the teacher came.So she expressed her emotional by saying "untuk yang pertama" in L_2 (bahasa Indonesia) which in L_1 means "at the first time". However, the teacher prefers using "untuk yang pertama" because the teacher wanted to control the classroom condition.

(15)Ok….. What is the last paragraph, the last paragraph *ada apa?*

(Ok…… What is the last paragraph, what are there in the last paragraph?).

(See appendix 2)

The example above, we can see the base language (L_1) was English and the different language (L_2) was bahasa Indonesia. The teacher asked the students about certain of last paragraph in a descriptive text. The teacher preferred to use code mixing "ada apa?" in bahasa Indonesia because she wanted the students understand what the teacher means. It was shown in repeating sentences from the teacher. One sentence was enough, but she was not sure about that. So, the teacher repeated her sentence by using code mixing.

Those were the examples of code mixing in the form of phrase consisting of three words as long as it did not include a subject. The example of code mixing in the form of phrase consists of three words.

(16) Second paragraph, the last paragraph *ada apa*?

(The second paragraph, what are there in the last paragraph?)

(See appendix 2)

In the example number (16), the teacher still discussed about descriptive text. The teacher explained that the last paragraph we could find some informations. She wanted the students to look for what there were in the second paragraph.

(17)Untuk berikutnya, *the next time* ya sekarang kalian mengerjakan geografi tapi jangan rame.

(The next. The next time you do geographic but don't be noisy).

(See appendix 2)

The example number (17), the teacher inserted code mixing in the form of phrase because at the moment the students were in the nuance relaxed. And the teacher still wanted to get nuance of English in classroom, although gave the time to them did the geographic assignment.

(20) Jadi kalimat Tanya itu ada yang menggunakan *question word*, ada juga kalimat Tanya yang tidak menggunakan *question word*.

(So, there is interrogative sentence which is using question word. but there is interrogative sentence which is not using question word).

(See appendix 2)

From the example above, the teacher used code mixing because the teacher explained about the interrogative sentence. So the teacher used code mixing in the form of phrase to get clear what the explanation.

(21)Kalau Indonesia, yang diulang yang dibelakang. ***but not in English***!

(In Indonesian, repetition happens in the end of the word but not in English).

(See appendix 2)

From the example above, we can see that the L_1 was Indonesia and the L_2 was English. This phrase contains of four words; but, no, in and English. Although they have four words, It contains be stated as a clause of sentence because the verb was not stated in that form. In the example gave the teacher asked the students about the difference between Indonesian and English repetition. The teacher preferred to use such L_2 phrase it might be due to the fact that it was much longer and inefficient if the teacher uses L_1 phrase.

From the example above, we can see the form of code mixing based on their grammatical pattern. They were word and phrase. In fact, these kinds of code mixing found in the class activity.

Code mixing in the form of word can be divided into some categories based on the languages that have been mixed by the teacher. Code mixing in the form of word was an act inserting a different language (L_2) such as Indonesia or English into base language (L_1).

The second was code mixing in the form of phrase. Code mixing in the term of phrase was actually inserting another phrase of another language of daily class activity between the teacher and students.

The teacher inserted Indonesia or English phrase when they needed certain term in Indonesia or English which is hard to found in the base language. There were some terms in English that not available in Indonesia. Moreover, if they translated into different language the terms could be changed or the meaning is incorrect.

C. The context of Code Mixing and Code Switching

Context has a very significant role in language choice as well as language interpretation. The meaning of utterances cannot be analyzed in isolation because different context may result different meaning. There were nine features of context such as participant, topic, setting, channel, code, message, form, event, key, and purpose. Further the observation, I found four features of context those were used by the teachers of SMPN 40 Surabaya. Here the context were found,

1. Participant

As a writer explained before in the chapter II, According to Holmes in Brown and Yule participant can be divided into three subcategories. Addressor, addressee, and audience, the addressor refers to a person who produces the utterance. The addressee refers to the hearer and the audience is the over hearer.

2. Topic

The topic of conversation determines the choice of language. Some topics most likely discussed in a certain language rather that the others. Topic is also an important factor that shapes the way people use a language. The main topic of the class activity that the researcher observes is about the teacher material and other trivial topics.

This was an example of code switching or code mixing in the context of topic. The topic was about English structure in the second grade of SMPN 40 Surabaya. The situation was when the teacher gave the explanation about present perfect tense.

(01) <u>Diikuti oleh</u> <u>past participle or verb</u> <u>bentuk ke tiga</u>

L_1 L_2 L_1

On the example above, we can see that the teacher repeatedly had to change the language from Indonesia into English, L_1 into L_2, back to L_1 again. The idea of mixing the language was caused by there is no equivalent translation of past participle. It would be weird and did not touch the original meaning if he or she translated "past participle" into "bentuk lama". Moreover, the topic that occurred at the moment of speaking was talking about present perfect. Let us see the next example that has similarity with the previous example.

(02)   <u>Jadi kita makai posstitive degree</u>. <u>Jadi "as" nya bisa diletakkan</u>
        <u>di</u>

            L_1 L_2 L_1

<u>depan dan di belakang</u> <u>adjective words</u>.

            L2

The reason for doing code switching and code mixing in example number (02) is almost the same as that in example number (01). She had to change L_2 (English) into L_1 (Indonesia again, because of the topic that they talked about the use of positive degree of "as". It also would sound awkward when he/she did not change it again into L_1.

3. Setting

Setting refers to the time and place in which conversation occurs. Usually, a given setting such as a house, work place, formal and informal setting are viewed as the important factors to language choice.

In the observation conducted by the researcher, it can be found sentences including in the context of setting. Here the example:

(03)   <u>Untuk   berikutnya</u>   <u>the   next   time,</u>   <u>ya,sekarang   kalian</u>
        <u>mengerjakan</u>

            L_1 L_2 L_1

<u>geografi tapi jangan rame</u>

The example gave above was simple, the setting of conversation above was an informal situation where the teacher was making a relax condition in the class during his teaching hour. She mixed the language from L_1 (bahasa Indonesia) into L_2 (English) by saying "the next time".

(04)   <u>What did you do during holiday?</u> <u>Dari libur kemarin ngapain?</u>
                    L_1 L_2

On the example above (04), we can see little difference from the previous example (03). The base language (L_1) is English was switched into L_2 in bahasa Indonesia. The setting at the time was not formal. The teacher had just come in the class. She gave greeting to the students and got conversation in order to get students responses. So, the setting of the conversation was informal.

The situation of the class that I observe was a formal situation. Since it was a formal situation, there might be fix rules of language choice and language attitude that direct people how to behave and maintain the communication among people in it. Since the context of this observation was an English class, in which the teacher and the students belong to the multilingual society, they have a tendency to do code switching and code mixing of the languages that they master.

4. Channel

The fourth feature of context is channel. The context of channel deals with how the interaction is maintained. Such as, by speech, writing, signing, smoke signal. In this context, the researcher did not find on the teachers utterance of using code switching and code mixing.

5. Code

The other context of code switching and code mixing according to Holmes is code. The context of code deals with what language, dialect or style is being used in the conversation.

6. Message form

The sixth context of code switching and code mixing is message form. A message form deals with the form intended to transfer the message. Such as, chat, debate, sermon, fairytale, sonnet, love letter, etc.

7. Event

The seventh context of code switching and code mixing is event. Event is the nature of communicative event within which genre maybe embedded.

8. Key

Key involves the evaluation of a conversation, whether a teacher is good or confusing. Let us consider the following example

(05)   <u>The passage is describing the physical features of cat</u>.

$$L_1$$

<u>Ciri-ciri fisik dari kucing.</u>

$$L_2$$

From the data above, we can simply know that L_1 is English and L_2 was Indonesia. From the context above, the teacher switched the language because he wanted to ensure that all students understand the statement.

He repeated the sentence by switching it into L_2 because he understood with the nature of his students' English ability although they were studying English since in the elementary school but they sometimes find difficulty in catching the idea in English. Here was another example of key context.

(06)   <u>You will have the mid test of semester on the 11th of October until</u>

$$L_1$$

<u>16th. Sebelas sampai enambelas Oktober</u>

$$L_2$$

The example above, the teacher switched the language from L_1 in English to L_2 in Indonesia. She repeated the statement "you

will.................." by switching into L_2 "sebelas sampai enambelas"

When teacher switched the language into L_2, after saying "oktober". The

teacher stopped at the moment to get the students responses in order to

evaluate whether they understood or not. So the context of code switching can

be categorized as key.

9. Purpose

Purpose deals with intention of the participants in the conversation.

Whether, the speaker wants to ask for something or giving an order.

In class, the teacher of course often gave instructions to the students

such situation can be considered as one of the feature of context, namely

purpose. Purpose deals with the intention of the participants in the

conversation, whether or not the speaker wants to ask for something or to

given an order. This is an example that happens in the class.

(07)   <u>Tentang apa sekarang?</u> <u>News items may be the other knows?</u>

L_1 L_2

On the example above, we can simply know and realize that the

teacher asked the students to do some exercises. In the context of purpose, the

teacher who used English as L_1 suddenly changed the language into bahasa

Indonesia. Let us see another example which is similar.

(08)   <u>I will ask you some questions, generic structure of news items.</u>
<u>The</u>

<div style="text-align:center">L₁</div>

L_1

<u>generic structure of news items…….. what is the first paragraph</u>
<u>Rian,</u>

L_1

<u>what is the first paragraph of the news items, kalau kalian betul-</u>
<u>betul</u>

L_1 L_2

<u>mengerjakan pasti bisa.</u>

On the example above, the teacher asked the students to explain the passage that they have studied about new items.

Based from the example above we can divide the context of code mixing and code switching that used into four features. Firstly, was topic, second was setting, third was purpose and fourth was key. The four features of context determined the language choice of the teachers.

D. The Reason of using code mixing and code switching

The reason of using code mixing and code switching were found from interview. It was taken from three teachers after teaching in the classroom.

1.   From the first interview to the first teacher of first grade SMPN 40 Surabaya, the writer described that the main reason to use code

switching and code mixing was to make the students understand, giving the explanation more clearer, to introduced the new vocabularies and to make the nuance of classroom relax. The teacher will be sure that students understand what she/he says, when the observer said that role of code switching and code mixing can be used to get close with the students, the teacher gave response that was possible to used the code switching and code mixing in order to got close with the students.

In her opinion that, if a teacher always use the target language (English) all the time in the classroom, students will be afraid to say something. But if sometimes a teacher uses a mother language in the classroom, they will not be afraid to say something. The nuance in the classroom will be relaxed by getting some jokes with the students in their mother tongue language. The teacher realized that her students have not really mastered the target language (English). They cannot understand all the vocabulary that the teacher uses. So, the teacher sometimes switched and mixed the language in order to make the students understand. According to the teacher second reason of using code mixing and code switching is to introduce the new vocabularies.

In teaching reading section, the students were often difficult to find the meaning of some new vocabularies. So, the teacher cannot

give the meaning of words by using English because it can make them difficult to understand.

The teacher wanted to give clear explanation to the students when they explained something in front of the class, to introduce the new vocabularies and to make the nuance of classroom relax. Those were the main reason why the teacher conducts code switching and code mixing.

2. From the second interview to the second teacher of second grade, the writer concluded that the teacher used English in the classroom to create English temperature or English atmosphere and she used bahasa Indonesia to make the students understand what the teacher means. Sometimes students did not understand what the teacher mean that was why teacher switched the language by giving translation into bahasa Indonesia. As long as students know what she said, it did not need to switches the language. The teacher used code mixing and code switching in the classroom in order to make the students understand. There were some terms in English that were not known by them, so the teacher translated the terms into bahasa Indonesia. Using bahasa Indonesia would not create English temperature.

From the describing above can be concluded that the main reason why the teacher used code switching and code mixing in the classroom was to make the students understand what the teacher means. So there were interactions between the teacher and students during teaching and learning.

3. The third interview, the reason was found from the teacher of third grade SMPN 40 Surabaya. The teacher used English in the classroom to give the model of English to the students. Teacher should be a model for the students. Because they imitated what the teacher said.

   If the teacher never spooks English, automatically the students also never spook English too. At least the teacher was able to speak correctly. The role of bahasa Indonesia in the classroom was to makes the students got an idea from the teacher. When the researcher asked to the teacher that what was the main reason to use bahasa Indonesia in the classroom and the teacher answered to make the students understand.

   The researcher also gave an optional to the teacher that one of the reasons why the teachers switched or mixed the language was to get close with the students or making some jokes, however, she answered clearly that the main reason why the teachers switched or

mixed the language was to make the students understand. She also gave an example to support her idea that when the teacher teaches about grammar it was rather difficult to make the students understand what the teacher mean, so she switched the language from English into Indonesia in order to make the students understand or the students would get idea from the teacher explanation. She also stated that she did the language choice also depend on the grade of students.

Here, the writer can concluded that the teacher used code switching and code mixing in the classroom to make students understand what the teacher means although it also depended on the grade of students, to introduce the new vocabularies and to make the nuance of classroom relax.

E. Discussion

In this part of the chapter, researcher will discuss about the result of the study that have been described in earlier and it was relationship with the theories in chapter II.

Subject of this study was about code switching and code mixing used by the teachers in SMPN 40 Surabaya during the class activity. In short, the action of switching and mixing from one language into another language was called code switching and code mixing.

Question number one talked about the form of code switching and code mixing that happen in the class. In order to answer the questions code switching and code mixing were divided based on its form.

1. Form of code switching

There were 23 cases of using code switching by the teachers in the class, 3 cases of using code switching in the form of tags, 2 cases of using code switching in the form of clauses and 18 cases of using code switching in the form of sentences.

The forms of code switching are code switching in the form of clause, in the form of sentence and emblematic or tag switching. Code switching in the form of sentence was change of language that occurs between sentences.

In the class activity, the teacher used this kind of code switching for giving the students new knowledge of the language in the simple way. Moreover, when the teacher tried to explain some terms of passages which were hard to understand for students, she was easily to make the students understand about the lesson.

Almost similar with the sentences, code switching in the form of clause, in the class activity also has strong influence. It make the students easy to understand about the lesson that is given by the teacher. As we knew, the different of clause with the sentence it was only about the structure.

Code switching in the form of tag also occurs in the class activity. Tag question in the class activity has a function to make sure that his/her opinion was correct.

In other hand sometimes when giving example about something the teacher used tag question for got attention and make sure the students understand about what was they talk about.

2. Form of code mixing

As mentioned in earlier discussion, Fasold as cited in Chaer and Agustina has proposed his idea about the form of code mixing based on their grammatical pattern. They were word and phrase. In this case I find 21 cases of using code mixing by the teachers in the class, 15 cases of using code mixing in the form of words and 6 cases of using code mixing in the form of phrases.

Code mixing in the form of word can be divided into some categories based on the language that hade been mixed by the teacher. Code mixing in the form of word was an act of inserting a different language. Most of the base language in the class activity was English.

Second was code mixing in the form of phrase, Code mixing in the term of phrase was actually inserting another phrase of another language of daily class activity between the teacher and students.

The teacher inserted Indonesia or English phrase when they need certain term in Indonesia or English which was hard to found in the base language. There were some terms in English that not available in Indonesia. Moreover, if they translated into different language the terms could be changed or the meaning was incorrect.

3. The context of code switching and code mixing

Second question is the context of code switching and code mixing. Hymes in Brown and Yule propose nine features such as participant, topic, setting, channel, code, message, form, event, key, and purpose.

Based on the data gotten from the observation, we can divide the context of code switching and code mixing used into four features. First was topic, second was setting, third was purpose, and fourth was key. The four feature of context determined the language choice of the teachers.

4. The Reason of using code mixing and code switching

According to Holmes, one of the reason using code switching and code mixing is because the need for certain terminology or expression. Moreover using code switching and code mixing make the message clearer or make the communication easier among people. Such phenomenon happen in teaching activity in SMPN40 Surabaya although many reason of the teachers use code switching and code mixing intentionally or unintentionally during

teaching and learning process in the classroom such as individual factor (teacher is able to speak more than one language).

The main reason was to make the students understand what the teacher means although it also depended on the grade of students, to introduce the new vocabularies and to make the nuance of classroom relax.

The writer supposes that there were many ways to make the students understand what the teacher means, such as the teacher could use media in teaching learning. As we know that there were many media in teaching learning depend on the material, such as the using of picture to introduce new vocabulary. It can make the students more understand.