

**AN ANALYSIS OF CODE MIXING IN THE CLASSROOM INTERACTION AT SMKN  
PERTANIAN TERPADU PEKANBARU PROV. RIAU**

**A THESIS**

*Intended of fulfill One of the Requirements for the Award of Sarjana Degree in English  
Language Teaching and Education at Islamic University of Riau*



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**2020**

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PERTANIAN TERPADU PEKANBARU PROV. RIAU

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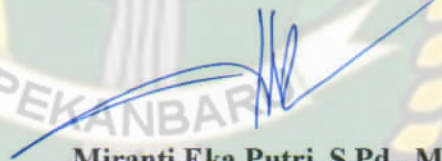
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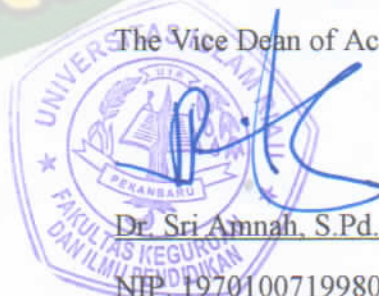


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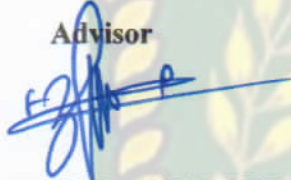
THESIS

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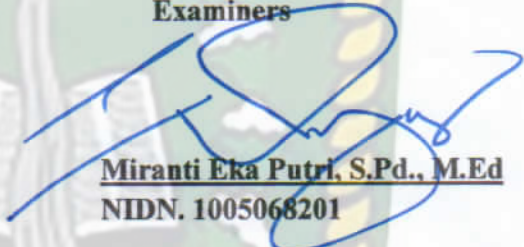
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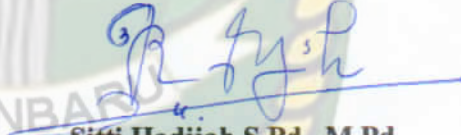


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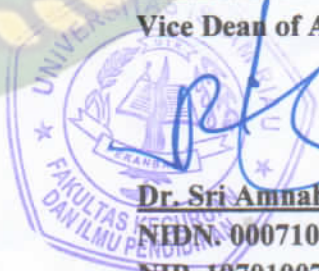
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## LETTER OF NOTICE

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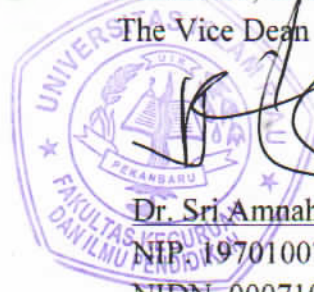
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No	Date	Guidance Agenda	Signature
1	11 <sup>st</sup> April 2019	Chapter I	
2	18 <sup>th</sup> May 2019	Revised Chapter I	
3	8 <sup>th</sup> June 2019	Chapter II	
4	16 <sup>th</sup> June 2019	Revised Chapter II	
5	22 <sup>nd</sup> June 2019	Chapter III	
6	28 <sup>th</sup> July 2019	Revised Chapter III	
7	28 <sup>th</sup> July 2019	Approved to Join Seminar Proposal	
8	8 <sup>th</sup> August 2019	Seminar Proposal	
9	16 <sup>th</sup> August 2019	Collecting the Data	
10	17 <sup>th</sup> September 2019	Chapter IV and V	
11	25 <sup>th</sup> November 2019	Revised Chapter IV and V	
12	23 <sup>th</sup> Desember 2019	Approved to Join Thesis Examination	

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## ACKNOWLEDGEMENTS

Fisrt of all from the deepest bottom of heart, I would like to much express the sincere gratitude to the almighty one, Allah SWT who has given me an easiness, healty, mercy, both strengh and ability to accomplish this thesis entitled :

“AN ANALYSIS OF CODE MIXING IN THE CLASSROOM INTERACTION AT SMKN PERTANIAN TERPADU PEKANBARU PROV. RIAU”.

This paper is intended to fulfill one the requirements for the Sarjana Degree in English Language Education Teacher Training and Education Faculty, Islamic University of Riau. The writer rendered a lot of thanks and put his high appreciation of correction, revision, and suggestions which were continually given by the following individuals :

1. Miranti Eka Putri, S.Pd, M.Ed the head of English Education Program of FKIP UIR Pekanbaru and also the first examiner. And then, to all lecturers of English Department for teaching her during his study in this faculty.
2. Fauzul Etfita, S.Pd, M.Pd as a fisrt advisor, who contributed a lot of her time, correction, suggestion and motivation for the completion of the Thesis.
3. The second examiner, who has given me knowledge, help, comment, suggestion and motivation for the completion of the thesis.

4. Special for the researcher's beloved parents, Kamaliah and Suleman thank you for your support, love, patience, participation, and your bless for researcher and support material and anything researcher needed.

5. For the reseacher's beloved brother. Which have given the researcher support through prayer and motivation.

6. All the researcher's beloved friends on English Department 2015, especially for my best friends thanks for your support, motivation, help, love and anything that the researcher needed in written this thesis.

7. All many people who can't researcher say one by one, thanks for everything. Finally, the researcher hopes that this thesis will be useful for the readers in increasing English Learning.

Pekanbaru, Desember 2019

The Researcher

Sindy Dewiana

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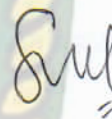
## DECLARATION

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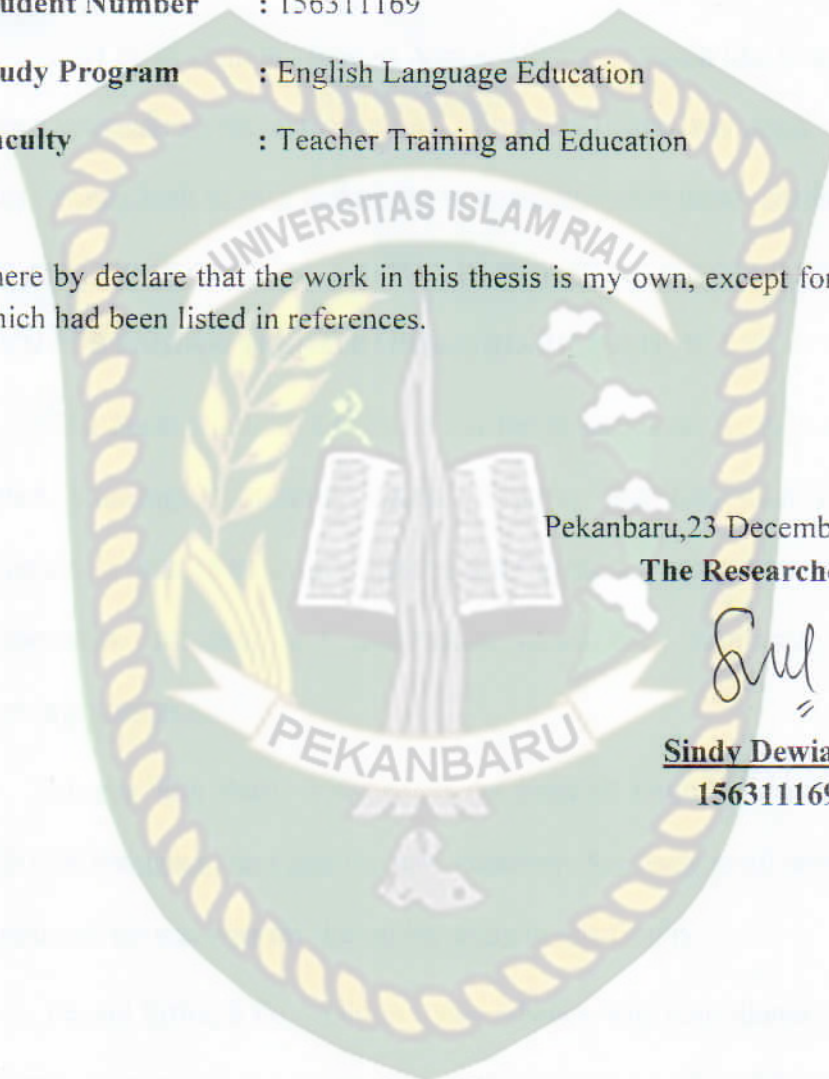
I here by declare that the work in this thesis is my own, except for the quotations which had been listed in references.

Pekanbaru, 23 December 2019

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## ABSTRACT

*Sindy Dewiana, 2019. An Analysis of Code Mixing in the Classroom Interaction At SMKN Pertanian Terpadu Pekanbaru Provinsi Riau.*

**Key words:** *analysis, code mixing, teacher classroom interaction*

*The objectives of this research were to find the forms of code mixing used in teacher classroom interaction. And the reasons of using code mixing in the classroom interaction.*

*This research used qualitative method which research data taken from observing teacher classroom interaction at SMKN Pertanian Terpadu Pekanbaru Province Riau. Therefore, the research was conducted at grade X ATPH 3 which consisted of 28 students with the teachers' name is Mursyida S.Pd. The data was gather from 21st to 25st October 2019. The researcher collected the data through documentation.*

*Based on the results of this study, researcher identified the forms of code mixing of words 49 data, code mixing of phrase 41 data, code mixing of hybrid 4 data, code mixing of clause (10) data, code mixing of idiom (2) data, and code mixing of hybrid (3) data. The result all the mixed codes used in the classroom interaction are 105. The results of Furthuremore, the researcher also found the reasons of code mixing by the teacher, it consist, of Students limit of Vocabulary in English and Students of Low Motivation in English.*

## ABSTRAK

*Sindy Dewiana, 2019. Analisis campur kode ketika interaksi dikelas di SMKN Pertanian Terpadu Pekanbaru Provinsi Riau.*

**Keyword : analisis, campur kode, interaksi guru dikelas**

Yang akan diteliti pada penelitian ini adalah jenis campur kode yang digunakan guru ketika dikelas.

Penelitian ini menggunakan metode kualitatif data yang diperoleh yaitu dari penelitian ketika guru berinteraksi di SMKN Pertanian Terpadu Pekanbaru Provinsi Riau. Kemudian, peneliti menggunakan kelas X.ATPH.3 yang terdiri dari 28 siswa dengan gurunya yang bernama Mursyida S.Pd. Data diperoleh dari tanggal 21 sampai dengan 25 oktober 2019. Peneliti, memperoleh data melalui dokumentasi.

Berdasarkan hasil yang diperoleh pada penelitian ini, peneliti mengidentifikasi macam-macam campur kode yaitu sisipan kata yang terdiri dari (49) data, sisipan frasa terdiri dari (41), sisipan clause diperoleh (10) data, sisipan idiom diperoleh (2) data, dan sisipan hybrid yang terdiri dari (3) data. Hasil dari semua campur kode yang digunakan ketika berinteraksi dikelas adalah 105. Kemudian hasil lainnya yaitu peneliti juga menyebutkan alasan guru menggunakan campur kode, yang terdiri dari kosakata yang terbatas dalam belajar bahasa inggris, dan kurangnya motivasi belajar bahasa inggris.

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

Language is a verbal and written communication tool used by people to express an idea, opinion, concept, and feeling. Language is a communication system it consists of sounds, words, and grammar that is used by people from various countries. People use several of languages in modern era consisting of regional languages and national languages. Language is a communication tools with others. Through the use of language everything that people want to convey can be understood properly. Therefore, language is a unifying tool of a nation.

Communication is one of needed by people to interact with anothers. Communication is very important in maintaining to establish friendship between fellow being people beings. Bilingual is one of the skills that should be mastered by the teacher in teaching and learning process. It is important improve their language ability ability.

Wherever, sociolinguistics is the study of the sociological aspects of language. The discipline concerns itself with the part language plays in maintaining the social roles in a community. Sociolinguistics attempt to isolate those linguistic features that are used in particular situations and that mark the various social relationships among the participants and the significant elements of the situation. The influence on the choice of sounds, grammatical elements, and vocabulary items may include such factors as age, sex, education, occupation, race, and peer-group identification, among others. Wherever, in interaction people also need to

pay attention to some good ways of someone needs good communication, such as style of language, situations, conditions, and the purpose of using language in communication.

Furthuremore, the phenomenon in globalization era the teacher of interact with the students in the classroom english language education in teaching learning they are use Indonesian and English languages code mixing in conversation with the students. Ye Ho (2007:5) in his journal stated that code mixing is the change of one language to another within the same utterance or in the same oral or written text. It is a common phenomenon in societies in which two or more languages are used. So it can be concluded that code mixing is the process of mixing two or more languages in speech. Teacher use Indonesian English languages code in communicate.

Whereas, in formal situations, commonly people use Indonesian language or national languages. Such as at school, office, and government. Whenever, speech community that has a relationship with another speech community, it will pas language contact. Therefore, Usually in bilingual communities people to use more than one languages in conversation. For example, when the teacher to interact with students at the classroom on english subject in teaching and learning process, they are use Indonesian English language code. They are use two codes of languages in conversation. Because, the students are not yet accustomed to using foreign languages, then the lack of student interest in learning english.

The teacher use more than one languages when doing activities on English subject at SMKN Pertanian Terpadu Pekanbaru Prov. Riau. Therefore,



sociolinguistics stated that according to Wardaugh (2010:5) emphasize to investigate the relationship between language and society with the goal being a better understanding of the structure of language and of how language function in communication. In addition, sociolinguistics is the study of language and social context in communication. People using languages in communication based on the country. Usually, the language using in communication get the causes of the country. And then, the using of language is causes of situation, condition, speaker, patner speaker and others.

In addition, the teachers using languages in communication when teaching and learning process of English subject. They are use Indonesian and English to use it. It means that languages become a habit for people. More than teacher use Indonesian and English language in the classroom interaction. They are use more than language in the classroom interaction to increased of students of english language development. Mixed code are easy to increase of English language. So, the students to improve of english language subject. Because, the English language is international language in communication in the every countries.

Therefore the second, when people speak two languages in communication are call mixed code. Wherever, mixed code can happen anytime and anywhere in accordance with the situation and conditions in area. Teacher use Indonesian and English languages in interaction with the students on teaching learning process. The students are able to speak different languages in communication. But, most students have very difficulties in the use of English language. So, the teacher using forms of mixed code in teaching and learning process. They are phrase of

insertion, clause of insertion, hybrid of insertion, repetition insertion, idiom of insertion, and word of insertion. Because, every students have the different improved their languages in english language to commmunicate.

The last, teacher in the classroom interaction use two languages. Whereas, code mixing occurs when multilingual speakers use one or more than one languages. There are some reasons of teacher use Indonesian and English language code. The reasons of teacher code mixing is bilingualism, vocabulary, prestige. Is there the reasons of teacher use Indonesian English language in classroom interaction.

Based on the background of the problem, the researcher would like to conduct a research entitled “**An Analysis of Code Mixing In the Classroom Interaction at SMKN Pertanian Terpadu Pekanbaru Provinsi Riau**”.

## **1.2 Identification of the Problem**

The identification of problem in this research is any problem that make teacher to use two languages in communication. It happen because that kinds of languages to mixed code. Based on the background of the problem, there are many teachers to use some of languages in teaching and learning process at the classroom interaction. First, some of teachers use more than one language in interaction with the students. The language they use is Indonesian and English languages. It is cause at the formal situation.

The second, in the classroom interaction teacher used Indonesian English code mixing when to study of English education. It is because of this languages for increasing students languages in communication when the english study. And then

for the improving students languages english use it. Because there are forms of mix code on teacher language use it.

The last, so many student have problem in English language classroom interaction with the students. Because, they have some problem in the English language interaction there are have lack vocabulary and the students not understanding when the teacher not use Indonesian English mixed. Because, they use English languages in communication with another. It is because some students do not improving the languages. So the reasons of teacher use Indonesian and English language in classroom interaction bilingualism ,vocabulary, and prestige.

### **1.3 Focus of the Problem**

The writer focus on the problem in this research is focuses on analyzing the Indonesian-English code mixing used form and reasons of code mixing in the classroom interaction at SMKN Pertanian Terpadu Pekanbaru Prov.Riau.

### **1.4 Research Questions**

Based on the statement of the problem, the question of this research can be formulated as follows :

1. What are the forms of code mixing are found in teacher classroom interaction at SMKN Pertanian Terpadu Pekanbaru Prov.Riau?
2. What are the reasons of code mixing are found in teacher classroom interaction at SMKN Pertanian Terpadu Pekanbaru Prov.Riau.

### **1.5 Objectives of the Research**

In general, the objectives of conducting this research are in the following :

1. To know the forms of code mixing used in the classroom interaction at SMKN Pertanian Terpadu Peknanbaru Riau Province.
2. To know the reasons of code mixing used in the classroom interaction at SMKN Pertanian Terpadu Pekanbaru Riau Province.

## **1.6 Significance of the Research**

This research can give more information about code mixing :

### **1.6.1 For the Lecturers**

The findings of this study aim to carry out lecturer knowledge about sociolinguistics studies in the subject of language contexts. Moreover, the lecturers are expected to understand better, especially about code mixing and code switching. In addition, the lecturers also know the development of language in the current code mixing code based on the use in written form of in the classroom interaction at SMKN Pertanian Terpadu Pekanbaru Prov. Riau.

### **1.6.2 For the Students**

The findings can learn more about mixing codes and students can find out how to use mixing codes when they talk to each other. And then, students who are interested in sociolinguistic studies. In addition, this research is expected to improve them especially in the form and reasons of code mixing. And then the findings in this study are expected to be useful for the students especially in Islamic University of Riau (UIR) Pekanbaru who are interested in sociolinguistic study. Moreover, this study is desired to enhance their insight especially in the forms and functions of code mixing.

### 1.6.3 Other Researcher

This research can be used as a source of additional code mixing for the next.

### 1.7 Definition of Key Terms

To avoid the mistakes in understanding some terms used in this research, the writer provides some definition of the terms :

1. According to Noam Chomsky in Romaine sociolinguistics (2000:78) focus on the differences in the use of language in society so that an object can be the object language learning another language. Then, Chomsky said that the question of language is the fundamental question of power. From the statement it is clear that sociolinguistics is the study of language use in a society is does not focus on the compositions of sentence structure but focuses on the differences in language used and language development in society.
2. According to Bhatia and Ritchie (2004:5) code refers to the mixing of various linguistic units (morpheme, words, phrases, clauses and sentences) primarily from two participating grammatical systems within a sentence.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevance Theories

In this relevance theories, there are some topic that will be discussed such as, definition of sociolinguistics, definition of bilingualism, definition of code mixing, definition of code switching, form of code mixing and the reasons of code mixing.

##### 2.1.1 Definition of Sociolinguistics

Sociolinguistics is examines the interplay of language and society, with language as the starting point. The basic premise of sociolinguistics is that language is variable and changing. As a result, language is not homogeneous not for the individual user and not within or among groups of speakers who use the same language. Therefore, according to Wardaugh (2010:31) stated that “sociolinguistics is concern with investigating the relationship between language and society with the goal being a better understanding of the structure of language and how language function in communication.

Wherever, sociolinguistics is the one of linguistics branches that can be analyzed from various point of view. Sociolinguistics is a term including the aspects of linguistics applied toward the connections between language and society and the way is used in different social situations. It ranges, from the study of the wide variety of dialects across a given region down to the analysis between the way man and woman speak one to another. Sociolinguistics is often shows the

language that describes the age, sex, and social class of the speaker. It codes the social function of a language according to Baker (2010:2).

Moreover, according to Holmes (2001:2) sociolinguistics is study relationship between language and society, they are interested in explaining why we speak differently in different social contexts, and they are concerned with identifying social function of language and the way it is used convey social meaning. Examining the way people use language in different social context provide a wealth of information about the way language works, as well as about the social relationship in a community and the way people signal aspects of their social identity through their language.

Furthuremore, according to Wardaugh and Fuller (2015) state that “ sociolinguistics is the study of our everyday lives-how language works in our casual conversations and the media we are exposed to and the presence of societal norms, policies, and laws which address language”. It means sociolinguistics is not a study of facts member of a particular society may influence the terms with our language use.

Finally, sociolinguistics is the study of the relation between language and society a branch of both linguistics and sociology. Sociolinguistics is a branch of linguistics that examines that the relationship between language and its people. This science is a contextual study of variations in the use of language in natural communication. And then language study with a social dimension.

### 2.1.2 Definition of Bilingualism

In a company is not just getting the employess from the local but they need “foreigner” to combine or to meet the company strategy to get the large markets more. Of course, use of english as one of international language become to important thing. As stated according to Namba (2008:666) note, the increasing used of international language stimulated by modernization and globalization, the phenomenon of language revival, and the economically motivated migration of people, have led to wide spread bilingualism in the modern world.

Wherever, according to Hamers and Blanc (2009:247) bilingualism is the individual capacity to speak a second language while following the concepts and structures of that language rather than paraphrasing his or her mother tongue. Moreover, the speaker from bilingual society can have the same ability with a native speaker in mastering the second language.

Furthoremore, bilingual and multilingual people generally tend to switch language codes during their conversations. Code that occurs in the community is often regarded s a strategy for use in conversations. Sometimes this strategy is used in term is stylistic influence, which relates to its use for inforcing or weakning speech acts such as requests, denials, switching topic, elaborations or comments, validations, or clarification according to Heller (2007:150). The use of code a value of naturalness for particular speech events within the community of bilingual speakers.

Whereas, the ability to use two languages is called bilingualism in Indonesian it is also called bilingualism with its terms, there is also the term multilingualism



which is the condition of using more than two languages by human in association with others alternately. Human able to use two languages one must certainly master both languages. And then, people used first language foreign language in informal interaction. In contrast, according to Myers (2006:2) said bilingualism is the ability two or more languages sufficiently to carry on a limited casual conversation while the person who has that such ability call as bilingualism.

Furthuremore, according to Sanjaya (2014:401) stated that the practice of bilingualism is alternately from one language to another language by a speaker. Also, bilingualism is the ability of a speaker use two languages. In short, someone is called bilingual if she or he has the ability to speak two codes or language at the same level of knowledge, then she or he is called a multilingual.

Wherever, bilingualitas is the wilingness or ability to bilingual, while bilingualism is used to the habit of a person or a society in two languages according to Harimurti Kridalaksana (2001:40). Bilingual can occur in a person or a group of people. A group of bilingual people are in the community when they are individual who are bilingual.

Therefore, code mixing and code switching are common phenomenon in bilingual society, the meaning of bilingual is capability people to use two language and they have wide changes more than mutilingual. Bilingualism is habitual of people to use two languages interact to other people, and bilingualy is ability of people to use two languages. Moreover, according to Traks (2004:2) argue, “bilingualism can be the property of an individual, but equally can be the property of an entire speech community in which two or more language are used”.

Multilingual is able to speak three or more language when his communicated with other.

Whenever, according to Kridalaksana (2008:26) bilingual is the use of two or more languages by a person or by a society. Thus, bilingualism is the use of two or more languages spoken by speakers in turn.

Finally, bilingualism is ability to speak two languages. It may be acquire early by children in regions where most adult speak two languages. And then, the ability of an individual or the members of a community to use two languages effectively. The study of bilingualism involves linguistics, psycholinguistics, and sociolinguistics. Bilingualism is the speech community in communication in informal situation. Because, bilingualism is a language development in social context. In bilingualism communities human usually use more than one language because they are to follow the area in social context.

### **2.1.3 Definition of Code Mixing**

According to Bhatia and Ritchie (2004:5) code refers to the mixing of various linguistic units (morpheme, words, phrases, clauses and sentences) primarily from two participating grammatical systems within a sentence. More specially, code mixing is intra sentential and is is constrained by garmmatical principles. It may also be motivated by social psychological factors. Despite these definitions, many people may have difficulty using the terminologies since many researchers use different terminology for code mixing. Based on the previous definition the researcher conclude that code mixing is the use two languages or more by transferring one or more of linguistic elements of one language in another in the

speech without changing the meaning of sentence, because the element just support the sentence of other languages, which are inserted. The element of one language does not have a distinctive function.

Moreover, according to HP and Abdullah (2012:3) code mixing is interacting phenomenon by using two languages simultaneously to show that they are moving from a language to another in an utterance. Wherever, some people using more than one language in communication in an utterance with another. It consist of regional language and national language they use in utterance. There is formal and nonformal situations in conversations. Because, situation and condition in the area can be cause of people using their language in communication.

Therefore, according to Muysken (2000:581) code mixing means the lexical items and grammatical features of two language that exist in the same sentence. Code mixing is a normal, natural product of bilingual and multilingual language use. Significant studies of the phenomenon can be found in the linguistics literate code mixing usage depends on what language that the aim of the speakers is. For instance, code mixing used in social networking facebook. Code mixing in facebook is found when speaker mixes two languages to achieve a particular purpose.

Furthurmore, according to Sumarsih (2014:3) code mixing is a symptom of language usage in which a mixing combination of different variation within the same clause. The mix of code mixing describe in the sentence. Whereas, code mixing is a mixed more than one language in communication. And then, describing code mixing use in communication with another. Some people using

more than one language cause some reasons is there more effective in teaching and learning process, people are easy to understand with language using by the speaker.

Moreover, according to Wardaugh (2006:71) says that selecting particular code is usually required by people whenever they choose to speak and they may also decide to switch from one code to another even sometimes in very short utterance and so create a new code.

Whereas, the activity of more codes is called code mixing. According to Hamers and Blanc (2000:199) say that code mixing is the use of elements of one language in another language. Code mixing is usually used in informal and relaxed situation. In informal situation, the speaker tend to mix because there is no exact idiom in the target language, so it is necessary to use words or idiom from other languages.

Furthuremore, code mixing refers to the mixing of two or more language varieties in speech. Furthuremore, Ye Ho (2007:5) in his journal stated that code mixing is the change of one language to another within the same utterance or in the same oral or written text. It is a common phenomenon in societies in which two or more languages are used. So it can be concluded that code mixing is the process of mixing two or more languages in a sentence or a speech.

Finally, code mixing is a simply mixing of two or more languages while communicating. It is common for a speaker who knows two or more languages to take one word or more than one word from one language and introduce it while speaking another language. Mixing the language aims to provided a clearer

understanding of the context or purpose to be conveyed in the conversation. Thus, that the code mix focuses on the use or use of units of language into other language based on certain situations and aims to expand the style or beauty the speech situation

#### **2.1.4 Definition of Code Switching**

According to Numan and Carter, (2001:2) briefly defined the term as the phenomenon from one language to another in the same discourse.” From this definition “discourse” will be handle ask the students and teachers naturally occurring language use in classroom. Additionally, the language between which alternation between performed are the native language of the students, and the foreign language that students are expected to gain competence in.

Therefore, according to Wardaugh (2006:42) also states” code switching occurs when the language used, changes according to the situation in which the conversant find themselves. The speakers here switch one code to another code or they speak in one language to another language”. It means that code switching happens in bilingual society. Code switching occurs when people use a particular code and suddenly change to another code.

Wherever, code switching refers to oral communication situation that involves the process of switching from one language and or dialect to another language or dialect. Similarly, Thelander in Chaer and Agustina, (2010:2) state that code switching is the use of two languages (or more) by a speaker in the same communication event. The statement implies that code switching is a language material that consists of two language or more spoken by the speakers in the sane

conversation. In this situation, all of the involved participants also speak or at least understand both all languages in use.

Whenever, code switching is a phenomenon of switching from one language to another language in bilingual or multilingual communities according to Wardaugh (2006:30). Code switching may also be defined as the alternation between two or more languages in a speaker's speech, occurs naturally in the scheme of bilinguality. Some people may perform code switching unconsciously as the result of their ability in using more than one language, while other may perform code switching to repeat what has said before.

Furthuremore, according to Heater (2008:3) code switching is the practice of moving between variations of language in different contexts. Everyone who speaks has learn to code switched depending and the situation and setting. In an educational context, code switching is define as the practice of switching between a primary and a secondary language or discourse.

Finally, code switching is the use of other languages or different languages in one conversation to adjust to other roles or situations or because of other participants. Code switching occurs in bilingual, multilingual language communities. Code switching occurs to adjust to the role, or the existence of certain objectives. According to type, code switching can be divided into language, and speech level. In terms of levels, code switching consists of phonem shifts, over word or phrase levels and sentence levels. Code switching can also be classified according to its nature, temporary code switching and permanent code switching. Whereas, according to the cause, code switching occurs because of the

speakers personal factor, position, presence of a third person, and the subject or topic.

## 2.2 Form of Code Mixing

According to Callhavid (2010:72) classifies of code mixing into five kinds according to the linguistic elements that involved in code mixing as follows :

### 2.2.1 Insertion of the Words

Word insertion occurs when a speaker inserts words into elements of a original language or second language in his or her utterance. A word is any unit of language that in writing, appears between spaces or between a speech and a hyphen. Word do not always constitute the smallest meaningful units in a language. Instead words are sometimes constructed of smaller parts. These parts are called morphemes.

For example :

1. Oke, next penyemangat *encouragement*

The italic word above is adjectives inserts in a single word. Encouragement is a verb. It means that people gives as encouraged.

2. Oke, nextselanjutnya penampakan atau penampilan *appearance*

The italic word above is a verb in a single word. It means that, people to showing of appearance.

3. Itu nanti *complimenting*, jadi hari ini kita bahas dua yang pertama mengucapkan selamat yang kedua memuji orang lain

The italic word above is verb as single word. It means that people are says complimenting is when someone get to something

### 2.2.2 Phrase of Insertion

Phrase insertion occurs when the speaker inserts of a phrases into the second language into his or her utterance. Phrase is a group of words without finite verb, especially when they used to form part of a sentence. Phrase is a group two or more words which does not certain both as subject and predicate. A phrase shows the function of single part of speech. In English there are five types of phrase, according to the grammar of the keyword or head. Is there, noun phrase, verb phrase, adjective phrase, prepositional phrase, and adverbial phrase.

For example :

1. *Champion team football* jangan sendiri ganti teamnya

The italic word is insert a phrase in the sentence, consists of three words, champion, team, and football. The italic word is hybrid since is consist of two language which combine. Because, this word doesn't consist of a subject and a verb.

2. Prestasi apa? Juara kelas kalau disana *the winner of team football* ini juara kelas

The italic word is insert a phrase in the sentence, consist of four words, team, football, the, and winner. The winner is mean to win. This word doesn't consist of a subject and a verb.

### 2.2.3 Insertion of Clause

Clause Insertion occurs when the speaker inserts a clause into second language element in his or her local language. clauses consists of a subject and a



verb. Clause is a group of word having a subject and predicate some clause are independents, so they can stand themselves as grammatically complete statement. Other clauses are dependent (subordinate) they cannot stand themselves and therefore the meaning upon the reminders of the sentence in which they appear.

For example :

1. *You look so beautiful*ya, kamu sangat cantik

The italic word is a clause and independent or can stand alone. Because, this word it consist of a subject and a verb. It means that, when someone looks so beautiful their is achieved.

#### 2.2.4 Insertion of Idiom

Idiom is a term of a phrase or sentence that has meaning that is unclear whether both individuals and which must be learned as whole. The idiom insertion occurs when the speakers insert his or her original language in an idiom form of into other languages. Idiom is a phrase or sentence whose meaning is not clear from the meaning of its individual words and which must be learnt as a whole unit. It means that idiom creates new meaning that is different from the real meaning of each word.

For example :

1. Oke, *up your book*, coba lihat bukunya ada latihan disana

The italic word is insert a idiom in the sentence, it consist of three words, up, your and book. It means the teacher gives students instruction open the book.

### 2.2.5 Insertion of Hybrid

Hybrid Insertion occurs when the speaker inserts the element of language from two different language elements. Is there original language and second language acquisition. There are Indonesian and English language mixed in hybrid of insertion.

For example :

1. *Blouse-nya*, bajunya, kemudian apa lagi

The italic word is hybrid since it consists of two languages which combine. Blouse is clothes. Nya- is a prefix in Indonesia, and blouse in English is noun.

### 2.3 The Reasons of Code Mixing

In this part the writer is going to describe causes of mixed code on the analyzed of the data used in students' conversation. According to Holmes (2001:21) :

#### 2.3.1 Participants Factors

Participant factor becomes the most factor causing the code choice, considering that the interaction in the classroom interaction. And the students are as follows with students' interaction at the classroom. There is also code choice that the teacher did because there was an Indonesian and English code mixing.

Therefore, the teacher uses code mixing when sharing the material to the students. Teachers are more active than students and they only accept the material. When the teacher asks students to answer using Indonesian language. Students' vocabulary in English is still limited so, the teacher uses code mixing that students better understand the material. Because, the students are still in the

tenth grade and come from various regions so that english proficiency is still small.

### 2.3.2 Social Context Factors

All of the conversations in the classroom interaction are held in the same time and same place with are in the classroom. There are a lot of code choices in the interaction that caused by time and place of the conversations. The code choices are related to the classroom.

In the classroom at SMKN Pertanian Terpadu Pekanbaru Provinsi Riau, there are several terms used to defined certain points in the class. The teacher often mixed their utterances by inserting several terms that related to speech in the classroom such as teacher interaction with the students. The teacher were also mixing their utterances by using their certain speech in the classroom english study and material about compliment and congratulation to someone.

### 2.3.3 Topic Factors

Topic factors become one of the factors causing many code mixing in the classroom interaction. The teacher often mixing their language on the topic that become the point of what they were talking about the topics that cause the choice are various.

### 2.3.4 Purposed Factors

Peoples have any factors for using code mixing in their utterances. There were various purposed that the teacher wanted to get by mixing their language in their utterances.

## 2.4 Relevance Studies

In this research the writer to use the thesis of Sarjana Degree for the relevance studies from others researcher. The writer get the information from the thesis research by people. In this study, the writer to review some researchers' reports related about sociolinguistics research especially in code mixing, the researcher used several work papers as follow :

In this research the same he was written by Figema Tinov Shawira. She write "An Analysis of of Code Mixing in Conversation of Students Conversations Students at SMKN 1 Bandar Sekijang of fkip uir Pekanbaru. The purposed of the use of relevant studies, is to ensure that the research conducted by writers is studied from thesis students of alumni Islamic University of Riau (UIR) who have finished their work as a material for consideration in obtaining a bachelor's of degree.

Furthuremore, another research the same he was written by Yegi Dwidiana. He write " An Analysis of Code Mixing in Used Hitam Putih Program of Trans7. The purposed of the use of relevant studies, is to ensure that research conducted by writers is studied from thesis students of alumni Islamic University of Riau (UIR) who have finsihed their work as a material for consideration in obtaining the award of sarjana of degree.

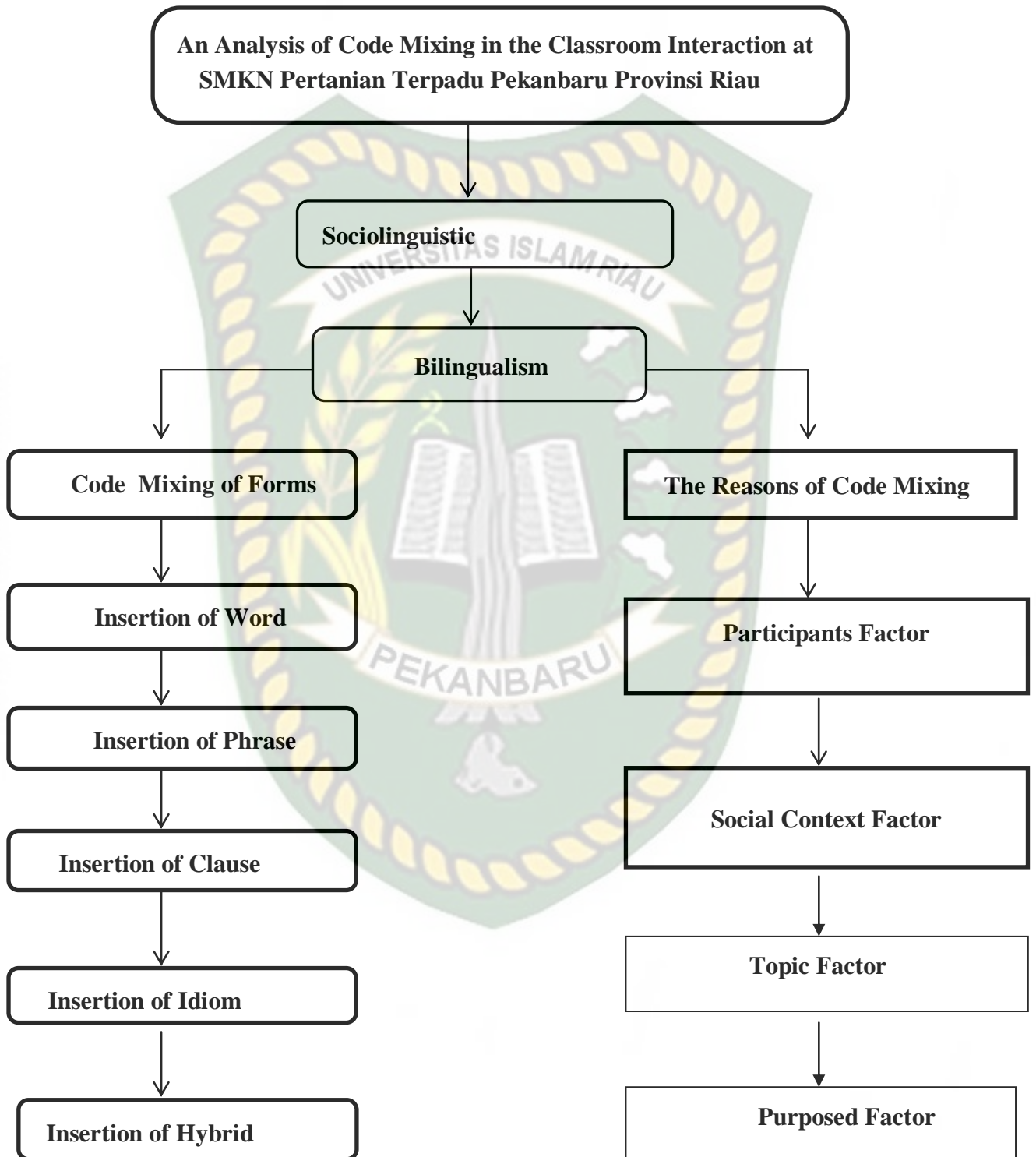
## 2.5 Conceptual Framework

In this chapter, the objective of this research are to identifies and analyzed the form of code mix that occurs in teacher classroom interaction at SMKN Pertanian Terpadu Pekanbaru Riau Province. The problem in this research is the teacher

should speak English or Indonesian language in english language education. The teacher mixed code the languages, the teacher always mix the language. Moreover, the writer will identifies and analyzed what the forms of teacher classroom interaction code mixing used it.



Figure of conceptual framework 2.5



Sociolinguistics is a study of the relation between language and society. The using of language people easily interact with the community and individuals in their daily lives. Because, language is the most important to communication tool in speaking among human beings. Language as a communication tool both in formal and non-formal situations. Language is a system of sounds symbol used to communicate. Sociolinguistics is concerned with how languages use interact

Bilingualism is a person who masters more or even several languages in communicating with others. In a bilingual society, people usually use more than one language when speaking. People do communication using two languages because, there are certain reasons for example the environment is a bilingual society so they use two languages. For example, the teacher at school teach English by using two languages namely Indonesian and English. But, students are only as listeners so the teacher as a means of accelerating student understanding in learning process.

Code mixing is a mix one language to another language in communication. Code mixing can occurs if a speaks two or more languages when speaking so that the listener responses by mixing two or more languages. The use of language in communication depends on a speaker or interlocutor. Because, everyone has a different level of language mastery.

Therefore, the writer tried to described and analyzed code mixing in the class by teacher classroom interaction. The writer believes that to get their teacher conversation at the classroom in english language education for the analyzed. But, somes students are more be focus of Indonesian language used it. The students is

the first semester at SMKN Pertanian Terpadu Pekanbaru Prov.Riau. Almost every students used Indonesian language in conversation with another.

Moreover, the writer refered to the sociolinguistics and code mixed that has been proposed by Callhavid (2010:72) classifies code mixing into five kinds according to the linguistic elements that involved in code mixing as follows :

### **2.5.1 Insertion of Words**

Word insertion occurs when a speaker inserts words into elements of a original language or second language in his or her utterance. A word is any unit of language that in writing, appears between spaces or between a speech and a hyphen. Word do not always constitute the smallest meaningful units in a language. Instead words are sometimes constructed of smaller parts. These parts are called morphemes.

### **2.5.2 Insertion of Phrase**

Phrase insertion occurs when the speaker inserts of a phrases into the second language into his or her utterance. Phrase is a group of words without finite verb, especially when they used to form part of a sentence. Phrase is a group two or more words which does not certain both as subject and predicate. A phrase shows the function of single part of speech. In English there are five types of phrase, according to the grammar of the keyword or head. Is there, noun phrase, verb phrase, adjective phrase, prepositional phrase, and adverbial phrase.



### **2.5.3 Insertion of Clause**

Clause Insertion occurs when the speaker inserts a clause into second language element in his or her local language. clauses consists of a subject and a verb. Clause is a group of word having a subject and predicate some clause are independents, so they can stand themselves as grammatically complete statement. Other clauses are dependent (subordinate) they cannot stand themselves and therefore the meaning upon the reminders of the sentence in which they appear.

### **2.5.4 Idiom of Insertion**

Idiom is a term of a phrase or sentence that has meaning that is unclear whether both individuals and which must be learned as whole. The idiom insertion occurs when the speakers inserts his or her original language in an idiom form of into other languages. Idiom is a phrase or sentence whose meaning is not clear from the meaning of its individual words and which must be learnt as a whole unit. It means that idiom creates new meaning that is different from the real meaning of each word.

### **2.5.5 Insertion of Hybrid or Baster**

Hybrid Insertion occurs when the speaker inserts the element of language from two different language elements. Is there original language and second language acquisition. There are Indonesian and English language mixed in hybrid of insertion.

## 2.5 The Reasons of Code Mixing

In this part the writer is going to described causes of mixes code on the analyzed of the data used in students conversation. According to Holmes (2001:21) :

### 2.5.1 Participants Factors

Participant factor become the most factor causing the code choice, considering that the interaction in the classroom interaction. And the students are as follow with students interaction at the classroom. There is also code choice that the teacher did because there was an Indonesian and English of code mixing.

For example :

1. Teacher : yes, know you is it impair. Silahkan duduk berpasang-pasangan satu yang mengucapkan selamat satu merespon

The italic word in this sentence is teacher asks the students to pay attention when she explaining the material. Students are asks to accompany and discuss to give examples of how to congratulate and respon to people.

### 2.5.2 Social Context Factors

All of the conversations in the classroom interaction are held in the same time and same place with are in the classroom. There are a lot of code choices in the interaction that caused by time and place of the conversations. The code choices are related to the classroom.

In the classroom at SMKN Pertanian Terpadu Pekanbaru Provinsi Riau, there are several terms used to defined certain points in the class. The teacher often mixed their utterances by inserting several terms that related to speech in the

classroom such as teacher interaction with the students. The teacher were also mixing their utterances by using their certain speech in the classroom english study and material about compliment and congratulation to someone.

For example :

1. Oke, next penghargaan appreciation ya, apresiasi dalam bahasa Indonesianya. Kalau dalam bahasa inggris kita bilang appreciation. Appreciation in the sentence was to appreciate someone for their achievements. In Indonesian language is apresiasi.

### **2.5.3 Topic Factors**

Topic factors become one of the factors causing many code mixing in the classroom interaction. The teacher often mixing their language on the topic that become the point of what they were talking about the topics that cause the choice are various.

For example :

1. Teacher : kemudian responnya thank you very much

The main point in the sentence was thank you very much which refered to congratulation with another. When people say to congratulation and gives respon that.

### **2.5.4 Purposed Factors**

Peoples have any factors for using code mixing in their utterances. There were various purposed that the teacher wanted to get by mixing their language in their utterances.

For example :

1. Teacher : Kemudian ucapan selamat dari Santi good luck

In the main point in this sentence the teacher say to refered about our congratulate to someone. Santi's say good luck for his friend.

## 2.6 Assumption

The researcher has general assumption that in teacher classroom interaction in english language education five kinds of code mixing there are : insertion of the words, insertion of phrase, insertion of clause, idiomof insertion, and insertion of hybrid. In this study, the writer assumes that this conversation often used fiveforms of code mixing. And then, they use two language in teacher of teaching english classroom interaction. In teaching learning process the teacher use two languages in conversation, because there are must be students not understand without teacher to use two languages in interaction. And then, the reasons of code mixing based on the interview data gather two reasons of teacher using Indonesian and English mix in the classroom interaction. It consist of students' low vocabulary in english and students' low motivation in english.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

The researcher used descriptive qualitative research to carry out this study. It is a method used to analyze and explain phenomenon and situation by Rugaiyah (2016:6). This research is designed to collect information based on fact are there in discussion, the researcher did not need to describe correlation and to do hypthesis. The researcher described the result of this study by using word and sentences and did not occur inferential statistically. The researcher found in this study is using qualitative research method.

In summary, this study would be conducted by descriptive qualitative research as the way to do the form and reasons of code mixing in the classroom interaction. But, explained the phenomenon in detail to generated meaning and understanding of analyzed to code mixing used in the teaching classroom interaction at SMKN Pertanian Terpadu Pekanbaru Prov. Riau.

Therefore, the writer to obtained the data through interviews the reasons of English teacher using code mixing used in the classroom inteaction. The data documentation and analyzed the data from the teacher. The teacher explains the extent of his understanding of code mixing.

#### 3.2 Source of Data

The source of data in this research from observation of teacher classroom interaction at SMKN Pertanian Terpadu Pekanbaru Riau Province. And then,

interview of the English teacher. The researcher get the data from records documentation when a teacher in teaching learning process in the classroom. The participants in this research is a teacher of English subject at SMKN Pertanian Terpadu Pekanbaru Provinsi Riau. The teacher name is Mursyida. In this study, the researcher used the documentation of the teacher classroom interaction as a source of the data.

Therefore, the researcher will use 2 transcript of teaching and learning process at X.ATPH<sup>3</sup> class of observation. The number of 28 students. The teacher name is Mursyida, S.Pd. The teacher of classroom interaction which have characteristic of code mixing and then, the researcher read and analyze the language use it. The participant in this research is the teacher of english study. The participant in this research are only the teacher is Mursyida. But, the teacher are the teacher is more active in teaching learning process. The researcher to get the data from the teacher classroom interaction when to english study. And then, the writer to get the data from interviewer of teacher in reasons of using code mixing Indonesian and English language in english subject.

### **3.3 Data Collection Technique**

In this research, the writer will used documentation from teacher classroom interaction in english language education. The researcher going to SMKN Pertanian Terpadu Pekanbaru Prov.Riau. The writer to use the teacher classroom interaction in english language education and to get documentation to analyzing the data. So, the researcher to get the teacher script for the analyzing teacher languages use it.

### 3.4 Data Analysis Technique

The data analysis technique in this research is qualitative research. In approaching the data qualitative research plan the purposed of this kinds of data were to maintain the integrity of qualitative data analysis through representation and describing according to Creswell (2013:2). In data analysis and representation, there were a number of qualitative research. The writer selected the records of teacher classroom interaction at SMKN Pertanian Terpadu Pekanbaru Prov.Riau. And then, describing the data documentation code mixes the language use by teacher for the analyzed. The data can be analyzed by using formulation as follow :

1. The writer observed at the school SMKN Pertanian Terpadu Pekanbaru Riau Province.
2. The writer want to get retrieve the data documentation when the teacher classroom interaction
3. The writer read the script.
4. The writer selects code mixing that use in the classroom interaction.
5. The writer write down and collected the data from teacher classroom interaction.
6. The writer classifies the data based on :

The writer concerns is present all the data and form and the reasons of applied mixed code in teacher classroom interaction at SMKN Pertanian Terpadu Pekanbaru Prov.Riau. In this research, the writer try to figure mixed code in

teacher classroom interaction (to predict insertion of the word, insertion of phrase, insertion of clause, idiom of insertion, and hybrid of insertion. And then, the reasons of code mixing in the classroom interaction it consist of two such as, participants factor, social context factor, topic factor and the purposed factor.





## CHAPTER IV

### RESEARCH FINDINGS

#### 4.1 Data Description

This chapter discuss the result of the data analysis entitled “An Analisis of Code Mixing In The Classroom Interaction at SMKN Pertanian Terpadu Riau Province. First, the writer selected to records of teacher classroom interaction and puts code mixing in the teacher classroom interaction as the data. After collect the data the writer identifies the appropriate and inappropriate data. After identifies the data the writer classifies the Indonesian English code mixing used by teacher classroom interaction into each kinds of code mixing word of insertion, phrase of insertion, insertion of clause, idiom of insertion, hybrid of insertion. After classifying the data, the writer analyzed the data that used code mixing by teacher classroom interaction. And then, the writer to analyzed the data by teacher classroom interaction.

According to Callhavid (2010:72) classifies code mixing five kinds according to the linguistics element that involved in the code mixing as follow :

#### 4.1 Form of Code Mixing

##### 4.1.1 Insertion of the Words

A word is any unit of language that in writing, appears between spaces or between a speech and a hyphen. Word do not always constitute the smallest meaningful units in a language. Instead words are sometimes constructed of smaller parts. These parts are called morphemes. Insertion of the word is when a

speaker Indonesian utterances contain different word from other languages or single word, especially English.

For example :

1. Iya ucapan selamat congratulating atau *congratulation* artinya ucapan selamat

The italic word is above inserts of the word by the teacher. It means that, congratulation is embedded in the sentence to replace selamat in bahasa Indonesia because the word in English easier fashionable to some group user.

2. Pencapaian atau prestasi ada yang tau Hal 22 huruf awalnya a yaitu *achievement*.

The italic word is insert a verb as a single word of English since has meaning and can word in the sentence. It means that, achievement is embedded in the sentence to replace pencapaian in bahasa Indonesia because the word in English easier fashionable to some group user. Because, this word just insert one word in the sentence.

3. Yang pertama merayakan, apa itu merayakan? Celebrate ya kata kerjanya, kalau ia menjadi kata kerja celebrate. Kalau ia menjadi noun itu *celebration* yaitu perayaan.

The italic word is a verb as a single word of English since has meaning and can be used on its own, constructed by one word. Because, this word of insert of one word in the sentence.

4. *Oke*, coba celebration tadi ya merayakan

The italic word is verb as single word of English since has meaning and can be used on its own, constructed by one word. Because, this word of insert if one word in the sentence.

5. Perayaan *celebrate*, celebration merayakan

The italic word above is verb as single word of English since has meaning can be used on its own, constructed by one word. It means that, celebrate is embedded for word in Indonesian because English word are easier for several groups of user. Because, this word in in the sentence of one word.

6. *Oke*, yang kedua prestasi

The italic word above is as single word of English since has meaning and can be used on its own, constructed by one word. It means that, oke is embedded for word in Indonesia because English word are easier for several group of user.

7. Prestasi atau pencapaian *achievement*

The italic word is verb as a single word of English since has meaning and can be used on its own, constructed by one word. It means that, achievement is embedded for word in Indonesia because English word are for several group of user.

8. Kemudian yang ketiga *noun*kata benda

The italic word is above single word. It means that noun is explained about something.

9. Oke, yang keempat *blouse* atau kemeja

The italic word is insert a noun as a single word of English since has meaning and can be used on its own, constructed by one word. Blouse is noun inserts in the sentence. Blouse is clothing.

10. *Oke*, next selanjutnya sangat bagus

The italic word is above verb as single word. It means that, oke is iya embedded for word in Indonesia because English word are easier for several group of users.

11. Yang benar *terrific*

The italic word above is adjective as a single word in the sentence. It means that, terrific is mengerikan to embedded for word in Indonesian because English word are easier for several groups of user.

12. Isi *content* ya

The italic word above is noun as single word of English since has meaning and can be used on its own, constructed by one word. It means that, content is isi to embedded for word in Indonesian because English word are easier for several groups of user.

13. Oke, next penyemangat *encouragement*

The italic word above is insert a verb as a single word. Encouragement is a verb. It means that people gives as encouraged.

14. Oke, next selanjutnya penampakan atau penampilan *appearance*

The italic word above is noun in a single word. Appearance is penampilan embedded for word in Indonesian because English word are easier for several groups of user.

15. Itu nanti *complimenting*, jadi hari ini kita bahas dua yang pertama mengucapkan selamat yang kedua memuji orang lain

The italic word above is a verb as single word. Complimenting is embedded in the sentence to replace ucapan selamat in bahasa Indonesia because the word in English easier fashionable to some group user.

16. Oke, nex tpenghargaan appreciation ya, apresiasi dalam bahasa Indonesianya kalau dalam bahasa Inggris kita bilang *appreciation*

The italic word above is noun in a single word in the sentence can be constructed by one word. And then, appreciation is embedded in the sentence to replace apresiasi in bahasa Indonesia because in the sentence in English word are easier for several groups of users.

17. Kemudian indah *gorgeous*

The italic word is above adjective as a single word in the sentence can be constructed by one word. It means that gergeous in another word is beautiful.

18. Karena indah itu bisa beautiful, *gorgeous*, amazing, nice, and wonderfull

The italic word is above adjective as a single word. It means that, in another word is beautiful.

19. Kita kembali lagi ke *congratulation* dan compliment melanjutkan tentang dialog satu

The italic word is verb of the word in the sentence. Congratulation is embedded in the sentence ucapan selamat in bahasa Indonesian because English

word are easier for several groups of user. It means that, compliment is ucapan selamat in bahasa Indonesia

20. Direkrut pada perusahaan ***national***

The italic word is above as a single word of English since it has meaning and can be used on its own, constructed by one word.

21. ***Congratulation*** Alif itu yang diucapkan Samuel kepada Alif

The italic word is above as single word. It means that, congratulation is ucapan selamat in Indonesian language because English word are easier for several groups user.

22. Kemudian respon Alif, ***thanks***

The italic word is insert a word in the sentence. It means that, Alif's responses thanks or thanks a lot.

23. ***Congratulation*** kita bahas congratulation dulu dia tidak apa rancu kamu nanti

The italic word is insert of a word in the sentence. It means that, congratulation is the speech of thanks for people.

24. ***Champion*** boleh

The italic word is insert a word in the sentence. Because this word just insert one word in the sentence. It means that, champhion is juara in Indonesian language.

25. Kelulusan apa ***graduation***

The italic word is verb as a single word of English since has meaning and can be used on its own, constructed by one word. It means that, graduation is lulus in Indonesian language.

26. *Atletic* ya lomba

The italic word is noun as a single word of English since has meaning and can be used on its own, constructed by one word. *Atletic* is a person whose job in sport.

27. Ya hari ini kita bahas tentang *compliment*

The italic word is verb as a single word of English since has meaning and can be used on its own, constructed by one word. *Compliment* is ucapan selamat in Indonesian language for word of English language.

28. Minggu yang lalu kita bahas tentang *congratulation*

The italic word is verb as a single word of English since has meaning and can be used on its own, constructed by one word. *Congratulation* is speech of congratulate to people.

29. Sekarang kita bahas tentang *compliment*

The italic word is verb as a single word of English since has meanig and can be used on its own, constructed by one word. *Compliment* is a compliment to someone or something.

30. Apa itu *compliment*

The italic word is verb as a single word of English since has meanig and can be used on its own, constructed by one word. Compliment is a compliment to someone for something.

31. *Compliment* apa?

The italic word is verb as a single word of English since has meanig and can be used on its own, constructed by one word. Compliment is a compliment to someone for something to achievement.

32. Coba siapa yang tau *compliment* apa?

The italic word is verb as a single word of English since has meanig and can be used on its own, constructed by one word. Compliment is a compliment to someone for something to achievement.

33. Apalagi *handsome* ya untuk laki-laki

The italic word is adjective as a single word of English since it has meaning and can be used on its own, contstructed by one word. It means that, handsome is a designation for men.

34. *Wonderful* udah tadi

The italic word is adjective as a single word of English since it has meaning and can be used on its own, constructed by one word. It means that, wonderfull in the other hand is beautiful.

35. *Oke*, apalagi?

The italic word is verb as a single word of English since has meaning and can be used on its own, constructed by one word.

36. Apa *performance*?



The italic word is verb as a single word of English since it has meaning and can be used on its own, constructed by one word. It means that, perform is appearance.

37. *Perfect* manusia gak ada yang perfect kecuali Tuhan yang satu

The italic word is adjective as single word of English since it has meaning and can be used on its own, constructed by one word. Perfect is used to indicate the perfectly used to praise something good.

38. Jadi, *amazing* contoh amazing biasanya untuk mengatakan apa

The italic word is adjective as a single word of English since it has meaning and can be used on its own, constructed by one word. It means that, amazing is luar biasa in Indonesian language.

39. *Perfect* manusia gak ada yang perfect kecuali Tuhan yang satu

The italic word is adjective as s single word of English since it has meaning and can be used on its own, constructed by one word. It means that, perfect is used to indicate the perfectly used to praise something good.

40. *Wonderful* untuk ekpresi apa?

The italic word is adjective as a single word of English since it has meaning and can be used on its own, constructed by one word. It means that, used to express beauty.

41. *Performance* juga

The italic word is adjective as a single word of English since it has meaning and can be used on its own, constructed by one word. It means that, is people perform.

42. Pujian kepada teman atau seseorang syahwat *nice*

The italic word is adjective as a single word of English since it has meaning and can be used on its own, constructed by one word. It means that, used to praise woman is sweet.

43. *Nice* itu biasanya memuji teman

The italic word is adjective as a single word of English since it has meaning praise woman is sweet.

44. Apa yang dipuji *nice*, pakaiannya, senyumannya, penampilannya, semuanya

The italic word is adjective as a single word of English since it has meaning and can be used on its own, constructed by one word. It means that, used to praise woman is sweet.

45. *Beautiful*, misalnya beautiful apa?

The italic word is adjective as a single word of English since it has meaning and can be used on its own, constructed by one word. It means that, used to praise woman is sweet.

46. *Perfect* gak usah ya

The italic word is adjective as a single word of English since it has meaning and can be used on its own, constructed by one word. Perfect is good perform.

47. *Gorgeous* apa

The italic word is adjectives as a single word of English since it has meaning and can be used on its own, constructed by one word. Gorgeous in the other hand is beautiful.

48. Oke, *next* siapa ni? Lailan dengan Novi. Apa artinya Novi ya baju yang kamu pakai sangat bagus

The italic word is verb as a single word of English since it has meaning and can be used on its own, constructed by one word. It means that, next is selanjutnya Indonesian language.

49. Oke, *next* siapa ni? Lailan dengan Novi. Apa artinya Novi ya baju yang kamu pakai sangat bagus

The italic word is verb as a single word of English since it has meaning and can be used

#### 4.1.2 Phrase of Insertion

Phrase is a group of words without finite verb, especially when they used to form part of a sentence. Phrase is a group two or more words which does not certain both as subject and predicate. A phrase shows the function of single part of speech. In English there are five types of phrase, according to the grammar of the keyword or head. Is there, noun phrase, verb phrase, adjective phrase, prepositional phrase, and adverbial phrase. Phrase insertion occurs when the speaker inserts of a phrases into the second language into his or her utterance.

The following sentence is :

For example :

1. *Volly ball team* ya

The italic word above is noun phrase because there is not subject and verb on that phrase. It means that, volly ball team is a groups of volly ball. Because, this word do not consist of subject and verb.

2. Oke, *the next test* coba liat dialog yang ada gambarnya

The italic word above is noun phrase because there is not subject and verb on the phrase. It means that, the second test. Because, this word do not consist of subject and verb.

3. Iya *great job* sama dengan memuji tulisannya, tulisannya sangat bagus

The italic word is a phrase of the word in the sentence. Because, this word do not consists of a subjct and a verb. It means that, It means that, is praising someone's writing

4. Prestasi apa? Juara kelas kalau disana *the winner of team football* ini juara kelas

The italic word is a phrase of the word in the sentence. Because, this word do not consist of subject and verb. It means that, the win of team football.

5. Mana yang benar *performance or perform*?

The italic word is insert a phrase in sentence, consist of three words, performance, or, and perform. Perform is means that same with performance. Because, this word do not consist of subject and verb.

6. *Thank you*, responnya selain thank you

The italic word is phrase in the sentence, it consist of two words, thank, and you. It means that, terima kasih in bahasa Indonesia. Because, this word do not consist of subject and verb.

7. *Thanks a lot* ya responnya

The italic word is insert a phrase in the sentence. It consist of three words, thanks, a, and lot. It means that, thanks a lot on the other word is thanksfull. Because, this word do not consist of subject and verb.

8. *Picture one* coba liat gambar satu yang jadi ceweknya siapa?

The italic word is insert a phrase in the sentence, consist of two words, picture, and one. Pictures one it means that, in the other hand the first picture. Because, this word do not consist of subject and verb.

9. Cocok gak *very good*, ada berapa huruf disana delapan

The italic word is a phrase in the sentence. Because, this word do not consist of subject and verb. It means that, sangat bagus in Indonesian language.

10. Betul gak *very good* disana

The italic word are a phrase in the sentence. Because, this word do not consists of subject and verb. It means that, sangat bagus in Indonesian language.

11. Jadi, selain very good sangat bagus juga terrifict *and then next*

The italic word are a phrase in the sentence. Because this word do not consist of subject and verb. It means that, And then, is preposition. Next is selanjutnya in bahasa Indonesia.

12. Oke, *this one examples of congratulate to someone*. Jadi, teman-teman nya tadi mengucapkan bagaimana mengucapkan selamat kepada Arif bagaimana dengan prestasinya menjadi direktur perusahaan nasional

The italic word above is a phrase of the word in the sentence. Because this word do not consist of subject and verb. It means that, this one examples of

congratulation to people. The word of English word are easier for several group of user.

13. Boleh disambung *for your achievement* boleh

The italic word is above a phrase in the sentence. The word is prepositional phrase is a verb. It means that, people are achieved about something.

14. Itu poin nya yang pertama. Kemudian, apa respon Alif ketika diucapkan terima kasih ya *thank you*

The italic word is above a phrase in the sentence. It means that, terima kasih in bahasa Indonesia insert of english word for several of group users.

15. Jadi, kalau diucapkan selamat terima kasih apalagi selain *thank you*, ada lagi responnya

The italic word is above a phrase in the sentence. It means that, terima kasih in bahasa Indonesia insert of english word for several of group users.

16. *Thank you* terima kasih banyak, terima kasih apalagi

The italic word is above a phrase in the sentence. It means that, terima kasih in bahasa Indonesia insert of english word for several of group users.

17. Apa ucapan selamat yang pertama *that wonderful*

The italic word is a phrase in the sentence. Because, this word do not consist of a subject and a verb. It means that, is it wonderfull in the other hand.

18. Kemudian ucapan selamat dari Santi *good luck*

The italic word is a phrase in the sentence. Because, this word do not consist of a subject and a verb. It means that, good job.

19. Kemudian responnya *thank you very much*

The italic word is a phrase in the sentence. It means that, your other responses is thank you so much when people to giving compliment. Because, this word do not consist of a subject and a verb.

20. *well done* tau artinya? Pekerjaan yang bagus

The italic word is insert a phrase in the sentence. It means that, well done in the other hand is that's great. Because, this word do not consist of a subject and a verb.

21. *That was great* juga bisa

The italic word is insert a phrase in the sentence. It means that, itu sangat luar biasa in bahasa Indonesia. Because, this word do not consist of a subject and a verb.

22. Apa *that was great* artinya greattau sama dengan amazing sama dengan wonderfull, itu sangat luar biasa.

The italic word is insert a phrase in the sentence. Great is a inserts of word in the sentence. It means that, in bahasa Indonesia is itu sangat luar biasa for word of English. Becasue, this word do not consist of a subject and a verb.

23. Siapa yang naik jabatan jadi direktur pekerjaan yang luar biasa, prestasinya yang bagus, pekerjaannya yang bagus itu yang namanya *well done*, that was great ucapan selamat atas pencapaian yang diraih oleh Alif. Disini Hikmal namanya gak Alif

The italic word above a phrase in the sentence. It means that, good job in the other language. Because, this word do not consist of a subject and a verb.

24. Yes, *now you is it impair*. Silahkan duduk berpasang-pasangan satu yang mengucapkan selamat satu merespon

The italic word is a phrase in the sentence. It means that, sekarang anda terganggu of word insert english in the sentence. Because, this word do not consist of a subject and a verb in the sentence.

25. Apa *is very kind of you*, very kind sangat baik mengatakan itu

The italic word is a clause and independent or can stand alone here. It means that, you're so kind. And then, insert a phrase in the sentence, consist of five words is, very, kind, of, you.

26. Kemudian, Gustin bilang *it is very kind of you to say that*. Kamu sangat baik mengatakan itu

The italic word is insert a phrase in the sentence. It means that, Gustin said that his friend was very kind because he had praise him.

27. Apa *is very kind of you*, very kind sangat baik mengatakan itu

The italic word is a phrase in the sentence. Because, this word do not have a subject and verb. And then, insert a phrase in the sentence, consist of five words is, very, kind, of, you. It means that, you're so kind.

28. Jadi, boleh dia congratulation boleh *i'm very happy for you*

The italic word above is a phrase in the sentence. Because, this word do not have a subject and a verb. It means that, i'm very happy for you is embedded in the sentence to replace is aku sangat menyukaimu in Indonesian language into word of English language are easier for several group of user.



29. Iya *i'm very happy to you*. Saya sangat happy, sangat senang padamu

The italic word above is a phrase in the sentence. Because, this word do not consist of a subject and a verb. It means that, the word in bahasa Indonesia is saya sangat senang padamu because English word are easier for several group of user.

30. *Congratulation to your birthday*, itu selamat ulang tahun. Kalau dibidang pendidikan misalnya pencapaian. Apa pencapaian ada yang tau?

The italic word is a phrase of the word in the sentence. It means that, congratulations to people birthday.

31. Kita bahas congratulation dulu ya, ucapan selamat silahkan Nabil *sit down please* Fadil

The italic word is a phrase of the word in the sentence. Because, this word do not consist of a subject and a verb. It means that, silahkan duduk in Indonesian language.

32. Itu yang namanya *congratulation to your achievement* prestasi atau pencapaian. Jadi ucapan selamat itu kitu tujukan kepada seseorang yang meraih prestasi, berbahagia, ulang tahun, graduation, khitanan. Oke, ini udah bisa kita pakai ni infocusnya

The italic word is insert a phrase of the word in the sentence. Because, this word do not consist of subject and a verb. It means that, congratulation for people are achievement of something.

33. *I can't forget your collaboration* jadi, dia selain mengucapkan terima kasih kepada temannya yang mendapatkan prestasi, juga disana Alif responnya terima kasih

The italic word is a phrase of a word in the sentence. It means that, can not forget their collaboration.

34. Kalau untuk yang berulang tahun apa tadi *congratulation for your birthday*.  
Kalau untuk pernikahan congratulation to your wedding. Selamat atas ulang tahunnya selamat atas pernikahannya.

The italic word is insert a phrase of the word in the sentence. Because, this word do not have subject. It means that, congratulate for their birthday.

35. Iya, *it is very kind of you to say that*

The italic word is insert a phrase of the word in the sentence. Because, this word do not consist of verb. It means that, it's very kind of their to say that.

36. *Thank you i'm glad*, kalung apa kalung ada yang tau

The italic word is a phrase of the word in the sentence. Because, this word do not have a verb. It means that, their say thanksfull.

37. Pujian itu apa, *compliment is spent in daily basis*. Maksudnya kejadian sehari-hari

The italic word is a phrase of the word in the sentence. Because, this word not have a subject and a verb. It means that, in bahasa Indonesia pujian biasanya terjadi dalam kehidupan sehari-hari.

38. Jadi, Fadil dia tampil diatas panggung bermain gitar. Jadi, Wina memuji Fadil dengan penampilannya *the performance playing guitar*

The italic word is a phrase of the word in the sentence. Because, this word do not have a subject and a verb. The performance playing guitar, it means that Wina give praise for Fadil appearance playing guitar.

39. Apa artinya *i was express*

The italic word is a phrase of the word in the sentence. Because, this word do not consist of a subject. It means that, people express their felling.

40. *I was express*, saya harus express apa?

The italic word is a phrase of the word in the sentence. Because, this word do not consist of a subject. It means that, people are express or share about their expression.

41. Coba lihat dibuku paketnya, buku paket halaman 21 disana ada prestasi atau pencapaian. *Uncomplete vocab*, vocabnya tidak terlihat coba buka kamusnya

The italic word is insert of a phrase in the sentence. Because, this word do not consist of a subject and a verb. It means that, vocabularies is not complete. The teacher mix Indonesian and english language.

#### 4.1.3 Insertion of Clause

Clause Insertion occurs when the speaker inserts a clause into second language element in his or her local language. clauses consists of a subject and a verb. The sentence as follows :

For example :

1. Oke, *this one examples of congratulation to someone*. Jadi, teman-temannya tadi mengucapkan bagaimana mengucapkan selamat kepada Arif bagaimana dengan prestasinya menjadi direktur diperusahaan nasional.

The italic word is above a clause and independent or can stand. It means that, ini adalah salah satu contoh ucapan selamat kepada seseorang. Insert of the word in Indonesian because english word are easier for several group user.

2. *You look so beautiful* ya, kamu sangat cantik

The italic word is a clause and independent or can stand alone. Because, this word it consist of a subject and a verb. It means that, when someone looks so beautiful.

3. *You look so beautiful today*, ya kamu sangat cantik hari ini

The italic word is a clause and independent or can stand alone. Because, this word it consist of a subject and a verb. It means that, when someone looks beautiful.

4. *You look so cool* ya, nice, wonderful, apalagi, amazing ya

The italic word is insert a clause and independent clause can stand alone. Becasue, this word it consist of a subject and a verb. It means that, people look so cool insert of english word in the sentence for several group users.

5. Penampilannya *your performance is amazing*

The italic word is a clause and independent or can stand alone here. It means that, praising other people's appearance.

6. *The performance on a test is amazing*. Jadi, penampilan mu dipanggung sangat bagus

The italic word is a clause and independent or can stand alone here. It means that, his performance at the test was very good.

7. *I'm glad you like it*, saya senang kamu sangat menyukainya

The italic word is a clause and independent or can be used stand alone. It means that, in bahasa Indonesia saya sangat senang kamu sangat menyukainya inserts of the word of English.

8. *You look so cool today cute and new hair cut*, siapa yang dipuji Amir

The italic word is a clause and independent or can stand alone. You look so cool today looks like cute. And then, and new hair cut.

9. Penampilannya *your performance on a test is amazing*. Penampilanmu sangat menakjukan

The italic word is a clause and independent or can stand alone here. It means that, your perform on the test is amazing.

10. Kemudian, Fikri bilang *i'm glad you like it*. Kamu sangat baik mengatakannya

The italic word is a clause and independent or can stand alone. It means that, Fikri says her friend is so very kind because their compliment.

#### 4.1.4 Idiom of Insertion

Idiom is a term of a phrase or sentence that has meaning that is unclear whether both individuals and which must be learned as whole. The idiom insertion occurs when the speakers inserts his or her original language in an idiom form of into other languages. Idiom is a phrase or sentence whose meaning is not clear from the meaning of its individual words and which must be learnt as a whole unit. It means that idiom creates new meaning that is different from the real meaning of each word. Idiom is a term of a phrase or sentence that has meaning that is unclear

whether both individuals and which must be learned as whole. The idiom insertion occurs when the speakers inserts his or her original language in an idiom form of into other languages. The sentence as follows :

For example :

1. Kalau dia potong rambut, jadinya ia *cute cool* ini responnya

The italic insert a repetition in the sentence. It consist of two words, cute, cool. It means that, after haircut looks cool and sweet.

2. Oke, *up your book*, coba lihat bukunya ada latihan disana

The italic word is insert a idiom in the sentence, it consist of three words, up, your and book. It means that, the students open the book.

#### 4.1.5 Hybrid or Baster of Insertion

Hybrid Insertion occurs when the speaker inserts the element of language from two different language elements. There is Indonesian and english with the aim of clarfyng the purpose of the language of a word or sentence.

The following sentence are :

1. Blouse-*nya*, bajunya, kemudian apa lagi

The italic word is hybrid since is it consist of two languages which combine. Blouse is clothes. Nya- is a prefix in Indonesia, and blouse in English is noun.

1. Champion team footballjangan sendiri ganti *team-nya*

The italic word is insert a hybrid in the sentence, consists of two words team and nya. It means that, team-nya is his group.

2. Oke, sekarang pada bagian disini ada *task-nya* ada enam situasinya silahkan ya ada delapan situasi

The italic word is insert a hybrid in the sentence. It consist of two words is task and nya. Task is english language and nya is Indonesian language. It means that, the practice of subject.

#### **4.2 Reasons of Code Mixing**

Based on the researcher observation in at SMKN Pertanian Terpadu Pekanbaru Provinsi Riau, the reasons of code mixing in teaching learning process. Because, somes of the students come from in the village they some of them. So, some of the students doesn't understand of teacher using English fully. Students are stiiil in the first grade and come from various regions so that students English ability is still limited. So, the teacher use Indonesian and English language in teaching and learning process.

The strenghts Indonesian and English learning process the students understand the material and the lesson when the teacher implayed to in the classroom has we know somes students have a lower information and a lower vocabularies. So, the strenghts is the teacher must be mixing Indonesian and English in teaching and learning process. The weakness of code mixing in teaching and learning process the students can improved vocabularies in english. The students using Indonesian language in teaching learning process.

In this chapter, the writer present the findings and the analysis Indonesia and English mix code using by teacher classroom interaction at SMKN Pertanian Terpadu Pekanbaru Prov Riau. The writer to analyzed the forms of code mixing

and the reasons of code mixing by the teacher classroom interaction. The writer obtained the data through recording on mobile phones by recording our teacher in learning process. And then, focus on the teacher conversations when the teacher does not really involves students. Because, the teacher is more active when teaching learning process.

As stated in the previous study, the main objectives of this research to (1) the writer classifies the data based on Callhavid theory. (2) The dominant element some of mixing code (Insertion of the word, Insertion of Phrase, Insertion of Hybrid, Idiom of insertion, Clause of Insertion). And then, the reasons of code mixing by the teacher it consist of participants factor, social context factor, topic factor, and the purposed factor.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Findings

In this chapter, the writer wants to give the conclusion and suggestions of this research. The writer wants to get the findings of this research. Mix code may occur in every way, when teacher can used speak more than one language their tend to mix those languages. For the reasons is mixing code in teacher english classroom interaction with the students in interesting to be analyzed. Finally, the writer concludes some points as follows :

1. After analyzed the data the writer found forms of mixed code and used teacher record classroom interaction with the students. There are code mixing of word (49) data, phrase of code mixing (41) data, code mixing of clause (10) data, idiom of code mixing (2) data, Hybrid of code mixing (3) data. Based on the data in this research the writer to get the data the most data obtained is the first insertion of the word with 49 data, the insertion of phrase with the data obtained is 41 data, insertion of clause of with the data obtained is 10 data, the idiom of insertion with the data obtained is 2 data, and then hybrid of insertion with the data obtained is 3 data.

2. In this research, the writer found the reasons of code mixing in teaching classroom interaction such as participants factor, social context factor, topic factor, and the purposed factor.

Based on the conclusions of this research, the writer will get the forms of code mixing to analyzed the Indonesian and English languages used by teacher. After identifies of mix code used by teacher conversation in teaching and learning process. The first, the writer classifying the data based on the forms of mixed code (insertion of the word, insertion of phrase, hybrid of insertion, idiom of insertion, and clause of insertion). The last, the writer to present what are the reasons of mixing code use in teacher classroom interaction.

## **5.2 Implication**

From the findings above the writer would get to purposed some of suggestions as follows :

1. For the English education students, especially sociolinguistics subject it is expected to master or understand the results of this study, they should understand about the forms and reasons of code mixing used by teachers when the teaching classroom interaction at SMKN Pertanian Terpadu Pekanbaru Riau Province and the writer increased their writing to study above sociolinguistics.
2. For the next Researcher, after doing this research, they are not confuse about aspects of code mixing. It is hoped that further researchers will master all aspects of code mixing. As a reference for further researchers in analyzing mixed coda at each point. The implication for readers so that theories are related to the use of code mixing. People do this in order to know the differences Indonesian and English languages codes used by teachers in schools. Besides that, this research will guide in linguistics research.

3. Finally, the readers can use the ideas from this research as sociolinguistics research.

After discussing about this mixed code researcher get five forms of code mixing they are, word of insertion, phrase of insertion, Clause of insertion, idiom of insertion and hybrid of insertion. And, the reasons of code mixing used by the teacher is students low and limitation of vocabularies in english subject and students' low motivation in English. So, it is obtained two types of languages were obtained by the teacher. And then, the more dominant language used in the classroom interaction in teaching and learning process is Indonesian language dominant. Because, some students more have difficulties to understand when the study of English subject of using English language. The students at Vocasional High School is the new students at the X.ATPH.3 class

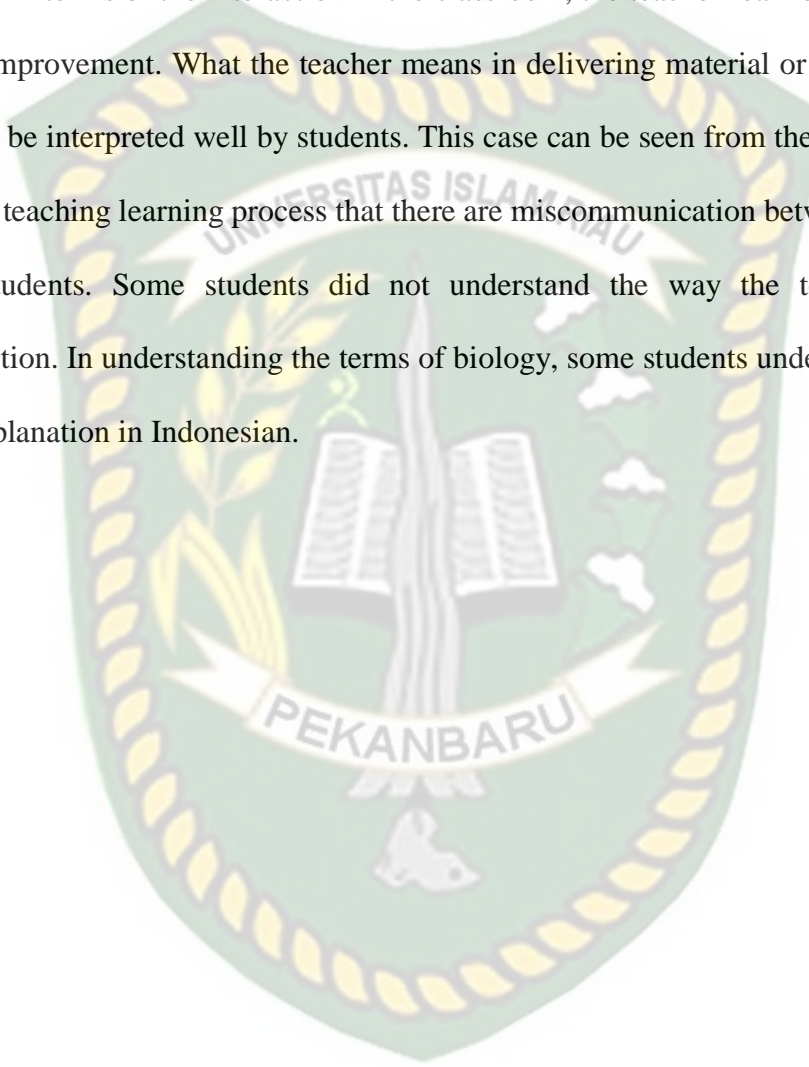
### **5.3 Discussion**

In research findings, it discusses some research findings concerning with the an analysis of code mixing in the classroom interaction at SMKN Pertanian Terpadu Pekanbaru Provinsi Riau, which was observed in some points.

In international standard school, teachers are required to use English as the instructional language. It is not easy for the teacher to use English fully in delivering materials, so the teaching learning process are conducted in bilingual program. The bilingual program uses Indonesian and English, in this case on English subject. Bilingual has purposes to prepare students to have international

standard. During the teaching learning process, teachers taught the materials in English. The teacher also gave the students tasks in English.

In terms of the interaction in the classroom, the teacher realized that it still need improvement. What the teacher means in delivering material or giving tasks should be interpreted well by students. This case can be seen from the observation that in teaching learning process that there are miscommunication between teacher and students. Some students did not understand the way the teacher gave instruction. In understanding the terms of biology, some students understand more the explanation in Indonesian.



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