

**AN ANALYSIS OF CODE MIXING USED BY THE ENGLISH
TEACHERS IN ENGLISH TEACHING AND LEARNING PROCESS AT
SMP MUHAMMADIYAH 2 PEKANBARU**

A THESIS

*Intended to Fulfill of Requirements for the Award of Sarjana Degree in
English Language Teaching and Education*



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2022

THESIS APPROVAL

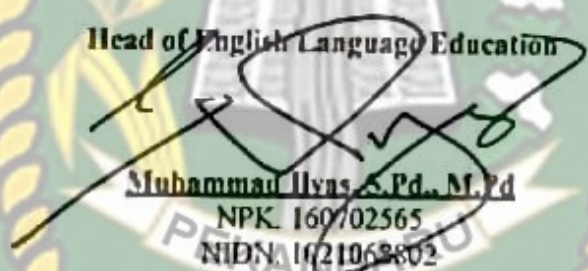
AN ANALYSIS OF CODE MIXING USED BY THE ENGLISH
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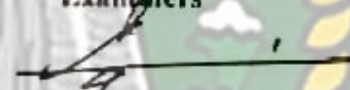
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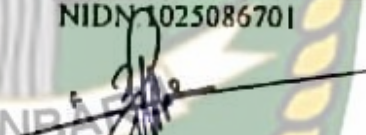
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TEACHERS IN ENGLISH TEACHING AND LEARNING PROCESS AT
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It is ready to be examined. This letter is made to be used, as it is needed.

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NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	November 7 th 2021	Acc Title		
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Alhamdulillah, I would like to thank Allah SWT for his blessings and guidance in the process of completing this thesis. I am very grateful for the valuable learning that I got through the struggle of the thesis process. However, I realized this thesis could not be completed without much help from the whole family, lecturers, friends and all institutions involved in completing this thesis.

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3. **Muhammad Ilyas, S.Pd., M.Pd** as the Head of English Language Education and **Sri Wahyuni, S.Pd., M.Pd** as the Secretary of English language Education who gave support and permission to write the thesis.
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Pekanbaru, June 30th 2022

The Reseacher

DECLARATION

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I hereby declare this thesis is definetly from my own ideas, except the quotations (directly or indirectly). Which were taken from various sources and mentioned scientifically. The researcher responsible for the data and facts provided in this thesis.

Pekanbaru, June 30th 2022

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Nur Isna Wanti
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ABSTRACT

Nurlsnawanti, 2022. An Analysis of Code Mixing Used By The English Teachers in English Teaching and Learning Process at SMP Muhammadiyah 2 Pekanbaru. Thesis

Keywords: *Code Mixing, The Type of Code Mixing, Junior High School*

Code Mixing means the mixing of two codes or two language without changing the text. For learning in school the teachers always used code mixing. Therefore this study aims to analyze about the types of code mixing used by the English Teachers in English teaching and learning process at SMP Muhammadiyah 2 Pekanbaru and analyze about the reason why the teachers used code mixing.

In conducting this research, reseachers used qualitative approach. The subject of this study is English teachers who teach at SMP Muhammadiyah 2 Pekanbaru. The technique used in this research were documentation of record and interview.

The results of this research indicate the code mixing that Teacher used depends on students' ability. The researcher concluded that the teachers of SMP Muhammadiyah 2 Pekanbaru used three types of code mixing there are in Intra-sentential, intra-lexical and Involving a change of pronunciation. The result of documentation of record the researcher found that there are 51 cases intra-sentential code mixing, there are 7 cases lexical code mixing, and 17 cases involving a change of pronunciation. Total cases 75 cases about types of code mixing. The reason the teacher mixes this language is so that my students understand the material presented and the learning objectives are achieved. Based on interviews, the reasons for using code mixing are categorized as Talking about a Particular Topic and Repetition used for clarification.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Research

Code mixing is the phenomenon found in daily life. At the point when somebody can speak up with more than one language in the equivalent expression it's called code mixing. There were such countless justifications for why it occurred. For example, when somebody said, *saya lagi ada meeting nih* the speaker has a justification for why he mixed the words. Code mixing happens when speakers blend/insert unfamiliar words in the language they are dominant in, including the utilization of unfamiliar terms to cause it to seem scholarly. Code mixing occurs in a main code or basic code that is used to have function and autonomy.

Furthermore, Code mixing is common in multilingual societies where two or more languages are spoken. For example, speakers using English in speech events insert elements of Indonesian, so that this mixing code is created. Generally, code mixing capacities to lead the understudies to communicate their thoughts, remarks, or reactions orally about something. The learners can blend the segregated words or linguistic development of the objective language. the using of code mixing is effortlessly found in the oral communication, particularly in the daily communication even in the conventional instruction.

In addition, Individuals regularly to blend their language in various circumstances, places and purposes. They as a rule blend their language like in school, home, work environment, or public spot. For instance an understudy abroad,

they should embrace with the circumstance or the hobbit in new circumstance and in new culture that they get from new country that they life to study. When they life in new country that they use to study they try to adapt with the situation in there, so they will mix their language in order they can utterance their purpose or statement.

In educational setting, using code mixing is exceptionally recognizable peculiarity in educating and learning process. It is something regular when it occurs in instructing and learning process, on the grounds that the educators and the understudies are Indonesian individuals while English is a new or unknown dialect for them, So in the English teaching and learning process code mixing is often use because to make easier between teacher and students to get an information about the clear explanation from the teacher.

For learning in schools, the role of an educator is extremely important in teaching, the way to manage the category in order that students can easily understand the fabric being taught. Strategy in teaching and learning process made the students easier to understand the material. The role of teachers in teaching language is guide the students understanding and interested about the material that teach. Every grade in education has different method in teaching material. When the English teacher used full English in teaching and learning process of English subject, the students got the problem.

In the school, it was obvious that the instructing and learning process involved a great deal of connection where teachers and students produced a number of words. Particularly during English class in showing learning process, ordinarily

educators blended a few words in Indonesia and English dialects to clarify the material or even to convey in the homeroom. Sometimes, teachers said "Open your LKS book halaman 32" in the class. Teachers have some reasons why they used it in teaching learning process. One of the justification for why the instructors utilized this is on the grounds that the educators understood that each of the understudies did not comprehend about English, so based on that situation teachers mixed the languages to make them more understand about that.

The description above happen in SMP Muhammadiyah 2 located on Jalan Tengku Bey 2 Gg. Swadaya, Simpangtiga Village, Pekanbaru -Riau, where the students and teachers would mix their language in communication or in the teaching and learning process. In SMP Muhammadiyah 2 Pekanbaru, which the inhabitants are from the majority are Minang and there are still several other tribes. Where the student would mix their language to interact each other. Related to the language usage at the school, when the teachers and students carry out the teaching and learning process during English lessons. Teachers use code mixing when teaching and learning process because many students do not understand what the teacher means when the teacher uses English.

The phenomenon that occurs when I was Practical Field Experince in SMP Muhammadiyah 2 Pekanbaru I have seen some students misunderstand the purposes of material if the English teacher used full English in teaching and learning process because not every students can use English well. Based on explanation previously,

there are some students misunderstand used full English, and they have got problem to save the points of the lesson. The teachers used mix English and Indonesia to explain the material. That has made students more than easy to understanding and also adjusted the situation

Within the teaching and learning process of English in SMP Muhammadiyah 2, if the teacher fully uses English it would be difficult for college kids to know, but if the teacher mixes the 2 languages it's easier for college kids to know supported my experience at SMP Muhammadiyah 2 Pekanbaru, the teacher teaches English in two languages, the teacher mixes the 2 languages, namely English and Indonesian in one sentence. The teacher who does this code mixing, ultimately makes students better understand the fabric being taught. There are 3 types of code mixing, Intra-sentential code mixing, Intra-lexical code mixing, Involving a change of pronunciation. In SMP Muhammadiyah 2 Pekanbaru teachers are more likely to use 2 types, namely intra-sentential code mixing, and Intra-lexical code mixing.

Students and teachers often use code mixing in teaching and learning process. It is something regular when it occurs in instructing and learning process, because the teachers and the students are Indonesian people while English is a new or foreign language for them. Many teachers make code mixing in different level of students. Numerous instructors make code mixing in various degree of understudies. It is depend of situation, topic and participant. The educator should know and get when they ought to accentuate the language all together the teacher get what he/she implies by code mixing.

Researcher will analyzed about types and reasons of code mixing used by the English teachers an English teaching and learning process.

Based on the above explanation, the writer interested to find the types and the reasons of code mixing used by the English teachers in teaching and learning process. So the researcher opinionated to conduct a research the entitled “AN ANALYSIS OF CODE MIXING USED BY THE ENGLISH TEACHERS AN ENGLISH TEACHING AND LEARNING PROCESS AT SMP MUHAMMADIYAH 2 PEKANBARU”.

1.2 Identification of the Problem

Based on the background of the problem, the researcher found that there were several problems. This research analyzed about types and reasons of code mixing used by the English teachers an English teaching and learning process at SMP MUHAMMADIYAH 2 Pekanbaru.

1.3 Focus of the Problem

This research focused on the types and reasons of code mixing used by the English teachers in English teaching and learning process at SMP Muhammadiyah 2 Pekanbaru.

1.4 Research Question

The problems of the research formulated as these following questions:

1. What are the types of code mixing that usually used by the English teachers an English teaching and learning process at SMP Muhammadiyah 2 Pekanbaru?
2. What are the reasons of code mixing used by the English teachers an English teaching and learning process at SMP Muhammadiyah 2 Pekanbaru?

1.5 Objective of the Research

The objective of this study is aimed:

1. To find of the types of code mixing that usually used by the English teachers an English teaching and learning process at SMP Muhammadiyah 2 Pekanbaru
2. To find of the reasons of code mixing used by the English teachers an English teaching and learning process at SMP Muhammadiyah 2 Pekanbaru.

1.6 Significance Of The Research

This The writer will conduct this research in order to give contribution as follows:

- a. For teachers

The results of this study are intended to be a reference to English educations tudent who will be a teacher. Thus, the quality for students in SMP Muhammadiyah 2 Pekanbaru.

b. For students

This research is important to help them to more participate in the classroomwhile teacher explain the material. They can improve their English skill bymixing the languages.

c. For the researchers

Can be used as a reference in conducting research in teaching English, especially on using code mixing. To pay attention to other English skills.Can increase the knowledge of researchers about any cases that occur. Intended to fulfill one of the requirements for obtaining a Bachelor's degree.

1.7 Assumption

Based on the consideration writer an assumptions, basically that teachers usecode mixing or teachers often use code mixing in explaining the material.

1.8 Definition Of The Key Terms

1.8.1 Mabule (2015:341) Code mixing is expressions in which a combination of the grammar of one language and another language is used without modifying the grammar of the first language used. Code-mixing refersto any admixture of linguistic elements of two or more language systems in the same utterance at various levels: phonological, lexical, grammatical and orthographical.

1.8.2 Teachers are educators and teachers in early childhood education through school or formal education, basic education and secondary education. In a broader definition, anyone who teaches something new can also be considered a teacher. The teacher can distribute the assignment, set the submission deadline, and monitor students' progress.

1.8.3 Teaching and Learning Process

Teaching is a scientific process, and its major components are content, communication and feedback Rajagopalan (2019:6) . Teaching and learning process is a process in which a teacher becomes a provider of information (people who teach) and students become recipients of information (people who learn).

1.9 Grand Theory

The reseachers used some experts' theories to review the related literature. They are such as Putra, (2006) explained about the definition of Sociolinguistics. Then, Hutauruk (2016:70) told about the definition of bilingualism. Wardaugh (2006) states about code-mixing. Hoffman (1991) told about types code mixing. Roqib & Nurfuadi (2020:105) explained about Teachers. Alava & Martinez (2019) told about teaching and learning process.

1.10 Methodology of Research

1.10.1 Research Design

In this research, the researcher used a qualitative approach to analyze the data. According to Putra (2014:20) Qualitative Approach is a Research Design that

in its analysis always explains and describes in detail the data obtained from samples, informants, and research objects through sentences and Clauses of a language. In other words, the data analyzed does not use statistics (statistical formulas/numbers). And the type and form of research is very to research analysis, studies, and can also be to the form of evaluation.

The researcher uses recording and interview in this study and the purpose of this study is to determine the types of code mixing and the reasons for code mixing used by English teachers in the teaching and learning process of English at SMP Muhammadiyah 2 Pekanbaru.

1.10.2 Source of Data

The source of data took from the English teachers who teach at SMP Muhammadiyah 2 Pekanbaru. The writer took the data when the English teacher teaches English used code mixing. The research took transcription time will be for six meetings when the English teachers in English teaching and learning process on April academy year 2022. The researcher took two recordings for each teacher in first and second meeting.

Table 1.10.2 English Teachers who teach at SMP Muhammadiyah 2 Pekanbaru

No	Name	Class
1	NE	VII
2	YN	VIII
3	YN	IX

1.10.3 Instrument of the Research

According to Putra (2014:21) an instrument is a tool (object), which the Researcher uses to collect Data from the Sample, Informant, or Object considered. Instruments, also, can be arranged by their structure, type, and assortment, for instance; In the Social Sciences, including Language, Literature, and Culture, generally the Instrument is as Problems (Tests), like Oral and Written Tests (Many structures/kinds of Questions/Tests) to separate Data from Samples and Informants; Angket (Questionner); Interviews, Recording, and so on. To collect and analyze the data for this research, the researcher used documentary method in collecting data from the samples and would use tools as the following: an audio recorder, and the researcher used interview to collect the data. In documentation, the researcher would use the table below in organizing the acquired data.

Table 1.10.3.1 Indicators

The Blue Print of Research Material

No	Indicator	Sub Indicators
1	Code Mixing	Intra-sentential code mixing
		Intra-lexical code mixing
		Involving a change of pronunciation

Source : Hoffman (1991)

Table 1.10.3.2 Example table type of code mixing data intra sentential code mixing

No	Number of Data	Intra Sentential Code Mixing
	Total	

Table 1.10.3.3 Example table type of code mixing data intra lexical code mixing

No	Number of Data	Intra Lexical Code Mixing
	Total	

Table 1.10.3.4 Example table type of code mixing data involving a change of pronunciation

No	Number of Data	Involving a change of pronunciation
	Total	

Table 1.10.3.5 Indicators of Interview the Teachers

No	Interview Guidness
1	Ketika pembelajaran apakah Bapak/Ibu pernah menggunakan full Bahasa Inggris
2	Adakah hambatan/kesulitan dari siswa itu selama proses pembelajaran jika menggunakan full Bahasa Inggris?
3	Bagaimana cara Bapak/Ibu dalam mengatasi permasalahan siswa tersebut?
4	Bolehkah Bapak/Ibu berikan contoh situasi kapan menggunakan Bahasa Indonesia dan Bahasa Inggris ketika pembelajara?
5	Apakah alasan atau tujuan Bapak/Ibu mencampurkan kedua Bahasa tersebut?
6	Apakah ada perbedaan pemahaman siswa ketika menggunakan 2 Bahasa dalam proses pembelajara?

Table 1.10.3.6 Table Reasons of Code Mixing

No	Number of Data	Utterances	Reasons of Code Mixing						
			1	2	3	4	5	6	7
	Total								

Notes :

1. TPT = Talking about a particular topic
2. QS = Quoting somebody else
3. BES = Being emphatic about something
4. I = Interjection (inserting ssentence filers or sentence connectors)
5. RC = Repetition used for clarification
6. IC = Intention of clarifying the speech content for interlocutor
7. EGI = Expressing group identity

1.10.4 Data Collection Technique

To conduct the method of collecting data, the researcher used several techniques. The researcher take some steps to get the data in this reseach, they are following:

1. The first, the researcher asked permission to the teachers to join in class
2. The second, the researcher took record from the teachers when the Englishteacher in teaching and learning process in class
3. The third, the researcher listened the recording in several times.
4. The fourth, the writer made transcript of recording into written text.
5. The fifth, the research identified code mixing by reading the script
6. Then, the researcher classified the types and the reasons of code mixing usedHoffman theories.
7. Finally, the researcher interviewed the teachers in order to support the data. It is also to elicit information about the reasons toward code mixing and to getmore detail information.

1.10.5 Data Analysis Technique

Stated by Bogdan as cited by Sugiyono (2017) data analysis is the process of systematically searching and arranging the interview transcript, field note, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered for others. Sugiyono (2017) also stated that qualitative research is an ongoing activity that occurs throughout the investigate process rather than after process.

Miles and Huberman in Sugiyono (2017) mentioned flow analysis models as one of qualitative data analysis methods. The researcher used this model in this research. This analysis components are data reduction, data display and conclusion drawing/verification.

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. The purpose of data reduction is to reduce the data without significant loss of information. The technique of analysis data firstly the researcher collect the data by the instrument for collecting data such as documentation method and interview . In this step, the researcher interviews the subject of this research.

2. Data Display

Data display is used at all stage to show what analysis had been reached. It also became the basis of the further analysis. Display generically means organized, compressed assembly of information that permits conclusion drawing and action. In this step, the researcher gets the data display through the conclusion of the code mixing that teachers' used in the classroom. The conclusion of what is the reason of teachers' used code mixing in teaching and learning process.

3. Conclusion Drawing/Verification

Drawing and verifying conclusion is the last stage of Miles and Huberman data analysis technique. It is the reason for reducing and displaying data. After

reducing and displaying the data, the researcher created conclusion by following the result of previous data analysis stages. The conclusion would be the brief explanation about the answer of research questions. Then, it will verify by conducting validity of data.



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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Sociolinguistics

Sociolinguistics has the significant part in human life, because there is a connection between language and society. The study of linguistics reveals that language and society cannot be separated to be investigated. It forms into sociolinguistics or the humanism of language. She adds sociolinguistics really doesn't examine structure of a language, yet it centers around the way in which a language is used, so it could play its function well. At the point when individuals cooperate with others in society at anytime and anywhere they must use a language. Sociolinguistics is a term that refers to the study of the relationship between language and society and how language is utilized in multilingual discourse networks.

According to Putra, (2006:14) Sociolinguistics is the science that we learn how language is used in people's lives, while the language used by society varies based on social status, age, Formal and non-formal speech. Relationships between language and society. It will be quite obvious from doing so that correlational studies must form a significant part of sociolinguistic work. According to Wardaugh (2006:11) is even more direct: 'Sociolinguistics is the study of the social uses of language, and the most productive studies in the four decades of sociolinguistic research have emanated from determining the social evaluation of linguistic variants.

Sociolinguistics also the illustrative investigation of the impact of every one parts of society, including social standards, assumptions, and setting, on the manner in which language is utilized , and society's impact on language. According to Rifai & Prasetyaningrum (2016:123) states that sociolinguistics has been characterized as the investigation of language in its social context. Therefore, to studied of language in social context this research head for decided the categories of code mixing. Sociolinguistics is that the study of the various ways during which various groups of individuals use language. this suggests that sociolinguistics is about how groupsof individuals use language, and humans and other humans are regarding languageto speak .

Meanwhile, according to Holmes (2013:1) sociolinguist is study the relationship between language and society. Sociolinguistics, the investigation of the humanistic parts of language. Sociolinguists intend to separate those semantic highlights that are used specifically circumstances which mark the fluctuated social connections among the members and thusly the critical components of things.

Based on the explanations above, sociolinguistics is that the study how people interact with society by using language as a tool in communication and the language used by society varies. People and language can't be separated, because they're one unity and the way groups of individuals use language, and humans and other humans are regarding language to speak.

2.2 Bilingualism

In generally, people can uses more than one language. People intrigued some language like local, national and international language. Bilingualism is available in many nations all through the world, in all classes of society and in all age gatherings. Most people are usually required to select a particular code whenever they choose to talk with others. Bilingualism brings with it many advantages Antoniou (2018). Those who are able to use multiple languages benefit from the capacity to speak with a more noteworthy number of individuals.

According to Edwards (2006) everyone is bilingual, that is, there is no one in the world who does not know at least a few words in languages. Hutauruk (2016:70) The definition of bilingualism often refers to people who have knowledge and are able to use more than one language. Some linguists have varied the definitions of bilingualism.

According to Sule PhD (2020) expressed that bilingualism is the capacity to communicate one's self easily and smoothly on two dialects. Thus bilingualism is the utilization of at least two dialects spoken by speakers in. This means that in everyday use a bilingual usually means a person who speaks, read or understand two languages equally well but a bilingual individual typically has a preferable information on one language over another.

Based on the explanation above, it can be concluded, bilingualism has turned into a peculiarity that has occurred in many pieces of the world We can observe many individuals communicate in at least two language. They are capable

talk formal and informal situation.

2.3 Code Mixing

According to Maulidar et al (2020:77) One of sociolinguistic phenomena which occurs in bilingual or multilingual society is code mixing. Code mixing is the phenomenon always found in daily life. Code mixing implies the mixing of two codes or two dialects without changing the specific context. Code mixing usually occurs in a sentence. Code-mixing is the other phenomenon closely related to code-switching. Ansar (2017:34) Code mixing happens without a change of topic and can include different degrees of language like phonology, morphology, grammatical structures or lexical items. Code-mixing usually occurs when conversation use both languages together.

According to Ansar (2017:35) code mixing as the term refers to the use of one or more languages for persistent transfer of linguistic units from one language into another. Related to Kachru defines we can see the truth in the class, when understudies offering something in English, they mix some language in the sentence that they don't have the idea how to say in English it means combine the language between Indonesia and English.

According to Wardaugh (2006) states that code-mixing happens when conversant use both languages together to the degree that they change from one language to the other in the course of a single utterance. Usually, people who speak two languages do it spontaneously. Alabi (2007 :54) in Triyogo (2016:4) asserts that code mixing is often an unconscious illocutionary act in naturally occurring

conversation.

Code mixing occurs when a speaker changes from one language to another language or form a certain variety of the same languages. Countries in the world use it in everyday occasion nither spoken or written communication. From the explanation can be deduced that code mixing there are fregments of a language used by a speaker, but basically people use only particular language. Code mixing occurs when a speaker changes from one language to another language or form a certain variety of the same languages. Teachers also when teaching in class more often use code mixing, because there are several factors that cause code mixing to occurs such as in the following.

Examples:

1. **Coba answer nomor seventeen Kanaya**
2. **Ya, Kamu coba translate number two**

From example number 1 and 2 with the bold writing show the example of code mixing, because the word is located between two different languages (Indonesia-English) but still one utterance. It indicates the existence of language mixing, because the speaker masters two languages, Indonesia and English since they speak both language. They can easily mix the languages.

2.3.1 Types of Code Mixing

According to Hoffman (1991) that there are three types of code mixing based on syntactical patterns, as follow:

- **Intra-sentential code mixing**

The meaning of intra-sentential code mixing is the appearance of a phrase, clause, or a sentence boundary in a conversation both oral and written, for instance Indonesia – English.

A : Come here, aku ada sesuatu buat kamu (come here, I have something for you)

*B : Kamu harus **Relog** dulu, biar enak main **game**. (you should to relog to easier playing a game)*

- **Intra-lexical code mixing**

Intra-lexical code mixing appears in the conversation when the speakers attach a word boundary in their utterance, for example Indonesia - English.

Sobari : Wahyu, kamu sudah menge-**save** nomer Whatsapp Saya belum?

- **Involving a change of pronunciation**

This type of code mixing that occurs at the phonological level. It means, when Indonesian people speak in English, the word that they say is modified to Indonesian phonological structure. For example, the word of “hello” is said “halo” or the word “television” is said “televisi”

2.4 Code Switching

According to Candra & Qodriani (2018) Living in a country made up of various cultures and languages, people learn, adapt and use specific languages to talk with human beings from one of a kind cultures. For example, Indonesia has extra than 100 local languages, some of which might be Javanese, Sundanese, etc. As a result, most Indonesians can talk more than one language. they could speak no longer only Indonesian but can also communicate ethnic or local languages.

The phenomenon of code switching does now not only occur in social life but also occurs in teaching and getting to know activities. According to Wardaugh (2006) states that code switching is a communication between audio system' turns or in one communication speaker's flip. in the latter case it can occur between sentences or within a single sentence. Code switching is feasible emerges from character preference or is used as the primary identification marker for a set of speakers who have to cope with more of one language in their not unusual pursuit. Code switching occurs when a speaker calls for a sure code, in to replace one code to any other and even create new code within the system (Wardaugh, 1986). Code switching is sentence changes (Hoffman, 1991).

Code switching can occur at some point of the identical communication. Hoffman (1991) explains that code switching can occur quite regularly in informal conversations between those who are close and have the identical academic, ethnic, and socioeconomic history. that is averted in formal speakmeconditions between people particularly for those who've few elements in common in social terms

reputation, language loyalty, and formality.

2.4.1 Types of Code Switching

Hoffman (1991) states that there are 3 types of code switching, particularly:

- Tag Switching

Tag switching involves the insertion of a tag in one language into an utterance which is otherwise entirely in other language. Example : **Ok**, untuk latihan tugasnya siswadiharapkan membuat dialog.

- Inter-sentential Switching

Inter-sentential Switching involves a switch at a clause or sentence boundary, where each clause or sentence is in one language or another. Example : **How do you do my students?** Apa kabarnya?

- Intra-sentential Switching

Intra-sentential Switching involves is a ascribed to the most fluent bilinguals. Here switching of different types occurs within the clause or sentence boundary. Example : The goals of learning, goals is **tujuan**.

2.5 The Reason of Using Code Mixing

Maulidar et al., (2020:81) Reasons of code mixing when code switching or code mixing happens, the inspiration or reasons of the speaker is a significant in the process thought all the while. The reason for doing code mixing is so that students can easily understand what the teacher presents, if the teacher uses full English it will be difficult for students to understand.

There are seven reasons why people used code mixing suggested by Hofman (1991) :

1. Talking about a particular topic

People often prefer to talk about a particular topic in one language rather than in another. Sometimes, the speaker feels free and more comfortable in expressing his/her thought and emotional situation by using a language which is not their everyday language.

2. Quoting somebody else

Code Mixing happens when a speaker switches codes to quote a famous expression, proverb, or saying of some well-known figures. The switch involves just the words that the speaker is claiming the quoted person said. The switch like a set of quotation marks. In Indonesian, those well know figures are mostly from some English-speaking countries. Then, because many of the Indonesian people nowadays are good in English, those famous expressions or sayings can be quoted intact in their original language.

3. Being emphatic about something (express solidarity)

As usual, when someone who is talking using a language and suddenly wants to be emphatic about something, he either intentionally or unintentionally, will switch one language to another language. Or, on the other hand, he switches from his second language to his first language because he feels more convenient to be emphatic in his second language rather than in his first language.

4. Interjection (inserting sentence fillers or sentence connectors)

Language switching and language mixing among bilingual or multilingual people can sometimes be marked by an interjection or sentence connector. Interjection is words or expressions, which are inserted into a sentence to convey surprise, strong emotion, or to gain attention. Interjection is a short exclamation like: Duh!, Hey!, Oh!, Shit!, etc. Interjection has no grammatical value, but speaker uses them quite often, usually more in speaking than in writing. Language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector.

5. Repetition used for clarification

When a speaker wants to clarify his/her speech so that it will be understood better by the listener, he/she can sometimes use both of the languages (codes) that he/she masters to say the same message. When a bilingual wants to clarify his/her speech so that it will be understood more by the listener, he or she can sometimes use both of the languages that he or she mastered by saying the same utterance (the utterance is said repeatedly). The repetition is not only to clarify the speech but also to emphasize the message.

6. Intention of clarifying the speech content for interlocutor

When a bilingual person talks to another bilingual, there will be lots of code-switching and code-mixing occurs. The speaker will repeat a message in one language to another language with the purpose of making the speech run smoothly or clarifying the ideas to make the conversation more understandable.

7. Expressing group identity

Code switching and code mixing also be used to express group identity. The way of communication of academic people in their disciplinary groupings, are obviously different from the people who are out of the community.

2.6 Teacher

Being an educator isn't easy, because teachers have a crucial role within the world of education, where the teacher is that the main foundation of each learning process. Another role of an educator is to be ready to motivate, teach, educate, and may be an honest example for everybody . According to Roqib & Nurfuadi (2020:105) Teachers is a very influential person in the teaching and learning process. A teacher has some very important roles, because it has responsibilities that cannot be replaced by equipment Any sophisticated.

The presence of teachers in the teaching or teaching process still plays an important role. The role of teachers in the teaching process cannot be replaced by machines, radios, tape recorders or by even the most modern computers. There are still too many human elements such as attitudes, value systems, feelings, motivations, habits and others that are expected to be the result of the teaching process, unable to achieved through these tools. This is where the advantages of humans in this case the teacher of tools or technology created by humans to help and facilitate their lives. Educating is a very broad task. According to Roqib & Nurfuadi (2020:107) Educating it is partly done in the form of teaching partly in the form of giving encouragement, praising, punishing, sample, getting

used to, and others. According to Roqib & Nurfuadi (2020) Teachers have a really important role in improving the standard of educational institutions, because teachers are the guts of an academic institution. Without adequate and competent teacher quality within the professional field, all parties within the institution are going to be affected, including students. Therefore, teachers must have competence, exemplary, dedication and professionalism so as to be ready to improve the standard of education, because the sole component of educational institutions that's expected to be ready to change the planet of education is that the figure of an educator .

Sequeira (2012:3) Generally ,the role of teacher can be categorized into:

- Traditional Role - Teacher Centered
- Modern Role - Facilitator (Student Centered)

There has been a change from the Traditional role to the Modern role in the present context. The learning increases when the teacher builds on the previous experience of the student. However, individual's learning differs and each individual learns at his or her own pace. Identifying the slow learners and individual attention of the teacher may be required. Thus, effective learning is to a great extent based on experiences. Direct experiences are student centered and participation in problem solving.

2.7 Teaching and Learning Process

Teaching, by Thahir (2018:5) is an allpurpose profession engaged in human resource development for individual and monetary development. Teaching has been characterized as an attempt to help somebody secure or change, some skill, idea, information, thought or appreciation. Teaching refers to teaching the English language to students with different first languages (Nurjannah, 2018).

Teaching and learning is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviours, and skills that add to their range of learning experiences. Alava & Martinez (2019) The learning, and teaching are linked to each other, education has the responsibility and needs to cultivate human beings committed to their own learning, reflective, examiners; with values and qualities is the duty of each of the actors in education.

2.8 Past Study

There exists some studies that relate to analysis of code mixing who conducted by other researchers. Firstly thesis entitled "*An Analysis of Code Mixing in Conversation of the Students at State Junior High School (SMPN) 3 XIII Koto Kampar*" by Amsal (2011). This research is to determine the the level of the students of State Junior High School 3 XIII Koto Kampar still lack of English vocabulary in speaking. The writer is interested to carry out the research dealing with this problem with formulation of the students' code mixing. Researchers used descriptive qualitatif designs to obtain data. So, the results of their research, there are several

theories that the researcher will use as a reference because the theories and discussion are in sync with the research like Code mixing, types of code mixing.

The second thesis is entitled *"An Analysis of Code-Mixing Used by Teachers of Zarindah House of Learning in the Teaching Learning Process"* by Saldi Ady Saleh (2017). This research discusses about Code Mixing Used by Teachers of Zarindah House of Learning on the Teaching Learning process. This research focused on code-mixing used by teachers of Zarindah House of Learning used Hoffman's theory about Code-Mixing. The data then were analyzed using qualitative method. From thesis Saldi Ady Saleh research, the researchers will use several theories because of the many similarities in the theory and discussion in the research.

The last researchers' study is about *"An Analysis of Code Mixing Used by the English Teachers in English Teaching and Learning Process at SMP Muhammadiyah 2 Pekanbaru"*. In this study hopefully will find several results to type code mixing used by teachers during the learning and teaching process. To analyze this study, the researcher will apply in the teacher who teaches English in Junior High School (SMP Muhammadiyah 2 Pekanbaru).

CHAPTER III

RESEARCH FINDINGS AND DISCUSSION

3.1 Data Description

In this chapter, the researcher present the findings and discussion of an analysis of code mixing used by the English Teachers in English teaching and learning process at SMP Mhammadiyah 2 Pekanbaru. The researcher analyzed the types and reason of code mixing used by the English Teachers in English teaching and learning process at SMP Muhammadiyah 2 Pekanbaru.

3.2 Data Analysis

There are some steps to explain findings of code mixing that used the English teachers in English teaching and learning process. Firstly, the researcher presents the type of code mixing. There three types of code mixing used by the English teacher they are Intra sentential code mixing, Intra lexical code mixing, involving a change of pronunciation. Secondly, the researcher presents the reasons of using code mixing. The researcher got some reasons why teachers used code-mixing in the classroom, based on interviews with the English teacher in SMP Muhammadiyah 2 Pekanbaru

The data documentation was conducted six meetings two teachers, each teacher have two meeting and four meetings. From the recording which has been transcribed by the writer, there are 75 data of teachers utterances. For detail list of those utterances which contained of code mixing can be seen in appendix of data analysis of code mixing.

3.2.1 Types of Code Mixing

The researcher analyzed the types of code mixing found in English teachers utterances. The writer used Hoffman theory, they are : Intra sentential code mixing, Intra lexical code mixing, involving a change of pronunciation. Firstly, intra sentential code mixing the kinds of code mixing occurs within a phrase, a clause or a sentence boundary, as when a Indonesian-English bilingual. Secondly intra lexical code mixing the kinds of code mixing occurs within a word boundary. The word here means the language unit that stands on its own. At least, involving a change of pronunciation the kinds of code mixing occurs at the phonological level, as when Indonesian people say an English word, nut modify it to Indonesian phonological structure.

Table 3.2.1 Table Distribution Types of Code Mixing Data

No	Types of Code Mixing	Number
1	Intra Sentential Code Mixing	51
2	Intra Lexical Code Mixing	7
3	Involving a Change of Pronunciation	17
Total		75

The table above showed the types of code mixing used by the English teachers an English teaching and learning process at SMP Muhammadiyah 2 Pekanbaru. At first, there are 51 data of intra-sentential code mixing from two teachers is NE and YR. Second one there are 7 data

of intra lexical code mixing from two teachers is NE and YR. The last there are 17 data of involving a chane of pronunciation from two teachers is NE and YR . From this data shows, intra sentential code mixing is the type have highest used by teachers. involving a change of pronunciation is in the second position and the least position is intra lexical code mixing

1. Intra Sentential Code Mixing

The table contribution type of code mixing showed the data of intra sentential code mixing are 51 data from 75 data, the data from two teachers they are NE and YR. the following data of Intra Sentential Code Mixing:

Type of Code Mixing Data 1

Teacher : NE

No	Number of Data	Intra Sentential Code Mixing
1	2	We continue learn English together For this today, we are subject about Descriptive Text. Do you remember, What the meaning about descriptive text? Ini pelajaran pertama kita, apa itu descriptive text ? What the purpose of descriptive text, still remember? Descriptive text is describe about something. You can describe about anything, like animal, human.
2	5	Bapak kasihkan text ini, Ananda baca dan pahami apa yang digambarkan didalam text ini. Please read this text, silahkan dibaca dulu textnya. Read the text please, don't discuss with your friends!
3	6	Finish? Not yet? Stop writing please! Put your hand on the table! My dear students, I read this text, you only focus to listen my voice. Sudah dibaca textnya

		dan apa sudah paham? Saya bacakan text ini, dan listen my voice
4	7	Setelah saya baca text ini, apa yang dijelaskan didalam text tersebut? apa judul text tersebut? adalah my favorite shoes . Apa jenis sepatunya? Next , kapan dia mendapatkan sepatu ini? Tiga tahun yang lalu in Solo. Dari siapa didapatkan, yaitu dari ayahnya. Next paragraph, the favorite colour is black. Apa warna yang disukainya? My dear students, descriptive text to describe more detail, like the colour of the shoes, what the kinds of the shoes. Tadi saya jelaskan apa jenis sepatunya dan didapatkan dari ayahnya di Solo.
5	9	Coba perhatikan terlebih dahulu kelasnya ini. What things you can to describe? Coba pilih satu benda saja and then your describe . Sampai disini paham, are you understand?
Total		5 Intra Sentential Code Mixing

Type of Code Mixing Data 2

Teacher : NE

No	Number of Data	Intra Sentential Code Mixing
1	12	Apa itu descriptive text yaitu menggambarkan sesuatu. Apa yang digambarkan yaitu hewan, manusia, benda . I have one text for you, this is still about descriptive text the title My Favorite Shoes. Look at your text, I give your task and you read before with by yourself only 3 minutes.
2	13	Please baca dan pahami apa yang digambarkan text tersebut. finish? Not yet? Please letakkan kamus diatas meja
3	14	What to describe about this text? You only focus about the title is My Fvorite Shoes. Kinds of shoes is sport shoes, Next , kapan dia mendapatkan sepatu

		ini? Tiga tahun yang lalu in Solo. Next, what is colour warnanya yaitu black hitam.
4	16	Are you understand? Ada yang mau ditanyakan, if you still confuse silahkan tanyakan, I'll try to explain again.
5	17	Oke if you understand, I need two students read the text in front of class. Saya butuh 2 orang untuk read this text didepan kelas. I want to check about reading skill.
Total		5 Intra Sentential Code Mixing

Type of Code Mixing Data 3

Teacher : YR

No	Number of Data	Intra Sentential Code Mixing
1	19	Oke this morning, we will studied about degree of comparison in Bahasa we say tingkat perbandingan.
2	22	Have you ever compare your bag with your friend bag? Pernah kamu bandingkan or not? If you want to compare your bag or your hair with someone apa yang akan kamu gunakan? Perbedaan warna rambut yang satu dengan warna rambut yang lain.
3	23	Berdasarkan gambar, rambutnya pirang, lurus or straight , keriting or curly atau wave .
4	24	My hair is curly, hair is straight , apakah ini sudah dibandingkan? For bag, this bag has the same size? Between this bag, what will be compare? Apa yang kita comparekan? Yaitu ukuran the size . The left bag is bigger than the right bag, tas yang sebelah kiri is bigger than the right bag .
5	25	Then, look at this picture, this is a lion and snake. Apa yang akan kita compare? Sifat the characteristic this animal . Kita bisa gunakan kata dangerous, dangerous is berbahaya.

6	26	Tiger is as wite as a lion. We have kalimat kedua kita gunakan kata dangerous, tiger and lion are as dangerous as phyton . Tingkat comparenya yaitu menggunakan kata as as
7	27	Ada 3 jenis tingkat compare itu, pertama positif degree , yaitu tingkat biasa yang sama rata. The second is , yaitu disebut dengan tingkat comparative degree yaitu tingkat comparenya lebih more than . Bentuk yang ketiga yaitu superlative degree , yaitu tingkat yang paling atau tertinggi.
8	28	Lihat gambar berikutnya, lihat ini this one, Harley and Lamborghini . Kata sifat yang dapat kita compare kedua benda ini. Like expensive is mahal and then fastnya . Lihat here, Lamborghini is more expensive than Harley .
9	29	Contoh dari gambar, look at this house , ukurannya bigger the biggest , tingkat superlativenya yaitu the biggest . Contoh kalimat, ada 3 jenis rumah dan kita akan compare kan. Marck's house is the widest among of Bob house and Jack house.
10	30	Now , lihat LKS nya halaman 18 itu adalah perubahan kata sifat dari bentuk positif menjadi bentuk comparative dan menjadi bentuk superlative .
11	31	Oke, lihat page 84 , disitu ada pengecualian adjectivenya good, little, many, much. Pengecualian ini harus kalian ingat.
12	32	Sekarang halaman 84 practice 1 , lengkapi kata sifat itu dan dikerjakan didalam lks, merubah ke dalam bentuk comparative dan superlative .
Total		12 Intra Sentential Code Mixing

Type of Code Mixing Data 4

Teacher : YR

No	Number of Data	Intra Sentential Code Mixing
1	34	Pada kesempatan ini saya akan menjelaskan tentang When I was a child ketika saya masih kecil.
2	35	Please students open your book When English Ring's a Bell page 141-165. Pada chapter ini we will learn menyatakan tindakan yang terjadi di masa lampau.
3	36	Then , apa itu masa lampau? Kejadian yang terjadi sebelum pada waktu saat ini.
4	37	Nah, we are talking about masa lampau we are talk about past tense . What is past tense? Past tense used to talk about a completed action in a time before now.
5	38	Kejadian yang terjadi dimasa lalu or completed action yang telah selesai di masa lalu. Fungsi past tense menceritakan kejadian yang terjadi dimasa lalu.
6	39	Example I went to Bangka last week. The form of simple past, verbal and nominal sentence. Verbal using kata kerja and nominal not using kata kerja . Verbal use S + V2 + O and Nominal use S + was/were + Adj.
7	41	Next, regular verb and irregular verb . bentuk regular verb kata kerja yang beraturan ending using by ed/d or you can see your dictionary and irregular verb kata kerja yang tidak beraturan.
8	42	Past tense we use V2. Using kata kerja bentuk kedua .
9	43	Oke, I think that's all for today, I hope you can follow my explanation. After this materi, we have daily test or ulangan harian.
10	44	Please lihat in Wa grup. See you , assalamualaikum wr.wb.
Total		10 Intra Sentential Code Mixing

Type of Code Mixing Data 5

Teacher : YR

No	Number of Data	Intra Sentential Code Mixing
1	49	Disini we will learn about conjunction of goals kata penghubung yang menyatakan maksud or tujuan.
2	50	From the topic we are going to discuss tentang conjunction. In this subtopic kita akan mempelajari yaitu to state the purpose or intention to do something.
3	51	Kita akan mempelajari bagaimana kita menyatakan tujuan atau maksud dalam melakukan sesuatu. Purpose or maksud.
4	52	Purpose in another word you can say purpose/goal/aim is tujuan. Expressing purpose is the expression that is used to state our purpose atau ungkapan yang digunakan untuk menyatakan tujuan.
5	53	Ada beberapa yang bisa kita gunakan untuk menyatakan purpose yaitu using conjunction . You know conjunction? What is conjunction? Conjunction in Bahasa is kata penghubung.
6	54	Conjunction yang akan kita gunakan yaitu conjunction of goal kata penghubung yang menyatakan maksud. Conjunction biasa digunakan untuk menjelaskan mengapa suatu tindakan dilakukan or to explain why the action is dumb .
7	55	The function of conjunction is to connect. Penghubung 2 kalimat or clause. Kalimat pertama is action kalimat kedua is purpose or tujuan
8	58	Conjunction so that in Bahasa say supaya atau sehingga. The pattern is "So That + s + V1/be". Example : Jake takes vitamin regularly so that he can be healthy.

9	59	Conjunction in order to/that diartikan agar or supaya. The patterns In order to + V1/be. Example in order to pass the exam. We should study harder.
10	61	Oke students, so ke 4 conjunction can we use to state our purpose in doing something. Digunakan untuk menyatakan maksud kita doing something.
11	62	Oke, I thing that's all my dear students. See you in the next materi. Assalamualaikum wr.wb
Total		11 Intra Sentential Code Mixing

Type of Code Mixing Data 6

Teacher : YR

No	Number of Data	Intra Sentential Code Mixing
1	65	Oke my students, pada kesempatan ini kita akan membahas about report text. What is report text? Ketika mendengar report text, apa sih yang ada dalam pikiran kalian?
2	66	Look at this picture! Report text adalah text which presents information about something as a result of systematic observation and analyses. And is present information in general. Between text report and text descriptive memiliki struktur text yang hampir sama but have different.
3	67	Report text merupakan text yang menyajikan fakta fakta yang jelas. You should know the function of report text. First to present information about something in general or to report factual information about a subject (flower, cat, tablet, etc) berisi informasi tentang benda, animal, natural phenomena, events or activities.
4	68	What is generic structure of report text, first general classification and description. In general classification itu menjelaskan topik kita apa dan kemudian description talk the phenomnea in terms of parts. Mejabarkan bagian atau sifat or

		tingkah laku secara ilmiah. Bisa membicarakan tentang sizenya .
5	70	Coba Ananda perhatikan what is text? Report or descriptive? Yes, this is descriptive text. Why? Karena first paragraph I really love him as my pet is opinion. I always take him for walk around because he really like it.
6	71	Oke now look at the next text. Lihat text ini, The largest meat-eating animal in the world berisi about brown bear ini adalah fact dari general classification. This is text report.
7	72	Oke, well my students, I hope you can follow my explanation, berharap kalian bisa mengikuti penjelasan saya. Dan remember text report is describe something in general mendeskripsikan sesuatu itu secara umum. Ingat juga perbedaan report text between descriptive text.
8	73	Oke disini mam kasi latihan 3 soal. Answer the questions based on the text above! And tambahkan tugas melalui our wa group.
Total		8 Intra Sentential Code Mixing

2. Intra Lexical Code Mixing

The table contribution type of code mixing showed the data of intra lexical code mixing are 7 data from 75 data, the data from two teachers they are NE and YR. the following data of Intra Lexical Code Mixing:

Type of Code Mixing Data 1

Teacher : NE

No	Number of Data	Intra Lexical Code Mixing
1	5	Bapak kasihkan text ini, Ananda baca dan pahami apa yang digambarkan didalam text ini. Please read this text, silahkan dibaca dulu text-nya . Read the text please, don't discuss with your friends!
2	6	Finish? Not yet? Stop writing please! Put your hand on the table! My dear students, I read this text, you only focus to listen my voice. Sudah dibaca text-nya dan apa sudah paham? Saya bacakan text ini, dan dengarkan suara saya
Total		2 Intra Lexical Code Mixing

Type of Code Mixing Data 3

Teacher : YR

No	Number of Data	Intra Lexical Code Mixing
1	24	My hair is curly, hair is straight, apakah ini sudah dibandingkan? For bag, this bag has the same size? Between this bag, what will be compare? Apa yang kita compare-kan ? Yaitu ukuran the size. The left

		bag is bigger than the right bag, tas yang sebelah kiri is bigger than the right bag.
2	26	Tiger is as wite as a lion. We have kalimat kedua kita gunakan kata dangerous, tiger and lion are as dangerous as phyton. Tingkat compare-nya yaitu menggunakan kata as as.
3	27	Ada 3 jenis tingkat compare itu, pertama positif degree, yaitu tingkat biasa yang sama rata. The second is, yaitu disebut dengan tingkat comparative degree yaitu tingkat compare-nya lebih more than. Bentuk yang ketiga yaitu superlative degree, yaitu tingkat yang paling atau tertinggi.
4	29	Contoh dari gambar, look at this house, ukurannya bigger the biggest, tingkat superlative-nya yaitu the biggest. Contoh kalimat, ada 3 jenis rumah dan kita akan compare kan. Marck's house is the widest among of Bob house and Jack house.
Total		4 Intra Lexical Code Mixing

Type of Code Mixing Data 6

Teacher : YR

No	Number of Data	Intra Lexical Code Mixing
1	68	What is generic structure of report text, first general classification and description. In general classification itu menjelaskan topik kita apa dan kemudian description talk the phenomnea in terms of parts. Mejabarkan bagian atau sifat or tingkah laku secara ilmiah. Bisa membicarakan tentang size-nya .
Total		1 Intra Lexical Code Mixing

3. Involving a Change of Pronunciation

The table contribution type of code mixing showed the data of Involving a Change of Pronunciation are 17 data from 75 data, the data from two teachers they are NE and YR. the following data of Involving a Change of Pronunciation:

Type of Code Mixing Data 1

Teacher : NE

No	Number of Data	Involving a Change of Pronunciation
1	3	Oke , silahkan letakkan bukunya diatas meja, only book and your English dictionary. Berapa orang yang tidak membawa kamus? Sebelum saya patroli.
2	4	Oke dear, listen please! I give one text, this text about descriptive text about thing. The first time you only read before.
3	5	Oke , the next example for you, please look at around of your class.
4	7	Oke , my dear students if you understand, I would to check about your reading skill, I need a pear of your students, you only read this text in front of your class
Total		4 Involving a Change of Pronunciation

Type of Code Mixing Data 2

Teacher : NE

No	Number of Data	Involving a Change of Pronunciation
1	15	Oke , my dear students, based on the text describe about thing, the thing is shoes.

2	17	Oke if you understand, I need two students read the text in front of class. Saya butuh 2 orang untuk read this text didepan kelas. I want to check about reading skill.
Total		2 Involving a Change of Pronunciation

Type of Code Mixing Data 3

Teacher : YR

No	Number of Data	Involving a Change of Pronunciation
1	19	Oke this morning, we will studied about degree of comparison in Bahasa we say tingkat perbandingan.
2	31	Oke , lihat page 84, disitu ada pengecualian adjectivenya good, little, many, much. Pengecualian ini harus kalian ingat.
Total		2 Involving a Change of Pronunciation

Type of Code Mixing Data 4

Teacher : YR

No	Number of Data	Involving a Change of Pronunciation
1	37	Nah , we are talking about masa lampau we are talk about past tense. What is past tense? Past tense used to talk about a completed action in a time before now.
2	42	Oke , look at this table, we are going to look at the different after we are going to compare the previous text.
3	45	Oke , I think that's all for today, I hope you can follow my explanation. After this materi, we have daily test or ulangan harian.
Total		3 Involving a Change of Pronunciation

Type of Code Mixing Data 5

Teacher : YR

No	Number of Data	Involving a Change of Pronunciation
1	48	Oke , pada pembelajaran hari ini kita akan membahas tentang The Intention or Purpose Doing Something. Dalam kehidupan ingin menyampaikan maksud dan tujuan mengapa kita mengambil keputusan tertentu.
2	62	Oke , I thing that's all my dear students. See you in the next materi. Assalamualaikum wr.wb
Total		2 Involving a Change of Pronunciation

Type of Code Mixing Data 6

Teacher : YR

No	Number of Data	Involving a Change of Pronunciation
1	66	Look at this picture! Report text adalah text which presents information about something as a result of systematic observation and analyses. And is present information in general. Between text report and text descriptive memiliki struktur text yang hampir sama but have different.
2	67	Report text merupakan text yang menyajikan fakta fakta yang jelas. You should know the function of report text. First to present information about something in general or to report factual information about a subject (flower, cat, tablet, etc) berisi informasi tentang benda, animal, natural phenomena , events or activities .
3	68	What is generic structure of report text, first general classification and description. In general classification itu menjelaskan topik kita apa dan kemudian description talk the phenomnea in terms of parts. Mejabarkan bagian atau sifat or tingkah

		laku secara ilmiah. Bisa membicarakan tentang sizenya.
4	71	Oke now look at the next text. Lihat text ini, The largest meat-eating animal in the world berisi about brown bear ini adalah fact dari general classification. This is text report.
Total		4 Involving a Change of Pronunciation

3.2.2 The Reasons Why Teachers Do Code Mixing

There are seven reasons why people used code mixing suggested by Hofman (1991) : Talking about a particular topic, Quoting somebody else, Being emphatic about something (express solidarity), Interjection (inserting sentence fillers or sentence connectors), Repetition used for clarification, Intention of clarifying the speech content for interlocutor, Expressing group identity.

There are some reasons of code mixing used by the English teachers based on the data obtained when conducting research in class and the support data based on the interviews with English Teachers at SMP Muhammadiyah 2 Pekanbaru. Based on the data obtained when conducting research in classs the reasons why the teacher mixes this language is so that students understand about the topic.

- At the first meeting in class 7, they explained about descriptive text, how the teacher conveyed today's learning topic well, namely by mixing the two languages. "What is descriptive text that is describing something. What is described are animals, humans, objects. I have one text for you, this is still about descriptive text the title My Favorite Shoes. Look at your text, I give your task and you read before with by yourself only 3 minutes" Apa itu

descriptive text yaitu menggambarkan sesuatu. Apa yang digambarkan yaitu hewan, manusia, benda”.

- At the meeting in class 8, they explained about Degree of Comparison, how the teacher conveyed today's learning topic well, namely by mixing the two languages. "We will studied about degree of comparison in Bahasa we say tingkat perbandingan. Have you ever compare your bag with your friend bag? Pernah kamu bandingkan or not? If you want to compare your bag or your hair with someone apa yang akan kamu gunakan? Perbedaan warna rambut yang satu dengan warna rambut yang lain".
- At the meeting in class 9, they explained about Report Text, how the teacher conveyed today's learning topic well, namely by mixing the two languages. "Report text adalah text which presents information about something as a result of systematic observation and analyses. And is present information in general. Report text merupakan text yang menyajikan fakta fakta yang jelas".

Based on data obtained when conducting research in class , the reasons for using code mixing are categorized as Talking about a Particular Topic, People often prefer to talk about a particular topic in one language rather than in another. When the tachers used mix languages for made the students understood about the topic, like descriptive, report text. Here the teacher also explains their words when students do not understand what the teacher says if they use full English, so the teacher mixes the language so that the understood of the material is clearly understood by students.

Based on the interviews the tachers, the reasons why the teacher mixes this

language is so that my students understand the material presented and the learning objectives are achieved. "Alasan saya mencampurkan kedua Bahasa tersebut agar siswa saya paham dengan materi tersebut dan agar tujuan pembelajaran itu tercapai". Because there are situations when the learning takes place, the teacher uses English first, and says "Please look at around of your class". For them, they don't understand this sentence because it's in the vocab around, they rarely hear the word around. Because they are confused about what it means, it will be translated to Indonesia."Contoh situasinya itu seperti ini, saat pembelajaran berlangsung saya pertama akan menggunakan Bahasa Inggris terlebih dahulu dan saya mengatakan Please look at around of your class. Bagi mereka kalimat ini kurang mereka pahami karena ada pada vocab around mereka jarang mendengar kata around. Karena mereka bingung memahami artinya jadinya saya Indonesiakan Coba perhatikan terlebih dahulu kelasnya ini. Seperti itu sedikit contoh mengenai situasi tersebut".

Based on interviews, the reasons for using code mixing are categorized as Repetition used for clarification When a speaker wants to clarify his/her speech so that it will be understood better by the listener, he/she can sometimes use both of the languages (codes) that he/she masters to say the same message. Here the teacher also explains their words when students do not understand what the teacher says if they use full English, so the teacher mixes the language so that the understood of the material is clearly understood by students. "Untuk mengatasinya itu ya saya translatekan lagi ke dalam Bahasa Indonesia atau saya campurkan Bahasa saya itu mana kata yg sulit saya gunakan Bahasa Indonesia dan kata yang mudah saya Egnlishkan, jadi Bahasa nya bercampur"

CHAPTER IV CONCLUSION AND SUGGESTION

4.1 Conclusion

Dealing with the objective of this study, which is to analysis the types and reasons of code mixing used by English teachers an English teaching and learning process at SMP Muhammadiyah 2 Pekanbaru. In these cases the researcher used Hoffman theories to find the types and reasons of code mixing. The data was taken from March until April in academy year 2022. The transcript used to analysis the recording. There are six recordings from 2 teachers used in analysis. Based on the analysis, the total numbers of data are 75 cases of code mixing. The summary based on the objective of this study formulation as follow;

The types of code mixing used by the English teachers in English teaching and learning process at SMP Muhammadiyah 2 Pekanbaru.

There are three types of code mixing. They are intra sentential code mixing, there are lexical code mixing, involving a change of pronunciation. Based on the findings,the researcher found that there are 51 cases intra sentential code mixing, there are 7 cases lexical code mixing, and 17 cases involving a change of pronunciation. Total cases 75 cases about types of code mixing.

The reasons of code mixing used by the English teachers in English teaching and learning process at SMP Muhammadiyah 2 Pekanbaru.

There are seven reasons why people used code mixing suggested by Hofman (1991) : Talking about a particular topic, Quoting somebody else, Being emphatic about something (express solidarity), Interjection (inserting sentence fillers or sentence connectors), Repetition used for clarification, Intention of clarifying the speech content for interlocutor, Expressing group identity.

The reason the teacher mixes this language is so that my students understand the material presented and the learning objectives are achieved. Based on data obtained when conducting research in class the reasons using code mixing is categorized as Talking about a Particular Topic and based on interviews, the reasons using code mixing is categorized as Repetition used for clarification.

4.2 Suggestion

Based on the result of the research and considering the previous conclusion, the researcher would like to provide some of suggestion. They are follows:

1. The Reader

For the Reader who wants get knowledge about code mixing in someone's utterance especially in the types and reason of code mixing. The researcher hopes this research can help the readers in answering some questions about code switching.

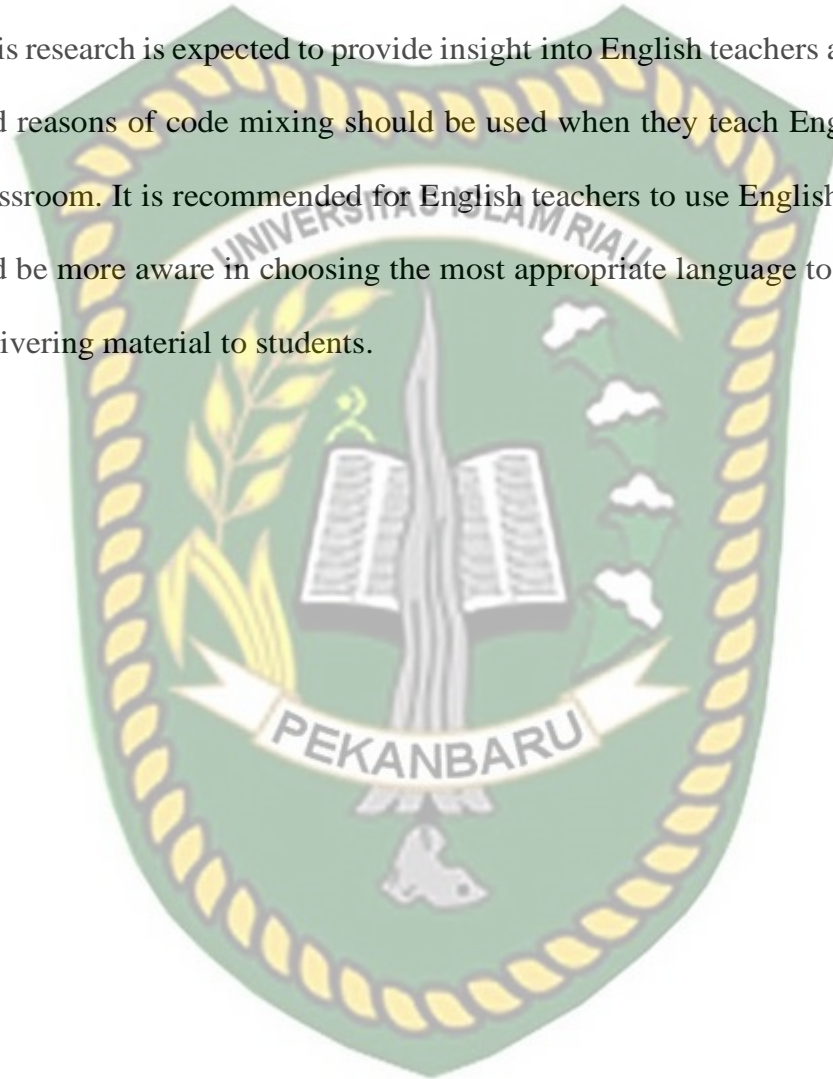
2. The Next Researcher

For the next researcher, the researchers hope that this research can be useful as the reference if the next researcher want to conduct the research about

code mixing especially on education. The next reséarchers look the phenomena of code mixing in other media or in education field other.

3. The English Teacher

This research is expected to provide insight into English teachers about types and reasons of code mixing should be used when they teach English in the classroom. It is recommended for English teachers to use English optimally and be more aware in choosing the most appropriate language to be used in delivering material to students.



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