

**INEXPERIENCED AND EXPERIENCED INSTRUCTORS'
CLASSROOM CONVERSATIONS : EMPIRICAL
EVIDENCE OF CODE SWITCHING AND
CODE MIXING**

SKRIPSI

*Submitted in Partial Fulfillment of Requirements
for The Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

By:

DANU SAPUTRO
NPM 1802050063



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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2024**



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, Tanggal 05 Desember 2024, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

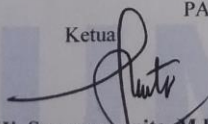
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NPM : 1802050063
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Inexperienced and Experienced Instructors' Classroom Conversations
: Empirical Evidence Of Code Switching And Code Mixing

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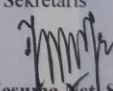
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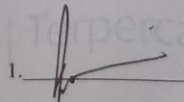



Dra. Hj. Syamsuningsih, M.Pd.

Sekretaris


Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.

ANGGOTA PENGUJI:

1. Dr. Rakhmat Wahyudin S, M.Hum.
2. Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.
3. Dr. M. Arifin, S.Pd., M.Hum.

1. 
2. 
3. 



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

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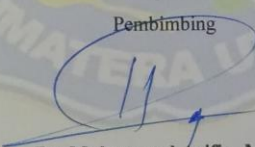
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NPM : 1802050063
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Inexperienced And Experienced Instructors' Classroom Conversations :
Empirical Evidence of Code Switching And Code Mixing.

sudah layak disidangkan.

Medan, Oktober 2024

Disetujui oleh:

Pembimbing


Dr. Muhammad Arifin, M.Pd.

Diketahui oleh:

Dekan

Ketua Program Studi



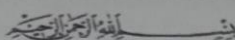
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Dr. Pirman Ginting, S.Pd, M.Hum.



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Danu Saputro
N.P.M : 1802050063
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Inexperienced and Experienced Instructors' Classroom Conversation :
Empirical Evidence of Code Switching and Code Mixing

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
14-10-2024	Research Data	
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Diketahui oleh:
Ketua Prodi

(Dr. Pimlan Ginting, S.Pd., M.Hum.)

Medan, Oktober 2024

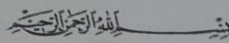
Dosen Pembimbing

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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERNYATAAN KEASLIAN SKRIPSI



Saya yang bertandatangan dibawah ini :

Nama : Danu Saputro
NPM : 1802050063
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Inexperienced And Experienced Instructors' Classroom
Conversations : Empirical Evidence of Code Switching And
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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "Inexperienced And Experienced Instructors' Classroom Conversations : Empirical Evidence of Code Switching And Code Mixing" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

Medan, Oktober 2024
Hormat saya
Yang membuat pernyataan,



Danu Saputra

ABSTRACT

Danu Saputro. 1802050063. Inexperienced and Experienced Instructors' Classroom Conversations: Empirical Evidence of Code Switching and Code Mixing Skripsi. English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara. Medan. 2024.

The purpose of this study is to determine the types of Indonesian-English code switching and code mixing used by experienced and inexperienced instructors in schools, as well as the reasons for adopting them. This study conducted descriptive qualitative research. Researchers used observation, interviews, and documentation as data analysis tools. This study's population consisted of instructors who taught at SMP Swasta Imelda Medan. The results of research on how there was two types of bilingual class language: English as the major language and Indonesia as an additional language; and Indonesian as the main language and English as an additional language. experienced instructor that represent by Mam Ade Yumna Hartanti, S.Pd. 67% of classroom incidents include code switching, compared to only 33% with code mixing. the code switching were dominated by 76% tag code switching. the inexperienced instructor that represent by Sir Haditya Rahman, S.Pd. 51% of classroom incidents include code switching, compared to 49% for code mixing. the code switching were dominated with 51 % and the types dominated by 50 % Intra sentential code switching. The researcher also discovered that instructors utilized language interfering and language transfer when they intended to discuss a specific issue, be firm about something, group identity, assist students who were confused, and restore student concentration.

Keyword : Code Switching, Code Mixing, Inexperienced and Experienced Instructors.

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Finally, with humility, the researcher hopes this thesis will be useful for all of us and get blessings from Allah SWT. Aamiin Ya Robbal Alamin.

Medan, October 2024
The Researcher

Danu Saputro
NPM. 1802050063

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CHAPTER I

INTRODUCTION

A. Background of study

Code-mixing and code-switching often occur where it could be instructor to student, student to student, even instructor to instructor, such as when teaching and English learning. Instructor prefer to explain material to students in their native language rather than in English. It is difficult when the instructor explains everything in English because it creates new problems for students, especially beginners, who end up misunderstanding every instructor's explanation. When most students have self-confidence problems, they feel insecure about expressing their questions or opinions. Instructor used codes to really ensure that students get a clear understanding of the subject. As noted by Broughton et al. (2013), a student who is able to listen and understand may not have the same speaking skills because their comprehension is different. Students must practice productive skills. As the researcher said above, depending on the situation and topic, people use codes to get a clear understanding.

In Medan, code switching and code mixing have grown commonplace in schools. It occurred because code switching and code mixing, particularly in English classes, are used by both instructors and students. When someone can converse in more than two languages, it's known as "code switching." replacing one's mother tongue or national language with another, like English (Aldayana.Y, 2022).

Code switching is the act of changing between two or more languages. Code switching refers to natural product that occurs when speakers change from one language to another language because of the conversion of scenarios that have an effect on the using of language or variety (Tatsioka, 2010).

Code mixing is combine between words and phrases from one language to another language. Code mixing is the insertion from one language to another language in the course of a single utterance (Wardagh, 2006). The current study looks into the role of bilingualism in language classes and how a learner could be exposed to two or more languages at a very basic level while beginning to learn a new language. An inquiry of the function of bilingualism in learning and teaching becomes justifiable in the context of Indonesian second language (L2) acquisition and teaching. Aside from indigenous languages, English is a second language taught in schools. (Swandani et al., 2022).

The phenomenon refers to code mixing and code switching, which are topics of study in this study. The phenomenon of code switching above may also happen in SMP Swasta Imelda Medan learning process in a class, especially when the class has begun.

In this case, when instructor use the English language in presenting material, they sometimes switch their English words into Indonesian words in similar meaning or others to make their students more understand the material they are explaining. What the instructor make on the case above is called code switching and code mixing activity. The discussion phenomena involves the switch phenomenon of language usage due to changes in contexts, For instance,

when an English instructor begins a lesson, the instructor utilizes English. When an English instructor provides students advice or admonitions, the instructor prefers to utilize Indonesian. And the phenomenon of mixed language usage as a result of a change in situation (code mixing). For example, in the context of English instructors explaining subject matter to students. In the act of communication, the instructor is conscious of borrowing a vocabulary or an English word and then combining it with the Indonesian language communication that he utilizes when discussing the subject matter (Chowdhury et al., 2020).

Based on the phenomena explained by the researcher above, the researcher is interested in conducting a research entitled: “Inexperienced And Experienced Instructors' Classroom Conversations : Empirical Evidence of Code Switching And Code Mixing.

B. Identification of the problem

Based on the background of the study, identification of the problems is formulated as follows:

1. The factors cause the using of Indonesian-English code mixing and code switching in the classroom interaction used by inexperienced and experienced instructors.
2. The forms of Indonesian-English code mixing and code switching in the classroom interaction used by inexperienced and experienced instructors.
3. The types frequency and the different frequency of Indonesian-English code switching and mixing employed by inexperienced and experienced instructors.

C. The limitation of the problem

Based on identification of the problem stated above, the researcher needs to limit and focus the problem of this research on inexperienced and experienced instructors using code switching and code mixing of Indonesian to English and English to Indonesian in teaching learning process.

D. Formulation of the problem

Based on the background above, the researcher formulated the research problem as follows:

1. What forms of Indonesian-English code mixing and code switching in the classroom interaction are used by inexperienced and experienced instructors ?
2. How many types of frequency and the different frequency of Indonesian-English code switching and mixing employed by inexperienced and experienced instructors ?
3. What factors cause the using of Indonesian-English code mixing and code switching in the classroom interaction used by inexperienced and experienced instructors?

E. Objective of the research

1. To elaborate and describe the forms of code mixing and code switching in the classroom interaction used by inexperienced and experienced instructors.
2. To identify the types frequency and the different frequency of code switching and mixing employed by inexperienced and experienced instructors.
3. To find out the factors cause the using of code mixing and code switching in the classroom interaction used by inexperienced and experienced instructors.

F. The Significance of Study

The researcher hopes that this research can distribute some significance, both theoretically and practically.

1. Theorytically

- a. The result of this study is expected to provide useful knowledge and information relate the use of code switching and code mixing in classroom learning.
- b. The results of this study are expected to provide additional information for future researcher who will conduct the same research.

2 . Practically

- a. The results of this study are expected to increase knowledge and useful information regarding the use of code switching and code mixing in classroom teaching.
- b. The results of this study are expected to provide additional information for future researcher who will conduct the same research.

CHAPTER II

LITERATURE REVIEW

A. Theoritical framework

a. Language

Language is a structured system of communication that consists of grammar and vocabulary (Nicholas E, 2009). it is the primary means by which humans convey meaning, both in spoken and written forms, and may also be conveyed through sign languages. The vast majority of human languages have developed writing systems that allow for the recording and preservation of the sounds or signs of language. Human languages possess the properties of productivity and displacement, which enable the creation of an infinite number of sentences, and the ability to refer to objects, events, and ideas that are not immediately present in the discourse. The use of human language relies on social convention and is acquired through learning (Nguyen, 2020).

Language is a form, not the substance (Chaer Lyons,1995). While Chaer mentions the characteristics that constitute the essence of language as a symbol of the sound system, are arbitrary, productive, dynamic, diverse, and humane.. Learning a language entails not just learning the formal structures of that language, but also acquiring the tactics for using it as an effective communication system (Sri Hardini, 2018). Language serves as a means of communication. As social creatures, human always need language to communicate with one another. human utilize language everywhere and at all times. It could be in a restaurant, school, or at home, among other places. It can also be used for learning, working,

playing games, and other activities. People do not only utilize one language as a medium of communication because there are various languages in the globe. Individuals also utilize language differently depending on where they learn it for the first time (Wei, 2018).

Linguistics is a term used in language learning (Trask, 2007). The scientific study of natural language is known as linguistics. Linguistics is divided into several sub-fields (Halliday, 2008). The study of language structure (grammar) and the research of meaning are two key topics (semantic). Grammar is made up of morphology, syntax, and phonology. Additional linguistic sub-disciplines include historical linguistics, sociolinguistics, psycholinguistics, neurolinguistics, language acquisition, and discourse analysis (Daulay, 2011)

In this research, the writer investigates about the language phenomena that occur in social life, the phenomena that are researched are code mixing and code switching which include in Sociolinguistics.

b. Sociolinguistics

Sociolinguistics is the study of language character, language variation, language function, and language use in interaction and in society (William Francis, 1979). Language is a medium for a man of letters to express thoughts and present certain messages to society (William Francis, 1979). This thoughts are the result of intuition, imagination, and a man of letters' personal experiences in his culture. The purpose of sociolinguistics in language literature discussion is to provide a description of a society's social situation in relation to its language (Abdurrahman, 2020). Sociolinguistics is the study of the link between language

and society, with the goal of comprehending the structure and function of language and communication. Language sociology, on the other hand, aims to understand social processes through language studies. Linguistic characteristics, for example, characterize social structures. Sociolinguistics is the study of language as it relates to society (Budiarsa, 2017).

The relationship between language and society in communication cannot be separated. Sociolinguistics is the study of the relationship between language and society (Hasanah et al., 2019). According to (Wardhaugh, 2006) Sociolinguistics studies the relationship between language and society with the goal of improving understanding of language structure and how languages operate in communication..

Meanwhile, Finney et al., (1990) defines Sociolinguistics is a science that blends linguistic and sociological concerns to varied degrees. The similar definition is stated by Hymes (1989), He underlines the notion in terms of the interaction between language and society, stating that sociolinguistics is the study of the relationships between languages and society, as well as the relationships between specific linguistics and social phenomena. From the statement above, sociolinguistics is one phenomenon of language dealing with the society.

There are many definitions that explain above. It can be concluded that sociolinguistics is the study how people interact with society by using language as mean communication. People and language cannot be separated, because they are one unity. People need language to share, express their ideas, feeling and through or when they interact one and another.

c. Bilingualism

In studying language in society, it is discovered that there is a linguistic phenomenon known as bilingual and multilingual. A bilingual or multilingual community or individual is one who can communicate in two or more languages (Mills & Mills, 1993). Bilingualism refers to the ability of a speaker to communicate in two languages. It defines bilingualism as having native-like control over two languages. It is extremely difficult to assess mastery of two languages with the same fluency and accuracy as native speakers. (Lehtonen et al., 2018). Furthermore, this definition eliminates many persons who understand more than one language but lack native-like mastery over one or both of them.

Marian & Hayakawa (2021) states that Bilingualism is the ability to communicate in two languages. Bilingualism starts when a speaker of one language can create complete, meaningful utterances in the other. In a broader sense, bilingualism is the use of two languages interchangeably, both producing and respective, by an individual or by a community. Hence, to recap, bilingualism is the ability of individuals or groups to understand and learn two languages through communicating in them on a daily basis. Bilingualism, on the other hand, is a communication practice in which two languages are used interchangeably.

d. Code Switching

Code switching is when a speaker alternates between two or more languages (or dialects or varieties of language) in one conversation (Hymes, 1974). Wardhaugh (1986) says that code-switching occurs as a result of contact with a bilingual or multilingual community, and code-switching is a strategy for using

two or more languages in the same utterance. Ezeh (2022) has also argued that the word code-switching can refer to a variety of linguistic (or dialect) alternation and mixing occurrences that can occur within the same conversation, turn, or sentence utterance. Typically, code switching is a rotational switch from one code to another while two persons are conversing. When changing the language of a conversation, people generate speech and use Code Switching. In its natural setting, code switching serves a variety of roles. Speakers use code switching to characterize the scenario and convey nuances of meaning and personal intention. (Khuda et al., 2020).

A similar definition given by Sebba, Mahootian and Jonsson provides a much simpler definition of code-switching, claiming that switch code between two or more languages is a natural event. in the speech of a bilingual individual. It is also utilized to foster positive interpersonal interactions among people who have the same code. Many people are fluent in numerous languages in everyday life. While some people only know one language, for many people around the world, bilingualism and even multilingualism are sources of pride. People normally use a distinct code for each conversation, but they can also choose to switch between codes or mix them.

Code switching is a type of sociolinguistic behavior (Schmidt, 2014). Codes switching, on the other hand, is a type of sociolinguistic behavior that is becoming more prevalent in public and social life. It can happen in both conversation and writing, but it happens significantly more frequently in conversation than in writing.

1. Types of Code Switching

After explain about the definition about code switching, this part will explain about the type of code switching. There are three types of code switching according to Poplack namely Tag Switching, Inter-sentential Switching, and the last Intra-sentential Switching (Schmidt, 2014).

a. Inter-sentential Switching

The intersentential code switching occurs at the sentence level. Intersentential code switching occurs when the speaker, after finishing a sentence in one language, switches to another language in the next sentence, or at sentence levels, where each clause or sentence is in one language or the other, as illustrated in the following examples demonstrating code switching between English and Indonesian. For example:

“You have the task for the next meeting. *Kamu harus membuat dialog pendek*”.

From example above it is intersentential switching because the speaker has completed a sentence in English “you have the task for the next meeting”, and then speaker switches to Indonesian “*kamu harus membuat dialog pendek*” in the next sentence.

Other example :

“*Jangan kemana-mana sini aja!* Do you understand?”

From example above, it is include inter-sentential switching because the speaker has completed a sentence in Indonesian “*Jangan kemana-mana sini aja*” then speaker switch to English “do you understand” in the next sentence. So,

inter-sentential switching happens when the speaker after has completed a sentence in one language switches to another language in the next sentence.

b. Intra-sentential code switching

Intra-sentential switching is the tree's most sophisticated type. Code switching occurs two codes within a clause in intra-sentential switching. It denotes that the speaker used phrases or clauses from another language within the same sentence. It means that the speakers flip between languages within the same sentence. When switches take place within a clause or sentence boundary.

For example:

Can you please tell me *kalimat apa ini?*

I'll give you a gift *kalau kalian bisa jawab*

It is called code switching included intra-sentential switching. Because the utterance show that the speaker switches from English into Indonesian in the single sentence or utterance. *Selain di post office itu kita ngapain sii?* From example above called code switching included intra-sentential switching. The utterance show that the speaker inserted phrase of second language in first language in a sentence.

c. Tag or Extra-sentential Switching

Tag switching is the process of inserting tags from one language into an utterance that would otherwise be in another. The speaker begins the speech but adds a tag-like switch (in English) at the end to emphasize or imply that he/she is requesting the address's opinion. A tag code-switching occurs when a speaker inserts short statements (tag) from another language at the end of his or her

utterances, such as "you know," "I mean," from one language into a clause or sentence in another. Because tags are subject to few syntactic constraints, they can be easily introduced at a variety of positions in a monolingual utterance without breaking any syntactic rules. For example:

It's okay, no problem, *ya nggak?*

It is a code switching because the utterance shows that the speaker switches from English "It's okay, no problem" to Indonesian "*ya nggak?*". This code switching which is existed in the last sentences is an insertion of a tag from one language into an utterance which is entirely in one another language. So, these utterances can be classified into extra sentential or tag switching.

2. Functions of Code Switching

The instructor use code switching by starting the lesson in the English language and may move into the second language. This ensures that the lesson is as communicative as possible. These function are listed as topic switch, affective functions, and repetitive functions by Mattson and Burenhult :

a. Topic Switch

In subject situations, the instructor changes his/her language to reflect the issue under discussion. This is most commonly witnessed in grammar education, where the instructor shifts his discourse to the native tongue of his student when dealing with a specific grammar topic that is being taught at the time. In these cases, the students' attention is directed to the knowledge by using code switching and, as a result, the native language. At this point, it may be proposed that a bridge be built from known (native language material) to unknown (new foreign

language content) in order to convey the new content and make its meaning evident. For example :

Lihat penggunaan kata kerja beberapa yang di pakai? Verb three

In the example above, the speaker is teaching present perfect tense. In order to elicit the use of verb three in present perfect tense, the speaker code switching. The speaker made use of bilingualism to clarify the meaning of this grammar point for her students, thus she is using topic switch.

b. Affective Function

In addition to the topic switch function of code switching, the phenomena also has affective functions that serve for expression or emotions. In this regard, the instructor employs code switching to foster unity and intimacy with the students. In this way, one can speak of code switching's contribution to creating a conducive linguistic environment in the classroom. As previously said, this is not always a conscientious procedure on the part of the educator. For example;

Fifty thousand or take when you have finished semester test. Makanya kalo belajar hpnya jangan dipakai dulu.

From the example above, show speaker emotions in this context. The anger and disapproval can be identified from the falling intonation of the speakers code switching at the end of his sentence.

c. Repetitive function

In this case, the instructor use code switching in order to transfer the necessary knowledge for the students for clarity. Following the instruction in the target language, the instructor code switchesto native languagein order to clarify

meaning, and in this way stresses importance on the foreign language content for efficient comprehension. For example;

Apa.. Apa bedanya ? Who knows the different?

From the example above the speaker to identify the different related to the topic. Speaker use repetitive function to make sure that her friends could identify the difference.

Based on Mattson and Burenhult, there are three function of instructor code switching. They are : topic switch, affective functions, and refetitive functions. Topic switch occurs when the instructor alters his/her language according to the topic that is under discussion. While affective function used by the instructor in order to build solidarity and intimate relation with the students. Then, repetitive function used by the instructor to transfer the necessary knowledge for the students for clarity.

e. Code Mixing

Tarihoran (2022) states that Code mixing happens when discussions use both languages concurrently to the point that they switch from one to the other in the course of a single phrase. Furthermore, Poeste (2019) states that Code mixing is the transfer of linguistic elements from one language to another. In other words, the elements are only partially conveyed and mix together for communication purposes. The similar definition also said by (Thara & Poornachandran, 2018) In code mixing, pieces of language are used while a speaker is basically using another language. In Addition, Priyadharshini (2020) states that The transition from one language to another within the same vocal or written text is known as

code mixing. It is a regular occurrence in societies where two or more languages are utilized concurrently.

Code mixing is natural in communication as there is a natural need or interdependence among bilinguals or multilinguals (Gibbons, 1988). Code mixing occurs with need to play a social role in society by communicators for example use English in code mixing to show that he is a modern like man, as seen in this following example:

Jangan ganggu saya, lagi ada meeting nih!

From the example above, the speaker of this sentence supposed to have felt a modern thought that he purposely and proudly communicates it to the listener.

Other example :

A: *ada apa ?*

B: *Tadi saya chatting kamu sebelum masuk kelas*

The conversation took place in the school. A and B are study in the school. A asked B what B is doing. And B made a code mixing by adding English word to his sentence “chatting” In addition.

Nababan (1991) quoted by Waode, giving his oppinion that If there is code mixing in its context, the point characteristic of code mixing is relaxation of the speaker or informal setting. It is because no specific language is employed. As a result, people require a vocabulary of foreign terms. Occasionally people mix codes to demonstrate their intelligence or rank.

Based on the explanation above, It is possible to conclude that code mixing is the process of transforming one language into another in a sentence

without affecting the meaning of the phrase. In this situation, the speaker included a chunk of second language within a single utterance. For example, insert English while speaking Indonesian. These additional language fragments are frequently words, but they can also be phrases or larger chunks. Code mixing is also used in written language, such as social media, magazines, and so on, in addition to direct speaking or vocal language.

1. Types of code mixing

According to Shabri & Yanti (2023) code mixing divided into two kinds, intra-sentential mixing and extra-sentential mixing.

a. Intra-sentential mixing

Intra-sentential mixing may range from the alternation of single words or phrases to clauses within a single sentence or utterance. Below some examples of code mixing in English Indonesia:

Saya benar-benar busy hari ini. (Busy as code mixing of word in the sentence).

Maaf, kemarin saya tidak bisa gabung diacara buka puasa bersama, because I have many duties. (because I have many duties as code mixing of clause).

Tinggal follows up di dalam nanti. (Follow up as code mixing of phrase in the sentence).

b. Extra-sentential mixing

Extra-sentential mixing usually happens between sentences. It involves less intricate syntactic interaction between the two languages engaged in code mixing because it occurs at sentence borders. Code mixing is classified into two

types: inner code mixing (originating from the native language with all variations) and outer code mixing (originating from a foreign language).

Based on Suwito (1983: 56) there are two kinds of code mixing, they are;

1. Inner code mixing, it is when speakers speak using his national language and then insert his regional language, or he speaks regional language tends to insert national language.

Ex: *mbak sini mlaku bareng!*. The speaker using Indonesia language but she inserts his regional language “mlaku”, it is javanese word, it means “walk” in English

2. Outer code mixing, it is when a speaker speaks using his national or regional language and tends to insert foreign language.

Ex: next *kita akan kerumahmu ya!*.

The speaker speaks using Indonesian language, then puts English word “next”, which in indonesia word “selanjutnya”.

According to Syarifuddin et al (2022) Differentiates the kind of code mixing in the form of words and phrase. There are:

1. Code mixing in the form of the word

When written or printed, a word is a single separate meaningful part of speech and writing that is combined with other to make and is often depicted with a gap on either side. A word is a collection of letters that produce a certain meaning. There are various types of words, including nouns, verbs, adjectives, adverbs, pronouns, prepositions, and conjunctions.

2.Code mixing in the form of phrase

A phrase is a small set of words that stand together as a mental unit and are usually part of a clause. In other words, a phrase is a collection of words that together form meaning, but it is not a subject or verb. It also includes a verb phrase, a noun phrase, an adjective phrase, and an adverb phrase. A code-mixed bilingual is someone who speaks Indonesian with several foreign language inserts. Because to the aforementioned situation, many Indonesians have westernized versions.

Code mixing happens when the primary and second languages are intermingled, such as Indonesian mixed with English, German, or Arabic. The speaker and the interlocutor utilize code-mixing knowingly and in a specific context.

The researcher concludes that code-mixing is the act of combining more than one language in communication. The majority of code-mixing situations are close. In most circumstances, code-mixing does not occur in ordinary life. Code swapping is related. Code-mixing, on the other hand, appears in casual contexts.

C.The function of Code Mixing

Winasih (2022) The objective of the speaker's speech is very important in terms of language choice. When speakers tamper with the code, the language user must fulfill specific goals. Speakers utilize code mixing to demonstrate their knowledge or stance, as well as to achieve the precision of the phrase's meaning. The function of code switching refers to what the speaker aims to achieve with the

code change. The functions of code switching and code mixing are nearly identical.

Foley (2013) reveals that The description of the language will show a picture of a society's social condition, and vice versa, the picture of a society's social condition will be reflected in the language they use. Contact language that occurs in everyday life as a bilingual will also affect the delivery of information in a newspaper, especially with a cultural background that is deeply entrenched in every community, in this case the use of Indonesian language affected by the language areas easily spread through the mass media. The code-mixing functions are as follows:

1. more argumentative to convince the speech partner,
2. more persuasive to persuade or direct the speaking partner,
3. more communicative to convey information,
4. more prestige.

D. The Differences Among Code Switching and Code Mixing

Code switching and code mixing are given underneath to expose their nature. Kachru cited on Nursjam (2004) attempts to define the distinction among code switching and code mixing. According to her, code switching entails the potential to switch from code A to code B. The alteration of codes is decided by the characteristic, the situation and the individuals. In different words, it refers to categorization of one's verbal repertoire in time period of capabilities and roles.

Code mixing, however, includes transferring linguistic devices from one code into any other. Kachru thinks of code switching as the usage of one or extra

language structures in distinct practical context, and code mixing as the usage of two or more languages for constant switching of linguistic devices from one language to any other.

They may be distinct from code switching and code mixing. If code mixing is simplest focused at the usage of the element of language such as word, idiom, and so on. However code switching is the usage of language or its variety. In code mixing there may be no situation to push someone to mix the code.

According to Tatsioka (2010) said that code switching occurs whilst the speaker converting of the situation that impacts at the usage of language or its variety. Identical with (Fasold, 1984) stated that code switching and code mixing that criterion could distinguish mean grammar.

This is the criteria to differentiate code switching and code mixing (Mulyani, 2011; Fasold, 2000). In Chaer, Fasold's theory as follows:

"Kalau seseorang menggunakan satu kata atau frasa dari satu bahasa, dia telah menggunakan campur kode. Tetapi apabila satu klausa jelas-jelas memiliki struktur gramatikal suatu bahasa, dan klausa berikutnya disusun menurut struktur gramatika bahasa lain, maka peristiwa yang terjadi adalah alih kode."

("If someone uses a word from one language, she/he has been using code-mixing. however if the clause clearly has grammatical structure of a language, and the next clause drawn up according to the shape grammatical another language, then the occasion is going on is code switching").

f. Instructor

1. Definition of Instructor

According to Harmer, (2010) "Instructor is who has lots of knowledge, not only of his subject". According to Barbara Lehn, a "instructor is someone who shares what they know and usually has the answer to questions, but if they don't, they know where to find them." Finally, the instructor is a person with a lot of knowledge and many functions, as an advisor of learning and an instructor in the learning process to share and answer knowledge problems, so the instructor's personality has a direct impact on student behavior.

2. Qualities of a Good Language Instructor

There are several qualities that a good language instructor must have (Harmer, 2010). First, an instructor must be proficient in the knowledge that she or he want to impart to students. Second, a instructor must be willing to experiment with different sorts of learning styles in order to transfer knowledge and be prepared to interact with different approaches when one method fails. A excellent language instructor must be enthusiastic in teaching languages. Finally, a good language instructor should be able to assess his students' learning and make changes depending on that assessment. Harmer claimed that the instructor's personality and character are important aspects in the classroom; it is not about the instructors themselves, but rather about the relationship between the instructor and students.

There are same characteristics of good language instructor as the following:

1. A good instructor is somebody who has an affinity with the students that they're teaching. Successful instructors are those people who can identify with the hopes, aspirations and difficulties of their students while they are teaching.
2. A good instructor should try and draw out the quiet ones and control, or the talkative ones. To be an experienced instructor, should to handles the classes which are dominated many kinds types of students such as introvert, kinesthetic and extrovert students.
3. He should be able to correct people without offending them. The instructor has to measure what is appropriate for a particular student in a particular situation, if they have made a mistake in the classroom.
4. A good instructor is someone who helps rather than shouts. Learning how to control boisterous classes is one of the fundamental skills in teaching.
5. A good instructor is someone who knows our names. A good instructor cares about the students and the students' problem

Based on the criteria above, A good instructor is someone who is concerned about their students' learning styles as well as their own instruction. A instructor must be able to deliver entertaining classes while utilizing their own personality and the desire to emphasize with students. Students learn English in meaningful ways when their instructor meets all of these criteria. Then, it can increase student motivation during the learning process.

3. Inexperience Instructor

There is a general understanding of something that is needed from an experienced instructor also needed from inexperienced instructor (Makoa & Segalo, 2021) . Inexperienced instructor is described as a instructor with a teaching experience of less than five years (Schutter, 2017). In line with Haverly (2020) Inexperienced instructors are instructors who have fresh theoretical knowledge and try to start their teaching careers. In the other hand, Farrell (2012) define an inexperienced instructor as someone who has completed a language instructor education program, as well as teaching methods, and has begun teaching English in a school, usually three years after completing their instructor program. Inexperienced educator refers to anyone with less than three years of teaching experience who has recently completed pre-service instructor training (Widiati, Suryati & Hayati, 2018). A inexperienced instructor has been described as a instructor with less than two years of teaching (Karatas & Karaman, 2013). An inexperienced instructor is a instructor who has completed his studies and began teaching with fewer than five years of teaching experience (Jensen, B., et al 2012). They provide the most in-depth examination of the challenges confronting instructors at the start of their careers. Inexperienced instructors may face several unusual conditions during their first years of experience, which may produce anxiety, insecurity, and lack of confidence. Every instructor's initial year and future years of teaching are crucial. The first year of teaching can be viewed as a critical determinant in a instructor's career. The early years of experience in the profession of instructors appear to be critical for the acquisition of abilities that

enable instructors to teach effectively. The first year of teaching can also be regarded as a challenging and testing time as instructors may face numerous problems (Maciej Serda et al., 2013).

a. Characteristics of Inexperienced Instructor

The characteristic of inexperienced instructor according to Lacireno & Bacola, et al, (2012) :

1. Almost all inexperienced instructor had a bachelor's degree (99.2 % regionally and 98.9 % and nationally). Most novice instructors had a degree from a department, school, or college of education (59.1 % regionally and 64.7 % nationally).
2. Most inexperienced instructor had a regular type of teaching certificate as opposed to an alternate or emergency certification (63.1 % regionally and 69.9 % nationally).
3. For inexperienced instructor who teach the same group of students for most of the day, the average class size is 19.0 regionally and 20.9 nationally. For those who teach several classes of different students in one day, the average number of separate classes taught is 5.7 regionally and 5.6 nationally.
4. inexperienced instructor in the region reported that 19.5 % of their students had an individualized education program (because they have disabilities or are special education students), compared with 15.7 % nationally. Both regionally and nationally, instructors report that 9.5 % of their students are limited English proficient.

4. Experienced Instructor

The identification of experienced instructors is more complex. Experienced instructors are individuals who have taught for many years, are able to motivate and maintain students' attention, know how to manage their classroom successfully, and can alter course in the middle of a lesson to take advantage of unforeseen possibilities to boost student learning. However, in the literature, the definition of experienced instructors appears to be based mostly on the number of years taught; time-related criteria might range from 2 to 9 years or more. Typically, studies define experienced instructors as those with at least 5 years of classroom experience. Number of years teaching, however, does not guarantee expertise as a instructor. Some experienced instructors may be considered expert, while others remain “experienced non-experts” (Rodríguez & McKay, 2010).

a. The Characteristics of Experienced Instructor

The characteristic of experienced instructor according to Rodriguez, (2010) :

1. Experienced instructor appear to see their classrooms in a different way to novices. Like the football keeper who focus on an attacker’s posture to anticipate where they will kick, experienced instructors are tuned in to the most critical, revealing and often subtle movements of their classrooms.
2. Experienced instructor are able to simulate the consequences of various actions and events over a range of familiar situations. This allows them to anticipate what might happen well in advance, and so to make the most effective professional judgment. This explains why their lessons often

appear to just happen in fairly uneventful ways they are constantly several steps ahead of their pupils, and others in the room.

3. Although experienced instructor tend to do less than their colleagues, and sometimes take longer to arrive at a decision, experienced instructor consistently select the most effective actions across a wide range of situations. They are also more flexible and opportunistic in their choice of actions, and carry them out with fluency and precision.
4. Experienced instructor do much of their work on “automatic pilot”. This allows them to devote a large proportion of their mental capacity to monitoring the complex, energetic environment of the classroom. It also allows them to focus their attention and energy on only the most important teaching processes, and tackle unexpected problems as they arise. As a result, Experienced instructor are highly sensitive to, and can keep track of (and better remember) what happens during a lesson, even whilst they are engaging with individuals.

Table 2.1. The Differences between Inexperienced and Experienced Instructor

NO.	INEXPERIENCED INSTRUCTOR	EXPERIENCED INSTRUCTOR
1.	Not completed 3 years of teaching (Jensen,B.,et all 2012)	Have been teaching for many years (Unal & Unal 2009)
2.	Less experience (oliver, 2005).	More experiences (oliver,2005)
3.	Spent class time at least 18% (Jensen,B.,et all 2012)	Spent class time at least 13% (Jensen,B.,et all 2012)
4.	Cannot hold the attention of student (Rodriguez & Mckay,2010)	Hold attention of student (Rodriguez & Mckay,2010)
5.	Cannot stimulate the consequence of various actions (Rodriguez & Mckay,2010)	Be able to stimulate the consequence of various actions (Rodriguez & Mckay,2010)

Table above shows that the difference inexperienced and experienced instructor based on the theory. According to Jensen Ben (2012) inexperienced instructor are not competed for 3 years of teaching and experienced instructor. according to Unal & Unal (2009) have been teaching for many years or teaching for 5 years. Inexperienced instructor always spent class 18% and experienced instructor spent class at less 13% according to Jensen (2012). Based on Berry & Johnson (2012) inexperienced instructor cannot hold attention of student in the classroom. Different with experienced instructor they have interaction by student and instructor. So, experienced instructor can hold attention of student (Rodriquez. 2010). In another hand, inexperienced instructor cannot simulate the consequence of various actions for experienced instructor be able to simulate the consequence of various actions.

B. Previous relevant Study

There are several studies relevant to this research. The first is a study conducted by Simanjuntak, N.M (2021) with the title “Code Switching and Code Mixing in the Teaching Process: A Case Study at Rainbow School of Joy in Medan”. The result of this research is ,there are three types of code switching in classroom interactions: firstly, intrasentential switching. It occurs when the instructor or the students switch the words or phrase of Indonesian language within their English conversation or vice versa. Secondly, intersentential switching. It occurs at a clause or sentence boundary, where each clause or sentence is in one language or another. Thirdly, tag switching. Here, the instructor

or the students insert Indonesian words into English conversations. The tag being inserted are the words 'ya' and 'iya'.

There are four functions of code switching in classroom interactions. They are interjection, reiteration, message qualification and addressee specification. There is a phenomenon that code switching can also function as speaking habit, but it is more or less similar to the function of code switching as interjection or sentence filler.

The instructor uses code switching to help the students understand the material and the instructions well. On the other hand, when the students have less capability and understanding in mastering English, the instructor also uses code switching in classroom interactions. Code switching may be used by the instructor to develop student's skill to catch what the instructor said.

The students respond positively on the use of code switching used by the instructor. They believe that code switching can help them understand well about what their instructor said. Code switching used by the instructor in classroom interactions is a good strategy to create an effective EFL class.

The second is a study conducted by Aldayana, Y. (2022) with the title "An Analysis of Students Code Switching and Code Mixing on Learning Process in English Classroom at MAN 1 Medan". The result of this research is, English instructors generally have positive views about the practice of code switching in the EFL classroom. Code switching is perceived by instructors as a valuable teaching and learning resource in the classrooms to facilitate the learning process, by ensuring that the curriculum is more accessible to students. It is also an

effective strategy employed by instructors for classroom management and affective purposes. There are 25 reasons why do the instructor use code switching in the classroom. The major function of instructors' code switching mainly for curriculum access and for maintaining interpersonal relations.

The third is a study conducted by Barus, N (2021) with the title "Code Switching Analysis In High School Students' "From the research findings, there is a tendency for all high school students in Sultan Iskandar Muda School medan to use mixed English codes in their conversation, especially in informal contexts. They use hybrid English codes in Indonesian discussions in several situations. For example, when they communicate with friends in hangout places, at school, and home, some students also use English code-switching. The switching of English expressions in Indonesian conversation demonstrates their ability to use English. English as a foreign language is regarded as a high-valued language. Those who can speak English can be categorized as intelligent, sophisticated, and excellent. This study found the most frequent English words in the Indonesian discussion of Sultan Iskandar Muda School medan students. Furthermore, the results show that the existing code-switching is in word form, phrases, and clauses. Another interesting finding is that the students mix the English clauses without grammatical rules, just colloquial expressions. The positive side from this finding is that students need to practice their English no matter if they are wrong in using the language. They want to build self-confidence that they can mix English in Indonesian dialogues. On the contrary, the code-switching might bring up students' less ability in using formal Indonesian.

The fourth is a study conducted by Nurzahidah (2020) with the title “An Analysis of Code Switching Used by The English Instructor at Senior High School 2 Batanghari”. The researcher found that there are two types mostly occurred by instructor on her utterances in teaching and learning process. They are intra sentential code switching which kind of code switching occurs within a phrase, a clause, or a sentence boundary and involving a change of pronunciation which kind of code switching occurs at phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure. The second type of code switching by Hoffman’s theory is intra lexical code switching which kind of code switching occurs within a word boundary is the less occur in instructor utterances in teaching and learning process.

The fifth is a study conducted by Rifa Silvia Purnama (2022) with the title “Code-Switching in Love Story Playlist By It’s Me Bcl Youtube Channel”. The researcher wishes to draw a conclusion of her research of code-switching which is found in Love Story Playlist by It’s Me BCL YouTube Channel. In analyzing the data containing the utterances or sentences made by the above two speakers. The research findings reveal that there are seventy utterances or sentences which are categorized into intra-sentential code-switching, ten utterances or sentences belong to inter-sentential code-switching, fourteen utterances or sentences belong to intra-lexical code-switching, seventeen utterances or sentences belong to an emblematic switching , six utterances or sentences belong to an establishing continuity switches, three utterances or sentences are categorized into involving a change of pronunciation. It is concluded that codes witching has been found in the

utterances made by Bunga Citra Lestari and Danniel Mananta, the two speakers in the love story playlist. Further, the intra sentential code-switching is the most frequently used in the conversation.

C. Conceptual Framework

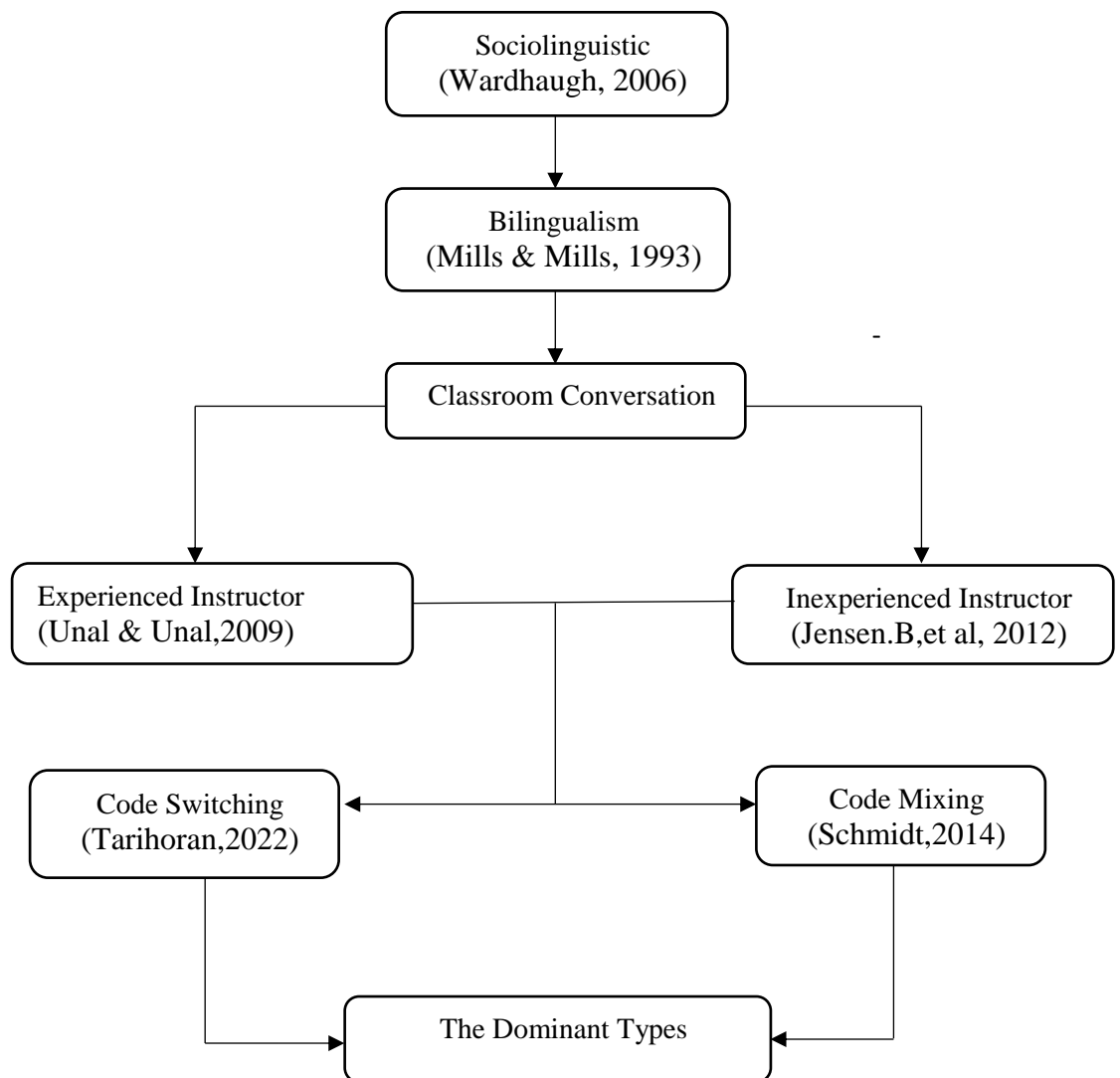


Figure I. Conceptual Framework

The conceptual framework above explains the comparison between inexperienced and experienced instructor in classroom conversation. The conceptual framework above explain the research which conduct by the

researcher. The research is descriptive research which describe about the differences between inexperienced and experienced instructor in using code mixing and code switching in classroom conversation. Inexperienced instructor have teaching experienced for three years and experienced instructor have teaching experienced more five years. The researcher examines bilingualism from the conceptual framework above, namely code-mixing and code-switching where bilingualism is classified from the study of sociolinguistics. So that the researcher aims to research also to find out the forms of code-mixing and code-switching in classroom conversation,. In the state of code-mixing, it consists of phrases and words, while code-switching takes the form of a transition between English to Indonesian and Indonesian to English. Furthermore, code-switching focuses on formal and informal languages.

CHAPTER III

METHOD OF RESEARCH

A. Research design

In this research, the researcher use descriptive method in a qualitative research. A descriptive approach is a research strategy that correctly and factually explains a situation or topic of interest (Isaac, S., & Michael, 1987). Therefore, the researcher analyze systematically the instructor directly and deliver the result of the research factually and accurately.

Data in the form of script documents, and interviews are used to present the findings of the study. this study, researcher is find out types of code-switching and code mixing that use by inexperienced and experienced instructor in the classroom and also types of frequence using code switching and code mixing. The location at SMP Swasta Imelda Medan.

In this study, the first thing the researcher do is to make observations during two weeks. Then, the conversations carry out by the instructor and students are recorded using an android phone, and after that the researcher transfer the conversations of the instructor and students into script. The aims to make it easier for researcher to find out the type of code switching used in the classroom. After conducting observations, the researcher also collected data from interviews with the instructor, then analyze the data.

The last step is to analyze all the results of the observations and also the results of the interviews. After that, the researcher classify the types of code-

switching and code mixing and who is the most using code switching and code mixing between inexperienced and experienced instructor in the classroom. After inprevious paragraph are carry out, conclusions could be found in an effort to answer the problem formulation.

B. Source of data

This research takes place at SMP Swasta Imelda Medan. The reason for choosing this location is because the researcher has studied at this school and knows more about the conditions and the characteristics of the instructors. This research itself will focus on instructor who teach in elementary level and intermediate level class

The subjects of this research are english instructors who teach at SMP Swasta Imelda Medan. the time of the research is going during two days. The data of this research is taken from and instructor's utterances that record in the classroom. The recorded utterance is transcribed into texts by researcher. After that, the transcription is interlate to the focus of the study, the code-mixing and code-switching.

C. Research Instrument

Gulo (2008) stated that Research instruments are written guidelines about interviews, or observations, or lists of questions, which are prepared to get information from respondents. The instrument is called as the Guidelines of Engagement or Interview Guidelines or Questionnaires or Documentary Guidelines, according to the method used.

The data of this research taken from observation, interview and documentation. The data sources took from english instructors who teach at SMP Swasta Imelda Medan.

D. The Technique for Collecting the Data

The technique of data collection is a process of gathering the necessary data in the research with the data collection and then it is used to test the hypotheses that have been formulated. Meanwhile, according to Sugiyono (2009) Data collection techniques can be carried out in four types of data collection techniques, namely observation, interviews, documentation, and combination/triangulation. To collect the data, the researcher uses some techniques in order to make easier in analyzing the data such as observation, interview and documentation.

1. Observation

Observation approach is a way to get information about human behavior by way of watching and recording with no direct touch. Its guide by means of Marshall (1995) said that thru statement, the researcher find out about conduct and the meaning attach to those behavior. Statement is to get information about human behavior as in truth.

Meanwhile, for collecting the data, the researcher use nonparticipant observation. In non-participant observation, the researcher only has one function is an observer (Moleong, 2015). In this observation to get the data. The researcher asks permission to join in the class and then observes the class. During

observation, the researcher records the instructor's utterances using voice recorder.

2. Interview

After collecting the data from the observation, the researchers did an interview directly to get the official document and to get the deeper information participant personal perception related to the use of code switching and code mixing by instructor in the classroom. In accordance with Fonnata and Frey in Creswell (2012) interview is the most powerful ways to understand our fellow human being in this case the participant.

For the interview, the researcher used Indonesian language to minimize misunderstandings in data analysis and used free interview. The free interview do not need to prepare an answer but respondents are free to express their opinion (Sudjana, 2007).

3. Documentation

Documentation is taking pictures or objects based on findings in the campus area. According to Bradford (1948) documentation is the process of collecting and subject classifying all the records of observations. Documentation is a method used to prepare documents by using accurate evidence from recording sources of information.

The collected data in this step, the researcher come into the class and take a picture when the instructor having a conversation with the student in teaching and learning process at the classroom. The picture will be a proof that the researcher do this research.

E. Procedur of Collecting Data

To obtain data, researcher will collect data with the following steps:

1. Researcher observes the location and subject. This research will conduct on instructor who teach in elementary level and intermediate level class SMP Swasta Imelda Medanmedan.
2. The researcher records the discussions make by students and instructor during one meeting, since 2 meetings.
3. Researcher interviews instructor and students after making observations.
4. Then, the researcher transcribes the recordings of the instructor and students' speeches made in the learning process to draw conclusions.

F. The Technique of Data Analysis

Matthew B. Miles (1994) stated that there are three types of data analysis. Three types of data analysis are data condensation, data display, conclusion drawing, or Verification. It can be explained as follows:

1. Data Reduction

The researcher selects and summarizes the relevant documents before encoding the data. Here, the researcher develops a starting coding list based on the theoretical orientations of the researcher and then examines the data, which is known as pattern coding. In data reduction, there are also steps for easily searchable or making a reflective note, where the researcher can write down what she thinks and clarifies about the object.

The researcher selects whether parts of the data that occurred in the interview transcription and observation transcription should be highlighted, reduced, or left aside altogether for the objectives of the research while reducing the data.

2. Data Display

Matthew B. Miles (1994) qualitative data analysis methodology is data display. This stage gives an ordered and condensed collection of facts that allows for conclusion drawing. The writer showed the data to identify the data from the students. Put them in the proper categories, as defined, and then show them in the form of tables.

3. Conclusion/Verification Drawing

The last stage stream of analysis activity is conclusion verification. Conclusion drawing involves stopping ask to consider what analyzed data mean and to assess their Implication for the research question. In this phase, the writer drew meaning from the data in a display. Furthermore, the data have to be checked for their sturdiness and confirm ability. The writer used a triangulation approach to validate the data. To reach the valid finding of this study, the writer evaluated different sources, such as interview replies and observational data, as many times as necessary.

The researcher do some steps of analyzing the data. First, the researcher transcribes the utterances of code switching and code mixing of the instructor. It helped to classify the form of code switching or code Mixing and its types. After

the data are collected, they put down in the written form through three steps as follow:

1. The researcher listened carefully to the natural teaching-learning process in the recorded data.
2. The researcher transcribes the recorded data as accurate as possible and arranges them as series of teaching-learning process.

The utterance that made by instructor in teaching learning process.

Table 3.1. The Utterance that Made by Instructor in Teaching English Process

No	instructor's utterances
1	
2	
3	
....	

3. The researcher classifies the data which contained code switching or code mixing and each types. The data which contained code switching or code mixing as data of investigation. The code switching or code mixing utterance and its types that made by instructor in teaching learning process.

Table 3.2. Categorization of Code Switching and Code Mixing

No	Categorization Code switching /mixing	Expressions	Types
1			
2			
3			

4. Then the researcher classified the similar types based on types in order to make more simple. The code-switching or code-mixing utterance based on its types that made by instructor teaching learning process.

Table 3.3. The Percentage of Code Switching and Code Mixing in the Classroom.

No	Types of code switching	Frequency
1	Tag code	
2	Intra sentential	
3	Inter sentential	

No	Types of code mixing	frequency
1	Inner	
2	Outer	
3	Hybrid	

5. Then the researcher accounts the amount of code-switching types used during the teaching English as a foreign language in the classroom.

First, the reseacher calculates the code switching and code-mixing found in teaching English in the classroom using formula (Iskani, 2014) as follows:

$$\% \text{ of CS} = \frac{\text{Frequency of CS Utterance} \times 100\%}{\text{All utterances in the classroom}}$$

Secondly, calculates the percentage of each code-switching and code - mixing types using formula as follow:

$$\% \text{ of each types} = \frac{\text{Frequency of each types of CS} \times 100\%}{\text{All CS in the classroom}}$$

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Finding

The researcher would like to describe the data that was collected in this chapter. Based on the instrument that the researcher used for the study, the data description will be given. These are as follows:

a. Finding Through Observation

Based on the observation that the researcher discovered during investigation. Previously, the school turned over to the researcher the English classes VIII D, taught by Mam Ade Yumna Hartanti, S.Pd., and class IX C by sir Haditya Rahman, S.Pd.,. According to the subjects of the observation, the researcher discovered the following details on code switching and code mixing by English instructor during the teaching process:

1) Teaching Material

The national government's syllabus has guided the instructor's selection and organization of the teaching materials in the textbook. The subject matter is more engaging, and the instructor can easily convey it to the students. The instructor used a combination of English and Indonesian, occasionally blending into local tongue, to explain the lesson. By placing emphasis on the text, students can occasionally comprehend its meaning and participate in the learning process as well as daily life. Each topic centered on one of your skills: writing, speaking, listening, and reading.

2) Code Switching and code Mixing was made by instructor

At the time, the instructor used English to explain the subject matter. The instructor uses a combination of words to help the students grasp the subject matter. The instructor introduced code mixing and switching to the class during this procedure. Nonetheless, the instructor's implementation of code swapping in the classroom is more prevalent in this instance.

3) The instructors' way to give code switching and mixing

The instructor is always able to provide the pupil with code switching. Every time the instructor changed the topic or when a student asked a question regarding anything they didn't understand, the instructor would use code switching. The instructor used code switching since she was aware of the students' limited proficiency in the language. In order to make her statements more understandable, the instructor also used code mixing. The data demonstrates that when instructor employ code switching to explain concepts, students find it easy to understand.

4) The students' response after giving code switching or code mixing by the instructors

The subject that the instructors had explained in code-switching made for positive student responses in every meeting. pupils' motivation in learning in the class is evident from the instructor's methods, which consistently elicit favorable responses from the class, because the instructor helped the pupils in understanding what the instructor said. According to the findings of the observation, students understood more when the instructoremployed code switching and code mixing

than when the researcher taught English in its entirety. Because the instructor uses code switching or code mixing to present the content, the students can understand it well without the instructor having to repeat it in Indonesian. It indicates that the students found the lesson easy to understand when code switching or code mixing was used.

Based on the findings of the observation, students found it easier to understand when the instructor employed code switching or code mixing as opposed to using complete English when teaching English. The students completed the assignment without asking questions when the instructor asked them to, and they seemed to like it because the instructor had used code switching to explain the contents. Observing the students' enthusiasm for the English course after employing code switching and code mixing suggests that the students found the methods engaging, useful for improving their English, and supportive of the learning process.

The following of utterance by Mam Ade Yumna Hartanti, S.Pd., based on types of code switching and code mixing.

Table 4.1. Category of Code Switching and Code Mixing

No	Categorization code	Expression	Types
1	Code switching	I'm fine too. Ok, <i>sampai di mana</i> our clas meeting. Dialog?	Inter
2	Code Switching	Descriptive text <i>Sudah?</i>	Tag
3	Code Mixing	Ok, <i>untuk speaking-nya besok saja menghadap yah.</i>	Outer
4	Code Mixing	Tomorrow, <i>silahkan yang mau menghadap</i>	Outer

		speaking <i>datang ke saya.</i>	
5	Code Switching	And yang <i>tidak menghadap tidak ada nilainya.</i>	Inter
6	Code Switching	Ok, kita masuk ke materi invitation!	Intra
7	Code Switching	Page forty nine. <i>Empat puluh Sembilan.</i>	Inter
8	Code Mixing	Have you heard <i>tentang</i> invitation? What is that?	Inner
9	Code Switching	Hah! Why invitation <i>berbahaya?</i>	Tag
10	Code Switching	<i>Saya tidak Tanya alasan,</i> I ask you what is that, <i>Apa itu?</i>	Inter
11	Code Mixing	<i>Jadi</i> invitation is... <i>apa?</i>	Outer
12	Code Mixing	So, dalam bahasa Indonesia invitation adalah <i>undangan</i>	Outer
13	Code Mixing	Dan kalau invitation <i>ada lisan dan tulisan</i>	Outer
14	Code Mixing	<i>Kalau dalam bahasa inggrisnya ada speaking invitation dan text invitation.</i>	Outer
15	Code Switching	Official breakest of piala dunia. <i>Apa itu?</i>	Intra
16	Code Switching	Official <i>itu maksudnya resmi.</i>	Intra
17	Code Switching	An official notification about something. <i>Jadi undangan? About?</i>	Intra
18	Code Switching	<i>Jadi yang di maksud dengan invitation is undangan secara resmi tentang sesuatu.</i>	Inter
19	Code Mixing	<i>Yang namanya sesuatu,</i> something yah <i>apa-apa saja.</i>	Outer
20	Code Switching	See... so, ublicly people know what, when, and where is about. <i>Jadi ingat invitation itu di tujukan untuk banyak orang.</i>	Inter
21	Code Mixing	Yang namanya invitation <i>bukan invitation kalau hanya di tujukan untuk satu orang.</i>	Outer
22	Code Mixing	<i>Nah kalau begitu Mengapa invitation tidak hanya di tujukan untuk satu orang?</i>	Outer

23	Code Mixing	<i>Yah... jadi meskipun invitation untuk satu orang tapi di tujukan untuk semua orang.</i>	Outer
24	Code Switching	<i>For example, kalau temnnya nanti di panggil tapi tidak dengar, ada temannya yang mendengarkan, nasrul... di panggil tadi.</i>	Inter
25	Code Mixing	<i>Naik lagi arisan mu Nasrul.</i>	Inner
26	Code Switching	<i>Sampai di sini ada yang mau di tanyakan, any questions?</i>	Inter
27	Code Switching	<i>Ok, kita lihat lagi, The purpose, function, and goal of nouncement is giving certain people some information of what has happened or what will happen. Apa artinya itu?</i>	Inter
28	Code Mixing	<i>Tujuan, tujuan dari invitation itu apa?</i>	Outer
29	Code Switching	<i>Menyampaikan hal-hal yang penting? Any more....</i>	Intra
30	Code Switching	<i>Jadi tujuannya adalah untuk memeberikan informasi, giving information</i>	Inter
31	Code Mixing	<i>For example, SMA 5 mau mengadakan acara maulid, yang di umumkan secara lisan di sampaikan oleh ketua kelas kemudian ke seluruh siswa.</i>	Outer
32	Code Switching	<i>Ok, kita lihat bagian-bagian dari invitation</i>	Intra
33	Code Switching	<i>Yah generic structure of invitation. Apa itu generic structure?</i>	Intra
34	Code Switching	<i>Iya. Bagian-bagian dari invitation.</i>	Inter
35	Code Switching	<i>Apa? Setting purpose.</i>	Intra
36	Code Mixing	<i>Then, ada stating day, date and time.</i>	Inner
37	Code Mixing	<i>Coba, purpose apa artinya itu purpose?</i>	Inner
38	Code Switching	<i>Logikanya kan begini, kalian tidak bawa kamus jadi jago semuami toh. Nah sekarang saya Tanya apa artinya itu purpose?</i>	Inter

39	Code Switching	<i>Apa. Tujuan, Mr.Google kau Tanya? Ok, good.</i>	inter
40	Code Switching	<i>Stating purpose dari katanya saja tujuan.</i>	Intra
41	Code Switching	<i>Nah yang di maksud stating purpose di sini di buat untuk apa. For what?</i>	Inter
42	Code Switching	<i>For example tujuannya untuk menyampaikan sebuah upacara.</i>	Inter
43	Code Mixing	<i>Attention! Stating purpose maksudnya invitation itu di buat untuk apa?</i>	Outer
44	Code Switching	<i>Then, stating day, date and time. Jadi dalam pembuatan invitation harus ada tanggal, hari dan waktu.</i>	Intra
45	Code Switching	<i>Stating place, harus ada tempat.</i>	Inter
46	Code Switching	<i>Kemudian, informing standard maksudnya informasi akan undangan ini di buat oleh siapa.</i>	Inter
47	Code Switching	<i>Atau orang yang bisa kita hubungi or CV (contact person). Mengenai kegiatan itu.</i>	Intra
48	Code Mixing	<i>Jadi ingat yang namanya invitation kalau berkaitan dengan sebuah acara harus jelas waktu kapan, harinya kapan, tanggal nya jelas.</i>	Outer
49	Code Switching	<i>Invitation di bawahnya ada commite, what is that?</i>	Intra
50	Code Mixing	<i>Apa jago semuami, tidak ada yang bawa kamus. Pas di tanya hmm.. tidak ada na tau.</i>	Inner
51	Code Mixing	<i>Jadi committee itu artinya panitia?</i>	Outer
52	Code Switching	<i>Lihat lagi, invitation! Commite...</i>	Intra
53	Code Switching	<i>School trip to kuta beach, ah. Kuta beach itu di mana?</i>	Intra
54	Code Switching	<i>Jadi isi undangannya tentang perjalanan yang akan di lakukan di kuta beach bali.</i>	Inter
55	Code Switching	<i>Jadi pada tanggal 27 november, the school hold a school trip to kuta beach.</i>	Intra

56	Code Switching	Departure time, <i>apa itu?</i>	Inter
57	Code Switching	<i>Yah... waktu keterangan jam 08: 00 pm.</i>	Intra
58	Code Switching	<i>PM ini siang atau malam?</i>	Inter
59	Code Switching	<i>PM itu, mulai jam 12 tengah malam sampai dengan jam 12 siang.</i>	Inter
60	Code Switching	<i>AM itu mulai jam 12 siang sampai dengan jam 12 tengah malam.</i>	Intra
61	Code Switching	<i>Kemudian programs, kegiatan atau acara walk along the beach to the lagoon, watching the beach festival and many more.</i>	Intra
62	Code Switching	<i>Fee? Yah... Pembiayaan.</i>	Intra
63	Code Mixing	<i>Jadi yang paling tepat adalah seven hundred fifty, bukan fivety yah tapi fifty.</i>	Outer
64	Code Mixing	<i>Kalau angka satuan di baca five, kalau belasan atau puluhan maka five berubah menjadi fif...</i>	Outer
65	Code Switch	<i>Fifty thousand rupiah, kalau dollars, dollars.</i>	Intra
66	Code Switching	<i>Contact person, orang-orang yang bisa di hubungi, berkaitan dengan undangan ini. Hubungi Firman, Ryan, Susan.</i>	Intra
67	Code Switching	<i>Bayu Pradana chair person, ketua panitia.</i>	Inter

From the table VI, it also can be taken the percentage of the code switching and code mixing was made by the instructor in teaching learning process. Here is the table percentage of code switching and code mixing found in teaching English in the classroom.

Table 4.2. The Percentage of Code Switching and Code Mixing in the Classroom

Categorization	Frequency
Code switching	67%
Code mixing	33%
Total	100%

The percentage of code switching and code mixing that the instructor did in the classroom is displayed in the table. According to the table, 67% of classroom incidents include code switching, compared to only 33% with code mixing. But each group is categorized according to its types. The lecturer in the classroom created the following table types of code mixing and code switching.

The following the percentage of the code switching and code mixing.

Table 4.3. Percentage of Code Switching

No	Types of Code Switching	Frequency
1	Tag code switching	8%
2	Intra sentential code switching	42%
3	Inter sentential code switching	50%
Total		100%

Table 4.5. Percentage of Code Mixing

No	Types of code mixing	Frequency
1	Inner code mixing	23%
2	Outer code mixing	77%
3	Hybrid code mixing	0%
Total		100%

The table shows the percentage of each type of code switching and code mixing in the class. Like the previous exposure that the code switching were dominated with 67% and the types dominated by 76% tag code switching, inter sentential code switching 13%, and intra sentential code switching 13%. Then the code mixing were dominated outer code mixing 77% and the inner code mixing 23%.

The following of utterance by sir Haditya Rahman, S.Pd., based on types of code switching and code mixing.

Table 4.4. Category of Code Switching and Code Mixing

NO.	Categorization codes	expression	types
1	Code Switching	Good morning my dear students ! selamat pagi !	Inter
2	Code Switching	How are you? Apa kabar semuanya ?	Inter
3	Code Mixing	I'm fine baik, thank you	Inner
4	Code Switching	Let's absent first. Saya mau absen dulu	Intra
5	Code Mixing	Alright, <i>semua nya hadir</i> . good	Inner
6	Code Mixing	<i>Terakhir belajar apa sama</i> miss vita ?	Outer

7	Code Switching	Expression intention, <i>sudah ?</i>	Tag
8	Code Switching	We are going to start our lesson, about expression intention. who knows about expression intention? <i>ada yang tau ?</i>	Inter
9	Code Switching	Open your book page ninety six, <i>halaman sembilan puluh enam</i>	Tag
10	Code Switching	<i>Ya</i> , for the future. “would” in here is not past from “will”. <i>Ini bukan bentuk “past” dari “will”nya</i>	Inter
11	Code Switching	But its’s <i>polite</i> kita berbicara lebih sopan mungkin kepada orang yang lebih tua dari kita. It’s different with “will” and “going to”, but have same meaning for the future	Intra
12	Code Switching	It’s different with “will” and “going to”, but have same meaning for the future. <i>Sama saja untuk yang akan datang ya sama kan</i>	Inter
13	Code Switching	What is the different? <i>ada yang tau bedanya dengan “will” dan “going to”</i>	Inter
14	Code Switching	When we use verbal sentence it’s mean we use verb, when we use nominal sentence we don’t use verb but we use noun or adverb. <i>Sama semuanya karena itu adalah keinginan atau niat, atau kita dapat mengatakan sesuatu yang harus dilakukan di masa depan.</i>	Inter
15	Code Switching	I don’t said “we will tal our lesson” no, but I said “we are going to talk our lesson” <i>karena kepastiannya sangat diyakini dan bakalan terjadi</i>	Intra
16	Code Switching	I will be here tomorrow” without verb <i>tanpa tanda kerja ya. why ? because the kinds of sentence is two</i>	Intra
17	Code Switching	Maybe tomorrow, next week or next year <i>atau tahun depan tapi sudah punya hubungan dengan keluarga mu and her family</i>	Intra
18	Code Switching	Do you get it? <i>Apa sudah bisa kalianpahami poinnya?</i>	Intra
19	Code Switching	you would visit my house” <i>bisa langsung dirubah ke</i>	Intra

		<i>pertanyaan“ bisakah kamu berkunjung kerumah ku? “would you visit my house?”.</i>	
20	Code Switching	<i>“will you visit my house?” dan jawaban kamu mungkin “besok, minggu depan or next month</i>	Inter
21	Code Switching	<i>Same pattern of the formula, Semua polanya sama dan kalian mengikutinya saja bagaimana menggunakannya</i>	Intra
22	Code Switching	<i>That is English itu lah bahasa inggris, have different meaning. Ngga semuanya sama sesuai dengan arti.</i>	Inter
23	Code Switching	<i>Do you get it? Now, I would like to practice in front of the class. Apa kalian sudah benar-benar paham pada materi ini? Because repeating make you sure</i>	Inter
24	Code Switching	<i>Every I come to this class, I always want all of you practicing. Because you will remember. Karena dengan praktek kita bisa mengingat sampai 90%.</i>	Inter
25	Code Switching	<i>Now from you kita dengarkan percakapan mereka. Than, you practice in front of the class</i>	Intra
26	Code Switching	<i>For the boy, kamu membicarakan situasi kaya dan senang. Let’s see your friends performance.</i>	Intra
27	Code Switching	<i>Ok. Ask her about the price? Tanya berapa harganya tas nya</i>	Inter
28	Code Switching	<i>You make sure that you will give them the money dan kamu pastikan kamu bisa memberikan mereka uangnya.</i>	Intra
29	Code Switching	<i>You are best friend of Aya, teman akrab kamu gitu ya. Than, Awan have planning after finish in this school will go to university of Gajah Mada.</i>	Intra
30	Code Switching	<i>And Aya, want to be a doctor ingin menjadi dokter gitu ya. But, Aya’s father want her to be architect.</i>	Intra
31	Code Switching	<i>The first you ask him and he answer</i>	Intra

		your question. “What will you do after finish study in this school?” and she or he will answer <i>tergantung pada siapa kamu bertanya</i>	
32	Code Switching	Aya for the first. <i>Iya kamu, apa yang pertama ceritanya bertanya pada temannya</i>	Inter
33	Code Switching	Now, we practice. <i>Kita berlatih ya</i> , now draw a girl picture. Please ask your friends.	Intra
34	Code Mixing	But here <i>ingat ada perbedaan ya</i> , because we have three kinds of expressing intention.	Inner
35	Code Mixing	Let’s see here. Perhatiakan yang pertamanya, the formula is using I would like plus to. The second is use another object plus will	Inner
36	Code Mixing	What the other reason <i>alasan lain</i> “will” is close for the time between we speak about our planning. “I’m going to” is maybe very near or not long for the space time when we speak about our planning.	Inner
37	Code Mixing	We can say that something to do in the future. <i>Yang akan datang</i> . In this case maybe use tonight, tomorrow, next month, next year, all of the adverb of time or place we can use in this sentences	Inner
38	Code Mixing	Now, your friend said that have space time <i>ada waktunya</i> and space time long between when we speak	Inner
39	Code Mixing	The other explanation about “will” and “going to” is sure but “will” it maybe is not sure or just planning, <i>bisa dipahami?</i> Can you	Inner
40	Code Mixing	<i>Ini sudah</i> maybe 80% <i>atau</i> 90% it will be happen when I say “we are going to talk about our lesson today” <i>itu</i> 90% will be happenakan terjadi.	Outer
41	Code Mixing	<i>Do you get it, paham antara</i> going to and will	Inner
42	Code Mixing	we will go to Bali next year” it will happen or not <i>bisa terjadi tapi bisa</i>	Inner

		<i>tidak</i> . Do you get it?	
43	Code Mixing	It's different, <i>ada bedanya</i> if you state "I'm going to" "we are going to" <i>jika</i> there is no doubt, <i>tidak ada keraguan</i>	Inner
44	Code Mixing	Perbedaan ini when we speak with someone it's different in structure dan juga different in meaning. Perbedaan maknanya. OK, any question ?	Outer
45	Code Mixing	Example "I will go to Jakarta" "will you go to Jakarta?" <i>gitu kan</i>	Inner
46	Code Mixing	Jika menggunakan <i>question word</i> kalo menggunakan "what where" <i>tapi jika dia expressing intention</i> maka kita bisa menggunakan "would, will, and going to".	Outer
47	Code Mixing	This is expression of intention, <i>mengungkapkan suatu tujuan</i> and happen in the future	Inner
48	Code Mixing	There is polite, <i>ada yang</i> sure will be happen, <i>ada juga yang</i> maybe also will not sure "i'm going to buy a motorcycle"	Inner
49	Code Mixing	<i>Itu bisa ya</i> , can you? Ok, <i>akan menikah tahun depan</i> <i>sekarang anggaplah</i> this is your instructor and you invite your instructor to come your party.	Outer
50	Code Mixing	We will stay for a day in this house, <i>sehari saja</i>	Inner
51	Code Mixing	Tell about your planning, <i>ya silahkan jelaskan. What's your plan and tell her more</i>	Inner
52	Code Mixing	Ok. Ask her about the price <i>tanya</i> how much?	Outer
53	Code Mixing	Ask how much you spend the money for this holiday? Say <i>seratus juta aja</i> , one million	Inner
54	Code Mixing	How much you spend money? Five teen million, <i>50 juta ya</i>	Inner
55	Code Mixing	Next, one more. <i>Satu lagi ya</i> come to practice tata and firza please come <i>maju kedepan sini</i>	Inner
56	Code Mixing	Ok finish? Did you understand?	Inner

		<i>Masih bingung still confuse?</i>	
57	Code Mixing	Yes. <i>sama saja pertanyaannya</i> use “would, going to and will”.	Outer
58	Code Mixing	“Will and would” is different if there is no like <i>nya</i> . I would to go to jakarta. I will go to jakarta.	Inner
59	Code Mixing	My question is i have two children, anak a boy and a girl. Than i have brother and my brother have girlfriend do you get it ? and what is the relationship between this one and this one ? <i>sepupu</i>	Inner

From the table 4.7, it also can be taken the percentage of the code switching and code mixing was made by the instructor in teaching learning process. Here is the table percentage of code switching and code mixing found in teaching English in the classroom.

Table 4.5. The Percentage of Code Switching and Code Mixing in the Classroom

Categorization	Frequency
Code switching	51%
Code mixing	49%
Total	100%

The percentage of code switching and code mixing that the instructor did in the classroom is displayed in the table. According to the table, 51% of classroom incidents include code switching, compared to 49% for code mixing. But each group is categorized according to its types. The lecturer in the classroom

created the following table types of code mixing and code switching. The following the percentage of the code switching and code mixing.

Table 4.6. Percentage of Code Switching

No	Types of Code Switching	Frequency
1	Tag code switching	7 %
2	Intra sentential code switching	50 %
3	Inter sentential code switching	43%
Total		100%

Table 4.7. Percentage of Code Mixing

No	Types of code mixing	Frequency
1	Inner code mixing	76 %
2	Outer code mixing	24 %
3	Hybrid code mixing	0%
Total		100%

The percentage of each kind of code switching and code mixing in the class is displayed in the table. Like the previous exposure that the code switching were dominated with 51 % and the types dominated by 50 % Intra sentential code switching, inter sentential code switching 43%, and tag code switching 7 %. Then Like the previous exposure that the code mixing were dominated with 49 % and the types were dominated inner code mixing 76% and the outer code mixing 24%.

By using code switching or using code mixing the students were easy to understand the lesson.

b. Finding Through Interview

Instructors were interviewed in order to get information about the elements that influence their usage of code switching and code mixing, including how pupils learn to do it, why they do it, how well they understand it, how they may improve their skills, what they believe is important, and how they learn it. What reasons lead to the employment of code switching and code mixing in the teaching and learning process at SMP Swasta Imelda Medan was the issue statement that this interview was intended to address. Additionally, the following outcome of the conducted interview, (interview with English instructor Mam Ade Yumna Hartanti, S.Pd., on October 14 and sir Haditya Rahman, S.Pd., on October 15 2024).

According to Mam Ade Yumna Hartanti, S.Pd "It's true that "I frequently use the code switching process due to factors in the students themselves." According to an explanation, an English instructor frequently engages in code switching and code mixing in the classroom. "Therefore, I always use mixed language when teaching in class because students do prefer it and are more eager to learn. It's not just Indonesian to English; I also frequently add regional language, and I don't think that's a problem."

While, According to sir Haditya Rahman, S.Pd "one of the reasons to assess the students' own abilities, followed by the degree of difficulty of the content we teach, including specific topics, the vocabulary, and even the types of

sentences in the lesson to determine whether they are extremely foreign to the child, meaning they are unfamiliar. Lastly, we must mix or switch in the hopes that the child will benefit. with the mixing or switching”.

According to the instructors' explanation, the primary reason why they engage in code switching and code mixing is because they believe that pupils still struggle with English comprehension in the classroom, which forces them to employ code switching. Students who comprehend the content better comprehend it more because they don't have to spend time trying to figure out what the instructor is trying to say in full English.

Meanwhile, Mam Ade Yumna Hartanti, S.Pd said “Since students receive immediate feedback and don't feel burdened or bored in class, I believe this helps students improve their English speaking abilities. According to the instructor's description in this section, students can improve their capacity to learn English by responding to the two questionnaires, which will help them better understand the material without feeling under pressure in the classroom”.

Sir Haditya Rahman, S.Pd also said that “I think it's significant. particularly in this context, given the circumstances of the pupils whose English comprehension is still somewhat limited. Different levels of knowledge are the cause of this; some people can understand, but most people can't tell if they want to know or not. Additionally, we are unable to coerce them because pupils are interested in learning about other topics”.

The instructor emphasized in this explanation that they were more hesitant to utilize code switching or code mixing because they observed the students'

conditions. According to an interview with English instructor, instructors frequently utilize code switching or code mixing because of the conditions that exist in their pupils. The targeted condition is that students' comprehension of English is still inadequate, and using full English in the classroom will generate new issues. They may take a while to comprehend the information presented. Given the students' circumstances, the instructor believes that they are compelled to take certain actions.

The instructor added that in addition to using Indonesian in the classroom, she occasionally used the local tongue to explain the content, which increased student interest and helped them comprehend it better. As a result, the instructor concludes that this type of instruction can help students become more proficient in the English language since they feel less pressured to understand the instructor's explanations.

B. Discussion

a. Types of Code Switching and Code Mixing that Made by Instructor

According to Poplack (1980) there are three types of code-switching. They are; Tag-Switching, Intra-Sentential, Inter-Sentential. Each of them is explained one by one and followed by some examples.

- 1) Tag-Switching, Tag-switching is the process by which a bilingual inserts a brief phrase or tag from a different language into a speech that is partially or entirely in a different language. These types of tags or phrases have few

syntactic restrictions, so they do not violate syntactic rules when they are inserted into a sentence that is given in the L1.

Based on the findings, there is a data which are categorized as tag switching, as follows:

- *Apa. Tujuan, Mr.Google kau Tanya? Ok, good.*

prior to the goal This statement uses Bahasa Indonesia as the embedded language (switch) and English as the instruction. Thus, this sentence has been code-switched from English to Indonesian. Because the speaker inserted the English tag (Ok, good) into an Indonesian sentence, this line was included in Tag or symbolic code switching. Because it appears as a tag and does not alter the sentence's main idea, the word "good" was tag-switching.

2) Intra-Sentential, In this type, the instructor alternates between languages within a single statement. As a result, the sentence will be in two languages. When a foreign language word, phrase, or clause appeared in a base language sentence, this was known as an intra-sentential displacement. Based on the findings, there are some data which are categorized as intra-switching, as follows:

- I will be here tomorrow” without verb *tanpa tanda kerja ya*. why ?
because the kinds of sentence is two

In this sentence, English or we can said English as instruction and Bahasa Indonesia as the embedded. In one sentence there were two languages that are switched, from English (I will be here tomorrow” without verb) than switch to Bahasa Indonesia (*tanpa tanda kerja ya*). It is categorized as intrasentential switching.

The researcher deduced from the collected data that the instructors attend in order to prevent the transition from Bahasa Indonesia to English. On the other hand, it might be simpler to transition from English to Bahasa Indonesia. This has to do with how the two codes are positioned differently, with English being seen as the target language in the classroom. When officially taught English is utilized as the target language in the classroom, both instructors and students must stress how to use the language properly and formally. Additionally, the rate at which speakers displayed accurate target language form demonstrated the success of language learning.

3) Inter-sentential, This type involves a shift in language at the sentence level. A speaker transitions between languages in between sentences. This suggests that if a person's speech is broken up into sentences, one phrase will be in one language and the other will be in a completely different language. The instructor may use pauses to change the subject of the discussion. The pause used here indicates the boundaries or relationships between sentences by temporarily suspending the voice.

- That is English *itu lah bahasa inggris*, have different meaning. Ngga semuanya sama sesuai dengan arti.

This statement uses Bahasa Indonesia as the embedded language (*itu lah bahasa inggris*) and English as the instruction language. Thus, this sentence has been code-switched from English to Indonesian. Because the speaker alternates between two sentences—one in English and the other in Indonesian—and because

code-switching also takes place between sentences, this sentence has been classified as an example of inter-sentential code-switching.

The researcher would like to describe the findings from the preceding description of code switching and code mixing in the teaching and learning process at SMP Swasta Imelda Medan in this section. The researcher first describes code switching and code mixing in instructors, which is the use of two or more languages at the same time, before going on to explain the research's findings. This happens in multilingual groups that are compelled to do so due to limitations on both the speakers' and interlocutors' abilities.

The researcher draws conclusions about the research's findings in this chapter based on the analysis that was completed. The subjects of this study are English instructors who use code mixing or code switching when instructing English in the classroom.

According to this study, the English instructor at SMP Swasta Imelda Medan employed two forms of code mixing and three types of code switching: inner and outer code mixing, as well as tag, intra, and inter code switching. During one instance, the instructor incorporated parts of regional languages while alternating between English and Indonesian.

In the initial phase of data collection, the researcher observes the English learning class in order to get information and notes regarding the presence and manner in which the instructor uses switch and mixed code when instructing the main class. The monitor is present during the researcher's non-participant observation. Keeping an eye on, paying close attention to, and drawing

conclusions from all activities. The researcher classified each type of code switching and code mixing created by the instructor using table analysis to examine the data observation. This method is used to watch how language is utilized in authentic situations. Since the study's focus was the instructors' explanations, the first stage in gathering data was to record the instructors' explanations that the researcher wished to examine. After that, the researcher turns the spoken data into writing form by transcribing the utterances. The investigator starts examining which statements were code-switching or code-mixing and what those terms mean. The researcher carried out a few data analysis tasks. The researcher begins by transcribing the instructor's code-switching and code-mixing statements.

Based on the observations made that the English instructor did the process code switching and code mixing. For Mam Ade Yumna Hartanti, S.Pd., the code switching were dominated with 67% than the code mixing just 33% that happen in the classroom. With each types tag code switching 76%, intra sentential code switching 11%, and inter sentential code switching just 13% whereas in the types of code mixing inner code mixing 23%, and outer code mixing 77%. While for Sir Haditya Rahman, S.Pd The percentage of each kind of code the code switching were dominated with 51 % and the types dominated by 50 % Intra sentential code switching, inter sentential code switching 43%, and tag code switching 7 %. Then Like the previous exposure that the code mixing were dominated with 49 % and the types were dominated inner code mixing 76% and the outer code mixing 24%.

In order to address the study questions, the researcher planned to describe the results of the investigation in this section after classifying the data according to the type of code switching and code mixing. According to the research findings, it is evident that the utterances of English instructors exhibit various forms of code mixing and code switching. The researcher discovered thirty-four instances of tag code switching that took place in the classroom at SMP Swasta Imelda Medan, five instances of inter-code switching that were produced by the English instructor, and six instances of intra-code switching. Additionally, the researcher discovered five instances of inner-code mixing and seventeen instances of outer-code switching conducted by the English instructor. This shows that tag code switching is more dominant than other types in other word is types tag code switching is more used the instructor in the class. Than second is outer code mixing 77% that used the instructor at SMP Swasta Imelda Medan.

b. The Instructor's Factor to Switch and Mixing Code in the Class.

The analysis's findings were published in response to the observation that the instructor had made a transfer language when he intended to convert the textbook's English translation into Indonesian. If the instructor does not reiterate the meaning found in their English translation books, the students will not be able to follow the conversation..

Additionally, based on the instructor's direct interview, the instructor assumed that she always used code switching and code mixing in the classroom because the students found it easier to understand the instructor's explanations of the materials when she used code switching rather than full English.

The English instructor claims that code switching is crucial to her teaching of English since she is aware of how little the students at SMP Swasta Imelda Medan are learning the language. When the instructor used full English in the classroom, the instructor worries that the students may not understand what she is describing. To obtain specific information from the English instructor regarding the reasons for code-switching and code-mixing in English instruction, the researcher conducts an interview.

According to Abdul Chaer and Leonie Agustina (1995) in their book *Sosiolinguistik*, the speaker may do code switching and code mixing from one language to another due to habit, the speaker's desire to balance their partners' language skills, presenting to three people from different backgrounds, shifting the topic of conversation, or transitioning from a formal to an informal or informal to a formal situation. In their book *Pengantar Linguistik*, Aslinda and Syafyaha (2007) also explained that the reasons code switching occurs are according to who spoke, by language, to whom, when, and to what.

When referring to the findings of earlier researchers, speaking According to the research findings, the instructor in the class uses a code switch because she is bilingual in social media and can switch between languages. By language, the instructor employed two or more languages in this part because the instructor's first language was used in some of the utterances. If the instructor uses full English in class, the students who are listening won't grasp what is being said, hence the instructor should use code switching. In order to help the students better understand the topic, the instructor should use code switching or code mixing

when speaking and to what in the classroom. Changing the subject of the discussion to persuade the instructor to use code switching and code mixing in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding of the research, the researcher concludes the result of the research is:

1. Research shows that the experienced and inexperienced instructors at SMP Swasta Imelda Medan use three types of code switching and two types of code mixing. There are the types of code switching was made by instructor in the classroom are tag code switching ,intra code switching and inter code switching while the code mixing are inner code switching and outer code mixing.
2. For the experienced instructor that represent by Mam Ade Yumna Hartanti, S.Pd. 67% of classroom incidents include code switching, compared to only 33% with code mixing. the code switching were dominated by 76% tag code switching.
3. For the inexperienced instructor that represent by Sir Haditya Rahman, S.Pd. 51% of classroom incidents include code switching, compared to 49% for code mixing. the code switching were dominated with 51 % and the types dominated by 50 % Intra sentential code switching.
4. Experienced instructor used code switching and code mixing more than the inexperienced instructor based on the data.
5. The factor of instructors do the code switching and code mixing in the class because the student is more understand the material if the instructors explain with switch and mix her language. Besides that the factor situation like

limited vocabulary and topic changes sometimes make instructor forced to switch over and mix language.

B. Suggestion

1. Instructors can use code-switching to lubricate the communication with their students in order to maintain the classroom's situation. And as the result, it was expected that the students will be able to be accustomed to communication in the classroom. Code-switching and code-mixing can be applied when the instructor explains the material or gives instructions to students so that students were easier to understand. Instructor should not evade the existence of code-switching in teaching English in the classroom as it has many advantages in teaching students in the classroom.
2. For the other researchers this design of this thesis used descriptive qualitative research which use case study, its recommended for the other researcher to do the research used the other design to increase better research for who interest researching the use of code-switching and codemixing.

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APPENDICES

Appendix 1. The instructors Utterance

NO.	Mam Ade Yumna Hartanti, S.Pd., Utterance
1	Good afternoon!
2	How are you?
3	I'm fine too. <i>Ok, sampai di mana our class meeting.</i> Dialog?
4	Descriptive text. <i>Sudah?</i>
5	<i>Ok, untuk speaking-nya besok saja menghadap yah.</i>
6	Tomorrow, <i>silahkan yang mau menghadap speaking datang ke saya.</i>
7	<i>And yang tidak menghadap tidak ada nilainya.</i>
8	Ok, kita masuk ke materi invitation!
9	Page fourty nine. Empat puluh Sembilan.
10	Have you heard tentang invitation? What is that?
11	Hah! Why invitation berbahaya?
12	Saya tidak Tanya alasan, I ask you what is that. Apa itu?
13	Jadi invitation is... apa?
14	So, dalam bahasa Indonesia invitation adalah undangan.
15	Dan kalau invitation ada lisan dan tulisan
16	Kalau dalam bahasa inggrisnya ada speaking invitation and text invitation.
17	Official broadcast of piala dunia. Apa itu?
18	Official itu maksudnya resmi.
19	An official notification about something. Jadi undangan? About?
20	Jadi yang di maksud dengan invitation is undangan secara resmi tentang sesuatu
21	Yang namanya sesuatu, something yah apa-apa saja.
22	See... so, people know what, when, and where is about. Jadi ingat invitation itu di tujukan untuk banyak orang.
23	Yang namanya invitation bukan invitation kalau hanya di tujukan untuk satu orang.
24	Nah kalau begitu Mengapa invitation tidak hanya di tujukan untuk satu orang?
25	Yah... jadi meskipun invitation untuk satu orang tapi di tujukan untuk semua orang.
26	For example, kalau temannya nanti di panggil tapi tidak dengar, ada temannya yang dengarkan say, Nasrul... di panggil tadi.
27	Where is Nasrul, mana dia ?
28	Sampai di sini ada yang mau di tanyakan, any questions?
29	Ok, kita lihat lagi, The purpose, function, and goal of invitation is invite certain people some information of what has happened or what will happen, Apa artinya itu?
30	Tujuan, tujuan dari invitation itu apa?
31	Untuk memberitahukan sesuatu, apa lagi?
32	Menyampaikan hal-hal yang penting? Any more....

33	Jadi tujuannya adalah untuk mengundang dan memeberikan informasi, giving information
34	Jadi ingat yah... untuk memberikan sesuatu kepada orang-orang mengenai sesuatu yang terjadi atau sesuatu yang akan terjadi.
35	For example, SMP swasta imelda mau mengadakan acara maulid, yang di umumkan secara lisan di sampaikan oleh ketua kelas kemudian ke seluruh siswa.
36	Ok, kita lihat bagian-bagian dari invitation
37	Yah generic structure of invitation. Apa itu generic structure?
38	Iya. Bagian-bagian dari invitation.
39	Apa? Setting purpose.
40	Then, ada stating day, date and time.
41	Coba, purpose apa artinya itu purpose?
42	Ada lagi yang tidak bawa kamus?
43	Tidak ada yang bawa kamus?
44	Logikanya kan begini, kalian tidak bawa kamus jadi jago semuami toh. Nah sekarang saya Tanya apa artinya itu purpose?
45	Apa. Tujuan, Mr.Google kau Tanya? Ok, good.
46	Stating purpose dari katanya saja tujuan.
47	Nah yang di maksud stating purpose di sini di buat untuk apa. For what?
48	For example tujuannya untuk menyampaikan sebuah upacara.
49	Attention, stating purpose maksudnya invitation itu di buat untuk apa?
50	Atau acara apa yang mau kita adakan.
51	Then, stating day, date and time. Jadi dalam pembuatan invitation harus ada tanggal, hari dan waktu.
52	Stating place, harus ada tempat.
53	Kemudian, informing stander maksudnya invitation akan undangan ini di buat oleh siapa.
54	Atau orang yang bisa kita hubungi or CV (contact person). Mengenai kegiatan itu.
55	Jadi ingat yang namanya invitation kalau berkaitan dengan sebuah acara harus jelas waktu kapan, harinya kapan, tanggal nya jelas.
56	Bayangkan kalau tidak ada jamnya, orang bingung datang jam berapa.
57	Ok, now untuk contoh yang lebih jelas nya silahkan lihat contoh yang ada di bawahnya.
58	Invitation di bawahnya ada commite, what is that.?
59	tidak ada yang bawa kamus. Pas di tanya hmm.. tidak ada yang tau
60	Jadi committee itu artinya panitia?
61	Lihat lagi, invitation! Commite...
62	School trip to kuta beach, ah. Kuta beach itu di mana?
63	Jadi isi undangannya tentang perjalanan yang akan di lakukan di kuta beach bali.
64	On 27 of November, the second will hold a school trip to kuta beach.
65	Jadi pada tanggal 27 november, the school hold a school trip to kuta

	beach.
66	Departure time, apa itu?
67	Yah... waktu keterangan jam delapan pm.
68	PM ini siang atau malam?
69	Pm itu, mulai jam dua belas tengah malam sampai dengan jam dua belas siang.
70	Am itu, mulai jam dua belas siang sampai dengan jam dua belas tengah malam.
71	Kemudian programs, kegiatan atau acara walk along the beach to the lagoon, watching the beach festival and many more.
72	Fee? Yah... pembiayaan.
73	Berapa pembiayaannya? Bagaimana bacanya?
74	Jadi yang paling tepat adalah seven hundred fifty, bukan fivety yah tapi fifty.
75	Kalau angka satuan di baca five, kalau belasan atau puluhan maka five berubah menjadi fif...

NO.	Sir Haditya Rahman, S.Pd. Utterance
1	Good morning my dear students ! selamat pagi !
2	How are you? Apa kabar semuanya
3	I'm fine baik, thank you
4	Let's absent first , saya absen dulu
5	Alright, <i>semua nya hadir.</i> good
6	<i>Terakhir belajar apa sama</i> miss vita ?
7	Expression intention, <i>sudah ?</i>
8	We are going to start our lesson, about expression intention. who knows about expression intention? <i>ada yang tau ?</i>
9	Open your book page ninety six, <i>halaman sembilan puluh enam</i>
10	<i>Ya, for the future. "would" in here is not past from "will". Ini bukan bentuk "past" dari "will"nya</i>
11	But its's <i>polite</i> kita berbicara lebih sopan mungkin kepada orang yang lebih tua dari kita. It's different with "will" and "going to", but have same meaning for the future
12	It's different with "will" and "going to", but have same meaning for the future. <i>Sama saja untuk yang akan datang ya sama kan</i>
13	What is the different? <i>ada yang tau bedanya dengan "will" dan "going to"</i>
14	When we use verbal sentence it's mean we use verb, when we use nominal sentence we don't use verb but we use noun or adverb. <i>Sama semuanya karena itu adalah keinginan atau niat,atau kita dapat mengatakan sesuatu yang harus dilakukan di masa depan.</i>
15	I don't said "we will tal our lesson" no, but I said "we are going to talk our lesson" <i>karena kepastiannya sangat diyakini dan bakalan terjadi</i>

16	I will be here tomorrow” without verb <i>tanpa tanda kerja ya</i> . why ? <i>because the kinds of sentence is two</i>
17	Maybe tomorrow, next week or next year <i>atau tahun depan tapi sudah punya hubungan dengan keluarga mu and her family</i>
18	Do you get it? <i>Apa sudah bisa kalianpahami poinnya?</i>
19	you would visit my house” <i>bisa langsung dirubah ke pertanyaan“ bisakah kamu berkunjung kerumah ku? “would you visit my house?”.</i>
20	“will you visit my house?” <i>dan jawaban kamu mungkin “besok, minggu depan or next month</i>
21	Same pattern of the formula, <i>Semua polanya sama dan kalian mengikutinya saja bagaimana menggunakannya</i>
22	That is English <i>itu lah bahasa inggris</i> , have different meaning. Ngga semuanya sama sesuai dengan arti.
23	Do you get it? Now, I would like to practice in front of the class. <i>Apa kalian sudah benar-benar paham pada materi ini? Because repeating make you sure</i>
24	Every I come to this class, I always want all of you practicing. Because you will remember. <i>Karena dengan praktek kita bisa mengingat sampai sembilan puluh persen</i>
25	Now from you <i>kita dengarkan percakapan mereka</i> . Than, you practice in front of the class
26	For the boy, <i>kamu membicarakan situasi kaya dan senang</i> . Let’s see your friends performance.
27	Ok. Ask her about the price? <i>Tanya berapa harganya tas nya</i>
28	You make sure that you will give them the money <i>dan kamu pastikan kamu bisa memberikan mereka uangnya</i> .
29	You are best friend of Aya, <i>teman akrab kamu gitu ya</i> . Than, Awan have planning after finish in this school will go to university of Gajah Mada.
30	And Aya, want to be a doctor <i>ingin menjadi dokter gitu ya</i> . But, Aya’s father want her to be architect.
31	The first you ask him and he answer your question. “What will you do after finish study in this school?” and she or he will answer <i>tergantung pada siapa kamu bertanya</i>
32	Aya for the first. <i>Iya kamu, apa yang pertama ceritanya bertanya pada temannya</i>
33	Now, we practice. <i>Kita berlatih ya</i> .,now draw a girl picture. Please ask your friends.
34	But here <i>ingat ada perbedaan ya</i> , because we have three kinds of expressing intention.
35	Let’s see here.Perhatikan yang pertamanya, the formula is using I would like plus to. The second is use another object plus will

36	What the other reason <i>alasan lain</i> “will” is close for the time between we speak about our planning. “I’m going to” is maybe very near or not long for the space time when we speak about our planning.
37	We can say that something to do in the future. <i>Yang akan datang</i> . In this case maybe use tonight, tomorrow, next month, next year, all of the adverb of time or place we can use in this sentences
38	Now, your friend said that have space time <i>ada waktunya</i> and space time long between when we speak
39	The other explanation about “will” and “going to” is sure but “will” it maybe is not sure or just planning, <i>bisa dipahami?</i> Can you
40	<i>Ini sudah</i> maybe 80% <i>atau</i> 90% it will be happen when I say “we are going to talk about our lesson today” <i>itu</i> 90% will be happenakan terjadi.
41	<i>Do you get it, paham antara</i> going to and will
42	we will go to Bali next year” it will happen or not <i>bisa terjadi tapi bisa tidak</i> . Do you get it?
43	It’s different, <i>ada bedanya</i> if you state “I’m going to” “we are going to” <i>jika</i> there is no doubt, <i>tidak ada keraguan</i>
44	Perbedaan ini when we speak with someone it’s different in structure dan juga different in meaning. Perbedaan maknanya. OK, any question ?
45	Example “I will go to Jakarta” “will you go to Jakarta?” <i>gitu kan</i>
46	Jika menggunakan <i>question word</i> kalo menggunakan “what where” <i>tapi jika dia expressing intention</i> maka kita bisa menggunakan “ <i>would, will, and going to</i> ”.
47	This is expression of intention, <i>mengungkapkan suatu tujuan</i> and happen in the future
48	There is polite, <i>ada yang</i> sure will be happen, <i>ada juga yang</i> maybe also will not sure “i’m going to buy a motorcycle”
49	<i>Itu bisa ya</i> , can you? Ok, <i>akan menikah tahun depan dan sekarang anggaplah</i> this is your instructor and you invite your instructor to come your party.
50	We will stay for a day in this house, <i>sehari saja</i>
51	Tell about your planning, <i>ya silahkan jelaskan. What’s your plan and tell her more</i>
52	Ok. Ask her about the price <i>tanya</i> how much?
53	Ask how much you spend the money for this holiday? Say <i>seratus juta aja</i> , one million
54	How much you spend money? Five teen million, <i>50 juta ya</i>
55	Next, one more. <i>Satu lagi ya</i> come to practice tata and firza please come <i>maju kedepan sini</i>
56	Ok finish? Did you understand? <i>Masih bingung</i> still confuse?
57	Yes. <i>sama saja pertanyaannya</i> use “ <i>would, going to and will</i> ”.
58	“Will and would” is different if there is no like <i>nya</i> . I would to go to jakarta. I will go to jakarta.
59	My question is i have two children, anak a boy and a girl. Than i have brother and my brother have girlfriend do you get it ? and what is the

	relationship between this one and this one ? <i>sepupu</i>
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Appendix 2. Instrument of Interview

1. What do you think about code-switching and code-mixing?
(Menurut bapak/ibu code-switching dan code-mixing itu yang seperti apa?)
2. Have you ever switched or mixed your language when you speak English?
How often?
(Apakah Anda pernah mencampur bahasa Anda ketika Anda berbicara bahasa Inggris? Seberapa sering?)
3. Why do you switched or mixed those languages or instruction when teaching learning process?
(Jika begitu, mengapa bapak/ibu beralih atau menggabungkan bahasa tersebut saat proses belajar mengajar?)
4. What do you think when you switched or mixed that language?
(Apa yang Anda pikirkan ketika Anda mengganti atau mencampur bahasa itu?)
5. What makes you switched or mixed languages when teaching learning process?
(Apa yang membuat bapak/ibu beralih atau mencampurkan bahasa saat proses belajar mengajar?)
6. How do students react when you switch or mixed language when teaching and learning?
(Bagaimana reaksi siswa ketika anda switch atau mixed bahasa ketika proses belajar mengajar ?)

Appendix 3. Transcribe of The Interview

The Result of Interview

Interviewer : The Researcher (Danu Saputro)

Interviewee : Ade Yumna Hartanti, S.Pd.

Day/Date : Monday , 14 October 2024

Time : 08.30 s.d 08.50 WIB

Interviewer : Assalamualaikum Warahmatullahi Wabarakatuh bu.

Interviewee : Waalaikumsalam Warahmatullahi Wabarakatuh

Interviewer : Perkenalkan bu, nama saya Danu Saputro, dari Universitas Muhammadiyah Sumatera Utara mahasiswa Pendidikan Bahasa Inggris Semester 11. Jadi, saya disini ingin mewawancarai ibu tentang penelitian saya. Sebelumnya boleh perkenalan diri dulu bu?

Interviewee : Oke, nama saya Ade Yumna Hartanti, S.Pd. Saya mengajar di sini lebih kurang 4 tahun, tapi sebelumnya dinas pertama nya di MTs Al Fajar Sibolga tahun.

Interviewer : Baik. Saya akan mulai wawancara nya bu. Pertanyaan yang pertama itu apakah ibu tau apa yang di maksud dengan code mixing dan code switching?

Interviewee : Ya, tau. Sepengetahuan saya bahwa Code-Switching ini pergantian bahasa Antara Bahasa inggris ke Indonesia atau sebaliknya biasanya itu berupa kalimat. Artinya kadang-kadang dia

menggunakan kalimat berbahasa inggris dan kalimat berbahasa Indonesia yang utuh. Tetapi kalo dia Code-Mixing yang mana ada penggunaan beberapa kata atau beberapa phrase kadang-kadang digunakan dalam bahasa inggris dan dicampur kedalam Bahasa Indonesia itu sendiri.

Interviewer : Ooo gitu ya bu. Jadi, selama ibu mengajar Bahasa Inggris full menggunakan Bahasa Inggris atau full Bahasa Indonesia atau digabung keduanya saat dikelas bu? Seberapa sering bu?

Interviewee : Ohh kalau itu, Combine! Keduanya digabung karena dua-duanya digunakan karna sejalan. Terkadang kan dek ibu lebih nyaman kadang ngomong tentang ini pake Bahasa Inggris gitu atau kadang nyaman nya pake Bahasa Indo aja. Tapi itu dilihat lagi tergantung dengan kepada siapa kita mengajar, siapa yang kita ajar dan melihat situasi dan kondisi dari pada peserta didik yang kita ajarkan.

Interviewer : Oh gitu ya bu. Mengapa ibu dalam proses pembelajaran menggunakan code switching dan code mixing tersbut? Apakah ada alasan khusus bu?

Interviewee : Well, Kita menggunakan metode code switching dan code mixing agar siswa itu paham apa yang saya ajarkan. Kadang kan saya pakai Bahasa Inggris itu terus diulang lagi ke Bahasa Indonesia itu biar siswa nya menangkap apa yang saya perintahkan. Anak-anak jadi terbiasa juga mendengar Bahasa asing tu, karena mereka

mungkin sering dengan dari lagu, film, dan lain-lain tapi kan kalau disekolah dan dirumah mereka gak terbiasa berbahasa Inggris.

Interviewer : Betul. Bisa nambah vocab juga ya bu berarti.

Interviewee : Yes, itu dia. Bisa juga nambah vocab mereka. Karena setiap pertemuan dan penilaian harian saya memberikan beberapa vocab kepada siswa jadi kalau saya tidak kasih vocab nanti mereka kesulitan dalam ujian.

Interviewer : Baik bu. Ada tidak bu situasi khusus yang membuat ibu merasa perlu menekankan istilah atau ungkapan tertentu dalam pelajaran Bahasa Inggris? apa yang membuat bapak/ibu beralih atau mencampurkan bahasa saat proses belajar mengajar?

Interviewee : Saat menjelaskan perlu-lah menekankan istilah atau ungkapan tertentu dalam pelajaran Bahasa Inggris, tujuannya biar siswa ngerti.

Interviewer : Menurut ibu, apa fungsi dari peralihan dan pencampuran bahasa dalam kelas bagi siswa? Apakah ada manfaat bagi siswa?

Interviewee : Kalau tidak kita gunakan kombinasi seperti ini kan siswa itu tidak akan terbiasa ngomong dan dengar Bahasa Inggris ini. Karena di Indonesia ini kan Bahasa Inggris Bahasa asing. Kadang saat menjelaskan saya juga menggunakan itu untuk menegaskan sesuatu ke siswa atau memberikan perintah, kan. Jadi, sedikit banyak mereka jadi paham oh ternyata ini artinya begini gitu dek.

Interviewer : Terakhir bu, menurut ibu Bagaimana reaksi siswa ketika anda switch atau mixed bahasa ketika proses belajar mengajar ?

Interviewee : Penggunaan nya maksudnya mungkin untuk menunjukkan identitas dari siswa itu sendiri. Karena ketika siswa dengan latar belakang bahasa yang berbeda-beda berinteraksi satu sama lain, mereka mungkin akan menggunakan bahasa mereka sendiri atau bahasa yang mereka rasa paling nyaman untuk berkomunikasi. Dalam situasi ini, code switching dan code mixing dapat terjadi secara alami sebagai bentuk identifikasi diri dengan kelompok bahasa mereka.

Interviewer : Baiklah bu, jadi sebagai penegas juga ya bu. Terakhir saya ingin mengucapkan terimakasih kepada ibu atas waktu nya. Sekian dari saya bu. Wassalamualaikum Warahmatullahi Wabarakatuh.

Interviewee : Baik. Sama-sama. Waalaikumsalam Warahmatullahi Wabarakatuh.

The Result of Interview

Interviewer : The Researcher (Danu Saputro)

Interviewee : Haditya rahman S.Pd

Day/Date : Tuesday, 15 October 2024

Time : 11.45 s.d 12.15 WIB

Interviewer : Assalamualaikum Warahmatullahi Wabarakatu

Interviewee : Waalaikumsalam Warahmatullahi Wabarakatu

Interviewer : Perkenalkan pak, nama saya Danu Saputro, dari Universitas Muhammadiyah Sumatera Utara mahasiswa Pendidikan Bahasa Inggris Semester 11. Jadi saya sebagai peneliti punya beberapa pertanyaan yang akan saya ajukan kepada bapak untuk mendukung data yang sedang saya cari. Mendukung data yang sedang saya cari. Jadi langsung saja pertanyaan saya yang pertama. Menurut bapak Code Switching dan Code-Mixing itu yang seperti apa?

Interviewee : Hmmm, jadi begini. Ada 2 hal yang ditanyakan Code Switching dan Code-Mixing. Sepengetahuan saya bahwa Code-Switching yang mana disaat seseorang baik itu guru atau siapa pun menggunakan bahasa dalam hal ini kadang-kadang menggunakan dua penyampaian bahasa baik itu bahasa Inggris ke bahasa Indonesia yang mana Code-Switching ini penggunaan bahasa yang bahasanya itu berupa kalimat. Artinya kadang-kadang dia menggunakan kalimat berbahasa Inggris dan kalimat

berbahasa indonesia yang utuh. Tetapi kalo dia Code-Mixing yang mana ada penggunaan beberapa kata atau beberapa phrase kadang-kadang digunakan dalam bahasa inggris dan dicampur kedalam bahasa indonesia itu sendiri.

Interviewer : Ok pak, jadi pertanyaan saya yang kedua. Selama bapak mengajar, apakah bapak pernah menggunakan Code-Switching atau Code-Mixing ketika mengajar bahasa inggris? Dan seberapa sering bapak menggunakannya?

Interviewee : Ya, tentu saja karna kita sebagai guru bahasa inggris yang mengajarkan bahasa inggris dan disekolah itu merupakan bahasa kedua yang merupakan bahasa foreign language nya jadi disana sering terjadinya penggunaan Code-Switching dan Code-Mixing. Tapi itu tergantung dengan kepada siapa kita mengajar, siapa yang kita ajar dan melihat situasi dan kondisi dari pada peserta didik yang kita ajarkan.

Interviewer : Oo begitu ya pak, jadi menurut bapak target utama yang menjadi, yang menjadi target utama bapak ketika menggunakan Code-Switching dan Code-Mixing itu murid? Ya begitu ya pak?

Interviewee : Iya, sebenarnya target utama itu jelas murid itu sendiri apa bila disana kita melihat kondisi ada dari beberapa murid atau bahkan banyak murid yang mengalami kebingungan atau

kesulitan ketika kita menggunakan bahasa inggris maka perlu dibutuhkan CodeSwitching dan Code-Mixing ya.

Researcher : Jadi, selanjutnya ketika bapak menggunakan Code-Switching dan Code-Mixing itu apa yang bapak pikirkan?

Interviewee : Tentunya yang kita pikirkan adalah sejauh mana disaat kita menggunakan Code-Switching dan Code-Mixing itu materi yang kita sampaikan si anak bisa memahami, anak bisa mengerti dengan baik dan bisa pada saat kita meminta untuk mengaplikasikan apa yang kita harap bisa tercapai.

Interviewer : Jadi, alasan apa yang membuat bapak beralih atau mengswitchkan dan mengmixedkan bahasa itu pada saat proses belajar pak?

Interviewee : Tentu banyak alasan disana ya, salah satu alasan kan melihat kemampuan siswa itu sendiri kemudian tingkat kesulitan materi yang kita ajarkan termasuk topik tertentu dan juga melihat kosa kata dan bahkan melihat jenis kalimat dalam pembelajaran itu apakah memang sangat-sangat asing bagi anak artinya tidak familiar akhirnya kita harus melakukan mixing ataupun switching itu dengan harapan anak terbantu dengan adanya switching atau pun mixing tersebut.

Interviewer : Jadi, ada pertanyaan lagi pak mengapa bapak beralih dan mencampurkan bahasa itu pak?

Interviewee : Mengapa saya melakukan Code-Switching dan Code-Mixing itu ya? Ya itu tadi karena adanya materi” pembelajaran yang susah, kadang-kadang bisa ketika dia ingin mengklarifikasi atau tegas tentang sesuatu sedangkan daya tangkap anak itu kelasnya berbeda-beda. kemampuan anak-anak itu berbeda dan latar belakang yang berbeda-beda, dan kemampuan dasar yang berbeda juga tentunya tujuan utamanya untuk membantu anak itu sendiri. Artinya apa manfaat kita pada saat proses belajar mengajar sementara anak susah memahami apa yang kita ajarkan.

Interviewer : Oo jadi begitu ya pak. Apakah ada faktor atau situasi yang khusus atau yang spesial yang membuat bapak itu harus mengswitch dan mengmixed kan bahasa?

Interviewee : Ya, situasi yang spesial tentu ada. Kalau situasi dan kondisi pembelajaran itu tentunya harusnya dilaksanakan pagi hari sangat ideal sekali. Apa bila kita mengajar pada jam-jam agak siang tentunya konsentrasi anak sudah mulai buyar. Tentunya mereka memerlukan bantuan semaksimal mungkin dari guru agar mereka bisa mengembalikan konsentrasi mereka sehingga proses belajar mengajar di kelas ini tentukan akan lebih kondusif atau pun anak itu nampak kelihatan sudah kelelahan, kecapean sehingga faktor faktor X yang mengganggu

diruangan itu bisa diatasi dengan penggunaan Code-Switching atau Code-Mixing itu sendiri.

Interviewee : Jadi pertanyaan terakhir, menurut bapak bagaimana reaksi siswa ketika bapak mengswitchkan dan mengmixedkan bahasa? Apakah mereka itu sepertinya lebih nyaman, lebih cepat menangkap?

Interviewee : Jadi ini dua sisi, anak” itu ada yang kemampuannya rendah, sedang dan ada sebagian siswa itu yang kemampuannya sedang menuju kemampuan yang bagus. Kalo kemampuan siswa itu ternyata mereka beberapa orang disana atau sebagian siswa itu berkemampuan rendah maka mereka sangat terbantu sekali dengan penggunaan mixing dan switching ini tapi bagi mereka yang sudah paham sebenarnya mereka juga perlu tapi mereka nampaknya kalau ada switching dan mixing ini mereka itu pinginnya guru itu selalu berbahasa inggris tetapi tidak menutup kemungkinan juga karena daya ukurnya dan otomatis apapun alasannya switching dan mixing dalam berbahasa inggris diindonesia terutama disekolah ini masih diperlukan.

Interviewer : Jadi menurut bapak switching dan mixing itu masih sangat dibutuhkan untuk pengajaran gitu pak ya

Interviewee : Iya, terutama untuk siswa itu sendiri, kalau untuk gurunya sendiri hampir semua pembelajaran dari awal hingga akhir menggunakan bahasa inggris kita juga harus memperhatikan

keadaan siswanya seperti apa. Itu yang harus diperhatikan feed back antara siswa dengan guru itu sendiri.

Interviewer : Oo iya pak, oke mungkin itu saja pertanyaan dari saya. Terimakasih banyak pak sebelumnya. Assalamualaikum warahmatullahi wabarakatu.

Interviewee : Ok terimakasih. Waalaikumsallam warahmatullahi wabarakatu

Appendix 4. The biodata of the instructors



NAMA : Ade Yumna Hartantil, S.Pd
 STATUS KEPEGAWAIAN : PPPK
 JABATAN : Guru ahli pertama
 PENDIDIKAN : S1 Pendidikan Bahasa Inggris
 MATA PELAJARAN : Bahasa Inggris
 JENIS KELAMIN : Perempuan
 AGAMA : Islam
 TTL : Medan, 16 Maret 1986
 ALAMAT : Jl. Tombak Sideorejo hilir, Kec. Medan
 Tembung, Kota Medan

PENGALAMAN MENGAJAR :

1. MTS al fajar sibolga (2010 - 2013)
2. SMA Swasta Dharmawagsa (2014 - 2018)
3. SMP Swasta Imelda Medan (2020 - Now)



NAMA : Haditya Rahman, S.Pd
STATUS KEPEGAWAIAN : PPPK
JABATAN : Guru ahli pertama
PENDIDIKAN : S1 Pendidikan Bahasa inggris
MATA PELAJARAN : Bahasa inggris
JENIS KELAMIN : Laki Laki
AGAMA : Islam
TTL : Medan, Oktober 1999
ALAMAT : Jl. Marelan I pasar IV barat gg.seroja Kec.
Medan Marelan , Kota medan

PENGALAMAN MENGAJAR :

1. Victory Education Center Course (6 Month)
2. SMP Swasta Imelda Medan (2024 - 2025)

Appendix 5. Documentation



Appendix 6. Permohonan Persetujuan Judul Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya :

Nama Mahasiswa : Danu Saputro
 N P M : 1802050063
 Program Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Inexperienced And Experienced Instructors' Classroom Conversations : Empirical Evidence Of Code Switching and Code Mixing	

\Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan
 kepada Program Studi Pendidikan Bahasa Inggris

Medan, 25 Januari 2023

Disetujui oleh
Dosen Pembimbing


Assoc. Prof. Dr. Muhammad Arifin, M.Pd

Hormat Pemohon,


Danu Saputro

Appendix 7. K-1



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website : <http://www.fkip.ummu.ac.id> E-mail : fkip@ummu.ac.id


Form K-1

Kepada Yth : Bapak/Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan dibawah ini :

Nama mahasiswa : Danu Saputro
 NPM : 1802050063
 Program studi : Pendidikan Bahasa Inggris
 IPK : 3,62
 Kredit kumulatif : 145 SKS

Persetujuan Ketua/Sekret Program Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Inexperienced And Experienced Instructors' Classroom Conversations : Empirical Evidence of Code Flipping and Code Mixing	
	Students' Perception on Using roseta stone application As A Teaching Media To improve english speaking skills of student in SMA free Methodist I Medan.	
	Analysis Of Lexical Meaning And Lexical Relation In A Grade X English Text Book Of Sma Free Methodist I Medan	


Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 25 Januari 2023
 Hormat Pemohon

Danu Saputro

Keterangan :
 Dibuat rangkap 3 :
 - Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Program Studi
 - Untuk Mahasiswa yang Bersangkutan

Appendix 8. K-2



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

Form K-2

Kepada Yth : Bapak/Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat yang bertanda tangan dibawah ini :

Nama Mahasiswa : Danu Saputro
 N P M : 1802050063
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan Permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum dibawah ini dengan judul sebagai berikut :
 "Inexperienced And Experienced Instructors' Classroom Conversations : Empirical Evidence Of Code Flipping And Code Mixing"


Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :
 I.Assoc.Prof.Muhammad Arifin, M.Pd

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan Kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 25 Januari 2023

Hormat Pemohon


Danu Saputro

Keterangan :
 Dibuat rangkap 3 :
 - Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Program Studi
 - Untuk Mahasiswa yang Bersangkutan

Appendix 9. K-3

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 534 /IL.3/UMSU-02/F/2023
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Danu Saputro**
N P M : 1802050063
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Inexperienced and Experienced Instructors' Classroom Conversations : Empirical Evidence of Code Flipping and Code Mixing.**


Pembimbing : **Assoc. Prof. Muhammad Arifin, M.Pd.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : **28 Januari 2024**


*Acc dipertajay Riunsa
tg 10 Desember 2024*

Medan 6 Rajab 1444 H
28 Januari 2023 M




Revisi F. NGA

Wassalam
Dekan




Dra. H. Syamsyurnita, MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :

WAJIB MENGIKUTI SEMINAR



Appendix 10. Berita Acara Bimbingan Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Nama : Danu Saputro
 N P M : 1802050063
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : Inexperienced and Experienced Instructors' Classroom Conversations Empirical Evidence of Code Switching and Code Mixing

Tanggal	Materi Bimbingan Proposal	Paraf
28 Januari 2023	• Consulting the research title	
30 Januari 2023	• Approving research title	
25 Mei 2023	Make : • cover • Table of content • Chapter I – Chapter III • Reference	
17 Juni 2023	Revision : • Font of table of content • Spacing • Page of number • Chapter I (sub title, identification of problem) • Chapter II (theory, paragraph, previous relevant study • Chapter III (theory) • Reference (the writing procedure)	
22 Agustus 2023	• ACC to seminar	

Medan, 28 Januari 2023

Diketahui oleh :
Ketua Program Studi

(Pirman Ginting, S.Pd, M.Hum.)

Dosen Pembimbing

(Assoc.Prof. Dr. Muhammad Arifin, M.Pd.)

Appendix 11. Berita Acara Semnar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Selasa Tanggal 15 Bulan September Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Danu Saputro
 N.P.M : 1802050063
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Inexperience and experience Instructors' Classroom Conversation: Empirical Evidence of Code Switching and Code Mixing.

No	Masukan dan Saran
Judul	
Bab I	—
Bab II	- conceptual framework. - Add more theories related to CM and CS
Bab III	- cover
Lainnya	- check all grammatical errors
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dr. Rakhmat Wahyudin Sagala, M.Hum)

Dosen Pembimbing

(Dr. Muhammad Arifin, M.Pd.)

Panitia Pelaksana


Ketua

(Pirman Ginting, S.Pd., M.Hum.)


Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

Appendix 12. Lembar pengesahan Hasil Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

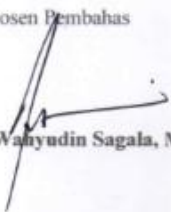
Nama Lengkap : Danu Saputro
 N.P.M : 1802050063
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Inexperienced and Experienced Instructors' Classroom Conversations:
 Empirical Evidence of Code Switching and Code Mixing

Pada hari Selasa, tanggal 15 bulan September, tahun 2023 sudah layak menjadi proposal skripsi.

Medan, November 2023


Disetujui oleh:

Dosen Pembahas




(Dr. Rahmat Wahyudin Sagala, M.Hum.)

Dosen Pembimbing




(Dr. Muhammad Arifin, M.Pd.)

Diketahui oleh
 Ketua Program Studi,




(Pirman Ginting, S.Pd., M.Hum.)

Appendix 13. Surat Keterangan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext. 22, 23, 30
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
 Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:


Nama : Danu Saputro
 NPM : 1802050063
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Inexperienced and Experienced Instructors' Classroom Conversation:
 Empirical Evidence of Code Switching and Code Mixing

benar telah melakukan seminar proposal skripsi pada hari Jumat, tanggal 15, Bulan
 September, Tahun 2023

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan
 Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.


Medan, Oktober 2024

Ketua,



Dr. Pirman Ginting, S.Pd., M.Hum.

Appendix 14. Surat permohonan perubahan judul skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No.3 Telp. (061) 6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada: Yth. Bapak Ketua/Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
 Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Danu Saputro
 NPM : 1802050063
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

**Inexperienced and Experienced Instructor's Classroom Conversations : Empirical
 Evidence of Code Flipping and Code Mixing**


Menjadi:

**Inexperienced and Experienced Instructor's Classroom Conversations : Empirical
 Evidence of Code Switching and Code Mixing**

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya
 atas perhatian dan kesediaan Ibu saya ucapkan terima kasih.


Medan, September 2024

Ketua Program Studi
 Pendidikan Bahasa Inggris



Dr. Pirman Ginting, S.Pd., M.Hum

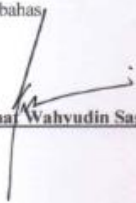
Hormat Pemohon



Danu Saputro

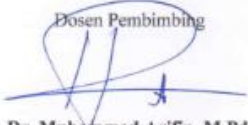
Diketahui Oleh :

Dosen Pembahas



Dr. Rakhmat Wahyudin Sagala, S.Pd., M.Hum.

Dosen Pembimbing



Dr. Muhammad Arifin, M.Pd.

Appendix 15.. Berita Acara Bimbingan Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Danu Saputro
 N.P.M : 1802050063
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Inexperienced and Experienced Instructors' Classroom Conversation : Empirical Evidence of Code Switching and Code Mixing

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
14-10-2024	Research Data	
16-10-2024	Research Data Display	
17-10-2024	Chapter IV: Data Analysis	
21-10-2024	Chapter IV: Data Analysis, Findings & Discussion	
23-10-2024	Chapter IV: Data Analysis, Findings & Discussion Chapter V: Conclusion and Suggestion	
26-10-2024	Abstract, Acknowledgement, Chapter I-V, References, and Appendices	
30-10-2024	Approving Thesis to Proceed on the Green Table Exam	

Diketahui oleh:
Ketua Prodi



(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, Oktober 2024

Dosen Pembimbing



(Dr. Muhammad Arifin, S.Pd., M.Hum.)

Appendix 16.. Surat izin Riset



UMSU
Unggul | Cerdas | Terpercaya

Bila mengabdikan diri, kita juga haruslah berprestasi
nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/IAK.KP/PTXU/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

<https://fkip.umsu.ac.id> fkip@umsu.ac.id [fkip@umsu.ac.id](#) [umsu.ac.id](#) [umsu.ac.id](#) [umsu.ac.id](#) [umsu.ac.id](#)

Nomor : 2721/IL.3/UMSU-02/F/2024

Lamp : ---

H a l : Izin Riset

Medan, 05 Rabiul Akhir 1446 H

08 Oktober 2024 M

Kepada : Yth. Bapak/Ibu Kepala
SMP Swasta Imelda
Di
Tempat.

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : **Danu Saputro**

N P M : 1802050063

Program Studi : Pendidikan Bahasa Inggris

Judul Penelitian : **Inexperienced and Experienced Instructor's Classroom Conversations: Empirical Evidence of code Switching and Code Mixing.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.




Wassalam
Dikirim



Dra. H. Nur Hafidha, MPd.
NIDN. 0000066300

****Pentinggal**

Appendix 17.. Surat Keterangan Telah Melakukan Riset

	YAYASAN PENDIDIKAN IMELDA JUNIOR HIGH SCHOOL OF IMELDA SMP SWASTA IMELDA <small>Jl. Bilal No. 24 Pulo Brayan Durat I. Kec. Medan Timur, Kode Pos 20239 TERAKREDITASI 'A' (BAP-S/M) NO : 1359/BAN-SM/SK/2022 Telp.061-80089414 Email : smpswastaimelda01@gmail.com</small>	
-----------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------

SURAT KETERANGAN
Nomor : E/I/372

Saya yang bertanda tangan di bawah ini :

Nama	: Syawalina Fitriani, S.Pd.I
Jabatan	: Kepala Sekolah
Unit Kerja	: SMP Swasta Imelda


Dengan ini menerangkan bahwa mahasiswa di bawah ini :


Nama	: DANU SAPUTRO
NPM	: 1802050063
Program Studi	: Pendidikan Bahasa Inggris
Universitas	: Muhammadiyah Sumatera Utara

Telah selesai melakukan penelitian terhitung sejak tanggal 14 s.d 15 Oktober 2024 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul : **Inexperienced and Experienced Instructor's Classroom Converstions: Empirical Evidense of code Switching and Code Mixing.**

Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dapat digunakan seperlunya, terimakasih.

Medan, 16 Oktober 2024
Kepala Sekolah


Syawalina Fitriani, S.Pd





MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERNYATAAN KEASLIAN SKRIPSI



Saya yang bertandatangan dibawah ini :

Nama : Danu Saputro
NPM : 1802050063
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Inexperienced And Experienced Instructors' Classroom Conversations : Empirical Evidence of Code Switching And Code Mixing

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "Inexperienced And Experienced Instructors' Classroom Conversations : Empirical Evidence of Code Switching And Code Mixing" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenarnya.

Medan, Oktober 2024
Hormat saya
Yang membuat pernyataan,



Danu Saputro



UMSU
Unggul | Cerdas | Berprestasi

Site menyuruh: surat ini agar diketahui

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

(UMSU)

UMSU Terakreditasi A Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 888/KBAN-PT/Akred/PT/III/2019

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567 - 6631003

<http://fai@umsu.ac.id> fai@umsu.ac.id [umsu](https://www.facebook.com/umsu) [umsu](https://www.instagram.com/umsu) [umsu](https://www.youtube.com/umsu) [umsu](https://www.tiktok.com/umsu)

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Yang bertanda tangan di bawah ini mahasiswa Fakultas Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Sumatera Utara :

Nama Lengkap : Danu Saputro
Tempat/Tgl. Lahir : Medan, 04 September 2000
No. KTP (NIK) : 1271120409000005
N P M : 1802050063
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan UMSU
Program Studi : Pendidikan Bahasa Inggris

Dengan ini menyatakan bahwa dokumen kelengkapan administrasi yang saya serahkan /
lampirkan dalam melengkapi berkas Sidang Meja Hijau adalah benar dan asli. Apabila di
kemudian hari ditemukan bahwa dokumen tersebut PALSU saya bersedia menanggung sanksi
yang diberikan oleh Universitas. Data atau berkas sudah diberikan tidak dapat dirubah atau
ditarik kembali.

Demikian surat pernyataan ini saya perbuat dengan sebenar-benarnya tanpa ada paksaan
dari pihak manapun dan dalam keadaan sadar.

Medan, Oktober 2024
Yang Menyatakan,


Danu Saputro





MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI



Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama : Danu Saputro
NPM : 1802050063
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Inexperienced And Experienced Instructors' Classroom Conversations :
Empirical Evidence of Code Switching And Code Mixing.

sudah layak disidangkan.

Medan, Oktober 2024

Disetujui oleh:

Pembimbing



Dr. Muhammad Arifin, M.Pd.

Diketahui oleh:

Dekan

Ketua Program Studi




Dra. Hj. Syamsuurnita, M.Pd.


Dr. Pirman Ginting, S.Pd, M.Hum.