



**TYPES AND REASONS OF USING CODE-SWITCHING AND CODE-
MIXING IN TEACHING ENGLISH**

THESIS

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ABSTRAK

ADITYAWARMAN PANJAITAN, NIM 15300400003, judul skripsi **“THE TYPES AND REASONS USING CODE-SWITCHING AND CODE-MIXING IN TEACHING ENGLISH”**, Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri (UIN) Mahmud Yunus Batusangkar.

Permasalahan penelitian yang belum terungkap adalah jenis *code-switching* & *code-mixing* yang digunakan dalam pengajaran Bahasa Inggris oleh guru. Adapun tujuan penelitian ini adalah untuk mengetahui jenis-jenis *code-switching* & *code-mixing* yang digunakan oleh guru serta alasan guru dalam penggunaannya.

Jenis penelitian ini adalah penelitian kualitatif, sebuah studi kasus. Informan dari penelitian berjumlah 2 orang Guru Bahasa Inggris SMA N 1 Sungayang. Informan penelitian ini dipilih dengan menggunakan teknik *purposive sampling*. Dalam penelitian ini, peneliti mengambil data sendiri dengan berpedoman kepada pedoman wawancara. Setelah data terkumpul, peneliti menguji keabsahan data yang mengacu pada teori *Triangulasi Waktu*. Kemudian, data dianalisis dengan cara mereduksi data, menampilkan data, memverifikasi data dan mengambil kesimpulan (Miles dan Huberman).

Berdasarkan analisis data, hasil penelitian menunjukkan bahwa ada beberapa tipe *code-switching* & *code-mixing* yang digunakan oleh guru, yaitu: *tag-switching*, *intra sentinental*, *inter sentinental*, *insertion*, *alternation*. Serta alasan guru menggunakannya yaitu untuk mencapai tujuan pembelajaran, latar belakang lingkungan siswa, dan aspek personal dari siswa.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Humans use language as a tool to communicate. Language itself has a duty to fulfill one's social needs, also connect human beings with one another in social events certain. The important role of language in human life is now recognize as being primary life in human social life itself. Ba'dulu (2009) defines language as a system of vocal symbols used for human communication.

The communication process in society not only takes place in one language, but it can also more than one language. Peoples know that in many Count ries, even many areas and cities, there are people who can use more than one language, like regional language and Indonesian or a foreign language and Indonesian. When two or more languages are used alternately by the same speaker, then it can be said that the languages in a state of mutual contacts.

Sociolinguistics is the study of the relationship between language and society. Sociolinguistics deals with social factors, including regional, class, dialect, gender differences, and bilingualism. As Gumperz cited on in Wardhaugh (2015, p.14) claims that sociolinguistics is an attempt to find correlations between social structures and linguistic structures and to observe any changes that occur in society.

Nowadays, most humans are bilingual. People say in bilingual way because it is important to master two or more languages in their communication. For example, the people as bilingual means that besides mastering Minang language as their mother tongue, and also mastering Indonesian as the communication language. Foreign language in question is a widely study language in teacher-student communication in the process of teaching and learning in the English classroom. Furthermore, Communication has been developed into many languages in order to have

good interaction among people in the world. English has been used by common people in communication because English is known as international language. Most of people used it in daily activity as a way to interact with international people. Most of the language used to communicate and it also happens in social context.

Bilingualism is the ability of individuals or community members to use two languages effectively or bilingualism is the practice of using language interchangeably, from one language to another, by a speaker. In bilingual communication, sometimes the languages are mixed or they are switched to another one. Then this phenomena are known as code-switching and code-mixing.

Indonesia is a multilingual country. Many languages are spoken within the country, and many people in the country use more than one language as cited from Nababan (1988:209). Almost all Indonesian people like to switch from Indonesian to English or otherwise from English to Indonesian. Bilingualism and multilingualism are common in Indonesia. As a multilingual society as told before, Indonesians do not face it as a big deal to be deviated from communication habit. Hence, it happens because of different cultures and situations that switch and mix language in some situation is natural. This also takes in teaching learning process at school. Primarily, as a teacher who is the leader in the learning process that does not require alternately replaced language use or there are code-switching and code-mixing in teaching language process.

Code switching is a popular phenomenon in our life. Many people switching of words, phrases, and sentences where a speaker will alternate between two varieties (code) in conversation as a conversational strategy, the function of which is to express social meanings. Code switching can occur quite frequently in an informal conversation among people who are familiar and have shared educational, ethnic, and socioeconomic background. It is avoided in a formal speech situation among people especially for those who have common factors in terms of social status,

language loyalty and formality, Hoffman (1991:113). Additionally, Sert (2005) suggests that code-switching is used for self-expression and is a way to modify the language for personal gain and code-switching can have a positive effect. When teachers or students switch code they speak from the L1 to L2 or target language. This may have important and positive effects on foreign language learning. Related on Sert defines, the researcher found a very positive function for teachers when using code-switching, especially when conveying material that might be difficult for students to understand in learning process.

Moreover, code switching is the one of alternative way to bilingual of two or more languages in the same conversation. Ansar (2017) defined that code switching is a skill of the bilingual speaker and as a term in linguistics referring to use more than one language or variety in conversation. Sometimes the bilingual speakers getting problem when they having a conversation with another bilingual, so they switches their language from code to another in the construction of sentence to make the interlocutor understand, sometimes they do it with the same language background and it may do so many times.

Code-mixing is the other phenomenon closely related to code-switching, it takes place without a change of topic and can involve various levels of language such as phonology, morphology, grammatical structures or lexical items as cited in Ansar (2017). Additionally, code mixing is one phenomenon that occurs in the bilingual or multilingual language community. Novianti and Said (2021) defined that code mixing is changing one language to other languages in the same sentence without changing its meaning. Code mixing happens when using words, affixes, phrases, and clauses concurrently in the same sentence and more than one language.

Likewise, in the learning process, teachers often transfer language to understand the material being taught, especially in specific terms, where the teacher must explain it in detail to understand it. In the translation of English into Indonesian, the language is switched and mixed in its use. The purpose

of this language transfer is only to convey lessons or concepts in English correctly. Both code-switching and code-mixing become alternations in classroom interaction (Akhtar et al., 2016). They can be useful in filling the linguistic gap between teachers and students in the teaching-learning process. Teachers explain a grammatical function in the first language (L1), Indonesian, and then apply those codes in the target language (L2), English. Focusing on input and output in the target language is an important aspect of language acquisition. Since these codes are a common phenomenon in the bilingual classroom, it does not prevent students from acquiring their second language.

Additionally, Leung (2010) defines code-mixing as a combination of two or more linguistic units from two different languages in a sentence. When people speaking to each other, those who are monolinguals can only use one language, those who are bilinguals can use two languages and those who are multilingual can use more than two languages. It is something common for bilingual or multilingual societies or communities to mix their native language with other languages in their daily communication or interaction. For this purpose, they combine the elements of the two languages they are using in their sentences. They usually practice this combination based on some various reasons, especially for showing their solidarity during their communication, usually in the oral form of communication.

The bilingual teachers as a subject in this research have to important role in teaching and learning process because they can choose the language that will be use to communicate. This can trigger the teachers to involve them phenomenon of language in multilingual society. The phenomenon of the discussion includes the switch phenomenon of language usage because of changes in situations (code switching), and mixing language usage phenomena due to change of situation (code mixing). Some of these phenomena can be derive from within itself internal or external.

The researcher has interviewed with two English teacher in SMA N 1 Sungayang. The teacher conveyed that the students often confused if they were given some materials or instruction which stated in English. The teacher should repeat or switch the materials or instruction to Indonesian language in teaching and learning process, it will give more understanding for students about what are the teacher trying to convey. Teaching earlier students such as at the high school students sometimes can be difficult. Moreover, in teaching English the teacher has a challenge to make the students understand the materials that the teacher tries to explain. For students with low English proficiency, they will be difficult to understand what the teacher trying to convey, but it would be different with the students who have high proficiency because every student have their own ability. Therefore, teacher as a facilitator in the classroom is requires to communicatite effectively to the students.

Moreover, the phenomenon is about the mix of English teacher code in the communication during the process of teaching and learning in the classroom. The phenomenon of mixing of the language in question can be see from the interaction between the teacher and the student, where in the interaction there is a symptom of mixing of language usage by the speaker because of the changing of speech situation. For example in the context when English teachers provide explanations about the subject matter to students. In the act of communication that occurs, with the awareness of the teacher to borrow a lexicon or an English word and then mix it on the Indonesian language communication that he uses when explaining the subject matter.

Finally, the above thoughts become the foundation for the researcher to make aspects of the bilingual English teacher as a study of sociolinguistics or applied linguistics that examines the form of code mixing and code switching are use by the English teachers in the classroom interaction. Therefore, the researcher decided to conduct a research under

the title “Types and Reasons of Using Code Switching and Code mixing in Teaching English”

B. Research Focus and Question

Based on the background above, the researcher formulates some research questions as follows:

1. What are the types of code-switching and code-mixing used by Teacher in English Class?
2. What are the reasons of the code-switching and code-mixing used by Teacher in English Class?

C. Definition of Key Term

1. Code-Switching

Code switching is a mixing of words, phrases and phrases from two different grammatical (sub) systems throughout the sentence boundary in the same speech event mixing code is the insertion of various linguistic units such as affix (bound morpheme), words (no bound morphemes), phrases and clauses of cooperative activity in which the participants, to conclude what is meant, must reconcile what they hear with what they understand

2. Code-Mixing

Code mixing is a phenomenon that is closely related to code switching. Code mixing usually occurs without changing topics and can involve several language levels such as phonology, morphology, grammatical structures or lexical items. Code mixing as the term refers to the use of one or more languages for consistent transfer of linguistic units from one language into another, and by such a language mixture developing a new restricted or not so restricted code of linguistic interaction.

3. English Class

Handles the subject matter considering bilingual classrooms in saying that the application of code switching in classes which do not share the same native.

D. Purpose of the Research

Based on the research question above, the main purpose of this research was To explain the types of code code-switching and code-mixing that made by teacher in the classroom and to explain the factors are causing the process of code-switching and code-mixing in English Class.

E. Singnificance of the Research

By doing the research, this research was expected to be useful in both theoretically and practically. Theoretically, the result of this research can hopefully enrich the theory about English teaching materials and teaching English through literature, and give information about problems faced by English students in designing Literature-based Teaching in Literature for ELT Subject. Practically, this research gives some advantages for the English students, the lecturer, and the researcher himself.

1. English Students

The result of this research may give information to the students of English Department of IAIN Batusangkar about the use of code-switching and code-mixing in teaching english.

2. Lecturer

This research was expected to give valuable information to Sociolinguistic lecturer which related about the use of code-switching and code-mixing in teaching english.

3. Researcher

This research was hoped to give better understanding and comprehension about the use of code-switching and code-mixing in teaching English. Then, the researcher was expected to enlarge knowledge and experience of the field of sociolinguistic in language teaching, and also as a requirement to get bachelor degree (S1) at IAIN Batusangkar

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Sociolinguistic

Sociolinguistics was a study that studies the relationship of culture and how a language was used in the community. In this case, the language was closely related to the community of a region as the language acts as a means of communication and interaction between groups with one another. According to Holmes and Wilson (2017, p. 1) found that Sociolinguistics is studying the relationship between language and society. Related on Holmes and Wilson found, sociolinguistics explains why societies speak differently in different social contexts, and sociolinguistic identifies the social functions of language. Examine how people use language in different social contexts and can provide information on how the language works, as well as about social relationships within the community, and how people convey their social identity aspects through their language.

Sociolinguistics is concerned with the diversity of language as it relates to various sociological factors. Some of the earliest attempts to deal, with linguistic were the linguistics atlases, which indicated the location and frequency of particular pronouciationions and lexical items within a geographical area. By drawing isoglosses that are later correlated with geographical, political, and cultural boundaries, linguistic geographers provide a sketchy, first apporoximation to a sociolinguistic description. Linguists have also tried to capture the diversity of language by analyzing dialects.

When people interact with others in society at anytime and anywhere they must use a language. Without a language, people will find some troubles when they do their activities and toward the others. There is no people or society without a language. According to Wardhaugh

(2010:10), there are several possible relationships between language and society. One of that social The role of a language among the people in this life is very crucial. The study of linguistics reveals that language and society cannot be separated to be investigated. It develops into sociolinguistics or the sociology of language.

Based on explanation above sociolinguistics actually does not discuss a structure of a language, but it focuses on how a language is used, so it could play its function well. So it is clear now that the role of sociolinguistics is to manage a language as its functions in society, or in other words sociolinguistics deals with a language as means of communication.

a. Biligualism

People who are bilingual or multilingual do not necessarily have exactly the same abilities in the languages (or varieties); in fact, that kind of parity may be exceptional. Multilingualism involving balanced, native like command of all the languages in the repertoire is rather uncommon. Typically, multilingualism have varying degrees of command of the different repertoires. The differences in competence in the various languages might range from command of a few lexical items, formulaic expressions such as greetings, and rudimentary conversational skills all the way to excellent command of the grammar and vocabulary and specialized register and styles. In line with that, based on KBBI (2007), bilingualism can be defined as a matter of usage or mastery of two languages (such as the use of regional languages on the side national language).

Moreover, Masthriet, al (2004:37) gives further explanation about bilingualism in his books, that bilingualism is used as a general term for the use of two or more languages in a society. Other writers use the term to refer to any speaker who has a reasonable degree of competence in some language other than their mother tongue.

Sociolinguists agreed that bilingualism is so widespread in the world that there are probably more people in the world who are bilingual.

b. Code

In everyday interaction, people usually choose different codes in different situation. They may choose a particular code or variety because it makes them easier to discuss a particular topic, regardless where they are speaking. Wardaugh (2006:88) states that people are nearly always faced with choosing an appropriate code when they speak. Nilep (2006) assumed that code is language (or variety of language). Codes merge from interaction and become relevant when parties to discourse treat them as such. In this thesis, code refers to the language that can be varied in the form such as a single word, phrases or sentences.

In line with that, people use codes as symbols to explain or convey their ideas in order to be more understandable by a receiver while they make an exchange. Code is a language or variety of a language. According to Idrawan (2010), code as a neutral term used to indicate or refer to the language or style used by the speaker. The term of code refers to each kind of system used to communicate by two or more speakers. Therefore, code as a neutral term used to indicate or refer to the language or system. The term of code refers to each kind of system used to communicate by two or more speakers.

Based on the definitions above, code is a symbol as a system of expression used to communicate by two or more speakers. Speakers use communicative codes in their attempts (linguistic or paralinguistic) to communicate with other language users. Listeners use their own codes to make sense of communicative contributions of those they interact with. Listeners may need to shift their expectations to come to a useful understanding of speakers' intentions. Similarly, speakers may switch the form of their

contributions in order to signal a change in situation, shifting relevance of social roles, or alternate ways of understanding a conversational contribution.

c. Code-Switching

i. The Definition of Code-Switching

Code-switching was a phenomenon of language contact that was generally defined as the alternate uses of two or more languages within a single conversation, usually marked by a clear break between the languages. Related on Ulfah (2014) defines code-switching is the alternation between two codes (language or dialects) between two people who share those particular code.

In line with that, code-switching refers to oral communication situation that involves the process of switching from one language and/or dialect to another language/dialect. Similarly, Thelander in Chaer & Agustina (2010, p.115) state that codeswitching is the use of two language (or more) by a speaker in the same communication event. The statement implies that code-switching is a language material that consists of two language or more spoken by the speakers in the same conversation. In this situation, all of the involved participants also speak or at least understand both (all) languages in use.

Code switching is the use of two languages or more in a conversation, using two or more languages is conducted among other reasons due to the lack of information on one of the language being used is or simply to clarify and many other factors are the background for the occurrence of the phenomenon stated by Qonaatu (2018). It should have been more inevitable in the context of foreign language teaching because it will lead to a habit that is not good and has low prestige in terms of education. In line with that, in teaching learning of foreign languages in this case

the English language both teachers and learners must be more in using target language, especially when in interactions in teaching learning in the classroom. In order to the results of the learner more optimal and more effective. However, in reality when the interaction of the teaching in English classroom mostly still many phenomena of code switching and code-mixing occurs, it is done both by teachers and learners themselves.

In English Foreign Language (EFL) instruction, code switching comes into use either in the teachers' or the students' discourse. According to Toribio and Bullock in Qonaatu (2018) said that all speakers, monolinguals, or bilinguals are capable of shifting between the linguistic registers and the dialects they command and, as such, there are parallels that can be drawn between monolingual and bilingual language use.

People, then, are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code in a process known as code-switching. Code-switching (also called code-mixing) can occur in conversation between speakers turns or within a single speaker's turn. In the latter case it can occur between sentences (inter-sententially) or within a single sentence (intra-sententially). Code-switching can arise from individual choice or be used as a major identity marker for a group of speakers who must deal with more than one language in their common pursuits (Wardhaugh, 2010).

ii. Type of Code-Switching

Poplack (2004) also proposed types of code switching. The classification of code switching by Poplack is based on scope of

switch. Poplack identified the following types: tag-switching, inter-sentential and intra-sentential.

a. Tag-Switching

According to Holmes (2001) the tag-switching is sometimes called interjection, sentence filler in other language that serves as an ethnic identity marker. Some examples of interjection that fall into the category of tag-switching like Wow !, Oy !, Oh !, hello! Hi !, bye!, Ouch! No! Yes! While those classified as sentence filler in English that function as fillers for vacancies include likes, you know, well, actually, basically, and literally.

The example of this type in teaching Indonesian bilingual switches from English to Indonesian

- Teacher : Ya, please do the next page for homework

Switching involves the insertion of a tag from one language into an utterance which is otherwise entirely in other language, such as okay, well, it's okay, I mean, you know. Tags used easily inserted in speech at a number of point in monolingual utterance without break syntactic rules. For example: "okay, saya pikir ini sudah selesai ya". Moreover, inserts a short expression (tag) from a different language. Tag-switching involves inserting short tags or phrases in one language into a speech if not completely in another language. Where certain tags and phrases in one language are inserted into speech or vice versa in other words. This type of code switching occurs the most easily for the reason being that tags typically contain minimal syntactic restrictions; thus, they do not break syntactic rules when inserted into a sentence that is given in the L1 (Hamers & Blanc, 2000).

b. Intra-sentential switching

In this type the speaker switches from one language to another in the same sentence. Thus the sentence will consist of two languages. Intra-sentential displacements were found when a word, phrase, or clause, of a foreign language, is found in a sentence in the base language. Intra-sentential switching could be thought of as requiring greater fluency in both languages than tag switching since major portions of the utterance must conform to the rules of both languages (Romaine, 1995: 96)

The examples follow:

- Sometimes I'll Start a Sentence in English Y termino en español. Translation: Sometimes I'll Start a Sentence in English and finish it in Spanish.

c. Inter-sentential switching

Inter-sentential code switching is the switch involving movements from one language to other between sentences. This situation may also include a switch from a whole sentence or more than one sentence produces entirely in one language. Inter-sentential switching may serve to emphasize a point made in the other languages in conversation. In which a change of language occurs at the sentence levels, where each clause or sentence was in one language or the other. In inter-sentential switching a speaker switches from one language to another between different sentences. This implies that when a speaker of an individual was divided into sentences, one sentence will be in one language

while the other sentence will be in a totally different language. For the example, *ini lagu lama, tahun 60an, it's oldies but goodies, they say. tapi, masih enak kok di dengar.*

As a conclusion based on Form of Code Switching, According to Jendra (2012: 75-77), there are three types of code-switching :

a) Tag Switching

Tag code-switching happens when a bilingual inserts a short-expression (tag) from a different language at the end of his/ her utterances.

b) Inter-sentential Switching

Inter-sentential code-switching happens when there is a complete sentence in a foreign language uttered between two sentences in a base language.

c) Intra sentential Switching

An intra- sentential code-switching is found when a word, a phrase, or a clause, of a foreign language, is found within the sentence in a base language.

d. Code-Mixing

i. The Definition of Code Mixing

In bilingual community, we often face people change their language, when people mix one or more language in speech act without something that forced to mix the language. Usually when people talk about code switching it is followed by code mixing. Because they are commonly exist in bilingual community, the equality of code mixing and code switching is the used of two or more languages or varieties in speech act. But obviously in code switching, each language or variety still has each autonomous function and without function as a code. (Aslinda and Syafyaha: 2007).

Code-mixing is the other phenomenon closely related to code-switching. Code mixing takes place without a change of topic and can involve various levels of language such as phonology, morphology, grammatical structures or lexical items. Bhatia and Ritchie (2004) defined code mixing as the mixing of various linguistics unit (morphemes, words, modifier, phrases, clauses and sentences) primarily from two participating grammatical systems within a sentence.

Moreover, Code mixing is the use of one language in another language, the mixing of two or more languages or language varieties in a speech (Ajibola, 2011:17). Code mixing is the borrowing of the elements of another language (Poplack: 2004). The language is mixed with another language by borrowing the some elements of the language. Everybody must have a basic ability of communication, which calls it as communicative competence. Communicative competence refers to knowing when to speak, when not to, and when to talk, with whom, when, where, and in what manner. In a word communicative competence is related to language and language used.

All people have the generic capacity to learn any language as has been proposed by the modern linguistics. Meanwhile, language may appear to be human's guide to reality. Consequently, human's view of the world depends on the particular language they have learned. As speaking creature humans have built words and live in this world as they live in a world of things and persons. They use word as tools to control their own behavior and the behavior of other person. The borrowing can be in the form of the word or phrases or the pattern of the word. Hudson (2001:55) states that borrowing involves mixing the systems themselves, because an item is borrowed from one language to become part of the other language.

Hence, a speaker who masters many languages will have a chance to mix code more than the other speaker who only masters one or two

languages. If someone uses one word or phrase from one language, he or she has a mixed code. One thing that clearly has one grammatical one language, and the next clause is arranged according to the grammatical structure of other languages, then the events that occur are code-switching.

ii. Types of Code-Mixing

According to Myusken (2000) have three types (a) Insertion, (b) Alternation , and (c) Congruent Lexicalization.

a. Insertion

This kind of code mixing occurs within a word boundary or occurs when lexical items from one language are incorporated into another. For example English-Indonesia:

- Kamu harus baca artikel-artikel terbaru setiap hari untuk meng- updatepengetahuanmu tentang masalah-masalah yang terjadi saat ini. (You must read the latest articles every day to update your knowledge about the problems that occur at this time)

In the example above, the speakers mix the language between English and Indonesian at the level of word, so it was called intra-lexical code mixing.

According to Cakrawarti (2012) cited on Hamdan (2015, p, 16) Another example such as in shoppã (English shop with the Panjabi plural ending) or kuenjoy (English enjoy with the Swahili prefix ku, meaning, to)

b. Alternation

This form of mixed code appears when there were changes in the structure of two different languages, both grammar and vocabulary systems, which are not easily detected because they have merged into one utterance in a conversation. In other words, alternation is a mixed code that occurs when two different languages used in a clause between

the two languages. This kind of code mixing occurs within a phrase, or a clause. for example English-Indonesian:

- Tidak apa-apa, I'll give it later (Don't worry, it's okay, I'll give it later).

In the example above, the speaker mixes the language between Indonesian and English, it was called the Intra-Sentimental code because the speaker mixes the languages in a sentence boundary where the speaker says "tidak apa-apa" in her/his utterance. Another example, when a French-English bilingual says: "I started going like this. Y luego decla (and then he said), look at the smoke coming out my fingers." And "Estaba training para pelar" : "He was training to fight (Hamdan, 2015: 15).

c. Congruent Lexicalization

This kind of code-mixing was congruent lexicalization, which refers to the situation where two languages share grammatical structures, which can be filled lexically with elements from either language. This form of mixed code appears when speakers combine two different grammatical systems without changing the structure by inserting non-numerical lexical from the two languages. In other words, congruent lexicalization was a form of code mixing in an utterance that contains a variety of words from different languages but can still be available. Full information because of the shared grammar system. The thing that stands out in the form of this code mix was the frequency of the appearance of these lexical elements. An utterance was said to use what form of code interfering if the appearance of lexical elements from different languages more than twice so that it seems to change

continuously with other languages. Example of Congruent lexicalization (Indonesian/English)

- Software saya buat convert file wav jadi mp3 saya sudah expired. (My software for converting wav files to mp3 has expired).

Suwito (1985:78) classifies code-mixing into six kinds according to the linguistic elements that involved in code-mixing as follows:

a) The Insertion of Word

The insertion of words here means the language unit that stands on its own, it consists of free morpheme and bound morphemes

b) The Insertion of Phrase

A phrase is a group of two or more related words that do not function both as subject and a predicate.

c) The Insertion of Hybrid

Hybrid is a combination of word pieces, the combination pieces of Indonesian word, and English word.

d) The Insertion of Reduplication

Word reduplication is the repetition of some parts of the base (which may be the entire base) more than one word.

e) The Insertion of Idiom

Idioms are an expression that has a meaning different from that, of the individual meaning of each of its parts.

Another expert cited that there are three types of code mixed by (Santosa: 2005). The three types of mixed code according to him are among others:

a. Inner Code Mixing

The mixed code in question is a mix of code that uses elements of the original or the origin of the language in the event of mixed code that is still in contact with the mixed language. For example, some of the elements that are still related in the mix of Indonesian code, such as Java language, Sundanese language, Balinese language, and so forth. For examples:

- Saya sudah suko bana sama dia (inner code mixing)
- Saya sudah terlanjur baik sama dia (Indonesia)
- I have already had a good relationship with her (English)

b. Outer Code Mixing

The mixed type of code in question is a mixture of code that uses elements of a foreign language in the event of mixed code. For example, an Indonesian speaker who in communicates inserts elements from French, English, Dutch, and so forth. Thus, the speaker has outer code mixing. For examples:

- Jangan khawatir, next time will be better (outer code mixing)
- Jangan khawatir, lain kali akan lebih baik (Indonesia)
- Don't worry, next time will be better (English)

c. Hybrid Code Mixing

The mixed type of code in question can accept any element in the event mixed with the code, either the element of the language of origin or the element of the foreign language in the sentence or clause. In a sentence, there must be elements (constituents) that form the sentence. These sentence-forming elements can be words, phrases, or clauses. Each of these elements can be differentiated based on their category, function, or role in that sentence. Some types of categories can be elements in a sentence are nouns, pronoun, adverb, adjective, number, preposition, and verbs. (Arifin and Junaiyah: 2008). But in this research the researcher just focused on two types such as word and phrase, for example:

Nouns: *saya pergi untuk meletakkannya di friying pan*

Verbs: *saya sedang sleep di kamar*

Adjective: *kamu adalah siswa yang smart*

Example of code mixing in the phrase form is:

Saya akan mengatakan bahwa ini adalah one of the best novel tahun ini.

2. Reasons of the Use Code-Switching or Code-Mixing

According to Hoffman's (1991) theory there are seven reasons of the code-switching and code-mixing. There are as follow:

1. Talking about a particular topic

People sometimes prefer to talk about a particular topic in one language rather than in another. They do this because a speaker feels free, more comfortable and easy to express their emotional feelings in a language that is their everyday language or familiar with it. In the class, not all students were familiar with English, so the teacher sometimes switches or mixed English with Bahasa Indonesian, especially when talking about section reading and writing. They switch or mixed the code in order to avoid misunderstanding and conflicts.

2. Quoting somebody else

For this reason, happens when the interlocutor quotes famous expressions or utterances. The quotations were usually from the public figure or famous people. In Indonesian, those well-known figures were mostly from some English-speaking countries. Then, because many of the Indonesian people nowadays was good at English, those famous expressions or saying can be quoted intact in their original language. The interlocutor quotes someone's words to prove that an interlocutor was a modern person, who always update himself or herself with new information.

3. Be emphatic about something

Usually, when someone who was talking using a language that was not his native tongue suddenly wants to be emphatic about something, he/she, either intentionally or unintentionally, will switch from his second language to his first language. Or, on the other hand, there were some cases where people feel more convenient to be emphatic in their second language rather than in their first language.

4. Interjection

Language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector. It may happen unintentionally or intentionally. Here the interlocutor uses a short exclamation that has no grammatical value. Hoffman (1991) stated that “language switching and language mixing among bilingual or multilingual people can sometimes mark by an interjection or sentence connector”.

5. Repetition used for clarification

Hoffman (1991) declared that “when a bilingual wants to clarify his/her speech so that it will be understood more by the listener, he or she can sometimes use both of the languages that he or she mastered by saying the same utterance (the utterance is said repeatedly)”. The repetition is not only to clarify the message, but also to emphasize the message.

6. Intention of clarifying the speech content

Hoffman (1991) said that “when a bilingual person talks to another bilingual, there will be lots of Code-Switching and Code-Mixing occurs”. In other words, when bilingual talks to another bilingual, there will be lots of code switching and code mixing occurs. It means to make the content of his/her speech runs smoothly and can be understood by the hearer.

7. Expressing group identity

Hoffman (1991) stated that code-switching and Code-Mixing are strategies to express group identity because the way people communicate with their group are obviously different from the way they communicate with other people from other groups. Code switching and code mixing can also be used to express group identity. As it has been mentioned previously, the way of communication of academic people in their disciplinary groupings, are obviously different from other groups. In other words, the way of communication of one community is different from the people who are out of the community.

The factors of using code switching in studying linguistic and more specifically code switching, not only sense code switching, type code switching and reason code switching need to know. But also, the factors of code switching must be known too. Setyaningsih (2006) states there are three major factors why people using code switching.

1. Social Factors

In social factors there are five aspects:

a. Participants

Participants here are the people who are contribute on one event. It can be the speaker or addressee. According to Cambridge dictionary that participant is a person who takes a part in or becomes involved in a particular activity. Participant is as the member of society, so it is characterized by the dimension of status and solidarity. The speaker and the addressee are a role relationship which can be remarked by how the participants speak, body position, non verbal communication. For example eyes contact gestures, etc.”

b. Topic of conversation

Topics are some factors to speaker doing code switching and code-mixing. For example when people who are joking in Javanese suddenly switch into Indonesian when one of their friends starts to discuss about political issues during the same conversation.”

c. Situation

There are two forms of situation, formal situation and informal situation. People often consider when they speak formally, and when they talk informally. From this, situation will be very important in the using of code switching. In the example, some people using the correct words when speak in front of the boss, because this is formal situation. Differently when eating with the friends. Commonly use friendly language. Because this informal situations.

d. Domain

Setyaningsih (2006) state that “Domain is very cluster of social situations which are typically constrained by a common set of behavioral rules.” The means, in a region or a social situation, usually there is a limitation rule of behavior.

e. Setting of Conversation

In here, setting includes location, date, day, time, and physical aspects of situation. For the example: place where the event take place, date of learning process, etc.

2. Cultural Factors

The cultural is one factors emergences witch code. So the cultural factors that influence the use of code switching are the values, attitudes, and ethnic identity. As the researcher know that language is the background of the human character. The researcher can know someone’s character within the language she used. From the description above the researcher knew that code switching is also influenced by cultural factor, people will be different in expressing their idea because it depends on their background. For instance when people come from Maduranese speaks Indonesia and they can not be able to avoid their Minangnese characteristics, at least they will speak by using Minangnese dialect event though they will mix the code in their conversation.

3. Individual factors

Individual factors is related to individual preference and skill. Maybe the speaker wants to make any differences in his/her style of speaking, or it can also caused by limited word or luck of vocabulary, that's way the speaker put in the appropriate word to exchange the word that he/she does not know.

After discuss about some cause factors to include code-switching above, however, the factors of mixing code is same with the factors of causes code-switching be happen. In the code-mixing, there is some basic code be used and had a function. While the other code"s involved in the same time, without a function as a code.

B. Review of Relevant Studies

The first previous study that related to code switching study conducted by Tri Rahayu (2019), entitled "an Analysis of Code Switching in Teaching English Speaking Skill Used by The Teacher and The Students at The Eight Grade of SMPN 1 Sambit Ponorogo". This research used a descriptive qualitative research. She focused on an analysis of code switching in teaching English speaking skill used by teacher and students of eight grade of SMPN 1 Sambit Ponorogo. In the research, she analyzed the types and the functions of code switching. The data of the type of code switching is analyzed by the researcher using Ronald Wardaugh's theory. While the data of function of code switching is analyzed by the researcher using several categories, there are participants, solidarity, status, topic, switching for affective functions, metaphorical switching, and lexical borrowing.

The data of the research shows that all three types of code switching proposed by Wardaugh are found in teacher utterances with the most frequent type of code switching which practiced by the teacher is inter-sentential switch with the total 39 times of occurrences. And the function of code switching, also practiced by lecturer of speaking class with different purpose in each function.

Second previous study dealing with code switching conducted by Ike Dyah Sintaningtyas (2017), entitled "Code Switching Analysis Used by

English Teacher of Eleventh Grade Students of MAN Sukoharjo in The Academic year of 2016/2017". In this research, the researcher used qualitative method in collecting the data. The researcher focuses only on teacher's code switching which has been found during teaching learning process in the classroom. The researcher analyzed the types and functions of code switching. The data of the type of code switching is analyzed by the researcher using Poplack's theory. While the data of function of code switching is analyzed there are six functions namely, quotation, interjection, reiteration, message qualification, addressee specification and personalization or objectification.

The result of the research is 54 times inter-sentential, intra-sentential 38 times and tag switching 23 times in teacher's utterances. Comparing with the previous research, the researcher's position is to explanation about code switching. Moreover, the researcher attempts to conduct the research in the English class at the eighth grade students of SMP Muhammadiyah 4. The researcher will investigate the use of code switching practiced by teacher during class.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the writer used descriptive qualitative research that focuses on Types and Reasons of Using Code Switching and Code mixing in Teaching English. Qualitative research was used to describe and analyze the reasons of code-switching and code-mixing that the pre-service teacher used in teaching English.

According to Gay (2012:7) that qualitative research attempts to investigate deeply into the setting of research to gain an understanding of what is happening, why they are like that, and how participants in the context perceive them. Based on Lambert & Lambert (2012:255) qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals.

So, it can be concluded that descriptive qualitative trying to describe the reasons of code-switching and code-mixing that the teacher used in teaching English. The main purpose of descriptive research is to describe the state of view as it exists today. Simply stated, this is a fact-finding investigation. In descriptive research, conclusions can certainly be accepted, but it doesn't build a cause-and-effect relationship. Based on the theories above, the researcher decided to describe the reasons of code-switching and code-mixing that the teacher used in teaching English.

B. Research Setting

The setting is point to the place, the relation of time and the social environment where the research conducted. This research was conducted at SMA N 1 Sungayang.

C. Research Informant

Research participant is people who have information and know about the problem related to this research. According to Gay et al (2012:142),

informants are people contributed to the researcher understand of the phenomenon under study. In addition, Gay (2000:139) stated that informant is chosen by the researcher based on whom he judges to be thoughtful and who have information, perspectives, and experiences related to the topic of the research. The informant should know the research circumstance exactly, because they give deep information about the research.

The informant of this research is taken by using purposive sampling technique. According to Creswell (2012:205), in qualitative research, the researcher identified the informant and sites on purposeful sampling, based on places and people that can best help the researcher understand the central phenomenon. Furthermore, Gay (2000:138), purposive sampling was defined as a judgment sampling which the researcher selects a sample based on his/her experience or knowledge of the students to be sampled.

Therefore, the selection of subject is based on the uniqueness of the case. In this study, the subjects taken are someone related to English. Because here the researcher analyzed the reasons of code-switching and code-mixing that the teacher used in teaching English.

D. Technique of Data Collection

1. Research Instrument

The key instrument of this research was the researcher himself. According to Sugiyono (2008:125), in qualitative research the main instrument is the researcher her/ himself. Additionally, Gay (2000:19) states that the researcher relies on himself as the instrument of the data collection. In this research, the researcher entered to the field to get the data, the researcher did the observation, then the researcher did interview, after that the researcher interprets the data by himself.

However, there was some additional instruments can be used in qualitative research, which are interview, video transcribed, and document. In this research, the researcher did deep interview technique in collecting the data. According to Gay (2000:215), interview is a purposeful interaction,

usually between two people, focuses on person trying to get information from the other person. It means that interview is an activity between the researcher and informant to get information about the data. To find the data, the researcher does the deep interview.

2. Research Procedure

This research will be conducted by applying several steps. They are pre-operation, whilst-operation, and post-operation.

1. Pre-operation

In preparation, the researcher watched the teaching video of english teacher and then, the researcher transcribed the video to know the phenomenon happened in the class. Then, the researcher found the theories that related to the problem. Then, the researcher conducted a thesis. Next, the researcher revised the proposal. Last, the researcher did the seminar and also revised the proposal after seminar.

2. Whilst-operation

In operation, the researcher asked the research letter to LP2M IAIN Batusangkar. Then, the researcher interviewed the informants. After that, the researcher created the data transcription of the interview result, the researcher gave initial to each informant when making transcription. The researcher also gave code the data transcription.

3. Post-operation

In post-operation, the researcher analyzed the data was collected. The researcher did extended time as prolonged engagement to check the data trustworthiness. Then, to ensure the trust of the data, the researcher did member-checking technique. The researcher asked the informant to review and check the result of the research. Then, the researcher drew conclusion. Next, the researcher did thesis examination or munaqasyah and revised thesis

after munaqasyah. From beginning until the end, the researcher guided by advisor

E. Checking the Data Trustworthiness

Checking the data trustworthiness is very important to do in order to enhance the accuracy or credibility of the data. In the process of collection and analyzing the data, as stated by Creswell (2012:259), the researcher needs to make sure that his/her finding and interpretations are accurate or credible. In this research, the researcher conducted triangulation of time to check the data trustworthiness. After collecting the data from all informants, the researcher checked the data by using triangulation of time. It would be used to get the data in different time clarify the first data from the first interview result if there were any ambiguities or needs to explore more. Then, the researcher did the second interview section to reconfirm the ambiguities of informants or there would be needed to explore more deeply about the research and found out if there would be indication such as something hiding in the first interview

F. Technique of Data Analysis

The data was analyzed based on the interview result. In analyzing the data, the researcher did reduction of the data, data display, conclusion and verification, as mentioned by Miles and Huberman (1994:10), in analyzing qualitative data needs three activities, they are:

1. Reduction of the Data

The reduction of the data refers to the process of selecting, focusing, simplifying, abstracting, and data transforming the data that appear up written notes or transcription. The reduction of the data is occurring during the interview. It means that when data is collected, the phase of continuing of reduction is occurring, such as making conclusion, codification, investigate of theme, grouping, and writing memorandum.

In the data reduction, the researcher did some steps. First, the researcher made transcription of the interview result. Second, the researcher organized the sequence of all transcription, and gave code the

transcription that related to the teacher's reason on the use of Code Switching and Code Mixing. Third, the researcher gave initial reading for the data, such as: Informant 1 (I.1), informant 2 (I.2), etc. Fourth, the researcher selected the data related to the topic. Fifth, the researcher did bold form and gave code of the data transcription for each item related to code-switching and code-mixing in teaching English. Last, the researcher divided into group the responses related to research findings.

2. Data Display

Data display is the set of information that is arrange possible to give possibility to take a conclusion and a treatment. In this step, the researcher showed the data about the teacher use Code Switching and Code Mixing in teaching English.

In this case, the researcher displayed the data in form of table. The table shows the informants' number and the use code switching and code mixing by the pre-service teachers in English class. The researcher displayed the data in the form of table; it showed the informants with related problems from interview. Then, the researcher divided group of the data into some problems based on previous finding in the table.

3. Conclusion and Verification of the Data

After reducing and display the data, the researcher made conclusion and verification of the data. This step is aim to conclude the use code switching and code mixing by the teachers in english class. In this case, the conclusion was taken based on the data which have been reduced and displayed.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter presents the result of the research entitled The Use of Code-Switching and Code-Mixing in Teaching English by Teacher. The data was collected through interviews. A total of 2 informants in this research were chosen by using purposive sampling. The observation was conducted to find the type of code-switching and code-mixing used by English teachers. The researcher used observation checklist and documentation to get the data. The observation checklist aimed to instrument completed by an observe the teaching and learning process in the classroom and the documentation aimed to find the type of code-switching and code-mixing.

The interview was digitally recorded by phone and continued to transcription. The informants of this research were two English teachers. The researcher interviewed on June, 17th 2022 first interview. After that the researcher interviewed to clarify the first information on June, 21th 2022 to the second interview. The researcher interviewed by using bahasa Indonesia to make the communication ran well and effectively.

After collecting the data, the researcher analyzed them by referring to the theory from Miles & Huberman. Based on the data analysis, the researcher found code-mixing and code-switching that used by the teachers. Then, the researcher also found the reasons of the teacher to use code-switching and code-mixing in teaching English. The following explanation is the results of the interview gotten from informants dealing with The Use of Code-Switching and Code-Mixing in Teaching English by Teacher.

1. Data of Observation

Based on observation the researcher found types of code switching that used by teacher in English class.

a. Type of Code Switching

There are types of code-switching that found by the researcher, as follows:

- Tag-Switching

Tag code-switching happens when a bilingual inserts a short-expression (tag) from a different language at the end of his/ her utterances.

The researcher found Tag-Switching from observing Informant 1 (June 16th, 2022), data as follow:

“Adit alah stand by?”
 “Yak, advice apa?”
 “So, contohnya”
 ”Ayo make a sentence, yok”
 “Tadi you bilang apa?”
 “Apa lagi yang pakai shouldn’t ?”
 “you need to eat your food. Ya?”
 “Oke, now siapa yg mau jadi Setiawan?”
 “Good. Benar ga tu ?”

Then, the researcher also did observation another English Class with informant 2 (June 17th, 2022), the researcher also found data of Tag-Switching.

“because last week ya kita sudah ujian”
 “kita sudah ujian tapi nilainya tidak satisfying to me tidak menyenangkan tidak bagus”
 “jadi kita sekolahnya masih pakai shift jadi mungkin pertemuannya tidak maksimal”
 “soalnya tapi this special for paket A ya”
 “so hri ini kita.....”
 “Waktu itu miss sudah bilang di kelas ini i call you berulang-ulang bahwa”

- Intra-Sentential

An intra- sentential code-switching is found when a word, a phrase, or a clause, of a foreign language, is found within the sentence in a base language

The researcher found Intra-Sentential from observing Informant 1, data as follow:

“Answer the question in english, walaupun ooo bia ndak buruak buruak bana kelas wak”

“Ya mengingatkan kembali about our practice lesson. Ini ada satu materi yang mungkin kita sajikan secara daring saja, via online. But today I’d like to explain this material okey. Its about to giving advice. Apa itu?”

“So, contohnya Amir. This is an example, contohnya si Amir punya pacar”

“Amir for not galau anymore, for not to be so sad anymore right ? 1 kalimat aja Amir bla bla bla bla. Bahasa arab nak”

“Maybe her go with other man. Mungkin dia pergi dengan wanita lain. And Amir very very sad. Amir sampai tidak masuk sekolah hari ini”

“There is someone better. Okay that’s good. Memberikan semangat. Amir, jangan sedih. Masih ada cewe yang lebih baik lagi. Rupanya temannya sendiri ya?”

“for some advice should use to say a right thing or good thing wisely. Jadi kalo kita ingin memberi saran...”

- Inter-Sentential

Inter-sentential code-switching happens when there is a complete sentence in a foreign language uttered between two sentences in a base language

The researcher found Inter-Sentential from observing Informant 1, data as follow

“I’m very well today, I’m very good today. So today, I want to remind you, Miss Desy remind, apa remind?”

“There is someone better. Okay that’s good. Memberikan semangat. Amir, jangan sedih. Masih ada cewe yang lebih baik lagi. Rupanya temannya sendiri ya?”

“Amir don’t be sad. You will get something more beautiful. Amir jangan sedih, kamu akan mendapatkan yang lebih cantik lagi.”

“Kamu sering tidak apa contohnya ? You shouldn’t play with lighters. Apa maksudnya?”

“You shouldn’t play with lighters, maksudnya ini mungkin api. Jadi jangan main main ya”

“Oke now I have an example dialogue. Oke, now siapa yg mau jadi Setiawan?”

Then, the researcher also did observation another English Class with informant 2

“we will talking about simple past tense kalau kurang 1 berdua ya, kalau yang belum dapat soal bisa duduk sama yang sudah dapat soalnya”

“so hri ini kita will discuss about that kita coba dulu urai 1 soal.”

“Ada pilihannya has does wash yang kedua have just lost yang ketiga losing kemudian losses atau lose.”

b. Type of Code Mixing

Based on observation the researcher found types of code mixing that used by teacher in english class.

- Insertion

This kind of code mixing occurs within a word boundary or occurs when lexical items from one language are incorporated into another

The researcher found Insertion from observing Informant 1 (June 16th, 2022), data as follow:

“Memberikan nasehat, and making suggestion. Pernah ga memberikan suggestion ? apa suggestion?”

“This is an example, contohnya si Amir punya pacar, then their broke up.”

Then, the researcher also did observation another English Class with informant 2 (June 17th, 2022), then found data as floows:

“Ada pilihannya has does wash yang kedua have just lost yang ketiga losing kemudian losses atau lose.”

“According to you what is the answer? His just lose kenapa? So kenapa kamu milih his just lose? father?”

- Alternation

This form of mixed code appears when there were changes in the structure of two different languages, both grammar and vocabulary systems, which are not easily detected because they have merged into one utterance in a conversation. In other words, alternation is a mixed code that occurs when two different languages used in a clause between the two languages.

The researcher found Alternation from observing Informant 1 (June 16th, 2022), data as follow:

“Ayo make a sentence, yok. Bikin 1 kalimat, eh ada dibikin”

“Jadi, untuk saran kita harus menggunakan should. Kalo disini dia bilang apa ?”

“Jadi, shouldn’t harusnya tidak, dan should harusnya iya”

“Setiawan said “ Oww, I got over weight”. Kalau urang awak ngecek nak,”

“Dee masak iyo 90 barek badan? Ya Allah 115 gitu kan ?”

Then, the researcher also did observation another English Class with informant 2

“Okay sit down please, okay sekarang untuk soal nomor 1 sampai fifteen this is penggunaan simple past tense and present perfect”

“Okay next what did you do two week? I titik titik dabate for test. Has join atau have join? Join pake ed? Bisa kalau sekarang pakai ed? Kenapa pakai past tense karna ada did didepannya karna dia past tense.”

“Sejauh ini do you understand about simple past tense and present perfect dan penggunaanya?”

2. Data of Interview

For the second data, interview was conducted to found the reasons of code-switching and code-mixing used by English teachers. The researcher used interview to get the data, the researcher wanted to know what the reasons teacher used Code-Switching and Code-Mixing. The researcher conducted an interview on June 17th, 2022 and June 21th, 2022. Interviews were conducted with teachers. First, the interview was

done with teacher who taught English in XI IPS 3. Then, the researcher conducted first interview to another teacher that taught English in X MIPA 1. The questions that researcher asked teacher was, what the teacher think about code-switching and code-mixing, have the teacher ever switched or mixed language when speaking English and how often, who is the main target when the teacher switched or mixed the instruction, what do the teacher think when he switched or mixed that language, what makes the teacher switched or mixed languages when teaching learning process, why do the teacher switched or mixed those languages or instruction when teaching learning process, is there any special reasons that the teacher have to switched or mixed your language, and how do students react when the teacher switch or mixed language when teaching and learning.

a. Help Students achieve learning goal

Based on the first interview did to the informants, the researcher found teachers' reason to use code-switching and code-mixing in teaching English. It can be seen from the Informant 1 (I-1) and Informant 2 (I-2). The researcher interviewed with those informants in the same day. The explanation about this can be seen in the following part.

The researcher did interview with informant 1 (I-1) on June 17th 2022. The result was:

“sebagai guru harus memiliki strategi tersendiri supaya anak-anak pertama menyenangi dulu dan menganggap bahasa inggris itu tidak aa tidak sulit dulu dengan cara kita”

(as a teacher must have its own strategy so that the first children enjoy it and think that English is not difficult.)

“iya harus dicampur atau ditranslate jadi setidaknya kita bahasa inggris dulu lalu kita ubah ke bahasa indonesia atau bahasa minang nanti mereka akan familiar”

(Yes, it has to be mixed or translated so at least we speak English first and then we change it to Indonesian or Minang language later they will be familiar)

“berikan konsep yang kuat konsep nanti apapun medannya apapun materi soal jadi mereka mengerti jadi kalau kita mengajar harus duduk konsep kata orang minang. Kita aja sekarang mix ini ngomongnya harus duduk konsep baru bisa gitu ...”

(so if our students get a strong concept, the concept will be whatever the terrain, whatever the material, so they will understand, so when we teach we have to create strong basic concept, the Minang people say. Let's just talk about this mix now, we have to create strong basic for a new concept to do that...)

Then, the researcher also did the second interview with the informant 1 (I-1) in order to clarified the data that had been said in the first interview. The interview was done on June 21th 2022. The interview result was:

“Awalnya kita pakai joke minang dulu baru kita baru pelan-pelan kita rubah bahasa inggris kalau dia kelihatan bingung wajahnya kita udah tau dari wajahnya kita tau dia enggak ngerti gitu R jadi makanya kita ulangi lagi”

(At first we use Minang jokes first, then we slowly change our English if they looks confused on their face we already know from his face we know he doesn't understand)

“tetep tujuan pembelajaran itu lah target kitalah jadi aa dengan cara seperti itu insyallah gitu kan anak-anak jadi mengerti konsep”

(still the learning goal is our target, so that's the way, the students will understand the concept and then they can apply the concept in learning)

After identifying the interview result, the researcher also did the interview with the informant 2 (I-2) in order to clarified the data that had

been said in the another interview. The interview was done on June 17th 2022. The interview result was:

“kalau ngajarnya supaya siswa mudah paham mungkin kalau materi itu lebih lebih banyak indonesianya dibanding bahasa inggris karna selain mereka masih kelas 10 mereka itu korban covid jadi mereka masih kurang kalau kita pakai bahasa inggris ni ya full kita pakai bahasa inggris agak panjang, mereka akan menganga”

(sometimes it's Indonesian if you teach it here so that students can easily understand maybe if the material is more Indonesian than English because apart from them they are still in grade 10 they are victims of covid)

“kalau dasarnya aja mereka ga paham karna kita mau terlalu makai bahasa inggris gitu loh jadi aa sengaja memakai bahasa indonesia terlalu tapi enggak memakai bahasa minang ya pakai bahasa indonesia menerangkannya karna miss mau nyampe sama mereka, mau mereka mengerti ni dasarnya”

(so I purposely use Indonesian too but don't use Minang language, I use Indonesian to explain it because I want to deliver the material with them, I want them to understand)

b. Students background enviroment

Based on the first interview did to the informants, the researcher found teachers' reason to use code-switching and code-mixing in teaching English. It can be seen from the Informant 1 (I-1) and Informant 2 (I-2). The researcher interviewed with those informants in the same day. The explanation about this can be seen in the following part.

The researcher did interview with informant 1 (I-1) on June 17th 2022. The result was:

“iya jadi dulu R kan miss ngajar di bukittinggi ya aa notabene kota wisata dan anak-anaknya terbiasa dengan bahasa inggris itu full kita bahasa inggris R dikelas dan jadi sikon daerah kita ini yang menyebabkan kita ee me me ya menggabungkan bahasa tadi”

(in fact, it's a tourist city and the children are accustomed to English. That's our full English. R is in class and this is the situation in our area, which causes us to mix and switch)

“seorang guru kan harus mengenal gitu kan karakteristik daerah dia tempat dia mengajar itu, budaya yang ada disekitar sekolah dan kecendrungan anak-anak dari tahun ke tahun”

(a teacher must know the characteristics of the area where she teaches, the culture that surrounds the school and the tendency of children from year to year, so we have for example this was the situation at the beginning of teaching, R the situation was maybe 50 percent here)

The researcher also did the interview with the informant 2 (I-2) in order to clarified the data that had been said in the another interview. The interview was done on June 17th 2022. The interview result was:

“karna gini ee kalau dia sudah terbiasa denger bahasa inggris dilingkungannya sudah biasa sehari-hari mungkin dari SMP dulu guru nya juga berbahasa inggris lebih banyak, mereka tidak akan kaget pas kita ngomong gitu kan.....”

(because it's like this, if they are used to hearing English in his environment, they are used to it everyday, maybe from junior high school the teachers also speak more English, they won't be surprised when we say that, will they.)

“dasar mereka itu betul yang kurang gitu. Kan ada kaya dari dibatusangkar kan ada sekolah-sekolah tertentu yang pakai bahasa inggris dari SD kan tapi kalau di sungayang pada umumnya Sdnya enggak lagi ajarin bahasa”

(basically, their basis is correct which is lacking. There are rich people from Batusangkar, right, there are certain schools that use English from elementary school, right, but in Sungayang, in general, elementary schools don't teach English anymore)

“sangat kalau kalau saat ini situasi sangat berpengaruh, lingkungan juga kemudian aa kebiasaan ada beberapa siswa yang mungkin masih ada kebiasaan suka mencemooh”

(the environment is also then aa habit there are some students who maybe still have a habit of like to mock so some can't stand being ridiculed)

c. Individual aspects of the students

Based on the first interview did to the informants, the researcher found teachers' reason to use code-switching and code-mixing in teaching English. It can be seen from the Informant 1 (I-1) and Informant 2 (I-2). The researcher interviewed with those informants in the same day. The explanation about this can be seen in the following part.

The researcher did interview with informant 1 (I-1) on June 17th 2022. The result was:

“aa kenapa miss mix bahasa karena itu tadi R dalam 1 kelas itu punya latar belakang kemampuan berbahasa inggris yang sangat bervariasi”

(Because earlier in that 1 class, R in that 1 class had a very varied background in English language skills and R and at our school)

Then, the researcher also did the second interview with the informant 1 (I-1) in order to clarified the data that had been said in the first interview. The interview was done on June 21th 2022. The interview result was:

“kita kan aa masuk kekelas dengan anak dengan kemampuan yang bervariasi R. Ada yang master, ada yang medium ada yang benar-benar low gitu”

(when iam going to class with the varying students abilities R. Some are masters, some are medium, some are really low and if it's really low here, it's around 60 percent R, so you can imagine)

The researcher also did the interview with the informant 2 (I-2) in order to clarify the data that had been said in the another interview. The interview was done on June 21th 2022. The interview result was:

“kemudian mungkin kemampuan siswa aa rata-rata disetiap kelas itu ada siswanya yang diatas ada yang menengah dan ada dibawah walaupun mungkin mereka udah ditempatkan di kelas unggul lah atau dianggap unggul tapi ada aja di kelas yang dianggap unggul itu di unggul kan itu aa ... kurang berbahasa inggris atau kurang ngerti lah kalau kita belajar bahsa inggris”

(then maybe the ability of aa students is average in each class, there are students who are above, there are those who are middle and those are below, even though they may have been placed in superior classes or considered superior, but there are only those in the class that are considered superior, right?)

B. Discussion

In this section, the researcher discusses the findings in depth to answer the problem formulation stated in Chapter I. To provide a complete explanation, some data from the appendix was taken as the examples. This section consists of two parts. The first part was related to the types of code-switching and code-mixing, which was presented to answer the first formulation of the problem and the second part was about the reasons of code-switching and code-mixing, which was presented to answer the second formulation.

1. The types of code-switching and code-mixing used by teacher

Poplack (2004) also proposed types of code switching. The classification of code switching by Poplack is based on scope of switch. Poplack identified the following types: tag-switching, inter-sentential and intra-sentential . First, Tag-Switching, the tag-switching occurs when bilingual inserts a hort expression (tag) from a different language or involves inserting short tags or phrases in one language into a speech if not completely in another language and this type contain minimal syntactic restrictions; thus, they do not break syntactic rules when inserted

into a sentence that is given in the L1. Based on the findings, there are datas which are categorized as tag-switching. English as the instruction and Bahasa Indonesia as the embedded (switch). So, the code-switching of this sentence has occurred from English to Indonesia. This sentence was included into Tag or emblematic code switching because the speaker put Indonesian tag (ya) into English sentence. The word “ya” was tag-switching because it occurs as a tag and its occurrence will not change the main point of the sentence.

Second, Intra-Sentential, in this type, the teacher switches from one language to another in the same sentence. Thus the sentence will consist of two languages. Intra-sentential displacements were found when a word, phrase, or clause, of a foreign language, was found in a sentence in the base language. Based on the findings, there are datas which are categorized as tag-switching. From the data which had been gathered, the researcher can concluded that the teachers attend to avoid the switching of from Bahasa Indonesia in to the English. Conversely the switching from English into Bahasa Indonesia could be easier. This has related to the different position of the two codes, where English has considered to be the target language in the classroom. The use of English which has learned formally as the target language in the classroom demands the students and the teachers to emphasize the formal and proper used of the target language.

Third, Inter-sentential, in this type, which a change of language occurs at the sentence levels. a speaker switch from one language to another between different sentences. This implies that when the speaker of an individual is divided into sentences, one sentence will be in one language while the other sentence will be totally different language. The topic of the conversation may be switched by pause employed by the teacher. So, the code- switching of this sentence has occurred from English to Indonesia. This sentence was included as the terms of inter-sentential code switching because the speaker switches the language

between sentences, there were two sentences in one utterance, the first is English sentence and Indonesian sentence and the code-switching also occurs between sentences.

Proposed by According to Myusken (2000) have three types (a) Insertion, (b) Alternation , and (c) Congruent Lexicalization. Each of them is explained one by one and followed by some examples. Insertion, in this type, which a change of language insertion of material (lexical items or entire constituents) from one language into a structure from the other language. The constraints in terms of the structural properties of some base or matrix structure. Here the process of code-mixing is conceived as something to borrowing; the insertion of an lexical or phrasal category into a given structure. In this sentence, English as the instruction and Bahasa Indonesia as the embedded (switch). So, the code-mixing of this sentence has occurred from English to Indonesia. In this type, which a change of language insertion of material (lexical items or entire constituents) from one language into a structure from the other language.

Alternation, this kind of code mixing occurs within a phrase, a clause or a sentence boundary. This form of mixed code appears when there were changes in the structure of two different languages, both grammar and vocabulary systems. So, the code mixing of this sentence was occurred from English to Bahasa Indonesia. As a basic concept of Alternation, when the speaker mixes or puts another word to the sentence. By inserting another word (Bahasa Indonesia) to the English sentences, it can be classified as a form of Alternation code mixing. In code mixing concept it can be concluded as an Alternation (code-mixing).

2. The reasons of code-switching and code-mixing used by teacher

According to the theory mentioned earlier, there were 3 potential reasons for Code-Switching and Code-Mixing based on Setyaningsih

(2006). They were as follows: help students achieve learning goal, students environment background, and student personal aspect. After analyzing the data, the researcher found that code switching and code mixing used by the teacher had reasons based on interview data, the researcher could conclude that there were 3 reasons based on the previous theory the teacher used Code-Switching and Code-Mixing as follows:

- a. Help students achieve learning goal, from the data collected through interviews, researchers can conclude that the reason teachers used Code-Switching and Code-Mixing was that they saw the ability of students themselves. The level of difficulty of the material he taught included certain topics and also looked at vocabulary and even saw the types of sentences in learning. Learning will be very difficult to run smoothly if students feel there has words or sentences that were not familiar and therefore the task of the teacher to provide assistance to students by used mixing or switching.
- b. Students environment background, From the data collected through interviews, researcher can conclude that the reason teachers used Code-Switching and Code-Mixing because of express students background. In this class, there were some students who have moderate abilities and there were some students who were capable of good abilities. If the ability of the students turns out they were some people there or some students were low-ability then they were very helpful with the used of mixing and switching. Also, the students environment be the teacher's reason to use switching and mixing.
- c. Students personal aspect, cording to the teacher, teaching-learning it should be done in the morning it was very good. If there were English lessons in the afternoon, students lack concentration and students need the maximum help from the teacher so they can restore their concentration so that the teaching-learning process

in the classroom will be more conducive. Also at the class, the students have different ability there were some students who have moderate abilities and there were some students who were capable of good abilities. If the ability of the students turns out they were some people there or some students were low-ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis and finding in the previous chapter, the researcher puts forward the following conclusion:

1. The types of code-switching carried out by English teachers in the class was three types code switching that found by the researcher. The code-switching types were: (a) tag-switching code-switching appeared 2 times, (b) Intra-sentential code-switching appeared and (c) Inter-sentential appeared. And the types of code-mixing carried out by English teachers in the class was three types that found by the researcher. These types were : (a) Insertion, (b) Alternation and (c) Congruent Lexicalization is not appear.
2. The reasons commonly used by the English teachers in the classroom purposed also for some motive, these reasons was: help students achieve learning goal, students environment background, and student personal aspect.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follow:

1. Teachers can used 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 teacher explains the material or gives instructions to students so that students were easier to understand. Teacher 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 code-mixing.

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APPENDICES

Appendix 1: Interview guide

INTERVIEW GUIDELINES

In conducting the interview, the researcher will deliver several questions to get the information about **The Use Code Switching and Code mixing by the Teachers in English Class**. They are, as follows:

STEPS	TOPIC	DETAILS
Warming Up	1. Greeting 2. Memperkenalkan Diri 3. Menyampaikan Tujuan 4. Menanyakan Kesiadaan wawancara dan direkam	1. Assalamu'alaikum Wr. Wb, bagaimana kabar ibuk? 2. Boleh saya meminta waktunya sebentar untuk saya wawancara, miss? 3. Apakah miss tidak keberatan jika saya merekam suara selama wawancara berlangsung?
Level Check	Memastikan apakah informan cocok untuk diwawancarai	1. Apakah miss mengajar bahasa inggris? 2. Apa saja jenis siswa/i di sekolah ibuk mengajar?
Probing	Menggali informasi tentang pendapat Guru Bahasa Inggris terhadap penggunaan code switching & code mixing dalam mengajar Bahasa Inggris pada anak-anak	1. Apakah miss tau dengan istilah code switching & code mixing? 2. Dalam proses pembelajaran, apakah miss menggunakan code switching & code mixing? 3. Apakah seluruh proses pembelajarana ()? 4. Apakah ibuk mengalami masalah dalam mengajar anak tunagrahita?

		5. Apa saja masalah yang ibuk alami selama mengajar bahasa inggris untuk anak tunagrahita? 6. Selama proses pembelajaran, apakah ibuk mengalami masalah dalam berkomunikasi dengan anak tunagrahita dalam menyampaikan pembelajaran kepada mereka? 7. Apakah ibuk pernah melakukan pengulangan materi kepada anak tunagrahita? 8. Kapan dan di bagian mana biasanya ibuk melakukan pengulangan materi kepada anak tunagrahita? 9. Dalam melakukan pengulangan materi, apa saja masalah yang ibuk alami? 10. Apakah ibuk pernah mengikuti pelatihan khusus, seperti mengajar anak tunagrahita?
Wind-Down	Mengakhiri wawancara dan mengkonfirmasi kepada informan tentang kemungkinan hal-hal yang dibutuhkan selanjutnya	1. Jika saya membutuhkan informasi lebih lanjut dari ibuk, apakah ibuk bersedia membantu saya kembali? 2. Terimakasih atas kesediaan, waktu dan informasinya, Wassalamu'alaikum Wr. Wb

Appendix 2: Reduction Data, Data Display, Verification of data

Reduction of the data

Informant	Utterance	Code	Types of Code Switching and Code mixing
I-1	“Adit alah stand by?” “Yak, advice apa?” “So, contohnya” ”Ayo make a sentence, yok” “Tadi you bilang apa?” “Apa lagi yang pakai shouldn’t?” “you need to eat your food. Ya?” “Oke, now siapa yg mau jadi Setiawan?” “Good. Benar ga tu ?”	TS	Tag-Switching
	“Answer the question in english, walaupun ooo bia ndak buruak buruak bana kelas wak” “Ya mengingatkan kembali about our practice lesson. Ini ada satu materi yang mungkin kita sajikan secara daring saja, via online. But today I’d like to explain this material okey. Its about to giving advice. Apa itu?” “So, contohnya Amir. This is an example, contohnya si Amir punya pacar” “Amir for not galau anymore, for not to be so sad anymore right ? 1 kalimat aja Amir bla bla bla bla. Bahasa arab nak” “Maybe her go with other man. Mungkin dia pergi dengan wanita lain. And Amir very very sad. Amir sampai tidak masuk sekolah hari ini” “There is someone better. Okay that’s good. Memberikan semangat. Amir, jangan sedih. Masih ada cewe yang lebih baik lagi. Rupanya temannya sendiri ya?”	ItS	Intra Sentential

	“for some advice should use to say a right thing or good thing wisely. Jadi kalo kita ingin memberi saran...”		
	“I’m very well today, I’m very good today. So today, I want to remind you, Miss Desy remind, apa remind?” “There is someone better. Okay that’s good. Memberikan semangat. Amir, jangan sedih. Masih ada cewe yang lebih baik lagi. Rupanya temannya sendiri ya?” “Amir don’t be sad. You will get something more beautiful. Amir jangan sedih, kamu akan mendapatkan yang lebih cantik lagi.” “Kamu sering tidak apa contohnya ? You shouldn’t play with lighters. Apa maksudnya?” “You shouldn’t play with lighters, maksudnya ini mungkin api. Jadi jangan main main ya” “Oke now I have an example dialogue. Oke, now siapa yg mau jadi Setiawan?”	Ist	Inter Sentential
	“Memberikan nasehat, and making suggestion. Pernah ga memberikan suggestion ? apa suggestion?” “This is an example, contohnya si Amir punya pacar, then their broke up.”	ICM	Insertion
	“Ayo make a sentence, yok. Bikin 1 kalimat, eh ada dibikin” “Jadi, untuk saran kita harus menggunakan should. Kalo disini dia bilang apa ?” “Jadi, shouldn’t harusnya tidak, dan should harusnya iya” “Setiawan said “ Oww, I got over weight”. Kalau urang awak ngecek nak,”	ACM	Alternation

	“Dee masak iyo 90 barek badan? Ya Allah 115 gitu kan?”		
I-2	“because last week ya kita sudah ujian” “kita sudah ujian tapi nilainya tidak satisfying to me tidak menyenangkan tidak bagus” “jadi kita sekolahnya masih pakai shift jadi mungkin pertemuannya tidak maksimal” “soalnya tapi this special for paket A ya” “so hri ini kita.....” “Waktu itu miss sudah bilang di kelas ini i call you berulang-ulang bahwa”	TS	Tag-switching
	“we will talking about simple past tense kalau kurang 1 berdua ya, kalau yang belum dapat soal bisa duduk sama yang sudah dapat soalnya” “so hri ini kita will discuss about that kita coba dulu urai 1 soal.” “Ada pilihannya has does wash yang kedua have just lost yang ketiga losing kemudian losses atau lose.”	ISt	Inter sentential
	“Ada pilihannya has does wash yang kedua have just lost yang ketiga losing kemudian losses atau lose.” “According to you what is the answer? His just lose kenapa? So kenapa kamu milih his just lose? father?”	ICM	Insertion
	“Okay sit down please, okay sekarang untuk soal nomor 1 sampai fifteen this is penggunaan simple past tense and present perfect” “Okay next what did you do two week? I titik titik dabate for test. Has join atau have join? Join pake ed? Bisa kalau sekarang pakai ed? Kenapa pakai past tense karna ada did	ACM	Alternation

	didepannya karna dia past tense.” “Sejauh ini do you understand about simple past tense and present perfect dan penggunaanya?”		
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Reduksi Data Reasons

Informant	Utterance	Code	Teacher Reasons
I-1	“aa menganggap bahasa inggris itu adalah pelajaran sulit jadi mereka cukup kewalahan menghadapi aa pelajaran tersebut dan I-1 sebagai guru harus memiliki strategi tersendiri supaya anak-anak pertama menyenangkan dulu dan menganggap bahasa inggris itu tidak aa tidak sulit dulu dengan cara kita mengadaptasi bahasa” (aa I think that English is a difficult subject, so they are quite overwhelmed by the lesson and I-1 as a teacher must have its own strategy so that the first children enjoy it and think that English is not difficult, by the way we adapt the language.)	R1	Help Students achieve learning goal
	“iya harus dicampur atau ditranslate jadi setidaknya kita bahasa inggris dulu lalu kita ubah ke bahasa indonesia atau bahasa minang nanti mereka akan familiar R, karena nanti ujian kan kata-kata itu akan sering muncul lagi muncul lagi jadi setidaknya kalau mereka familiar tanpa adanya kita mereka udah tau lah instruksi dan sebagainya” (Yes, it has to be mixed or translated so at least we speak English first and then we		

	change it to Indonesian or Minang language later they will be familiar with R, because later on in the exam the words will often appear again, so at least if they are familiar without us they will already know the instructions and so on)		
	“supaya konsep kita berikan itu paham, jadi kalau anak kita berikan konsep yang kuat konsep nanti apapun medannya apapun materi soal jadi mereka mengerti jadi kalau kita mengajar harus duduk konsep kata orang minang. Kita aja sekarang mix ini ngomongnya harus duduak konsep baru bisa gitu ...” (So that the concept we give is understood, so if our students get a strong concept, the concept will be whatever the terrain, whatever the material, so they will understand, so when we teach we have to create strong basic concept, the Minang people say. Let's just talk about this mix now, we have to create strong basic for a new concept to do that...)		
	“iya jadi dulu R kan miss ngajar di bukittinggi ya aa notabene kota wisata dan anak-anaknya terbiasa dengan bahasa inggris itu full kita bahasa inggris R dikelas dan jadi sikon daerah kita ini yang menyebabkan kita ee me me ya menggabungkan bahasa tadi kalau dibukittinggi justru kita pakai bahasa mix itu kita tidak keren maksudnya you dont you dont need to translate i i understand”	R2	Students background enviroment

	(Yes, in the past, R didn't teach in Bukittinggi, yes, in fact, it's a tourist city and the children are accustomed to English. That's our full English. R is in class and this is the situation in our area, which causes us to mix and switch. Yes, we combine the languages in Bukittinggi instead. our mix language is not cool i mean you dont you dont need to translate i i understand)		
	“benar benar dan seorang guru kan harus mengenal gitu kan karakteristik daerah dia tempat dia mengajar itu, budaya yang ada disekitar sekolah dan kecendrungan anak-anak dari tahun ke tahun jadi kita udah misalnya ni keadaannya awal-awal ngajar ni R keadaannya mungkin 50 persen tambah kesini tambah kesini kita udah tau uda berapa persen kita bisa menggunakan bahasa inggris di kelas” (It's true and a teacher must know the characteristics of the area where she teaches, the culture that surrounds the school and the tendency of children from year to year, so we have for example this was the situation at the beginning of teaching, R the situation was maybe 50 percent here then improved, we already know what percentage we can use English in class)		
	“aa kenapa miss mix bahasa karena itu tadi R dalam 1 kelas itu punya latar belakang kemampuan berbahasa inggris yang sangat bervariasi R dan dan disekolah kita ini paling 1 kelas	R3	Individual aspect of the students

	5 orang itu yang aa comprehension-nya itu.....” (aa why i mix languages? Because earlier in that 1 class, R in that 1 class had a very varied background in English language skills and R and at our school, at most 1 grade 5 people have aa comprehension)		
	“iya jadi R kita kan aa masuk kekelas dengan anak dengan kemampuan yang bervariasi R. Ada yang master, ada yang medium ada yang benar-benar low gitu dan kalau disini yang benar low sekitar 60 persen R, jadi bisa dibayangkan misalnya kita tetap jalan untuk level untuk anak menengah saja 60 persen anak kita ga bakalan mengerti” (Yes, so when iam going to class with the varying students abilities R. Some are masters, some are medium, some are really low and if it's really low here, it's around 60 percent R, so you can imagine, for example, we keep going for the level. for middle class only 60 percent of our children will not understand)		
I-2	“Jadi, kalau dirumah aa kalau ngasih perintah tentu pakai ditulis di classroom atau di wa kalau terakhir ini kita di wa tidak di classroom lagi kalau semester 2, kalau semester 1 masih classroom, semester 2 di wa kadang-kadang perintah itu ditulis bahasa inggris kadang-kadang indonesia kalau disini kalau ngajarnya supaya siswa mudah paham mungkin kalau materi itu lebih lebih banyak indonesianya dibanding	R1	Help student achieve learning goal

	bahasa inggris karna selain mereka masih kelas 10 mereka itu korban covid jadi mereka masih kurang kalau kita pakai bahasa inggris ni ya full kita pakai bahasa inggris agak panjang, mereka akan menganga” (So, when they were at home when you give an order, you must use it written in the classroom or in wa. Recently, we are not in the classroom anymore, in semester 2, if semester 1 is still in the classroom, semester 2 in wa sometimes the command is written in English sometimes. sometimes it's Indonesian if you teach it here so that students can easily understand maybe if the material is more Indonesian than English because apart from them they are still in grade 10 they are victims of covid, so they are still lacking if we use English, yes, we use full English, it's a bit long, they will not understand.)		
	“supaya pelajaran ini nyampe mterinya nyampe kemudian aa apa yang kita apa namanya itu kaya aa ck dasarnya base nya itu mereka dapat gitu meteri dasarnya dikelas 10 nih mereka nyambung nanti ke kelas 11 12 kalau dasarnya aja mereka ga paham karna kita mau terlalu makai bahasa inggris gitu loh jadi aa sengaja memakai bahasa indonesia terlalu tapi enggak memakai bahasa minang ya pakai bahasa indonesia menerangkannya karna miss mau nyampe sama mereka, mau mereka mengerti ni dasarnya		

	memperkenalkan diri gini ni caranya” (so that this lesson can be received, what do we call it, it's like, tsk, basically the base is that they got the basic material in class 10, they will connect later to class 11 12 if basically they don't understand because we want to use English too much lol, so I purposely use Indonesian too but don't use Minang language, I use Indonesian to explain it because I want to deliver the material with them, I want them to understand, basically introducing myself, this is the way)		
	“Iyalah, karna gini ee kalau dia sudah terbiasa denger bahasa inggris dilingkungannya sudah biasa sehari-hari mungkin dari SMP dulu guru nya juga berbahasa inggris lebih banyak, mereka tidak akan kaget pas kita ngomong gitu kan.....” (because it's like this, if they are used to hearing English in his environment, they are used to it everyday, maybe from junior high school the teachers also speak more English, they won't be surprised when we say that, will they.)	R2	Students background environment
	“karena mereka pada dasarnya kan, dasar mereka itu betul yang kurang gitu. Kan ada kaya dari dibatusangkar kan ada sekolah-sekolah tertentu yang pakai bahasa inggris dari SD kan tapi kalau di sungayang pada umumnya Sdnya enggak lagi ajarin		

	bahasa inggris jadi mereka betul-betul tau bahasa inggris itu di SMP tapi pas mereka masuk SMP kemrin pas kenaikan kelas 11, covid hm jadi ya gitu hasinya” (basically, their basis is correct which is lacking. There are rich people from Batusangkar, right, there are certain schools that use English from elementary school, right, but in Sungayang, in general, elementary schools don't teach English anymore, so they really know English in middle school, but when they entered junior high school yesterday, when they were promoted to grades 11, covid hm so that's the result)		
	“sangat kalau kalau saat ini situasi sangat berpengaruh, lingkungan juga kemudian aa kebiasaan ada beberapa siswa yang mungkin masih ada kebiasaan suka mencemooh jadi ada yang tidak tahan di cemooh jadi mereka biasanya mereka mecoba untuk berbahasa inggris kemudian dicemooh sama temannya juga enggak jadi” (yes of course, if the current situation is very influential, the environment is also then aa habit there are some students who maybe still have a habit of like to mock so some can't stand being ridiculed so they usually try to speak English and then get ridiculed by their friends it doesn't happen)		
	“kemudian mungkin kemampuan siswa aa rata-	R3	Individual aspect of the student

	rata disetiap kelas itu ada siswanya yang diatas ada yang menengah dan ada dibawah walaupun mungkin mereka udah ditempatkan di kelas unggul lah atau dianggap unggul tapi ada aja di kelas yang dianggap unggul itu di unggul kan itu aa ... kurang berbahasa inggris atau kurang ngerti lah kalau kita belajar bahsa inggris mungkin mereka memang unggul tapi mungkin tidak di bahsa inggris tapi kemampuan bahasa inggris.....” (then maybe the ability of aa students is average in each class, there are students who are above, there are those who are middle and those are below, even though they may have been placed in superior classes or considered superior, but there are only those in the class that are considered superior, right? they don't speak English or they don't understand well if we study English maybe they are superior but maybe not in English but English language skills)	
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Display of the Data

THE USE OF CODE-SWITCHING AND CODE-MIXING IN TEACHING ENGLISH BY TEACHER

Types of code switching and code mixing

No	Types of code switching and code mixing	Types that used by the teacher
1	Tag Switching	I-1 & I-2
2	Intra sentential	I-1
3	Inter sentential	I-1 & I-2
4	Insertion	I-1 & I-2
5	Alternation	I-1 & I-2

Reason used of code switching and code mixing

No	Reasons of code switching and code mixing	reasons that used by the teacher
1	Help students achieve learning goal	I-1 & I-2
2	Students background environment	I-1 & I-2
3	Personal aspect of the student	I-1 & I-2

Conclusion drawing and data verification**THE USE OF CODE-SWITCHING AND CODE-MIXING IN TEACHING ENGLISH
BY TEACHER**

Based on interview results, the researcher concludes that there are types and reasons use code switching and code mixing in teaching english by teacher. they are as follow

- 1.Tag Switching
2. Intra sentential
3. Inter sentential
4. Insertion
5. Alternation

Then the reasons, they are as follow:

1. Help students achieve learning goal
2. Students background environment
3. Personal aspect of the student

Appendix 3: Transcription

A. INFORMANT 1, WAWANCARA KE-1

Actor		Utterance	
R	:	“ <i>assalamu ’allaikum miss...</i> ”	
I-1	:	“ <i>wa ’alaikumsalam R...</i> ”	
R	:	“aa apa kabarnya hari ini miss?”	
I-1	:	“alhamdulillah sehat...”	
R	:	“aa miss, aa R hari ini meminta waktu miss sedikit untuk interview, apakah boleh miss?.”	
I-1	:	“boleh, sangat boleh...”	
R	:	“aa miss apakah benar miss mengajar bahasa inggris di SMA Sungayang miss?.?”	
I-1	:	“iya benar, I-1 sudah mengajar disini sejak tahun 2000, 22 tahun R”	
R	:	“wow waktu yang lama ya miss, aa miss a bagaimana berjalannya proses pembelajaran bahasa inggris di aa di kelas miss?.”	
I-1	:	“oke, jadi R aa kalau disini miss selalu memegang kelas 12 R, jadi kelas 12 dimana aa apa level dari aa topik yang diajarkan sudah tinggi sementara kebanyakan anak-anak kita disini mungkin tidak terlalu interest dengan bahasa inggis atau aa menganggap bahasa inggris itu adalah pelajaran sulit jadi mereka cukup kewalahan menghadapi aa pelajaran tersebut dan I-1 sebagai guru harus memiliki strategi tersendiri supaya anak-anak pertama menyenangkan dulu dan menganggap bahasa inggris itu tidak aa tidak sulit dulu dengan cara kita mengadaptasi bahasa, kita mengadaptasi budaya gitu dengan pelajaran kita sehingga endingnya nanti mungkin yang hasilnya tadi Cuma 25% anak yang interest yang mengerti yaa setidaknya ada 40, 50 persen. Kita tidak terlalu mengharapkan sampai seratus itu R karena sikon dari budaya yang ada disekitarnya itu yang mengharuskan kita seperti itu R ...”	

R	:	“aa berarti berdasarkan penjelasan tadi miss aa dalam pengajaran bahasa inggris atau mata pelajaran bahasa inggris di dalam kelas berarti miss akan mencampur aa bahasa daerah, bahasa indonesia dan bahasa inggris ya miss?”	
I-1	:	“ of course of course karena kalau kita coba bahasa inggris semua R let say 80 persen bahasa inggris mereka benar-benar tidak mengerti R jadi bagaimana kita akan melanjutkan ke topik selanjutnya sementara mereka tidak mengerti jadi miss memang mungkin hanya sekitar 20 persen bahasa inggris itu R ”	
R	:	“aa berarti aa setiap instruksi atau dalam penjelasan tadi miss mencakup bahasa inggris bahasa indonesia?”	
I-1	:	“ iya harus dicampur atau ditranslate jadi setidaknya kita bahasa inggris dulu lalu kita ubah ke bahasa indonesia atau bahasa minang nanti mereka akan familiar R, karena nanti ujian kan kata-kata itu akan sering muncul lagi muncul lagi jadi setidaknya kalau mereka familiar tanpa adanya kita mereka udah tau lah instruksi dan sebagainya”	
R	:	“aa berarti aa dalam pembelajaran itu miss kan pasti kita kan ngasih instruksi tu miss misalnya sit down please berarti kita bilang kan sit down please duduk lah lai nak berarti kayak gitu ya miss?”	
I-1	:	“tidak, kalau untuk aa untuk sekedar duduk atau sekedar hapus papan tulis atau be quite please mereka bisa itu R, maksudnya untuk yang daily conversation bisa tapi kalau untuk materi kita itu yang harus kita mix indonesia sama inggis ”	
R	:	“aa apa tujuan utama miss untuk mix ketika penjelasan materi gitu miss ke anak-anak?”	
I-1	:	“supaya konsep kita berikan itu paham, jadi kalau anak kita berikan konsep yang kuat konsep nanti apapun medannya apapun materi soal jadi mereka mengerti jadi kalau kita mengajar harus duduk konsep kata orang minang. Kita aja sekarang mix	

		ini ngomongnya harus duduak konsep baru bisa gitu ...”	
R	:	“aa berarti dalam penyampaian misalnya kita lagi jelasin narrative tu miss, narrative kan punya sebuah text yang panjang, gimana aa miss menjelaskannya?”	
I-1	:	“jadi kalau disini miss selalu kita pakai video R yang selalu yang video atau cuplikan-cuplikan aa apa gitu cuplikan aa video jadi mereka interest dulu R jadi dengan visual baru mereka mengerti ceritanya nah nanti perlahan-lahan baru kita berikan text ...”	
R	:	“berarti setelah siswa dapat text, miss akan jelaskan dengan mencapur bahasa itu ?.”	
I-1	:	“aa tidak, jadi nanti miss suruh sendiri dulu R trus miss lit dengan pertanyaan yang mengikuti textnya, jadi misalnya narrative jadi konsep sudah tau mereka narrative itu kaya apa nanti miss kasih dulu kayak video short video yang narrative inggris short video yang gampang dimengerti jadi mereka misalnya sudah tau dan lucunya mereka kan sering dulu belajar di SMP bahkan di Sdnya kan sudah ada narrative they totally forget it, benar-benar lupa entah benar-benar lupa atau waktu gurunya nerangin mereka enggak ngeh juga nggak ngerti R jadi benar-benar kaya baru itu narrative itu tadi oke lalu miss berikan text yang ringan yang pendek-pendek aja satu paragraf dua paragraf text-text SD mungkin SMP baru nanti bertahap dan aa dan nanti dipembahasan miss suruh kerjain dulu pembahasan soal baru miss terjemahkan, terjemahkan kemudian miss berikan penekanan kata yang sering muncul di text narrative once upon a time, one day yang kayak gitu tu kan sering muncul tu nanti kalau setelah pembahasan berakhir nanti dikasih text lagi tanpa bantuan lagi nah insyallah adalah perubahannya dengan sistim seperti itu”	
R	:	“berarti kan miss aa dalam proses pembelajaran itu pasti akan ada di beberapa waktu atau beberapa momen	

		dalam pembelajaran tu miss aa mengganti atau mengalih bahasa berarti jadinya miss atau mengganti kosa kata sulit menjadi bahasa indonesia yang mudah dimengerti miss”	
I-1	:	“iya iya atau kita jadi kamus berjalan R jadi mereka baca dulu sendiri dan mereka akan miss ini apa bahasa inggris bahasa indonesianya miss ini maksudnya apa miss gapapa R jalanin aja kayak gitu supaya mereka tidak sungkan tidak merasa sulit ”	
R	:	“berarti kalau berarti kan miss aa alasan alasan dari gurunya aa untuk mencampur bahasa dalam pengajaran itu aa adalah untuk mencapai tujuan pembelajarannya miss. Kalau dari aa sisi personal atau dari sisi siswanya itu gimana dari pandangan guru apa alasannya kan faktor dari siswanya banyak miss bagaimana alasannya miss?”	
I-1	:	“ aa kenapa miss mix bahasa karena itu tadi R dalam 1 kelas itu punya latar belakang kemampuan berbahasa inggris yang sangat bervariasi R dan dan disekolah kita ini paling 1 kelas 5 orang itu yang aa comprehension-nya itu bagus ya lumayanlah gitu dan yang lainnya yang ga peduli sama sekali, benar-benar tidak peduli maksudnya ngerti gapapa enggak ngerti juga gapapa gitu ha ah jadi itu yang yang dihadapi 2 bulan pertama itu benar-benar itu tadi kerja keras miss dari 0 lagi maksudnya memang menggunakan bahasanya paling 10 persen 15 persen bahasa inggris tapi nanti setelah mereka terbiasa dengan pola ini dan mereka sudah sering mendengarkan penekanan kita diawal 2 bulan pertama kita itu akhirnya kita lambat-lambat dari 10 persen kita bisa sampai 15 persen 20 persen jadi aa itu R ”	
R	:	“aa berarti miss a untuk faktor personal berarti kesadaran siswa aa masuknya miss, kalau aa sebagai kalau kita lihat dari lingkungan sehari-hari siswa tu miss itu aa termasuk jadi pertimbangan atau	

		alasan miss untuk mencampur bahasanya ga?."	
I-1	:	"iya jadi dulu R kan miss ngajar di bukittinggi ya aa notabene kota wisata dan anak-anaknya terbiasa dengan bahasa inggris itu full kita bahasa inggris R dikelas dan jadi sikon daerah kita ini yang menyebabkan kita ee me me ya menggabungkan bahasa tadi kalau dibukittinggi justru kita pakai bahasa mix itu kita tidak keren maksudnya you dont you dont need to translate i i understand"	
R	:	"berarti emang salah satu alasan kita mencampur atau mengganti kosa kata dalam pembelajaran itu memang lingkungan ber memang itu alasannya miss"	
I-1	:	"benar benar dan seorang guru kan harus mengenal gitu kan karakteristik daerah dia tempat dia mengajar itu, budaya yang ada disekitar sekolah dan kecendrungan anak-anak dari tahuun ke tahun jadi kita udah misalnya ni keadaannya awal-awal ngajar ni R keadaannya mungkin 50 persen tambah kesini tambah kesini kita udah tau uda berapa persen kita bisa menggunakan bahasa inggris di kelas "	
R	:	"aa miss aa karna udah lumayan banyak nih obrolannya kita miss jadi kan aa R rasa udah lumayan banyak R informasi yang R didapat aa tapi miss aa kalau sehabis ini R telah datang misalnya miss dan R masih butuh atau membutuhkan miss untuk interview lagi, apakah miss masih bersedia miss? "	
I-1	:	"sangat bersedia dont worry R"	
R	:	"aa terima kasih untuk sesi inerview kali ini miss, maaf mengganggu waktunya miss"	
I-1	:	"gapapa R sama-sama."	

B. INFORMANT 2, WAWANCARA KE-1

actor		Utterance	
R	:	"aa assalamuallaikum miss.."	
I-2	:	"wa'alaikumsalam.."	

R	:	“miss aa maaf mengganggu waktunya hari ini miss aa boleh R minta waktunya sedikit untuk interview hari ini miss?”	
I-2	:	“boleh”	
R	:	“aa miss aa miss bener kan aa atau bukan benar, aa miss mengajar bahasa inggris di kelas berapa ya miss?”	
I-2	:	“kelas sepuluh.”	
R	:	“miss bagaimana berjalan proses pembelajaran yang telah terjadi di kelas sepuluh sekarang bahasa inggrisnya miss?”	
I-2	:	“ kalau normalnya kan kita belajar itu 45 menit dalam 1 jp kan karna sekarang covid kan Cuma 30 menit dan ada yang kadang-kadang kita daring jadi kalau untuk kelas 10 sekarang aa mungkin hasilnya tidak maksimal walaupun mungkin kita ngajarnya udah usaha mksimal karna kita kadang- kadang kita sedang mengajar tiba-tiba minggu depannya daring jadi hasilnya kurang maksimal dan trik yang digunakan udah macam-macam juga sih tapi tidak semaksimal ketika belajar biasa contohnya dengan menggunakan video kalau mereka memperkenalkan diri karna mungkin belum pernah atau waktu di SMP mereka belum covid jadi udah dibikinkan videonya. Miss sebagai role modelnya miss yang bikin sendiri perkenalan diri kemudian dikirim ke mereka kemudian mereka meniru hasilnya tapi kadang-kadang aa tidak semua siswa yang mau membuat gitu mereka harus di yaa harus di semangati terus, agak susah mem .. gimana tu harus dikasih contoh lebih dulu baru bisa di ee baru bisa mereka berbuat gitu. Kalau dulu kan ee kita ngasih slide mereka bisa niru atau kita kasih contoh ndak perlu kita perlu conttoh dari tempat lain aja udah bisa mereka bekerja. Hampir semua bekerja, sekarang kan agak gimana gitu nyuruh mereka bekerja itu yang kayak 11 10 Mipa 1 kan di sana kan untuk ipa kan mereka unggulnya lah kan tapi ee ternyata di mipa 1 itu mungkin sekitar 75 persen yang bekerja, 25 persennya lagi mungkin ntah karena mereka merasa	

		terlalu santai belajarnya atau gimana mereka nunggu di menunggu hari-hari terakhir dulu baru mereka mau kumpulin tugas gitu ”	
R		“terlalu mendewakan death line miss ya?..”	
I-2		“iya”	
R		“berarti miss dalam pengajaran kan aa pertama waktu terbatas tu miss aa materi kita makin beragam aja ni miss dalam pembelajaran bahasa inggris kan miss aa sejalannya dalam pembelajarannya tu miss, miss full berbahasa inggris atau gimana ya miss?..”	
I-2		“mungkin berbahasa inggrisnya lebih sedikit dibanding bahasa indonesia gitu karena aa karena kalau disemester 1 mereka tu ee daring ee mereka aa luring dan daring kalau disemester 2 kemarin ada ee diawal-awal kita udah awalnya daring abis itu kita tatap muka full walaupun waktunya masih terbatas tapi tiba-tiba ada 2 minggu sebelum kita pts itu daring lagi ee sehingga ada di dalam 2 minggu itu tidak bertemu sama sekali. Jadi, kalau dirumah aa kalau ngasih perintah tentu pakai ditulis di classroom atau di wa kalau terakhir ini kita di wa tidak di classroom lagi kalau semester 2, kalau semester 1 masih classroom, semester 2 di wa kadang-kadang perintah itu ditulis bahasa inggris kadang-kadang indonesia kalau disini kalau ngajarnya supaya mudah paham mungkin kalau materi itu lebih lebih banyak indonesianya dibanding bahasa inggris karna selain mereka masih kelas 10 mereka itu korban covid jadi mereka masih kurang kalau kita pakai bahasa inggris ni ya full kita pakai bahasa inggris agak panjang, mereka akan menganga. Nggak tauu, apa itu miss. Trus mereka bilang miss wak sabana ndak pandai bahasa inggris do miss. Miss bilang kayak giko kalau kamu pandai bahasa inggris kamu yg ngajar disini bilang kaya gitu.”	
R		“berarti miss ee alasannya kan balik-balik kita kan mencapai tujuan pembelajaran jadinya miss ya? “	

I-2	“supaya pelajaran ini nyampe mterinya nyampe kemudian aa apa yang kita apa namanya itu kaya aa ck dasarnya base nya itu mereka dapat gitu meteri dasarnya dikelas 10 nih mereka nyambung nanti ke kelas 11 12 kalau dasarnya aja mereka ga paham karna kita mau terlalu makai bahasa inggris gitu loh jadi aa sengaja memakai bahasa indonesia terlalu tapi enggak memakai bahasa minang ya pakai bahasa indonesia menerangkannya karna miss mau nyampe sama mereka, mau mereka mengerti ni dasarnya memperkenalkan diri gini ni caranya. Aa jadi kalau yang kebanyakan berbahasa inggrisnya Cuma materinya kalau yang menerangkannya kalau pas menerangkan materi itu full bahasa indonesia tu pas pas aa ngomong-ngomong biasa baru ada bahasa inggrisnya”	
R	“berarti dalam dalam kan menjelaskan ni miss dalam pembelajaran miss, ada ga miss aa miss nge-mix sedikit dikit misalnya statement ini diindonesiain?”	
I-2	“iya ada”	
R	“berarti dijelasin gitu ya mis?”	
I-2	“yap pakai bahasa inggris dulu baru nanti jelasin nyambung pakai bahasa indonesianya gitu.”	
R	“dan misalnya ada kata-kata sulit misalnya miss, ada kata sulit ditengahnya misalnya miss bahasa inggris lagi ngomong nih tu miss ganti dengan bahasa indonesia atau nyampur bahasa inggris lagi nyampur bahasa indonesia lagi gitu ga miss?”	
I-2	“kalau pakai bahasa inggris kalau rasanya mereka enggak ngerti mereka gak paham, yaa jelaskan lagi ke bahasa indonesia”	
R	“dalam proses pembelajaran kan nyampur tu miss dalam pembelajaran bahasa inggris bahasa indonesia kan biar mereka ngerti kan aa kan kita sebagai guru didepan tu miss aa jadi alasan juga ga kita lihat gesture atau mimik wajah siswa tu kita ganti-ganti bahasa gitu miss? “	
I-2	“iyalah, kalau mereka melongo melihat kita, mereka pasti mereka ga ngerti .”	

R		“gesture-gesture dasar kalau kita jadi guru didepan ya mis..”	
I-2		“ehem karna kalau seandainya mereka ngerti pasti ee mereka ee wajahnya pasti mereka akan jawab dikelas. Karna sekarang tiap-tiap kelas itu kalau 10 sekarang sebenarnya bagus, pakarnya ditiap-tiap kelas ada yang kalau dulu kan kadang-kadang kita kan dalam setiap kelas tu kita masuk kan ada yang kek kita ada yang dianggurin aja gitu dan kalau sekarang kan bagus ditiap-tiap kelas ada yang pas kita melontarkan pertanyaan ada yang menjawab gitu Cuma ya itu itu aja orangnya lainnya aa melongo melihat kita tu mereka ga ngerti. Kadang mereka ga ngerti dan kadang-kadang karna kita pakai bahasa inggris mereka merasa cuek jadi akhirnya diputuskan ajalah kita kebanyakan pakai bahasa indonesia dibandingkan bahasa inggris gitu ...”	
R		“berarti miss aa lanjut, salah satunya kan situasi karna covid kemarin atau dasarnya kurang, kalau lingkungan itu termasuk mempengaruhi ga miss sebagai alasan kalau kita nyampur-nyampur bahasa gitu miss?”	
I-2		“iyalah, karna gini ee kalau dia sudah terbiasa denger bahasa inggris dilingkungannya sudah biasa sehari-hari mungkin dari SMP dulu guru nya juga berbahasa inggris lebih banyak, mereka tidak akan kaget pas kita ngomong gitu kan. Biasanya miss diawal-awal itu pas semester1 dah nyoba dulu tu ee biasanya diawal-awal kita nyoba dulu kan kalaau pakai bahasa inggris dulu kan tapi kalau melihat ekspresinya mereka ga ngerti akhirnya balik lagi di pakai bahasa inggris langsung pakai bahasa indonesia , sebut bahasa inggrisnya bahasa indonesianya jadi aa mereka tau oo ini yang dibaca miss oo ini artinya nanti tapi kalau sekarang kan kurang berkembang kalau di kelas 10 di semester 1 itu kan kurang berkembang karena kita ee dalam ee anak itu kan dibagi 2 ee karna kita daring sama luring kan kalau separuh di sekolah	

		jadi minggu ini kita ketemu dengan anak ini yang separuhnya dirumah minggu depan kita mau me mauu masuk ee ke kelas yang sama tapi anaknya udah beda. Separuh yang dirumah yang masuk minggu depannya.. jadi enggak mungki materi lagi karena materi udah dikirim karena anak ini harus renta kalau seandainya diawal kalau itu seandainya mereka datang kemudian miss bilang kamu ngerti ga apa yang miss kirim kemarin? Dicatat ga? Seandainya mereka bilang tidak berarti diulang lagi jadi pakai bahasa indonesia gaperlu bahasa inggris.”	
R		“berarti ee situasi juga jadi alasan kita untuk nge-switch-switch dan mix-mix bahasa gitu ya miss?...”	
I-2		“karena mereka pada dasarnya kan, dasar mereka itu betul yang kurang gitu. Kan ada kaya dari dibatusangkar kan ada sekolah-sekolah tertentu yang pakai bahasa inggris dari SD kan tapi kalau di sungayang pada umumnya Sdnya enggak lagi ajarin bahasa inggris jadi mereka betul-betul tau bahasa inggris itu di SMP tapi pas mereka masuk SMP kemrin pas kenaikan kelas 11, covid hm jadi ya gitu hasinya ..”	
R		“termasuk juga situasi yang mempengaruhi lingkungannya ya miss?”	
I-2		“ sangat kalau kalau saat ini situasi sangat berpengaruh, lingkugan juga kemudian aa kebiasaan ada beberapa siswa yang mungkin masih ada kebiasaan suka mencemooh jadi ada yang tidak tahan di cemooh jadi mereka biasanya mereka mecoba untuk berbahasa inggris kemudian dicemooh sama temannya juga enggak jadi”	
R		“patah semangat, jadi cara membangkitkan semangat kita nyampur-nyampur bahasa lagi jadi akhirnya ya miss?”	
I-2		“jadi ada di kelas-kelas tertentu ini emang cowo ee apa ya mereka sering paling sering ni cowo ni dikelas aa tertentu IPS lah pada umumnya aa karna cowonya banyak ya kalau di IPS jadi mereka kalau pas miss ngajar kemudian	

		miss menerangkan kadang ngomongnya bahasa inggris tulisannya kan semuanya juga bahsa inggris jadi pakai bahasa inggris full untuk pas di pas membacakan contoh-contoh apa segala macam pas menerangkan kembali pakai bahasa indonesia, saya enggak ngerti loh miss dari dulu saya ga ngerti bahasa inggris malas belajar bahasa inggris jadinya yaa mau gimana lagi ya makanya miss bilang kaya gitu kalau kamu udah pinter berarti kamu yang ngajar bukan miss lagi”	
R		“ya berarti untuk mensetarakan anak-anak ni kita ya mencampur ganti kosa kata”	
I-2		“ supaya mereka semuanya mengerti ya harus terpaksa harus kadang-kadang kan contohnya pun kan kita tulis contoh ni kadang-kadang contohnya itu un dicari yang sederhana atau pun ada yang sulit contohnya diartikan juga contohnya , ini apa artinya? Harus nanya kayak gitu juga ya karna ee sambil kita menerangkan sambil kita menambah kosa kata mereka. Mereka kan lebih suka kalau sejak covid kan, mereka kan boleh pakai hp ni disekolah jadi mereka lebih suka melihat google translate yang hasilnya kadang-kadang pun enggak enggak terlalu bisa dipercaya gitu kan ee kadang-kadang kan google translate kalau kita masukkan mereka kan suka masukin ni difoto ni keluar hasilnya jadi mereka mau cari jalan yang mudahnya aja jadi untuk mengatasi itu supaya mereka mau mengerti ya salah satunya dengan menggunakan bahasa indonesia”	
R		“ya ee miss ee interview dah panjang banget dah banyak informasi yang dapet ee terima kasih untuk itu miss, miss ee kalo kalo abis interview ini R mengolah data aa masih ada info atau data yang diperlukan, apakah miss masih bersedia untuk R interview lagi miss?”	
I-2		“boleh, kalau tidak ada disekolah silahkan wa. Karna mungkin, kalau sekarang kebetulan disekolah kan kita lagi ngerjain ktsp ni mau kepadang jadi makanya disekolah kalau nanti R apo berarti miss dirumah”	

A. INFORMANT 1, WAWANCARA KE-2

actor		Utterance	
R	:	“aa <i>assalamuallaikum miss..</i> ”	
I-1	:	“ <i>wa 'alaikumsalam R..</i> ”	
R	:	“aa miss R datang lagi nih abis aa minggu kemarin kan R udah interview miss, aa masih ada rasanya data atau informasi yang kurang dalam interview kemarin. Aa boleh R minta interview lagi miss?”	
I-1	:	“boleh boleh R no problem ”	
R	:	“aa miss di interview sebelumnya, miss sudah mention kalau aa tujuan utama atau alasan utama guru untuk mencampur bahasa atau mengganti kosa kata sulit itu adalah untuk mencapai tujuan pembelajaran miss. Aa jadi bagaimana bentuk atau aa alasan yang lebih dalam rasanya miss ketika kan miss sekedar tujuan pembelajaran tu miss, apakah ada tujuan lain atau alasan lain untuk mencapai target tersebut dengan mengganti kosa kata itu miss?”	
I-1	:	“iya jadi R kita kan aa masuk kelas dengan anak dengan kemampuan yang bervariasi R. Ada yang master, ada yang medium ada yang benar-benar low gitu dan kalau disini yang benar low sekitar 60 persen R, jadi bisa dibayangkan misalnya kita tetap jalan untuk level untuk anak menengah saja 60 persen anak kita ga bakalan mengerti. Kalau dia tidak mengerti kelas akan ribut kalau kelas ribut tidak berhasillah pembelajaran kita hari ini gitu.”	
R	:	“aa berarti banyak konsekuensi yang dipertibangkan atau menjadi alasan ketika aa kita tidak aa mencampur atau me-full dengan bahasa inggris akan membuat kelas kurang menarik jadinya miss ya?”	
I-1	:	“ iya, jadi jadi kita pakai trik-trik tertentu sehingga anak itu fokus ke kita mungkin	

		dengan joke-joke minang. Awalnya kita pakai joke minang dulu baru kita baru pelan-pelan kita rubah bahasa inggris kalau dia kelihatan bingung wajahnya kita udah tau dari wajahnya kita tau dia enggak ngerti gitu R jadi makanya kita ulangi lagi kita kita pandangi wajah yang tidak mengerti tu dia akan konek gitu R”	
R		“berarti aa alasan lainnya dalam pembelajaran kita mencampur atau mengganti kata dalam bahasa inggris atau nge-change ke atau mix kita ke bahasa indonesia, berarti kita lihat gesture siswa juga didalam itu ya miss?..”	
I-1		“ya kita lihat kita tau itu R they dont understand sedikit mengerti dia bingung kelihatan dari wajahnya itu kan jadi makanya nanti kita kalau sekian banyak anak yang kita kita menterjemahkan atau kita mix kita tau yang gampang-gampang bagi mereka kan ada kata-kata kita mix dengan bahasa indonesia dan yang nanti kalau misalnya tingkat kesulitan materi kita itu levelnya lebih tinggi tentu akan lebih banyak kita menggunakan bahasa indonesia , ”	
R		“oo berarti aa alasan lainnya juga bisa karna aa level kesulitan dari materinya ya miss berarti bisa jadi dalam walaupun sudah nerangin bahasa indonesia bisa juga dicampur ke bahasa minang nantii gitu ya miss?..”	
I-1		“iya begitu R karena tidak semua anak yang punya background knowledge tentang tema yang kita sampaikan itu karena sulit itu tadi. Misalnya kalau kaya kaya text itu banyak tu yang yang scientific banyak juga anak yang punya background knowledge tentang text tentang scientific itu. Aa jadi kita mix dengan bahasa yang bisa mereka mengerti ide-idenya ..”	
R		“oo berarti alasan lainnya yang timbul selain dari gesture tadi latar belakang siswa jadi materi pembelajaran pun mempengaruhi untuk alasan kita menggunakan bahasa campuran atau mengganti kosa kata itu ya miss ya? “	
I-1		“ya ya kompleks sebenarnya ehehe..”	

R		“oo gitu berarti kan pada pada akhirnya the end of the day aa apapun yang kita targetkan adalah tujuan pembelajarannya tetep tersampaikan miss?”	
I-1		“ya tapi tetep tujuan pembelajaran itu lah target kitalah jadi aa dengan cara seperti itu insyallah gitu kan anak-anak jadi mengerti konsep kemudian aa bisa mengaplikasika konsep tersebut dalam pembelajaran aa walaupun caranya dengan kita mix bahasa inggris dengan bahasa indonesia”	
R		“berarti aa dengan menggunakan mencampur atau mengganti bahasa tersebut bisa jadi salah satu aa tangga untuk naik untuk siswa berarti ya miss?”	
I-1		“iyaa nanti kan kalau udah mereka di miss rasanya levelnya sudah lumayan itu R aa jadi kita ga perlu lagi misalnya text kita berikan aja dia baca sendiri aa dia sudah comprehen karna sering diulang karna sering diberikan penekanan. Penekanan maksudnya itu R arti kata itu arti kata itu diulang-ulang. Satisfaction apa itu satisfaction aa artinya apa ya kita kita ulang-ulang itu R karena sering-sering muncul-muncul kata seperti itu tadi .”	
R		“berarti the resultnya setelah itu semua karna sering dan aa mulai familiar dengan misalnya kata bahasa inggris ini diganti jam dikasih bahasa indonesia ini akan familiar dengan sendirinya?”	
I-1		“iyaa”	
R		“o gitu ya aa thank you miss udah ngasih informasi lebih lagi buat interview kali ini ya miss aa maaf ya ganggu waktu lagi ya miss “	
I-1		“enggak apa-apa.”	
R		“terima kasih miss ..”	

B. INFORMANT 2, WAWANCARA KE-2

actor		Utterance	
R	:	“aa misi miss..”	
I-2	:	“iyaa..”	
R	:	“miss aa sebelumnya R udah interview miss miss, aa R rasa masih ada informasi atau data yang aa agak lebih	

		dalam mungkin bisa digali miss. Apakah miss ada waktu R interview lagi miss ?”	
I-2	:	“boleh”	
R	:	“aa miss aa ck dalam pembelajaran kan sebelumnya kan di interview seblumnya kan miss sempet bilang tuh kalau aa mencampur atau mengganti kosakata dalam pembelajaran tu agar siswa mengerti dan aa tertarik untuk belajar kan miss aa apakah ada pesan lain dari miss untuk melakukan atau mencampur bahasa atau mengganti kosakata itu seperti kayak materinya sulit atau gimana gitu miss?”	
I-2	:	“kalau untuk aa materi kalau selama covid kan materi dipilih untuk yang paling esensial aa kalau di semes kalau untuk semester 1 itu materinya tidak ada yang terlalu yang tidak terlalu sulit tapi kalau semester 2 itu lumayan karna dia ee mungkin karna materinya sebenarnya materi yang diajarkan di SMA ini kebanyakan apalagi yang dikelas 10 itu masih ada ee hubungannya dengan belajar di SMP kayak recount text, narrative kan Cuma, mungki karna bahasanya agak sulit jadi anak ada anak-anak tertentu dan itu mungkin agak banyak ya kurang mengerti kemudian mungkin modalnya kurang dari SMP modal bahasa inggrisnya kurang kemudian mereka yang mereka tau kayak genre recount text mereka yang tau itu pengalaman bercerita tentang pengalaman kalau narrative yang mereka tau itu mungkin cerita dongeng-dongeng sedangkan kalau di SMA kalau untuk recount kita belajarnya yang agak aa gimana yang kalau recount di SMA itu sejarah tentang peperangan peristiwa ini peristiwa itu kan bahasanya agak sulit jadi mereka kebanyakan terkendala oo untuk mengerti bahasa kita ucapkan karna mereka gak ee enggak tau bahasa inggrisnya apa artinya juga ga tau ee karna mereka modalnya itu yang kurang, kosa katanya itu minim karna mereka mungkin karna memang di SMA mungkin tidak ada mungkin di SMP juga tidak ada belajar khusus untuk kosa kata ya jadi miss selalu mengajarkan pada anak-anak itu lebih baik pakai kamus daripada google translate karna pakai alfalink kalkulator bahasa inggris lah karna kamus itu banyak kalau mereka mau kan banyak bahasa yang mereka dapat jadi itu salah satu cara	

		untuk belajar jadi kalau seandainya mereka udah aa kosa katanya udah bagus mungkin kita bisa lebih banyak pakai bahasa inggris kemudian mungkin kemampuan siswa aa rata-rata disetiap kelas itu ada siswanya yang diatas ada yang menengah dan ada dibawah walaupun mungkin mereka udah ditempatkan di kelas unggul lah atau dianggap unggul tapi ada aja di kelas yang dianggap unggul itu di unggul kan itu aa ... kurang berbahasa inggris atau kurang ngerti lah kalau kita belajar bahsa inggris mungkin mereka memang unggul tapi mungkin tidak di bahsa inggris tapi kemampuan bahsa inggris karna bahsa inggrisnya agak kurang supaya mereka daripada mungkin mereka tidak dapat materi sama sekali walaupun kita tidak memaksa mereka menguasai seluruh materi tapi di materi-materi didasar itu kan kita maunya mereka tau karna nanti kayak narrative nanti kelas 11 ada juga narrative kalau seandainya mereka ga ngerti sekarang nanti kan tambah ga ngerti di kelas 11 tu lebih susah lagi nanti makanya daripada mereka tidak mengerti sama sekali dari dasar salah satu contohnya dengan memakai bahasa indonesia.”	
R	:	“berarti aa kemampuan siswa juga mempengaruhi kita untuk ngajar berbagai bahasa nyampur gitu ya miss ?”	
I-2	:	“karna aa kalau seandainya kita memaksa kan diri nih untuk memakai full english karna mereka masih kelas 10 nih kecuali kalau mereka kelas 12 umpamanya berarti mereka udah belajar di SMA ini udah 3 tahun kalau dikelas 10 mereka kita ambilnya mereka dari SMP kita ga tau kemampuan sebelumnya aa jadi kita masih meraba-raba baru kayaknya di kelas 10 apalagi kalau sekarang 1 semester aja kita kadang dalam 1 bulan kita kan ketemu anak itu 1 kali atau 2 kali ee itupun Cuma 1 jam bahasa inggris kan cuman 2 jam kalau seandainya dikurikulum 2013 kita kan belajar bahasa inggrisnya kan 2 kali seminggu sekarang kan 1 kali seminggu ketemu sama anak cuman kalau dulu 90 menit kalau sekarang 60 menit dan belum kita ngomong belum kita kasih latihan lagi udah abis jamnya daripada tidak mendapatkan apapun ya salah satu caranya dengan mencampur bahasa mungkin lebih banyak bahasa indonesianya dibanding bahasa inggris dulu	

		mungkin kaya 50 50 lah gitu karna mereka masih kelas 10 kalau mungkin sudah kelas 11 atau kelas 12 mungkin ee sudah banyak ilmu yang mereka dapatkan kosa kata yang mereka dapatkan lagi gitu kalau dikelas 10 rasanya kalau kita memakai full bahasa inggris kayak sia-sia aja kita mengajar ”	
R		“mereka ga dapat juga ya miss?..”	
I-2		“kita capek ngajar mereka enggak bawa apa-apa pulang pas nanti dikasih latihan mereka ga mengerjakan lebih baik pakai ya kalau tidak akan 50 50 ya 25 persen lah pakai bahasa inggrisnya karna ee waktu kita kuliah pun di di sering aja dosennya ngomong ini murid kamu kelas berapa, kamu ngajarnya kelas berapa, kelas 10, kamu yakin anak kamu ngerti kalau kamu pakai full bahasa inggris jangan sok kamu ya, kamu ngajarnya dimana sedangkan miss yakin ya kalau sekolah-sekolah yang diiii kalau menurut miss ya kalau kelas 10 itu sepandai-pandainya anak pakai bahasa inggris masih ada aja kelemahannya kalau kita kan setiap guru pronoun-nya pasti beda karna kan kadang-kadang kita ngomongnya kayak gini mereka enggak ngerti jadi daripada mereka tidak terlatih sama sekali ya kalau tidak akan full bahasa inggris ya dikit-dikit aja ”	
R		“berarti kan balik-balik kita maunya siswa ni mengerti ya miss, alasan utama kita tu siswanya ngerti dan kita mendukung situasi juga sekarang kan miss?..”	
I-2		“ya kalau dulu mungkin kita kalau di covid disejak covid kita targetnya tidak menyelesaikan kurikulum ya aa yang penting dasar anak paham ya salah satu cara memahaminya kalau buat miss seperti itu .”	
R		“berarti dengan mencampur bahasa kita tu ya miss biar apa namanya materinya itu lebih nyampe sudah tu ee jam pelajaran juga terbatas sekali nak miss sekarang“	
I-2		“ ya karna jam pelajarannya pun terbatas dan materi pun udah dipikirkan ada kurikulum darurat yang kan kita boleh memilih cuman karna waktunya terbatas sekolah memutuskan memakai kurikulum darurat walaupun tahun ini ee kita sudah boleh	

	kembali memakai kurikulum yang lama cuman tentu tidak semua latihan tidak semua bahan yang kita pesiapkan itu bisa dipakai dengan baik contohnya dulu itu di 45 menit 1 jp bisa kita dalam 2 jp itu bisa memberikan pelajaran itu agak 3 atau 4 latihan dengan soal agak 5 5 kalau sekarang udah dipotong kita potong aja jadi 10 soal dibagi jadi 2 latihan dibagi 2 soal, 5 5 soal dengan 2 aktifitas umpanya dengan aktifitas yang beragam beda-beda gitu umpamanya sekarang menjawab yang ini memilih atau yang satu lagi ee kayak match ee atau dijodohkan gitu betul salah gitu atau menjawab dengan gambar contohnya gitu..”	
R	“berarti kan miss seiring waktu sekarang ini miss ee kemampuan siswa kan banyak ee bisa dibilang miss medium arah ke low sekarang miss karena situasi yang mungkin begitu ya miss. Mempengaruhi juga kan miss kalau kita ee kalau kita full english aja kan ndak nyampe tu jam pembelajaran kalau dengan kondisi siswa yang sekarang ini miss?	
I-2	“karna ya mungkin yang akan mengerti itu dikelas itu hanya mungkin 25% siswa yang akan mengerti kalau kita mau memaksakan diri memakai bahasa inggris itupun yang kita anggap mungkin anak-anak kita sekarang kalau mau untuk berbicara atau speaking lah ee mungkin terlalu sedikit karna mereka itu biasanya kayak bahasa inggrisnya bagus tapi yang pasif yang bagusnya. Baca, menulis gitu itu mereka bisanya paling bagusnya tapi kalau untuk speaking mereka masih mikir jadi ee salah satu alasannya kan itu kosa kata tadi kalau kosa kata banyak kalau kita bahasa inggris pun mereka pasti ngerti kalau kosa katanya kurang ya kita ee pakai bahasa inggris juga ga bakal ngerti walaupun mereka juara dikelasnya tapi belum tentu di bidang kita mereka yang paling menguasai karna kan mapelnya juga banyak kan jadi yang membuat mereka juara belum tentu kita gitu loh. Jadi seandainya kita sih berharap memang disetiap mapel mungkin anak itu yang	

		akan muncul tapi kalau dibahasa inggris kayaknya ya bahasa inggris mereka itu umumnya yang pasifnya bagus yang selain berbicara. Membaca, menulis, mendengar itu yang bagus cuman kalau untuk mengungkapkan kembali mereka ga bisa atau kurang gitu tentu anak-anak juara sedangkan didalam kelas itu ee salah satu faktor yang membuat kita kan karna kita zonasi kita kan ee mereka harus sekolah disini nih anak-anak seputaran disini mana mungkin ditolak karna memang zonasinya kesini ”	
R		“otomatis secara langsungpun lingkungan mempengaruhi siswanya ya miss ?”	
I-2		“iya lah hasil dari kan kita belajarnya 10 nih kalau udah kalah jumlah kita bina 1 tahun dulu udah punya dasar udah ada yang kita ajarkan kalau kelas 10 kita ga tau gurunya di SMP dulu ngajarnya kaya apa ee jadikan kita harus nerima mereka juga karna mereka kan zonasinya kesini beberapa tahun kan begitu ”	
R		“dan lingkungan berbahasanya juga bahasa minanglah bahasa mother tongue itu kan miss, sesekali ada bahasa indonesia. Kalau full english dalam kelas kan lebih sulit anak-anak kan,bosen mereka jadinya miss”	
I-2		“bosan kan karna tidak mengerti ”	
R		“tidak menarik proses pembelajarannya “	
I-2		“jadi kita kayak useless gitu kalau belajar bahasa inggris full gitu kan. Kita udah gajar nih bahasa ingriiiiiiss aja nanti karna takut mereka tidak mengerti kita ulaaaang lagi pake bahasa indonesia lebih baik dari awal aja tapi pas di latihan atau lebih pembahasan kita selipkan bahasa inggrisnya karna mereka mungkin bahasa inggrisnya akan mengerti dan bahasa-bahasa yang mudah lebih baik pakai bahasa inggris .”	
R		“biar familiar sama mereka ya miss?..”	
I-2		“iya ...”	
R		“oke miss makasih atas interview yang obrolnya yang banyak ini miss hahah maaf mengganggu waktunya miss”	

- Teacher : **Anak miss** ada yang belum, apo nak ?
- Student's : Hahahaha
- Teacher : Hahaha aaa nak ?
- Student's : Ndak buk
- Teacher : Jadi mungkin ado yang ndak pokus baraja di bahas baliak, iko masuak untuak ujian. Ado 5 soal atau 6 soal tentang iko. Jadi memang harus fo ?
- Student's : Fokus
- Teacher : **Practicing in english**. Mungkin iyo agak susah karena kita jarang berbahasa inggris ya. Pokoknyo dima yang nyaman se baraja, tapi awak **harus bisa speak in english, that's right**. **Answer the question in english, walaupun ooo bia ndak buruak buruak bana kelas wak. Ya ? okey ?**
- Student's : Yes
- Teacher : Adit disitu dit ?
- Recorder : Adit iya mam
- Teacher : Ooo **Adit alah stand by ?**
- Recorder : (Mengangguk)
- Student's : Misi mam
- Teacher : Ya (sambil mengangguk)
- Student's : Kamu bohong (Seisi kelas tertawa)
- Teacher : Oke, Assalamualaikum wr wb
- Student's : Walaikumsalam wr wb
- Teacher : How are you today ?
- Student's : I fine, and you ?
- Teacher : **I'm very well today, I'm very good today. So today, I want to remind you, Miss Desy remind, apa remind?**
- Student's : Mengingatkan kembali
- Teacher : **Ya mengingatkan kembali about our practice lesson**. Ini ada satu materi yang mungkin kita sajikan secara daring saja, via online. **But today I'd like to explain this material okey. Its about to giving advice. Apa itu ?**

- Student's : Memberikan....
- Teacher : Memberikan nasehat, and making suggestion. Pernah ga memberikan suggestion ? apa suggestion ?
- Student's : Saran
- Teacher : Yak, advice apa ? Nasehat. Yak misalnya ni kok Amir gaada ?
- Student's : Gak hadir
- Teacher : Ya kalo gaada amir kek ada yang kurang ya
- Student's : Hahaha (Satu kelas tertawa)
- Teacher : Agak ribet maksudnya
- Student's : Wkkwkwkw
- Teacher : So, contohnya Amir. This is an example, contohnya si Amir punya pacar, then their broke up. Dan mereka broke up, putus. And Amir so sad
- Student's : Eaaa (Kelas pun ribut)
- Teacher : Amir so sad, so do you have any suggestions for Amir ? Gimana cara menasehati Amir supaya tidak galau very sad ?
- Student's : Cari lagi
- Teacher : Bikin 1 kalimat aja, 1 suggestions to Amir, to make him spirit and tidy, not sad anymore because broken heart. Biasanya cewe atau cowo yang mutusin ?
- Student's : Several student's say CEWEEE. And others say COWOOOO
- Teacher : I want you to make a good advice to Amir for not galau anymore, for not to be so sad anymore right ? 1 kalimat aja Amir bla bla bla bla. Bahasa arab nak
- Student's : HAAHAHAHAHAHAHAHA
- Teacher : Seperti Amir, don't be sad hehehe
- Student's : (Murid pun berdiskusi satu sama lain)
- Teacher : Only 1 sentence, siapa yang bisa ? 1 sentence how the way you treat Amir ? How do you solve Amir problems ?
- Student's : (Siswa/siswi pun mencoba menulis saran apa yang cocok untuk amir)
- Teacher : Okey, siapa yang bisa ?
- Student's : (Sibuk berdiskusi)

- Teacher : Coba miss lihat, udah belum ?
- Student's : (Siswi yang di maksud miss pun menggeleng)
- Teacher : Contohnya Amir, don't be sad
- Student's : Amir, don't be sad anymore
- Teacher : **Good, gimana bilangnyanya ?** gimana bilangnyanya sama Amir ? Amir....
- Student's : (Masih memperhatikan Miss Desy menjelaskan)
- Teacher : **Amir, be happy. Amir harus bahagia ya**
- Student's : HEHEHEHE
- Teacher : **Ayo make a sentence, yok.** Bikin 1 kalimat, eh ada dibikin (sambil menunjuk salah satu siswa)
- Student's : (Mereka yang ditunjuk pun mulai mencoba menulis sesuatu)
- Teacher : **Bikin 1 kalimat, give some advice to Amir.** What are you supposed to be ?
- Student's : (Salah satu siswa berbicara) Sudah miss
- Teacher : (Berjalan sambil menuju ke arah sumber suara)
- Student's : AMIR....
- Teacher : (Pembicaraan dipotong oleh Miss) **Maybe her go with other man. Mungkin dia pergi dengan wanita lain. And Amir very very sad. Amir sampai tidak masuk sekolah hari ini**
- Student's : (Sebagian kecil murid pun tertawa)
- Teacher : Kasihan Amir. So, what would you do ? Jangan dikasih tau ya Amir untuk hal ini. Abis disini aja ya. Ampe ga sekolah karena diputusin.....?
- Student's : Pacar
- Teacher : So what will you say ? what will you say to Amir ?
- Student's : (Siswa pun mencoba berpikir)
- Teacher : (Miss pun menunjuk seseorang) ya okey ?
- Student's : Amir don't be sad because...
- Teacher : Yak, Amir don't be sad, because ?
- Student's : There is someone better

- Teacher : There is someone better. Okay that's good. Memberikan semangat. Amir, jangan sedih. Masih ada cewe yang lebih baik lagi. Rupanya temannya sendiri ya ?
- Student's : (Seisi kelas pun tertawa)
- Teacher : Anggun apa anggun ? (sambil menunjuk siswinya)
- Student's : (Diam seribu bahasa)
- Teacher : Sebagai temannya Amir, kita kan satu keluarga nih, kelas kita kompak kan ? Bagaimana caranya supaya Amir tidak sad lagi ?
- Student's : (Salah satu siswa masuk kelas) Assalamualaikum
- Teacher : (Menoleh) Walaikumsalam halo Alvi. Ini sobat Amir juga ya
- Student's : (Murid pun berisik karena seorang siswa memasuki kelas)
- Teacher : Ssst, aaaaa (sambil menunjuk salah satu murid) Tadi you bilang apa ? Aaa dengar dulu
- Student's : (Siswi yg ditunjuk pun bicara) Amir don't be sad. You will get something more beatiful
- Teacher : Amir don't be sad. You will get something more beatiful. Amir jangan sedih, kamu akan mendapatkan yang lebih cantik lagi. That's good, as a good friend we should make our friend happy. Good, sekarang bagaimana menurut kaedah nya kalau kita ingin memberi advice itu ? Biasanya kapan kita memberikan advice ? Bisa memberikan nasehat ke yang lebih besar seperti miss ?
- Student's : Bisaaa
- Teacher : Bisa. Kalau begitu apa yang akan kamu kasih saran sama miss ? miss (sambil mengekspresikan kalo miss nya gendut)
- Student's : (Seluruh siswa pun tertawa)
- Teacher : Miss Desy kan have a big body right ? What is your suggestions for me ? Miss, do not eat, miss jangan makan ya hahaha
- Student's : (Beberapa dari siswa pun tertawa)
- Teacher : Jangan makan miss supaya langsing. Oke sekarang kita masuk ke pelajaran kita Giving advice and giving suggestions. (Sambil berjalan ke arah laptop) Oke, for some advice should use to say a right thing or good thing wisely. Jadi kalo kita ingin memberi saran... Eh jan maota amik (sambil menunjuk). Jadi, kalo kita ingin memberi saran dalam bahasa inggris gunakan kata should
- Student's : (hanya bilang should)

- Teacher : Should itu apa artinya dalam bahasa inggris ?
- Student's : Seharusnya
- Teacher : Seharusnya. Boleh diiyain, boleh di enggak in. Ndak wajib do, tapi boleh iya boleh tidak. Contohnya kamu harus makan pagi apa bahasa inggris nya ?
(sambil menunjuk salah seorang siswa)
- Student's :.....(DIAM, lalu mengikuti perkataan miss)
- Teacher : You should breakfast in the morning
- Student's : (Siswa yang lain pun menambahkan)
- Teacher : Kamu harus makan....?
- Student's : Pagi
- Teacher : Kamu harus belajar dengan giat, apa bahasa inggrisnya ?(Sembari menunjuk salah satu siswi)
- Student's : You should....
- Teacher : Study hard. Kamu harus membuat orang tuamu bahagia ?
- Student's : You should....
- Teacher : You should make your parents happy
- Student's : (Sambil mengikuti perkataan miss)
- Teacher :Jadi, untuk saran kita harus menggunakan should. Kalo disini dia bilang apa ? program nya apa ? dia bilang kalo saya selalu....?
- Student's : Capek
- Teacher : Jadi respon nya apa ?
- Student's : You should take a rest
- Teacher : Next, let seet the example (sambil menekan tombol di laptop).Oke, kalau seharusnya tidak? Kalau seharusnya iya kan should, kalo seharusnya tidak ? you shouldn't
- Student's : (Murid murid memperhatikan infokus)
- Teacher : Kamu sering tidak apa contohnya ? You shouldn't play with lighters. Apa maksudnya ?
- Student's : Kamu seharusnya tidaak.....

- Teacher : You shouldn't play with lighters, maksudnya ini mungkin api. Jadi jangan main main ya (Sembari berjalan ke arah laptop)
- Student's : (Siswa pun kembali melihat ke infokus)
- Teacher : Apa lagi yang pakai shouldn't ? Coba Ami jangan main HP sambil buka youtube
- Student's : (Siswa pun spontan melihat ke arah Ami)
- Teacher : Kan bisa tu, coba. Tadi si Amir miss bilang apa ? putus dari pacar nya kan. Nah sekarang Ami jangan liat HP pas miss nerangin. Apa bahasa inggris nya ?
- Student's : (Ami pun mencoba berpikir)
- Teacher : Ami...shouldn't.....play... handphone while Miss Desy teaching
- Student's : (Sebagian siswa mengikuti perkataan Miss Desy)
- Teacher : Jadi, shouldn't harusnya tidak, dan should harusnya iya
- Student's : (Siswa pun mengangguk)
- Teacher : Oke disamping should atau shouldn't, kita bisa menggunakan kata (sambil berjalan ke arah laptop) need to. You need to eat all your food. Artinya oo memberikan saran seharusnya begini, tapi lebih strong dari should. Kalo should kita memberikan saran, boleh iya boleh engga. Kalo need to, berarti kita agak sedikit memaksanya supaya mau, okey ?
- Student's : (Siswa pun mengangguk mengiyakan)
- Teacher : For this, you need to eat all your food. Atau eat all your food. Boleh makan semua makanannya. Lebih baik, you need to eat your food. Ya?
- Student's : Ya miss
- Teacher : Okey so far you are understand ?
- Student's : (Semua siswa menjawab yes)
- Teacher : Apa tadi artinya suggestion ? (sambil melihat ke arah siswa)
- Student's : Saran
- Teacher : Apa yang kita gunakan untuk suggestion tadi ?
- Student's : Should
- Teacher : Should, jangan sok sok bacanya ya. Apa arti should ?
- Student's : Seharusnya

Teacher : Ya seharusnya. Kita boleh meresponnya dengan positif, atau negatif. Selain should kita juga boleh pakai kata you need to (sambil berjalan ke arah laptop kembali)

Student's : (Siswa pun mengangguk)

Teacher : Miss masih ada slide nya (sambil mencari slide yang dimaksud).

Student's : (Siswa pun melihat kearah infokus, beberapa diantara mereka berdiskusi)

Teacher : Oke now I have an example dialogue. Oke, now siapa yg mau jadi Setiawan ? (sambil melihat kearah siswa, mencari sukarelawan) dengan nuni. Siapa ?

Student's : (Menunjukan ekspresi panik, gelisah, tidak tentram, tertekan) **PANIK GA ? PANIK GA ?**

Teacher : Natasya ? (sambil menunjuk siswa yang dimaksud)

Student's : (Natasya pun mengangguk)

Teacher : Silahkan, baca aja

Student's : Deee jan awak lai miss a

Teacher : Ayo Setiawan

Student's : Dear nuni, I wanna losing my weight (Pemeran Setiawan)

Student's : Im not really surprize, Because you eat to much. I think you should diet (Pemeran Nuni)

Student's : You see I've, hehe dak pandai wk do miss

Teacher : Hehe dak baa do

Student's : You see, I have (Pemeran setiawan) deee dak pandai wak do miss. Ooo dee jan awak lai miss ha

Teacher : (Miss Desy mencoba membantunya)

Student's : I think I sit, should eee dk pandai do miss

Teacher : (Masih mencoba membantu si murid) Terus aja nak

Student's : I ate the fish it doesn't help me. I should do more exercise (Pemeran Setiawan):

Student's : You should do exercise repeatly (Pemeran Nuni)

Teacher : (Menunjuk ke arah pemeran Setiawan)

Student's : I don't have a time to do exercise in midtest. Weeee a go miss ? (Pemeran Setiawan)

- Teacher : Beside (Mencoba membantu perkataan si murid)
- Student's : Beside in the morning (Pemeran Setiawan)
- Student's : Yea, that's cool. Perhaps you will lose your weight, and we do an exercise together (Pemeran Nuni)
- Student's : Yes, that's a good idea (Laughing together 'cause his sounds funny). Lets do this on tomorrow morning (Pemeran Setiawan)
- Teacher : Do you understand this well ?
- Student's : (Sebagian mengangguk, sisanya sunyi)
- Teacher : Percakapan ini antara siapa dengan siapa ?
- Student's : Setiawan and Nuni
- Teacher : Setiawan said " Oww, I got over weight". Kalau urang awak ngecek nak, "Dee masak iyo 90 barek badan? Ya Allah 115 gitu kan ?"
- Student's : (Beberapa dari siswa pun tertawa)
- Teacher : Kemudian Nuni said "I'm not really surprise, You eat to much. Kamu makannya berlebihan. You ought to diet". Apa katanya ?
- Student's : (Salah satu dari siswa menjawab) kamu harus diet
- Teacher : Tadi kan kita pakai "should", bisa juga diganti dengan ?
- Student's : ought to
- Teacher : Ndak ot ot do, ought to
- Student's : (Siswa pun mencoba mengikuti pelafalan kata dari Miss Desy)
- Teacher : Jadi, kamu seharusnya.... ? Dieeet. You see, I was try diet but I never succed. Kamu tau ga? Aku udah coba diet, tapi ga pernah berhasil. **I think cause always sitting on the office. Mungkin karena sering duduk aja dikantor, itu yang bikin dia jadi gendut.** I really need more exercise. Saya benar benar butuh olahraga.
- Student's : (Mengikuti perkataan Miss Desy)
- Teacher : Perhaps you should go to fitness. Disini ada should lagi ya, **you should go to fitness center. Kamu harus pergi ke pusat kebugaran.** Ada disini yang ikut fitness? Pergi ke tempat Pak Ade hehe. Perhaps you should go to fitness center. **I don't have enough time. Saya tidak punya cukup waktu. I feel that place so bored. Kupikir tempat itu membosankan.** Well, perhaps you go to

jogging in the morning. Setidaknya kamu lari di pagi hari, is cheap. Olahraganya murah. We can go together. Saya temani nanti

Student's : (Masih mengikuti perkataan Miss Desy)

Teacher : Jadi Natasya mau menemani si Randa jogging hehe. Mau menemani Randa jogging di pagi hari. Jadi coba jawab, how many suggestions you see in the dialogue ?

Student's : (Melihat kembali infokus untuk menemukan jawabannya)

Teacher : **How many suggestions, expression in the dialogue. Berapa buah si Natasya memberikan sarannya ?**

Student's : (Menghitung jumlah saran di infokus)

Teacher : Cobs dicari

Student's : (Masih mencari)

Teacher : How many of them ?

Student's : (Masih juga mencari jawaban yang belum pasti berapa menurut mereka)

Teacher : How many of them ?

Student's : (Melihat sambil bergumam)

Teacher : Berapa ?

Student's : (Ada yang terdengar menjawab 3)

Teacher : Yang pertama yang mana ?

Student's : (Ada yang menjawab I think, ada yang menjawab di paragraf itu dan sisanya berdiskusi satu sama lain)

Teacher : **Okey where these suggestions ? Pertama yang mana ?**

Student's : (Masih ragu, dan ada suara cukup keras dibagian belakang yang memecah konsentrasi)

Teacher : Oke yang mana ?

Student's : (Mencoba kembali fokus ke infokus)

Teacher : Adi (sambil mengulurkan spidol ke siswa yg dimaksud)

Student's : (Adi pun tak berani, meski di tertawakan teman sebangkunya)

Teacher : Siapa yang bisa ? (Sambil melihat kearah siswa)

- Student's : (Ada yg menunjukan ekspresi panik, gelisah, acuh tak acuh) Salah satu dari mereka menjawab "Sakik palo dek e miss"
- Teacher : Aaa ayo siapa yang bisa menentukan berapa jumlahnya ? (Sambil menunjuk bagian belakang kelas menggunakan spidol)
- Student's : (Salah satu siswi menunjuk)
- Teacher : Ayo coba dulu
- Student's : (Siswi yang ditunjuk pun maju ke depan)
- Teacher : One, okay good. Two, naah satu lagi ? Three nah. Batua ndak tu ?
- Student's : (Siswi tersebut mengembalikan spidol, dan kembali ke tempat duduknya semula)
- Teacher : I think you ought to go diet. Saya pikir kamu harus diet. Apakah ini suggestions ?
- Student's : Iya
- Teacher : Karena ada kata ?
- Student's : Ought to
- Teacher : Yes. Trus apalagi ?
- Student's : You should
- Teacher : You should go to fitness center. Karena ada kata should nya. Kemudian apalagi ?
- Student's : I think so
- Teacher : Katanya disini I don't have enough time to exercise. You have better go to jogging. Berarti sebaiknya kamu pergi jogging
- Student's : Jogging (Jawab mereka serentak)
- Teacher : Oke now...
- Student's : (Salah satu siswa memencet tombol di laptop)
- Teacher : (Berjalan kearah laptop sambil tersenyum) Oke sekarang, miss ingin boleh bertiga, boleh berempat, sekelompok ini boleh. Disini ada paragraf. Ada masalah ?
- Student's : (Siswa pun diam)
- Teacher : Yang disini (Sambil menunjuk ke sisi lain kelas). Here we have a problem, ada problemnya disini, kemudian dibagian sini ada suggesstions nya dan ini

diacak. Kita akan menemukan mana pasangan nya yg cocok antara problem dengan suggestions nya. So I want you to work in team, boleh berdua dengan temannya, boleh berdiskusi, which one these soulmate ?. Contoh How can I improve my logic ability ? Bagaimana cara saya meningkatkan logika saya ? Mana disini jawabannya, choose one. Do you understand ?

- Student's : Yes
- Teacher : Yak silahkan berdiskusi
- Student's : (Siswa siswi pun mulai berdiskusi. Ada yg mengambil gambar menggunakan HP, berbicara dll. Salah satu dari mereka ada yg mau izin ke kamar kecil) Miss, izin miss ?
- Teacher : Tunggu kawan baliak lu dih
- Student's : (Kembali duduk)
- Teacher : Okay, make the problems and suggestions correctly
- Student's : (Mendengarkan arahan dari Miss Desy dan mencoba menuangkan nya ke dalam buku)

Murid murid pun berdiskusi satu sama lain selama beberapa menit. Kelas pun mulai riuh

- Teacher : Oke udah ?
- Student's : Dee jaringan dak ado miss
- Teacher : Number one, number one. Find the perfect couple. Which one the best solutions for the problem ?
- Student's : (Mengangguk mengiyakan perkataan Miss Desy. Salah seorang dari mereka bertanya) Intelektual tu a miss ?
- Teacher : Kayak logika, tes iq dan penalaran.
- Student's : (Mengangguk paham)
- Teacher : Dah selesai ?
- Student's : (Salah satu dari mereka menjawab sudah)
- Teacher : (Miss desy pun langsung mengulurkan spidol kepada siswa tersebut)
- Student's : (Siswa tersebut maju, mengambil spidol dan menulisnya di papan tulis)
- Teacher : Giving applause everybody (Sambil tepuk tangan)

- Student's : (Yang lainnya spontan ikut menepuk tangannya)
- Teacher : Okey, number two ? How can I get friend with my classmate better ? Siapa yg tidak bisa berteman dengan rekan sekelasnya ? Coba jawab(Sambil menunjuk, mencari relawan). Gimana cara kita supaya bisa gabung dengan teman-teman kita, gimana caranya ?
- Student's : (Baik buuuk)
- Teacher : Caranya ?
- Student's : (Salah satu siswa laki laki menunjuk ke arah papan tulis, dan siswi perempuan berdiri langsung menuju papan tulis)
- Teacher : Sesuaikan ya jawabannya
- Student's : (Siwi menjawab) Baik miss. (Menjawab lalu kembali ke tempat duduknya semula)
- Teacher : Okey good, Desfi (Sambil memberikan tepuk tangan). So here katanya how can I get a good score in TOEFL ? TOEFL apatu ? tes kemampuan bahasa inggris. Gimana cara kita mendapatkan nilai yg baik ? (Sambil menunjuk salah satu siswi)
- Student's : (Siswi yang ditunjuk pun maju kedepan sambil menerima spidol dari Miss Desy. Salah satu dari mereka berkata) Miss misi mis ?
- Teacher : Tunggu lu
- Student's : (Masih berdiri sembari menahan)
- Teacher : **How can I get a healthy body ? gimana caranya saya mendapatkan badan yang bagus ato sehat ?** Kayak Miss hahaha
- Student's : (Beberapa dari mereka pun tertawa)
- Teacher : Go to.....? (Sambil menunjuk salah satu siswinya)
- Student's : (Siswi yang ditunjuk pun maju kedepan dan menuliskannya)
- Teacher : **Okay good. Next, what should I do to tunggu lu, to be more self confident. Supaya lebih PD. Yang mana jawabannya ?**
- Student's : (Beberapa dari mereka menunjuk ke papan tulis)
- Teacher : Apa ? Supaya lebih PD? Ayuk. Anybody (Sambil mengacungkan spidol)
- Student's : Apa artinya miss ?
- Teacher : Bagaimana cara nya supaya lebih PD ? Yang mana ?

- Student's : Nomor 5 miss
- Teacher : Coba jawab (Sambil menunjuk salah satu siswinya)
- Student's : (Siswi tersebut maju dan membuat jawabannya di papan tulis)
- Teacher : Okey. Now look at number six, number six. Eh jan maota Putra. How to be a cherfull ? Cherfull itu ceria ? Bahagia cerah ceria. Bagaimana caranya ?(Sambil mengacungkan spidol ke salah satu siswinya)
- Student's : (Siswi yg dimaksud pun berdiri, lalu mulai berjalan ke arah papan tulis)
- Teacher : Yeeey, next good. Nomor 7 , How to be a not silly one ? Gimana ?
- Student's : No duo miss (Siswi yg telah tampil menunjuk)
- Teacher : Coba yang lain (sembari memberikan spidol)
- Student's : (Siswi yang dimaksud pun berdiri, dan mulai menulis jawaban di papan tulis)
- Teacher : **Good. Benar ga tu ?**
- Student's : Yes
- Teacher : Next, what can I do to get....?
- Student's : Awak miss (Sambil menunjuk ke arah papan tulis)
- Teacher : Yes, be workaholic ?
- Student's : (Mencoba berpikir)
- Teacher : Pokoknya kalau workaholic itu yang kerja,kerja kerja dan kerja. Do you understand ?
- Student's : Yes
- Teacher : Oke ada pertanyaan ? (Sambil berjalan ke arah laptop)
- Student's : (Kelas sedikit riuh, sebagian kecil yang mengindahi pertanyaan Miss Desy)
- Teacher : Diam Octa dulu, caliak miss dulu. Caliak miss yo. This expression for example. Contoh Let's go to the movie. Let's go berarti ajakan. Ini mengajak. Kemudian why we do homework before we are getting out ?Apa maksudnya ?
- Student's : Bagaimana kalau....
- Teacher : Ya bagaimana kalau kita bikin pr dulu sebelum keluar ? Selanjutnya how about we going to Sam's place before, Apa maksudnya ? Bagaimana kalau kita pergi ke tempat Sam dulu ?. Bisa ita jawab dengan accepted answer,menerimanya. Atau dengan refusing answer, yaitu menolak

- Student's : (Menyimak)
- Teacher : Oke kalau kita menerima ajakan nya, kita bisa balas dengan yes, that's a good idea. Kalau kita gamau pergi kerumah nya ? No, let's go to supermarket
- Student's : (Masih menyimak)
- Teacher : **So, ini respons nya oke ? I think you should go and meet her. Kupikir kamu harus pergi dan bertemu dengannya**
- Student's : (Tetap menyimak)
- Teacher : Kalau dia mengiyakan, okey you say so. Kalo dia gamau ? Sorry, I cant
- Student's : (Mengangguk)
- Teacher : Oke now, lets go.....(Pembicaraan terpotong)
- Student's : Miss misi nta miss ?
- Teacher : Okay (Mengiyakan). Sekarang bagi yang mau silahkan dicatat, karena materi ini akan keluar di ujian kita. Okey you may photo, you may write these on your book
- Student's : Hooaaah (Salah satu dari siswa menguap)
- Teacher : Are you sleepy, Ari ?
- Student's : Aaa miss ?
- Teacher : Sleepy ?
- Student's : Sleepy miss

Siswa siswi pun mencatat materi yang telah diajarkan, sebagian ada juga yang mengambil gambar. Kelas pun sedikit riuh. Selang beberapa menit kemudian

- Teacher : So today, apa kesimpulannya ? (Sambil menepukkan tangan). Apa kesimpulannya Yudha ?
- Student's : Cara memberi advice dan suggestions
- Teacher : Suggestions itu apa ?
- Student's : Saran
- Teacher : Oke, advice itu apa nak? Dodi ? (sambil menunjuk)
- Student's : Nasehat

- Teacher : Ya nasehat. Bisa diungkapkan apa aja kata nya ? you should, you ought to, dll nya.
- Student's : (Mengikuti perkataan Miss Desy)
- Teacher : Oke, that's all for today, cukup untuk hari ini. Semoga masuk pelajaran hari ini
- Student's : Amiiiiin
- Teacher : Biar anak miss bisa sukses menghadapi ujian
- Student's : Amiiiiin
- Teacher : That's all for today, good bye. Assalamualaikum
- Student's : Walaikumsalam wr wb

A. INFORMANT 2

actor	Utterance	
Teacher :	<i>assalamuallaikum warahmatulahi wabarokatuh. Hello everybody? good morning. How do you this morning? So hari ini kita akan meriview our lesson this semester khususnya untuk pertemuan pertama because last week ya kita sudah ujian tapi nilainya tidak satisfying to me tidak menyenangkan tidak bagus karena nanti nilainya yang merasakan itu adalah kamu tapi karena materi ini penting jadi hari ini kita review ee mungkin pertemuan-pertemuan kita sebelumnya tidak maksimal because of covid nineteen jadi kita sekolahnya masih pakai shift jadi mungkin pertemuannya tidak maksimal. Kita sering libur atau kita belajarnya lewat wa jadi sampai hari ini masih banyak tugasnya belum rampung but this ee actually sangat penting untuk kamu this semester kalau kamu mau lanjut ke kelas 12 jadi kita review kembali melalui discuss melalui soal. Oke miss akan siapkan soalnya tapi this special for paket A ya. Tapi entah pelajarannya yang kurang maksimal atau miss yang kurang maksimal. Nanti kalau kurang bagi 2 aja ya.</i>	

R	: Okay special hari ini kita we will talking about simple past tense kalau kurang 1 berdua ya, kalau yang belum dapat soal bisa duduk sama yang sudah dapat soalnya. Okay sit down please, okay sekarang untuk soal nomor 1 sampai fifteen this is penggunaan simple past tense and present perfect so hri ini kita will discuss about that kita coba dulu urai 1 soal. Ee miss itu gimana caranya miss? Waktu itu miss sudah bilang di kelas ini i call you berulang-ulang bahwa past tense akan ketemu seperti ini dan present perfect you will find this kemudian kita lihat dulu nomor 1. Bagus and mata you look so happy mata, whats your problem? Eh unhappy sorry you look so unhappy mata, whats your problem My mother blablabla this job. Ada pilihannya has does wash yang kedua have just lost yang ketiga losing kemudian losses atau lose. According to you what is the answer? His just lose kenapa? So kenapa kamu milih his just lose? father? Kan kita punya subject i you they we she he it disini banya yg memakai has dan have she he it. Terus kenapa father pakai has? Karena father itu laki-laki oke bisa diterima apalagi? Sebenarnya tidak perlu pakai just orang sudah mengerti kalau ayahnya sudah dipecat namun hanya penekanannya saja bahwa ayahnya baru saja dipecat, oke udah dapat ya jawabannya harusnya betul semua ya Oke what happen with you? Be blabla with our library, have just running, have just run? Dia pakai we ya sudah pasti pakai have, pakai just atau have aja? Kenapa ga pakai ing? Ha karna kan terjadinya sekarang jadi seandainya pakai ing otomatis hari ini just one time ini sedang terjadi. Okay jawabannya yang E ya karna bentuk run 1 2 nya sama tidak ada perubahan ya. Okay next what did you do two week? I titik titik dabate for test. Has join atau have join? Join pake ed? Bisa kalau sekarang pakai ed? Kenapa pakai past tense karna	
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	ada did didepannya karna dia past tense. Itu ciri khasnya, Kalau pertanyaannya did so you have use past tense, kalau pakai have atau has you have use present perfect karena itu ciri khas masing-masing	
	Sejauh ini do you understand about simple past tense and present perfect dan penggunaannya? Dikelas 11 nanti kamu akan belajar ini lagi tapi mungkin ee akan kalau tidak salah pas perfect jadi agak dipersingkat jadi basicnya hrs dikuasai jadi dari nomor 1 sampai 15 banyak betulnya ap salahnya?, besok ini akan masuk kurikulum baru semesternya sama tapi cara pengajarannya beda kalau kamu tidak naik kelas we will meet me this class again kenapa? Karna berpeluang sekali berbeda pelajarannya walaupun itu perkembangan ya, perkembangan kurikulum 2 rb 13 tapi akan lebih banyak kontek akan lebih banyak menyita waktu dan tidak ada kejurusan sampai kelas 11 12 pun tidak ada, yang ada apa? Kamu memilih pelajaran tertentu, boleh pilih ipa boleh pilih ips. So mudah-mudahan sukses mudah-mudahan berhasil dan mudah-mudahan mengerti. Kita sudahi pelajaran hari ini assalamualaikum wr wb	

Appendix 4: Documentation



Appendix 5: Letter Recommendation



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI BATUSANGKAR
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
 Jl. Sudirman No. 137 Lima Kaum Batusangkar Telp. (0752) 71150, 574221, 71890 Fax. (0752) 71879
 Website : www.iainbatusangkar.ac.id e-mail : ipm@iainbatusangkar.ac.id

Nomor : B-740/In.27/L.I/TL.00/06/2022

16 Juni 2022

Sifat : Biasa

Lamp : 1 Rangkap

Perihal: **Mohon Penerbitan Surat Izin Penelitian**

Yth. Kepala Dinas Pendidikan Provinsi Sumatera Barat
 di Padang

Assalamu'alaikum Wr. Wb,
 Dengan hormat,

Dengan ini disampaikan kepada Bapak/Ibu bahwa mahasiswa yang tersebut di bawah ini:

Nama/NIM	: Adityawarman Panjaitan/15300400003
Tempat/Tanggal Lahir	: Bengkulu/25 Juni 1995
Kartu Identitas	: 1304072506950001
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris
Alamat	: Simp. Minang Jr.Minang Jaya Nagari Minang Kabau Kecamatan Sungayang Kabupaten Tanah Datar

akan melakukan pengumpulan data untuk proses penulisan laporan hasil penelitiannya sebagai berikut:

Judul Penelitian	: The Use of Code-Switching and Code-Mixing in Teaching English by Teacher
Lokasi	: SMA N 1 Sungayang
Waktu	: 17 Juni 2022 s.d 17 Agustus 2022
Dosen Pembimbing	: Irwan, M.Pd

untuk itu, diharapkan kiranya Bapak/Ibu berkenan memberikan surat izin penelitian mahasiswa yang bersangkutan sesuai dengan ketentuan yang berlaku.

Demikian disampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.



H. Muhammad Fazis, M.Pd

Tembusan

1. Rektor IAIN Batusangkar (sebagai Laporan)
2. Dekan Tarbiyah dan Ilmu Keguruan (sebagai Laporan)