

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses the finding of the research. This study was conducted to investigate two research problems. Those are (1) what are the types of code mixing were used that found in learning process (2) students perceptions. In order to answer those questions, it will be discussed this section below.

4.1 Findings

In this part, the researcher presents the data from the utterances teacher that collected from observation and questionnaire. The data that collected from observation are selected and transformed become written up field note. The observation was started on 25 feb - 9 march 2019. the data from observation taking by video recorder then transcript into written field. Then the transcript was selected the utterances which were not contained code mixing. The data which were not contained were omitted, so that the utterances only contined code mixing. The data which had been reduced and described was classified into specific group based on the reseach focus. The researcher using a video record in order to find out the types of code mixing

The resercher take the data in two meeting Based on the observation, the researcher found that there was a total of code mixing indonesia and English in the data set: 77 intra-sentential code mixing, 12 intra-lexical code mixing and 10 involving a change pronunciation.

Start in the beginning the subject always used code mixing when during English learning process. the subject used code mixing between Indonesia and English. The researcher gave D code to data/datum.

4.1.1 Types of Code Mixing

Code mixing is an act of switching one language to another used within the same sentence. The findings showed all the types of code mixing proposed by Hoffman occurred in the classroom. According to Hoffman there are three types of code mixing. The first type was intra-sentential code mixing which occurs within a phrase, clause and sentences boundaries. The second was intra lexical code mixing which occurs within a word boundary. And the third was involving a change of pronunciation which occurs in the phonological. The researcher found code mixing of English and Indonesia on utterance by teacher. The types of code mixing that is found in teacher's utterance will be described as follow:

4.1.1.1 Intra Sentential Code Mixing

Intra sentential code mixing is a change of language occurs or appears within a clause, phrase or sentence boundary. The types of code mixing that is found in teacher's utterance will be described as follows:

“**So**, hari ini. siapa saja yang tidak masuk?” (D1)

“**we** akan belajar tentang simple present tense “ (D4)

“**The animal** suara-suara hewan” (D9)

“**Today** kita akan belajar tentang nominal “(D79)

“**Before mr** jelaskan, ada yg tau apa itu nominal?”(D80)

“**You** paham?” (D98)

From the examples above, the English words or phrases which are found in Indonesian sentences consist of noun, verb, adjective, adverb, pronoun and phrase. All of the examples above were used to complete his sentences. the teacher use the peace of English word to explain the material, it because to make the students understand. But grammatically the sentence of teacher is also suitable for grammar in English.

Datum 1

TEACHER : “so, hari ini ada yang absen?”

TEACHER : “who is absent today?”

The English teacher insert word “so” he could have just say “jadi” instead of change it in English. but he use “so” to connect the sentences to convey with the students. this utterance is in Indonesia but before that he put English word “so” in the first of his utterance, so it could be said intra sentential code mixing because the mixing happened in a sentence boundary, and the word that he mixed is an English word “so”, it also could be said the mixing is English word in Indonesia utterance. Another example is in datum 4

Datum 4

TEACHER : “we akan belajar tentang simple present tense “.

TEACHER : “we will learn about simple present tense”.

when the teacher said word “we” in the beginning of his utterance “we akan belajar tentang simple present tense “ the teacher mixed English word in Indonesia utterance or sentences, so it is said Intra sentential code mixing.

Code mixing also found in the middle of his utterance. For example in Datum 10 “ itu **not** hewan” the datum showed one type of code mixing that is intra sentential code mixing because the teacher put word “not” in the middle of his utterance. Another example in datum Datum 11 ” Kemudian yg **three**, bagus” code mixing found in this utterance was the insertion of the word “three”.

Datum 38

TEACHER : “Yang tau nanti tak kasih” **reward**”

TEACHER : “if there is anybody know i will give a reward.

In the utterance “Yang tau nanti tak kasih” **reward**” the teacher put the English word “**reward**” in the end of her utterance, so it could be said intra sentential code mixing because the mixing happened in a sentence boundary. There were a lot of code mixing in his utterances, for example:

Datum 85

TEACHER : “Noun adalah kata benda contohnya apa? **Table**, papan.

Terus **give example** lagi!”

TEACHER : “Noun is a thing, what is the example? Table, board. Next please give more example!

Based on the data above , it is the utterance of code mixing was spoken by the teacher. He chooses “**table**” and “**give example**” which is commonly spoken.it is considered as intra sentential code mixing since the teacher inserted English word in Indonesia Utterance.

4.1.1.2 Intra Lexical Code Mixing

Intra Lexical Code Mixing is the types of code mixing occurs within a word boundary.

“Apalagi *examplanya* anak-anak?“(D21)

Datum 6

TEACHER : “simple present digunakan untuk **mengexplain** dialy activity”

TEACHER : “simple present are use to explain the dialy activity”

The teacher sometimes mixed his language by using English words and then combined with Indonesian grammatical forms. “mengexplain” the word explain is an English word but the teacher add “meng” enclitic before the word. the word “mengexplain ” on data no.6 is the form of code mixing which is formed by combining Indonesian prefix meng with English word “ explain” . Actually, the word “**mengexplain**” at this sentence “apalagi examplanya anak-anak?” although without Indonesian prefix(–meng) in the word “explain” it is still a verb. So the using prefix (-meng) is a habitual

which is done by the teacher in her utterance influenced by Indonesian grammatical.

Datum 97

TEACHER : “materi hari ini ***dimemorize*** ya!”

TEACHER : “Please, **memorize** today’s material!”

The word memorize on D97 “materi hari ini ***dimemorize*** ya!” consists of free and bound morphemes in Indonesian language, where prefix “**di**” is a bound morpheme and the verb is a free morpheme, “di-memorize” it also they can be translated in Indonesian “dihafal” where English verb is treated as Indonesian verb with prefix -di means passive voice.

Datum 21

TEACHER : “Apalagi ***examplanya*** anak-anak?”

TEACHER : “what else for the example students?”

The teacher mixed his language by using English and then combined with Indonesian grammatical forms. The word example is an English word but the teacher added suffix ***nya***. It contains of intra lexical code mixing because it occurs within a word boundary. From the example, the teacher mixed the language between English and Indonesia at the level of word, so it is called intra lexical code mixing.

4.1.1.3 Involving a Change of Pronunciation

Involving a Change of Pronunciation is the type of code mixing occurs in the phonological level as when Indonesian people say an English word, but modify it to Indonesian phonological structure.

“Bermain **handphone** (D22)”

“**focus** verbal first (D32)”

“Kalau **negative** kembali ke verb 1” (D52)

“**Introgative** adalah kalimat tanya yang ada tanda tanyanya (D57)”

“Karena first adalah **positive**” (D59)

This kind of code mixing occurred at the phonological level when the teacher said the words at the sentences above in English word in English teaching learning process, he modified it to Indonesian phonological structure, for instance: the word **handphone**, **negative**, **positive**, **introgative** were said to be **hanfone**, **negatif** **positif** **introgatif** by the teacher.

In the D22,D32,D54,D55,D56,D57,D59,D64,D71,are the type of code mixing Involving change of pronunciation, this type of code mixing means that the mixing that happened at the phonological level, when the teacher said an English word but modified to Indonesian phonological structure, for example in datum 32, when the teacher said an English word “Focus” that should be said/foukes/ but he said /fokus/. Another example when the teacher said an English word in datum 52. “Kalau **negative**

kembali ke verb 1. The word “Negative” that should be said/nigetiv/ but he said /negatif/.

Tabel 4.1 The Result Types of Code Mixing

Findings		Types of Code Mixing		
		ISM	ILM	ICP
1	So , hari ini.siapa hari ini Yang tidak masuk? (D1)	√		
2	Open your book halaman empat belas. (D2)	√		
3	Jadi today kita akan menggunakan kd 3.6 (D3)	√		
4	we akan belajar tentang simple present tense (D4)	√		
5	What simple present tense itu? (D5)	√		
6	simple present digunakan untuk meng-explain dialy activity(D6)		√	
7	Names of job tentang pekerjaan/provesi (D7)	√		
8	And then the part two bagian dua (D8)	√		
9	The animal suara-suara hewan (D9)	√		
10	Itu Not hewan (D10)	√		
11	Kemudian yg three , bagas (D11)	√		

12	nah ayo come on!! (D12)	√		
13	Look at di papan (D13)	√		
14	Ini adalah one of simple present tense (D14)	√		
15	Simple present there are dua (D15)	√		
16	Number Satu adalah verbal (D16)	√		
17	Satunya nominal . Apa itu nominal ? (D17)	√		
18	Ayo, suaranya mana. Kok silent semua (D18)	√		
19	Verbal is yang kita doing (D19)	√		
20	Example-nya menulis (D20)		√	
21	Apalagi example-nya anak-anak? (D21)		√	
22	Bermain handphone (D22)			√
23	Drink melakukan ndak? (D23)	√		
24	go melakukan (D24)	√		
25	jadi itu example yg verbal. Gampang kan? (D25)	√		
26	Mana verb-nya ? (D26)		√	
27	Walk juga melakukan yah! (D27)	√		

28	How many subject yang kamu ketahui (D28)	√		
29	Jangan lupa There are tujuh (D29)	√		
30	Bagus, good job Santi”! (D30)	√		
31	Untuk verbal dan nominal mana aja hayoo!! (D31)	√		
32	focus verbal dulu (D32)			√
33	Hayoo! Masih pagi sudah nge-blank (D33)		√	
34	Can you please tell me dikasih verb apa ini? (D34)	√		
35	mr farul give contoh (D35)	√		
36	disini sebenarnya there is verb (D36)	√		
37	because kita sedang diskusi tentang simple present tense (D37)	√		
38	Yang tau nanti tak kasih reward (D38)	√		
39	give satu contoh lagi (D39)	√		
40	subject itu apa, hayoo apa dewi! (D40)	√		
41	ini depends on subject (D41)	√		
42	if subjectnya i maka yg digunakan adalah verb 1 (D42)		√	
43	if subjectnya he maka yg digunakan s/es (D43)		√	

44	karena subjectnya maka (D44)		√	
45	one example lagi mr? menggunakan she (D45)	√		
46	Coba satu student yang kasih contoh!	√		
47	Next,look at bagian ke dua (D47)	√		
48	Kalau subject i,you they we menggunakan do (D48)	√		
49	Kalau he, she it menggunakan does (D49)	√		
50	Kalau dinegative-kan ditambahi not (D50)		√	
51	Subject do atau does ditambahi not (D51)	√		
52	Kalau negative kembali ke verb 1 (D52)			√
53	I menggunakan do berarti (D53)	√		
54	Rubah to negative berarti (D54)			√
55	Kalau negative kembali ke verb 1 (D55)			√
56	selanjutnya, introgative (D56)			√
57	Introgative adalah kalimat tanya yang ada tanda tanyanya (D57)			√
58	Yang bener which one ?(D58)	√		
59	Karena first adalah positive (D59)			√

60	Yang kedua adalah negative (D60)	√		
61	Yang nominal akan dilanjutkan next meeting (D61)	√		
62	Menggunakan subject you (D62)	√		
63	Yuyun, come forward dan beri satu contoh positif menggunakan subject you . (D63)	√		
64	Give tanda positive atau negative (D64)			√
65	You berarti subject, sing berarti verb kurang objeknya (D65)		√	
66	Kasih applousenya donk (D66)		√	
67	Indra please changes kedalam negative sentences (D67)	√		
68	Next yang terakhir (D68)	√		
69	Contohnya every day (D69)	√		
70	She pergi kesurabaya every Sunday (D70)	√		
71	I drink tea every pagi (D71)			√
72	If i panggil your name say present ok! (D72)	√		
73	Open your book page lima belas (D73)	√		
74	Buka bukumu page fifteen (D74)	√		
75	Apa itu usually , biasanya (D75)	√		

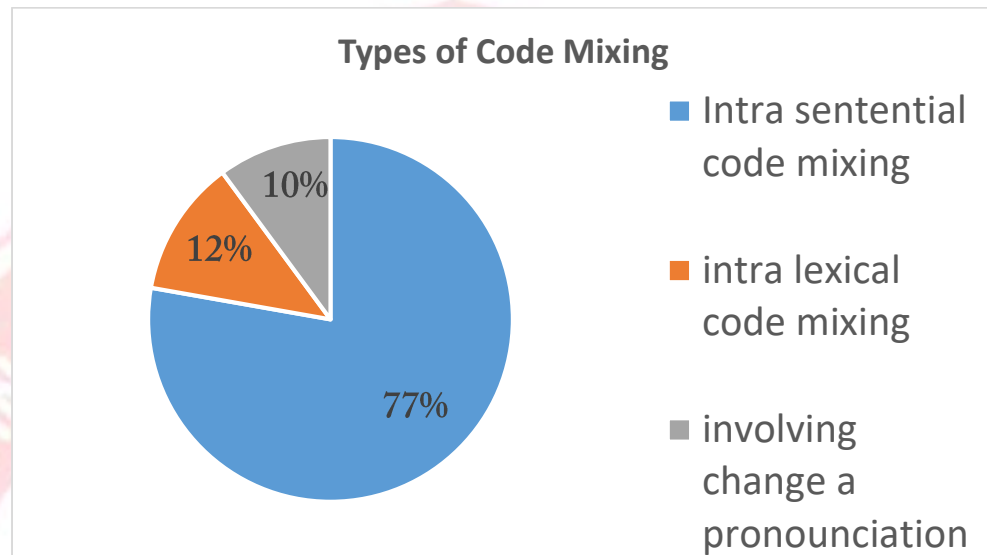
76	Aku usually sarapan, aku usually tidak pernah mandi.	√		
77	Last meeting kita belajar tentang simple present tense (D76)	√		
78	Last meeting we belajar tentang verbal (D78)	√		
79	Today kita akan belajar tentang nominal (D79)	√		
80	Before mr jelaskan, ada yg tau apa itu nominal? (D80)	√		
81	Kemudian yg three , bagas (D81)	√		
82	maybe ada yang tau, angkat tangan? (D82)	√		
83	Nominal is selain kata kerja (D83)	√		
84	Adjective kata sifat, example tinggi, gemuk apa lagi? (D84)	√		
85	Noun adalah kata benda contohnya apa? Table , papan. Terus give example lagi! (D85)	√		
86	Adverb is kata keterangan (D86)	√		
87	Nominal dibagi menjadi three (D87)	√		
88	The First adalah adjective (D88)	√		
89	Second adalah a noun (D89)	√		
90	Third adalah adverb (D90)	√		

91	Apa itu adjective kata sifat (D91)	√		
92	What is noun kata benda (D92)	√		
93	Ayo yuyun, try! (D93)	√		
94	You paham? (D94)	√		
95	For the next meeting kita akan belajar tentang noun dan verb (D95)	√		
96	Mr farul akan tanya lagi next week , materi hari ini (D96)	√		
97	Materi hari ini di memorize yah! (D97)		√	
98	Ok, mr farul akhiri hari ini, kalian bisa close bukumu dan istirahat.(D98)	√		
99	Ok. Now you can take a break, istirahat! (D99)	√		

ISM : Intra Sentential Code Mixing

ILM : Intra Lexical Code Mixing

ICP : Involving Change of Pronunciation

Diagram 4.1 Types of code mixing

4.1.2 The Students Perceptions on Code Mixing Used by the Teacher

To know the students perceptions, the researcher give questionare sheet and give to the students at the end of the last observation. It consist of eight questions and the students had to choose one of the answer based on their opinion. There was 8 questions and there were 14 students for the participant. The result of the questionare were presented in the table and chart below:

Table. 4.2 Score the result of Perception on code mixing

	Questionare	Yes	No
1	Apakah gurumu selalu menggunakan Bahasa Indonesia dan inggris dalam prsoses belajar mengajar?	14	0

2	Apakah kamu setuju jika gurumu memakai bahasa inggris saja saat mengajar dikelas	0	14
3	Apakah kamu setuju jika gurumu memakai bahasa Indonesia saja saat mengajar dikelas?	5	9
4	Apakah kamu lebih suka jika gurumu mencampur bahasa Indonesia dan bahasa Inggris saat mengajar bahasa Inggris di kelas?	13	1
5	Apakah dengan gurumu yang memakai campuran bahasa Indonesia Inggris ini membuat kamu lebih mudah berinteraksi dengan gurumu?	11	3
6	Apakah kamu lebih termotivasi belajar bahasa Inggris jika gurumu mengajar menggunakan bahasa campuran Indonesia dan Inggris?	13	1
7	Apakah kamu lebih mudah memahami materi pelajaran jika gurumu menggunakan bahasa campuran Indonesia & Inggris saat mengajar?	14	0
8	Apakah dengan mencampur bahasa Indonesia dan bahasa Inggris saat mengajar akan membantumu lebih percaya diri untuk berbicara Bahasa Inggris?	5	9

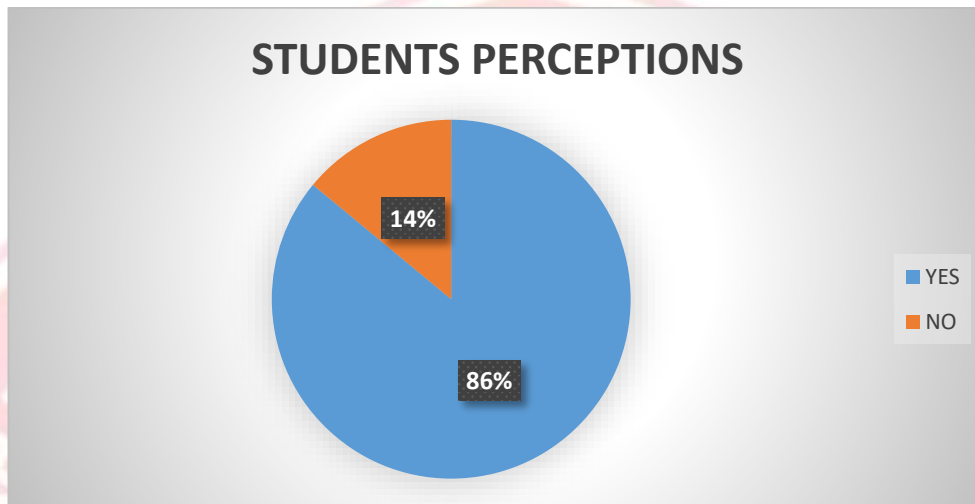
Based on the result of questionnaire above, the data was calculated with the following formula by (Arikunto, 2013)

The sum of the student's perceptions of one question

_____ x 100%

The Number of the student

Diagram 4.2 The Percentege of Perceptions on Code Mixing



Based on the table and chart above the researcher describe in below:

In the first question was about the used code mixing by the teacher during learning process, All of the students gave yes answer. there were 14 (100%) students confirmed that the teacher always used code mixing between Indonesia and English during teaching English learning process. The second question all of the students gave No answer (100%) students were not agree if the teacher only used English language when teaching English major.

The third question confirmed there were 5(36%) students agree if the teacher used indonesia language only while teaching, and there were 9(64%) were not agree. In the fourth question overall students agree if the teacher used code mixing Indonesia and English language in the classroom, the data confirmed that 13 (93%) student gave yes answer and 1(7%) student gave no answer.

The fifth question was about how to communicate with the teacher, there were 11(79%) students gave yes answer, it confirmed that they usually interact with the teacher used code mixing and 3(21 %) students gave no answer. In the sixth question was about the used code mixing it can give motivate to the students to learn English more, there were 13 students (93%) that the used of code mixing can motivate them in English subject and 1(7%) students were not,

The seventh question, from 14 students (100%) confirmed that they more understand and more easy to catch the material when their teacher taught by used code mixing when the teacher explained the material. but In their opinion the use of code mixing not really give effect to help the students confident. there were 5 students (36%) confirmed that the used of code mixing can improve their speaking English. and there were 9 students (64%) confirmed that they still not confident for speaking English.

4.2 Discussion

In discussion section, the elaboration of the entire analysis that has been conducted is explained to present the final result. The discussion consist of the type of code mixing and the perceptions students towards code mixing by the teacher. the researcher would like to discussed the research finding from observation and questionare. The researcher discussed the finding provided to the research questions.

4.2.1 Types of Code Mixing commonly Practiced by the teacher

The finding showed that in English teaching learning process, the teacher at language class in the seventh grade of Smp Perjuangan Prambon

used code mixing. All the types of code mixing proposed by Hoffman in Abdullah (2011) occurred in the class. therefore, the types of code mixing was intra sentential code mixing, intra lexical code mixing and involving a change of pronunciation. it can be concluded that the teacher used code mixing in his utterance. All the data are appropriate with the theory that has been explained in chapter 2. In this case the teacher mixed his language with Indonesian and English. From the utterances that have been analysed, it can be parted according to the linguistic unit (Ritchie, 2006) such as word, sentences, phrase and clause.

The researcher found the numbers of utterance that contain code mixing are 99 utterances and the most frequent of the types of code mixing used by the teacher in English teaching learning process was intra sentential code mixing (77). Based on the data the researcher found (12) intra lexical code mixing and (10) involving change of pronunciation.

4.2.2 The Students' Perception on Code Mixing Used By The Teacher in English Teaching Learning Process at seventh grade of Smp Perjuangan Prambon.

According to (Weng & Shi), using English only in classroom would lead to frustration and anxiety because the learners cannot get enough and proper comprehensible input. From the finding regarding students' perception on code mixing used by the teacher in English teaching learning process at seventh grade of Smp Perjuangan Prambon, it showed that most of student agreed when the teacher used code mixing in English teaching

learning process, they think that if the teacher mixed his language Indonesia and English to explain the the materi, is make they more understand about the learn content they will learn easily and can help to communicate with the teacher. Although all of the students agreed that the teacher should use code mixing but 64% still said was not confident to speak English.

