



# **Vocational High School Teacher in Applying Code Mixing and Code Switching: a Case Study on Speaking Class**

**THESIS**

**By**

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**UNIVERSITY OF ISLAM MALANG**

**POSTGRADUATE PROGRAM**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

**JULY 2022**



# **Vocational High School Teacher in Applying Code Mixing and Code Switching: a Case Study on Speaking Class**

**THESIS**

**Presented to**

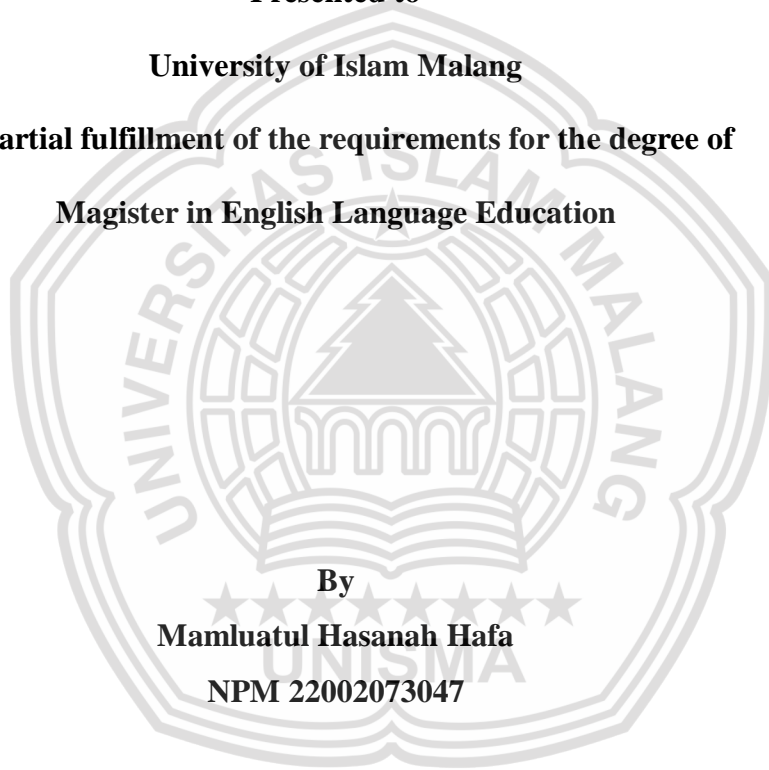
**University of Islam Malang**

**in partial fulfillment of the requirements for the degree of  
Magister in English Language Education**

**By**

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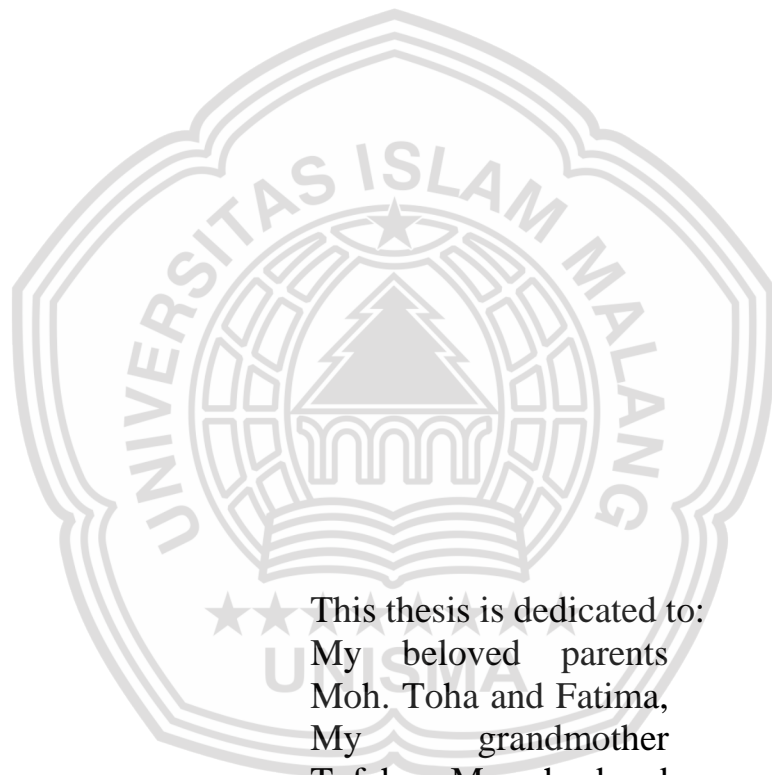
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## MOTTO AND DEDICATION

There will always be a path to success for anyone, as long as that person is willing to try and work hard to maximize their abilities.



★★ This thesis is dedicated to:  
My beloved parents  
Moh. Toha and Fatima,  
My grandmother  
Tufah, My husband  
Surur, and My brother  
Sulton.



**This is to certify that the thesis of Mamluatul Hasanah Hafa has been approved by the advisor for further approval by the Board of Examiners**

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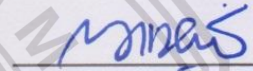
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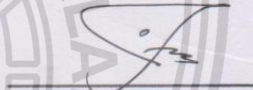
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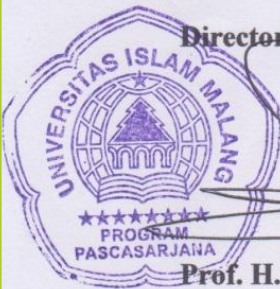


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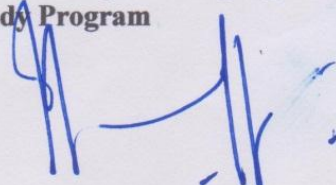
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## DECLARATION OF AUTHORSHIP

*Bismillahirrohmanirrohim*

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declare that:

- 1) This thesis has never been submitted to any other tertiary education institution for any other academic degree.
- 2) This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
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Malang, 05 July 2022



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The researcher,

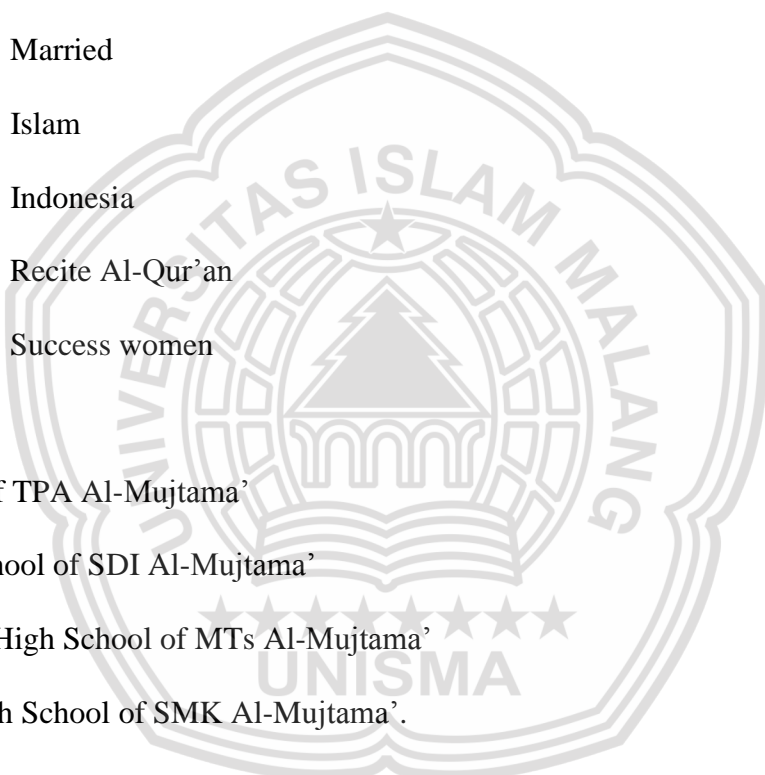
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## ABSTRAK

**Hasanah Hafa, Mamluatul.** 2022. Guru SMK dalam Penerapan Campur Kode dan Alih Kode; Studi Kasus Keterampilan Berbicara . Skripsi, Program Studi Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang. Pembimbing: Dr. Dwi Fita Heriyawati, M.Pd.

**Kata Kunci :** Campur Kode dan Alih Kode.

Penelitian ini bertujuan untuk menyelidiki campur kode dan alih kode yang ditemukan di kelas berbicara yang digunakan oleh guru. penelitian ini difokuskan pada bentuk-bentuk campur kode dan alih kode; frekuensi penggunaan campur kode dan alih kode; dan alasan yang mendasari keputusan guru untuk campur kode dan alih kode di kelas berbicara.

Desain penelitian dari penelitian ini adalah deskriptif kualitatif. setiap angka dalam bentuk persentase tidak disederhanakan menjadi penilaian. Sebaliknya, mereka dibahas, dianalisis, dan dijelaskan dengan menggunakan pendekatan kualitatif. Sumber data untuk penelitian ini adalah guru berbicara. Jenis data dalam penelitian ini adalah tuturan guru yang mengandung campur kode dan alih kode.

Harus ada prosedur dan metodologi yang dapat diterima yang digunakan dalam hubungannya dengan pengajaran bahasa di sekolah. Guru dapat menginstruksikan siswa baik menggunakan alih kode atau campur kode, dua strategi pengajaran yang berbeda. Ketika guru mengajar dalam bahasa Inggris penuh, tidak semua siswa dapat memahami apa yang dijelaskan oleh guru, dan siswa akan diam dan tidak aktif. Alih kode dan campur kode merupakan teknik untuk membantu siswa memahami ajaran. Siswa akan berpartisipasi dengan menggunakan alih kode dan campur kode karena semua orang dapat memahami apa yang dikatakan guru. Akibatnya, kegiatan kelas bermanfaat karena guru dan siswa dapat berkomunikasi.

Peneliti tertarik untuk mempelajari lebih lanjut tentang fenomena campur kode dan alih kode dalam proses belajar mengajar, yang berangkat dari permasalahan dan teori yang telah dibahas di atas. Metodologi deskriptif kualitatif yang digunakan dalam karya ini berusaha ke arah analisis deskriptif, yang mengharuskan perlunya berbagai bentuk deskripsi. Pidato guru berfungsi sebagai sumber data penelitian, dan dikumpulkan dengan menggunakan tiga metodologi yang berbeda. Khususnya observasi, diskusi, dan dokumentasi.

Studi ini menemukan alasan campur kode dan alih kode oleh guru di kelas berbicara. Kemudian, penelitian ini juga menemukan perbedaan frekuensi campur kode dan alih kode yang digunakan guru dalam proses belajar mengajar di kelas berbicara ketika menjelaskan materi dan memberikan instruksi.

Hasil penelitian ini dapat disimpulkan bahwa terdapat Intra-sentential of Code Mixing dan Intra-sentential of Code Switching yang ditemukan dalam penelitian ini. Para guru berbicara meskipun penguasaan bahasa Inggris mereka sangat baik, sebagai penutur asli bahasa Indonesia. Oleh karena itu, wajar jika pengaruh bahasa ibu mereka masih sangat kuat. Guru menggunakan campur kode dan alih kode ketika menyadari bahwa siswa tidak mengerti atau bingung dengan apa yang dikatakan guru.

## ABSTRACT

**Hasanah Hafa, Mamluatul.** 2022. Vocational High School Teacher in Applying Code Mixing and Code Switching; a Case Study on Speaking Skill. Thesis, English Language Education Study Program, Postgraduate Program, University of Islam Malang. Advisors: Dr. Dwi Fita Heriyawati, M.Pd.

**Keywords:** Code Mixing and Code Switching.

This study aims at investigating code mixing and code switching found in the speaking class used by the teacher. this research is focused on the forms of code mixing and code switching; the frequency of the use code mixing and code switching; and the reason which underlie the teacher decision to code mixing and code switching in the speaking class.

The research design of this study is descriptive qualitative. any figures in the form of percentages are not simplified into judgements. Instead, they are discussed, analyzed, and explained using a qualitative approach. The sources of the data for this research are the speaking teacher. The type of the data in this research is teacher utterances which contain code mixing and code switching.

There must be acceptable procedures and methodologies used in conjunction with language teaching in schools. Teacher can instruct students using either code switching or code mixing, two different teaching strategies. When teachers teach in full English, not all students can grasp what the teacher explains, and pupils will be quiet and inactive. Code switching and code mixing are techniques to help students understand teachings. Students will participate by employing code switching and code mixing since everyone can comprehend what the teacher is saying. As a result, classroom activities are beneficial because teachers and students can communicate.

The researcher is interested in learning more about the phenomenon of code mixing and code switching in the teaching and learning process, which departs from the issues and theories discussed above. The descriptive qualitative methodology used in this work strives towards descriptive analysis, necessitating the necessity for various forms of descriptions. The teacher's speech serves as the research's source of data, and it was collected using three different methodologies. Specifically, observation, discussion, and documentation.

This study found the reasons for code mixing and code switching by the teacher in the speaking class. Then, this study also found differences in the frequency of code mixing and code switching used by the teacher in the teaching and learning process in the speaking class when he explained the material and gave instructions.

The results it can be concluded that there are Intra-sentential of Code Mixing and Intra-sentential of Code Switching found in this study. The teachers speak although their mastery of English is very good, as native Indonesian speakers. Therefore, it is natural that the influence of their mother tongue is still very strong. Teachers use code mixing and code switching when they realize that students do not understand or are confused by what the teacher is saying.

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# CHAPTER I

## INTRODUCTION

This chapter introduces the Background of the study, Research Problem, Research Objective, Significance of Study, Scope and Limitation, and Definition of Key Term.

### 1.1 Background of Study

The concept of language transfers or bilingual language is not a new occurrence in Indonesian culture. It also happens frequently in developing countries where English is studied as a foreign language. This is a perfectly normal phenomenon. It can happen at any time during a conversation, as long as the important communication point is the continuance of an understandable dialogue. Simply put, communication is a means of expressing ideas or concepts. Communication occurs when the speaker's thoughts are accepted and comprehended by the listener, and vice versa. Furthermore, language transfer is prevalent, which is switching or mixing the first and second languages in order to confirm the expressed notion and avoid misunderstandings or miscommunications. (Novianti & Said 2021). As one of the international languages, English is taught in almost every country in the world. Bilingual speakers in any society use discourse structures with code-mixing and code-switching properties (Ramzan, Aziz, & Ghaffar 2021).

The phenomenon of code switching and code mixing can be seen either through electronic media and print media. In fact, if we examined closely, often occurrence of code switching and code mixes between speaker and partner speaker in an environment of our daily lives, either in writing or orally. The role of code switching and code mixing in the community is very important, in conjunction with the use of language variation by a person or group of people, especially in the use of language in bilingual or multilingual communities, for example in boarding school. Language and social interaction have a reciprocal relationship: language shapes social interactions and social interactions shape language.

Learning language is getting through the teaching learning process indoor, outdoor, formal or non formal education. Teaching, learning language, sociocultural contexts and variations of language should be considered because it is influenced by the success of the learning a language. The teacher may not neglect the influences of a variety of languages and sociocultural contexts of the participants, especially in mother tongue or foreign language. This is due to the roles to easier the learners to gain the purposes of teaching learning language.

The terms of sociocultural contexts and variations of language may be covered in sociolinguistics study. In order to understand the phenomenon, broad knowledge of the process of language acquisition, second or foreign language education, sociolinguistics, linguistics, psycholinguistics, and specific knowledge of foreign language teaching techniques and methods of measurement and evaluation have become especially important. Sociolinguistics has become a very important role recent, and we have become aware the role of language not just as a means of communication, but also a creator of social identity (Dunkley, 2013).

Learning language with sociolinguistics can help the speakers able to distinguish where, whom, when they speak. Therefore, the teacher should associate the materials to social contexts. Briefly, sociolinguistics can be defined as the science that investigates the aims and functions of language in society. It attempts to explain how language differs from one context to another across geographical borders and how people in one context communicate with people in other contexts (e.g., nonnative nonnative speakers; nonnative-native speakers; and so on) (Bayyurt, 2016).

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.

The next problem is about the switching of the language in question can be seen in the communication of the English teacher. In this case, the teacher switches the communication from Indonesian to English, or English to Indonesian, while communicating the process of teaching and learning in the classroom. For example, in a context where an English teacher opens a lesson, the teacher uses English. However, when an English teacher gives advice or admonition to students, the teacher prefers to use the Indonesian language.

The problem of code switching from one language to another is difficult to avoid, similarly the problem of code mixing. Both of these problems will always exist as long as speakers still use two or more languages that they master in turn to communicate. Events of code mixing and code switching can be seen in language usage both orally and in writing. In spoken language, we can see, among other things, the daily conversations in school, on the street, in the office, both formal and informal, while in writing language there is the use of language in newspapers, magazines, novels, and short stories.

Teacher becomes the spearhead in the process of delivering information to the students. Therefore, teachers must use language that is communicative and easy to understand of students, so that communication can run effectively. It is not impossible in the process of teaching and learning in the classroom will be the use of two or more languages and variations due to the use of languages mastered by the teacher in turn to communicate. This results in code mixing and code switching of teacher communication behavior that can occur intentionally or unintentionally.

In Vocational High School there is a special class, namely speaking class where the teacher used code switching and code mixing when the teacher teaches the students specially in speaking class in order the students is easy to understand the lesson because when the teacher teaches with full English, not all students can understand what the teacher explained and the students will be passive not active. By using code switching and mixing the students will be active because all students can understand what the teacher talk. Therefore the activities in the class is conducive because the teacher and the students understand one another.

The result of study was obtained through observation of the speaking English teaching learning process in speaking Class at the First Grade of Vocational High School that the teacher use code mixing and code switching during teaching learning process.

Driven from the problem and some theories above, the researcher wants to know more about code mixing and Code Switching phenomenon in teaching and learning process. So in this study entitled “Code Mixing and Code Switching Analysis in English Teaching Learning Process of Vocational High School” the researcher wants to analyze the type of code mixing and code switching that will be used by the teacher in English teaching and learning process at language class in the first grade of Vocational High School based on Hoffman’s theory, they are: intra-sentential code mixing, intra-lexical code mixing and involving a change of pronunciation. Then, the researcher will try to find the reason why the teacher uses code mixing in teaching and learning process and what are the students’ perceptions on code mixing and Code Switching used by their teacher. So, through this study, the researcher hopes that the teacher can realize that using code mixing and Code Switching in classroom could affect the teaching learning process.

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.

## 1.2 Research Problem

In this study, the researcher focuses on the following problems:

- a. How does the teacher use code mixing and code switching in English teaching learning process in speaking Class at the First Grade of Vocational High School?
- b. What types of code mixing and code switching are used by the teacher in English teaching learning process in speaking Class at the First Grade of Vocational High School?



### 1.3 Research Objective

Based on the problem statements above, the researcher aims:

- a. To know how the teacher using code mixing and code switching in English teaching learning process in speaking Class at the First Grade of Vocational High School.
- b. To show the types of code mixing and code switching used by the teacher in English teaching learning process in speaking Class at the First Grade of Vocational High School.

### 1.4 Significance of the Study

There are two kinds of the essential things on this research they are, theoretical and practical. The expected advantages of the study both theoretical and practical are:

Theoretically, this research is primary useful for the reader to enlarge their knowledge about sociolinguistics especially in code mixing, because this research contains many theories that related with code mixing and code switching.

Practically for English teachers, the teachers can use this paper as the guidance to enrich their comprehension about code mixing and code switching. The teachers can also apply speak to teach their students because speak is one of interesting medium for students to enjoy during teaching learning process.

For students, the students can deeply understand about code mixing and code switching they directly are able to apply into their daily life. They can also improve their ability in English trough speaking.

For other researchers, the result of this research can give the motivation for the next researcher to look for code mixing and code switching in another thing. And the next researcher can use this research as the reference if they want to conduct the research about code mixing and code switching.

### 1.5 Scope and Limitation

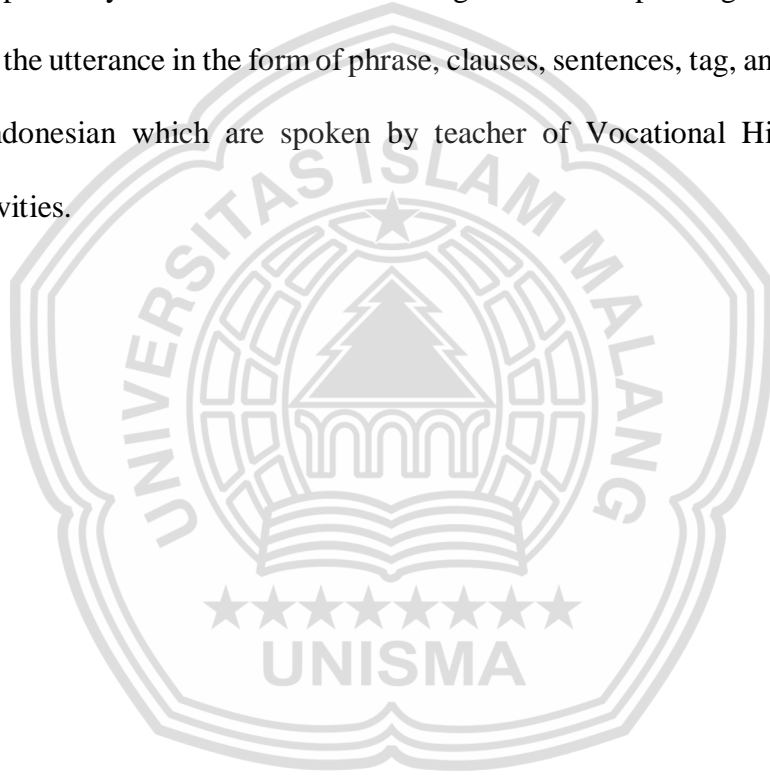
This research focuses on code mixing and code switching in sosiolinguistic theory. While the limitation of this research is the teacher utterance in English teaching and learning process in speaking calss at the firts grade of Vocational High School.

## 1.6 Definition of Key Terms

Defenition of key term explain terms that are used to get some meanings and to avoid misunderstanding. To avoid misunderstanding for the readers in clasifying about key terms, the researcher gives explanation of the terms used in this research. To make a deep understanding about this study, the resarcher defines the specific key terms which are used in this study:

**Code Mixing** is the utterance in the form of word and phrase contain insertion English-Indonesian which are spoken by teacher of Vocational High School in speaking class activities.

**Code Switching** is the utterance in the form of phrase, clauses, sentences, tag, and exclamation contain English-Indonesian which are spoken by teacher of Vocational High School in speaking class activities.



## CHAPTER VI

### CONCLUSION AND SUGGESTION

In this chapter is divided into two part that conclusion and suggestion. The conclusion is related to the result of teacher confidence in deciding position in performing a speaking activity.

#### 6.1 Conclusion

This research was conducted to determine the forms of code mixing and code switching, to determine the difference in the frequency of using code mixing and code switching and to find out the reasons for using code mixing and code switching in speaking classes.

From these results it can be concluded that there are Intra-sentential of Code Mixing and Intra-sentential of Code Switching found in this study. Teachers speak although their mastery of English is very good, as native Indonesian speakers. Therefore, it is natural that the influence of their mother tongue is still very strong. Teachers use code mixing and code switching when they realize that students do not understand or are confused by what the teacher is saying.

This method that involves the least frequent pronunciation changes is used by teachers. It is because the teacher has good English pronunciation, so they will pronounce the English word with the correct pronunciation. Teachers sometimes use pronunciation changes when they want to build familiarity with students because they feel it sounds more friendly to say it in the students' native language.

Meanwhile, the form of code-switching used by the speaking teacher the least occurs is to build continuity with the previous speaker. That's mainly because there really isn't a huge need to switch just to get the conversation going from the other side. For example students ask

in English, the teacher will answer in English too. On the other hand, students ask questions in Indonesian, the teacher also answers in Indonesian.

This study found a form of code mixing and code switching that was not found in other studies, which involved changes in pronunciation.

## 6.2 Suggestion

This research brings some suggestion for both English foreign language teacher and future researchers.

**For EFL Teacher,** The researcher has shown that there are some forms of code mixing and code switching used by the speaking teacher. This research also shown that the speaking teacher used code mixing and code switching in the English classroom setting invites much controvercies, some teacher still do it purposefully in order to help the student to understand better the material being taught. Therefore it is strongly suggested to the teacher not to hesitate using any strategy which may be beneficial for the students despite any negative commants that may arise.

Beside that code mixing and code switching not due to low English proficiency, but due to a necessity to ensure that the students really understand the material being taught. Moreovern even the students have no doubt about the quality of the teacher. They know that the teacher code mixing and code switching in order to help them and they are grateful for that.

**For Future Researchers,** The researcher has already shown that sociolinguistic study can also be conducted in a classroom setting such as in speaking class. Since the teacher and the students can be considered as a speach community, their ways of communications are open for any socialinguistic studies, including the phenomenon of code mixing and code switching. In order word, the researcher wants to show to the future researchers that sociolinguistic study can almost applied in any setting as long as there is a speech community in it. Therefore it is

suggested to them not to be afraid to try conducting a sociolinguistic study in any setting that interest them.

However, due to the limitation of time, the researcher has not been able to reveal all aspect of code mixing and code switching discussed in the research. Such as the benefit and the attitude of using code mixing and code switching. Therefore, this research is open to any improvements in the future in order to enrich the study of code mixing and code switching in particular, and the study of sociolinguistic in general.



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