THE FORMS AND IMPACT OF CODE-MIXING IN SPEAKING LESSON

THESIS

Submitted as Partial Requirement for Degree of Education (S.Pd) in
Teaching English

By :

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THESIS RATIFICATION

The thesis titled "The Form and Impact of Code Mixing in Speaking Lesson" compiled by Vera Rahmawati Husna with students registration number 17.2.6.005, a students of English Education Study Program, has been examined and defined in the Munaqasyah session held on May 15th 2023 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvement

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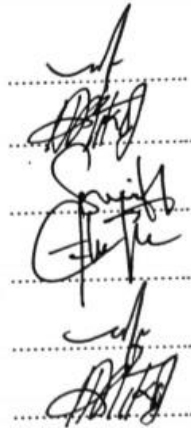The Chairman : Dr, Ahmad Mustamir Waris MP.d

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ABSTRACT

Vera Rahmawati Husna (2023) *The Form And Impact Of Code Mixing In Speaking Lessons*. Thesis, English Education Study Program, Faculty of Tarbiyah and Teacher Training, Manado State Islamic Institute.

This study aims to determine the forms of code-mixing in speaking lessons used at class VIII Taksifik MTs Negeri 1 Manado and the impact of using code-mixing. This research design is a qualitative method carried out using observation and interviews aimed at 16 students and 1 teacher at MTs Negeri 1 Manado. The results of this study indicate that learning English in Manado is carried out using code mixing between English and local languages in terms of clauses, phrases, and words. Code mixing in clauses occurred in 6 clauses, code-mixing in phrases occurred in 8 phrases, and code mixing in words occurred in 30 words. Moreover, The dominant use of code-mixing in this study was in the form of words. Using code-mixing in learning impacts students, such as feeling more relaxed, brave, enthusiastic in English class, confident, and motivated to speak English.

Keywords: *form, code-mixing, speaking*
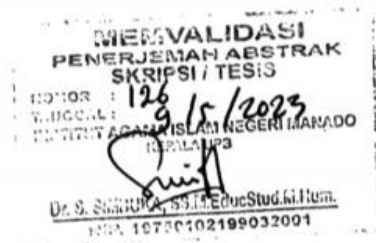
ABSTRAK

Vera Rahmawati Husna (2023) Bentuk dan dampak campur kode dalam pembelajaran speaking. Skripsi, Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Institut Agama Islam Negeri Manado

Penelitian ini bertujuan untuk mengetahui, yang pertama adalah bentuk-bentuk campur kode antara Bahasa Inggris dan Bahasa Manado dalam pelajaran berbicara yang digunakan di kelas VIII Taksifik MTs Negeri 1 Manado. Kedua, dampak penggunaan campur kode tersebut. Rancangan penelitian ini adalah metode kualitatif yang dilakukan dengan observasi dan wawancara yang ditujukan kepada 16 siswa dan 1 guru di MTs Negeri 1 Manado.

Hasil penelitian ini menunjukkan bahwa pembelajaran bahasa Inggris di Manado dilakukan dengan menggunakan campur kode antara bahasa Inggris dan bahasa daerah dari segi kata, frasa, dan klausa. Campur kode berupa kata terjadi sebanyak 30 kata, campur kode berupa frasa sebanyak 9, dan campur kode berupa klausa 6. Penggunaan campur kode yang dominan dalam penelitian ini adalah campur kode dalam bentuk kata sandi.

Penggunaan campur kode dalam pembelajaran berdampak pada siswa. dengan menggunakan campur kode siswa merasa lebih santai, berani, dan antusias di kelas bahasa Inggris. Mereka juga merasa lebih percaya diri dan termotivasi untuk berbicara bahasa Inggris.

Kata Kunci: bentuk, campur kode, berbicara

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All praise is to Allah the Almighty God who gives His grace and strength to the Researcher to finish this thesis entitled "The Form and Impact of Code- Mixing Between English and Manado Language in Speaking Lesson". Peace and blessing are always upon to the Prophet Muhammad Shallallaahu 'alaihi Wa Sallaam. . The researcher realizes that this research cannot be completed without the support and help of many people.

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The researcher realizes that this thesis is still far from being perfect but the researcher hope that this thesis would be useful for the next researcher and for readers in general.

Manado, 30 Mei 2023
The Researcher

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Judul   : The Form And Impact Of Code Mixing In Speaking Lessons

  Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar adalah hasil karya sendiri. Jika di kemudian hari terbukti bahwa ia merupakan duplikat, tiruan, plagiat atau dibuat oleh orang lain, Sebagian atau seluruhnya, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

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CHAPTER I

INTRODUCTION

A. Background Of Study

  Good speaking skills are needed so that the understanding received by the listener can be conveyed in a communicative language. Speaking has a very important social role in human life. Speaking skills are needed, both at school and outside of school. At school, speaking skills are needed to express an idea, opinion, dig up information, and interact with people in the school environment. Outside of school speaking skills are needed to support the success of interacting with people around who are in the environment. Speaking is also highlighted in the Quran as avery significant aspect.

  Furthermore, Allah SWT indicates in the Qur'an that speaking is an important determinator of meaning in communication.

Allah said that in Qur'an,

$$ قَالَ رَبِّ ٱشْرَحْ لِى صَدْرِى ۝ وَيَسِّرْ لِىٓ أَمْرِى ۝ وَٱحْلُلْ عُقْدَةً مِّن لِّسَانِى ۝ يَفْقَهُوا۟ قَوْلِى $$

Translation: "Lord," said Musa, "Expand my chesr, and easy my task for me. Release the stiffness from my tongue, so that they understand my words ." (Q.S.Thaha/20 verses: 25-28)[1]

  Shaykh As-Sa'di explained that the phrase "O my Lord, open up my chest for me" means open up, let not my words and actions hurt and let not my heart be polluted with such (characters and behavior of the fir'aun), and let

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[1] Mahmud Y. Zayid. *The meaning of the Quran.* 226.

not my heart be narrowed . Because when the heart is narrow, then the person who has the heart is difficult to give hidayah (instructions of knowledge) to the person being advised. then the meaning of the sentence "and release the stiffness from my tongue, so that   they understand my words" As-Sa'di explains that in the past Prophet Musa AS had a weakness that became his weakness, namely stiffness in his tongue. This makes it difficult for others to understand what he is saying, as the interpretation experts say. [2]

These verses conditional statement, "Oh Allah, please allow me to speak clearly. Thus, they may fully comprehend what we are saying." These verses are connected to speaking skill, that even Moses as a messenger wants to be able to speak fluently.

Speaking skills is a person's ability to pronounce articulation sounds or words to express, state or convey thoughts, ideas and feelings, which are obtained through practice and a lot of practice[3]. Furthermore, indicators of speaking skills: the accuracy of vowel and consonant sounds, the intonation of the voice, the determination and accuracy of speech, the right order, fluency[4]. A personis said to have speaking skills, it can be seen from some of these indicators, the accuracy of vowel and consonant sounds must be pronounced correctly, the intonation

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[2] Tafsir Syaikh As-Sa'di, "Karimirrahman fi Tafsir Kalamil Mannan"

[3] Tarigan Henry Guntur, "Menulis Sebagai Suatu Keterampilan Berbahasa," *Edisi revisi.*
Angkasa: Bandung (2008).

[4] Ibid.

[5] Karunia Eka Lestari and Mokhammad Ridwan Yudhanegara, "Penelitian PendidikanMatematika," *Bandung: PT Refika Aditama* 2, no. 3 (2015)

patterns of rising and falling voices, and syllable stress can attract attention, then the determination and accuracy of speech reflect that the speakerunderstand the language he uses, the words are spoken in the appropriate form andsequence, and fluency when speaking is not too slow and not too fast.

In the initial observations made by researcher at MTs Negeri 1 Manado, in learning English, the speaking aspect still not optimal. Students use the word"then" too much when continuing the conversation, so pronunciation to make the order of the sentences is inappropriate, the option of words that students use becomes very few and makes the conversation so bored to listen. When speaking, the students' tone of speech is too flat so it cannot be distinguished between questions and statements that make the conversation feel less interesting to listen to, the lack of readiness of students when speaking makes students' conversations less fluent, students who speak too quickly in front of their friends so that it makes other students who hear it difficult to understand the contents of the conversation , and there are also students who are too slow in conveying the contents of their conversation so as to make other students who hearit less enthusiastic.

Good and correct language don't mean having to always use standard or official language at every opportunity, time and place, but must use a certain variety of language that is in accordance with the function of the variety for a particular situation and purpose. In the study of linguistics, the field of study that studies various kinds of languages with respect to the function of their respective users is called sociolinguistics, which is a

variety of studies between language and the community of its users.

This code mixing event in the teaching and learning process occurs because the interacting parties know more than one language[6]. For example, in the teaching and learning process in a course in Manado, code mixing occurs because the interacting parties, in this case the instructor and students, know more than one language, namely Manado Malay , Indonesian and English.

This problem can be found in MTs Negeri 1 Manado. Some of the students at the high school use mixed languages in learning at school. This is due to the lack of getting students used to speaking using Indonesian correctly. To apply the use of Indonesian properly is not easy. Teachers play an important role in teaching

speaking skills to their students. A teacher must be able to get used to speaking using Indonesian without any mixing of foreign or regional languages at school so that students get used to and become more fluent in speaking Indonesian. To find out the language spoken by students, this will be explained about code mixing on the speaking skills of MTs Negeri 1 Manado students for the 2021/2022 school year. This research is related to the expected English code mixing in Manado language. The author is interested in knowing more about English code mixing in Manado language because previously no one has discussed this research, this code mixing is expected to help increase students in speaking English skills. The research subjects here are students at MTs Negeri 1 Manado and the object

of the research is codemixing in English in Manado language. The object of this research was chosen because this study is related to student in the taqsifik class at MTs Negeri 1 Manado.

B. Problem Identification

The low ability to speak English correctly in MTs Negeri 1 Manado students. One of the factors of the low English proficiency of MTs Negeri 1 Manado students isthe lack of student speaking skills. Vocabulary that is often spoken using code mixing. There are several of languages influence student when practicing speakinglesson, such as English, Indonesian, and Manado.

C. Limitation of the Research

This research does not deviate from the material, the limitation of the research entitled The form and impact of code-mixing language in students speaking lesson, focuses on discussing of code-mixing between English and Manado Language, then this study limits students' speaking lesson.

D. Research Question

Based on the background and problem identification, the problemsin this study can be formulated as follows

1. What are the form of code mixing that occurs in students speaking lesson at MTs Negeri 1 Manado?

2. What are the impacts of using Code-mixing in students speaking lesson at MTs Negeri 1 Manado ?

E. Objectives Of Study

Based on the description of the problem formulation, the objectivesof this research are:

1. To find out the forms of code mixing that occurs in students speaking lesson at MTs Negeri 1 Manado.

2. To find out the impact of using Code-mixing onstudents speaking lesson at MTs Negeri 1 Manado.

F. Benefits of the research

Based on the research objectives above, the benefits of the research to be achievedare as follows.

1. Theoritical Benefit

This research is expected to provide theoretical benefits, by adding insights and enriching knowledge about sociolinguistics, especially in code mixing theory. And its linkage or implications on English Language Teaching (ELT)

2. Practical Benefit

   a. This research is expected to be a reference for teachers and studentsregarding sociolinguistic theory.

   b. Provides information about the use of code mixing in speaking lesson

G. Definition of Key Terms

1. Code-Mixing

According to Subyakto in Suwandi code mixing is the casual use of two or more languages or a variety of languages between people we know intimately[7]

2. Speaking

According to Tarigan speaking is ways to communicate that affect our daily lives. Its means that speaking is a way of communicating that can affect someone's life.[8]

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[6] Margana, "Alih Kode Dalam Pengajaran Bahasa Inggris Di SMA Di Daerah IstimewaYogyakarta" (Universitas Gadjah Mada, 2012).

[7] Sarwiji Suwandi, "Serba Linguistik (Mengupas Pelbagai Praktik Bahasa) Surakarta:Universitas Sebelas Maret Press" (2010).

[8] Guntur H. Tarigan. "*Prinsip-prinsip dasar metode riset pengajaran dan pembelajaranBahasa"* Bandung (1990)

CHAPTER II

THEORETICAL FRAMEWORK & REVIEW OF

RELATEDLITERATURES

A. Theoretical Study

The explanation in this subsection describes sociolinguistic theories, forms of code mixing, types of code mixing, and the impact of code mixing.

1. Definition of Sociolinguistics

The study of language with social dimensions is called sociolinguistics[9]. The term sociolinguistics consists of the words socio and linguistics. The word socio is related to society, community groups and social functions. The word linguistics is the science that studies or discusseslanguage, especially the elements of language and the relationship between these elements, including the nature and formation of these elements[10]. So, sociolinguistics studies and discusses social aspects of language, especially variations in language related to social factors[11]

According to Nababan , sociolinguistics studies the social aspects of thewearer and the rules of use[12]. There are two basic aspects in the sense of society members of a community live and work together in groups;members

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[9] P W J Nababan, "Language in Education: The Case of Indonesia," *International reviewof education* 37, no. 1 (1991): 115–131.

[10] Ibid.

[11] Nyi Nyoman Padmadewi, P D Merlyna, and N P Saputra, "Sosiolinguistik," *Yogyakarta: Graha Ilmu* (2014).

[12] Nababan, "Language in Education: The Case of Indonesia."

and community groups can live together because there is a legal instrument that regulates their activities, one of which is language. So it can be said that sociolinguistics is the study of language and language users. In his journal entitled Relations of Language and Culture (S ociolinguistic Perspective), Mujib said that sociolinguistics is a study that emphasizes and bases its approach on things outside of language, which are related to the use of language by speakersin social groups.

In sociolinguistics, language is seen as a means to interact between people. Based on the opinion of experts, it can be concluded that the sociolinguistic formulation will not be far from the relationship between language and community activities. It can be concluded that sociolinguistics includes three things, namely, language, society, and the relationship between language and society. Sociolinguistics examines the language of speakers who are members of society, how the language is usedby each individual to exchange ideas and interact.

Sociolinguistics and Language Learning Process

Code mixing which is one of the discussions of science in sociolinguistics has a relationship with the language learning process, especially English. Chaer and Agustina state that sociolinguistics is an interdisciplinary science that is between sociology and linguistics. Sociology studies how society occurs, lasts and continues to exist; while linguistics studies language[13].

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[13] Chaer Abdul and Agustina Leonie, "Sosiolinguistik Perkenalan Awal," *Jakarta: Rineka Cipta* (2010)

The process of language learning will not be successful without the existence of other sciences that support each other. The sciences that contribute to language learning are linguistics, sociolinguistics, psycholinguistics, pedagogy, psychology, sociology and anthropology. In the analysis of code switching, code switching itself is included in sociolinguistics because it studies the proper use of language in the process of interacting with language-speaking communities.

Fishman suggests that language is sociolinguistically not only in the form of the structure of words, but also functions as a tool of social interaction that reflects the construct of the community that uses the language[14]. In relation to the use of instructor code switching in the language teaching and learning process, the language spoken by the instructor is not only spoken but serves as an interaction tool that helps students gain more knowledge but also through the instructor's speech students can understand the aims and objectives of learning. Through code (language) switching students' difficulties can be overcome.

The code switching chosen by the instructor reflects the identity of the instructor, for example, the instructor who transfers the code to Manado Malay indicates that the instructor is from Manado or has lived long enough to know the language.

The role of sociolinguistics in language learning is very important. Nowadays, especially in foreign language learning, many learners have studied

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[14] Joshua A Fishman, "Language and Nationalism: Two Integrative Essays." (1972)

the foreign language for a long time, but they cannot communicate using the right language because what is taught is only the grammar but does not pay attention to the social aspects of the language. This statement is supported by Holmes who emphasizes that learners need to be equipped with cross-cultural knowledge[15].

Based on the sociolinguistic theory which states that sociolinguistics is a science that studies the language used in the interaction of people's lives, English which is used in the interaction between students and instructors in the teaching and learning process is difficult to understand. Students have difficulties so that code switching needs to be done to overcome them. Students find it difficult to understand what the instructor is saying when the instructor uses English. The existence of these difficulties made the instructor who initially explained and spoke in English to switch the code to a language understood by the student.

The language transfer carried out by the instructor is external code switching. It is possible that the instructor who initially explained in the language understood by the students did code- switching into English with the aim that students could practice what was taught in English. To achieve this goal, there are several code- switching functions that can be used so that the teaching and learning process can take place properly and minimize student difficulties.

Students who have difficulty learning English are usually influenced by their social environments such as the school environment, association and

family. Students have difficulty in learning because there is no help from parents who help these students study at home so that students do not have other people to talk to to practice their English skills.

In addition, the school environment and relationships also affect. At school students cannot learn English more specifically because there are so many students in the class that their ability is not improving. The social environment that does not encourage these students to practice their English skills makes students ashamed to make mistakes and afraid to practice their abilities.

2. Language Variations

Language variation is a sociolinguistic study. In the sociolinguistic view, language is also seen as a social phenomenon. Language is not only determined by linguistic factors but is also influenced by non- linguistic factors. Social factors such as education level, age, gender, economic level and so on also influence. Language variety is a kind of language variety whose use is adjusted to the function and situation, without ignoring the main rules that apply in the language concerned[16]. According to Rhosyantina in her research entitled Code Switching, Code Mixing, and Interference in the Speech Events of Sellers and Buyers in the Realm of Cisanggarung Losari Traditional Market In Brebes Regency (Sociolinguistic Studies), languages are varied because their use and the purpose of the users or speakers are also

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[15] Janet Holmes and Nick Wilson, *An Introduction to Sociolinguistics* (Routledge, 2017).
[16] Padmadewi, Merlyna, and Saputra, "Sosiolinguistik."

diverse, and the more diverse the area of use is also wider[17].

The reality that can be seen in the field is the use of the words /aku/ and /i/. The use of the word /I/ is used in a social situation. Then the word /I/ is used in another social situation. Another example is the use of theword /jaran/ in one area, while in another area the word /kuda/ is used.This shows that there are differences or variations in language. Language variations are caused by the existence of social interaction activities carried out by very diverse communities or groups and due tonon-homogeneous speakers[18]

According to Abdul Chaer and L. Agustina there are two views in termsof language variation or variety. First, language variation or variety is seen as a result of the social diversity of language speakers and the diversity of language functions. Second, the variety or variety of language already exists to fulfill its function as a means of interaction in the legion of diverse societies[19].

According to Pateda Mansoer, language variations can be seen in terms of the situation, namely in official situations (formal) and informal situations (informal). The official variety is the variation of language used in official situations, such as discussions in lectures, meetings, and so on. The official variance rule has been established as a standard. Informal variety is a variety

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[17] Laura Is Rhosyantina, "Alih Kode, Campur Kode, Dan Interferensi Dalam Peristiwa Tutur Penjual Dan Pembeli Di Ranah Pasar Tradisional Cisanggarung Losari Kabupaten Brebes

[18] I Nengah Suandi, "Sosiolinguistik," *Yogyakarta: Graha Ilmu* (2014).

[19] Abdul Chaer and Leonie Agustina, "Sosiolinguistik Perkenalan Awal Cet Pertama"(Jakarta: PT. Rineka Cipta, 1995); Suandi, "Sosiolinguistik."

of language used in informal situations and is usually characterized by intimacy, and also applies as long as the person you are talking to understands, such as conversationsbetween family and close friends[20].

3. **Code**

When performing speech events, the speaker actually sends the codes to the speech partner. This coding occurs through a p rocess that must be understood by both parties. If the speech partner understands what is encoded by the speaker, then the speech partner will make decisions and act according to what must be done[21].

Code is a structural system whose application has characteristics thatare in accordance with the background of the speaker, the relationship between the speaker and the speech partner and the existing situation[22].Code in the form of language variants used when communicating with other people. For multilingual and bilingual communities, the code is much more complex than the code found in monolingual societies. When conducting speech events in bilingual society, code switching and code mixing events usually occur.

According to Appel in Chaer and Agustina defines that code switching is a symptom of switching language use due to changing situations[23]. For example, there are two speakers who are speaking in Javanese and then

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[20] Mansoer Pateda, *Sosiolinguistik* (Angkasa, 1987).

[21] Ibid.

[22] Soepomo Poedjosoedarmo, *Javanese Influence on Indonesian* (Dept. of Linguistics, Research School of Pacific Studies, The Australian …, 1982); R Kunjana Rahardi, *Sosiolinguistik,Kode Dan Alih Kode* (Pustaka Pelajar, 2001).

[23] Abdul and Leonie, "Sosiolinguistik Perkenalan Awal."

another speaker who is a Sundanese person comes.

Both Javanese speakers realized that there was a change in the situation where the presence of speakers who were Sundanese then shifted their use from Javanese to Indonesian.According to Chaer and Agustina, in various linguistic literatures in general the causes of code switching are:These include speakers, speech partners, changes in the situation with the presence of a third party, changes from formal to informal or vice versa, changes in the topic of conversation. There are many different opinions regarding the difference between the two. However, in code switching, each language or language variety used

still has its own autonomous function, which is done consciously. Whereas in code mixing there is a main code or basic code that is used and has its functions and autonomy, while the other codes are just pieces without the autonomy function as code.

4. Code-Mixing

According to Subyakto in Suwandi code mixing is the casual use of two or more languages or a variety of languages between people we know intimately[25]. Code mixing is the use of two or more languages by inserting elements of one language into another. Code mixing occurs not because of the demands of the situation, but because of habit[26].

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[24]. ibid

[25] Sarwiji Suwandi, "Serba Linguistik (Mengupas Pelbagai Praktik Bahasa) Surakarta:Universitas Sebelas Maret Press" (2010).

[26] Suandi, "Sosiolinguistik."

Code mixing usually occurs because speakers insert other language elements into the language used. This happens because of social background, level of education, religious sense. Usually the salient feature is an informal situation. However, this also happens because of language limitations, expressions which in that language have no equivalent so that there is a compulsion to use another language[27].

According to Redlinger and Park in Padmadewi, code mixing is common for several reasons[28].

1) Because the child has only mastered one language well and has not mastered another language, the child will mix the code used with the language that is more mastered.

2) Code mixing is done if the required language does not exist so that the speaker looks for the required term in another language.

3) If a word used is more complex than a term in another language, the child mixes the term used with another term that is easier.

4) If the child is given input in mixed language, he will tend to answer in mixed language.

b. Types of Code mixing

According to Nursaid and Marjusman Maksan in the journal Murliaty, there are two types of code mixing, namely inner code mixing and outer code mixing. Inner code mixing is a type of code mixing that absorbs elements of

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[28] Padmadewi, Merlyna, and Saputra, "Sosiolinguistik."

[29] Nursaid; Marjusman Maksan, *Sosiolinguistik Buku Ajar* (FBSS: UNP Press, 2002).

native or cognate languages[29]. For example, there are elements of regional languages in Indonesian speech. Outer code mixing is code mixing whose elements come from foreign languages, such as code mixing in foreign language speech in Indonesian speech. Meanwhile, according to Jendra in Padmadewi, there are several kinds of code mixing according to the absorption language elements, namely (1) inner code mixing, (2) outer code mixing, and mixed code mixing hybrid code mix)[30]. Inward code mixing is code mixing that absorbs elements of the original language that are still related, for example in the event of code mixing in Indonesian speech there is an element of Batak language in it. Outward code mixing is code mixing that absorbs foreign languages, for example the use of Indonesian mixed with English. Mixed code mixing is code mixing in which it absorbs elements of native and foreign languages.

c. Forms of Code-Mixing

According to Jendra in Suandi, based on the level of code- mixing language devices, they can be divided into three forms[31].

1) Code-Mixing at the Clause level

Code mixing at the clause level is code mixing at the highest level. According to Ramlan, a clause is a grammatical unit consisting of a subject, a predicate, whether accompanied by an object, complement and description

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[30] I Wayan Jendra, "Dasar-Dasar Sosiolinguistik," *Denpasar: Ikayana* (1991); Padmadewi, Merlyna, and Saputra, "Sosiolinguistik."

[31] I Wayan Jendra, "Sosiolinguistik Teori Dan Penerapannya," *Surabaya: Paramita* (2007); Suandi, "Sosiolinguistik."

or not[32]. A clause is a grammatical unit consisting of SP, whether accompanied by (O, PEL, and KET) or not. The existence of brackets indicates that it is arbitrary, which means it may exist, it may or may not exist[33].

According to Ramlan, Clauses consist of elements here called S (subject), P (predicate), O (object), PEL (complementary), and KET (description). The five elements do not always exist together in one clause. Sometimes in one clause only consists of S and P, sometimes consists of S, P, and O, sometimes consists of S, P, and PEL, sometimes only S, P, and KET, sometimes consists of S, P, PEL, and KET. In fact, sometimes it only consists of P only[34]. However, the functional element that tends to always be present in the clause is P while the other elements do not always exist. In addition, according to Thomson and Martinet in Lahu, the use of compound pronouns such as whoever, whatever, wherever has varied meanings and can be used to introduce clauses[35]. The following is an example of code mixing at the clause level.

(1) Brother arrives at home when younger brother is at the tilem.

(2) Wherever you go, take good care of yourself.

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[32] Muhammad Ramlan, *Ilmu Bahasa Indonesia: Sintaksis* (UP Karyono, 1981).

[33] Ibid.

[34] Ibid.

[35] Audrey Jean Thomson, Agnes V Martinet, and Eileen Draycott, *A Practical English Grammar*, vol. 332 (Oxford university press Oxford, 1986); ELVIRA OVINA LAHU, "Klausa Sifat Dalam Jurnal English Teaching Forumvolume. 47 No. 2 Tahun 2009 (Suatu Analisis Sintaksis)," *JURNAL ELEKTRONIK Fakultas Sastra Universitas Sam Ratulangi* 3, no. 2 (2014).

Examples (1) and (2) are sentences that use code-mixing in the form of a clause insertion, namely the use of the clause "sister sampun tilem" which is taken from the Javanese Krama language which means "sister is sleeping". Then the clause "wherever you go" which is taken from the Javanese Ngoko which means "wherever you go".

2) Code-Mixing at the Phrase level

Code mixing at the phrase level is code mixing at a lower level than code mixing at the clause level. According to Ramlan, a phrase is a grammatical unit consisting of two or more words that does not exceed the function limit of the clause element. Phrase is a grammatical unit that does not exceed the function limit of the clause element, which means that the phrase is always contained in one clause element function, namely S, P, O, PEL, and KET[36] .According to Keraf, a phrase is a construction consisting of of two or more words that form a unit[37]. Unity can give rise to a new meaning. Based on the distribution equation for word categories, according to Ramlan, phrases are divided into four groups, namely nominal phrases, verbal phrases, number phrases, and adverb phrases[38].

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[36] Ramlan, *Ilmu Bahasa Indonesia: Sintaksis*.

[37] Gorys Keraf, "Komposisi: Sebuah Pengantar Kemahiran Berbahasa," *Nusa Indah* (1980).

a) Nominal Phrases

Nominal phrases are phrases that have the same distribution as the word nominal, as in the phrase new car[39]. The phrase new car has the same distribution as the word car. The word car is included in the category of nouns. Therefore, the phrase new car is included in the noun phrase. In addition, according to Ramlan, nominal phrases can also consist of nominal words or phrases as central elements (UP) followed by nominal words or phrases as central elements (UP) or attributes (Atr)[40].

b) Verbal Phrases

Verbal phrases are phrases that have the same distribution as the word verbal[41]. For example, in the phrase is writing. The phrase is writing has the same distribution as the word write. The word writing belongs to the group of verbal phrases so that the phrase being written is included in the type of verbal phrase.

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[38] Ramlan, *Ilmu Bahasa Indonesia: Sintaksis.*

[39] Ibid.

[40] Ibid.

[41] Ibid.

c) Number phrases

Number phrases are phrases that have the same distribution as number words[42]. For example, a two-pack phrase belongs to the number phrase group. This phrase belongs to the same group as the second word.

a) Adverb phrase

Adverb phrases are phrases that have the same distribution as adverbs[43]. For example, in the phrase this morning which has the same distribution as the word earlier which is included in the adverb.

Based on the explanation above regarding phrases, the following is an example of code mixing at the phrase level.

(3) "Mr. Sampundhaharbel?"

(4) "I had breakfast sego endok this morning."

Examples (3) and (4) are sentences that use code mixing in the form of phrase insertion, namely the use of the phrase "sampun dhahar" which is taken from the Javanese Krama language which means "already ate". Then According to Baker in Sundari, a phrase consists of a word head followed by another word. However, a phrase can also consist of a single word. For example, the sentence "the monkey snore" or the phrase "the table". Snore is a verb phrase which consists of the verb itself, while the word table is a noun phrase which consists of the noun itself. Based on the word that is the core element (head). Phrases are divided into noun

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[42] Ibid.

[43] Ibid.

phrases, adjective phrases, verb phrases, prepositional phrases and adverbial phrases[44].

a) Noun Phrase

A noun phrase is a group of words that has a core element (head) in the form of a noun[45]. In addition, according to Ramlan, nominal phrases can also consist of nominal words or phrases as central elements (UP) followed by nominal words or phrases as central elements (UP) or attributes (Atr)[46].

b) Verb Phrases

According to Brown and Miller in Sundari, a verb phrase is a group of words that have a core word (head) in the form ofa verb[47]. Verb phrases can also consist of a single word or can be preceded by an auxiliary[48]. Example : The lion snore,The newspaper has been real.

3. Code Mixing at the Word Level (Code Word Mixing)

Code mixing at the word level is the most common code mixing in every language. This code mixing can be in the form ofsingle words, complex

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[44] Kirby A Baker, George F McNulty, and Walter Taylor, "Growth Problems for Avoidable Words," *Theoretical Computer Science* 69, no. 3 (1989): 319–345; Wiwik Sundari,"ANALISIS SEMIOTIKA IKLAN COCA COLA," *Jurnal Nusa* (2008).

[45] Sundari, "ANALISIS SEMIOTIKA IKLAN COCA COLA."

[46] Ramlan, *Ilmu Bahasa Indonesia: Sintaksis.*

[47] Sundari, "ANALISIS SEMIOTIKA IKLAN COCA COLA."

words, repeated words or compound words. According to Chaer, the word is the smallest unit in sentence formation."Did you flush?" "The data good at home" Examples and are sentences that use code mixing in the form of word insertion, namely the use of the word "flush"which is taken from the Javanese Krama language which means "bath". Then the word "keri" which is taken from the Javanese Ngoko which means "left behind".

5. **Speaking**

Definition of Speaking

A person's ability to speak can be seen through language. Theimportance of language as a communication tool and taking into account the form of language itself, we can limit the notion of language as a means of communication between members of the community in the form of sound symbols produced by human eech organs. Speaking is a form of communication ability between humans in verbal form. The idea that one person wants to convey to anotheris conveyed through the medium of speech. Speaking is a human ability that does not come by affected..

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[48] Baker, McNulty, and Taylor, "Growth Problems for Avoidable Word

it self. The ability to speak is supported by various factors, from the imitation of the surrounding environment to the factor of training efforts.

Speaking is an integral part of the overall personality or personality, reflecting the speaker's environment, social contacts, and education. Speaking is the ability to pronounce articulation sounds or words to express, express or convey thoughts, ideas, and feelings. Therefore, it can be said that speaking is a system of signs that can be heard and seen which utilizes a number of muscles and muscle tissue of the human body for the purpose and purpose of ideas or ideas which communicated.

In essence, speaking skills are the skill of producing a stream of articulation sound systems to convey wishes, needs, feelings, and desires to others. Speaking is speaking, speaking, speaking in expressing thoughts, verbalizing something intended. That is, speaking to express thoughts and something to be conveyed to others. So, it can be concluded that speaking is a form of communication using language media and the process of expressing ideas in the form of utterances.

6. Impact

Definition of Impact

The definition of impact according to the big Indonesian Dictionary is an impact, an influence that has both positive and negative consequences, influence is the power that exists and arises from something (person, object) that helps shape a person's character, beliefs or actions. Influence is a condition where there is a reciprocal relationship or casual relationship between what affects and what

impact can simply be interpreted as an influence or effect. Every decision made by a superior usually has its own impact, be it a positive impact or a negative impact. Impact can also be a futher process of an internal control implementation. A reliable leader should be able to predict the type of impact that will occur on a decision to be taken.

From the description above, we can divide the impact into two definitions, namely :

a. Positive Impact

Impact is the desire to persuade, convince, influence, or impress others, with the aim that they follow or support one's wishes. Positivityis an atmosphere of the soul the prioritises creative activities over drudgery, joy, over sadness, optimism over pessimism.

b. Negative Impact

In the big Indonesian dictionary, negative impact is a strong influence that has negative consequences. Impact is the desire to persuade, convince, influence or impress others, with the aim that they follow or support their wishes.

B. Previous Study

Several studies on code mixing have been carried out by previous researchers. However, this code-mixing research will be devoted to commercial advertisements for food and beverage products on television stations. Several studies that are relevant to this research, among others:.

The first research, Nugroho entitled Code Switching and CodeMixing on Teacher-Student Communication at SMA Negeri 1 Wonosari Klaten. This study aims to describe the form of code switching and code mixing of French

teachers at SMA Negeri 1 Wonosari Klaten, as well as the factors that cause code switching and code mixing. The problem raised in this study is how the form of code switching and code mixing of French teachers in English is SMA Negeri 1 Wonosari Klaten, and what are the contributing factors. This study used descriptive qualitative method. The results of this study are the researchers found several forms of code student communication during the teaching and learning process in the classroom. French is the dominant language used by teachers in their communication. In addition, the teacher uses Indonesian in their communication. However, the use of Indonesian is only seen in certain contexts[49].

Second research is the S2 thesis by Srifani Simbuka, about, *"Alih-Kode Bahasa Melayu Manado dan Bahasa Indonesia dalam Media Cetak Lokal Manado."* .Samratulangi University, postgraduate program 2007. The research explained about code-mixing between Memlayu, Manado and Indonesia language in local printed media.[50]

The third Journal by Ahmad Mustamir Waris, about, "code switching and code-mixing (communication in learning language)." Jurnal

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[49] Nugroho, "Alih Kode Dan Campur Kode Pada Komunikasi Guru-Siswa Di SMA Negeri 1 Wonosari Klaten."

[50] Srifani Simbuka, "Alih-Kode Bahasa Melayu Manado dan Bahasa Indonesia dalam Media Cetak Lokal Manado" (Samratulangi University, pascasarjana program) 2007.
[51] Ahmad Mustamir Waris, "code-switching and mixing communication in learning language." (Jurnal Dakwah Tabligh,2012)

Dakwah Tabligh, 2012. In this article talked about the function of teacher and students use code switching in the class.[51]

Fourth thesis by Santika Wulandari, " The analysis of Indonesian-English code mixing used Raditya Dika Novel entitled Manusia setengah salmon." Department of language Education of the faculty of education and teacher training of state islamic intitute of palangkaraya 2015.[52] The thesis was aimed to describe the word classes of Indonesian-English code-mixing, find out the meaning of indonesian-english code mixing, find out the meaning of indonesian-english code mixing, and find out the reason why we have to use code-mixing.

Fifth, research paper by Wahdania Damopolii, "The practice of code-mixing by the students' of a high school in Manado and the reason for their usage". English education department of tarbiyah and teachers training state institute of Islamic studies Manado 2019. According to the findings, there are three forms of mixing proposed by Hoffman: intra- setential mixing, intra-lexical mixing, and including change of pronunciation in the learning English activities of Ilmu Bahasa 11th grade students. According to the findings, the student's preferred method was intra-setential code-mixing.[53]

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[52] Santika Wulandari, " The analysis of Indonesian-English code mixing used Raditya Dika Novel entitled Manusia setengah salmon." Department of language Education of the faculty of education and teacher training of state islamic intitute of palangkaraya 2015.

[53] Wahdania Damopolii, "The Practice of code-mixing by the student of a high school in Manado and the reasons for their usage" English Education Department Faculty of Tarbiyah and Theacers Training State Institute of Islamic Studies Manado 2019.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research on The Form and Impact of Code-mixing in speaking lesson at MTs Negeri 1 Manado, uses descriptive qualitative research. According to Bodgdan and Taylor in Ahmadi , qualitative methods are research procedures that produce descriptive data: speech or writing and observable behavior from the people (subjects) themselves[54].

The term qualitative research is a type of research that produces findings that are not obtained by statistical procedures or other quantification tools[55]. So it can be said that qualitative research is research that is non-statistical, starting from data analysis and findings carried out naturally. The research that will be conducted is qualitative research because the data collected is in the form of words, phrases, and clauses in commercial fish on television, not in the form of numbers.

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[54] Robert Bogdan, Steven J Taylor, and Steven S Taylor, *Introduction to Qualitative Research Methods: A Phenomenological Approach to the Social Sciences* (Wiley-Interscience,1975); Rulam Ahmadi and K R Rose, "Metodologi Penelitian Kualitatif' (2014).

[55] Anselm Strauss and Juliet Corbin, *Basics of Qualitative Research* (Sage publications,1990); Ahmadi and Rose, "Metodologi Penelitian Kualitatif."

This research was conducted to find the forms and impact of code mixing with the Manado language. The data that has been found is then analyzed and described.

The method used in this research is descriptive research method, because the data collected and analyzed are presented descriptively.

B. Research Location

The location of this research is eight grade especially Taksifik class in MTs Negeri 1 Manado, Jl. Bailang kecamatan Bunaken Manado

C. Data Collection Technique

Data collection techniques are very important in research. The main purpose of data collection techniques is to obtain data on interview and observation.

In qualitative research, data collection can be carried out under natural conditions, primary data sources, observations and interviews[56]. Collecting data taken in the form of recordings of the teaching and learning process. The recording technique is to find out if there is any code switching that has been carried out. Based on the recording, it will be known the forms of code mixing that occur. In this recording technique, each instructor's speech is recorded in the teaching and learning process as much as one recording for 1 instructors who teach in children's classes. In this study the researcher also used the interview method. Interviews were conducted with one teacher and 16

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[56] Sugiyono Sugiyono, *Metode Penelitian Kuantitatif Dan Kualitatif Dan R&D* (Bandung: Alfabeta, 2012)

students to obtain information about the impact of code mixing used by the teacher, the importance of code mixing in the teaching and learning process of English, to explore the functions of code mixing performed by the instructor and to find out the benefits of code mixing in the process. learn how to teach.

D. **Research Participant**

The participants of this research consist of one English teacher and 16 students. The population of this research was eight grade students of taksifik class at MTs Negeri 1 Manado . Total Number of Students at eight grade of taksifik class A is 28 students. And class eight taksifik B is 28 students. The total number of students the eleventh grade at MTs Negeri 1 Manado was 56 students. The researcher applied purposive random sampling technique in this research which is the researcher took 8 students from Taksifik A and 8 students of VIII Taksifik B. It can be stated that there are 16 students as the sample of this research.

E. **Research Instruments**

There are some kinds of collecting data:

   a. Interview method (Personal note)

   b. Observation (The situation in which the dialogues happen isobserved)

F. **Data Analysis Technique**

According to Sugiyono, there are several stages to analyze the data; data reduction, data display, and making verification or conclusion.

1. Data Reduction

The Researcher conducted an analysis of the interview through data reduction by summarizing and selecting important matters to search a theme and pattern. This process is required for the researcher to maintain their focus on the important things. After the result data is extracted from the interview with existing English teachers, the data is detailed and narrated so that the strategies used in teaching reading skills to IX students can be drawn out.

2. Data Display

After doing reduction of data, the researcher presented the data by taking the important one from the transcription of the interview that was appropriate for the result of the interview. Then, the researcher presented the data by describing the data in a qualitative way. The description of data here was in a narrative way.

3. Conclusion Drawing/verification

When the data display was presented, the researcher did a conclusion or verification. The researcher summarized the data that has been presented. In the end, the researcher took the conclusion of the data presented and gave suggestions. To sum up, the researcher did those three steps in analyzing the data. The researcher reduced the transcription of the interview, presented the data, and concluded the data presented. Having done the presentation of data, the researcher summarized the reports to show the findings based on evidences.

CHAPTER IV

FINDING AND DISCUSSION

A. **General Description of the Research Site**

1. School Profile

MTs Negeri 1 Manado was founded in 1978 statistic number of school 121171710001, NPSN 60725168 has the best accreditation "A". In Bailang street Manado, and the Head of school is H. Fadli Noh, S.Ag, M.Pd I. MTs Negeri 1 Manado is a general school in Manado city. The learning process focuses on ability, character, shoft skill, and hard skill on students.

The vision of the school is "obedient in IMTAQ, excelling in science and technology, skilled in arts and culture, and great in sports". The missions of the school are :

a. Implementing the appreciation and practice of Islam teaching through activities Madrasah.

b. Implementing Effective Learning and Guidance with the CTL approach and PAKEM to produce quality students.

c. Improving the development of professional and own education personnel competence in the field.

d. Improving Extracurricular achievement to optimize skills and the creativity of students following their potential.

e. Implementing participatory, transparent, accountability management by involving parties involved in the implementation of madrasah.

f. Creating a competitive atmosphere among students in activities extracurricular.

g. Creating a conducive atmosphere in the madrasah environmentby involving all existing components.

B. **Findings**

1. The Result of Observation

According to Jendra based on the level of code-mixing language devices, the researcher found three forms of code-mixing it had gathere from observation. The data had been describe into a specific group.[57]

The following is presented in the form of code-mixing. The fisrt code-mixing in the Clause level, second code-mixing phrase level, and code-mixing word . More details can be seen in table 4.1

Table 4.1 Forms of Code Mixing Clauses Level

No.	Findings	The Informantof Code-Mixing
1.	*Speaker A act a problem*, kemudian yang B beri saran.	Teacher
2.	Bagian pertama statement nya *"I hungry"* apa Sarannya	Teacher
3.	Kemudian baku ganti bagiannya speaker B yang pertama *I hot*	Teacher
4.	ada beli celana tapi tidak pas *they are too long* .. kepanjangan.. what should I do?	Teacher
5.	*So you have a week*.. dalam satu minggu yah. Eh hari sabtu, minggu, senin, selasa, four days.	Teacher
6.	Kan tidak mungkin mo bilang *I have a toothache* dan anda tertawa terbahak-bahak . Saki gigi noh masa mukanyatertawa. Paling menjerit kesakitan. *Am Iright* ?	Teacher

The data above is an example of data in the form of mixed code clauses. There are six data in the form of mixed code clauses, which are

presented in the appendix. based on the findings above, the researcher concludes that the teacher who uses the most code-mixing clause is the teacher.

Furthermore, the form of code-phrase mix is presented which consists of nine data. The following is presented more clearly in table 4.2

Table 4.2 Forms Code Mixing Phrase

No.	Findings	Phrase Categories	The Informantof Code-Mixing
1.	Maksudnya saya menyarankan dia untuk *take a rest*, untuk beristirahat.	Verbal Phrase	Teacher
2.	Nah sekarang kalian harus buat ***dialogue per grup*** dua orang kemudian buat video.	Nominal Phrase	Teacher
3.	*So you have a week*.. dalam satu minggu yah. Eh hari sabtu, minggu, senin, selasa, *four days*.	Number Phrase	Teacher
4.	Ma'am hanya mau lihat stage yourproblem bagaimana mainya dan mimiknya ***and then*** satu beri saran.	Adverb Phrase	Teacher
5.	Jadi instruction nya ***work in pairs*** berdua.	Nominal Phrase	Teacher
6.	***Four days***, empat hari saja yaa..	Nominal Phrase	Teacher
7.	Iya pertama ***stage the problem*** kemudianlawan bicaranya give a suggestion	Nominal Phrase	Teacher
8.	Satu lagi ya, anda tidak usah bertukar peran ***change role*** langsung bahagi tugas saja siapa yang akan ***stage the problem*** berarti yang *satunya* ***stage suggestion***.	Nominal Phrase	Teacher

The data above is an example of the form of mixed code phrase data. The total form of code-mixing phrase data is eight time. Based on the findings above, the researcher concludes that the teacher who uses the most code-mixing phrases in class is the teacher.

Table 4.3 Forms Code-Mixing Words

No.	Findings	The Informant of Code-Mixing
1.	Arafi, Siti Nazwah, and Zakih sakit *Ma'am*	Student
	Zakih izin *Ma'am*.	Student
3.	betul depe pengucapan *Ma'am*?	Student
4.	Ada le *Ma'am*	Student
5.	Saya tidak mengizinkan menggunakan animasi karena saya menilai *into* wajah anda.	Teacher
6.	jadi *instruction* nya work in pair berdua	Teacher
7.	Ada yang jadi *speaker* A and *speaker* B	Teacher
8.	Bagian pertama *statement* nya	Teacher
9.	*Next* yang ke lima	Teacher
10.	*problem* yang ke lima	Teacher
11.	Kemudian baku ganti bagiannya *speaker* B yang Pertama	Teacher
12,	Bekeng sekarang *Ma'am*?	Student
13.	Ini ada batas waktunya, pertemuan hari rabu sudah ter *upload* semua .	Teacher
14.	Iya *Ma'am*	Student
15.	*Ma'am,* ini direkam langsung?	Student
16.	*Ma'am* hanya mau lihat stage your problem bagaimana mainya dan mimiknya and then satu beri saran.	Teacher
17.	paling tidak malamnya sudah ter *upload* sebelum hari rabu	Teacher
18.	*Ma'am* langsung video berdua ?	Student
19.	Jadi anda berdua saja yang memutuskan siapa yang menjadi *speaker* A siapa yang jadi *speaker* B	Teacher

20.	Jadi *Ma'am* kata-katanya susun sendiri?	Student
21.	Iya pertama stay the problem kemudian lawan bicaranya give a suggestion , pake *should* ato *should not*	Teacher
22.	*Ma'am* mo nilai penggunaan *should* deng *should not* kemudian penggunaan kata kerja setelah should and should not.	Teacher
23.	Jadi pay attention to the use of should andshould'nt dengan penggunaan *verb* nya. Got it?	Teacher
24.	Pay attentiom. I think you have to memorise. It is better to you to memorise. Karena kan cuma pendek *problem* nya.	Teacher
25.	Memberi saran kan mudah. Boleh buat *draft* nya sekarang supaya tinggal di rekam nanti.	Teacher
26.	Zaki dengan Arafi lagi *online*?	Teacher
27.	Gass jo *Ma'am*	Student
28.	*Ma'am* video pake *masker* ato nda?	Student
29.	Kemudian siapa yang akan meng *handle* yang ini	Teacher
30.	Jadi bahagi tugas saja berdua nda perlu baku ganti. Jadi kalo misalnya Afif dengan Resky. Misalkan Resky jadi *speaker* A, berarti Resky akan duluan. Kemudian Afif give a suggestion	Teacher

The data above is an example of code word mixed form data. There are thirty in the form of mixed code words.

Discovery the researcher concluded that students used the code-mixing words in 11 times while the teacher the used code-mixing words in

19 times. In this finding in the English speaking lessons, the teacher dominates the use of code-mixing word.

2. Interview

a.The result of sudents interview

No.	Question	Answer
1.	Do you enjoy studying English in class? What the reason if you enjoy and if it is not ?	1. yes, I like 2. Ofcourse I enjoy it 3. yes, I enjoy it 4. yes, ofcours I like 5. yes, I like
2.	What challenges do you run with when attempting to speak English?	1. studying the verb 2. memorize the vocabulary 3. less vocabulary 4. less vocabulary 5. prounnunciation
3.	Have you tried mixing codes before?	1. yes I have 2. sometimes 3. ofcours I have 4. I have 5. yes I have
4.	Why do you prefer to conduct code mixing in class, if you have ever done it?	1. because is fun 2. looks awsome 3. because less vocabulary I have 4. because dificult to understand English 5. because sometimes I forget the word of English
5.	Do you think speaking English in class is helpful when your teacher permits code-mixing?	1. yes helpful 2. yes it helpful 3. yes it helpful 4. yes it helpful 5. yes it helpful
6.	What the impact do you face when you using code-mixing?	1.improve my vocabulary 2. more confident to speak 3. i'm not feel anxiaty to speak 4. more confident 5.easy to understand the meaning

b. The Result of Teacher Interview

Based on the observation and documentation that has been done by researcher in September 2022, she conducted an interview with The English Teacher. Therefore, there were 4th questions to find out the code-mixing that was applied by the teacher in the eight grades student of MTs Negeri 1 Manado.

The questions for the teacher were presented below followed by the answer :

The first question was : *"In your opinion what makes it difficult for the student to be confident in speaking English?"* and teacher answered : "*I think it's all about vocabulary. Every limited vocabulary makesthem not confident to speak. Because they have a very limited vocabulary. They are afraid of making mistakes. I think that's one of the obstacles forstudents to speak English.*

The second question was*:"Have you ever allowed students to do code-mixing in class?"*and the teacher answered *: "Always. When they try to speak in English but when it is difficultfor them. I mean with the teacher is hard to understand. And then they arehard to understand, I allow them to code-switching or code-mixing the language using their mother tongue, and their first language can be understood. It is a maters of understanding. As long as it doesn't happen all the time. I mean when all the English time and they speak Bahasa Indonesia they don't speak even one sentence of English it's big n. but I try to force them to say something when they want to ask or answer friend's questions must try to use English. As much as they can".*

The third question was*: "In your opinion, what is the impact for the student to do code-mixing."* And the teacher answered*: "to comprehend the instruction, to give their friends hint. So I think it is I allow to code-mixing I mean to use Bahasa Indonesia to make their friends or to make the teacher understand what they intent.*

So you just tell me in Bahasa Indonesia and then after that, you have to translate it to English. Or I translate to English and they repeat so that the practice. Dalam hal untuk memperoleh dampak iya.. giving them aportunity to speak bahasa Indonesia dampaknya to understandable it is a mater mereka mengerti instruksi saya dan saya mengerti apa yang mereka jawab. Jadi untuk membuat massage yang disampaikan lebih jelas. Tapi I have to make sure apa yang sudah di bahasa Indonesiakan tadi harus di terjemahkan ke bahasa Inggris then in to aportunity to practice."

The fourth question was *: "Do you think the student will be more confident to learn to speak faster when you allow them to code-mix?"*

and the teacher answered *: "I think there is no connection between that. Because a maters of being confident it is not about I allow them to code-mixing. I think a maters of confident is the teacher .. kemauan guru untuk membuat susana kelas to make them aportuni ty to practice speak English. When I allow them to use Bahasa Indonesia it is a maters of make what they say more clear. I mean what they say gots clear. To makes they saling mengerti lebih jelas yang saya maksudkan ini. Kerana kan mungkin keterbatasan vocab, sehingga tidak bisa di jangkau menggunakan bahasa Inggris makanya I allow them to use baahasa Indonesia. But I have to make sure bahwa apa yang mereka maksudkan harus diterjemahkan ke bahasa Inggris dan they have to repeat. I mean the corect way or the appropiate way. Mungkin salah kosa kata atau salah pengucapan kemudian saya tanya ke siswa can you tell me in Bahasa Indonesia, setelah disebutkan , oh ya I got your point. Jadi saya yang akan menerjemahkannya ke versi yang benar and then they repeat."*

C. Discussion

In this section, the researcher explained all of the data that have

been collected in the class which was about the forms of code-mixing and the impact ofcode-mixing.

1. The Forms of Code-Mixing

The found in this research can be linkedofthe theory Jendra there are code-mixing language devices, they can be divided into three forms,[58]The researcher found there are three forms of code mixing, they are form of code-mxing clauses, forms of code-mixing phrase, and forms of code-mixing words.

The First is forms of code-mixing clauses. Code mixing at the clause level is code mixing at the highest level. According to Ramlan, a clause is a grammatical unit consisting of a subject, a predicate, whether accompanied by an object,complement and description or not[61]. In this case there are six data, for example the teacher give instruction to the students : *"**So you have a week**.. dalam satu minggu yah. Eh hari sabtu, minggu, senin, selasa,... four days."*

The second is phrase code mixed forms. According to Keraf, a phrase is a construction consisting of of two or more words that form a unit[60]. Based on observation the researcher found a code-mixing phrase presented which consists ofnine data.

The third is code-mixing at the word level is the most common code mixingin every language. This code-mixing can be in the form of single words, complex words, repeated words, or compound words.[59] The researcher found thirty data in the form of code-mixing words. For example one of the students answers a question from the teacher, the student uses mixed code word : *"Arafi, Siti Nazwah, and Zakih sakit **Ma'am".***

2. The Impact of Code-Mixing

As Bruen and Kelly stated that most of the participant in the Japanese and German class agree that using their first language in the second language classes make the learning environment more relaxed and less intimidating.[62] If the students feel intimidated in class, they will feel

uncomfortable if the teacher asks them to speak English. So, by using the code-mixing, students' anxiety can be overcome. Students can start to speak English in class even if only a little bit. And Because the classrooms were quite noisy, the teacher also used students' L1 to discipline the students', making it obvious that the teacher wanted their whole attention. This indicates that it is possible to use the first language for learning purposes. So the use of students' L1 in English classes is very helpful.

Understanding the case study on this research, it is suggested for the student that in implementing code-mixing, students must develop their confidence and courage in speaking English. Teacher must also make students feel more relaxed so that it is easy for them to understand the material, and students do not feel pressured in the classroom. the teacher must also asked students to knew a lot about English vocabulary so that they could spoke English fluently and also do not feel anxious when speaking English.

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[58] I Wayan Jendra, "Sosiolinguistik Teori Dan Penerapannya," *Surabaya: Paramita*(2007); "Sosiolinguistik."

[59] Ibid

[60] Gorys Keraf, "Komposisi: Sebuah Pengantar Kemahiran Berbahasa," *Nusa Indah*

(1980).

[61] Muhammad Ramlan, *Ilmu Bahasa Indonesia: Sintaksis* (UP Karyono, 1981).

[62] Jennifer Bruen and Niamh Kelly, *Using a shared L1 to reduce cognitive overload andanxiety levels in the L2 classroom* The language learning journal, Vol. 45 No. 3, 2014 p.9

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher focused on conclusion and suggestion.

A. Conclusion

The conclusion of this research is considered as follows:

1. The researcher find out sentences containing clause, phrase, and word that are code-mixing in speaking lessons. In the form of code-mixing clause amounted to six data, code-mixing phrase presented which consists of eight data, and the forms of code-mixing word clauses the researcher found that six data. In this research the researcher found in the English speaking lesson, dominates use of code-mixing is the teacher.

2. The impact felt by students after the students applied the code-mixing were, students feel more relaxed. They also feel more confident and motivated to speak English.

B. Suggestions

Based on the result of this research, the writer will suggest:

1. This research is suggested to help students to do code-mixing in English speaking lesson.

2. By using code-mixing in speaking lesson, students are advised to know more or memorize English vocabulary to make it easier for them to speak English.

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APPENDICES

<div align="center">**Transcription of Classroom Observation in the Research**</div>

Observer **: Vera Rahmawati Husna**

Informants : The 8ᵗʰ grade students of Taqsifik MTs Negri 1 Manado

Day/Date   : Friday, September, 2ⁿᵈ 2022

Time   : 10.25-11.45

Classroom : VIII B Taksifik

The teacher come in class and started to teach

Student   : Stand up please.. For start the leeson let say Basmasmallah! All

students   : Bismillahi rrohmani rrohim

Student   : Greats the teacher!

All students : Assalamualaikum wa rohmatullahi wa baraqatu Teacher : Waalaikumsalam wa rohmatullahi wa baraqatu Student : Sit down please!

Teacher   : Who is absent today?

Student   : Arafi, Siti Nazwah, and Zakih sakit *Ma'am*

Teacher   : semua tiga-tiganya sakit?Student   : Zakih izin *Ma'am*.

Teacher : Ok, pay attention! Today we are going to learn about Giving a Suggestion again. Last time you knew about what is the expression of Giving a suggestion. Give me an example.

Student   : Can I help you Nazril?

Teacher   : Good, but I ask only the expression not a sentence

Student   : I think you should take a rest , betul depe pengucapan *Ma'am*?

Teacher   : Good , what does it mean?

Student   : Maksudnya saya menyarankan dia untuk *take a rest*, untuk beristirahat.

Teacher   : What else about the example of a suggestion?Student   :

"You must follow the rules" termasuk?

Teacher   : Yeah that's right

Student   : "*You need to* …" juga, termasuk itu ?Teacher   : Of course. What else?

Student   : Ada le *Ma'am,* " I would like to suggest".

Teacher   : Yes. So, there are so many expression of suggestion. Listen to me.I think you already know the example about the material giving a suggestion. Now, I ask you to make a dialogue by using the suggestion. Nah sekarang kalian harus buat *dialogue per grup* dua orang kemudian buat video. Saya tidak mengizinkan menggunakan animasi karena saya menilai *into* wajah anda. Jadi memang disaat kalian berdialog kalian rekam, ini contohnya (teacher show an example in proyector) Jadi *instruction* nya *work in pairs* berdua. Ada yang jadi *speaker* A and *speaker* B. *Speaker A act a problem*, kemudian yang B beri saran. Bagian pertama *statement* nya *"I hungry"* apa sarannya " I cold" , "I have a toothache", I have the hiccup badodu kalo orang Manado bilang. Apa Bahasa Indonesianya?

All Student : Cegukan

Teacher   : What should I do? Apa … apa yang kamu lakukan? *Next* yang ke lima .. *problem* yang ke lima .. I left my sunglasses at the restaurant yesterday .. what should I do?. Kemudian baku ganti bagiannya *speaker* B yang pertama *I hot* , kemudian its raining yesterday , I have a headache .. sakit kepala. And next someone stole my bike, what should I do? And the last one I bought a pants, but don't pair… ada beli celana tapi tidak pas *they are to long* .. kepanjangan.. what should I do?

Student   : Bekeng sekarang *Ma'am*?

Teacher   : iya bekeng sekarang! *In English* yah! **Ok understand**?Student
         : Ok Ma'am understand

Teacher   : Ini ada batas waktunya, pertemuan hari rabu sudah ter *upload* semua .

Student   : Iya *Ma'am* Teacher   : Can you do that?Student   : yeah

Teacher   : *So you have a week*.. dalam satu minggu yah. Eh hari sabtu, minggu, senin, selasa, *four days*.

Student   : *Ma'am,* ini direkam la ngsung?

Teacher : Iya direkam langsung tidak perlu di edit. **Ma'am** hanya mau lihat **stage your problem** bagaimana mainya dan mimiknya **and then** satu beri saran. Kan tidak mungkin mo bilang **I have a toothache** dan anda tertawa terbahak-bahak . Saki gigi noh masa mimik mukanya tertawa. Paling menjerit kesakitan. **Am I right** ?

All Student : Yes ma'am

Teacher : How long have you got the time to record your video? Student : One

week

Teacher : **Four days**, empat hari saja yaa.. paling tidak malamnya sudah ter **upload** sebelum hari rabu. Dan satu lagi kalo mo rekam jang talalu rebut, maksudnya jangan dapa dengar tu backsound lain.

Student : **Ma'am** langsung video berdua ?

Teacher : Iya berdua. Jadi anda berdua saja yang memutuskan siapa yang menjadi **speaker** A siapa yang jadi **speaker** B.

Student : Jadi **Ma'am** kata-katanya susun sendiri?

Teacher : Iya pertama **stage the problem** kemudian lawan bicaranya **give a suggestion** , pake **should** ato **should not**. **Ma'am** mo nilai penggunaan **should** deng **should not** kemudian penggunaan kata kerja setelah should and should not. Jangan mo bilang pergi ke dokter kong "You should going to the doctor" sudah salah yaa, harusnya you should go to the doctor. Jadi pay attention to the use of should and should'nt dengan penggunaan **verb** nya. **Got it** ?

All Student : Yes Ma'am

Teacher : Can you do that? It's not hard right? Student : Gampang..

Teacher : Ada pertanyaan ? Student : No…

Teacher : Wildan, you do whit ? anda dengan siapa ? Wildan : Azimah

Teacher : Azimah is it okay? Azimah : Yes Ma'am

Teacher : Pay attention. I think you have to memorise. It is better to you to memorise. Karena kan cuma pendek **problem** nya. Memberi saran kan mudah. Boleh buat **draft** nya sekarang supaya tinggal di rekam nanti. Do you have ten minutes to make the dialogue. Do it now!

students made their dialogue

Teacher : Zaki dengan Arafi lagi *online*? Kita *video call* mereka yaa..

Student : Gass jo *Ma'am*

Teacher try to calling Zaki and Arafi

Student : *Ma'am* video pake masker ato nda?

Teacher : Buka *maske*r. Perhatikan! Satu lagi ya, anda tidak usah bertukar peran *change role*, langsung bahagi tugas saja siapa yang akan *stage a problem* berarti yang *satunya stage suggestion*. Kemudian siapa yang akan meng*handle* yang ini Afif *giving suggestion*. Are you understand? . Jadi bahagi tugas saja berdua nda perlu baku ganti. Jadi kalo misalnya Afif dengan Resky. Misalkan Resky jadi *speaker* A, berarti Resky akan duluan. Kemudian Afif *give a suggestion* .

Students : yesss Ma'am…..

Teacher : Karena jam belajar sudah habis, kalian boleh siap-siap sholat Dzuhur.

Student : Stand up please. Say thank you to the teacher.All Students :

Thank you Ma'am.

Teacher : Thank you All

Interview Guideline

No	Questions
1.	How is the practice of teaching speaking at MTs N 1 Manado? (bagaiamana praktek pengajaran speaking di MTs N1 Manado?
2.	What materials are used in teaching speaking at this school? (Materi apa yang digunakan pada saat mengajar speaking di sekolah ini?)
3.	What are the sources of speaking material gotten? (Darimana sumber materi speaking yang ibu peroleh?)
4.	How process delivering speaking material in the class? (Bagaiamana proses penyampaian materi speaking didalam kelas?)
5.	According to you, how effective is that material in teaching speaking? (Menurut ibu, seberapa efektifkah materi tersebut digunakan untuk mengajar speaking?)
6.	What technique is used in teaching speaking? (Apa tehnik yang ibu gunakan dalam mengajar speaking?)

7.	According to you, how effective is that technique to teach student's speaking?
	(Menurut ibu, seberapa efektifkah tehnik tersebut untuk mengajar speaking siswa?)
8.	How does the teacher evaluate the students' speaking practice?
	(Bagaimana ibu mengevaluasi praktek speaking siswa?)
9.	What does the factor contribute to the successful of teaching speaking at MTs N 1 Manado?
	(apa saja faktor yang menambah untuk keberhasilan pengajaran speakingdi MTs N 1 Manado?)
10.	How does the teacher overcome the students' problems in the practice ofspeaking?
	(bagaiamana guru mengatasi masalah siswa dalam praktek speaking?)

Observation Checklist

Teacher   : Yunita Abdul Razak, M.Pd

Observer   : Vera Rahmawati Husna

Class   : VIII Taksifik

Skill   : Speaking

Date observation   : September 2, 2022

No.	Activities	Yes	No
1.	The teacher introduce the topic before start teaching.	✓	
2.	The teacher gives an explanation the material until the finish.	✓	
3.	The teacher tells the procedure of speaking material to the students.	✓	
4.	The teacher makes a group of students in speaking activities	✓	
5.	The teacher uses Indonesian language and English to explain the materials.	✓	
6.	The teacher always uses English in teaching speaking.		✓
7.	The teachers' endorse the students to be active in asking and answering question.	✓	
8.	The teacher uses media in teaching speaking.	✓	
9.	The teacher use the teachnique of speaking are : a. Discussion b. Speech c. Role-play d. Picture Describing e. Story Telling f. Playing Cards	✓	

THE RESULT OF INTERVIEW

Interviewer : The Researcher (Vera Rahmawati Husna)

Interviewer : Imran Maulana

Place : VIII Taksifik

Researcher : Do you enjoy studying English in class? What the reason if you enjoyand if it is not ?

Student : Yes I like to learn English in class because Ma'am Yun always useapplication to teach. Pokonya Ma'am kalo belajar seru pake aplikasi

Researcher : What challenges do you run with when attempting to speak English?

Student : like.. kayak kalimat atau kata-kata yang Panjang yang susah di ucapkanand then missal ini bahasa Inggris ada huruf A yang bacaannya beda-beda nadanya

Researcher : Have you tried mixing codes before?Student : Yes pernah

Researcher : Why do you prefer to conduct code mixing in class, if you have everdone it?

Student : because is fun think to do

Researcher : Do you think speaking English in class is helpful when your teacherpermits code-mixing?

Student : Yes karena ada beberapa kata di bahasa Inggris tapi kalo missal mo caridi bahasa Indonesia itu susah.

Researcher : What the impact do you face when you do code-mixing? Student :

the impact is my speaking Englis levelnya naik lagi jadi lebih bagus

THE RESULT OF INTERVIEW

Interviewer : The Researcher (Vera Rahmawati Husna)

Interviewer : Alif Hilman Putra Jusuf

Place : VIII Taksifik

Researcher : Do you enjoy studying English in class? What the reason if you enjoyand if it is not ?

Student : Yes, because is fun

Researcher : What challenges do you run with when attempting to speak

English?Student : studying the verbs

Researcher : Have you tried mixing codes before?Student : yes

Researcher : Why do you prefer to conduct code mixing in class, if you have everdone it?

Student : karena terlihat keren

Researcher : Do you think speaking English in class is helpful when your teacherpermits code-mixing?

Student : yes its helpful

Researcher : What the impact do you face when you using code-mixing?

Student : More confident

THE RESULT OF INTERVIEW

Interviewer : The Researcher (Vera Rahmawati Husna)

Interviewer : Salisah Nuriyah Mahmun

Place : VIII Taksifik

Researcher : The first is Do you enjoy studying English in class? What the reasonif you enjoy and if it is not ?

Student : Suka si kadang. Mar tergantung depe belajar bagaimana. Soalnya kadang belajar pake kartu jadi berasa lebih seru. Ato nda kadang belajar ada quis-quis begitu. Mar kadang nda sih karna kayak ada rupa quis begitu agak susah mo jawab.

Researcher : What challenges do you run with when attempting to speak

English?Student : lengkali tasalah bacirita ato ta bata-bata begitu

Researcher : Have you tried mixing codes before?

Student : pernah, tapi Cuma kayak dari bahasa Indonesia ke bahasa Manado kalo dari bahasa Inggris ke Manado nda

Researcher : Why do you prefer to conduct code mixing in class, if you have ever done it?

Student : nda tau kadang tiba-tiba tapikir begitu, terus nda sengaja tabacerita itu, nda sengaja ta campur begitu

Researcher : Do you think speaking English in class is helpful when your teacher permits code-mixing?

Student : Merasa terbantu no. Karena kadang nda mangarti bahasa Inggris jadicampur pake bahasa Indonesia

Researcher : What the impact do you face when you using code-mixing?

Student : Nda ada pengaruh apa-apa sih, karena merasa so terbiasa

THE RESULT OF INTERVIEW

Interviewer : The Researcher (Vera Rahmawati Husna)

Interviewer : Rafi Zahir Basir

Place : VIII (Taksifik)

Researcher : Do you enjoy studying English in class? What the reason if you enjoyand if it is not ?

Student : yes, karena seru banyak games

Researcher : What challenges do you run with when attempting to speak

English?Student : belum terlalu tahu banyak kosa kata

Researcher : Have you tried mixing codes before?Student : nda pernah

Researcher : Why do you prefer to conduct code mixing in class, if you have everdone it?

Student

Researcher : Do you think speaking English in class is helpful when your teacherpermits code-mixing?

Student :

Researcher : What the impact do you face when you using code-mixing?

Student :

THE RESULT OF INTERVIEW

Interviewer : The Researcher (Vera Rahmawati Husna)

Interviewer : Andi Cahya Fatiha

Place : VIII Taksifik

Researcher : Do you enjoy studying English in class? What the reason if you enjoyand if it is not ?

Student : yes, karena asik

Researcher : What challenges do you run with when attempting to speak

English?Student : belum banyak mengetahui depe vocab

Researcher : Have you tried mixing codes before?Student : Pernah

Researcher : Why do you prefer to conduct code mixing in class, if you have everdone it?

Student : karena sering kayak ta pikir sendiri karena so stuck nintau depe bahasaInggris

Researcher : Do you think speaking English in class is helpful when your teacherpermits code-mixing?

Student : Merasa terbantu

Researcher : What the impact do you face when you using code-mixing?

Student : Bekeng tamba kosa kata baru karena pas ada campur bahasa missalbahasa Indonesia Ma'am Yuyun mo bilang depe bahasa Inggris

THE RESULT OF INTERVIEW

Interviewer : The Researcher (Vera Rahmawati Husna)

Interviewer : Fitri Khairunisa Mandahari

Place : VIII Taksifik

Researcher : For the first question is, Do you enjoy studying English in class? What the reason if you enjoy and if it is not?

Student : Ofcourse I like to speak English. Because seru kalo belajar bahasa Inggris apa lagi Ma'am Yuyun banyak kase games kalo mengajar di kelas. Torang jadi semangat mo belajar karena asik deng seru.

Researcher : What challenges do you run with when attempting to speak English?

Student : Kadang kalo bicara pake bahasa Inggris langsung jaga ta stop karenavocab kurang

Researcher: Have you tried mixing code before?Student: Ofcourse

Researcher : Why do you prefer to conduct code mixing in class, if you have everdone it?

Student : Karena so terbiasa pake bahasa Indonesia atau Manado terus pas dapasuru bahasa Inggris karena so nintau mo bilang apa jadi campur tu bahasa

Researcher : Do you think speaking English in class is helpful when your teacherpermits you to use code-mixing?

Student : membantu sekali, karena sama deng tadi kita bilang kalo so nintau mobilang apa jadi so pake bahasa Indonesia atau Manado

Researcher : What the impact do you face when you using code-mixing?

Student : Jadi percaya diri karena itu membantu. Kalo kita nintau depe bahasaInggris biasanya Ma'am Yuyun yang kase tau depe bahasa Inggris

THE RESULT OF INTERVIEW

Interviewer : The Researcher (Vera Rahmawati Husna)

Interviewer : Ringga Bayu Purwanto

Place : VIII Taksifik

Researcher : I have six questions to you . for the first question is, Do you enjoystudying English in class? What the reason if you enjoy and if it is not ?

Student: Enjoy karena asik dan bisa terlihat lebih keren

Researcher : What challenges do you run with when attempting to speak English?

Student : Pengucapan bahasa Inggrisnya susah. Kadang apa yang di tulis bedadengan apa yang di ucapkan.

Researcher : Have you tried mixing codes before?Student : Pernah

Researcher : Why do you prefer to conduct code mixing in class, if you have everdone it?

Student : karena kurang vocabulary yang kita hafal jadi kalo pas bicara bahasa Inggris kita campur kalo so nintau mo bilang apa. Supaya dorang mengerti apa maksud yang kita ada bilang.

Research : Do you think speaking English in class is helpful when your teacherpermits code-mixing?

Student : sangat membantu. Karena bisa cepat belajar bahasa Inggris

Researcher : What the impact do you face when you using code-mixing?

Student : Jadi nda gugup pas ngomong bahasa Inggris. Terus komunikasi jadi lancarkalo torang berbicara dengan teman atau dengan guru

THE RESULT OF INTERVIEW

Interviewer : The Researcher (Vera Rahmawati Husna)

Interviewer : Akbar Ibrahim

Place : VIII Taksifik

Researcher : Do you enjoy studying English in class? What the reason if you enjoyand if it is not ?

Student : Yes, I like. Kerena seru setiap masuk kelas banyak games yang Ma'amYuyun berikan. Jadi nda bosan mo belajar.

Researcher : What challenges do you run with when attempting to speak

English?Student : Di penyebutan, deng kurang vocabulary

Researcher : Have you tried mixing codes before?

Student : Sering, hampir di setiap pembelajaran bahasa Inggris kalo Ma'am suruberbicara pake bahasa Inggris kong so nintau so pake bahasa Indonesia

Researcher : Why do you prefer to conduct code mixing in class, if you have everdone it?

Student : Karena ketika melakukan code-mixing torang akang merasa relax deng enjoy pas berbicara tanpa harus tau semua kosa kata bahasa Inggris. Apalagi so terbiasa pake torang pe bahasa Manado

Researcher : Do you think speaking English in class is helpful when your teacher permits code-mixing?

Student : Ya merasa terbantu.

Researcher : What the impact do you face when you using code-mixing?

Student : Menurut kita akan mengerti, karena kita boleh mo ulang dengan bahasa Indonesia kalo dapa lia nda mengertiitu pembicaraan.

THE RESULT OF INTERVIEW

Interviewer : The Researcher (Vera Rahmawati Husna)

Interviewer : Khairunisa Nirwan

Place : VIII (Taksifik)

Researcher : Do you enjoy studying English in class? What the reason if you enjoyand if it is not ?

Student : Bahasa Inggris itu menarik, karena saya suka mendengarkan lagu bahasaInggris maka saya tertarik untuk mencari tau lebih dalam tentang artinya.

Researcher : What challenges do you run with when attempting to speak English?

Student : Pengucapan kata yang berbeda dengan tulisan sehingga sulit untuk melafalkannya

Researcher : Have you tried mixing codes before?Student : Pernah

Researcher : Why do you prefer to conduct code mixing in class, if you have everdone it?

Student : Karena sulit untuk memahami bahasa Inggris secara menyeluruh, sehingga saya mencampur bahasa agar mudah untuk teman atau guru memahami apa yang saya maksud .

Researcher : Do you think speaking English in class is helpful when your teacher permits code-mixing?

Student : Membantu

Researcher : What the impact do you face when you using code-mixing?

Student : Saya lebih percaya diri saat berinteraksi dengan teman atau guru

THE RESULT OF INTERVIEW

Interviewer : The Researcher (Vera Rahmawati Husna)

Interviewer : Hizburrobbani Asyi'ari

Place : VIII A (Taksifik)

Researcher : Do you enjoy studying English in class? What the reason if you enjoyand if it is not ?

Student : Yes ofcourse, because I learn English with play games. So it makes meinterest to speak English

Researcher : What challenges do you run with when attempting to speak

English?Student : Sometimes the word its different with the meaning

Researcher : Have you tried mixing codes before?Student : Yes, I have

Researcher : Why do you prefer to conduct code mixing in class, if you have everdone it?

Student : Because its helpful to learn English. Karena ketika so campur bahasa Indonesia Ma'am mo translate ke bahasa Inggris apa yang torang sebutkan depe tadi Ma'am mo betulkan.

Researcher : Do you think speaking English in class is helpful when your teacher permits code-mixing?

Student : yaa membantu

Researcher : What the impact do you face when you using code-mixing?

Student : Memudahkan kita untuk berkomunikasi dengan guru dan teman-teman saat belajar

THE RESULT OF INTERVIEW

Interviewer : The Researcher (Vera Rahmawati Husna)

Interviewer : Firzatullah Saman

Place : VIII A (Taksifik)

Researcher : Do you enjoy studying English in class? What the reason if you enjoyand if it is not ?

Student : Yaa. Sangat suka. Karena lebih ingin belajar tentang Bahasa Inggris danterlihat keren,

Researcher : What challenges do you run with when attempting to speak English?

Student : Masih kurangnya kosa kata. Dan malu juga ketika salah ucap ditertawaioleh teman-teman.

Researcher : Have you tried mixing codes before?Student : iyaa pernah

Researcher : Why do you prefer to conduct code mixing in class, if you have everdone it?

Student : karena memudahkan kita pas speaking. Karena dengan campur bahasa kita bisa menyampaikan apa yang kita maksud. Karena kita nda tau depe bahasa Inggris makanya kita campur.

Researcher : Do you think speaking English in class is helpful when your teacher permits code-mixing?

Student : iya merasa terbantu

Researcher : What the impact do you face when you using code-mixing?

Student : jadi tersampaikan apa maksud yang kita mo bilang

Interviewer : The Researcher (Vera Rahmawati Husna)

Interviewer : Andi Cahya Fatiha

Place : VIII A (Taksifik)

Researcher : Do you enjoy studying English in class? What the reason if you enjoyand if it is not ?

Student : Yes I like because its funny

Researcher : What challenges do you run with when attempting to speak

English?Student : dalam mengucapkan kata bahasa Inggris

Researcher : Have you tried mixing codes before?Student : pernah

Researcher : Why do you prefer to conduct code mixing in class, if you have everdone it?

Student : karena ada kata bahasa Inggris yang tidak tahu jadi mix ke bahasaIndonesia

Researcher : Do you think speaking English in class is helpful when your teacherpermits code-mixing?

Student : yaa membantu

Researcher : What the impact do you face when you using code-mixing?

Student : dengan campur bahasa akan membantu sedikit demi sedikit meningkatkankepercayaan diri untuk berbicara menggunakan bahasa Inggris

Interviewer : The Researcher (Vera Rahmawati Husna)

Interviewer : Rezky Islami Mantu

Place : VIII A (Taksifik)

Researcher : Do you enjoy studying English in class? What the reason if you enjoyand if it is not ?

Student : Yes I like. Karena supaya bisa komunikasi dengan orang Inggris. Dengsupaya lebe seru berbicara dengan orang laeng

Researcher : What challenges do you run with when attempting to speak

English?Student : kadang-kadang lupa depe kata-kata depe verb

Researcher : Have you tried mixing codes before?Student : Pernah sih tapi

kadang-kadang

Researcher : Why do you prefer to conduct code mixing in class, if you have everdone it?

Student : karena kadang lupa depe kata-kata bahasa Inggris jadi campur denganbahasa Indonesia

Researcher : Do you think speaking English in class is helpful when your teacherpermits code-mixing?

Student : yaa membantu kan kalo misalnya ada yang lupa jadi tamba jo denganbahasa Indonesia jo supaya lengkap

Researcher : What the impact do you face when you using code-mixing?

Student : mungkin kalo lama-lama pake code-mixing kong nda belajar depe bahasaInggris mungkin lama-lama mo lupa depe bahasa Inggris

<center>**THE RESULT OF INTERVIEW**</center>

Interviewer : The Researcher (Vera Rahmawati Husna)

Interviewer : Nazril Sawotong

Place : VIII A (Taksifik)

Researcher : Do you enjoy studying English in class? What the reason if you enjoyand if it is not ?

Student : suka. Karena bahasa Inggris itu mengajarkan kalo mo bebergian keluarnegri bisa menggunakan bahasa Internasional yaitu bahasa Inggris

Researcher : What challenges do you run with when attempting to speak

English?Student : susah kase ba translate ke bahasa Indonesia

Researcher : Have you tried mixing codes before?Student : Pernah

Researcher : Why do you prefer to conduct code mixing in class, if you have everdone it?

Student : karena so susah pake bahasa Inggris jadi so pake bahasa Indonesia

Researcher : Do you think speaking English in class is helpful when your teacherpermits code-mixing?

Student : Agak terbantu sih

Researcher : What the impact do you face when you using code-mixing?

Student : Nda bisa meningkatkan bahasa Inggris kalo terus-terus menggunakancampur bahasa

THE RESULT OF INTERVIEW

Interviewer : The Researcher (Vera Rahmawati Husna)

Interviewer : Nurlaili Polii

Place : VIII A (Taksifik)

Researcher : Do you enjoy studying English in class? What the reason if you enjoyand if it is not ?

Student : Yaa sangat senang karena dengan belajar bahasa Inggris dapat membantubanyak hal terutama dikehidpan sehari-hari

Researcher : What challenges do you run with when attempting to speak English?

Student : Penggunaan tensis yang cocok dengan keadaan saat mencoba berbicara bahasa Inggris . Saya kadang bingung dengan vocab dan rumus tensis apa yang harus digunakan saat berbicara

Researcher : Have you tried mixing codes before?Student : yaa saya pernah

melakukannya

Researcher : Why do you prefer to conduct code mixing in class, if you have everdone it?

Student : karena sekarang sudah banyak dilakukan pada masa sekarang menggunakan kata bahasa Inggris yang familiar di dengar cukup menyenangkan dan spontan dilakukan

Researcher : Do you think speaking English in class is helpful when your teacherpermits code-mixing?

Student : yaa sangat membantu

Researcher : What the impact do you face when you using code-mixing?

Student : menambah skil berbahasa Inggris dan menambah pengetahuan terhadapkata-kata bahasa Inggris yang baru diketahui

THE RESULT OF INTERVIEW

Interviewer : The Researcher (Vera Rahmawati Husna)

Interviewer : Khalil Gibran Kasim

Place : VIII A Taksifik

Researcher : Do you enjoy studying English in class? What the reason if you enjoyand if it is not ?

Student : Suka. Because when Ma'am Yuyun use teknologi for belajar jadi menarik

Researcher : What challenges do you run with when attempting to speak English?

Student : Biasa yang menghambat itu gagap karena agak susah berbicara bahasaInggris

Researcher : Have you tried mixing codes before?Student : Pernah

Researcher : Why do you prefer to conduct code mixing in class, if you have everdone it?

Student : karena untuk melatih berbica Inggris karena sering gagap

Researcher: Do you think speaking English in class is helpful when your teacherpermits code-mixing?

Student : Membantu noo

Researcher: What the impact do you face when you using code-mixing?Student

: membantu mengatasi gugup ketika berbicara bahasa Inggris

THE RESULT OF INTERVIEW

Interviewer : The Researcher (Vera Rahmawati Husna)

Interviewer : Atifa Nayla Fauziah

Place : VIII A (Taksifik)

Researcher: Do you enjoy studying English in class? What is the reason if you enjoyand if it is not ?

Student : Lumayan suka. Kayak bisa menambah ilmu berbicara bahasa Inggris

Researcher : What challenges do you run with when attempting to speak

English?Student : Sulit memahami depe pengucapan yang tepat

Researcher : Have you tried mixing codes before?Student : pernah

Researcher : Why do you prefer to conduct code mixing in class, if you have everdone it?

Student : supaya teman-teman memahami apa yang kita bilang

Researcher : Do you think speaking English in class is helpful when your teacherpermits code-mixing?

Student : yaa sangat membantu

Researcher : What the impact do you face when you using code-mixing?

Student : menambah pengetahuan tentang kata-kata baru bahasa Inggris

<h1 style="text-align:center">THE RESULT OF THE INTERVIEW</h1>

Interviewer: The Researcher (Vera Rahmawati Husna)

Interviewer : Yunita Abdul Razak, M.Pd

Place : MTs Negri 1 Manado

Researcher: In your opinion what makes it difficult for the student to be confidentin speaking English?

Teacher: I think it's all about vocabulary. Every limited vocabulary makes them not confident to speak. Because they have a very limited vocabulary. They are afraid of making mistakes. I think that's one of the obstacles for students to speakEnglish.

Researcher: Have you ever allowed students to do code-mixing in class?

Teacher : Always. When they try to speak in English but when it is difficult for them. I mean with the teacher is hard to understand. And then they are hard to understand, I allow them to code-switching or code-mixing the language using their mother tongue, and their first language can be understood. It is a maters of understanding. As long as it doesn't happen all the time. I mean when all the English time and they speak Bahasa Indonesia they don't speak even one sentenceof English it's big n. but I try to force them to say something when they want to ask or answer friend's questions must try to use English. As much as they can.

Researcher: In your opinion, what is the impact for the student to do code-mixing?

Teacher: to comprehend the instruction, to give their friends hint. So I think it is I allow to code-mixing I mean to use Bahasa Indonesia to make their friends or to make the teacher understand what they intent. So you just tell me in Bahasa Indonesia and then after that, you have to translate it to English. Or I translate to English and they repeat so that the practice. Dalam hal untuk memperoleh dampakiya.. giving them aportunity to speak bahasa Indonesia dampaknya to understandable it is a mater mereka mengerti instruksi saya dan saya mengerti apayang mereka jawab. Jadi untuk membuat massage yang disampaikan lebih jelas.
Tapi I have to make sure apa yang sudah di bahasa Indonesiakan tadi harus di terjemahkan ke bahasa Inggris then in to aportunity to practice.

Researcher: Do you think the student will be more confident to learn to speak faster when you allow them to code-mix?

Teacher : I think there is no connection between that. Because a maters of beingconfident it is not about I allow them to code-mixing. I think a maters of confident is the teacher .. kemauan guru untuk membuat susana kelas to make them aportuni ty to practice speak English. when I allow them to use Bahasa Indonesia it is a maters of make what they say more clear. I mean what they say gots clear. To makes they saling mengerti lebih jelas yang saya maksudkan ini. Kerana kan mungkin keterbatasan vocab, sehingga tidak bisa di jangkau menggunakan bahasa Inggris makanya I allow them to use baahasa Indonesia. ButI have to make sure bahwa apa yang mereka maksudkan harus diterjemahkan ke bahasa Inggris dan they have to repeat. I mean the corect way or the appropiate way. Mungkin salah kosa kata atau salah pengucapan kemudian saya tanya ke siswa can you tell me in Bahasa Indonesia, setelah disebutkan , oh ya I got your point. Jadi saya yang akan menerjemahkannya ke versi yang benar and then they repeat.

INTERVIEW SHEETS FOR TEACHER

1. In your opinion what makes it difficult for a student to be confidentin speaking English?

2. Have you ever allowed students to do code-mixing in class?

3. In your opinion, what is the impact for students to do code-mixing?

4. Do you think students will be more confident to learn speaking faster when you allow them to code-mix?

THE INTERVIEW SHEET FOR STUDENT

1.   Do you enjoy studying English in class? What the reason if you enjoy and if it isnot ?

2.   What challenges do you run with when attempting to speak English?

3.Have you tried mixing codes before?

4. Why do you prefer to conduct code mixing in class, if you have ever done it?

5.   Do you think speaking English in class is helpful when your teacher permitscode-mixing?

6. What the impact do you face when you using code-mixing?

The researcher is doing interview with student

The researcher is doing interview with English Teacher

Students at 8th grade Mts Negeri 1 Manado in the classroom doing learning proces