



**A CASE STUDY: THE USE OF ENGLISH - INDONESIAN CODE-  
SWITCHING AND CODE MIXING IN TEACHING ENGLISH AS A  
FOREIGN LANGUAGE TO GRADE SEVEN A AT SMPN 03 BALUNG  
JEMBER.**

## **THESIS**

**By:**

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**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ARTS DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

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## DEDICATION

*This thesis is honorably dedicated to:*

- 1. My beloved grandpa, Jasmin RIP, my beloved grandma, Sulinah, my wonderful Mom, Kholifah, and my lovely uncle, Abdullah, S.Pd. Thanks for teaching me how to dream.*
- 2. My beloved sister, Ima ndut, with you, there's no pain which stay longer.*
- 3. Windy Wirawan, S.T. Thanks for remaining me that every choice has its own consequence, and every dream has its own price.*
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- 5. eRegTus (English regular students two thousands and seven). Especially for Silmi, Rieca, Olif, Fuji and Taufik. Thanks for everything.*

## MOTTO

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.\*)

"Once you learn to quit, it becomes habit" \*\*)

---

\* Nelson Mandela – Brainy quote

\*\*Vince Lombardi – How to be a star

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Honestly, this thesis must have weaknesses, therefore any improve to this thesis perfect will be fully appreciated.

Jember, 2012

The Writer

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## SUMMARY

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Keywords: code-switching, code mixing, teaching English as a foreign language.

This research I intended to investigate the English – Indonesian code switching and code mixing. These phenomena happened in Indonesia and other countries which considered English as a second or a foreign language. Research showed that many students in ESL and EFL countries got difficulties in learning English. Code switching and code mixing were being used as the ways of communication between the teacher and students in teaching learning process in the second or foreign language classroom.

The phenomena also happened in SMP Negeri 03 Balung Jember. The English teacher tended to use English – Indonesian code-switching and code-mixing to help his students understand the materials easily. The grade seven A was chosen since the teacher used code-switching and code-mixing mostly in this class. Based on the preliminary study, it was known that the students of grade seven A came from different level background of knowledge, social condition, English learning ability, language, and culture. Therefore, the teacher used code-switching and code-mixing mostly in grade seven A to avoid misunderstanding about the lesson.

The problem formulations were drawn as follows: in what conditions the English teacher of grade seven A used code-switching and code-mixing and what the most frequent condition of the use of code-switching and code mixing by the English teacher. Based on the formulation, the objectives of the research: to know in what conditions the English teacher used code-switching and code-mixing and what the most frequent condition of the use code-switching and code mixing by the English teacher.

This research was descriptive qualitative design on the analysis of using code switching and code mixing by the seventh grade A English teacher at SMPN 03 Balung. The research area was selected by employing purposive sampling method based on the phenomenon found. The research intended to analyze in what conditions and what the most frequent condition of the use of code switching and code mixing based on Atkinson's theory. The procedure of this research was:

determining research area, the research problems and research subject, determining data resources, constructing the research instruments, collecting data by using recording, transcribing the recording video, analyzing the collected data, and drawing conclusion.

The primary data was collected by observation through recording video and the secondary data from the interview with the English teacher. The data of the conditions where the teacher used code switching and code mixing were analyzed qualitatively while the data of the most frequent condition was analyzed quantitatively by using percentage formula adopted from Ali (1998). The result of data analysis showed that the conditions where the teacher used code switching and code mixing were: giving instruction, eliciting language, and checking comprehension.

The teacher used code-switching in eliciting language to encourage student to comprehend the materials and to produce the target language. In this condition, the teacher presented the materials and reviewed the previous materials to the students. In giving instruction, the teacher tended to code-switch and code-mix to get the respond faster. While in checking comprehension, the teacher rechecked the students' understanding by asking questions related to the materials has been given by the teacher.

The result of the research could be drawn as follows: in the first meeting, the teacher used code switching in giving instruction five times, in eliciting language five times, and in checking comprehension once. In the second meeting, the teacher used code-switching in giving instruction eight times, in eliciting language twelve times, and in checking comprehension twice. In the third meeting, the teacher used code-switching in giving instruction twice, in eliciting language nine times, and in checking comprehension three times. Therefore, the most frequent condition of the use of code switching by the teacher was in eliciting language, with the result of the percentage: in eliciting language was 55%, in checking comprehension was 12% and in giving instructions was 31%. In code mixing, the teacher used it mostly in checking comprehension. It could be seen in three meetings. The first meeting: the teacher used code mixing in giving instruction twelve times, in eliciting language three times, and in checking comprehension seventeen times. The second meeting: the teacher used code mixing in giving instruction sixteen times, in eliciting language nineteen times, and in checking comprehension thirty three times. The third meeting: the teacher used code mixing in giving instruction five times, in eliciting language twenty four times, and in checking comprehension nineteen times. The percentage: in eliciting language was 33%, in checking comprehension was 42% and in giving instructions was 23%.

Based on the results of the research, it can be concluded that code-switching and code mixing are used in teaching learning process in the condition of eliciting language, checking students' comprehension, and giving instruction. The most frequent condition of the use of code switching was in eliciting language and the most frequent condition of the use of code mixing was in checking comprehension.

From the research, the researcher would like to propose suggestions for: The English teacher, the students of grade seven A, and other researchers. The English teacher is suggested to use code switching and code mixing only if the students got difficulties in comprehending materials given. The students are suggested learning English more often outside the classroom to enhance their communication in the English classroom. Other researchers are suggested to conduct the research with the same topic but different analysis.

## **I.INTRODUCTION**

Linguistic research indicates that in multilingual countries people at least have a good command of two languages, one is the first language or local language and the other is national language. This phenomenon also occurs in Indonesia, which happens in everyday conversation or in formal gathering. Because English is considered to be a foreign language which is compulsory to study in secondary level of education, the use of Indonesian and English during English lessons common to find. Thus, to know such phenomena, this case study investigated the use of Code Switching and Code Mixing during the English lesson at SMPN 3 Balung Jember. This chapter presents some aspects were underpinning the topic of the study. It includes the background of the study, the problems of the research, operational definition of the variable, the objective of the study and the advantages of the study.

### **1.1 Background of the Study**

Language is an important part of human life and it is a social structure which is used as social communication for sharing knowledge, information, and experience as what Hammers and Blanc (1995:61) state that “.....a social structure, existing in society and shared by members of a linguistic community”. People use language to convey their ideas, feelings, and experiences both in oral and written forms. As an international language, English is increasingly needed not only because it is as a means of communication mostly used in the world, but also because it is used both in science and technology. Unfortunately, most people in the world including Indonesian consider English as a foreign language.

Indonesia, which is considered to be multilingual country, the languages used for communication consist of local languages, national language, and foreign languages