

ENGLISH TEACHER INSTRUCTION IN GIVING MATERIAL BY USING CODE SWITCHING AND CODE MIXING IN SMU NEG.2 PAREPARE

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INTRODUCTION

Language means of communication who is very important for human life. Because by language we are very easy to understand whether mean and purpose it. In this case language as medium which have function to give a information for other people include English . So that, English is one of the important element to communicate with other people both of teachers and students. In the classroom learning activities English is used to communicated between teachers and students even though they combine between English and Indonesia. So that, English in the school is used to equip the students' knowledge with related the four basic language skills in English, such as : listening, speaking, writing, and reading.

To make the students understand or mastery the four skills in English ,In English teaching activities the English teacher should be more creative and fun in creating interesting of English teaching method and comfortable classroom. So, before teaching a teacher always choose some method and strategies that will be applied in the classroom to increase the English skills of the students. But the reality now, there are a lot of English teachers lack of methods, strategies to increase the students' skills because they only focused on the course the book. To teach the four basic language skills in English. The teachers have to integrated the all skills.

Beside that, the English teacher have to also create good instructional for the students to do the request of the teacher in learning

process. Teacher's instruction make the students is easy to understand the material and do the exercise in the text or course book. But the teachers have to combine between English and Indonesia because there are a lot of students do not understand if the teacher use English only or monolingual language in giving instruction. In this case the teacher used bilingual or she did code switching and code mixing. According to Fhatos Sandra, a bilingual is an individual who knows or understand at least two languages and multilingual is an individual who knows and understand many languages. Based on the problem above, the writer formulate two questions as follows;why do the English teachers use code switching in giving instructional and giving material; why do English teachers use code mixing in giving instructional and giving material.

Review of The Related Literature

Moyer (1998) Code switching as a field of study has a rich and varied literature encompassing research based on various theoretical models and research methodologies. The dominant perspectives in the study of codeswitching have been either sociolinguistic or grammatical in nature. The sociolinguistic approach has examined languages in contact in bilingual or migrant communities and concerns itself with the social and political motivations for its use. For example, codeswitching as a conversational strategy has been investigated in Gibraltar, where Spanish and English have been in contact for several hundred years.

Heller (1988) Code switching is also viewed as a bilingual/multilingual practice that is used not only as a conversational tool, but also as a way to establish, maintain and delineate ethnic boundaries and identities. As a social process, codeswitching has been understood to provide multilinguals with “a resource for indexing situationally salient aspects of context in speakers’ attempts to accomplish interactional goals.

Definition of Code switching

In linguistic, code switching is the concurrent use of more than one language, or language variety, in conversation. Multilingual - people who speak more than one language sometimes use elements of multiple languages in conversing with each other. Thus, code-switching is the use of more than one linguistic variety in a manner consistent with the syntax and phonology of each variety. Code-switching is distinct from other language contact phenomena, such as borrowing, pidgins and creoles, loan translation (calques), and language transfer (language interference). Speakers form and establish a pidgin language when two or more speakers who do not speak a common language form an intermediate, third language. On the other hand, speakers practice code-switching when they are each fluent in both languages. Code mixing is a thematically related term, but the usage of the terms code-switching and code-mixing varies. Some scholars use either term to denote the same practice, while others apply code-mixing to denote the formal linguistic properties of said language-contact phenomena, and code-switching to denote the actual, spoken usages by multilingual persons.

The term code-switching is also used outside the field of linguistics. Some scholars of literature use the term to describe literary styles which include elements from more than one language, as in novels by Chinese-American, Anglo-Indian, or Latino/a writers. In popular usage code-switching is sometimes

used to refer to relatively stable informal mixtures of two languages, such as Spanglish or Franponais. Both in popular usage and in sociolinguistic scholarship, the name code-switching is sometimes used to refer to switching among dialects, styles or registers, such as that practiced by speakers of African American Vernacular English as they move from less formal to more formal settings.

Code-switching relates to, and sometimes social-group membership in bilingual and multilingual communities. Some sociolinguists describe the relationships between code-switching behaviors and class, ethnicity, and other social positions. In addition, scholars in interactional linguistics and conversation analysis have studied code-switching as a means of structuring talk in interaction. Analyst Peter Auer suggests that code-switching does not simply reflect social situations, but that it is a means to create social situations.

Mechanics of code switching

Code-switching mostly occurs where the syntaxes of the languages align in a sentence; thus, it is uncommon to switch from English to French after an adjective and before a noun, because, in French, adjectives usually follow nouns. Even unrelated languages often align syntactically at a relative clause boundary or at the boundary of other sentence sub-structures.

Linguists have made significant effort toward defining the difference between borrowing (loanword usage) and code-switching; generally, borrowing occurs in the lexicon, while code-switching occurs at either the syntax level or the utterance-construction level.

In studying the syntactic and morphological patterns of language alternation, linguists have postulated specific grammatical rules and specific syntactic boundaries for where code-switching might occur. None of these suggestions is universally accepted, however, and linguists have offered apparent counter-examples to each proposed constraint. Some proposed constraints

Code mixing

Code-mixing refers to the mixing of two or more languages or language varieties in speech. Some scholars use the terms “code-mixing” and interchangeably, especially in studies of syntax, morphology, and other formal aspects of language. Others assume more specific definitions of code-mixing, but these specific definitions may be different in different subfields of linguistics, education theory, communications etc. Code-mixing is similar to the use or creation of pidgins; but while a pidgin is created across groups that do not share a common language, code-mixing may occur within a multilingual setting where speakers share more than one language.

Some linguists use the terms code-mixing and code-switching more or less interchangeably. Especially in formal studies of syntax, morphology, etc., both terms are used to refer to utterances that draw from elements of two or more grammatical systems. [2] These studies are often interested in the alignment of elements from distinct systems, or on constraints that limit switching.

While many linguists have worked to describe the difference between code-switching and borrowing of words or phrases, the term code-mixing may be used to encompass both types of language behavior.

While the term code-switching emphasizes a multilingual speaker’s movement from one grammatical system to another, the term code-mixing suggests a hybrid form, drawing from distinct grammars. In other words, code-mixing emphasizes the formal aspects of language structures or linguistic competence, while code-switching emphasizes linguistic performance.

Mixing a single language system

Volterra & Taeschner (1978) claim that bilingual children start out with one system for both languages, which later develops into two discrete systems. By implication, one must assume that children are not able to

separate the two languages. This is confirmed by the fact that the two children analyzed by Volterra & Taeschner combine words from both languages in one utterance. In their view, mixing is a direct consequence of the fact that neither language separation nor differentiation takes place in the bilingual child, at least in stage one of their model. However, one can state that the presence of mixing is by no means evidence for the existence of a single lexicon. Unfortunately, the unitary language system hypothesis uses mixed utterances as an explanation for its own existence: ‘As a result [of having one lexical system, KFC], words from both languages frequently occur together in two- to three-word constructions’ (Volterra & Taeschner 1978:312). Recall that in the first stage of language development the children are said to have only one linguistic system for both languages. This system contains lexical items, syntactic structure not being available at this time. The authors distinguish words from both languages.

Mixing and the developing of two language

According to Köppe & Meisel (1995), it is crucial to analyze qualitative aspects of language mixing in bilingual children, in that ‘the distinction between different categories of words which are mixed may help us to distinguish code-mixing [which involves the violation of syntactic or pragmatic constraints, KFC] from code-switching in early child language’ (280). The kind of elements mixed should therefore be taken into consideration in an analysis of language mixing. Vihman (1985) studies an Estonian/English bilingual child from age 1;8 to 2;0 and states that function words are the most frequently mixed elements. This category includes for example, deictic elements, negation, affirmation. Elements which do not belong to this category are called content words, for example, nouns, verbs. Meisel (1994, 2001) notes that the term function word ‘is rather misleading (..), since it clearly

does not refer to a morpho-syntactic category, as opposed to “function words” in traditional grammars and “functional categories” in generative theory’. (2001:23). He argues that these elements might have a pragmatic function rather than a grammatical one. Although stating shortcomings of this category, particularly the fact that it implies grammatical words to be mixed most often (e.g., words like particles which are used instead of verbs).

Instructional

Instructional strategies determine the approach a teacher may take to achieve learning objectives. Five categories of instructional strategies and explanation of these five categories can be found within this site. Instructional methods are used by teachers to create learning environments and to specify the nature of the activity in which the teacher and learner will be involved during the lesson. While particular methods are often associated with certain strategies, some methods may be found within a variety of strategies. A sampling of instructional methods with accompanying explanations.

Creating Quality Instruction

Quality instruction is in the hands of teachers. They choose instructional practices, administer assessment, and set standards for their students. Teachers also organize the classroom, utilize resources, create links with parents and communities, and, through their own behavior, create models (positive and negative) that may remain with students for the rest of their lives. In classrooms with bilingual students, teachers decide, consciously and unconsciously, how to use the native language and English and how to incorporate disparate cultures. Teacher background and preparation, societal factors, school policies, and curricula choices, of course, set parameters for teachers. Despite such external pressures, teachers choose practices and implement them in their classes. For that reason, this chapter does not dictate unvarying formulas

to be applied regardless of circumstances or characteristics of the students. The intent of this chapter is to highlight good instructional and assessment practices. Teachers need to be flexible, to accommodate their students’ needs, and to incorporate new ideas that emerge from new research or from their own experience of observing students. Most importantly, teachers should be guided by the goals and expected outcomes of language development, academic achievement, and sociocultural integration. Teachers must develop a philosophy of teaching that includes the following principles:

Instruction should respect students, their language, and their culture. Instruction should be engaging, challenging, and supportive. Special strategies are needed for teaching English and teaching in English. Special consideration should be given to students with limited literacy and schooling. Class objectives should include language, culture, and academic content. Students should play an active role in learning. Classrooms should be organized to maximize learning, collaboration, and participation. Assessment should be integrated with instruction. Resources should be varied and serve the basic goals. Family and communities should be partners in the classroom. Teachers should maximize their skills and backgrounds.

One complication to implementing the recommendations in this chapter is that many bilingual students and teachers have been previously exposed to teaching methodologies that fundamentally differ from those used in U.S. classrooms. For example, when students are accustomed to language lessons centered on grammar topics, they have great difficulty with thematic units or content-based language lessons. Transitional strategies can be used to help students adjust. It took 8 weeks for Alice, a Haitian teacher, to transform her social studies class from lectures with practically no student participation to student-directed discussions (Brisk & Harrington, 2000). For several weeks, Alice stayed in the circle, helping

direct the discussion and encouraging student participation. Gradually Alice participated less and slipped outside the circle to become an observer. Initially, only the assigned student leader spoke from a prepared speech. Week after week, more students participated spontaneously and finally the very quiet ones were induced by the leader to participate. Both teacher and students needed the transition. They adjusted well, enjoyed the new style, and understood its benefits. The recommendations included in this chapter are useful for language and content area teachers whether they instruct in the native language or in English. These recommendations emerge from what teachers have used successfully at the early childhood, elementary, and secondary levels. Specific examples from real classrooms illustrate the recommendations. Because each classroom is a unique universe, teachers must be flexible, adjusting lesson content, teaching methods, resources, and language use not only to age and grade level but also to cultural backgrounds and the particular language proficiency of their students. Individual teachers ultimately decide what is best for their specific group of students, but such decisions should follow from an understanding of the principles outlined in this chapter, knowledge about their students, and particular circumstances of their classroom setting.

RESEARCH METHODOLOGY

In this research, the researchers use qualitative research as design of this research. Qualitative is the collection, analysis, and interpretation of comprehensive and visual (non numerical) data in order to gain insight into particular phenomenon of the interest (Gay 2006).

Source of data this research is all the the English teachers of SMU Neg.2 Parepare. There are six English teachers. From the six English Teachers, two teachers teach in the first class, two teachers teach in the second class, and two

teachers teach in the third class. in this research the research use purposive sampling. Purposive sampling referred to as judgment sampling is the process of selecting sampling that is believe to be preventatives of given population. In order words, the researcher select source of data using his experience and knowledge of the group to be of source of data (Gay 2006). In this case, and based the explanation about purposive. The source of data is All the English teachers of SMU Neg.2 Parepare as sample. There are six English Teacher.

In collecting the data, the researchers do observation and interview for the six English teachers in SMU Neg.2 Parepare. In doing interview the researchers use structure interview and unstructured interview. Structure interview, the researchers has set of specific question that elicit specific information from the respondents while unstructured interview is little more than causal conversation. Beside that the researchers record what the English teachers say in learning English process. Record the voice of the English teacher is the main part of this research because the researchers will analyze it.

In this research, the research do observation to see the learning activities in the classroom and to hear the English teachers instructional in giving material for the students while the researcher do interview to know the reason of the English teachers use code switching and code mixing in giving material for the students.

In analyzing the gathered data, the researchers give description data that derive from the researchers' observation and the researchers' interview. In doing observation the researcher explain more detail the chronological notes about what the researchers sees, hears. And data derive from the researchers' interview is analyzed to give description about the reason of the English teachers do code switching and code mixing in giving material for the student.

Beside that, to analyze the data the writer also use diagram to give percentage the English teacher do code switching and code

mixing. From the diagrams it can be seen the percentage of the English teacher do code switching and code mixing in every extract or in the learning process in the class.

FINDING

In this chapter consist of some extracts. Extract is raw material for the respondents. The respondents is recorded to get information accurately and more detail. In this research there are three respondents or English teacher.

Teacher one

Teacher one in the extract one, the English teacher teach the students about writing. The teacher explain more detail about the writing material for the students. After explaining the material, In this case the English teacher give instruction for the students how to do the exercise. The English teacher's instruction it can be seen the statements below:

Extract 1

Listen your name please
Good morning students
You bring your test narrative
Ok, now you must find the text organization or your generic structure of the text. Do you know, what do you do
You find the orientation, complication, and resolution.
On your test narrative, may be, there is reorientation. And fine the orientation in the last paragraph. Do you know orientation. Yaitu memperkenalkan kembali siapa siapa tokohnya. Itu reorientation namanya Rina, Re.....artinya memperkenalkan kembali. Sekaran kerja.

After doing the exercise, the English teacher inform to the students about the subject next meeting. The English teacher ask to the students to study because in the next meeting the English teacher will ask to the students to retell the story because next meeting is speaking subject. The students have to prepare their selves.

Extract 2

Teacher one in extract two ask to the students to prepare their selves because according to their English teacher that next is meeting is speaking material. The English teacher give instruction for next meeting and the students retell the story and make summary. In giving instruction the English teacher use two languages. The statements of the English teacher it can be seen as follow:

For next meeting on Saturday, pertemuan berikutnya hari sabtu kita masuk pada speaking. Retelling your story, menceritakan kembali apa yang ada dipesmu itu, kamu simpulkan and make summary and retelling for Saturday, lalu kau hapal. Jadi I tell you, saya Tanya memangki. On Saturday you must ready to speak. Yang saya nilai in your speaking adal your gesture, and your eye contact.

Extract 3

Teacher one in extract three explained about how to make letter in English, the English teacher explain about the kind of letter. According to the English teacher there are a lot of kind of letter in English. After explaining the material more the detail the English teacher give instruction for the students to make a letter. When the English teacher give instruction the English use two language as follow:

Last week I explained about writing. Hari ini juga I still explain about writing. Tapi writing pada kesempatan ini adalah how to make letter. Tell about letter, there are a lot of kind of letter. Surat itu banyak macamnya. Apakah kamu bisa buat surat, I believe that all of you can make letter. Tapi surat berbahasa Indonesia, kalau surat berbahasa inggris banyak yang tidak tahu. Now, I will give you exercise. You do it now. Kerjakan sekarang.

Teacher Two

Extract one.

Teacher two in the extract one when he come in the class. He always greet the students. after greeting the students he explain about the subject. The English teacher, in this case he use English and Indonesia to explain the material

more detail. This instruction of the English teacher as follow.

Good morning

How are you. Ok, now I am going to continue our subject. Special for this meeting saya akan menjelaskan tentang TO BE. Do you know TO BE. Kamu tahu itu TO BE. TO BE is Auxalary Verb atau helping verb. Could you mention which one include TO BE. TO BE consist of am, are, is. TO BE itu terdiri dari is, are, am. Ini digunakan when we talk about present. Do you understand what I have said. Jika kamu tidak mengerti. I give you chance to ask me. Karena tidak ada yang mau bertanya. I will give you excercise Untuk mengukur sejauh mana yang kamu pahami terkait dengan materi yang saya jelaskan. Now, listen the test. Testnya there are five numbers.

Teacher Two

Extract Two

Teacher two in extract two. The English teacher explain about reading. In this instruction the English teacher ask to the students to find out the difficult words in the text. This teacher said for the students this is a way to increase your vocabulary because this skill is integrated skills.

Well, We will continued our subject, last week, If I don't mistake saya menjelaskan tentang To BE, now, you will study about reading. In this chance, saya akan menyuruh kamu to find out the difficult words in the text. Cari kata-kata yang sulit. After that mention the words and the meaning. Kan, semua bawa kamusopen your dictionary. I give you time 30 minutes to do this exercise because after finishing do this exercise, saya akan menjelaskan kembali apa yang ada dalam bacaan itu like tenses, structure.

Teacher Two

Extract Three

Teacher two in extract three, the English teacher direct to ask the students' exercise because last meeting the English teacher gave exercise to the students before went hone.

When the English teacher come to the class. The English teacher ask the students to summit their exercise.

Pertemuan yang lalu, I have given you exercise. What about your exercise, sudah diselesaikan dirumah. If you have finish your exercise. Now, you have to summit dan saya mau melihat do you understand or not about your exercise. Setelah saya melihat your exercise, some of you still make mistake, itu artinya bahwa masih ada yang belum mengerti tentang latihan tersebut. When I asked you do you understood my explanation. Semuanya diam.

Teacher Three

Extract One

In this extract. The English teacher teach the students reading subject. He ask the student hear what the cassette say. After hearing the student have to retell the contain of the cassette. And the English teacher ask the students to write the difficult words.

Good morning every body.....

How are you this morning.....

Well, our subject today is listening, jadi pelajaran hari ini adalah listening. I will turn on the radio and you hear apa yang disampaikan oleh kaset tersebut because I will ask you to retell. Sekarang dengarkan. After hearing this casset. Apa yang kamu tangkap. You have to tell us. Kamu harus menceritakan kepada kami. Jadi bahasakan kembali by your words. Tidak bole sama persis dengan aslinya. All of you have chance to retell what the cassette say. Setelah itu I will ask you to write the the difficult word.

Teacher Three

Extract Two

Teacher Three in extract Two, the English teacher ask the students open their book. The English teacher ask the students open page 25. In page 25 there is text. The English teacher ask the students to find the difficult words of the text. After that the students arrange the word into sentence.

Now you open your text book, halaman 25, on the page 25, there is reading text. Jadi kamu kerjakan itu. You find the difficult words of this text. Cari kata-kata yang sulit yang ada dalam text itu. After finding the difficult words. You look for the meaning in dictionary. Cari artinya di kamus. Setelah itu susun kalimat tersebut kedalam kalimat.

ANALYSIS

In this research. Based on the data from source in the field, the writer took three English teacher of six English teachers in SMU.Neg.2 Parepare. Three English teachers is recoded three times. It is means that, every English teacher consist of three extract. And it is analyzed all the extracts to know the reason of the English teachers do code switching and code mixing in the learning process.

Teacher One

Teacher one consist of three extract because the researcher have done three time to record the English teachers in the learning process. But to analysis the teachers' instruction. The researchers explain all the extract.

Listen your name please
Good morning students
You bring your test narrative
Ok, now you must find the text organization or your generic structure of the text. Do you Know?, what do you do? You find the orientation, complication, and resolution. On your test narrative, mungkin, there is reorientation. And fine the orientation in the last paragraph. Do you know orientation. Yaitu memperkenalkan kembali siapa siapa tokohnya. Itu reorientation namanya Rina, Re.....artinya memperkenalkan kembali. Sekaran kerja.

This data show data the code switching of the English teacher when the English teacher said that "Mungkin, there is orientation". The English teacher do code switching because the English teacher is too long use English to explain the material. When the English teacher stop to speak for the time being and the English teacher continue his speaking, the English teacher use Indonesian language. The reason of

the English teacher do code switching because the English teacher give stressing how to look for the orientation of this text.

While the code mixing of the English teacher in this extract when the English teacher say "do you know orientation yaitu memperkenalkan kembali siapa tokohnya". The reason of the English teacher do code mixing to make the students know what is orientation because there are a lot students do not understand about orientation, so the English teacher use Indonesian language to explain for the students. After giving explanation by using Indonesian language the students can do the exercise.

Code switching and Code Mixing of teacher one in extract one

Histogram 1

This histogram shows that steak one and two describe about the code switching of the English teacher when the English teacher teach English in the learning process. From the histogram point out that between 4.5 to 8.5 the English teacher do code switching. This code switching of the English teacher it can be seen the English teacher's instruction when the English teacher ask to the students to find the orientation of the text. The English teacher said that "Mungkin, there is orientation in the text. The English teacher only one Indonesian word after that the English teacher continue his speaking with English. And there is not more again code switching is done by the English teacher.

While steak three and four give explanation about the code mixing of the English teacher in the learning process. Based on the histogram between 9.5 to 10.5 the English teacher do code mixing. The code mixing of the English teacher it can be seen the English teacher's instruction " Do you know orientation. Yaitu memperkenalkan kembali siapa tokohnya. Itu reorientation namanya Rina, Re.....artinya memperkenalkan kembali. Sekaran kerja."

in this case the English teacher speak English and direct to change his speaking into bahasa Indonesia. The reason of the English teacher to speak bahasa Indonesia or code mixing to make the student understand the material easily.

Related to explanation above that teacher one in extract two ask to the students to prepare them selves for next meeting because the English teacher will give speaking subject. In this chance the English teacher give instruction for the students. But when the English teacher give instruction, the English teacher used Indonesian Language or do code switching and code mixing. In this case the English teacher say “ for next meeting on Saturday, pertemuan berikutnya hari sabtu kita masuk pada speaking”. This speaking is the code mixing of the English teacher. The reason of the English teacher do code mixing because the English teacher make clear his instruction to the student to prepare them selves because the English teacher will ask the students to retell the story. Beside that, the English teacher do code switching when the English teacher said “ pertemuan berikutnya hari sabtu kita masuk pada speaking” this code switching of the English teacher is to talk for the students about the material for next meeting.

Further more about the explanation above, there some code switching and code mixing of the English teacher. To make clear the code switching and code mixing it can be seen the speaking of the English teacher below

For next meeting on Saturday, pertemuan berikutnya hari sabtu kita masuk pada speaking. Retelling your story, menceritakan kembali apa yang ada dipesmu itu, kamu simpulkan and make summary and retelling for Saturday, lalu kau hapal. Jadi I tell you, saya Tanya memangki. On Saturday you must ready to speak. Yang saya nilai in your speaking adal your gesture, and your eye contact.

Base on the data above the reason of the English teacher do code switching and code mixing because there are a lot of student do not understand if the English teacher only use one

language namely bahasa Indonesia. The English teacher have to combine between English and Indonesia. If the English teacher combine, the student understood the English teacher's instruction. To clarify the code switching and code mixing of the English teacher the researcher illustrate in the histogram to see the how many times of the English teacher do code switching and code mixing in his instruction, the histogram as follow.

Code switching and code mixing of the English Teacher

Histogram 2

This histogram show that between steak one and two are the same the English teacher do code switching. In the learning process The English teacher do code switching eight times in giving instructional. The English teacher do code switching to make the students prepare them selves to follow the next subject. Because the next subject is speaking. In this case the students have to study hard. The students cannot speak well without preparation in their house. While code mixing of the English teacher in the learning process from 10 to 11.9. in this case the English teacher mix his/her language between English and bahasa Indonesia to inform the students to prepare them selves. The students cannot understand well the instruction. if the English teacher do not mix his/her language. The students cannot do the English teacher's instruction. Because there are a lot of students still lack of vocabulary.

While in the extract 3, the English teacher remind the students about the last subject. But in this meeting the English teacher still explain about writing. When then English teacher explain this subject the English teacher do code switching and code mixing. To clarify the code switching and code mixing of the English teacher. It can be seen the teacher's instruction as follow.

Last week I explained about writing. Hari ini juga I still explain about writing. Tapi writing pada kesempatan ini adalah how

to make letter. Tell about letter, there are a lot of kind of letter. Surat itu banyak macamnya. Apakah kamu bisa buat surat, I believe that all of you can make letter. Tapi surat berbahasa Indonesia, kalau surat berbahasa Inggris banyak yang tidak tahu. Now, I will give you exercise. You do it now. Kerjakan sekarang.

The data above that the English teacher do code switching and code mixing because the English teachers convince the students about this subject and to make the teacher's explanation is very clear and make the students is easy to understand the material. Beside that the data above show us that how many times of the English teacher do code switching and code mixing in this instruction. To make clear it can be seen in the diagram as follow.

Histogram 3

This histogram explain that between steak one and two are different. Steak one is 6.5 while steak two 8.5. it is meant that when the English teacher begin this lesson. The English teacher do code switching more then six. But in the middle of the English teacher explanation. The English teacher do code switching more than 8. The reason of the English teacher do code switching 8 times in the middle of the English teachers' instruction. The reason of the English teacher do code switching 8 times because the English teacher give comprehension about the students' task. While steak 3 and 4 are code mixing of the English teacher. Steak 3, the English teacher do code mixing 10 times. When the English teacher begin the lesson or begin his speaking. The English teacher combine his language from Indonesia to English. The reason of the English teacher do code mixing because the English teacher want to increase the students' vocabulary. It is mean that, this lesson it is not only focus one aspect or skill but all component in English because English is integrated skill. But steak 4, the English teacher do code mixing 12 times in the middle of his explanation in the learning process. The reason of the English teacher because there are a lot of

students cannot get information if the English teacher explain the material use English. The English teacher have to combine his speaking to make the students understand what the English teacher explain in the learning process.

Teacher 2

In this research, the researcher record the English teacher three time or divide three extract to get the accurate data with different material. And the speaking of the English teacher in the learning process as follows.

Good morning, How are you. Ok, now I am going to continue our subject. Special for this meeting saya akan menjelaskan tentang TO BE. Do you know TO BE. Kamu tahu itu TO BE. TO BE is Auxalary Verb atau helping verb. Could you mention which one include TO BE. TO BE consist of am, are, is. TO BE itu terdiri dari is, are, am. Ini digunakan when we talk about present. Do you understand what I have said. Jika kamu tidak mengerti. I give you chance to ask me. Karena tidak ada yang mau bertanya. I will give you exercise Untuk mengukur sejauh mana yang kamu pahami terkait dengan materi yang saya jelaskan. Now, listen the test. Testnya there are five numbers.

Based on the data above the English teacher do code switching and code mixing because the English teacher ask the students about the material. According to the English teacher this material is basic material in English. Event though this material is basic material. But there are a lot of students do not understand the material. To make the students are easy to understand the material the English teacher use bilingual or do code switching and code mixing. After explaining the material, the English teacher give the students test to know how far the students understand the material. In the test, the English teacher give instruction for the students how to do the test, in this case the English teacher do code switching and code mixing because the students is difficult to catch the English teacher's instruction if the English teacher only use English. After reading the students' exercise. There are a lot of students

did not understand the material. In this case, the English teacher continued his explanation in the next meeting or in the next extract in this research. And the explanation of the English teacher as follow.

Well, We will continued our subject, last week, If I don't mistake saya menjelaskan tentang To BE, now, you will study about reading. In this chance, saya akan menyuruh kamu to find out the difficult words in the text. Cari kata-kata yang sulit. After that mention the words and the meaning. Kan, semua bawa kamusopen your dictionary. I give you time 30 minutes to do this exercise because after finishing do this exercise, saya akan menjelaskan kembali apa yang ada dalam bacaan itu like tenses, structure.

The data above shows that the English teacher repeat his explanation about the material before namely to be. The reason of the English teacher repeat it because there are a lot of students' did not understand the material. When the English teacher re explain the material the English teacher do code switching and code mixing. After re explaining the material the English teacher continue his subject with another material namely reading. And the English teacher's instruction in the reading subject namely you will study about reading. In this chance, saya akan menyuruh kamu to find out the difficult words in the text. Cari kata-kata yang sulit. After that mention the words and the meaning. Kan, semua bawa kamusopen your dictionary. I give you time 30 minutes to do this exercise because after finishing do this exercise, saya akan menjelaskan kembali apa yang ada dalam bacaan itu like tenses, structure.

Based on the conversation of the English teacher above, the English teacher do code switching and code mixing many times. In this case. The reason of the English teacher do code switching and mixing because the English teacher supposed the students cannot do well the exercise without combining the teacher's instruction between Indonesia and English.

The students need bilingual to understand the material or the instruction.

Still related the explanation or teacher two above, the teacher two in the extra three explain about the exercise have given to the students. In this subject the English teacher correct the students' exercise because there are a lot of students did not understand the material or make mistake. But to correct the students' exercise the English teacher do code switching and code mixing. Code switching and code mixing of the English teacher it can be seen as follow.

Pertemuan yang lalu, I have given you exercise. What about your exercise, sudah diselesaikan dirumah. If you have finish your exercise. Now, you have to submit dan saya mau melihat do you understand or not about your exercise. Setelah saya melihat your exercise, some of you still make mistake, itu artinya bahwa masih ada yang belum mengerti tentang latihan tersebut. When I asked you do you understood my explanation. Semuanya diam.

The data show that the code switching and code mixing of the English teacher. The English teacher do code switching and code mixing because the student can be easy to do the exercise. But to make clear it can be seen the histogram of the English teacher do code switching and code mixing.

Code switching and code mixing of the English teacher

Histogram 4

This diagram shows that steak one or extract one point four time the English teacher do code switching. Steak two or extract two the English teacher do code switching six time. and steak three the English teacher do code switching 4.5. while steak four the code mixing of the English teacher from the tree extract. It is mean that. The English teacher in the learning process they use two language or bilingual to convince the students because the students is difficult to understand if the English teacher use English only in the learning process.

Teacher Three

Extract one.

Teacher three in extract one give the students listening subject. The English teacher explain about the media is used in the learning process. When the English teacher give instruction to the students related to the material the English teacher used bilingual or two language namely bahasa Indonesia and English or the English teacher do code switching code mixing for the students as follows.

Good morning every body.....
How are you this morning.....
Well, our subject today is listening, jadi pelajaran hari ini adalah listening. I will turn on the radio and you hear apa yang disampaikan oleh kaset tersebut because I will ask you to retell. Sekarang dengarkan. After hearing this casset. Apa yang kamu tangkap. You have to tell us. Kamu harus menceritakan kepada kami. Jadi bahasakan kembali by your words. Tidak bole sama persis dengan aslinya. All of you have chance to retell what the cassette say. Setelah itu I will ask you to write the the difficult word.

The data above shows that the English teacher do code switching and code mixing. The reason of the English teacher do code switching and code mixing is to tell the instruction more clearly because the students are difficult to catch the teacher's instruction. In this case the students need the code switching and mixing of the English teacher.

While in the extract two the English teacher give instruction to the students to work the exercise. The English teacher ask the students to find the difficult word in the text because the English teacher show the students exercise on page 25. when the English teacher give instruction the English teacher do code switching and code mixing as follow.

Now you open your text book, halaman 25, on the page 25, there is reading text. Jadi kamu kerjakan itu. You find the difficult words of this text. Cari kata-kata yang sulit yang ada dalam text itu. After finding the difficult words. You look for the meaning

in dictionary. Cari artinya di kamus. Setelah itu susun kalimat tersebut kedalam kalimat.

The data show that the English teacher do code switching and code mixing because the students can do the exercise well. The students need if the English teacher used two language in the learning process because there are a lot of students lack of vocabulary. So, the students are difficult to catch the material.

CONCLUSION

Based on the findings of this research teach English in the learning process code switching and code mixing is very important because code switching and mixing can help the students do the English teacher's instruction. Beside that most of students are difficult to understand the material because they are lack of vocabulary. The students need instruction between Indonesia and English or bilingual.

Bilingual or code switching and mixing can improve the students' vocabulary because the students direct to know the meaning of the words because the English teacher speak English and the English teacher change his speaking to Indonesia. In this case the students can catch the information from the English teacher.

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