

UNDERGRADUATE THESIS

**ANALYSIS OF CODE MIXING AND CODE SWITCHING IN
TEACHING PROCESS OF ENGLISH TEACHER AT SMAN 1 SENDANA**



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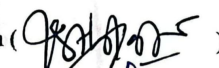



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ABSTRAK

HASNA SARMAN: Analisis Campur-Kode dan Alih-Kode dalam Proses Pengajaran Guru Bahasa Inggris di SMAN 1 Sendana. Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2024.

Tujuan penelitian ini adalah untuk mengetahui jenis kode yang digunakan guru dalam proses mengajar di kelas dan faktor guru melakukan kode tersebut di dalam kelas yang berada di sekolah SMAN 1 Sendana. Pendekatan yang digunakan dalam penelitian ini adalah kualitatif. Subjek penelitian ini adalah guru. Data penelitian dikumpulkan melalui observasi di kelas dan wawancara. Data penelitian ini dianalisis menggunakan teknik analisis kualitatif dalam pengolahan data dan penarikan kesimpulan. Penelitian ini menunjukkan bahwa di sekolah SMAN 1 Sendana mengalami penggunaan campur kode dan alih kode yang dilakukan oleh dua guru bahasa Inggris pada saat proses mengajar di kelas. Jenis kode yang ditunjukkan oleh guru IPA XI.1 itu Ada jenis code-mixing insertion dengan 7 ujaran dan code-mixing alternation 6 ujaran semuanya ada 13 ujaran dan untuk jenis code-switching intra-sentential 7 ujaran, code-switching inter-sentential 6 ujaran, semuanya ada 13 ujaran. Jenis kode yang ditunjukkan oleh guru IPA XI.3 itu Ada jenis code-mixing insertion 7 ujaran, code-mixing alternation 5 ujaran and code-mixing congruent lexicalization 1 ujaran semuanya ada 13 ujaran dan untuk jenis code-switching intra-sentential 7 ujaran, code-switching inter-sentential 5 ujaran dan code-switching extra-sentential 1 ujaran semuanya ada 13 ujaran. Faktor yang mempengaruhi oleh kedua guru tersebut yaitu faktor sosial partispician, situasi dan factor cultural dimana guru merasa mencampur atau mengalihkan bahasa yang digunakan untuk siswa dalam proses mengajar bahasa Inggris. Faktor yang mempengaruhi oleh kedua guru tersebut yaitu faktor sosial partispician dan situasi itu disebabkan siswa yang tidak bisa memahami pembelajaran jika guru hanya menggunakan bahasa Inggris.

Kata kunci: *Campur Kode, Alih Kode, Jenis dan Faktor*

CHAPTER I

INTRODUCTION

This first chapter deals with several topics to the introduction of the study. Namely, the background of the research, problem identification, research focus, research objective, and research benefits.

A. Background

Language is one of the tools of human communication therefore in daily activities; people use language as a tool for communication. By using the language, people can communicate and interact easily. The other people will understand what is meant and what is talked about. People will different types of people on this earth, like people who have different languages and it can be a problem in communicating.

The communication process within society does not involve one language only but could involve two languages or even more. In Indonesia country, various languages are used as a first language, a second language, and foreign language. A first language is the mother tongue or native language of a person while, a second language is a language a person learns in order to communicate with the native speaker of that language, and foreign language is any language that is not native to the region.

The use of more than one language can happen everywhere such as in markets during shopping, in neighborhoods while chatting, at school during the learning process, and so on. One example of the use of more than one language usually takes place in the teaching-learning process, foreign language teachers tend to use two or more languages interchangeably with their students. Teachers tend to mix or change the use of their code or language this is called code-mixing and code-switching.

Code-mixing and code-switching are common in the learning process, especially in the process of teaching a foreign languages, namely English, Arabic, and Mandarin. The process of teaching a foreign language requires two languages

in teaching and in this process there is code-mixing and code-switching. According to (Fitria & Syarif, 2021), code-mixing has the meaning that mixing of two or more languages and a variety of languages in a single course without something in the language situation requiring the mixing of languages. Code-mixing is related to the cautious mixing of two languages without any change of topic involved. Code-switching is transitions or substitutions from one variant of language to another. Code-switching is changes in language usage is symptomatic according to (Fitria & Syarif, 2021).

In the process of teaching English, the teacher must master two languages, namely Indonesia and English by using these two languages the teacher can teach maximally and a student easily understand the material being taught, but by using two languages there is a phenomenon that arises, namely code-mixing and code-switching. Based on experience during implementing “Asistensi Mengajar Kampus Merdeka” in SMAN 1 Sendana. the researcher had seen that teachers used more than one languages during his/her teaching process, or in this case, the teacher used various languages and codes. The code used is code-mixing and code-switching and the language used by the teacher is Indonesia and English.

Phenomenon that appears in the school so that researcher wants to know what things can be taken from the use of the code and can be a solution for teachers in teaching languages. This makes the researcher interested in the phenomenon of using language by the teacher, supported by the considerations previously described in the background above, the researcher decide to conduct a research entitled “Analysis of Code Mixing and Code Switching the Teaching Process of English Teacher at SMAN 1 Sendana”.

B. Problem Identification

Reflecting on the background of the research described above, it can be identified that the type and factor arises is that English teachers often use two languages in the learning process. Resulting in the use of code-mixing and code-switching.

C. Research Focus

The research focus can be in the form of questions that will be investigation in research. The researcher want to conduct research at SMAN 1 Sendana, researcher will use qualitative method and research focus in this study are as follows:

1. What are the types of the code-mixing and code-switching the teachers apply in the teaching process of English teacher at SMAN 1 Sendana?
2. What are English teachers' factors in applying code-mixing and code-switching in teaching process at SMAN 1 Sendana?

D. Research Objective

Based on the research problem above, the main of objecives of this research as follows:

1. To find out types code-mixing and code-switching in the teaching process of English teacher's at SMAN 1 Sendana.
2. To find out the factors in applying code-mixing and code-switching in the teaching process of English teachers' at SMAN 1 Sendana.

E. Research Benefits

This thesis has research benefits that can be taken for writer/ resercher, teachers, and the other resercher. The following are the benefits that are expected from this research:

1. For Researcher

The results of this research are expected to provide lessons to the author about this research idea, to be a reference for future researchers, as well as to increase knowledge about the code-mixing and code switching.

2. For Teachers

After this research finds the results, the benefits that will be given to English teachers are to learn deeply about code-mixing and code switching deeply to know how the teachers use code-mixing and code switching in their learning

process and can more be able to cummunication with their students without forget their purpose in teaching English.

3. For the Other Researchers

Hopefully, this research will contribute as a good reference for other researchers who will conduct a research on the same topic as the writer has done.

CHAPTER II

LITERATURE REVIEW

Literature review describes theories, findings, and research materials obtained from reference materials and used as a basis for research activities to develop a clear framework of thinking from the formulation of the problem to be studied. This chapter is divided into two main parts. namely, previous related research and theoretical framework.

A. Previous Related Studies

There are some related studies that related with the research about Code-Mixing and Code-Switching. One of them is Ansar, (2017), conducted a research the title “*Code Switching and Code Mixing in Teaching-Learning Process*”. The purpose of this research is to find out whether teacher use code-mixing and code-switching in the learning process and look for code functions and various types of code used in the learning process. The method used by the researcher is the descriptive qualitative method. The researcher finds that code-mixing is a term that refers to use of one or more language for the consistent transfer of linguistics units from one language to another. After reading this journal, the researcher found that the teacher counsciously and uncounsciously used code-switching. Code-switching is used by teacher in the classroom to clarify meaning and transfer knowledge to students efficiently teaching.

Another research is by Rahmat, (2020), conducted a research the title “code-mixing in EFL classroom: views from english teachers side”. This study aims to determine the code-mixing category used by English teachers and the dominant code-mixing category used by English teachers in teaching EFL (english as a foreign language). The method used by the researcher is descriptive qualitative with a research design to analyze teacher code-mixing in EFL learning at MKN 1 Makassar. Participants were taken using a purposive sampling technique and the instrument uses observation and audion recording. The results showed that the English teacher of SMKN 1 Makassar used all categories. Therefore according to

the researcher, it can be a positive input for English teachers to enrich their English vocabulary so as not to use code-mixing in learning English teach EFL classes.

One of the related research is Girsang & Saragih (2021), conducted a research the title “ the code mixing and code switching in teaching English seventh grade of SMPN 1 Rayaa”. The purpose of their research is to find out the types of code-mixing and code-switching used in teaching English and to find out the Factors of using code mixing and code switching in teaching English. The method used by the researcher is a qualitative content analysis method. The population and sample of this study were all statements by English teachers containing code-mixing and code-switching in teaching English in class VII SMPN 1 Raya. Data collection techniques are recording and interviews. The sample is a teacher at SMPN 1 Raya. The results of the research from the researchers there are 31 utterances of three types of code-mixing and 56 types of code-switching utterances used by English teachers using code-mixing and code-switching in the teaching and learning process is social factors.

After reviewing the three kinds of journals above, there are similarities and differences from this study. The first, previous research and this research both analyze code-mixing and code switching in the teacher teaching process. The second, the research method used by the three journals above is a qualitative method and this research uses a qualitative method. In addition to similarities, there are also differences in the three studies that have been described in this study. In the journal, as well as the problems that were also studied were the teacher's functions and reasons. In the second journal, the researcher used the purposive sampling technique and EFL. In the third journal, researchers conducted research in junior high schools. Meanwhile, in this study, researchers will examine the types and preferences of code-mixing and code-switching in the teaching process of teachers, and researchers will examine all English teachers who teach at SMAN 1 Sendana schools.

B. Theoretical Framework

According to Asrifan (2016), the use of language in the classroom is important. In English classes, teachers and students are encouraged to speak more than one language. Teachers use it when giving advice, asking questions, giving feedback, sharing lessons and managing the class. The advantage for students is the language used in working with teachers and other classmates according to Asrifan (2016).

Research conducted by Abdullah (2011), analyzed the composition of the English-Indonesian code produced by female IMMIM students in Pangkep. The respondents were 22 students, 114 sentences were taken from data recording that lasted for about 4 weeks. The findings of this study show that in Indonesian sentences, the word English is a sentence. Students are also very creative in using Indonesian suffixes. Some English words used in Indonesian sentences are not included in Indonesian or English, it seems to be influenced by Indonesian grammar. Theory and results obtained from Abdullah's research (2011). The researcher also conducted this research by changing the source of information as a teacher, and in the teaching activities of English teachers there are two codes, namely code combination and code modification.

There are several explanations about the material related to the research below:

1. Language

Language is a tool for interacting with other people. Therefore, language cannot be separated from the society that masters our language, society can communicate with other societies, and finally communication occurs in society. In human life, it can be said that the role of language is oral communication. The national language is the language used by the majority of society (Cohn and Ravindranath (2014). Henilia (2021) said that language is a communication tool that plays an important role in people's lives. Every day to communicate with someone or a group of people. Knowledge of the language used by society is not something that is inherited or inherited, but something that is obtained through world culture.

Ba'dulu (2009) explains that language is a system of sound symbols that humans use to communicate. English is an international language and is used in many countries as a mother tongue, a second language, or a foreign language. It is taught in schools in almost every country in the world. In Indonesia, English is taught everywhere because people need to understand that knowing English is a passport to better jobs, better salaries, higher education, and connections to the rest of the world.

2. Bilingualism and Multilingualism

Someone who is bilingual or multilingual can experience code mixing or code switching. According to Wardhaugh in Cakrawarti (2011) the phenomenon of people who have more than one code (language) is called bilingualism or multilingualism. Asror (2009) stated that bilingualism refers to the use of two languages that can cover four skills namely speaking, understanding, writing and reading. Bilingualism here is defined as the ability to use two languages in various levels of ability and different situations, such as reading, writing, listening, and speaking. Purnamasari (2012) argues that bilingualism is not language phenomenon, but rather a characteristic of language use. Usually not a characteristic of code, but a characteristic of expression. It is not language but parole. He argues that one of the characteristic bilingualism is the use of languages by a speaker or a group of people, but these languages do not play separated roles is speech community". Muin (2012: 19) defines "multilingualism as the use of more than one language by a single individual or community".

People who are bilingual or multilingual do not necessarily have exactly the same abilities in the languages. Multilingualism involving balanced, native like command of all the languages in the repertoire is rather uncommon. Typically, multilingualism has varying degrees of command of the different repertoires. The difference in competence in the various languages might range from command of a few lexical items, formulaic expressions such as greetings, and rudimentary conversational skills all the way to excellent command of the grammar and vocabulary and specialized register and styles.

Bilingualism and multilingualism, that is the ability to use more than one language, is such a widely accepted norm in so many parts of the western world that it is often assumed to be a worldwide phenomenon, to the extent that bilingual and multilingual individuals may appear to be unusual. People who speak more than one language usually are, such people are likely to be immigrants, visitors, or children of mixed marriages and in that respect marked in some way.

Multilingualism develops competence in each of the codes to the extent that they need it and for the context in which each of the languages is used (Syarif, 2017). Based on KBBI (2007), bilingualism can be defined as a matter of usage or mastery of two languages (such as the use of regional languages on the side national language). Therefore, in the end, it can be concluded that bilingual is the ability of a person, either individuals or society that master two languages and be able to use these two languages in conducting daily communication in turns well. While someone who is involved in the activity or partice of using two languages, in turn, is what is called bilingual or the researcher is familiar with the term bilingualism. The continuation of bilingual or multilingual communities is deliberately possible to trigger the employing of code switching and code mixing in interaction process (Wartinah & Wattimury, 2018).

Now days in globalization era, most humans are bilingual. Peoplesaid to be bilingual because it is able to master two or more languages in their communication. For example, the people as bilingual means that besides master Makassaris as their mother tongue, and also master Indonesian as the communication language. Even though, not a few of them use a foreign language, such as English, French, or other foreign languages. Foreign language in question is a widely study language in teacher-student communication in the process of teaching and learning in the classroom. The phenomenon of language relate with code mixing and code switching which is a topic problems in this research. According to Nugroho (2011) acts of speech is an act of communicating in conveying information by speakers to the partner said with a specific purpose or meaning.

3. Code

People use codes as symbols to explain or convey their ideas to make them easier to understand by the recipient when making an exchange. Code is a language or variation of a language. Code is a term in sociolinguistics that refers to a language or dialect (Thara & Poornachandran, 2018). The term code refers to any type of system used to communicate between two or more speakers. Therefore, the term "code" is used neutrally to refer to the language or system referred to by the term code for each type. A system used to communicate by two or more people. Therefore, code functions as a neutral term used to indicate or refer to the language or style used by speakers.

Purnamasari (2012) in Khairunnisa (2016) stated that in communication, a code is a rule for changing certain information (such as signs, letters, words, and phrases) that do not have to come from the same type. The code functions at the level of meaning, where words or phrases are changed into something else.

Cakrawarti (2011) also maintains that a code can be defined as “A code is a system used by people to communicate. When people want to communicate with each other, they need to choose a particular code to convey their feelings”. A code is a particular language, dialect, style, registration, or variation, according to Saddhono, (2009). In sociolinguistics, a code refers to a language or variation of a number of languages. This term is useful because it is neutral. This term is generally used as a neutral label for any communication system that involves language, thus avoiding the need for sociolinguists to be tied to terms such as dialect, language, or variation that have special status in their theory.

4. Code-Mixing

Everybody must have a basic ability of communication, which calls it as communicative competence. “Communicative competence refers to knowing when to speak, when not to, and when to talk, with whom, when, where, and in what manner. In a word communicative competence is related to language and language used, according to Syarif, (2017)”.

All people have the generic capacity to learn any language as has been proposed by the modern linguistics. Meanwhile, language may appear to be humans guide to reality. Consequently, humans view of the world depends on the particular language they have learned. As speaking creature, humans have built words and live in this world as they live in a world of things and persons. They use word as tools to control their own behavior and the behavior of other person.

Code mixing and code switching have the same meaning, namely the use of two or more languages or variations in the act of speaking. However, it is clear that in code, each language or variation still has its own autonomous function and does not function as a code according to (Aslinda and Syafyahya: 2007).

The following describes the definitions and types of code-mixing.

a. Definition of Code-Mixing

Code mixing is a common phenomenon in bilingual or multilingual societies. According to Girsang & Saragih (2021), code mixing refers to a common form of language contact that includes cases of code-switching and other forms of contact that emphasize lexical elements. Usually, code mixing is followed by languages that are often heard or used in everyday life. For example, mixing Indonesian when speaking English.

Nurjam in Rahmat (2017) describes code-mixing as the practice of incorporating one or more languages by individuals, facilitating the transition of linguistic elements from one language to another. This blending of languages can lead to the creation of new linguistic codes. Limited or not too limited linguistic interaction.

According to Tololiju (2018), code mixing in language refers to the use of words or phrases from one language that are mixed into another language. In one sentence, this means that there are one or two words or phrases from another language that are inserted into a particular language.

b. Types of Code-Mixing

According to Muysken, (2000), code-mixing the are three of types, namely: insertion, alternation and congruent lexicalization.

1) Insertion

Insertion code-mixing is a mixing process of inserting words or phrases in different language into the sentence.

Example 1: **Even** aku ga keterima pun aku merasa dalam proses **application** itu aku belajar banyak banget tentang diri aku.

Explanation: The speaker dominantly used Indonesian then she insert English words in the utterance such as (**even** and **application**) in the example 1.

Example 2: Aku ingin cerita ini dong **dear tommorow**

Explanation: The speaker dominantly used Indonesian then she insert English words in the utterance such as (**dear tommorow**) in the example 2.

2) Alternation

Alternation code-mixing is used when the people mix some clauses on this language with phrase.

Example 1: Dan dari cerita-cerita mereka, **they feel like they have grown to that experience.**

Explanation: It showed two languages occurred in every utterance in the form of clause on this language with phrase. In the example 1, it can be seen the speaker mixed Indonesian to English in the phrase (**they feel like they have grown to that experience**).

Example 2: **What so special about it?** Apa karena memang masuknya susah

Explanation: It showed two languages occurred in every utterance in the form of clause on this language with phrase in the example 2, it can be seen the speaker mixed language English to Indonesian in the clause (**What so special about it?**)

3) Congruent Lexicalization

Congruent lexicalization code-mixing is the dialect influences the language use or The notion of congruent lexicalization underlies the study of style shifting and dialect or standard variation rather than bilingual language use proper.

Example 1: **The roof is leaking, innit?**

Explanation: The example above that **the roof is leaking** is an example of the dialect used by united states and example **innit** is dialect used by united kingdom

Table 2.1. Example of code on the theory proposed by Poplack (1980) and Muysken (2000).

No.	Utterances	Code-mixing	Code-switching
1.	Aku ingin cerita ini dong dear tommorow.	Insertion	Intra-sentential
2.	dan dari cerita-cerita mereka, they feel like they have grow to that experience.	Alternation	Inter-sentential
3.	Kamu akan kembali, right?	Insertion	Extra-sentential
4.	What so special about it? , Apa karena memang masuknya susah	Alternation	Inter-sentential
5.	Jangan khawatir, next time will be better	Alternation	Inter-sentential
6.	<u>I am so happy today because,</u> saya sudah beli tiket konser blackpink	Alternation	Inter-sentential
7.	Aku lagi marah sama pacar ku soalnya dia <u>no reply my chat</u>	Insertion	Intra-sentential

5. Code-Switching

Often when people are asked to choose a code when they want to communicate, they may decide to switch from one code to another or combine codes even in very short phrases, thus learning new codes through a process called Lag which is a name for code change. Code switching has been known since 1964, especially in the context of speech. Examples include German-Latin code-switching in Luther's table talk, as explored in Stolt's 1964 study, and nineteenth-century Russian aristocratic conversation as demonstrated by Tolstoy in his novel *Anna Karenina* (1975).

Code-switching refers to the use of information that occurs in one or more sentences that might appear in the first statement or response (Scotten, 2017). Transcoding is done in two languages. In linguistics, code-switching refers to the use of multiple or different languages during a conversation. Bilingual speakers sometimes have trouble communicating with other bilingual speakers, so they code-switch in their sentences to make sure others understand them. Sometimes this happens even though the languages are similar, and it happens often.

The following describes the definitions and types of code-mixing.

a. Definition of Code-Switching

Code switching is a bilingual communication skill. Code switching is a term in language that refers to the use of more than one language or the use of different languages. According to Girsang and Saragi (2021), code switching is a phenomenon where the speaker intends to change a code used, namely by moving from one code to another, the change occurs because of different topics of conversation.

Code switching refers to all aspects of oral communication that involve changes from one language or language to another. Likewise, Fanani and Mao (2018) said that code switching is the use of two or more languages by a speaker in a communication session. This definition suggests that code switching is a linguistic phenomenon in which two or more languages are spoken by a speaker

in a conversation. In this situation, all participants have the opportunity to speak or understand the two languages used.

In addition, Bullock and Torbio (2009) in Fanani and Mao (2018) stated that code switching refers to the ability to use, replace, or change the language used. In this case, in addition to the first language, the speaker must also know at least a second language in order to be able to switch from the first language to the second language and vice versa.

According to Nasib et al. (2021), code switching is the use of two languages in a conversation. Code switching is the use of two or more languages in a conversation where the speaker understands the language used in the switch. Code switching is the change of one code into another. When someone first uses code A (English) and switches to code B (Indonesian), this phenomenon is called code switching.

The many meaning described above, researchers can take an outline from the definition of code-mixing so code mixing is the phenomenon of language where humans can change the topic they want and master more than one language.

b. Types of Code-Switching

There are three types of code-switching according from the theory of Poplack, (1980), namely: intra-sentential, inter-sentential and extra-sentential.

1) Intra-Sentential

Intra-sentential code-switching is a switching when the speaker switches the language in a discourse or one sentence.

Example 1: Tapi, aku juga selalu tahu bahwa **I want to do something to education.**

Example 2: Aku lagi marah sama pacar ku soalnya dia **no reply my chat**

Explanation: The speaker switched the language from Indonesian to English in a sentence. It indicated the intra-sentential occurred.

2) Inter-Sentential

Inter-sentential code-switching is occurs when people who are bilingual/multilingual switch the language from one to another between different sentence, every sentetial will use distinct language.

Example 1: perasaanku saat ini tidak bagus, **what do you thing the atmosphere is like today?**

Example 2 : Jangan khawatir, **next time will be better**

Explanation: This utterance showed that the speakers switched the language It indicated the inter-sentential code-switching appeared when the speaker switched the language to another

3) Extra-Sentential

Extra-sentential code-switching is the use of tag of diverse language in the sentence such as: well, right, look, etc.

Example 1: kamu akan kembali, **right?**

Example 2: Perempuan itu cantik sekali, **look?**

Explanation: In the utterance the word “**right**” and “**look**” means the use of tak of diverse language. Then it could be indicated into extra-sentential code-switching.

Table 2.2. Example of code on the theory proposed by Poplack (1980) and Muysken (2000)

No.	Utterances	Code-mixing	Code-switching
1.	Oh, ada something yang lain sih dan dari cerita-cerita mereka.	Insertion	Intra-sentential
2.	Itu sesuatu yang wow like all the smart people go there.	Insertion	Intra-sentential
3.	Pemandangan disini indah sekali, look	Insertion	Extra-sentential
4.	Perasaanku saat ini tidak bagus,	Alternation	Inter-sentential

What do you think the atmosphere is like today?

5. **That is the book,** Aku mau Alternation Inter-sentential membaca buku itu besok.
-

6. Factors that Influence that Use of Code-Mixing and Code-Switching

People use code embedding and code switching in their conversations for a reason. The reason for using code switching in language learning and more specifically code switching, is not only understanding the meaning of code switching, types of code switching, and causes of code switching. In addition, code switching features must also be known. Setyaningsih 2006 said in Syarif (2017) the importance of society doing code switching, namely:

a. Social Factors

There are three types of social factors:

- 1) Participants here are people who are included in one of them. The audience is the speaker or audience. According to the Cambridge Dictionary, participants are people who participate or take part in an activity. Participants are members of the community. The speaker and audience have a working relationship that can be reflected in the participants' speech, body language, and nonverbal communication. For example, facial expressions, and others.
- 2) The topic of conversation is some of the reasons the speaker changes. For example, when a comedian suddenly switches from Javanese to Indonesian, some joke about the stars discussing political issues while talking.
- 3) Situation There are two types of situation, formal situation and informal situation. People often think about when to speak formally and when to speak informally. the situation becomes very important when using code switching. For example, some people use the correct words when speaking in front of their superiors because this is a formal situation. Unlike eating

with friends. Often using friendly language. Because of this informal method.

b. Cultural Factors

Cultural factors are "learned by the same person" according to Syrif (2017) who calls code switching one of the characteristics of language. 40 from the explanation above, an unfamiliar culture is one of the causes of the code. Therefore, cultural factors that influence the use of code switching include values, attitudes, and ethnic identity. As a researcher, I know that language is a human phenomenon. A researcher can understand a person's personality through the language he uses. Based on the explanation above, the researcher realizes that code switching is also influenced by cultural factors, and people will express their opinions differently because it depends on their circumstances.

c. Individual Factors

Individual factors affect the needs and abilities of each individual. The speaker may want to change the way he speaks, because of a lack of words or because of the lack of the word, so the speaker inserts the right word to replace the word he does not use. The above is related to code switching, the most obvious reason for code installation is the same as code switching in code installation, key code, a or key code, which has its own function and specificity. Although other codes in the dialogue are only fragments, they do not have any special function or power as codes.

According to Jendra (2001:74), there are five main purposes for some people to use code mixing and code switching in communicating. First, comments from someone. A narrator can change the speech, speech, or expression of a famous person into words, phrases, or clauses. Second, the second is to confirm the identity of a group. For example, Indonesia has many tribes and languages. Thus, through code encoding and code switching, the identity of the speaker can be known. If the speaker or speaking partner mixes or codes with him, then they understand each other's identity or group identity. Third, disrupting public information. When someone intervenes in a conversation, the speaker can

combine or change his code to another language to remain anonymous, to show solidarity with the third party. Fourth, increasing social power. For example, in Indonesia, people who can speak English have a higher social status than those who cannot speak English. Therefore, people combine or change their code to English because it is interesting to use English because English is a foreign language in Indonesia compared to using the national or local language. Fifth, showing language skills. In the fourth question, the person combines or changes the code to show that he is fluent in a language other than his first language.

According to Hudson in Samsey (2016) there are three factors that influence people to use code integration and code switching. These factors include social factors, cultural factors and individual factors.

a. Social Factors

In social factors there are factors that influence people to combine and change their language, namely: participants, topics, situations, locations and environments. The participants are members of the community. Most of it occurs between the source and other people. The speaker uses language according to what he wants to do and also according to the context and situation of his speech.

b. Cultural Factors

Sometimes this problem occurs when people use code mixing and code switching to a non-local audience with the same language. This happens because it reflects the background and ethnic identity of the speaker. For example, in the Batak region. Not all people who live in the Batak region are indigenous. There are many tribes who live in the Batak region and they still cannot speak Batak. So, if someone doesn't know the Batak language, they mix their languages. Sometimes they unite Indonesia and its people.

c. Individual Factors

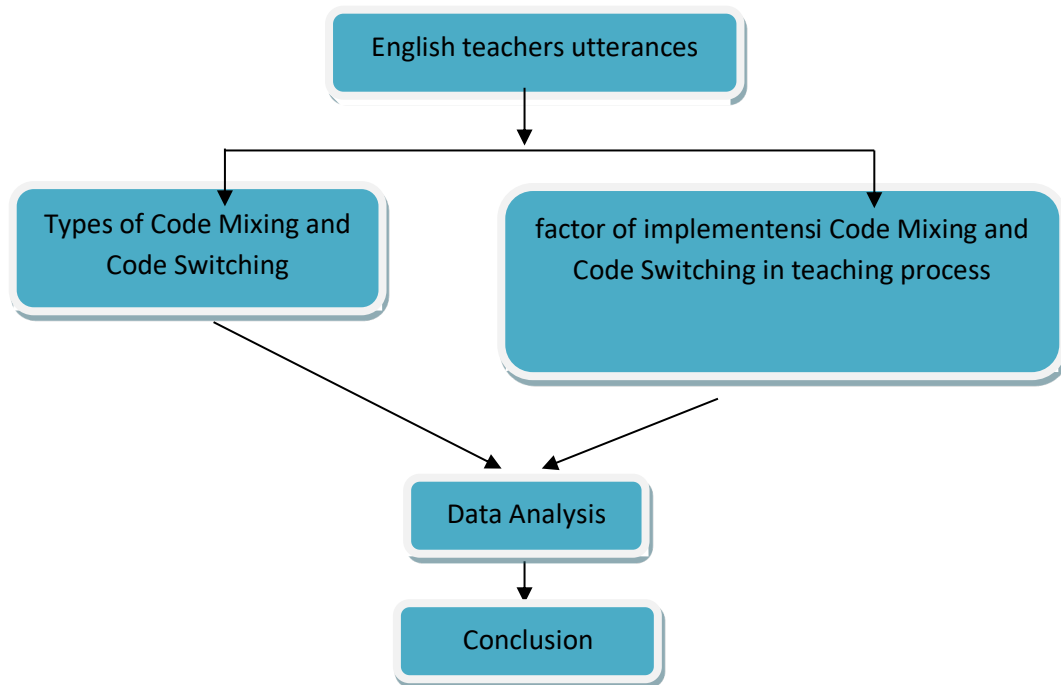
Individual factors are influenced by two factors. Lack of or little vocabulary and demonstrated skills or knowledge. Sometimes people change their words because they can't find the right words to express them, or because they want to be automatically judged by educated people. In addition, English is very popular

today. Therefore, it is not surprising that the younger generation today uses a foreign language to communicate. It can be concluded that English has become part of the language we use. We don't know that English has become our life. Many young people like to combine Indonesian and English.

C. Conceptual Framework

This research investigated the use of code mixing and code switching in the teaching process by teachers in learning by teachers in learning English at SMA Negeri 1 Sendana. The research used three research instruments, namely the first is observation to see facts and circumstances in the learning process at school and obtain data, the second is an interviews to obtain and collect data from teachers and finally a questionnaire to obtain data from students taught by the teacher. To create the concept of this research briefly and clearly, the researcher formulates the following conceptual framework.

Figure 2.1. Conceptual Framework



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