

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

After the author presented the research using the observation method that had been carried out during the ongoing learning process and interviews with English teachers and eleventh-grade students of IPA 3. The researcher briefly describes the research findings and discussions the researchers have examined.

1. The Type of Language Choice Used by The Student and The Teacher in a Class of English Subject

In this section, the researcher got the data by an observation in eleventh-grade students of IPA 3. The researcher found out the type of language choice is used by the student and the teacher in a class of english subject. The researcher found 31 words, 6 clauses, and 17 phrases of code-mixing. Then, for the code-switching the researcher found 1 word, 5 clauses, 10 phrases, and 7 sentences of code-switching.

Table 4. 1
The result of code-mixing of word

No	Utterance	Type of Language Choice	Word
1	When kita mulai bu?	Code-mixing	Word
2	Today kita belajar apa?	Code-mixing	Word
3	Bu , can I go to the toilet.	Code-mixing	Word

No	Utterance	Type of Language Choice	Word
4	Kapan they go to the zoo?	Code-mixing	Word
5	Dimana my water?	Code-mixing	Word
6	Guys , Kalian udah selesai?	Code-mixing	Word
7	No , ambil sendiri!	Code-mixing	Word
8	Bu , I finish.	Code-mixing	Word
9	No , bukan saya bu.	Code-mixing	Word
10	Nothing , Bu.	Code-mixing	Word
11	Bagaimana example itu?	Code-mixing	Word
12	Mention beberapa example of conjuntion!	Code-mixing	Word
13	Siapa yang bawa dictionary ?	Code-mixing	Word
14	I am, Bu	Code-mixing	Word
15	Gimana mood kalian today?	Code-mixing	Word
16	Sangat good, Ma'am.	Code-mixing	Word
17	Saya serius, Ma'am .	Code-mixing	Word
18	Ada yang tau apa itu tenses ?	Code-mixing	Word
19	I'm done, Bu .	Code-mixing	Word

No	Utterance	Type of Language Choice	Word
20	Apakah kalian sleepy ?	Code-mixing	Word
21	Siapa saja yang hafal vocabulary yang kemarin ibu suruh?	Code-mixing	Word
22	Ingat, setiap pelajaran bahasa inggris kalian wajib membawa dictionary !	Code-mixing	Word
23	Where is ibu now?	Code-mixing	Word
24	Ibu , where did you go?	Code-mixing	Word
25	Saya sudah selesai Ma'am .	Code-mixing	Word
26	Kenapa bukan group yang dulu aja bu?	Code-mixing	Word
27	No , jangan protes!	Code-mixing	Word
28	Anyways , siapa lagi yang belum selesai?	Code-mixing	Word
29	Ma'am , apa bahasa inggrisnya sebentar lagi?	Code-mixing	Word
30	Finally , sudah selesai.	Code-mixing	Word
31	Next , waktunya tidur.	Code-mixing	Word

From the table above, the researcher concluded that there are 31 code-mixing of word. Those are included in code-mixing of word because it is range from alternation of single word.

Table 4. 2

The result of code-mixing of phrase

No	Utterance	Type of Language Choice	Word
1	Halaman twenty three guys.	Code-mixing	Phrase
2	Saya lupa bawa book Ma'am.	Code-mixing	Phrase
3	Sorry Mrs, izin ke wc.	Code-mixing	Phrase
4	What time sekarang?	Code-mixing	Phrase
5	Can I melihat buku yang ini?	Code-mixing	Phrase
6	Siapa yang mau maju in front of class?	Code-mixing	Phrase
7	Oh my god, Saya lupa bu.	Code-mixing	Phrase
8	Apa itu independence clause?	Code-mixing	Phrase
9	Perhatikan your friend!	Code-mixing	Phrase
10	Group one sudah selesai bu.	Code-mixing	Phrase

11	Coba perhatikan, pages twenty five.	Code-mixing	Phrase
No	Utterance	Type of Language Choice	Word
12	Guys, ada yang sudah number two?	Code-mixing	Phrase
13	At least ke kantor for a while.	Code-mixing	Phrase
14	I think, she's pergi ke toilet.	Code-mixing	Phrase
15	Hey you, ngapain disitu?	Code-mixing	Phrase
16	Next meeting, kita bikin kelompok lagi.	Code-mixing	Phrase
17	Ma'am, Saya sedikit lagi finish.	Code-mixing	Phrase

There are 17 code-mixing of phrase. Those are included in code-mixing of phrase because it is range from alternation of more than one word.

Table 4. 3

The result of code-mixing of clause

No	Utterance	Type of Language Choice	Word
1	Astaga, I forgot bu.	Code-mixing	Clause

	We will study about		
2	complex sentence, coba buka bukunya!	Code-mixing	Clause
No	Utterance	Type of Language Choice	Word
3	I'm sorry Ma'am, halaman berapa tadi?	Code-mixing	Clause
4	Siapa yang belum finish the task?	Code-mixing	Clause
5	I'm so tired dan ngantuk.	Code-mixing	Clause
6	Agak susah bu, tapi it's okay.	Code-mixing	Clause

There are 6 code-mixing of clause. Those are included in code-mixing of phrase because it is range from alternation of group of word that consisted of subject and verb.

Table 4. 4

The results of Code-switching of Word

No	Utterance	Type of Language Choice	Word
1	Ada pertanyaan? Understand?	Code-switching	Word

There are 1 code-switching of word. Those are included in code-switching of word because it is range from alternation of single word.

Table 4. 5

The results of Code-switching of Phrase

No	Utterance	Type of Language Choice	Word
1	Let's do it now! nanti dimarahin.	Code Switchng	Phrase
2	Besok jangan lupa kumpulkan Pr! So, don't forget!	Code-switching	Phrase
3	Student: Excuse me, I want to go to the toilet. Ma'am: Iya, boleh.	Code-switching	Phrase
4	Jangan berisik! Be quiet!	Code-switching	Phrase
5	Ada pertanyaan? Any questions?	Code-switching	Phrase
6	The next is number two. Ayo jawabannya apa?	Code-switching	Phrase
7	Ma'am: Coba kamu jawab sekarang! Student: Alright.	Code-switching	Phrase
8	Ma'am: Wow, you are clever. Student: Terimakasih.	Code-switching	Phrase
9	Ma'am: Be confident!	Code-switching	Phrase

Student: **Baiklah**

10 Ma'am: Where is your
book? Code-switching Phrase

Student: **Hilang bu.**

There are 10 code-switching of phrase. Those are included in code-switching of phrase because it is range from alternation of more than one word.

Table 4. 6

The results of Code-switching of Clause

No	Utterance	Type of Language Choice	Word
1	How are you today? Semoga kalian baik-baik saja.	Code-switching	Clause
2	What is our topic today? Ada yang tau?	Code-switching	Clause
3	Coba lihat buku kamu! What did you find?	Code-switching	Clause
4	Kumpulkan tugas kalian! Time is up!	Code-switching	Clause
5	Mention some example of conjunction! Apa contohnya, ada yang tahu?	Code-switching	Clause

There are 5 code-switching of clause. Those are included in code-switching of clause because it is range from alternation of group of word that consisted of subject and verb.

Table 4. 7
The results of Code-switching of Sentence

No	Utterance	Type of Language Choice	Word
1	Ibu baik banget. You are the best!	Code-switching	Sentence
2	Today we learn about complex sentence. Ada yang tau apa itu complex sentence?	Code-switching	Sentence
3	Coba bantu saya. I can't answer it.	Code-switching	Sentence
4	Pelajarannya gampang. I like it.	Code-switching	Sentence
5	Tugasnya gampang sekali. It is too easy to do it.	Code-switching	Sentence
6	Saya tidak punya buku. Can I borrow your book?	Code-switching	Sentence
7	Student 1: Kamu paham?	Code-switching	Sentence

Student 2: **I don't understand.**

There are 7 code-switching of sentence. Those are included in code-switching of sentence because it is range from alternation of group of word that consisted of one or more clause.

2. The Factors That Influence The English Language Choice for Students

To find out what factors influence the choice of English for eleventh-grade students of IPA 3, the researcher conducted interviews with students of eleventh-grade of IPA 3. After the researcher conducted interviews with students, then the researcher found the factors that influenced the students' language selection based on Angga Fitra Jaya's theory, are:

a. Social Status

In the social status, the researcher found out just one of thirty-two students who have social status from their answer.

Student 9 said “Karena dari background pendidikan keluarga memiliki pendidikan yang menuntut untuk bisa berbahasa inggris.”

Based on the student opinion family education background influences students' interest in exploring the potential of English language skills. Which is part of social status.

b. Ethnicity

In the ethnicity, the researcher also just found one student who have answer in this category.

Student 31 “Karena kebetulan kakek saya orang tionghoa, dia hanya bisa berbahasa mandarin, inggris, dan indonesia (tidak bisa berbahasa banjar), sehingga mempengaruhi saya sedari kecil untuk belajar berbahasa inggris.

According to the student's statement, she learned English because her grandfather could neither speak Indonesian nor Banjar, making English their communication method. This cultural factor affect ethnicity condition.

c. Place

In this section, the researcher found out eleven of thirty-two students who choose place, especially place in the school, environment, and both of it.

There are students who have chosen the school as their place who influenced them for learning English:

Student 1 “Karena teman-teman sekitar saya selalu menggunakan bahasa Inggris”

Student 20 “Karena tempat belajar saya menggunakan bahasa inggris”

Student 4 “Karena tempat saya bersekolah memiliki pembelajaran bahasa Inggris, sehingga mengharuskan saya belajar bahasa inggris.

Student 5 “Karena disekolah saya memiliki pembelajaran bahasa Inggris”

Student 6 “Karena di sekolah ada pembelajaran bahasa Inggris”

Student 32 “Karena di sekolah ada pembelajaran bahasa Inggris, sehingga saya jadi merasa dituntut belajar bahasa Inggris”

Student 30 “Karena di sekitar saya ada beberapa guru yang menggunakan bahasa Inggris”

Student 10 “Karena sekolah”

There are students who have chosen environment as their place who influenced them for learning English:

Student 2 “Karena orang-orang di sekitar tempat saya menggunakan bahasa Inggris”

There are students who have chosen the school and environment as their place who influenced them for learning English:

Student 16 “Karena di sekitar tempat saya tinggal dan sekolah saya sering memakai bahasa Inggris”

Student 24 “Karena pergaulan bersama teman-teman yang biasanya berbicara bahasa Inggris dan Indonesia agar terlihat keren”

d. Media

In this section, the researcher found out twenty of thirty-two students who have answer media, which have influenced them.

Based on the research, the researcher found 20 students statements, who choose English being used in most of social media’s platforms, movies, novels, songs, games, webtoon. Completely affects them perceive the language by using English.

There are students who have chosen social media as their media who influenced them for learning English:

Student 13 “Karena saya suka bermain game yang mana gamenya menggunakan bahasa Inggris dan begitu juga sosial media yang mana orang-orangnya sekarang banyak menggunakan bahasa Inggris”

Student 15 “Karena saya suka menggunakan sosial media, dan teman-teman saya disana biasanya berinteraksi menggunakan bahasa Inggris, sehingga saya juga ingin berinteraksi dengan teman atau orang luar negeri”

Student 8 “Karena di media sosial sekarang orang-orang sering menggunakan bahasa Inggris, sehingga saya termotivasi ingin lebih lancar berbahasa Inggris”

Student 18 “Karena saya sering menggunakan instagram dan menonton konten-konten berbahasa Inggris di sana, serta menggunakan media whatsapp untuk berkomunikasi dengan teman online saya yang biasanya berbahasa Inggris”

Student 25 “Karena saya menyukai game yang mana teman game saya banyak dari orang luar negeri, lalu menggunakan media seperti tiktok, youtube, film, dan mendengarkan lagu yang kebanyakan menggunakan bahasa Inggris”

Student 14 “Karena saya menggunakan sosial media tiktok yang kebanyakan konten yang saya lihat berbahasa Inggris”

Student 22 “Karena saya suka melihat influencer di instagram yang sering berbahasa Inggris”

Student 27 “Karena saya sering membaca cerita fiksi yang berbahasa Inggris di twitter”

Student 18 “Karena saya sering menonton konten youtube yang berbahasa Inggris”

There are students who have chosen game as their media who influenced them for learning English:

Student 13 “Karena saya suka bermain game yang mana gamenya menggunakan bahasa Inggris dan begitu juga sosial media yang mana orang-orangnya sekarang banyak menggunakan bahasa Inggris”

Student 23 “Karena saya banyak menggunakan media dalam belajar seperti, game dan film berbahasa Inggris dan juga karena sering digunakan di kehidupan sehari-hari.

Student 25 “Karena saya menyukai game yang mana teman game saya banyak dari orang luar negeri, lalu menggunakan media seperti tiktok, youtube, film, dan mendengarkan lagu yang kebanyakan menggunakan bahasa Inggris”

Student 26 “Karena saya suka bermain game, menonton tiktok, dan mendengarkan lagu berbahasa Inggris”

Student 18 “Karena saya suka bermain game dan banyak menemui teman dari luar negeri”

Student 3 “Karena saya sering bermain game”

Student 27 “Karena saya suka bermain game dan membaca buku entah itu novel atau komik yang berbahasa Inggris”

There are students who have chosen movie as their media who influenced them for learning English:

Student 23 “Karena saya banyak menggunakan media dalam belajar seperti, game dan film berbahasa Inggris dan juga karena sering digunakan di kehidupan sehari-hari.

Student 7 “karena saya suka menonton konten berbahasa Inggris di instagram dan tiktok. Serta saya menyukai film luar negeri sehingga mengharuskan saya agak mengerti tentang apa yang mereka bicarakan”

Student 11 “Karena saya suka menonton film barat”

Student 19 “Karena saya suka mendengarkan lagu dan film yang berbahasa Inggris”

There are students who have chosen song as their media who influenced them for learning English:

Student 26 “Karena saya suka bermain game, menonton tiktok, dan mendengarkan lagu berbahasa Inggris”

Student 21 “Karena playlist lagu saya kebanyakan lagu yang berbahasa Inggris”

Student 28 “Karena saya suka mendengarkan lagu dan film yang berbahasa Inggris”

There are students who have chosen webtoon and novel as their media who influenced them for learning English:

Student 17 “Karena saya suka membaca cerita yang berbahasa Inggris di webtoon”

Student 12 “Karena saya suka bermain game dan membaca buku entah itu novel atau komik yang berbahasa Inggris”

Student 29 “Karena saya suka membaca buku novel berbahasa Inggris dan juga sering main twitter yang mana saya memiliki teman online yang sering berbahasa Inggris”

B. Discussions

The research findings based on the data analysis are discussed in this section.

1. The Type of Language Choice is Used by The Student and The Teacher in a Class of English Subject

Based on findings the researcher found several conversational utterances between the teacher and students of eleventh-grade in learning English at Madrasah Aliyah Negeri 3 Banjarmasin which shows how the influence of language choice when choosing two languages at once, namely code-mixing and code-switching which is same with Dell hyme’s theory that is states about bilingual, multilingual, and monolingual people may consider when choosing the code.

Code is divided into code-mixing and code-switching. Based on findings, the researcher found 54 intra-sentential mixings, there are: 31 words, 6 clauses, and 17 phrases. So, it is same with Siregar's theory, about code-mixing is divided into two, namely, intra-sentential and extra-sentential mixing. But none found extra-sentential mixing in learning english in eleventh-grade of IPA 3.

Meanwhile in the finding, the researcher found 1 word, 5 clauses, 10 phrases, and 7 sentences of code-switching in learning english in eleventh-grade at Madrasah Aliyah Negeri 3 Banjarmasin. So, these findings are the same as the theory of Dell Hyme, about code-switching is divided into two, there are: intra-sentential and extra-sentential switching. Based on it, then found both of it.

2. The Factors That Influence The English Language Choice for Students

Based on the research findings the discussion is about the factors That Influence The English Language Choice for Students according to Angga fitra jaya's theory are:

a. Social Status

Based on the finding above, the researcher just found one student of thirty two students in eleventh-grade IPA 3 Madrasah Aliyah Negeri 3 Banjarmasin. From the reason of social status that the student tell "Karena dari background pendidikan keluarga memiliki pendidikan yang menuntut untuk bisa berbahasa inggris." It is known that the educational background of the family is included in the social status which is also based on the theory of Ralph Linton which explains that social status is a set of rights and obligations that a person has in society. People who have high social status will be placed higher in the structure of society than people with low social status.

b. Ethnicity

In ethnicity, the researcher also found just one student who has answer this category. "Karena kebetulan kakek saya orang tionghoa, dia hanya bisa berbahasa mandarin, inggris, dan indonesia (tidak bisa berbahasa banjar), sehingga mempengaruhi saya sedari kecil untuk belajar berbahasa inggris. in the student's answer, the researcher can find out because the student's grandfather came from Chinese, which factored in the student's reasons for learning English and this also entered into Asmore's theory of ethnicity is one of the tools to unify them in the context of nationality, statehood, and the context of inter-ethnic interactions is language.

c. Place

In this category, the researcher found eleven of thirty-two students who have answered this category. From the students statements, it can be immediately seen that the student's environment both at home and at school influences students' use of English because these factors can influence the use of code-mixing or code-switching for students. It fits with the theory of Angga fitra jaya "The place factor also affects students' language skills because the production will be more or less influenced"

d. Media

In media, the researcher found out twenty of thirty-two students have answered media which has influenced them.

From the student statements, it can be seen that students often use social media (Instagram, Twitter, TikTok, WhatsApp), play games, watch (movies, youtube), listen to music, and read (books, novels, webtoons). Which influences students' use of English. From the data the researcher obtained, it turned out that it fits with Angga fitra jaya's theory, namely "The media greatly affects students' English language skills, one of which is social media, by using social media students can learn English very broadly and communicate with people using English on social media can improve their English skills".