

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the data collection from respondents which have been conducted. The writer has done all the research methods to find all the data and the data is described in this chapter. The data are collected from the students of the third semester of PBI that take Speaking I and the lecturer who teaches the subject. This section discuss about the result of the observation from video recording session and interviews. Before the research was conducted, the purpose and rationale of the study had been informed to the lecturer and the students, and the writer reassured them that the object of the study is not to measure their English speaking skill, but it is more into analyzing the code mixing and code switching phenomenon happen in their classes.

A. Findings

This section begins with the presenting of the findings found by the writer after conducting the research methods. The result of video recording sessions, observing the video recordings, and the interviews with the lecturer and the representative students are already found by the writer.

The lecturer who teaches Speaking I, teaches Speaking I from A class to D class. As observed in the research, she uses various techniques when teaching

speaking, for example, small group discussions, presentations, games, and role play. In her speaking class, she requires her students to try to talk in English, she also tries to talk in English when explaining the lesson. However, because some of the students' speaking comprehension level is beginner to intermediate, she often switches or mixes the codes in order to clear her explanation.

The recoding video sessions were conducted in twelve meetings in total from A class to D class. And the research was accomplished from September 21st to October 21st 2015. The recording session did not have any interference with the classroom activities, since the writer wanted to observe the natural condition of the class. After recorded the videos, the writer wrote down the transcripts of the videos as the evidence and showing the clear dialogue that happens in the videos. So, it is easier for the writer to analyze, and easier for the other to understand clearly what were said in the video.

The interview sessions were conducted from October 19th to October 22nd. In interview session, the writer interviewed the lecturer who teaches Speaking 1 classes, and the representative students. The representatives are the samples taken by the writer based on her own preferences and the students' performance in the activities in their class that can represent the condition of whole students. From 126 students, the writer took eight students to interview. The interviews were conducted to fill the writer's research question about the

reason why they switch and mix their codes when they speak in English in English speaking class.

The observation conducted by watching the videos, analyzing the transcript, and taking note the interviews. The result gives the illustration of code switching and code mixing phenomenon that happens in English speaking class. All classes show various percentage of code switching and code mixing using frequency, but the percentages do not different so much for each other. And all types of code switching and code mixing happened along the observation. For detailed result, here are the discussions conducted by the writer based on the video recordings, observations and interviews.

After conducting the research methods that were conducted for more than one month, the writer finally got the expected result. And then, back to the research questions in chapter I, in this chapter the writer would like to present the data to answer all the research questions.

a. Observation

By observing the videos from 12 meetings that had been recorded by the writer, she gained many information regarding to the research question; the types of code switching and code mixing found in the speaking class 1 and the frequency of the use of code switching and code mixing.

In general, the lecturer and all the students used code switching and code mixing in their Speaking 1 classes. The code switching and code mixing were often used by the lecturer and the students in their speaking class although the use of English is required. It usually happened when they talked about something outside the main topic, when some of the students were unable to understand what the lecturer said, or when the students were unable to say something in English. However, the code switching and code mixing are rarely used by them when the lecturer greeted the students at the beginning of the class, their main activity, and when the lecturer closed the lesson of the day.

Since the writer did her video recording in 12 meetings of the speaking 1 classes from the A to D class. The writer attended three meetings of each class. From attending the classes, the writer was able to describe the situations from every class as stated below.

Speaking 1 lecturer uses various techniques in conducting speaking class. As seen in several meetings, she applied small discussion, role play, and telling the daily activity. The main language that is used in this class is English, but in some occasions the writer found the students and the lecturer use Bahasa Indonesia or Banjarese.

As describing in theoretical review, the changing language or inserting another language to one sentence is called code switching and code mixing. The phenomena happen every time is speaking class. As seen below:

L : Ten past four, *ya?* Ok, so it means..ten past four. Ready? Ready for today? I look as if you are not ready to speak for our presentation today. I think..*ya?*

S : (all the students were silent and didn't give any response)

L : *kayaknya belum siap buat belajar?*

In conversation above, the lecturer switch her language from English to Bahasa because there was no response from the students when she used English. Another changing codes occurrence also happened in the dialogue below

S : That's habibi's years old eh eh *umur* habibi! Habibi..Habibi's age. But me..*beginilah..*

L : Ok so do you mean for you it's seventeen but not for Habibi

S : Because *apa yu..Cuma ulang tahun nya yang sama*

As seen here, the student mixed her language because she lacks of vocabulary. Here is another finding from the third observation

L : Family this week. How about next week? What is our topic for next week?

S : uh.. (noisy)

L : *Apa? Saya sudah kopikan silabu.. eh saya sudah kasih silabus. Enggak mau kasih tau. No..*

S : Likes and dislikes

L : Really?

S : Yes.. yes

S : Accepting and declining invitation.

L : *Hari ini masih* family. So? Next week *nya apa?*

S : Telling time.. daily activities.

In the conversation, the lecturer switched and mixed her codes for several times. Firstly, she switched her codes since the students were noisy and did not give enough attention to the lecturer. However, even though she switched her codes from English to Bahasa, she still mixed it with English and it also happened to third dialogue of the lecturer.

S : *Apalagi..ei hi ih! Gawiyah! Gawiyah!* His..his work *kah?* He's work

L : She? He works

S : He works uhhh He works uhh mersan.. *Ih salahhh Pedagang apa?*
(asked her friend) Merchan. Aaaaahhhh *pedagang!*

L : You may say seller

S : Sales..

L : Seller...

In this case, the student was confused when wanted to say something in English, she seemed forget the vocabulary or really did not know the vocabulary of the word she wanted to say.

S : This is.. this is my young sister.. uhh.. her name is Fitriyanti. I usually call her Pipit. And.. and now and now uh.. Pipit is stud eh new student in IAIN *Maba Maba Maba disini*. Uhh... we . we have .. we only have uh one year different .. *satu tahun.. perbedaan satu tahun aja nah..* and.. *apa yu lagi yu lah..*she studied in Syariah Faculty and her major is her major is Islam.. Islamic Banking. Perbankan syariah. Ok thank you.

The dialogue above is from a student who told the other about her family.

At that time, they were required to talk only in English but she put some Bahasa phrases in her dialogue. At that moment, the writer caught her talked in Bahasa when she wanted to emphasize her previous phrase or sentence, also when she felt unsure but what she said in English so she repeated again in Bahasa.

S1 : My birthday is twenty six July..twenty six of July. One nine nine six

S2 : Ahhh you lie you lie you lie you lie..you lie.. bu.. bu.. bu.. bu..
jawaban tuh boleh kah bu ngarang bu?

S1 : Just twenty six of July that's right..my birthday. That's right..that's right..

S2 : No no no the years..he lie the years.. *tahun nya bu ay..jer nya Sembilan enam bu ay..*

In this case, the students switched her codes when it was outside the main activity. She tried to use only English with her friends in their activity conducted by the lecturer, but when she wanted to talk out of the topic, she switched her code.

S1 : Do you bring your family?

L : *Gimana? Gimana? Gimana?* Do you bring your.. family? *Kamu bawa? Bawa keluarga.. dijinjing gitu?*

S2 : *Dimasukkan ke kresek*

L : Okay.. *sebentar nih saya mau ngomong, yang* do you bring your family tadi. *Kebiasaan dibahasa Indonesia, bawa keluarga.. jadi di apa nih..*

S : *Diangkut diangkut*

S1 : *Dijinjing bu ay*

L : *Jadi diganti* do you come with your family..

S2 : I come with...

L : *Iya jangan* do you bring.

In the conversation above, the lecturer switched her code when she corrected students' incorrect sentence. It also happened to the next class, the writer attended.

L : Okay can you tell how the end of the story? Maybe how can you finally find the owner of the paper. How can? *Gimana kok bisa akhirnya nemu punya dia, gitu*. Ok go on

S : *Dibelakang*

L : Behind.

S : In behind

L : Behind *saja ga usah pake in lagi*.

The lecturer switched her code because she found out that the student's English did not understand, so she repeat again in Bahasa, and then, she corrected students' English by using Bahasa.

L : Actually.. *sebenarnya...*

S : uuuhmmmm (silent and confused) afraid.

L : *udah gapapa campur bahasa Indonesia udah..*

S : Afraid.. afraid to.. question. *Takut dalam berta uhhhh....*

L : Afraid in asking?

S : Question.

L : Question *itu pertanyaan* ask *itu bertanya*. Okay.. *gapapa.. jadinya saya kasih tau, kan*. Question *itu pertanyaan kalau* ask *itu bertanya*. Okay *apa tadi?* Afraid.. I'm afraid.

S : Ask

In this conversation, the lecturer talked to a student with poor English. The students could not even say one sentence well. The lecturer switched her code to adapt with the student and correct her sentence.

In another classroom, lecturer switched her code based on this moment.

L : who wants to be the first?

S : (silent)

L : *Siapa yang mau pertama? Ada yang mau pertama? Ada yang mau?*
Do you want to be the first group? *Mau jadi kelompok pertama?*

All of the students had no response when the lecturer asked in English, so she switched to bahasa. The similar case also happened

L : Okay thank you Yadi and little correction..first, 'bring'. Bring *itu kayak gini lo* (gestured 'bring' in movement)..do you bring *apa tadi?* Your friend. *Jadi temennya di hampin?* So invite. *Berapa kali tadi ada bring bring..terus* oh 'much people' *sama* 'much car' *seharusnya*

S : Many

L : many. *Seperti biasa...* 'why you why you why you' *lagi*. 'Why you come' 'why do you'. Okay? *Terus tadi show off ya? Sombong..show off pamer maksudnya..* show off. That's all. Okay thank you. Please give applause for them.

In order to answer the first research question about the types of code switching and code mixing happened in the speaking class, the writer presented these tables. The tables were completed by observing the

conversation happened in the classroom by lecturer and students as well as students and students.

The result of the research found three types of code switching and code mixing. There are inter-sentential, intra-sentential, and tag switching. All the utterances of those types are presented below:

Table 4.1 The Examples of Inter-sentential Codes Speaking I Class

No	Utterances
1	Ready? Ready for today? I look as if you are not ready to speak for our presentation today. I think.. yeah? (all the students were silent and didn't give any response) <i>kayaknya belum siap buat belajar?</i>
2	What expression do you use for expressing your daily activity? <i>Ekspresi nya gimana? Pakai ungkapan apa biasanya?</i>
3	<i>Kalau gini gimana bilanganya?</i> How do you say this?
4	Easy or difficult to express your.. your daily activities? (Students were silent) <i>Susah apa enggak sih mengungkapkan kegiatan sehari hari nya?</i>
5	Do you try hard to find the owner? <i>Kamu berusaha banget enggak untuk menemukannya?</i>
6	<i>enak aja punya sendiri.</i> Ok.. you got my point?
7	like I told you last meeting, you may see your note but don't read. <i>Boleh membaca, boleh liat note nya, supaya mengingat tapi jangan membaca</i>
8	And then after that you finish with your role play in front of, I will invite your friends to give two question. Jadi kalo sudah selesai role play didepan tetap ditempat sini, karena nanti teman-temannya akan dipersilakan untuk bertanya.
9	Come in front of and introduce yourself. <i>Memperkenalkan dirinya dulu biar saya tau.</i>
10	When did you search Bawang Putih and for what this (pointed to the plant) <i>pabila kam melihat ini nah.. pabila kapan?</i>
11	Any more question? <i>ada lagi yang mau nanya?</i>
12	<i>Udah seneng seneng hari ini kok tegang?</i> So do you enjoy our role

	play today?
13	But in this class you are very creative and very different. Unpredictable! <i>Saya gak nyangka lo kalian topiknya ada yang Bawang Merah Bawang Putih terus diselipi apa tadi diselipin dimasukin masalah invitation</i>
14	<i>Siapa yang mau pertama? Ada yang mau pertama? Ada yang mau?</i> Do you want to be the first group? <i>Mau jadi kelompok pertama?</i>
15	you're going to have to present your role play in front of here. <i>Kalian akan mempresentasikan.. kalian akan bermain peran disini</i>
16	We have five minute.. you have five minute to do your performance. But if your conversation is finished before the time you must continue and improve your performance until the time is over. <i>Walaupun seperti kemaren walaupun conversation kalian sudah habis, tetap harus dilanjutkan sampai waktu yang ditentukan selesai.</i>
17	topic untuk minggu depan itu harusnya apa? Tentang apa? Saya tau.. I know. What is our topic for the next week?
18	where do you.. where were you last week? <i>Kamu kemana minggu lalu?</i>
19	<i>yang tidak bawa gambar.. it's mean you don't have any material to speak for speaking today. Yang enggak bawa gambar berarti gak punya bahan buat berbicara.</i>
20	. Don't.. don't be afraid. <i>Jangan takut ya jangan takut salah.</i>

Table 4.2 The examples of Intra-sentential Codes Speaking I Class

No	Utterances
1	<i>Langsung pakai verb one</i>
2	<i>Wudhu is Arabic actually</i>
3	<i>Sekarang please read the activities</i>
4	<i>Saya kasih tips ya buat kalian biar bisa menemukan the owner of the paper</i>
5	<i>Donna, kalau kamu bilang start, Ida it means you may begin.</i>
6	<i>Eldest tu apa?</i>
7	<i>Ok yang disini eldest sama youngest</i>
8	<i>You didn't presentasikan.</i>
9	<i>Karena sudah terlalu mainstream</i>
10	<i>Who has... has... has... has daily activity yang berbeda kaya itu</i>

	<i>nah</i>
11	He write <i>langgar</i>
12	So you know the owner of the paper is Rifky because of <i>langgar</i>
13	<i>Apa itu maksudnya</i> accepting and declining?
14	<i>kemudian</i> you have five minute
15	<i>kamu bilang</i> 'come on' <i>tadi gimana?</i>
16	are you sad when Rini cannot go to <i>apa tadi pantai apa?</i>
17	<i>itu</i> leaves <i>namanya</i>
18	five group <i>itu lima kelompok</i> kalo fifth group <i>kelompok kelima</i>
19	Kalo conversation kalian sudah habis dalam tiga menit, dua menit nya harus tetap didepan harus tetap improve, okay?
20	<i>saya akan meminta</i> audience <i>disini dua orang untuk bertanya</i> about your role play, <i>apapun pertanyaannya.</i>

Table 4.3 The examples of Tag-Switching Codes Speaking I Class

No	Utterances
1	without name, <i>ya..</i> without name
2	Ten past four, <i>ya?</i>
3	At thirty past five, <i>eh, iya ay.</i>
4	So, if you want to express that you say the word but explain, <i>ya?</i>
5	How do you get the owner the paper, <i>ya kan?</i>
6	Ok Ida, after Muna, <i>ya?</i>
7	boy is impossible <i>ya</i> cooking after magrib
8	Okay, actually we still have many time, <i>ya?</i>
9	Ready <i>bu ay</i> ready. Ready ready
10	Ok. enough. <i>Ya..</i>
11	I will decide one from each group to do presentation here in front of in the middle here <i>ya?</i>
12	So you can write more than six sentences. <i>Ya?</i>
13	Question for them, please.. two question.. okay Jamilah.. <i>ya?</i>
14	Question.. <i>ya</i> , Milah? Question for?
15	So next week, this class going to be our class. <i>Ya..?</i>
16	Sebelum kita uh melanjutkan topic kita about family. <i>Ya</i> isn't it? About family? Ok
17	And if you think it's not clear, you may ask them, <i>ya.</i>
18	Got my point? <i>Ya</i>

19	It is puput, uh it is it <i>ya</i> it is lost.
20	Okay the rule is same to yesterday, <i>ya</i> ..

Table 4.4 The Total Number of the Types of Code Switching and Code Mixing in Speaking I Class

No	Date	Class	Types of code mixing and code switching		
			Inter-sentential	Intra-sentential	Tag-switching
1	09-21-2015	PBI B	71	64	17
2	09-28-2015	PBI B	45	39	2
3	09-30-2015	PBI A	93	35	12
4	10-01-2015	PBI C	41	27	11
5	10-01-2015	PBI D	72	27	15
6	10-05-2015	PBI B	92	31	9
7	10-07-2015	PBI A	91	33	9
8	10-08-2015	PBI C	91	59	5
9	10-08-2015	PBI D	247	122	15
10	10-15-2015	PBI C	45	25	-
11	10-15-2015	PBI D	112	51	4
12	10-21-2015	PBI A	81	31	-
Total			1081	544	99

From the table above, the writer could conclude that all three kinds of code switching and code mixing happened in different moments. The most frequent type of code is Inter-sentential, followed by Intra-sentential, and the least is tag-switching.

To answer the research question about the frequency of the use of code switching and code mixing in speaking class can be checked in the tables below. The tables showed the classrooms activities rundown from

opening to closing. The tables one by one showed the classes activities from twelve meetings that the writer attended.

Meeting 1 Class : PBI B

Date : Monday, 09-21-2015

Table 4.5 Frequency of Code Switching and Code Mixing in Speaking I Class (Meeting 1)

No	Activities	Full English	English & Bahasa
1	Greeting	v	
2	Talking about last homework		v
3	Direction to start the lesson	v	
4	Talk about today's topic	v	
5	Give explanation about today's topic		v
6	Q&A about the topic		v
7	Reassure about student's understanding		v
8	Direction before starting the main activity		v
9	The main activity	v	
10	Evaluation about the activity		v
11	Talking about the topic for next week		v
12	Deciding the small groups		v
13	Closing	v	
	Total	5	8

Meeting 2 Class : PBI B

Date : Monday, 09-28-2015

Table 4.6 Frequency of Code Switching and Code Mixing in Speaking I Class (Meeting 2)

No	Activities	English	English & Bahasa
1	Greeting	v	
2	Q&A about student's condition		v
3	Direction for the main activity (role play)		v
4	Role play 1	v	
5	Q&A about the role play		v
6	Evaluation for the role play	v	
7	Role play 2	v	
8	Q&A about the role play		v
9	Evaluation for the role play		v
10	Role play 3	v	

11	Q&A about the role play	v	
12	Evaluation for the role play		v
13	Role play 4	v	
14	Evaluation for the role play		v
15	Talk about the topic for next week		v
16	General evaluation for today's activity		v
17	Closing	v	
	Total	8	9

Meeting 3 Class : PBI A

Date : Wednesday, 09-30-2015

Table 4.7 Frequency of Code Switching and Code Mixing in Speaking I Class (Meeting 3)

No	Activities	English	English & Bahasa
1	Greeting	v	
2	Talking about today's topic	v	
3	Brainstorming		v
4	Evaluating the brainstorming activity		v
5	Deciding the group works		v
6	Direction for the main activity	v	
7	Group discussion	v	
8	Q&A within the group		v
9	Presentations	v	
10	Talking about the topic for next week		v
11	Closing	v	
	Total	6	5

Meeting 4 Class : PBI C

Date : Thursday, 10-01-2015

Table 4.8 Frequency of Code Switching and Code Mixing in Speaking I Class (Meeting 4)

No	Activities	English	English & Bahasa
1	Greeting	v	
2	Talking about student and class' condition		v
3	Talking about today's topic		v
4	Brainstorming		v
5	Evaluating the brainstorming activity		v
6	Deciding the group works		v
7	Direction for the main activity	v	

8	Group discussion	v	
9	Presentations	v	
10	Talking about the topic for next week		v
11	Closing	v	
	Total	5	6

Meeting 5 Class : PBI D

Date : Thursday, 10-01-2015

Table 4.9 Frequency of Code Switching and Code Mixing in Speaking I Class (Meeting 5)

No	Activities	English	English & Bahasa
1	Greeting	v	
2	Talking about student and class' condition		v
3	Talking about today's topic	v	
4	Brainstorming		v
5	Evaluating the brainstorming activity		v
6	Deciding the group works		v
7	Direction for the main activity	v	
8	Group discussion	v	
9	Q&A in the group discussion		v
10	Presentations	v	
11	Q&A about the presentations		v
12	Talking about the topic for next week		v
13	Closing		v
	Total	5	8

Meeting 6 Class : PBI B

Date : Monday, 10-05-2015

Table 4.10 Frequency of Code Switching and Code Mixing in Speaking I Class (Meeting 6)

No	Activities	English	English & Bahasa
1	Greeting	v	
2	Talk about last week's topic		v
3	Asking about students and class' condition	v	
4	Direction for today's topic		v
5	Role play 1	v	
6	Q&A about the role play		v
7	Evaluation for the role play		v
8	Role play 2	v	

9	Q&A about the role play	v	
10	Evaluation for the role play	v	
11	Role play 3	v	
12	Q&A about the role play	v	
13	Evaluation for the role play		v
14	Talking about the next topic		v
15	Main activity		v
16	Talking about the topic for next week		v
17	Closing	v	
	Total	9	8

Meeting 7 Class : PBI A

Date : Wednesday, 10-07-2015

Table 4.11 Frequency of Code Switching and Code Mixing in Speaking I Class (Meeting 7)

No	Activities	English	English & Bahasa
1	Greeting	v	
2	Talking about last homework	v	
3	Talking about last week topic		v
4	Direction to start the lesson		v
5	Q&A about the topic		v
6	Direction before starting the main activity		v
7	The main activity	v	
8	Evaluation about the activity		v
9	Talking about the topic for next week	v	
10	Deciding the small groups		v
11	Direction for next week topic	v	
12	Closing		v
	Total	5	7

Meeting 8 Class : PBI C

Date : Thursday, 10-08-2015

Table 4.12 Frequency of Code Switching and Code Mixing in Speaking I Class (Meeting 8)

No	Activities	English	English & Bahasa
1	Greeting	v	
2	Talking about the class' condition		v
3	Talking about last week's homework		v
4	Direction to start the lesson		v

5	Direction before starting the main activity		v
6	The main activity	v	
7	Evaluation about the activity		v
8	Talking about the topic for next week		v
9	Direction for next week topic		v
10	Deciding the small groups		v
11	Closing	v	
	Total	3	8

Meeting 9 Class : PBI D

Date : Thursday, 10-08-2015

Table 4.13 Frequency of Code Switching and Code Mixing in Speaking I Class (Meeting 9)

No	Activities	English	English & Bahasa
1	Greeting	v	
2	Talking about the class' condition		v
3	Talking about last week's homework		v
4	Direction to start the lesson		v
5	Direction before starting the main activity		v
6	The main activity	v	
7	Evaluation about the activity		v
8	Re-evaluation for students who did not do their homework	v	
9	Talking about the topic for next week		v
10	Direction for next week topic		v
11	Deciding the small groups		v
12	Closing		v
	Total	3	9

Meeting 10 Class : PBI C

Date : Thursday, 10-15-2015

Table 4.14 Frequency of Code Switching and Code Mixing in Speaking I Class (Meeting 10)

No	Activities	English	English & Bahasa
1	Greeting	v	
2	Asking about students attendance		v
3	Direction for the main activity (role play)		v
4	Role play 1	v	
5	Q&A about the role play		v

6	Evaluation for the role play		v
7	Role play 2	v	
8	Q&A about the role play		v
9	Evaluation for the role play		v
10	Role play 3	v	
11	Q&A about the role play	v	
12	Evaluation for the role play		v
13	Role play 4	v	
14	Q&A about the role play		v
15	Evaluation for the role play		v
16	Talk about the topic for next week		v
17	General evaluation for today's activity		v
18	Closing	v	
	Total	7	11

Meeting 11 Class : PBI D

Date : Thursday, 10-15-2015

Table 4.15 Frequency of Code Switching and Code Mixing in Speaking I Class (Meeting 11)

No	Activities	English	English & Bahasa
1	Greeting	v	
2	Q&A about student's condition		v
3	Direction for the main activity (role play)		v
4	Role play 1		v
5	Q&A about the role play		v
6	Evaluation for the role play		v
7	Role play 2	v	
8	Q&A about the role play	v	
9	Evaluation for the role play		v
10	Role play 3	v	
11	Q&A about the role play		v
12	Role play 4	v	
13	Q&A about the role play		v
14	Evaluation for the role play		v
15	Role play 5	v	
16	Q&A about the role play		v
17	Evaluation for the role play		v
18	General evaluation for the main topic		v
19	Talk about the topic for next week		v
20	Closing	v	
	Total	7	13

Meeting 12 Class : PBI A

Date : Wednesday, 10-21-2015

Table 4.16 Frequency of Code Switching and Code Mixing in Speaking I Class (Meeting 12)

No	Activities	English	English & Bahasa
1	Greeting	v	
2	Q&A about student's condition		v
3	Direction for the main activity (role play)		v
4	Role play 1	v	
5	Q&A about the role play	v	
6	Evaluation for the role play		v
7	Role play 2	v	
8	Q&A about the role play		v
9	Evaluation for the role play	v	
10	Role play 3	v	
11	Q&A about the role play		v
12	Role play 4	v	
13	Q&A about the role play	v	
14	Evaluation for the role play		v
15	Role play 5	v	
16	Evaluation for the role play	v	
17	Q&A about the role play		v
18	General evaluation for the main topic		v
19	Talk about the topic for next week		v
20	Closing	v	
	Total	11	9

From the tables above, the percentage in every meeting is different as follow:

Table 4.17 Average and Percentage of Frequency of Code Switching and Code Mixing Phenomenon Compared to Full English in Speaking I Classes

No	Date	Class	Eng	Mix	Total	Percentage	
						English	Mix
1	09-21-2015	PBI B	5	8	13	38,5%	61,5%
2	09-28-2015	PBI B	8	9	17	47,1%	52,9%
3	09-30-2015	PBI A	6	5	11	54,5%	45,5%
4	10-01-2015	PBI C	5	6	11	45,5%	54,5%
5	10-01-2015	PBI D	5	8	13	38,5%	61,5%
6	10-05-2015	PBI B	9	8	17	52,9%	47,1%
7	10-07-2015	PBI A	5	7	12	41,7%	58,3%
8	10-08-2015	PBI C	3	8	11	27,3%	72,7%
9	10-08-2015	PBI D	3	9	12	25%	75%
10	10-15-2015	PBI C	7	11	18	38,9%	61,1%
11	10-15-2015	PBI D	7	13	20	35%	65%
12	10-21-2015	PBI A	11	9	20	55%	45%
Total			74	101	175	42,3%	57,7%

b. Interview result

This section presents the results of the interview with Speaking 1 teacher and the representative students. The interview was held to find the answer for research question about the reason why code switching and code mixing happened in speaking 1 class and the benefits of using code switching and code mixing from the lecturer and the students' point of view.

1) Lecturer

The interview with the lecturer was conducted on October 30th 2015. In the interview the writer asked six questions as presented in

previous chapter. By conducting the interview, the writer could figure out the code switching and code mixing phenomenon from the lecturer's point of view.

Q1 : From your point of view, do you think you always talk in English all the time?

L : *always use English? no.. you see I mix*

Q2 : Do you think you often switch or mix your English with Bahasa or Banjarese?

L : *If it is in A class it is not really often, not really A class... Code mixing usually happens in C class, D class is also often, and B class as well.*

Q3 : If yes, why do you switch and mix your English?

L : *I usually do it when seeing their faces, you know.. so their faces look like confused. Look like they do not understand so then I mix or directly translate into Bahasa Indonesia. It shows on their faces. Look like do not understand, so then... yeah.. confused. There is no response after I finish talking, right?*

Q4 : In teaching and learning process, which one is easier or more effective? Talking only in English or switch/mix it with Bahasa or Banjarese?

L : *Yeah.. because... when there is no response, right? They do not respond, do not understand, so I try to repeat it slowly, if they still look confused, then I mix or switch.*

Q5 : We all know that in speaking class, we should try to talk only in English. But the facts show that it is not like that. From your point of view, why does it happen? And what is your opinion about that?

L : *If it is A class, better not.. but in the other classes it is according to the students. If the vocabulary is easy, we don't need to translate it, but when giving direction or rule sometimes the students are still confused. Sometimes it can be explained by gesture but... usually if the rule is like first you must blab la bla, the second yeah they are confused. Then I repeat it, the first you must buy na na na na.. if they still look confused, okay I switch.*

Q6 : Do you think it is beneficial when we switch and mix our language in speaking class? Is yes, what are the advantages?

L : *to ease the explanation. They are still unable to talk only in full English, right? When they talk they still mix it as well.*

2) Students

The interview was conducted with representative students from each class, the writer picked two students from each class and there

were 8 students in total. The interview was held from October 23rd to October 24th 2015 with six questions in total. From the interview, the writer can take conclusion about code mixing and code switching from students' point of view.

Q1 : From your point of view, do you think you always talk in English all the time?

S1 : No, I talk in English only in certain moments.

S2 : Often, because I try to make English as my second language

S3 : Rarely, sometimes it based on the place

S4 : Yes, because English is very interesting for me and make me learn more

S5 : No, because I lack of vocabulary

S6 : No, because I'm still not used to talking in English and there are still many vocabularies that I do not know.

S7 : Seldom

S8 : Sometimes, when I remember to talk in English, I talk in English with my friends, but when I forget, I talk in Bahasa

Q2 : Do you think you often switch or mix your English with Bahasa or Banjarese?

S1 : Yes

S2 : Rarely, except I do not know the meaning

S3 : Yes

S4 : No

S5 : Not really, we try to talk in English as much as we can and only use Bahasa in a forced state.

S6 : Yes

S7 : Yes

S8 : Correct

Q3 : If yes, why do you switch and mix your English?

S1 : Because for some vocabularies I still have not mastered yet

S2 : When I don't know the meaning and when I talk with my friends

S3 : Sometimes I forget the vocabulary

S4 : --- (because she said no)

S5 : because I was born in a country that does not use English but Bahasa Indonesia.

S6 : Because there are vocabularies that I haven't known yet

S7 : because the lack of vocabulary

S8 : because I don't know how the correct English is, or when I'm confused and there are vocabularies that I don't know in English.

Q4 : In teaching and learning process, which one is easier or more effective? Talking only in English or switch/mix it with Bahasa or Banjarese?

S1 : if we have more vocabularies it will be easier to talk only in English. but if do not, it is hard.

S2 : it is easier if it is mixed. Hehe..

S3 : it is better to use only english, but it is easier if it is mixed.

S4 : it is according to the condition and situation

S5 : only English

S6 : English mixed with Bahasa Indonesia

S7 : it is easier to talk in mixed English

S8 : it is easier to mix English with Bahasa Indonesia/Banjar

Q5 : We all know that in speaking class, we should try to talk only in English. But the facts show that it is not like that. From your point of view, why does it happen? And what is your opinion about that?

S1 : one of the reasons is the lack of English vocabulary, and afraid if the grammar is incorrect.

S2 : maybe the lack of passion to practice English, if there is passion to practice English, they will talk in English.

S3 : because of the lack of vocabulary mastery

S4 : I think, it is caused by the lack of English vocabulary and they usually talk in Bahasa Indonesia

S5 : because of the lack of vocabulary

S6 : because I'm already familiar with Bahasa Indonesia/Banjar that I use every day

S7 : because of the lack of vocabulary, anxiety, and the lack of grammar mastery

S8 : because they are not used to talking in English

Q6 : Do you think it is beneficial when we switch and mix our language in speaking class? Is yes, what are the advantages?

S1 : yes, there is. To ease the learning activity but then the use of other languages beside English should be decreased

S2 : the benefit is to give more comprehension to the listener if he or she doesn't understand.

S3 : actually there is no benefit, because it makes us less fluent to talk in English

S4 : yes there is, but not really effective to apply

S5 : to make the listener understand our intention because we don't know the vocabulary.

S6 : yes there is. By mixing English with Bahasa Indonesia/Banjarese/others, our vocabulary will improve as the time goes by.

S7 : yes there is, for people who cannot talk in English at all will encourage themselves to talk in English and sooner or later will be used with English.

S8 : yes there is, the benefit is to improve the English vocabulary.

B. Discussion

In chapter one, the researcher put four research questions that should be answered in this chapter. This chapter presents the discussion regarding to the findings that have already got in the previous research. The questions will be discussed one by one as states below:

1. The Types of Code Switching and Code Mixing Found in Speaking I Class

From the research, the writer found three types of code switching and code mixing as stated in chapter two. According to Poplack (1980, p. 615) the types are inter-sentential, intra-sentential, and tag-switch.

Inter-sentential mostly happened when the lecturer explained something, but the students seemed do not understand what the lecturer meant, therefore the lecturer switched her codes from English to Bahasa Indonesia to make the students understand. From the example showed in previous section, lecturer switched code when there was no response from the students. Also, lecturer code switched when she needed to give correction for student's incorrect English. From the students, the students happened to code switched when they think it was out of the topic they freely switched their code from English to Bahasa.

The second position is Intra-sentential. It often happened to the students, the condition when it happened usually when the students were unable to say a word in English or when the teacher wanted to stress some sentences. It also happened when they; the lecturer and the students, said some English words that already familiar in their Bahasa Indonesia sentences. Otherwise, it often happened when they expressed something in Bahasa Indonesia or Banjarese because the literal meaning would change when they translated them the words into English.

The types that least happened in this speaking class is tag-switching. Tag-switching usually happened when the lecturer wanted to emphasize something with tag-question in Bahasa Indonesia, such as “Ok we have four more groups, *ya?*” – “Ok we have four more groups, right?” The lecturer wanted to emphasize her sentence by adding Indonesia tag-phrase “*Ya*” in her sentence. For more details can be seen from the transcripts in appendixes.

As from the table 4.1, there are found 1080 points of inter-sentential, 544 points of intra-sentential, and 99 points of tag-switching.

2. The Frequency of the Use of Code Switching and Code Mixing in Speaking I Class

From table 2, the writer could take conclusion that the frequency of the use of code mixing and code switching in every meeting is quite often.

Compared to full English percentage, code switching and code mixing happen more often. The average percentage from whole classes is 42,3% of using only English and 57,7% of using mixed English or only Bahasa (the lecturer and the students switch and mix the codes). The highest percentage of full English and lowest percentage of mixed language using happened to A class at the 12th meeting at 55% for full English and 45% for mixed English with Bahasa or only Bahasa. Meanwhile the lowest percentage of full English and highest percentage of mixed language using went to D class at 25% for full English and 75% for mixed English with Bahasa or only Bahasa. In conclusion, the lecturer and the students quite often use code switching and code mixing in speaking class. It is more often compared to the use of English language only.

3. The Reasons Why the Lecturer and the Students Use Code Switching and Code Mixing in Speaking I Class

From interviews that had been held, the reasons from lecturer and students are absolutely different. They view from their own point of view, and stated various reasons due to the use of code switching and code mixing in their speaking class.

From the interview with the lecturer, she stated that she does not always talk in English, but she mixes the language that she uses. She speaks in

English and mixes it with Bahasa and Banjarese. When asked about the frequency of the use of code switch and code mix in the speaking class, she said it depends on the class. As for your information, the class' distribution was decided by TOEFL scores in which caused the students ability from A class to D class are different based on their English ability. Therefore, the lecturer rarely mixes or switches the codes when it comes to the A class and quite often mixed and switcher the codes in C or D class (especially C class). As the frequency of using code switching and code mixing raises from A class, B class, C class to D class.

Code mixing and code switching usually happens when the lecturer saw the confused faces of the students. As she can take the conclusion that the students do not understand what she just said and she needs to make them understand. When she first talk and there is no response from the students, she usually will slow down her speaking speed, and when the students still cannot figure out she said, then she switches or mixes her codes from English to Bahasa.

It is clear that the lecturer switches and mixes the English with bahasa or Banjarese because the students are unable to understand the English sentence that she said. Especially, when it is an important note and the students need to fully understand the point. Therefore, the reason of using code switching and code mixing from lecturer's point of view is caused by the

students' disabilities in understanding the English sentences said by the lecturer. So the lecturer should mix or switch the codes from English to Bahasa or Banjarese. The statement agrees with the condition seen in the observation video. In one of the video that was taken in D class, when the lecturer gave direction "Please.. don't gave.. don't give name on the paper. Ya and don't give any clue that show if its paper is yours." The students remained silent. When he lecturer ensure them by asking "get it?" only some of them who answered "yes" and after that, the lecturer finally explained again in bahasa, "Okay *jadi jangan kasih nama ataupun hal hal yang menunjukkan bahwa yang kamu tulis itu adalah milik kamu. Okay*". Also it agrees with the statement by Grosjean (1982); when the interlocutors do not understand some words of expressions that are said by the speaker. Therefore, the statement is clearly confirmed from the occurrence, the fact that the lecturer code switches or mixes when she finds out that the students cannot get what she means in English,

The students' opinion about the use of code mixing and code switching are various. When they were asked about the reason why they code mix and code switch they answer that they feel they still lack of vocabulary. They think they have not yet mastered the vocabularies perfectly. Sometimes they are confused how to say vocabulary in English. And they do not know the English vocabulary of the things that they want to say.

Another reason they expressed is forget the vocabulary. They told the writer that sometimes they forget the vocabulary in some occasion. They said that they code mix and switch when they forget the exact words they want to express.

The other students said that they mix their English or switch into bahasa since they are not accustomed to talk only in English. They are used to talking in Bahasa Indonesia and Banjarese in their daily life, which is why talking only in English is not a natural thing they can do.

The students added that sometimes they feel anxious when it comes to speak in English. They are afraid of being wrong. They are afraid if their grammar, vocabulary and pronunciation are incorrect. The others stated that they worry about their grammar, they think their grammar is still not good enough. And they think they do not yet know how the appropriate English should be. That is why they decide to mix their English or switch it to Bahasa Indonesia.

When the students were asked whether it is easier to talk only in English or in mixed language, most of them agreed that it is easier to talk in mixed language. They said it must be easier to talk only in English if they have rich vocabulary. But they all convince that in speaking class it is better if they only speak in English. They convince that speaking class is the place for them to practice to talk only in English.

From students' point of view, they confessed more various reasons why they switch or mix their codes. As stated from interview as follows. By interviewing the students comparing with the observation of students' behavior in speaking class, the fact that most of them are still really often mixing and switching their English with Bahasa Indonesia or Banjarese. And the students' statements from interview agree with observation, only a few of them who try to use only English in speaking class.

So, from the interview above, we can conclude that when the students were asked about the reason why they switch and mix their English with Bahasa Indonesia or Banjarese, they all agreed that the reason is the lack of vocabulary. They intentionally or unintentionally switch or mix their English when they cannot find the exact vocabulary to express what is on their mind and they stated that sometimes they do not know the meaning of some words in English. As seen from observation video, most of them who switch or mix the codes, at the moment they are silent for a while as if they cannot find the vocabulary, they asked their friend beside them in bahasa such as "*eh apa bahasa inggrisnya ---?*" it happened when they lack of vocabulary.

The other reason that they stated is some of them mix and switch their English when they feel anxious. They are afraid of being wrong. They are afraid if they said inappropriate vocabularies, they are afraid if their grammar is wrong, and they are afraid if they pronounce the words incorrectly. The

students expressed that they feel they still lack of English knowledge. Some of them are still unsure about their English ability, especially speaking ability. They still do not know how the correct English should be. Therefore, from the statements above, the writer can comprehend that the other reason is anxiety.

Beside lack of vocabulary and anxiety, the reason that students code switch and code mix is sometimes they forget the English vocabulary. In some moments from observation section, the writer witnessed when students were speaking in English but they paused their sentences and in that moment they were thinking and trying to remember about the exact vocabulary they wanted to say in saying “*apa tuh.. apa tuh..*” but they were failed and then expressed the statements in Bahasa Indonesia or Banjarese. That was how the code switching and code mixing happened.

And the last reason of why students code switch and code mix is they are not used to talking only in English and they lack of passion to talk only in English. Because they all talk in Bahasa and Banjarese in their daily life. The vocabularies or sentences in bahasa Indonesia and Banjarese are often included within an English sentence or within a conversation. The writer herself agrees with this statement from seeing the observation.

Hence, from the lecturer and students’ statements above, the writer concludes that code switching and code mixing happen when the lecturer

found out that the students cannot get what she means, the students lack of vocabulary, feel anxiety of using English grammar, pronunciation, and vocabulary, forget the vocabulary, and are not used to talking only in English.

4. The Benefit of Using Code Switching and Code Mixing in Speaking I Class

The benefits of the use of code switching and code mixing are presented here. From interview with the lecturer, she stated that code switching and code mixing make the English speaking learning more effective when the students with lower level ability do not understand or do not sign any response. Hence she does it to make them understand the point of what she said. When she asked which one is better, with or without code switching and code mixing, she pointed that in A class (as said the class of students with higher level English ability), it is better not switch and mix the codes since all the students can get what she means, but when it comes to B, C and D class, where not all the students can easily understand what she means, code switching and code mixing can be advantageous in English learning process. But for simple vocabularies, she always tries to explain it in English first or gesture it, but if the students still give no response, she translates it to bahasa then. However, when it comes to the rule direction, it is necessary for the students to understand carefully, so that's why if she already slows down her speaking speed and the students still do not understand, she cannot help but

translate or mix English with bahasa. Therefore, the advantage of code switching and code mixing is to ease the explanation.

The lecturer agreed that code switching and code mixing do have advantage in English learning process. They ease the learning process, especially for giving instruction to the students with lower English level who do not understand what the lecturer means. At first, the lecturer commands the instruction in English, if the students give responses and they all look understand what she means, and then she does not need to switch or mix it with Bahasa. However, when the lecturer faces the students with lower English ability, after she gives instruction but there is no response from the students, then she needs to switch or mix her English with Bahasa in order to make them understand.

The lecturer emphasized that the English learning process that involves code switching and code mixing is effective only when the class contains the students that have lower English ability in majority. In that kind of class, code switching and code mixing often happen. However, in the class with students who have higher level English ability, code switching and code mixing is not necessary and they rarely happen in the activities.

From interview with the students, they all have their own opinion about the benefits of switching and mixing English with Bahasa and

Banjarese. Some of them agreed that there are some benefits by switching and mixing codes, such as the use of code switching and code mixing eases the interlocutor who does not really understand English, it makes the listener understand what the speaker means when the listener do not know the vocabulary, it ease the English learning process, also it makes the students able to improve their vocabulary by mixing and switching the English words with the meaning in Bahasa, and it encourages the students to talk in English than in Bahasa Indonesia and from time to time the students accustomed to talk in English. However, there are some students who disagreed with the statements, they stated that there is no benefit from switching and mixing codes in speaking class, instead the use of code switching and code mixing makes the students unimproved because they say some words in Bahasa or Banjarese and do not try to speak only in English, and it also makes the students do not become fluent to talk in English, and some of them agreed that if they students' English skill is already good, the use of code mixing and code switching should be detracted.

The students stated that it makes the students understand what the lecturer or the other students want to say. It helps the listener to understand the English that used by the speaker. It also helps the English speaking process become easier to follow, as seen from the observation, the students with lower level English ability are easier to understand. Also, it improves

students' vocabulary since by translating English into Bahasa indirectly gives them the chance to find out the meaning and add their vocabularies. Moreover, code switching and code mixing encourages students trying to talk in English so they will be accustomed to talk in English.

Therefore, for speaking class, the use of code switching and code mixing is beneficial in easing the listener who does not understand English, makes the listener understand the intention of the speaker, easing English speaking process, helping the students to improve their vocabulary, and encouraging the students to talk in English so they will be used to speaking in English.